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Research on Solutions for Developing a Female Student Football Club Tra Vinh University, Vietnam

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Abstract

Developing sports clubs within higher education institutions is a key strategy for enhancing the quality of physical education, increasing physical activity, and fostering the holistic development of students. However, the operations of the women's football club at Tra Vinh University still face certain limitations regarding organization, human resources, and supporting conditions. This study aims to identify solutions for the development of the female student football club at Tra Vinh University, Vietnam. The study employed methods including document analysis and synthesis, questionnaire-based surveys, and statistical analysis. The study subjects comprised 110 female students participating in the women's football club, along with 15 staff members and lecturers from the Faculty of Physical Education at Tra Vinh University who participated in assessing the current situation and selecting solutions. The results indicate that the solutions were formulated based on legal frameworks, selection principles, and the university's practical conditions. Survey findings revealed that the teaching staff possessed appropriate expertise and female students demonstrated a strong interest in training (with 68.18% wishing to train more than twice a week); while facilities generally met operational requirements, there remained limitations regarding specialized fields and support resources. Based on these findings, the study selected six solutions to develop the female student football club.

Keyword: Solutions, Football Club, Female Students, Tra Vinh University, Vietnam

1. Introduction

In recent years, women's football has been recognized as one of the fastest-growing sports globally, not only in terms of participation numbers but also regarding professional quality, organizational scale, and social value. According to FIFA, the development of women's football aims not only to enhance competitive performance but also to promote gender equality, improve public health, and create opportunities for the holistic development of women and girls. The FIFA Women's Football Strategy 2024–2027 identifies schools, universities, and club systems as vital foundations for expanding the sport, identifying talent, and building a sustainable development ecosystem for women's football (FIFA, 2024).

From an educational perspective, UNESCO affirms that physical education and sport are fundamental rights for all, regardless of gender, and emphasizes the need for educational institutions to create equal opportunities for women and girls to participate in sports activities to foster health, character development, and social competencies (UNESCO, 2015). Sport not only improves physical well-being but also contributes to the development of leadership skills, cooperation, discipline, self-confidence, and adaptability among learners in the modern social context (UNESCO, 2015). This is also a key objective of the United Nations' 2030 Agenda, particularly regarding health, quality education, and gender equality (United Nations, 2015). In the higher education setting, sports clubs are considered an effective means of maintaining students' physical activity

outside of the formal curriculum. Unlike mandatory physical education courses, these clubs offer an environment for voluntary participation, enabling students to select sports that align with their interests, foster long-term motivation for exercise, and strengthen their connection to the institution. Numerous studies have demonstrated that participation in sports clubs positively impacts students' physical activity levels, mental health, academic performance, communication skills, and overall quality of life (Eime *et al.*, 2013; Howie *et al.*, 2016; Dao & Ha, 2024)^[10, 14, 9].

For female students, football is not merely a sport but also a setting for physical conditioning and the development of tactical thinking, teamwork, leadership skills, and self-confidence. Furthermore, participation in football helps shift perceptions regarding the role of women in sports, reduces barriers posed by gender stereotypes, and enhances women's engagement in social activities (FIFA, 2024; UNESCO, 2015). However, recent studies indicate that the sustainable development of women's football remains influenced by various factors, such as management mechanisms, investment policies, club systems, financial resources, facilities, the quality of coaching staff, and competitive opportunities (Staley, 2025; Wang *et al.*, 2025)^[17, 20]. Notably, Wang *et al.* (2025)^[20] highlight that the success of women's football stems from the interplay of factors at the macro level (policy, economy, culture), the organizational level (club models, training systems, sports management), and the individual level (athletes' motivation, skills, and professional proficiency). This suggests that the development of women's football requires a systemic approach, with the club model playing a central role.

In Vietnam, alongside the success of the national women's football team on regional and international stages, the movement for women's football in schools is receiving increasing attention. Resolution No. 29-NQ/TW on the fundamental and comprehensive reform of education and training, the 2018 Law on Physical Training and Sports, and the Strategy for Vietnam's Physical Training and Sports Development to 2030 all emphasize the role of school sports activities in the comprehensive development of learners; simultaneously, they encourage educational institutions to establish sports club systems to maintain regular physical activity for students.

Tra Vinh University is a higher education institution with a thriving student sports scene in the Mekong Delta region. The university regularly organizes extracurricular sports activities and facilitates student participation in grassroots tournaments. However, the women's football club faces several limitations, including unstable membership numbers, restricted operating funds, inconsistent facilities, promotional efforts that fail to effectively attract female students, and the lack of a sustainable management model. These issues directly impact the club's operational effectiveness and its long-term development potential.

