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The reality of extracurricular sports activities in table tennis of tra vinh university's students, Vietnam

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Abstract
The study intends to provide precise and comprehensive information about the reality of extracurricular sports activities (ESA) in table tennis for Tra Vinh University (TVU) students. By the method of document references, interviews, and statistical mathematics, the study has presented in detail and specifically the data on the current state of ESA of TVU students through the percentage of students participating, the purpose of participating, the reason for not participating and the content of ESA participation. Besides, the study also informed about the form and the extracurricular training program in table tennis of TVU students. The results of the study: reality of TVU students participating in ESA regularly 30,6%, sometimes 39,1%, and never 30,2%. The foremost purpose of TVU students in participating in is to improve their health condition which accounts for 69.0%, followed by stress reduction which is 15,2%. The reason why TVU students do not participate in ESA is that there is no instructor which accounts for the highest percentage of 49,1%; the next reason is short of time which is 26,3% and the last reason is no talent for sport, 13,2%. TVU students participating in ESA training programs chose to practice football the most, followed by volleyball, badminton, table tennis, and the remaining subjects which are less than 10%. In the reality of extracurricular training in table tennis of students at TVU, most of them practice in the form of group, class, and self-practice exercises (78.2%). The practice method is practicing without an instructor (61.5%). The duration of practice varies from 30 minutes to 02 hours (88.0%). Students prefer to practice in the afternoon, and after classes (93.8%). Most students practice table tennis without any program.

Keywords: extra-curricular sports, table tennis, students, tra vinh university, Vietnam

Introduction

Basis of the study

Inadequate physical activities and increasingly unhealthy diets are leading causes of obesity, diabetes, cancer, and death (Dumith, Hallal, Reis, & Kohl, 2011; Kohl *et al*, 2012; World Health Organization, 2010, 2011; Zhang & Chaaban, 2013) [1,2,3,4,5]. The World Health Organization (2010) [3] and countries' governments recommend that adolescents should participate in physical activities and sports to improve physical and mental health. However, in many countries, the proportion of adolescents meeting the recommended rate of physical activity is not sufficient (Australian Bureau of Statistics, 2013; Troiano *et al*, 2008) [6, 7]. The cost of physical inactivity and sedentary lifestyles is increasingly recognized as an important reason for promoting physical activities (Carlson, Fulton, Pratt, Yang, & Adams,2015; Ding *et al*.,2016; Kruk,2014) [8, 9, 11]. That is vitally important to promote physical activities among adolescents.

At schools in some countries, Students have been encouraged to participate in ESA (Australian Bureau of Statistics, 2012; Edwards, Kanters, & Bocarro, 2011; MEXT, 2013b; Sport Council Wales, 2009) [12, 13, 23, 15]. A country with a long history of interest in ESA in schools is Japan (Nakazawa, 2011, 2014) [17, 18]. Participating in ESA in Japan is an important part of students' experience in physical activity and sports because of the limited scheduled standard physical education (secondary schools and high schools in Japan) which usually has three 50-minute lessons a week; MEXT, 2008, 2009) [19, 20]. Furthermore, Students are rarely engaged in activities for all of the time, as it includes teachers' preparation and teaching time (Minamishima & Takahashi, 2007; Takahashi, Okazawa, Nakai, & Yoshimoto, 1991) [21, 22]. These time limits and PE program content restrain students from participating in sports and physical activity, especially if they are not active in their spare time (He *et al*., 2013; MEXT, 2013a) [23].

ESA provides students with an important opportunity to engage in physical activities and sports recreation. Furthermore, due to relatively low cost, and no need for equipment, tool, or qualified yards, schools could be the most convenient places for students to participate in physical activities (De Meester, Aelterman, Cardon, De Bourdeaudhuij, & Haerens, 2014) [24]. It is also evidence to prove that extracurricular sports activities contribute to the physical, mental, and academic development of adolescents (Farb & Matjasko, 2012) [25].

