

Building The Model Of Recreational Sports Club For Students Of An Giang University, Vietnam

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ABSTRACT

The study aims to research on the effectiveness of recreational sports club for students of An Giang University - An Giang province, Vietnam. The study was conducted through some methods, namely integrated research and relevant literature reviews, experts interview, modeling, pedagogical, medical and psychological examinations, pedagogical experiments and statistical mathematics. The author has demonstrated the effectiveness of recreational sport club model with specific, scientific and logical results.

Key words: Model–Recreational sport club–An Giang University

1 INTRODUCTION

The training change from the year to the credit system of the University An Giang (AGU) is suitable with the development of higher education but it also deals with many difficulties such as organizing and managing the collective activities and extra-curriculum activities, especially extra-curriculum sport activities (E.Burton,2009).

Studies were evaluated state and proposed solutions for the development of extra-curriculum physical education and sport activities. These activities have been studied by many authors who have contributed to improve the quality of extra-curriculum sport activities for students (Thanh N.D, 2014). However, these studies are only interested in the general orientations such as building the content and organizing extra-curriculum physical education and sport activities for students at university, giving solutions to develop extra-curriculum sport within the school, the effective training of students in sport clubs at residence (N.Gang, 2015).... They are only extra-curriculum sport activities temporarily and just to survey and evaluate the effective exercises of students in the school and other sport organizations (Thuc DC, et al, 2018).

Sports clubs produce club goods and members have mutual benefits from sharing productions costs, members' characteristics, and excludable benefits (Cornes & Sandler, 1986; Downward et al.,2009). Sharing members' characteristics means that members of sports clubs have a common

interest regarding the sports programs at the club (Horch, 1992; Nagel, 2008).

In German non-profit sports clubs, memberships are based on partnership agreements whereby members agree to have their resources (e.g, membership fees) pooled in order to share productions costs. This is more efficient for members than organizing sports on their own (Downward et al., 2009). In contrast to customers of for-profit sports providers (e.g., fitness centers), members are not only consumers, but concurrently they are producers, financiers, and decision-makers of the sports programs (Horch, 1992). Excludable benefits means that only the members of the club have the right to use the sports programs. Through paying the membership fee, they obtain a general usage right of the club's sports programs, which is typical for club goods (Pamela Wicker, 2011).

To improve physical, mental, healthy entertainment for students of An Giang University. Prevent social evils in students, and help students have a place to socialize, play, play sports and healthy entertainment.

On that basis, we have researched the study: "*Building the model of recreational sports club for students of An Giang University, Vietnam*"

Researchers: 1223 students at An Giang University and 97 experts, staffs, coaches and teachers.

Study time: 2017-2018

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2 RESEARCH METHODOLOGY

The study was conducted through some methods, namely integrated research and relevant literature reviews, experts interview, modeling, pedagogical, medical and psychological examinations, pedagogical experiments and statistical mathematics.

3 RESEARCH RESULTS

3.1 The state and needs for building a model of recreational sports club for students of An Giang University :

To solve this problem through interviews 1223 students (608 male and 615 female): Do students themselves participate in extra-curriculum physical exercise? And if so, what kind of training? The result of the study is presented in *Table 3.1*.

From that result, we also surveyed the need for establishing physical education and sport clubs for students and some subjects that students love. The result is shown in *Table 3.2*.

At the same time, we also interviewed 97 experts, lecturers, and leaders of An Giang University on the content and benefits of fitness and recreational clubs. All interviewees received the most convincing results (99%). Therefore, research is to realize that building a sports club model will ensure basic conditions for organizing extracurricular sports activities for students.

3.2 Building a model of recreational sports club for students of An Giang University - An Giang province:

Developing a common model about organization and manage that requires some necessary elements and makes sure the principles to establish, maintain and develop linked physical education and sport clubs model.(Dao Chanh Thuc, et al, 2018)

In order to carry out this task, we have conducted interviews with experts to identify the criteria of the club model. Then we have synthesized ideas to determine the organizational structure and membership of the recreational sports club (Dao Chanh Dao Chanh Thuc, 2018).

