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## The Current State of The Badminton Movement Among Students at Tra Vinh University

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### Abstract

The badminton training movement among students is an important activity aimed at enhancing physical fitness, forming exercise habits, and improving mental well-being. Through the effective organization of training, competition, and club activities, badminton contributes to promoting physical education and building a dynamic school environment. The research focused on identifying criteria, thereby providing accurate, scientific, and comprehensive information about the current state of the badminton movement among students at Tra Vinh University, Vietnam. The research uses methods such as literature review, interview method, pedagogical observation method, and statistical methods to address the research content. The research results have identified 05 reliable evaluation criteria, thereby providing information on the current status of the badminton movement among Tra Vinh University students, contributing to the orientation of improving the quality of physical education and sports activities in the school.

**Keyword:** Current State, Movement, Badminton, Students, Tra Vinh University

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### 1. Introduction

Humans play a central role in the cause of building socialism, being both the driving force and the subject of all creative activities, generating material wealth and cultural values, and also being the decisive factor in creating a just and humane society. Therefore, the requirement is to develop people comprehensively, including intellectual development, physical enhancement, enriching spiritual life, and perfecting moral qualities. To improve the health of the people in the

new context, on October 25, 2017, the 12th Central Committee of the Communist Party proposed the solution "Fundamentally innovate physical education, psychology, increase the number of elective sports in schools, and closely combine school-based training with extracurricular training. "Strongly develop physical training movements..."<sup>[1]</sup>. Next, at the XIII Party Congress, the perspective on national development continued to affirm that "human resources are the most important," while also emphasizing the requirement

to "develop people comprehensively" and "make breakthroughs in fundamentally and comprehensively renewing education and training, developing high-quality human resources, and attracting and valuing talented individuals" [2]. In the context of the Industrial Revolution 4.0, the Party and State continue to prioritize education and training as the top national policy, which is crucial for the nation's future [3] and the foundation for the country's rapid and sustainable development. At the same time, the Party also affirmed: "Health is the most precious asset of human beings, the most important foundation for the happiness of each individual, for the survival of the nation, and for the prosperous and sustainable development of the country." Protecting, caring for, and improving the health of the people is the goal, the motivation, and the top political task, holding a priority position in development strategies and policies; it is the responsibility of the entire political system, of society as a whole, and of every individual citizen [4].

In the context of socio-economic development and deep international integration, the demand for improving the quality of human resources is becoming increasingly urgent, with physical fitness and health being considered important foundations. The Party and State of Vietnam always identify the comprehensive development of people as a strategic goal, emphasizing the role of physical education and sports in schools. Resolution No. 08-NQ/TW of the Politburo has affirmed the need to "strongly develop the mass sports movement, improve the health, stature, and physical fitness of the Vietnamese people" [5]. At the same time, the Vietnam Sports Development Strategy until 2030 also indicates that physical education and extracurricular sports activities in schools have not yet met the requirements for improving the health of students.

In that context, the trend of physical inactivity among young people is increasingly rising, especially under the influence of digital technology and social media, and has been warned as one of the major risks to public health (World Health Organization, 2020) [7]. This raises an urgent need to enhance physical activities in the higher education environment.

Badminton is a sport with many advantages such as easy organization, suitability for various groups, low cost, and the ability to be widely implemented under different conditions of facilities. However, at Tra Vinh University, although the badminton movement has formed and developed, there have not yet been systematic and scientific studies evaluating the current state of activities, participation levels, and influencing factors. Therefore, researching this topic is extremely necessary to provide a scientific basis for proposing appropriate development solutions.

According to the perspective of Marxism-Leninism, Ho Chi Minh's thought, and the Party's line on comprehensive human development. In which, physical education is identified as an important part of comprehensive education, contributing to the development of physical strength, intellect, and character [8]. Decree No. 11/2015/NĐ-CP also affirms that physical education is a compulsory subject in educational institutions aimed at forming the habit of practicing sports and enhancing the health of learners [9].