Extracurricular sports activities play a vital role in training the physical and mental health of students after their studies and research. Organizing extracurricular sports activities in schools in order to encourage students to voluntarily engage in sports practice; forming the habit of regular physical exercise for students is a requirement of the Ministry of Education and Training for schools (the Ministry of Education and Training, 2008) [26]. The VietNam Sports Development Strategy to 2020 (Prime Minister, 2010) [27] and the Project on Physical Education and School Sports Development for the period 2016-2020, with a vision to 2025 (Prime Minister, 2016) [28] have proposed important aims, in which the aim of development of extracurricular sports activities is: encouraging students to spend 2-3 hours a week participating in ESA in clubs, gifted sports classes. Therefore, students spending time practicing sports regularly with appropriate frequency and method which is

suitable to their health and interest is necessary (Le Van Lam, Pham Xuan Thanh, 2008) [29]. Nguyen Duc Thanh's research (Nguyen Duc Thanh, 2013) [30], Pham Xuan Khanh's (Pham Xuan Khanh, 2015) [31] and Phung Xuan Dung (Phung Xuan Dung, 2017) [32] show that Viet Nam students currently are not active, proactive, and self-conscious in term of engaging in extracurricular sports activities. Since then, accurate information about reality as a basis to propose solutions in order to make students actively participate in extracurricular sports activities is extremely necessary and important. For the stated reasons, I choose the title of my study as:

"T**he reality of extracurricular sports activities in table tennis of Tra Vinh University's students, Vietnam"**

Research methodology

The method of compositing and analyzing documents was applied to gather information and statics from the previous research related to extracurricular sports activities for students. Thereby, those information served as a theoretical basis for analyzing and discussing the results.

The interview method was used to collect information from experts, specialists, and students about table tennis extracurricular sports activities at TVU.

Statistical mathematics was used to process the data obtained using statistical mathematical formulas.

Interviewee: 3986 students of TVU.

Result and discussion

In order to provide information based on the practical basis for establishing an extracurricular table tennis curriculum for TVU students, the researcher surveyed 3986 students of TVU on the reality of participating in extracurricular sports activities which are presented in Table 1.

Table 1: Survey results of students participating in extracurricular sports

Ordinal number	Students	Regular		Sometimes		Never	
		Quantity	%	Quantity	%	Quantity	%
1	First year	768	19.3	833	20.9	641	16.1
2	Second year	182	4.6	275	6.9	200	5.0
3	Third year	146	3.7	248	6.2	173	4.3
4	Fourth year	125	3.1	204	5.1	191	13.1
Total		1221	30.6	1560	39.1	1205	30.2

Statics from Table 1 presented that there were 1221 students, which made up 30.6%, who participate in extracurricular sports training regularly. There were 1560 students who sometimes participate in extracurricular sports training which accounted for 39.1%. 1205 students, accounting for 30.2%, have never participated in extracurricular sports training.

Result of the survey of 1221 TVU students about the purpose of engaging in extracurricular sports activities was presented in table 2

Table 2: Survey results for the purpose of TVU students participating in extracurricular sports (n = 1221)

Ordinal numbers	Contents	Results	
		Quantity	%
1	Stress reduction	186	15.2
2	Health improvement	842	69.0
3	Obtaining fit body	41	3.4
4	Expanding communication	39	3.2
5	Practicing discipline, perseverance, patience	35	2.9
6	Becoming celebrities	13	1.1
7	Recreation	57	4.7
8	Other	08	0.7
	Total	1221	100.0

The statics from Table 2 showed that the highest aim of TVU students participating in ESA was "Health improvement" at 69.0% and the lowest was "other" at 0.7%; The next purpose of accounting for 15.2% was "stress reduction". The other purposes were all below 5%. The percentage of purposes of TVU students participating in ESA was illustrated in Diagram 1.