Based on the model, regulation, operation and establishment of recreational physical education and sport clubs, the study has been set up 2 recreational physical education and sport clubs, namely:

Sport club Minh Khoi GYM at An Giang University; Sport club Karate at An Giang University. At the same time, we have researched a number of necessary issues to prepare the experimental activities of linking physical education and sport Club including: membership premiums, training time, and rules.(Dao Chanh Thuc, 2018).

3.3 Applying recreational sports club for students of An Giang University - An Giang province.

Pedagogical experiments were conducted in the form self-comparison and observation. The result of the study was determined 2 types such as mixed training and linked physical education and sport club model training .

Mixed training:

Self-training: Group or individual training without programs, plans, unlimited time and no guidance.

Training in the school teams: The players are organized and instructed. This type is organized to practice during the training and competition and then dissolved automatically.

Recreational physical education and sport club model training: The study was selected this type to research and build . In this type, the players are organized and guided following the strict programs, plans and regulations. The players are guaranteed about facilities and legal. The initial application of recreational physical education and sport club model aims to organize extra-curriculum physical education and sport activities and consider whether this model is reasonable and effective or not.

+ Experimental organization

The study was conducted simultaneously experiment and compared three training groups with two different forms including a control group (practicing extra-curriculum physical education and sport following mixed training) and 2 experimental groups (2 different recreational sport clubs). After that, the author was compared the developmental physical health, fitness and physiology after training 12 months.

The control group: The group is mixed training. The author was chosen 34 males and 35 females who practiced following physical education curriculum of An Giang University. The players, whom they are the students of Education and Agriculture's faculties, practice themselves some favourite sport such as volleyball, football, basketball...in the outdoor sport grounds of An Giang University

The first experimental Group (recreational sport club 1): The students of the first experimental group have practiced at Minh Khoi Gymnasium An Giang University.

A group including 32 male, 32 female students practice following the researched model between An Giang university and Minh Khoi Gymnasium. They practice 3 sessions/ a week from 1:30 to 2:00.

The second experimental group (recreational sport club 2) Sport club Karate An Giang University. A group including 35 male and 32 female students the researched. They practice 3 sessions/ a week from 1:30 to 2:00.

The study has conducted pedagogical experiments to prove that: Training extra-curriculum physical education and sport by the recreational physical education and sport club model will develop outstanding for the physical player. At the same time, the study was affirmed the recreational physical education and sport club model will be the optimal extra-curricular sport model and it is a solution to develop physical education and sport in An Giang University.

Therefore, the author compared about the developmental physical health among these groups and some physiological indicators.

Evaluating the experimental results:

+ Before experiment:

The indicators about physical health, strength and physiology of 3 groups including the control group, the first experimental group and the second experimental group (male, female) were presented in *Table 3.3; Table 3.4*.

Table 3.1: The state of extracurricular recreational sports training forms of students at An Giang University. (n = 1223)

No	Faculty (n= 1223)	Participating extracurricular recreational Physical Education and sports				Individual self-training		Group training		Training in school teams		Training in recreational sports clubs at AGU		self-training in recreational sports clubs outside AGU	
		Yes		No		No	%	No	%	No	%	No	%	No	%
		No	%	No	%										
1	Education (n=187)	97	51.87	90	48.13	57	30.48	43	22.99	29	15.51	35	18.72	23	12.30
2	Information Technology (n=160)	84	52.50	76	47.50	49	30.63	34	21.25	22	13.75	28	17.50	27	16.88
3	Agriculture and Natural Resources (n=273)	151	55.31	122	44.69	69	25.27	77	28.21	14	5.13	90	32.97	23	8.42
4	Economics (n=194)	136	70.10	58	29.90	89	45.88	32	16.49	12	6.19	23	11.86	38	19.59
5	Law and Political Science (n=77)	46	59.74	31	40.26	26	33.77	20	25.97	3	3.90	24	31.17	4	5.19
6	Foreign Languages (n=130)	80	61.54	50	38.46	50	38.46	35	26.92	9	6.92	2	1.54	34	26.15
7	Tourism and Culture Arts (n=116)	77	66.38	39	33.62	20	17.24	10	8.62	5	4.31	76	65.52	5	4.31
8	Physical Education (n=86)	54	62.79	32	37.21	34	39.53	14	16.28	17	19.77	21	24.42	26	30.23
Total (N=1223)		725	59.28	498	40.72	394	32.22	265	21.67	111	9.08	299	24.45	180	14.72

