



The actual situation, demand, motivation and factors influencing extracurricular sports activities for tnut students in the dormitory

Nguyen Hong Quang

Faculty of Fundamental Science, Thai Nguyen University of Technology, Thai Nguyen, Vietnam

DOI: <https://doi.org/10.33545/26647559.2020.v2.i1a.14>

Abstract

The purpose of this study is to survey the actual situation, demand, motivation and factors that influence extracurricular sports activities of TNUT students in the dormitory. This research references some social surveys and analyzes their results to show demand, motivation and factors that influence extracurricular sports activities of TNUT students in the dormitory, thereby drawing conclusions and suggestions in order to promote extracurricular sports activities of students in the dormitory.

Keywords: extracurricular, sports, actual, demand, motivation, factors, students, dormitory

1. Introduction

I. Physical activities have been associated with cardiovascular health and fitness, muscular strength and endurance, reduction in depression and anxiety and positive association with academic achievement (Strong *et al* 2005) ^[1]. In the University, physical activities have been implemented by to two forms: Physical education in class and the physical activities in leisure time. While PE is limited about time in curricular, physical activity in the free time has more potentials, flexible workout plan and longtime workout, suitable to individual needs and capacities etc. So the purpose of the study is to examine actual situation, the demand, motivations, factors influencing the participation in the free time of students in their community, thereby orienting promotion of sports activities trend for students.

According to Cadwallader, Garza, and Wagner (2002) ^[11], extracurricular activities are defined as the activities in which the students participate after the regular school day has ended, one importance of these that is extracurricular sports activities, physical activities after school, are a form of organization practicing outside the class, which is an activity outside the curriculum, not compulsory in the program, often voluntary rather than compulsory. Extracurricular sports activities are also extremely diverse, spontaneous according to individuals, groups of hobbies or in the form of clubs, no limit, variety of operating time periods, morning, afternoon, free time. About the scale of operation: many objects, social organizations, unions joined. This is to demonstrate Extracurricular sports activities to develop higher than PE.

The content of extra-curricular sports activities is sometimes related to the content of the program and is appropriate to the local circumstances and the characteristics of the students participating in activities that are not relevant but stem from the interests of individuals or a group of people. Extracurricular sports activities are organized sports activities conducted outside the main school hours of students.

Physical training activities have a significant position in

education and in the school sports and in the university education and training system in particular. Extracurricular activities together with teaching activities constitute a complete school education structure, contributing to accomplishing educational goals and tasks. Therefore, extracurricular sports activities are an important component of the university's information and communication system, which is a crucial path to realize the purpose and mission of school sports. Therefore, without extracurricular sports, school sports is not complete. PE class attendance only was not sufficient to increase PAL to meet the WHO criteria. The education program must be supplemented with after school sports activity (Asiye Filiz Camliguney, Sami mengutay, Aysel Pehlivan, 2012). After school, programs can serve as an important solution setting to help young people meet recommendations for health enhancing physical activity and sports activity (US Department of Health and Human services, 2008). But on the contrary, it is not the extension of the inner-school sports.

Extracurricular sports activities can satisfy the needs of students to participate in sports activities, exercise the right to play, entertain, develop sports and social skills, promote the development of comprehensive personality; forming labor regime - scientific rest, developing comprehensive virtue, mind, body, and beauty, enriching students' professional activities, contributing to fostering excitement and students' ability to play sports, discover sports talent, extracurricular activities may have positive effects on life skills and may also benefit academic accomplishment, (Marsh and Kleitman, 2002) ^[2]. In other words, "Extracurricular plays a very important role in education process, not only leaves a good on health for students but also shapes attitude for learners". Some findings suggest that PE classes and extracurricular sports activities have positive influences on adolescents' social development and pro-social behaviors, including helping, sharing, donating, cooperating, volunteering, and showing consideration for others. Other studies have claimed that

adolescents' aggressive behavior may be reduced when they find gratification in their daily activities (Proctor C, Linley PA, Maltby J. 2009) [20], (Valois RF, Paxton RJ, Zullig KJ, Huebner ES, 2006). Misra and McKean reported that adolescents' aggressive behavior was reduced when they found satisfaction in their leisure activities (Misra R, McKean M, 2000) [21].