In addition, modern theories of physical education and sports science show that extracurricular sports activities play an important role in physical development, enhancing mental health, and simultaneously forming social skills and positive lifestyles for students (Sports Science). The principles of sports coaching, the development of the mass sports movement, and the socialization of sports are also important

scientific foundations for approaching and addressing research issues.

In recent years, there have been many research projects both domestically and internationally related to school sports activities and physical fitness development for students. The studies focus on evaluating the current state of sports activities in universities, developing sports club models, and analyzing students' motivations, needs, and training habits (Edward Deci & Richard Ryan, 2000) [10].

Regarding badminton, some studies have addressed teaching methods, technical training, and competition organization. However, in-depth studies on the badminton movement from the perspective of management and development in the university environment, especially in the Mekong Delta region and Tra Vinh University, are still limited. This indicates the necessity for additional research on both the theoretical and practical foundations.

Tra Vinh University is a multi-disciplinary higher education institution with a large number of students and an increasing demand for physical training. The badminton movement at the university has many advantages such as widespread popularity, suitability for various student groups, and ease of organization in the form of clubs and recreational competitions. However, in reality, there are still limitations such as uneven participation levels, unprofessional organization, inadequate facilities, and untapped development potential.

State programs and policies such as Decision No. 641/QĐ-TTg on the development of physical fitness and stature of Vietnamese people [11] and the Vietnam Health Program also emphasize the need to enhance physical activity, ensuring that each person engages in at least 60 minutes of exercise daily [12]. This further highlights the role of sports activities in schools, including badminton.

Therefore, the study of the badminton movement among students at Tra Vinh University has profound practical significance, helping to accurately assess the current situation, identify the causes of limitations, and propose appropriate solutions. The research results not only contribute to improving the quality of physical education and the spiritual life of students but can also serve as a reference for higher education institutions with similar conditions. With the above importance, we chose the topic:

*"The current state of the badminton movement among students at Tra Vinh University"*.

## 2. Research Method

In the research process, the following methods are used:

- **Documentary research method:** The study proceeds to collect, read, take notes, synthesize, and analyze relevant documents to build a theoretical foundation for the research issue. Through this, the purpose, tasks, methods, and organization of the research are determined, while clarifying the criteria for evaluating the current state of the badminton movement among students at Tra Vinh University.
- **Interview method:** This method is used to consult the opinions of experts, scientists, and managers with expertise in the field of Physical Education and the sport of Badminton. The study uses the Likert scale to survey and evaluate the level of the questions (from 1 to 5 points). To have a basis for evaluation at each level, the project is standardized as follows:
- About the value of distance = (Maximum - Minimum)/n = (5 - 1)/5 = 0.8

Agreement on measurement levels:

- 1.80: Level 1 (Very disagreeable, Very difficult, Very unfeasible).

1.81 - 2.60: Level 2 (Disagree, Difficult, Unfeasible).

2.61 - 3.40: Level 3 (Neutral).

3.41 - 4.20: Level 4 (Agree, Not difficult, Feasible).

4.21 - 5.00: Level 5 (Very much agreed, Not very difficult, Very feasible).

- Pedagogical observation method:** The project uses the pedagogical observation method to directly monitor the training and competition activities of badminton students at Tra Vinh University. Through systematic observation, the study records the level of participation, training spirit, organizational form, and conditions ensuring the movement. The observation results are an important practical basis for objectively assessing the current state of the badminton movement in schools.
- Statistical methods:** To process the data obtained through the research topic, mathematical statistical methods were applied and the data were processed using SPSS 20.0 software. Using this method helps to select, record, and systematize the research data accurately using relevant mathematical formulas and values.

Research subjects: 450 students from Tra Vinh University.

Interview subjects: 30 specialists, coaches, lecturers, teachers.

Research period: September 2025 to March 2026.

### 3. Research Results and Discussion

To assess the current state of the badminton movement for students at Tra Vinh University, the study proceeds with the following steps:

Step 1: Determine the criteria for evaluating the current state of the badminton movement for students at Tra Vinh University.