Table 3.2. Demand the establishment of the Recreational Sports Club and selection some favorite Recreational Sports subjects of students at An Giang University (n = 1223)

Faculty (n=1223)	The Foundation of the Recreational sports club				The necessity of training favourite sports																							
	Yes		No		Volleyball		Table Tennis		Football (fusai)		Handball		Basketball		Badminton		Shuttlecock		Chess		Aerobic		GYM		Martial Arts		Others	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Education (n=187)	119	63.64	68	36.36	65	34.76	29	15.51	37	19.79	45	24.06	37	19.79	34	18.18	16	8.56	4	2.14	88	47.06	117	62.57	98	52.41	8	4.28
Information Technology (n=160)	108	67.50	52	32.50	87	54.38	32	20.00	65	40.63	67	41.88	43	26.88	87	54.38	49	30.63	37	23.13	53	33.13	95	59.38	70	43.75	10	6.25
Agriculture and Natural Resources (n=273)	209	76.56	64	23.44	143	52.38	33	12.09	60	21.98	60	21.98	26	9.52	68	24.91	40	14.65	39	14.29	30	10.99	153	56.04	145	53.11	6	2.20
Economics (n=194)	104	53.61	90	46.39	65	33.51	48	24.74	95	48.97	93	47.94	39	20.10	102	52.58	17	8.76	35	18.04	73	37.63	108	55.67	102	52.58	8	4.12
Law and Political Science (n=77)	64	83.12	13	16.88	23	29.87	11	14.29	13	16.88	32	41.56	13	16.88	41	53.25	2	2.60	12	15.58	19	24.68	34	44.16	34	44.16	7	9.09
Foreign Languages (n=130)	93	71.54	37	28.46	19	14.62	11	8.46	95	73.08	36	27.69	44	33.85	41	31.54	43	33.08	6	4.62	35	26.92	98	75.38	101	77.69	7	5.38
Tourism and Culture Arts	87	75.00	29	25.00	39	33.62	9	7.76	6	5.17	16	13.79	14	12.07	21	18.1	14	12.07	15	12.93	23	19.83	78	67.24	106	91.38	2	1.72
Physical Education (n=86)	83	96.51	3	3.49	13	15.12	26	30.23	35	40.70	13	15.12	23	26.74	13	15.12	17	19.77	26	30.23	9	10.47	45	52.33	44	51.16	5	5.81
Total (n=1223)	867	70.89	356	29.11	454	37.12	199	16.27	406	33.20	362	29.60	239	19.54	407	33.28	198	16.19	174	14.23	330	26.98	728	59.53	700	57.24	53	4.33

Table 3.3: The comparison of the developmental physical health among the control group, the first and second experimental groups (Male) – before experiment.