Being a technical university, TNUT has the number of male students many times higher than that of female ones. In dormitory, young age, dynamic style and rich energy, so the trend of playing sports activities happen vibrant and the type of sports such as power, competition, challenge which males prefer from their intrinsic will dominant (Egli et al 2011) [22]. With these reasons we proceed this research to find more about actual situation, demanding, motivation, factors influencing extracurricular sports activities for TNUT students.

2. Method

In order to conduct the study, we conducted a combination of two methods: interview and observation to investigate the purpose of the study, observing the students of extracurricular internship, facilities conditions for Extracurricular activities, then conducted interviews to students in the dormitory to ask questions in the direction of research, finally summing up the comments from which to give answer sheets, receive and synthesize, analyze the votes to draw conclusions. Data were collected from March to April, 2019.

3. Results and Discussion

To research lever in practicing sport at leisure time for TNUT students, we survey students in dormitory. The number of feedback votes are 1768 with 157 female students, accounting for 8,88%. Based on the number of votes, statistics show the percentage of people who regularly, sometimes, or never practice. For more detail of practicing sports, result show on table 1.

Table 1: n= 1768

Lever	Regularly	Sometimes	Never
Amount	392	881	495
Proportion (%)	22.17%	49.83%	27.99%

From Table 1, ration percent students who regularly practice only 22.17%, while ration students who never practice at high lever 27.99% and group sometimes practice is 49,83%. From the actual data, the number of people regularly participating in training is not high while the number of people not participating in extracurricular sports training is not less than initially expected.

For more detail, the research conducts divided survey into two groups: Regularly and Sometimes would answer about the

most Demanding type of sports and Motivations for extracurricular.

Never and Sometimes would answer about Factors affecting on practicing extracurricular.

* Demanding in type of sports.

Table 2: (Students' demand type of sports). n= 1273

Type of sport	Amount	Proportion (%)	Ranking
Football	421	33.07	1
Bodybuilding	335	26.3	2
Badminton	95	7.46	3
Athletics	83	6.5	4
Swimming	64	5.02	5
Arm-Wrestling	59	4.63	6
Volleyball	5	4.478	7
Basketball	41	3.2	8
Dance sports	36	2.82	9
Martial art	31	2.43	10
Shuttlecock kicking	25	1.96	11
Table tennis	11	0.86	12
Yoga	8	0.62	13
Chess	7	0.55	14
Tennis	0	0	15

Based on their needs, each student can answer on one or more subjects in the answer sheet, from the content of interviewing, the research summarizes to determine the percentage of students wishing to operate in each type of sport in each target group. From the result present in table 2.

Football is the highest ration, the number one, whose proportion is 33,07%. The second is bodybuilding whose proportion is 26,3%, next is Badminton. In contrary, Yoga, Chess, Tennis have very low ration. It is reasonable to suggest that students' attainment is a constituent of enjoyment. One of several reasons given reduce interest and withdrawal from sports was lack fun and greater interest in other activities (Weiss and Ferrer- Caja, 2002) [30]. Tennis is special, expensiv, not suitable with popular students in TNUT.

The type of sports with highly competition like football, badminton, or power and appearance like bodybuilding stay on top list requirements while kind of sports like Yoga, Chess less concern for TNUT students, compared to initial estimates and previous research results: strength, competition, and challenge, in males, but primarily extrinsic factors, including attitude, self-efficacy, body mass index/weight management, physical appearance, i.e. slenderness, and sports participation influence this decision in females (Beville et al. 2014; Egli et al. 2011) [24, 22].

So, to find more we survey what is the motivation for student in participating sports at leisure time in dorm.

** The motivation to practice at free time. (Table 3).

n=1273

Table 3

Motivation	Amount	Proportion (%)	Ranking
Entertainment	336	26.3	1
The appeal of the sports	302	23.7	2
Influence from friend	114	8.9	3
Health promotion	97	7.6	4

Pass the PE exam	85	6.6	5
Nice body	79	6.2	6
Friend meeting	63	4.9	7
Winner	57	4.4	8
Like idol	35	2.7	9
Release energy	32	2.5	10
To be admired	28	2.2	11
Good player	26	2.0	12
Competition work for the future	23	1.8	13
Good guider	19	1.5	14

Competition is always exciting. External competition can add excitement and enjoyment to sports. (Stacy Warner & Marlene A Dixonet *et al.* 2013). One of the important sources of activeness in sports activities is students' motivation to participate in their practice, from the table 3: entertainment needs, stress relief after lessons, creating a refreshing spirit to serve learning purposes is the main motivation of students when participating in outdoor sports activities, quantity when there were 336 people, accounting for 26.3% led the list of motivational rating.