An overview of domestic and international research reveals that most studies focus on students' physical activity, the effectiveness of physical education, or factors influencing sports participation. In contrast, research on the development of women's football clubs within universities—specifically from the perspectives of sports management and organizational development—remains limited, particularly in Vietnam. To date, no study has formulated a system of solutions for developing student women's football clubs based on an assessment of the current situation, an analysis of influencing factors, and a validation of the necessity and

feasibility of such solutions within the specific context of Tra Vinh University.

Based on the aforementioned theoretical and practical grounds, we chose to conduct a study titled “Solutions for Developing the Female Student Football Club at Tra Vinh University, Vietnam.”

2. Materials & methodologies

2.1. Participants

1. Study subjects: 110 female students from Tra Vinh University participating in the women's football club.
2. Subjects for solution selection and current situation assessment: 15 faculty members from the Faculty of Physical Education at Tra Vinh University.

2.2. Methodology

To address the content of this article, the following methods are employed:

Document analysis and synthesis: This method involves synthesizing information from various sources to identify scientific arguments applicable to the context of Vietnam. It is used to analyze and synthesize issues related to strategies for developing the female student football club at Tra Vinh University, Vietnam. This approach facilitates the establishment of a theoretical framework for the study, the selection of research methods, and the determination of criteria for evaluating and discussing the research findings.

Questionnaire-based interview method: This method aims to gather opinions from experts, specialists, and lecturers to select solutions for developing the female student football club at Tra Vinh University, Vietnam.

Mathematical-statistical method: This method is used to process and analyze the collected data. Data gathered during the research process are processed and analyzed using mathematical-statistical methods with the support of SPSS 22.0 software.

3. Results

3.1. Legal basis for selecting the solution

The selection of solutions for developing the female student football club at Tra Vinh University is grounded in the Party's guidelines and the State's policies and laws regarding physical education and school sports. Key documents—such as the Documents of the 13th National Party Congress (Party Central Committee, 2021), Resolution No. 08-NQ/TW on strengthening Party leadership over physical education and sports (Party Central Committee, 2011), and the Politburo's Conclusion No. 70-KL/TW on developing physical education and sports in the new era—all identify physical education and school sports activities as vital tasks for the comprehensive development of students, the improvement of physical fitness, the cultivation of healthy lifestyles, and the discovery and nurturing of sports talent (Politburo, 2024)^[4].

Furthermore, the 2018 Law on Physical Training and Sports, the 2019 Law on Education (National Assembly, 2018, 2019), the Strategy for the Development of Physical Training and Sports in Vietnam to 2030 (with a vision to 2045), the Scheme on the Development of Physical Education and School Sports (Prime Minister, 2024, 2016), and regulations regarding school-based sports activities all encourage the development of sports club systems and the expansion of extracurricular activities, while creating conditions for students to engage in regular physical exercise and sports. These serve as a crucial legal foundation for formulating solutions to develop women's student football clubs in alignment with current directions for the development of higher education and school sports.

3.2. Principles for selecting a solution

To ensure that the solutions are scientifically grounded, feasible, and practically effective, the selection process adheres to the following principles:

First, ensuring alignment with the guidelines, policies, and development directions for education, physical education, and sports. The solutions must be consistent with legal regulations, the sports development strategy, and the development direction of Tra Vinh University, while also contributing to the goals of enhancing comprehensive educational quality and fostering school sports development. Secondly, ensure scientific validity and practicality. The selection of solutions must be based on an assessment of the club's current operational status, an analysis of influencing factors, and a synthesis of domestic and international research, while also drawing upon proven models of sports club development.

Thirdly, ensure feasibility. The solutions must align with the actual conditions at Tra Vinh University regarding human resources, facilities, funding, management mechanisms, and the characteristics of female students; they must be capable of immediate implementation under existing conditions or with reasonable additional resources.

Fourth, ensure uniformity and system. The solution system needs to comprehensively impact factors affecting the development of the club, such as management, organization of activities, coaching team, facilities, communications, financial resources, and coordination mechanisms between units inside and outside the school; At the same time, there is a connection and mutual support during the implementation process.

Fifth, ensure sustainability. The solutions not only aim to overcome immediate limitations but also create a foundation for the club to develop stably, expand scale, improve the quality of operations, and maintain long-term participation of female students.

Sixth, ensure effectiveness and evaluation ability. Each solution needs to have clear goals, specific content, and be testable and adjustable during implementation to ensure effective implementation and meet the club's long-term development requirements.