Targets	The control group (n=34)			The first experimental group (n=32)			Comparison (The control-first experimental group)		d (The control-first experimental group)	The second experimental group (n=35)			Comparison (The control-second experimental group)		d (The control-second experimental group)
	M	SD	Cv	M	SD	Cv	t	P		M	SD	Cv	t	P	
Height (cm)	168.75	2.96	1.72	168.67	2.42	1.41	0.121	>0.05	0.08	168.14	2.81	2.02	0.3013	>0.05	0.61
Weight (kg)	55.44	1.92	3.41	55.33	2.71	4.83	0.193	>0.05	0.11	54.94	2.28	2.96	0.3714	>0.05	0.53
Quetelet (g/cm)	328.07	12.56	3.77	330.02	11.71	3.49	0.663	>0.05	-1.95	334.17	10.48	4.01	0.634	>0.05	-6.1
Bending the body (cm)	13.04	0.85	6.44	13.09	0.68	5.12	0.26	>0.05	-0.05	13.15	0.69	5.78	1.09	>0.05	-0.11
Long jump (cm)	206.06	12.41	5.94	206.47	4.74	2.26	0.182	>0.05	-0.41	207.41	4.57	4.46	0.2284	>0.05	-1.35
Running 30m (s)	5.41	0.30	5.73	5.40	0.27	4.99	0.143	>0.05	0.01	5.34	0.28	5.56	0.8465	>0.05	0.07
Running 5-minute (m)	930.18	69.81	7.39	940.38	80.69	8.45	0.556	>0.05	-10.2	965.21	69.94	5.98	0.2353	>0.05	-35.03
Right hand's force (kg)	40.29	1.92	4.69	40.73	1.14	2.75	1.189	>0.05	-0.44	40.82	1.09	4.24	0.1875	>0.05	-0.53
Heart function (HW)	10.55	0.19	15.17	10.60	0.25	14.35	0.9313	>0.05	-0.05	10.66	0.23	13.24	0.0653	>0.05	-0.21
Living capacity (liter)	3.57	0.20	5.42	3.49	0.25	4.29	0.5568	>0.05	0.08	3.54	0.24	4.65	0.2153	>0.05	0.24
Landolt (Bit/s)	1.55	0.22	4.68	1.61	0.32	3.80	0.3352	>0.05	-0.06	1.63	0.42	3.78	0.1475	>0.05	0.13
Tapping (scores)	135.57	0.17	2.23	135.50	0.21	3.08	0.2088	>0.05	0.07	135.51	0.20	3.04	0.0678	>0.05	-0.06

Table 3.4: The comparison of the developmental physical health among the control group, the first and second experimental groups (Female) – before experiment.

Targets	The control group (n=35)			The first experimental group (n=32)			Comparison (The control-first experimental group)		d (The control-first experimental group)	The second experimental group (n=32)			Comparison (The control-second experimental group)		d (The control-second experimental group)
	M	SD	Cv	M	SD	Cv	t	P		M	SD	Cv	t	P	
Height (cm)	154.65	2.86	1.16	154.86	2.47	1.22	0.7030	>0.05	0.21	154.59	2.69	1.24	0.0906	>0.05	-0.06
Weight (kg)	46.94	2.44	6.71	47.00	2.48	7.21	0.0065	>0.05	0.06	47.09	2.47	6.87	0.0004	>0.05	0.15
Quetelet (g/cm)	303.97	13.73	4.32	304.20	14.43	5.09	0.0947	>0.05	0.23	307.42	14.10	5.08	0.0833	>0.05	3.45
Bending the body (cm)	12.89	0.61	7.08	12.93	0.51	7.76	0.0634	>0.05	0.04	12.66	0.35	4.12	0.9201	>0.05	-0.22
Long jump (cm)	150.40	4.20	11.08	152.28	4.84	6.97	0.0747	>0.05	1.88	153.44	5.11	6.68	0.0008	>0.05	3.04
Running 30m (s)	6.62	0.39	4.21	6.65	0.40	3.49	0.0441	>0.05	0.04	6.53	0.39	3.64	0.0233	>0.05	-0.08
Running 5-minute (m)	859.60	67.51	3.75	863.28	66.34	3.94	0.2365	>0.05	3.68	865.62	71.22	3.22	0.5201	>0.05	6.02
Right hand's force (kg)	25.45	1.79	4.81	25.41	1.28	5.22	0.2513	>0.05	-0.04	25.43	0.78	5.91	0.0375	>0.05	-0.02
Heart function (HW)	10.53	0.29	12.65	10.50	0.22	15.62	0.1992	>0.05	-0.03	10.50	0.23	17.22	0.0554	>0.05	-0.03
Living capacity (liter)	2.35	0.20	4.20	2.57	0.22	6.84	0.4281	>0.05	0.21	2.53	0.22	6.14	0.8551	>0.05	0.18
Landolt (Bit/s)	1.64	0.25	2.25	5.71	23.41	2.74	1.7839	>0.05	4.07	1.62	0.49	3.06	1.6977	>0.05	-0.02
Tapping (scores)	128.39	0.31	1.88	128.52	0.22	1.91	0.3713	>0.05	0.13	128.50	0.23	1.65	0.4532	>0.05	0.11