Step 2: Evaluate the current status of the badminton movement among students at Tra Vinh University.

#### 3.1. Determine the criteria for evaluating the current status of the Badminton movement for students at Tra Vinh University

To determine the criteria for evaluating the current status of the Badminton movement, the study proceeds as follows:

**Step 1:** Compile the evaluation criteria for the sports movement from documents, materials, and research works by authors both domestically and internationally, such as the Ministry of Culture, Sports and Tourism (2019) [13], the National Assembly of the Socialist Republic of Vietnam (2018) [14], the Prime Minister (2013) [15], and the Prime Minister (2016) [16].

Based on the research objectives, the characteristics of the subjects, and the practical conditions at Tra Vinh University, the topic selected 05 criteria to assess the current state of the movement.

Step 2: Interview experts, managers, coaches, and lecturers.

**Table 1:** Results of the interview on the criteria for evaluating the current state of the Badminton movement for students at Tra Vinh University

Criteria	Interview Results				$\chi^2$	P
	First time n = 30		Second time n = 30			
	Total Score	%	Total Score	%		
1 Criterion 1: The number of students who regularly practice badminton.	57	95.0	59	98.33	0.54	>0.05
2 Criterion 2: The number of collaborators, coaches teaching, and training Badminton.	52	86.67	56	93.33	0.54	>0.05
3 Criterion 3: The number of badminton clubs, teams, and school-level teams.	54	90.0	57	95.0	0.54	>0.05
4 Criterion 4: Number of badminton training and competition facilities.	55	91.67	57	95.0	0.13	>0.05
5 Criterion 5: The number of badminton tournaments organized at the school.	52	86.67	57	95.0	1.21	>0.05

The interview results in Table 1 show that all evaluation criteria received a total agreement rate of 85.0% from respondents over two interviews. Following that, two rounds

of interviews for the tests, there were  $\chi^2_{tính} < \chi^2_{bảng} = 3.84$  at the threshold of probability  $P > 0.05$  so the difference between the two sample means is not statistically significant. The research results selected 05 criteria to evaluate the current status of the badminton movement for students at Tra Vinh University.

#### 3.2. Assessment of the current state of the badminton movement among students at Tra Vinh University

##### 3.2.1. Current status of badminton participation among students at Tra Vinh University

Out of a total of 450 students surveyed, 2.45% regularly practice badminton; 12.44% occasionally practice; and 85.11% do not participate in badminton practice. Then evaluated based on the 05 established criteria:

**Criterion 1:** Students practice badminton regularly: Practice at least 3 times a week; each practice session lasts at least 30 minutes, continuously for a minimum of 6 months per year.

**Table 2:** Current status of badminton training participation among Tra Vinh University students (n=67)

		Survey content	Quantity	Percentage
1	Participate in badminton training	Regularly	11	16.42
		Occasionally	56	83.58
		<b>Total</b>	<b>67</b>	<b>100.0</b>
2	The duration of each badminton training session (minutes/session)	Under 30 minutes/session	33	49.25
		From 30 minutes to 1 hour	21	31.34
		From 1 hour to 2 hours	13	19.41
		Above 2 hours	00	0.0
		<b>Total</b>	<b>67</b>	<b>100.0</b>
3	Number of badminton training sessions per week (sessions/week)	1 session	28	41.79
		2 sessions	16	23.88
		3 sessions	13	19.40
		Above 3 sessions	10	14.93
		<b>Total</b>	<b>67</b>	<b>100.0</b>
4	Regularly practicing badminton continuously	From 1 month or less	32	47.76
		From 2 to 3 months	19	28.36
		From 4 to 5 months	7	10.45
		From 6 months and up	9	13.43
		<b>Total</b>	<b>67</b>	<b>100.0</b>
5	Badminton training content	Strength training	5	7.46
		Technical training	35	52.24
		Tactical exercise	3	4.48
		Practice session	15	22.39
		Compile all the above content.	9	13.43
		<b>Total</b>	<b>67</b>	<b>100.0</b>
6	Form of badminton training	Training the national team	8	11.94
		Training at the club	3	4.48
		Group training, class	36	53.73
		Self-training	20	29.85
		<b>Total</b>	<b>67</b>	<b>100.0</b>
7	Method of badminton training	Training with a coach	11	13.89
		Training without a coach	51	76.12
		Combine both	5	7.46
		<b>Total</b>	<b>67</b>	<b>100.0</b>
8	Badminton training venue	School	55	82.09
		Home	3	4.48
		Others	9	13.43
		<b>Total</b>	<b>67</b>	<b>100.0</b>
9	Time for badminton practice	Morning	2	2.98
		Noon	4	5.97
		Afternoon	34	50.75
		Evening	22	32.84
		Whenever the practitioner is free	5	7.46
		<b>Total</b>	<b>67</b>	<b>100.0</b>