3.3. Conditions ensuring the selection of the solution

Current status of the staff and faculty of the Faculty of Physical Education – Tra Vinh University (Table 1).

Table 1: Profile of the teaching staff in the Faculty of Physical Education – Tra Vinh University (n = 15)

	Lecturer	Quantity	%	Professional qualifications		
				Doctor	Master	Sports and Physical Education
1	Lecturer in Management	03	20.0	02	01	01
2	Football Specialist Lecturer	06	40.0	00	06	06
3	Lecturer without specialized expertise in football	06	40.0	00	06	06
	Total:	15	100	02	13	13

Table 1 shows that the Department of Physical Education currently has 15 lecturers, comprising two with doctoral degrees (13.33%) and 13 with master's degrees (86.67%). The faculty is reasonably distributed, with six lecturers specializing in football (40.0%), thereby meeting the requirements for instruction, coaching, and the development of the school's football program. However, the number of lecturers holding doctoral degrees remains limited, and there is a scarcity of personnel dedicated to club management.

While these conditions provide a favorable basis for implementing strategies to develop the women's football club, they also highlight the need to focus on enhancing professional expertise, fostering staff development, and strengthening management practices to meet long-term development goals.

Current status of training needs among female students in the Tra Vinh University football club (Table 2).

Table 2: Exercise needs of female students at Tra Vinh University (n=110)

	Intension	Select		Deselect	
		Quantity	%	Quantity	%
1	Didn't attend any training sessions.	00	00%	110	100%
2	One session per week	15	13.64%	95	86.36%
3	Two sessions per week	20	18.18%	90	81.82%
4	More than two sessions per week	75	68.18%	35	31.82%

The results in Table 2 indicate a high level of interest among female students in participating in training sessions. Specifically, 68.18% of students expressed a desire to train more than twice a week, while 13.64% preferred one session and 18.18% preferred two sessions per week; notably, no students indicated a lack of interest in training. These findings reflect the female students' enthusiasm for football and suggest that the club has the potential to expand its scale and the frequency of its activities. This serves as a crucial practical basis for proposing solutions to broaden activities, diversify training content, and organize regular tournaments to meet the students' needs.

Current state of facilities at Tra Vinh University (Table 3)

Table 3: Current status of facilities and grounds for sports training

	Facilities	Quantity
1	Football field	01
2	Volleyball court	03
3	Badminton court	04
4	Tennis Court	01
5	Ping pong	01
6	Pétanque court	01
7	Pickleball Court	03
8	Basketball Court	01
9	Pool	00
10	Athletics Track	00

Table 3 shows that Tra Vinh University possesses a relatively diverse range of sports facilities, including one football field, three volleyball courts, four badminton courts, and three pickleball courts, alongside facilities for tennis, table tennis, pétanque, and basketball. However, the university lacks a swimming pool and an athletics track, and the number of football fields is limited relative to the demand for expanding sports activities. Overall, existing facilities are sufficient to support the operations of the women's football club; nevertheless, scaling up and enhancing the quality of activities will require further investment, effective facility utilization, and the mobilization of additional socialized resources.

A synthesis of survey results indicates that Tra Vinh University possesses favorable conditions for developing a women's football club, such as a faculty with relevant expertise, high interest among female students in training, and basic facilities capable of supporting club activities. However, there remain limitations regarding the availability of highly qualified personnel, specialized facilities, and the conditions necessary for organizing regular activities. These findings serve as a crucial practical basis for identifying and formulating solutions to develop a women's student football club tailored to the specific conditions of Tra Vinh University.

3.4. Selecting a development solution for the female student football club at Tra Vinh University, Vietnam.

Table 4: Results of interviews on the selection of solutions for developing the Tra Vinh University female student football club.

	Solution	First time (n = 15)		Second time (n = 15)	
		Σ	%	Σ	%
1	Solution 1: Raise awareness and enhance communication regarding women's football.	68	90.67	67	89.33
2	Solution 2: Refine club organizational models and management mechanisms.	70	93.33	71	94.67
3	Solution 3: Innovate club content, programs, and activities.	65	86.67	66	88.00
4	Solution 4: Develop the workforce of instructors, coaches, and collaborators.	70	93.33	71	94.67
5	Solution 5: Increase investment in facilities and mobilize socialized resources.	62	82.67	62	82.67
6	Solution 6: Organize competitions and exchange events and expand partnerships to foster the women's football movement.	60	80.00	61	81.33

Based on the interview data presented in Table 4, solutions achieving a score exceeding 75% of the total points across both interview rounds were selected. The study identified six solutions for developing the female student football club at Tra Vinh University, Vietnam.