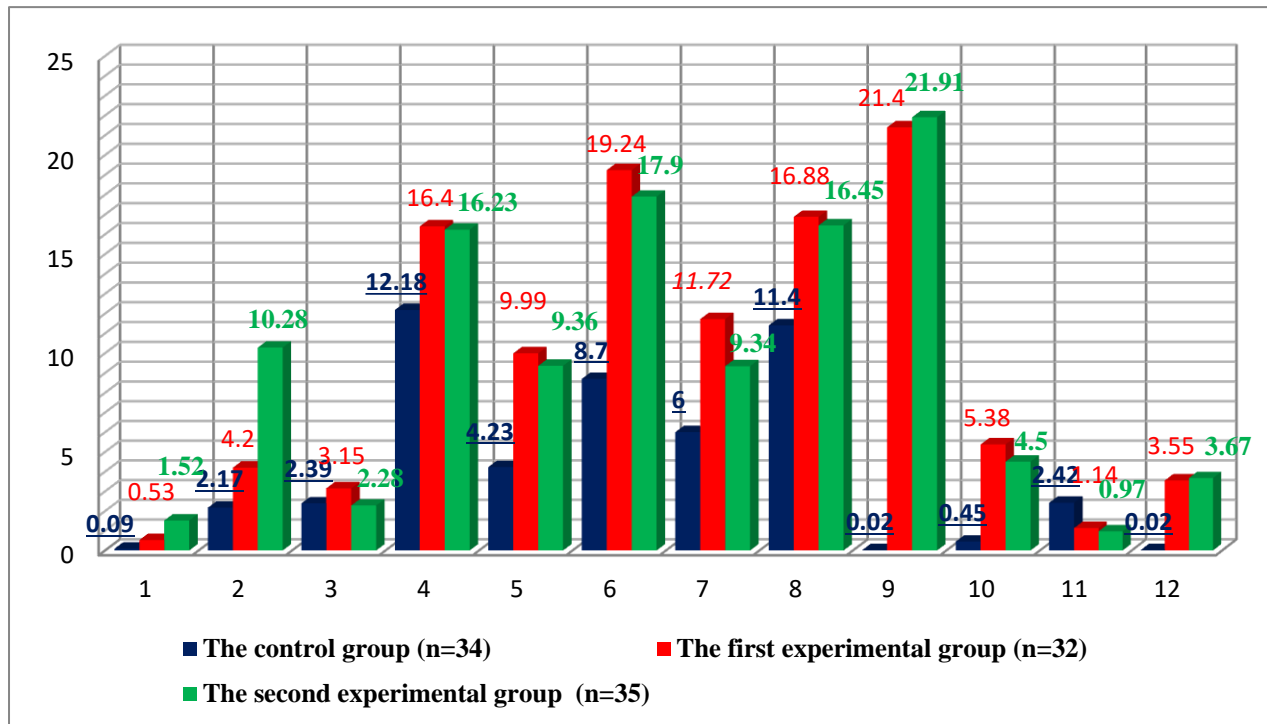


Figure 3.1: The comparison of the developmental physical health among the control group, the first and second ex-perimental groups (Male) – after experiment

The examined results of indicators (12 indicators): physical health, strength, pre-experimental physiology were shown in *Table 3.3; 3.4*. The average values were similar, $t_{result} < t_{0.05} = 1.96$, not statistically significant.

+ After experiment:

- Evaluating the change of physical health among the groups after experiment

Evaluating after experiment was conducted sequentially as follows:

Male group: After experiment, the developmental physical health in each group was specific growth. Indicators in the first and second experimental groups were showed better than the control group, $t_{result} = t_{0.05} = 1.96$. Therefore, the average value was statistically significant $P = 0.05$ to 0.001 . Except 2 indicators about height and long jump $t < t_{0.05} = 1.96$, the average value was not statistically significant $P > 0.05$. (Chanh Thuc Dao, 2018)

The specific results in *Table 3.5* and **W%** growth in the indicators of the three groups were shown in *Figure 3.1*.