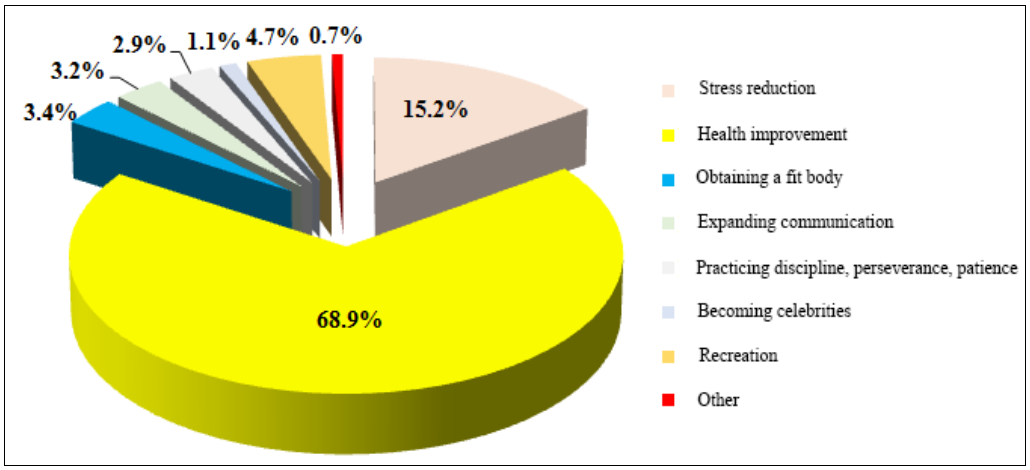

Diagram 1: The percentage ration of purposes of TVU students participating in ESA.

Through the above analysis and diagram 1, it showed that TVU students had the appropriate purpose in participating in ESA which was health improvement. This was also the aim of ESA according to Decision No. 72/2008/BGDĐT [8]. The next aim of participating in extracurricular activities of TVU students was "stress reduction" which also accounted for a high percentage of 15,2%. The remaining aims accounted for a low rate of less than 5%.

The results of the survey of 1205 students about the reasons for not participating in the ESA were presented in Table 3.

Table 3: The results of the survey of 1205 TVU students about the reasons for not participating in the ESA (n = 1205)

Ordinal numbers	Contents	Results	
		Quantity	%
1	Do not have a talent for sports	159	13.2
2	Do not have time	317	26.3
3	Do not have an instructor	592	49.1
4	Do not have an appropriate health condition	37	3.1
5	Do not have support from parents	28	2.3
6	Inactivity	36	3.0
7	Do not have fund	24	2.0
8	Other	12	1.0
	Total	1205	100

The statics from Table 3 showed that the foremost reason why TVU students do not participate in ESA was "Do not have an instructor" which accounted for 49.1% and the minor reason was "other" at 1.0%. The following reasons were "Do not have time" at 26,3%, and "Do not have a talent for sports" at 13.2%. The other reasons which accounted for the low percentage were "Do not have interest in participating in extracurricular sports activities", "Do not have appropriate health condition", "Do not have funds" and "Inactivity".

The percentage of reasons why TVU students do not participate in extracurricular sports activities is shown in diagram 2.

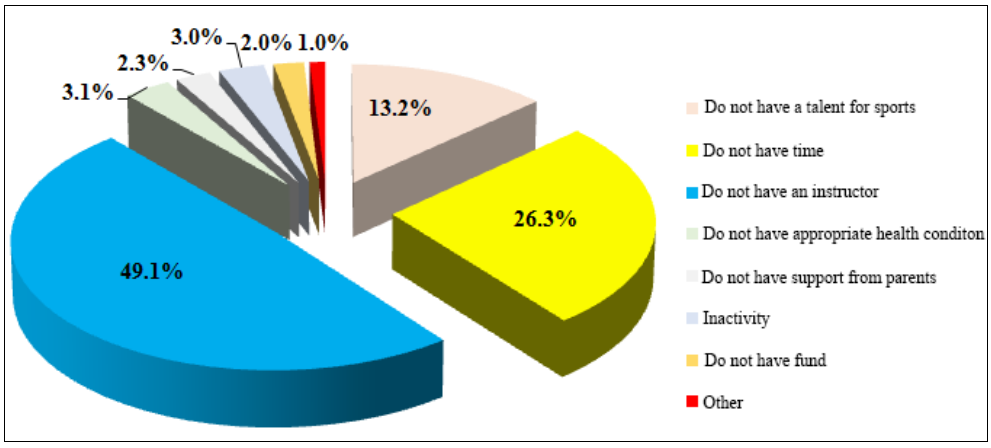

Diagram 2: The percentage of reasons why TVU students do not participate in extracurricular sports activities.

The above results show the reasons why TVU students do not participate in extracurricular sports activities were "Do not have an instructor", "Do not have time" and "Do not have a talent for sports"; The other reasons accounted for a low percentage.

The study surveying the actual situation of extracurricular sports practice of 1221 students obtained the results which were presented in Table 4.