4. Discussion

The research findings indicate that the development of solutions for the female student football club at Tra Vinh University is grounded in a combination of legal frameworks, theoretical foundations, and the university's practical conditions. This approach aligns with the perspectives of Green (2005) and Houlihan and Green (2008), who argue that sports development must be examined through the interplay of policy, management structures, and implementation conditions at the institutional level. Furthermore, the selection of solutions based on the guidelines of the Party and State as well as school sports development strategies is consistent with UNESCO's (2015) stance on creating an educational environment that ensures equal opportunities for all to participate in physical activity and sports.

Survey results indicate that Tra Vinh University possesses favorable conditions for developing a women's football club,

Based on an analysis of legal grounds, solution selection principles, and survey results regarding the coaching staff, female students' training needs, facilities, and factors influencing the operations of the Tra Vinh University women's football club, the study developed six solutions to ensure suitability, feasibility, and effectiveness during implementation, including:

Solution 1: Raise awareness and enhance communication regarding women's football.

Solution 2: Refine club organizational models and management mechanisms.

Solution 3: Innovate club content, programs, and activities.

Solution 4: Develop the workforce of instructors, coaches, and collaborators.

Solution 5: Increase investment in facilities and mobilize socialized resources.

Solution 6: Organize competitions and exchange events, and expand partnerships to foster the women's football movement.

Interviews were conducted with 15 lecturers from the Faculty of Physical Education regarding the selection of solutions to develop the female student football club at Tra Vinh University, Vietnam, using a five-point scale: (1) Very unsuitable, (2) Unsuitable, (3) Undecided/Unsure, (4) Suitable, and (5) Very suitable; the results are presented in Table 4.

such as qualified faculty, high interest among female students in training, and facilities that meet the basic requirements for organizing activities. Notably, the fact that 68.18% of female students wish to train more than twice a week demonstrates significant motivation to participate in football activities. These findings align with research by Eime *et al.* (2013) ^[10], which suggests that sports club participation not only enhances health but also improves social connectedness and quality of life. Howie *et al.* (2016) ^[14] also confirmed that extracurricular activities contribute to the development of students' social skills and positive behaviors. In Vietnam, Dao and Ha (2024) ^[9] demonstrated that the sports club model positively impacts female students' physical fitness and levels of physical activity participation, thereby affirming the club's role in enhancing the quality of physical education.

In addition to advantages, the study also identifies certain limitations, such as a scarcity of highly qualified instructors, inadequate specialized football facilities, and limited resources to support club operations. These findings align with the systematic review by Wang *et al.* (2025) ^[20], which identifies facilities, financial resources, coaching staff, and club organizational models as critical factors influencing the sustainable development of women's football. According to

the ecological model proposed by Sallis *et al.* (2015) ^[16], students' physical activity participation is simultaneously influenced by individual, organizational, and policy-related factors; therefore, club development requires a holistic approach rather than a focus on any single factor in isolation. Based on survey results, six solutions were selected and received a high level of expert consensus (80.00%–94.67%). This demonstrates the suitability and feasibility of these solutions regarding the practical conditions at Tra Vinh University. The development of a system of solutions addressing communication, organizational management, human resources, facilities, and collaborative development aligns with the perspective of Michie *et al.* (2011) ^[15], who argued that behavioral change interventions are more effective when implemented synchronously across multiple system components rather than focusing solely on the individual. Furthermore, Staley (2025) ^[17] emphasized that the current development of women's sports requires prioritizing governance capacity, human resource development, and the establishment of sustainable sports organizations. A novel aspect of this study lies in the formulation of the solution system through the integration of legal frameworks, practical conditions, and expert evaluations; this enhances the applicability of the solutions for developing women's football clubs at Tra Vinh University and other higher education institutions with similar characteristics.

5. Conclusion

The study established a scientific and practical basis for selecting solutions to develop the female student football club at Tra Vinh University, taking into account legal regulations, solution-formulation principles, and the university's actual conditions. Survey results indicate that the university possesses a qualified faculty, female students show a strong interest in training, and existing facilities generally meet the club's operational needs, although there remain some limitations regarding human resources, infrastructure, and support resources.

Based on these findings, the study selected six solutions for the development of the female student football club at Tra Vinh University. Results from two rounds of expert interviews revealed a high level of consensus (80.00%–94.67%) regarding all six solutions, confirming their suitability and practical feasibility, as well as their potential for application at higher education institutions with similar conditions.

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