Female group: After experiment, the developmental physical health in each group was specific growth. Indicators in the first and second experimental groups were showed better than the control group, result = $t_{0.05} = 1.96$. Therefore, the average value was statistically significant $P = 0.05$ to 0.001 . Except 2 indicators about height and weight. The average value was not statistically significant, result $< t_{0.05} = 1.96$, $P > 0.05$.

The specific results in Table 3.6 and W% growth in the indicators of the three groups were shown in Figure 3.2.

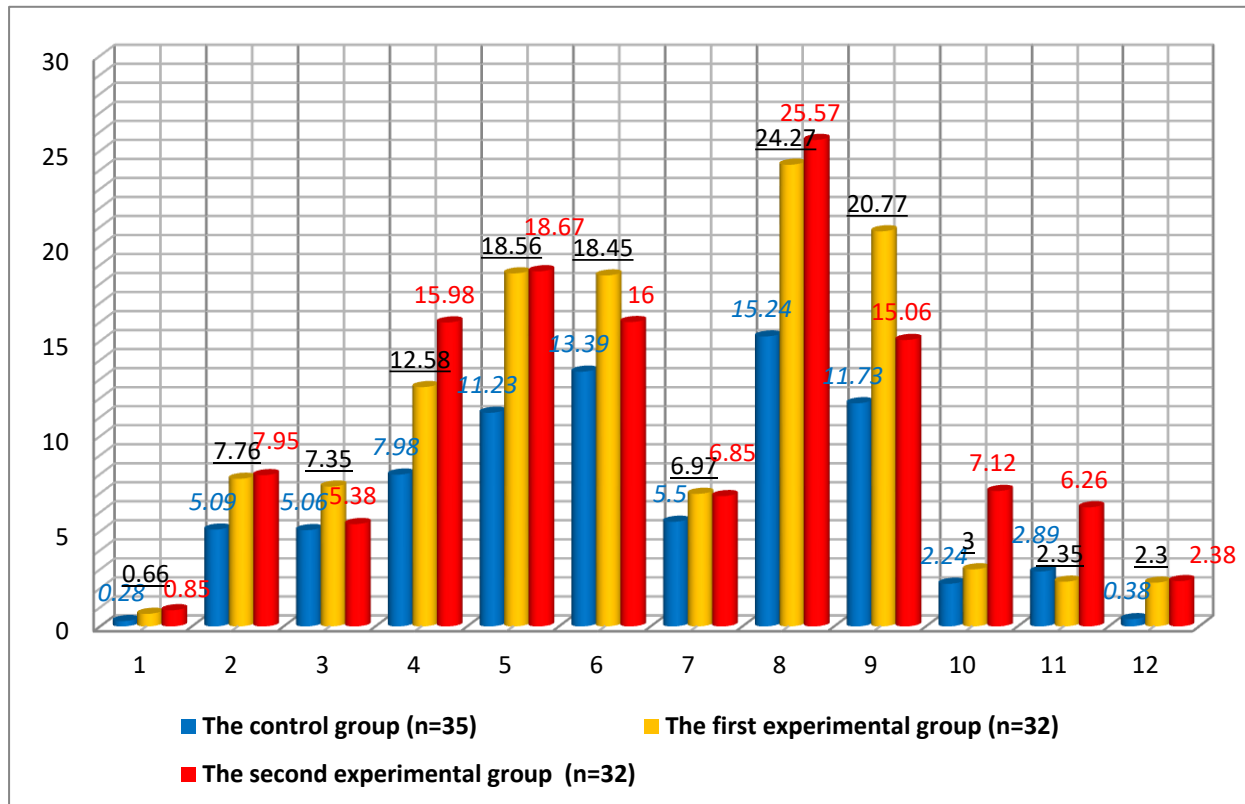


Figure 3.2: The comparison of the developmental physical health among the control group, the first and second experimental groups (Female) – after experiment