The second is the of the appeal sports because it is attractive when there are 23.7% of the selected trainees, showing the passion for the sport is dynamic. The main motivation leads to extracurricular sports activities.

Motivations originating from society dominate like, influenced by friends or wanting a nice body, meeting friends in turn occupying high positions in the ranking position, from 3th to 6th place in the rankings table, it is the motivation of the students' social life. This group is mainly sports like bodybuilding or yoga. Even though in this research we didn't survey the difference of gender on motivation on practicing type of sports. Motivation of female in practicing have been influenced by male environments make them effect on the way of practicing. Girls are attracted by the social opportunities that sports provide (Sirard *et al.* 2006)^[23].

Good guider at the bottom of the list of the motivation. Students didn't require to high about this, they could practice for themselves, that's simple passion, friends, equipment and practice, not too much about good guider.

The motivation to become a winner usually comes from high resistance sports such as football, volleyball, basketball, badminton and especially Arm-Wrestling.

On ranking, research shows that health is not the leading motivation for extra-curricular exercises for young people, The results are the same as previous studies despite the difference in space and time and the difference in culture that is Students are not as physically active as they need to be enjoy the health benefit of physical activity (Duda,1992; Lutz *et al.*, 2008)^[26] by entertainment, fun, friends etc. (Gaston-Gayles, 2005, Mouratadis *et al* 2008, Murcia *et al.* 2010)^[27, 28, 29].

Data from this research pointed out that The number students consider playing sports activities at extracurricular as the special advance in competing job after graduation so low with previous research (Nicolas Roulin & Adrian Bangerter 2011)^[31], students in TNUT haven't seen the benefit of sports with job, most of them simple consider extracurricular sports activities as an entertainments for leisure time.

To find what's causes that affect students' need for extra-

curricular sports practicing.

Table 4: (Reason) n= 1376

Reason	Amount	Proportion (%)	Ranking
Other entertainment	275	19.9	1
Lazy	223	16.2	2
No free time	236	17.1	3
Inconvenient	186	13.5	4
Unnecessary	168	12.2	5
No playmate	89	6.4	6
Do not see the effect of sports	85	6.1	7
Do not see the attraction	76	5.5	8
No money to practice	21	1.5	9
No instructor	17	1.2	10

Extracurricular sports activities of students are influenced by external and internal factors, The entertainment factor affected by other types of entertainment is more interesting than sports competition is a leading reason, holding the number one position in the ranking, accounted for 19,9%, one of the most entertainment attract students that is information technology develop so swiftly in era 4.0 and application from it so diversity, especially with technology students such as TNUT students who often contact with it so this isn't small trammel for sport activities in leisure time.

Lazy is the bad habit keep the second position on the ranking with 17,1% of answer, Next is no free time, students's busy schedule with learning and working part time job is the second factor while inconvenient happen on swimming, require students have to go long distance from the university to do keep the fourth on ranking, students "Do not see the attraction and Do not see the effect of sports " sequence stand on number seventh and eighth, No instructor stand on bottom of the list, that mean not necessary to have instructor to do extracurricular sports.

By analyzing the result, we can see that the motivation to practice extracurricular from spontaneous need from students that make things funny and to release street after studying time, make life less boring in dormitory so Entertainment and attractive sports alternate keep the first and the second motivations in practicing also factor influence from friends keep high rank in list while strong health the main aim of sports less to be concerned as the top priority, pass the PE exam or good guider stand in bottom, the demanding from extracurricular sports activities appeal by entertainment needing than attending to improve health or effective high requirement from PE.

The reason on top that block students go on sports extracurricular that is they have other entertainments, then no

free time and next is lazy stay in high reasons to not engage extracurricular sports activities, some of them suppose "it is unnecessary" that is defect of PE proceed not teach students good enough to understand the value of sports with good impact to students.