Table 4: Survey results of TVU students on the kind of sportss participating in ESA (n=1221)

Ordinal number	Students	Male		Female		Total	
		Số lượng	%	Số lượng	%	Số lượng	%
1	Football	188	15.4	26	2.1	214	17.5
2	Volleyball	149	12.2	54	4.4	203	16.6
3	Table tennis	98	8.0	94	7.7	192	15.7
4	Badminton	99	8.1	98	8.0	197	16.1
5	Athletics	36	2.9	54	4.4	90	7.4
6	Martial arts	44	3.6	29	2.4	73	6.0
7	Swimming	32	2.6	52	4.3	84	6.9
8	Chess	12	1.0	18	1.5	30	2.5
9	Iron marble	86	7.0	26	2.1	112	9.2
10	Other	11	0.9	15	1.2	26	2.1
Total		755	61.8	466	38.2	1221	100.0

The data from Table 4 showed that;

TVU students participating in ESA training chose to practice "football" for the most at 17.5% and the lowest in "other" at 2.1%. The other content options were volleyball - 16.6%, badminton - 16.1%, table tennis - 15.7%, iron marble - 9.2%, athletics - 7.4%, swimming - 6.9%, martial arts - 6.0%, and chess - 2.5%. For male students, the highest practice of "football" was at 15.4% and the lowest was "other" at 0.9%. The other options were volleyball - 12.2%, badminton - 8.1%, table tennis - 8.0%, iron marble - 7.0%, athletics - 2.9%, swimming - 2.6%, martial arts - 3.6%, and chess - 1.0%. For female students, the highest practice of badminton was 8.0%, and the lowest was other content at 1.2%. The other options were table tennis - 7.7%, volleyball, and athletics - 4.4%, swimming - 4.3%, martial arts - 2.4%, football, and iron marble - 2.1%, and chess 1.5%. The kind of sports of TVU students participating in ESA training was presented in diagram 3.

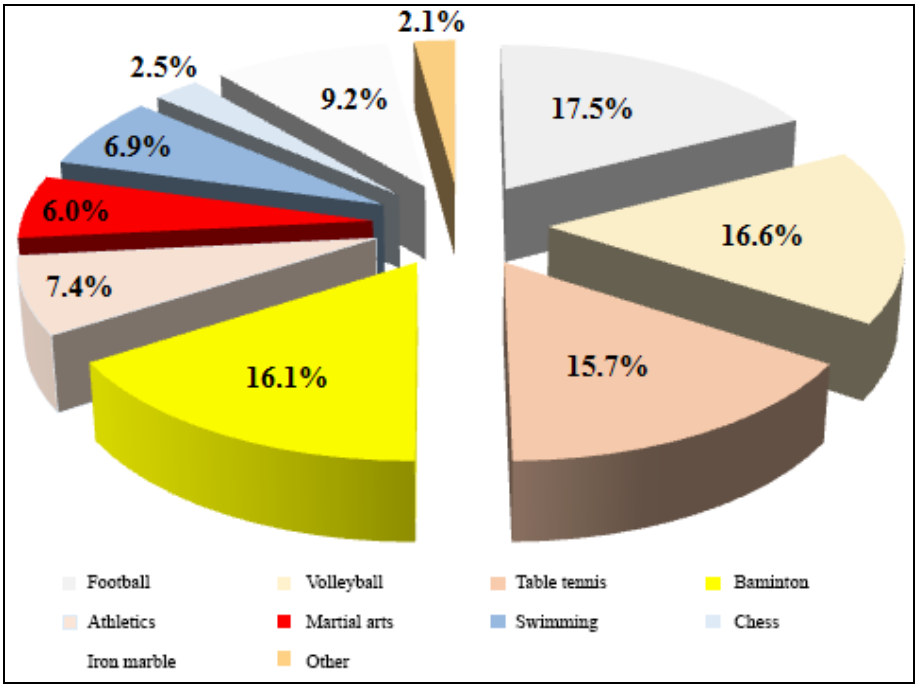

Diagram 3: The content of TVU students participating in ESA training

The results of the survey of 192 students participating in table tennis about the method and the extracurricular training program were presented in Table 5.

