



ISSN Print: 2664-9799
ISSN Online: 2664-9802
Impact Factor (RJIF): 8.97
IJHER 2025; 7(2): 506-509
www.humanitiesjournal.net
Received: 04-09-2025
Accepted: 06-10-2025

Dr. Ha Quang Tien
Associate Professor, University
of Information and
Communication Technology,
Thai Nguyen University,
Vietnam

Nguyen Thi Thu Oanh
M.A., School of Foreign
Languages, Thai Nguyen
University, Vietnam

Corresponding Author:
Dr. Ha Quang Tien
Associate Professor, University
of Information and
Communication Technology,
Thai Nguyen University,
Vietnam

Current situation of sports activity expenditure among students at the school of foreign languages Thai Nguyen University

Ha Quang Tien and Nguyen Thi Thu Oanh

DOI: <https://www.doi.org/10.33545/26649799.2025.v7.i2g.300>

Abstract

Using conventional research methods in sports science, the study evaluates the current situation of spending on physical education and sports (PES) activities among 924 students at the School of Foreign Languages – Thai Nguyen University. Results show that students' expenditure remains low, mainly allocated to compulsory PE courses and purchasing basic sports equipment. Students participate in sports activities primarily to improve health, while spending behaviors are strongly influenced by personal needs, financial conditions, and the quality of sports facilities. The findings provide practical implications for enhancing training conditions and promoting student participation in sports activities

Keywords: Expenditure, sports, students, School of Foreign Languages, Thai Nguyen University

Introduction

In the context of modern society, physical education and sports (PES) play an increasingly important role in improving health, enhancing physical fitness, and fostering a healthy lifestyle for students—the future workforce of the country. Participation in sports activities not only helps improve physical well-being and reduce academic stress but also promotes social skills, strengthens community connections, and enhances overall quality of life. Therefore, investing in PES activities—including time, facilities, and particularly personal spending—has become an important concern for higher education institutions.

However, student participation in sports is influenced by multiple factors, among which financial capacity plays a crucial role. Costs related to sports participation such as purchasing sports clothing and equipment, renting training spaces, taking fitness classes, or joining sports clubs may directly affect students' ability to maintain regular exercise habits. Differences in socio-economic backgrounds, personal needs, motivations, and lifestyles result in significant variation in students' sports-related expenditures.

At the School of Foreign Languages – Thai Nguyen University, where students face intensive academic requirements and dense schedules, maintaining sports activities is vital for holistic development. Nevertheless, there remains a lack of specific research evaluating students' spending on sports activities, the rationality of such expenditures, and the difficulties or barriers students encounter when investing in PES.

Therefore, investigating and analyzing sports-related expenditures among students is essential. The findings will help identify the current situation, determine influencing factors, and provide scientific grounds for school administrators to design support policies and develop sustainable and effective sports programs for students.

Research Methods

The study employs the following methods: Analysis and synthesis of documents; Survey/interview method; Statistical mathematics method

Results and Discussion

To assess the current situation of expenses for sports activities of students of Foreign Language School - Thai Nguyen University, we conducted a survey of 924 students (782 female, 142 male). The results are presented in the following tables:

Table 1: Students' awareness of sports-related expenditures (n = 924)

Content	Quantity	Percentage %
Compulsory regulations of the School	699	75,6
Cost of participating in sports clubs	303	32,8
Cost of purchasing sports equipment and clothing	647	70
Cost of traveling, eating and drinking when practicing and competing in sports	281	30,4
Cost of periodic health check-ups	264	28,6
Cost of participating in tournaments and sports events	265	28,7
Cost of buying tickets to watch tournaments and sports events	137	14,8
Cost of purchasing sports publications (books, newspapers, magazines...)	130	14,1
Other	01	0,1

The results show that students have a relatively clear awareness of the types of costs related to sports activities. The highest percentage belongs to compulsory costs according to the school's regulations (75.6%), showing that most students consider the tuition fee for physical education courses as the main cost. Next, the cost of purchasing sports equipment and clothing (70%) is also of great concern, reflecting the need for personal equipment for training. In contrast, optional costs such as buying tickets to sports events (14.8%) or buying sports publications (14.1%) are less noticed by students, showing that the level of budget priority for entertainment or expanding knowledge of sports is limited. This reflects that students' spending habits focus mainly on mandatory or essential expenses for training.