The results in Table 2. shows that students who participate in regular training make up 16.42%; those who train for less than 30 minutes per session 49.25%; those who train once per session 41.79%; those who train for a period of 1 month or less 47.76%; those who focus on technique 52.24%; those who train in groups or classes 53.73%; those who train

without a coach 76.12%; those who train at school 82.09%; those who train in the afternoon 50.75%.

**Criterion 2:** Collaborators, teaching coaches, badminton coaches: Determined by the percentage (%) of the total number of badminton coaches and collaborators compared to the total number of sports coaches and collaborators in the school.

**Table 3:** Composition of Management Staff and Physical Education Instructors at Tra Vinh University

		Survey Content	Quantity	Percentage
1	Position	Management Staff	05	25.0
		Lecturer	15	75.0
		<b>Total</b>	<b>20</b>	<b>100.0</b>
2	Gender	Male	16	80.0
		Female	04	20.0
		<b>Total</b>	<b>20</b>	<b>100.0</b>
3	Age	Below 30 years old	02	10.0
		From 30 to 40 years old	09	45.0
		From 41 to 50 years old	08	40.0
		Above 50 years old	01	5.0
		<b>Total</b>	<b>20</b>	<b>100.0</b>

4	Educational background	College	00	0.0
		Bachelor	00	0.0
		Post-graduate	20	100.0
		<b>Total</b>	<b>20</b>	<b>100.0</b>
5	Teaching experience	Below 5 years	01	5.0
		From 6 to 10 years	07	35.0
		From 11 to 15 years	08	40.0
		Above 15 years	04	20.0
		<b>Total</b>	<b>20</b>	<b>100.0</b>
6	Teaching, coaching badminton	Yes	11	55.0
		No	09	45.0
		<b>Total</b>	<b>20</b>	<b>100.0</b>

The results in Table 3 show that the number of lecturers teaching and coaching Badminton is 11 people, 55.0%. Most are male 80.0%, over 30 years old 90.0%, with postgraduate degrees 100.0%, and have more than 10 years of experience 60.0%.

**Criterion 3:** School-level badminton clubs, teams, and groups: Determined by the total number of badminton clubs in the school.

**Table 4:** Statistics on the number of clubs, teams, and badminton teams at Tra Vinh University

Content	Club	Group	Team
Unit			
Tra Vinh University	0	12	0

The results in Table 4 show that there are 12 training groups, but no badminton clubs or school teams.

**Criterion 4:** Badminton training and competition facilities: Determined by the total number of badminton training and competition courts within the school.

**Table 5:** Statistics on facilities for training and competing in badminton for students at Tra Vinh University

	Badminton Court	Quantity	Condition	Current usage status	Area
1	Tra Vinh University	7	Good	The school's badminton court	572.18 m <sup>2</sup>
2	Trung Ngoc Private Enterprise	6	Good	Rent	490.44 m <sup>2</sup>
3	Badminton Court 84	4	Good	Rent	326.96 m <sup>2</sup>
Total area					1,390 m <sup>2</sup>
Number of students participating in training					67
Ratio of m <sup>2</sup> /student participating in training					0.05/m <sup>2</sup>

Results in Table 5. Shows that there are 17 courts, with a total area of 1,390 m<sup>2</sup>, including 07 courts of Tra Vinh University and 10 off-campus courts of Trung Ngoc Enterprises, Badminton Court 84.