Table 3.5: The comparison of the developmental physical health among the control group, the first and second experimental groups (Male) – after experiment. 392

No	Targets	The control group (n=34)			The first experimental group (n=32)			Comparison (The control-first experimental group)		d (The control-first experimental group)	The second experimental group (n=35)			Comparison (The control-second experimental group)		d (The control-second experimental group)
		M	SD	Cv	M	SD	Cv	t	P		M	SD	Cv	t	P	
1	Height (cm)	168.91	2.93	2.06	169.56	2.53	2.47	0.7087	>0.05	0.65	170.71	2.49	2.06	0.58869	>0.05	1.80
2	Weight (kg)	56.66	1.86	4.77	57.70	2.48	4.71	2.4298	<0.02	1.04	60.89	2.37	3.87	3.08973	<0.01	4.23
3	Quetelet (g/cm)	336.00	12.33	1.09	340.57	11.83	2.01	4.0901	< 0.001	4.57	341.86	11.38	2.09	5.09284	< 0.001	5.87
4	Bending the body (cm)	14.73	0.60	4.07	15.43	0.40	3.67	6.1595	< 0.001	0.70	15.48	0.39	2.13	2.95626	<0.01	0.75
5	Long jump (cm)	214.97	12.31	7.69	228.19	4.79	7.39	1.0515	>0.05	13.22	227.77	4.92	6.37	1.08846	>0.05	12.80
6	Running 30m (s)	4.96	0.30	2.86	4.46	0.27	2.31	4.0801	< 0.001	-0.51	4.46	0.28	2.41	3.87770	< 0.001	-0.50
7	Running 5-minute (m)	987.68	67.29	5.26	1057.44	80.55	5.09	6.8595	< 0.001	69.76	1059.77	82.46	4.95	6.35622	< 0.001	72.09
8	Right hand's force (kg)	45.17	1.87	8.47	48.24	1.13	6.53	2.8312	<0.01	3.07	48.13	1.13	5.22	2.65626	<0.01	2.97
9	Heart function (HW)	10.55	0.20	18.63	8.55	0.23	20.30	3.7524	< 0.001	-1.99	8.56	0.26	19.05	5.00284	< 0.001	-1.99
10	Living capacity (liter)	3.56	0.21	6.02	3.68	0.17	4.22	3.5202	<0.01	0.13	3.70	0.16	4.33	2.96149	<0.01	0.14
11	Landolt (Bit/s)	1.51	0.20	5.03	1.59	0.26	3.65	6.3842	< 0.001	0.07	1.61	0.25	3.65	5.18888	< 0.001	0.10
12	Tapping (scores)	135.55	0.22	2.50	140.40	0.67	2.60	5.2265	< 0.001	4.85	140.58	0.23	2.96	4.65301	< 0.001	5.03

Table 3.6: The comparison of the developmental physical health among the control group, the first and second experimental groups (Female) – after experiment.