In order to suit students in dormitories, men are the majority, there should be forms of organization, construction of yards and equipment aimed at the public into the favorite sports to participate in. In addition, in order to develop extracurricular sports movement, taking advantage of the psychological characteristics of the students that is competitive, want to express themselves and want to win, teamwork, replication of sentence models Club and organize annual tournaments as well as prepare funds for its to create competitive environment to do that dormitory manager need to be consider sport is the part of their work. Extracurricular activity is a part of student every day's life, contributing the rich culture and spirit, they play important roles in student's lives, not only have good effects on students' health but also have positive aspects to make successful adults, and social aspects. We need to be aware of the effects that extracurricular activities have on education and have policies and solutions to encourage the deep and wide development of extracurricular activities, creating a favorable environment for youth to participate in these activities based on students' psychological, habitual, and habitat characteristics that influence on attending and causes motivation, demand in participating extracurricular for students.

Extracurricular sports activities are used by students as a means of entertainment, reducing stress after school hours in addition to other types of entertainment, accounting for 31.83%. Motivation from the appeal of the sports that holds the second place, while wanting to be the winner, like to express himself, hold the third place, Factors from social life of student friends also greatly influenced extracurricular sports activities, become a trend among students. Educators and management leaders need to make full use of this factor to promote extracurricular sports movement to a new level, helping to improve the health of all students in the school.

The number of students not involved in extra-curricular sports is large at 27.99%, the big obstacle is that there are other types of entertainment more attractive besides that there is no free time and laziness dynamic, a bad habit, not being able to see the attractiveness and effectiveness of sports activities is also a factor that increases the non-participation rate of students, this is the role of physical education that has not done well, It is necessary to adjust the content and methods of physical education to make students feel excited, clearly see the important role of sports activities with human health.

4. Conclusions

Extracurricular sports activities is importance path of students' life, This research survey actual situation of the trend in practicing sports at free time for TNUT students in dormitory with more male students than female students many times. Examine some demanding kinds of sports and what are the motivations of students that attract them to join in sports, result of it not difference with previous research, sports with competition, power, challenge dominant because of excitement and fun, students use sports activities at free time

as an entertainment, female students influenced by male' environment, like playing with competition sports. we also investigated and found some factors that inhibit students in practicing at leisure time, from that help managements, educators finds the way to enhance the trend of participating in extracurricular sports activities.

* **Acknowledgements:** The author would like to thank Thai Nguyen University of Technology for sponsoring this research.

5. Reference

1. Strong WB, Malina RM, Blimkie CJR, Daniels SR, Dishman RK, Gutin B, *et al.* Evidence based physical activity for school- aged youth. *Journal of pediatrics*, 2005; 146:732-737.
2. Marsh HW, Kleitman S. Extracurricular activities: The good, the bad, and the nonlinear. *Harvard Educational Review*, 2002; 72:464-512.
3. World Health Organization. Ottawa Charter for health promotion, www.who.int (accessed 08 August 2012).
4. US Department of Health and Human services, 2008. <https://health.gov/paguidelines/2008/pdf/paguide.pdf>
5. Larson R, Kleiber D. Free time activities as factors in adolescent adjustment. In Tolan, P. and Cohler, B. (eds.), *Handbook of Clinical Research and Practice with Adolescents*. Wiley, New York, 1993, 125-145. Google Scholar
6. Marsh H. Extracurricular activities: Beneficial extension of the traditional curriculum of subversion of academic goals? *J Educ. Psychol.* 1992; 84(4):553-562. Google Scholar
7. Otto L. Extracurricular activities and aspirations in the status attainment process. *Rural Sociol.* 41: 217-233. Google Scholar, 1976.
8. Bartko WT, Eccles J. Adolescent extracurricular activity participation: Links to parents, families, peers and school. Paper presented at the biennial meeting of the International Society for the Study of Behavioral Development, Berne, Switzerland. Google Scholar, 1998.
9. Kleiber DA. *Leisure Experience and Human Development: A Dialectical Interpretation*. Basic Books, New York. Google Scholar, 1999.
10. Kleiber D, Larson R, Csikszentmihalyi M. The experience of leisure in adolescence. *J Leisure Res*, 1986; 18:165-176. Google Scholar
11. Cadwallader T, Garza N, Wagner M. *Participation In Extracurricular Activities*, 2002. Retrieved from www.nlts2.org/reports/2003_04-2/nlts2_report_2003_04-2_ch4.pdf.
12. Pellicer-Chenoll M, Garcia-Masso X, Morales J, Serrano P, SolanaTramunt M, Gonzalez L, *et al.* Physical activity, physical fitness and academic achievement in adolescents: A selforganizing maps approach. *Health Education Research.* 2015; 30(3):436-448. doi:10.1093/her/cyv016.
13. Bergin DA. Leisure activity, motivation, and academic achievement in high school students. *Journal of Leisure Research.* 1992; 24(3):225-239. Retrieved from www.nrpa.org/jlr.
14. Dijk ML, Groot RH, Savelberg HH, Acker FV, Kirschner