Table 2: Sources of knowledge about physical education and sports of students (n=924)

Content	Quantity	Percentage %
Radio, television	505	54,7
Social networks	717	77,6
Books, newspapers, magazines	393	42,5
Family	403	43,6
Teachers, teachers, friends	702	76
Others	16	1,7

Results Table 2 shows that students access physical education and sports information mainly through social networks (77.6%) and teachers, friends (76%), showing the clear influence of online platforms and the school environment. Radio and television (54.7%) still play an important role, but are lower than direct and flexible sources such as social networks. The level of access through books, newspapers (42.5%) and family (43.6%) is at an average level, reflecting the trend of shifting to the digital environment. This shows that sports communication programs aimed at students need to promote content on social networks to suit their information reception habits.

Table 3: Monthly expenses of students for physical Education and sports (n=924)

Budget	Quantity	Percentage %
Under 100,000 VND	478	51,7
101,000 VND - 200,000 VND	246	26,6
201,000 VND - 300,000 VND	95	10,3
301,000 VND - 400,000 VND	48	5,2
401,000 VND - 500,000 VND	25	2,7
Over 500,000 VND	32	3,5

The results in Table 3 show that most students spend at a low level: 51.7% spend less than 100,000 VND per month, indicating financial limitations or a low prioritization of expenditures for sports activities. However, 26.6% spend between 101,000 and 200,000 VND, reflecting a group of students with higher training needs. Only 3.5% spend more than 500,000 VND, mainly those participating in high-cost activities such as gym, yoga, or competitive sports. Overall, students' expenditure levels are relatively low, which is consistent with the economic characteristics of students at public universities in midland and mountainous regions.

Table 4: Types of Sports-Related Expenditures of Students (n = 924)

Category	Quantity	Percentage %
Mandatory fees required by the University	660	71,4
Expenses for participating in sports clubs	305	33
Expenses for purchasing sports equipment and clothing	650	70,3
Expenses for travel and meals during training and competitions	345	37,3
Expenses for periodic health check-ups	243	26,3
Expenses for participating in sports competitions and events	189	20,5
Expenses for purchasing tickets to sports events	132	14,3
Expenses for purchasing sports publications (books, newspapers, magazines, etc.)	115	12,4
Other	01	0,1

Table 4 shows that students' actual spending aligns well with the awareness presented in Table 1. The most common expenditures are tuition fees for physical education courses (71.4%) and the purchase of sports equipment and clothing (70.3%). The proportion of spending on travel and meals during training and competitions (37.3%) is also noteworthy, indicating that students participate in sports activities outside the university. Meanwhile, expenditures such as participating in competitions (20.5%), purchasing event tickets (14.3%), and buying sports publications (12.4%) remain low, demonstrating that students invest little in peripheral sports-related activities.

Table 5: Criteria Considered by Students When Spending on Sports Activities (n = 924)

Criteria	Quantity	Percentage %
Personal needs and purposes	825	89,3
Personal financial condition	635	68,7
Brand of sports products	197	21,3
Quality and durability of products	450	48,7
Warranty policies	216	23,4
Reviews from other users	282	30,5
Other	01	0,1

Table 5 indicates that the most important factor influencing students' spending decisions is their personal needs and intended purposes (89.3%), which aligns with common consumer behavior. Financial conditions (68.7%) rank second, showing that personal economic constraints remain a major barrier. Factors such as product quality and durability (48.7%) and user reviews (30.5%) are also taken into consideration, reflecting students' awareness when selecting products. Meanwhile, factors related to brand and warranty policies are rated relatively low, suggesting that

students do not prioritize premium brands but focus more on practicality.

Table 6: Purposes of Students' Participation in Sports Activities (n = 924)

Mục đích	Quantity	Percentage %
Improving health	849	91,9
Losing weight	412	44,6
Preventing diseases	522	56,5
Reducing stress	563	60,9
Strengthening community connections	491	53,1
Self-expression	174	18,8
Other	01	0,1

Table 6 shows that students participate in sports activities primarily to improve their health (91.9%), which is consistent with current trends among young people. Reducing stress (60.9%) and preventing diseases (56.5%) are also common motivations, indicating that sports activities provide both physical and mental benefits. Other purposes such as losing weight (44.6%) and enhancing community connectedness (53.1%) are also relatively prevalent. Meanwhile, participating for self-expression (18.8%) is less common, suggesting that students do not place strong emphasis on showcasing their image through sports activities.

Table 7: Students' Satisfaction After Purchasing Sports Products (n = 924)

Satisfaction level	Quantity	Percentage %
Very satisfied	262	28,4
Satisfied	331	35,8
Dissatisfied	09	1,0
Very dissatisfied	00	0,0

Table 7 shows that the overall satisfaction rate is relatively high: 35.8% of students are satisfied and 28.4% are very satisfied. Only 1% express dissatisfaction, and virtually no students report being "very dissatisfied." These results suggest that the current market for sports products catering

to students largely meets their basic expectations in terms of quality and price, or that students' expectations are reasonably aligned with their financial capacity.