No	Targets	The control group (n=35)			The first experimental group (n=32)			Comparison (The control-first experimental group)		d (The control-first experimental group)	The second experimental group (n=32)			Comparison (The control-second experimental group)		d (The control-second experimental group)
		M	SD	Cv	M	SD	Cv	t	P		M	SD	Cv	t	P	
1	Height (cm)	155.08	2.70	1.22	155.89	2.89	1.26	1.9285	>0.05	0.81	155.90	2.18	1.63	1.8543	>0.05	0.82
2	Weight (kg)	49.39	2.20	6.50	50.79	2.47	7.08	1.8772	>0.05	1.40	50.99	2.27	6.53	1.9767	>0.05	1.60
3	Quetelet (g/cm)	319.75	29.65	8.09	327.42	14.10	7.08	2.9393	<0.01	7.67	324.42	14.40	7.18	2.9793	<0.01	4.67
4	Bending the body (cm)	13.96	0.36	4.67	14.66	0.35	6.98	4.8676	<0.001	0.71	14.86	0.33	6.38	4.9676	<0.001	0.91
5	Long jump (cm)	168.29	4.92	11.86	183.44	5.11	6.71	2.8383	<0.01	15.15	185.04	4.23	6.13	3.0673	<0.01	16.75
6	Running 30m (s)	5.78	0.27	4.44	5.53	0.39	3.72	4.2686	<0.001	-0.25	5.56	0.39	4.18	4.2686	<0.001	-0.22
7	Running 5-minute (m)	908.17	63.21	3.96	925.62	71.22	3.84	7.6068	<0.001	17.45	927.02	70.15	3.65	7.4710	<0.001	18.85
8	Right hand's force (kg)	29.65	1.20	5.70	32.43	0.78	4.23	6.7077	<0.001	2.78	32.88	0.79	5.93	5.0605	<0.001	3.24
9	Heart function (HW)	9.36	0.48	15.01	8.52	0.22	17.16	2.5638	<0.02	-0.84	10.49	0.48	19.27	2.1868	<0.05	1.13
10	Living capacity (liter)	2.41	0.20	3.49	2.64	0.20	6.28	4.1711	<0.001	0.24	2.72	0.62	6.14	4.8984	<0.001	0.31
11	Landolt (Bit/s)	1.59	0.26	2.84	1.61	0.25	3.10	6.3058	<0.001	0.01	1.73	0.43	3.06	7.6155	<0.001	0.13
12	Tapping (scores)	128.61	0.37	2.11	131.51	0.19	1.83	4.69302	<0.001	2.90	128.99	0.41	1.93	4.8728	<0.001	0.38

4 CONCLUSION AND DISCUSSION

About the state of training Recreational Sports club of students at AGU: The Extracurricular Recreational Sports activities of students now are mainly in the form of self-training activities (32.22%) and (21.67%); The Extracurricular Recreational Sports activities are mainly organized and guided by teams of schools and faculties (9.08%), spontaneous clubs (24.45%) and at sports socialization facilities in and outside AGU (14.72%). (Dao Chanh Thuc, 2019).

In recent years, the number of people practicing sport at the clubs of An Giang University has increased dramatically, typically in GYM, futsal, volleyball, Karate... However, the number of participants is very low in comparison with the population in the area. (Dao ChanhThuc,(b) 2018).

The results of Physical Education and Sports and extracurricular recreation of students at AGU are the same with the remarks of Nguyen Gang (2015). In his research, he judged that "Students of universities in Hue City mostly train without guidance. Nguyen Duc Thanh (2013), also judged: "Most students in universities in Ho Chi Minh City train without guidance too ..."; The research results of Tran Kim Cuong (2009) commented: "The rate of students participating in training sports and extracurricular recreation is still very low (15%) ."; The research results with primary school students of author (Nguyen Ngoc Viet, 2006) also commented: "Sports activities and extracurricular recreation are also spontaneous, not regular and not systematic, mainly practiced according to season, freedom and no training instructions ". Thus, the general state in extracurricular recreational sports activities at different levels is not the guidance and this is one of the factors that makes extracurricular recreational sports activities of students not develop.

Training extra-curricular physical education and sport model of the students at An Giang University are very diversified. The main form is self-training (self-training 36.41%, self-training group 23.83%). Training in physical education and sport clubs is unprompted 1.88% and training in other sport organizations is 16.64%. (Dao Chanh Thuc, et al 2018).

Demand for establishing physical education and sport clubs of students and the leadership of An Giang university is 74.9% and 97.5%. Demand for linking physical education and sport of the students and the leadership of An Giang university is 96.93% and 95.86%. Demand for extra-curricular physical education and sport activities of students is very big and urgent (71.25%). Demand of linking other physical education and sport organizations is so high (100%).(Dao Chanh Thuc, et al 2018).

The study has confirmed that research and models of recreational sports clubs are appropriate and effective for the physical development of students at An Giang University, through actual test results. Results of assessment of 12 criteria for physical health, strength and physiology of students at An Giang University during one year of experience [1–15] .

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