- PA, *et al.* The association between objectively measured physical activity and academic achievement in Dutch adolescents: Findings from the GOALS study. *Journal of Sport and Exercise Psychology*. 2014; 36(5):460-473. doi:10.1123/jsep.2014-0014.
15. Mahoney JL, Larson RW, Eccles JS. *Organized activities as contexts of development: Extracurricular activities, afterschool, and community programs*. New Jersey: Lawrence Erlbaum and associates, 2005. [Google Scholar].
 16. Eccles JS, Barber BL, Stone M, Hunt J. Extracurricular activities and adolescent development. *J Soc Issues*. 2003; 59(4):865-89. doi: 10.1046/j.0022-4537.2003.00095.x. [CrossRef] [Google Scholar].
 17. Darling N. Participation in extracurricular activities and adolescent adjustment: Cross-sectional and longitudinal findings. *J Youth Adolesc*. 2005; 34(5):493-505. doi: 10.1007/s10964-005-7266-8. [CrossRef] [Google Scholar].
 18. Farb AF, Matjasko JL. Recent advances in research on school-based extracurricular activities and adolescent development. *Dev Rev*. 2012; 32:1-48. doi: 10.1016/j.dr.2011.10.001. [CrossRef] [Google Scholar].
 19. Morrissey K. The relationship between out-of-school activities and positive youth development: An investigation of the influences of communities and family. *Adolescence*, 2005; 40:67-85.
 20. Proctor C, Linley PA, Maltby J. Youth life satisfaction: A review of the literature. *Journal of Happiness Studies*. 2009; 10:583-630. [Google Scholar]
 21. Misra R, McKean M. College students' academic stress and its relation to their anxiety, time management, and leisure satisfaction. *American Journal of Health Studies*, 2000; 16:41-51. [Google Scholar]
 22. Egli T, Bland HW, Melton BF, Czech DR. Influence of age, sex and race on college students' exercise motivation of physical activity. *Journal of American College Health*. 2011; 59(5):399-406.
 23. Sirard JR, Pfeiffer KA, Pate RR. Motivational factors associated with sports program participation in middle school students. *J Adolesc Health*. 2006; 38(6):696-703. [PubMed] [Google Scholar]
 24. Beville JM, Meyer MR, Usdan SL, Turner LW, Jackson JC, Lian BE, *et al.* Gender differences in college leisure time physical activity: application of the theory of planned behavior and integrated behavioral model. *J Am Coll Health*. 2014; 62(3):173-184. [PubMed] [Google Scholar]
 25. Dwyer JMJ. International structure of Participation Motivation Questionnaire completed by undergraduates. *Psychological Reports*, 1992; 71:283-290.
 26. Lutz RS, Karoly P, Okun MA. The Why and how of goal pursuit: Self-determination, goal process cognition, and participation in physical exercise. *Psychology of sports & Exercise*, 2008; 9:559-575.
 27. Gaston-Gayles JL. The factor Structure and Reliability of the student Athlete' Motivation toward Sports and Academics Questionnaire (SAMSAQ), *Journal of College Student Development*. 2005; 46:317-327.
 28. Mouratadis M, Vansteenkiste M, Lens W, Sideridis G. The motivating role of positive feedback in sports and physical education: Evidence for motivational model. *Journal of sports and Exercise Psychology*, 2008; 30:240-268.
 29. Murcia JAM, Coll DGC, Martin-Albo J, Gimeno EC. Motivation and performance in physical education: An experimental test. *Journal of Sports Science and Medicine*, 2010; 9:79-85.
 30. Weiss MR, Ferrer-Caja E. Motivational orientations and sports behavior. In *Advances in sports psychology*. Ed: Horn, T.S. 2nd edition. Champaign, IL: Human Kinetics, 2002, 101-183.
 31. Nicolas Roulin, Adrian Bangerter. Students' use of extracurricular activities for positional advantage in competitive job markets, *Journal of Education and Work*. 2011; 26(1):21-47.
 32. Stacy Warner, Marlene Dixon A. Competitions, Gender, and the sports experience; an exploration among College athletes, *Sport, Education and Society*, 2003, pp 16.