Table 8: Reasons for Students' Dissatisfaction with Sports Products (n = 924)

Reason	Quantity	Percentage %
High product price	421	52
Poor product quality	496	61,2
Purchasing counterfeit goods	342	42,2
Poor service quality	237	29,3

The results in Table 8 indicate that among students who are dissatisfied, the most common reason is poor product quality (61.2%), suggesting that low-quality sports products are still prevalent in the market. High prices (52%) also pose a significant barrier for students. The relatively high rate of purchasing counterfeit products (42.2%) shows that students may lack experience in identifying genuine items or may be tempted by lower prices. Poor service quality (29.3%) also negatively affects students' shopping experiences.

Table 9: Students' Actions When Dissatisfied with Sports Products (n = 924)

Action	Quantity	Percentage %
Continue using the product	298	35
Return the product	464	54,5
Sell it to someone else	57	6,7
Other	15	1,8

Notably, Table 9 shows that 54.5% of students choose to return the product, indicating an increased level of consumer awareness. However, 35% continue using the product, possibly because the item has low value or the return process is inconvenient. Meanwhile, 6.7% resell the product, reflecting the emerging "second-hand" trend among students. The very low percentage in the "other" category suggests that students' responses to dissatisfaction are relatively clear and reasonable.

Table 10: Evaluation of the Impact Level of Factors on Students' Sports-Related Spending Behavior (n = 924)

Factor	Very important	Important	Normal	Not important	Not important at all
Current economic situation	422	288	195	13	6
Importance of sports for health	411	355	143	10	5
Perception of sports-related spending	204	300	393	21	6
Condition of sports facilities and equipment	264	365	273	13	9
University's management and organization of sports activities	260	379	266	10	9
Peer influence on sports spending	145	272	429	65	13
Service quality at training locations	252	391	249	24	8
Ticket prices for sports events	165	253	410	73	23
Sports advertising and communication	174	306	376	52	16
Level of sports performance and competitions	208	312	345	47	12
Personal available time for training	273	358	269	19	5

The results in Table 10 show that students consider the current economic situation and the importance of sports for health to be the two most influential factors, as indicated by the high proportions of "very important" and "important." Factors such as sports facilities, the university's management of sports activities, and service quality also have a fairly consistent impact, indicating the significance of the training environment. Meanwhile, factors like ticket prices for sports events, advertising, and the level of sports performances exert only moderate influence, suggesting that they are not key determinants of students' spending

behavior. Notably, peer influence has the highest proportion in the "normal" category (429 students), indicating that social influence is not a strong determinant in students' spending decisions.

Conclusion

The study shows that students at the School of Foreign Languages – Thai Nguyen University have a relatively clear understanding of the various expenses associated with sports activities; however, their monthly spending remains low due to financial constraints. Students participate in sports mainly

to improve their health and reduce stress, while recreational purposes or participation in sports events receive less priority. The most influential factors affecting students' spending behavior are personal needs, financial conditions, and the quality of sports facilities and services. These findings provide a practical foundation for the University and relevant units to develop appropriate solutions to improve training conditions and encourage students to participate in sports activities more effectively.

References

1. Ajzen I. The theory of planned behavior. *Organizational Behavior and Human Decision Processes*. 1991;50(2):179–211.
2. Bandura A. *Self-efficacy: The exercise of control*. New York: W.H. Freeman; 1997.
3. Ministry of Education and Training. *Physical education in universities: Current situation and solutions*. Hanoi: Vietnam Education Publishing House; 2015.
4. Ministry of Culture, Sports and Tourism. *Vietnam sports development strategy to 2030*. Hanoi; 2020.
5. Chen Y, Wang L. College students' sports consumption behavior and influencing factors. *Journal of Physical Education and Sport*. 2019;19(4):1234–1242.
6. Nguyen DH. Study on sports product consumption behavior among university students. *Journal of Sports Science*. 2020;6:45–52.
7. Nguyen TTH, Pham VD. Factors influencing the sports training needs of Vietnamese students. *Journal of Educational Science*. 2021;18(3):87–95.
8. Kotler P, Armstrong G. *Principles of marketing*. 17th ed. Harlow: Pearson; 2018.
9. Venkatesh V, Morris MG, Davis GB, Davis FD. User acceptance of information technology: Toward a unified view. *MIS Quarterly*. 2003;27(3):425–478.
10. World Health Organization. *Physical activity guidelines for health*. Geneva: WHO Press; 2020.
11. Tran QT. The relationship between sports participation and psychological health among students. *Journal of Psychology*. 2019;12:112–120.
12. Le VD. Sports product consumption among young people in the context of digital transformation. *Journal of Sports Science*. 2022;4:66–75.