Table 5: The actual situation of the form and the extracurricular training program of table tennis of TVU students. (n = 192)

Ordinal number	Survey content		Quantity	Percentage (%)
1	Form of practice	Team	14	7.3
		Club	28	14.6
		Class	89	46.4
		Self-practice	61	31.8
		Total	192	100.0
2	Practice method	With an instructor	56	29.2
		Without an instructor	118	61.5
		Both	18	9.4
		Total	192	100.0
3	Practice duration	Under 30 minutes	11	5.7
		30 minutes to 1 hour	63	32.8
		1 hour to 2 hours	106	55.2
		More than 2 hours	12	6.3
		Total	192	100.0
4	Practice time	In the morning	0	0.0
		In the afternoon	35	18.2
		In the afternoon, after class	126	65.6
		Anytime, in the free time.	31	16.1
		Total	192	100.0
5	Practice program	With a program	42	21.9
		Without a program	150	78.1
		Total	192	100.0
6	The necessity of a program	Very unnecessary	0	0.0
		Unnecessary	0	0.0
		Neutral	0	0.0

		Necessary	103	53.6
		Very necessary	89	46.4
		Total	192	100.0
7	The content of the extra curriculum	Practice	14	7.3
		Theory	0	0.0
		Both theory and practice	178	92.7
		Total	192	100.0

The data in Table 5 showed that;

About the form of training

- **From of training:** The actual situation of extra-curricular practice form of table tennis of TVU students was in groups and class accounted for the highest percentage of 46.4% and the lowest is "team" which accounted for 7.3%, followed by self-practice accounted for 31.8% and club practice accounted for 14.6%.

- **Practice method:** The actual situation of the extra-curricular practice of table tennis of TVU students was practice without an instructor which accounted for 61,5%. The lowest option was "both" at 9,4%. The percentage of students who practice with an instructor accounted for 29,2%**.**

- **Practice duration:** Students who participate in the extra-curricular practice of table tennis from 1 hour to 2 hours accounted for the highest percentage at 55,2% and the lowest was students who practiced for under 30 minutes which was 5,7%, followed by "from 30 minutes to 1 hour" at 32,8% and "more than 2 hours" at 6.3%.

- **Practice time:** Students tended to practice in the afternoon after class accounting for 65,6%. The lowest option was "in the morning" at 0%, followed by "in the afternoon" at 18,2% and every time in free time at 16,1%

  The above analysis showed that most TVU students practice table tennis for extracurricular activities in the form of groups, class, and self-training (78,2%). The method of training was training without an instructor (61,5%). Students practice for 30 minutes to 2 hours (88,0%). The practice time is in the afternoon and in the afternoon after class (93,8%)

About the practice program

- **Practice program:** The actual situation of extra-curricular practice form of table tennis of TVU students was practice without any program which accounted for 78,1%. Practice with a program accounted for 21,9%

- **The necessity of the program:** the extent of the necessity of the program for table tennis as an extracurricular activity was "necessary" accounting for 53,6% and "Very necessary" accounting for 46,4%.

- **Content of the program:** TVU students rated the necessity of the content of table tennis as an extracurricular activity for both theory and practice at 92,7%. For practice, it was 7.3%.

Through the above results, it showed that most of the students practice table tennis as an extracurricular activity without a program; 100% of students found that it was necessary to have a program, and 92% of students revealed that it should have both theory and practice.

Conclusion

The current percentage of students at TVU that often participated in ESA is 30,6%. 39.1% of students sometimes participated in ESA and 30.2% of students have never participated in ESA. The foremost goal of TVU students participating in ESA was to improve health which was 69.0%, followed by stress reduction with 15.2%, the remaining goals account for a low rate of less than 5%. The reason why TVU's students did not participate in the ESA was "Do not have an instructor" which was the highest percentage accounting for 49.1%; The next was "do not have time" which was 26.3%, and "Do not have a talent for sports" at 13.2%; The remaining causes have a low rate of less than 4%. 17,5% of TVU students choose football as an extracurricular practice. The other forms of practice were: volleyball - 16.6%, badminton - 16.1%, table tennis - 15.7%, irons marble - 9.2%, athletics - 7.4%, swimming - 6.9%, martial arts - 6.0% and chess - 2.5%.

For the reality of extracurricular training in table tennis of students at TVU, most of them practiced in the form of group, class, and self-practice exercises (78.2%). The practice method was "without an instructor" (61.5%). Students practiced from 30 minutes to 02 hours (88.0%) in the afternoon and afternoon after school (93.8%). Most students practiced extra-curricular table tennis without any program.

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