**Criterion 5:** The number of badminton tournaments organized: determined by the total number of badminton tournaments held within the school. The research results show that there are 02 badminton tournaments, including the men's and women's badminton tournaments, to celebrate the 43rd anniversary of Vietnam Teachers' Day (November 20) and the men's and women's badminton tournaments to celebrate the 76th anniversary of the Vietnam Student Association's Traditional Day (January 9).

**3.2.2.** The current state of the purpose and significance of participating in badminton training among students at Tra Vinh University

**Table 6:** Survey results of Tra Vinh University students on the purpose and significance of participating in badminton training

	Purpose, significance	Survey results	
		$\bar{X}$	S
<b>Positive</b>		<b>3.64</b>	
1	Physical education and sports have important roles, meanings, and benefits.	4.85	0.36
2	Exercise for health	4.27	0.45
3	Cultivating willpower qualities	3.18	0.39
4	Expand communication	3.61	0.49
5	Become famous	2.72	0.45
6	Can have a beautiful physique	3.30	0.49
7	Express personality	2.57	0.50
8	Healthy entertainment	4.16	0.37
9	Support for excelling in physical education	4.10	0.31
<b>Negative</b>		<b>2.17</b>	
10	It doesn't matter (whether it's there or not).	2.51	0.50
11	Dangerous and likely to cause injury	1.79	0.41
12	Time-consuming, exhausting	2.03	0.60
13	Expensive, inappropriate	2.33	0.47

The results in Table 6. shows that students at Tra Vinh University have a correct understanding and agree on the purpose and significance of participating in the badminton movement as a sport that has a good role, meaning, and effect, helps improve health, provides healthy entertainment, and supports good performance in physical education; do not agree that sports activities are unimportant, dangerous and prone to injuries, time-consuming, tiring, costly, and inappropriate.

**3.2.3.** The current situation of difficulties and obstacles faced by students at Tra Vinh University when participating in badminton training.

**Table 7:** Survey results of Tra Vinh University students on difficulties and obstacles when participating in badminton training

	Difficulties, obstacles	Survey result	
		$\bar{X}$	S
<b>Objective difficulties and objective obstacles</b>		<b>3.16</b>	
1	Program content	3.88	0.33
2	Form of organization	3.24	0.43
3	The professional qualifications of coaches and instructors	3.75	0.44
4	Facilities, fields, equipment	3.01	0.51
5	Training time	2.57	0.50
6	Training costs	2.49	0.50
<b>Subjective difficulties and subjective obstacles</b>		<b>3.54</b>	
7	Don't like participating in badminton activities.	4.04	0.21
8	No talent for badminton	3.58	0.50
9	Fear of pain or fear of injury	3.57	0.50
10	No time	2.66	0.48
11	Not in good condition	3.85	0.36

The results in Table 7. The evaluation shows that the obstacles and difficulties faced by students at Tra Vinh University when participating in the badminton movement are related to training costs and training times (objective) and lack of time (subjective).

#### 4. Conclusion

The research results lead to the following conclusions: Identifying 05 criteria to evaluate the current status of the Badminton movement for students at Tra Vinh University: Criterion 1: the number of students practicing badminton regularly; Criterion 2: the number of collaborators and coaches teaching and training badminton; Criterion 3: number of clubs, teams, and school-level badminton teams; Criterion 4: number of training and competition facilities for badminton; Criterion 5: the number of badminton tournaments organized at the school. The current state of the badminton movement among students at Tra Vinh University: Students who regularly practice badminton is 16.42%; Collaborators and coaches teaching and training badminton is 55.0%; Badminton clubs, teams, and school-level teams are 12 groups, with no badminton clubs and teams at the school level; Badminton training and competition facilities are 17 courts with a total area of 1,390 m<sup>2</sup>. ; The Badminton tournaments organized at the school are 02 tournaments.

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