



The Actual Status of Physical Education for High School Learners Through Socializing in Vietnam



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Manuscript submitted: 22 September 2021, Manuscript revised: 8 December 2021, Accepted for publication: 17 January 2022

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Keywords

health care;
health improvement;
healthy lifestyle;
high school education;
physical education;
protecting health;
socializing education;
teaching quality;

Abstract

The objective of the study is to evaluate the actual status of physical education program implementation and socialization of physical education in high school education in Vietnam. We designed a questionnaire using Google Form, the questionnaire consists of 15 questions including Q.1 to Q.11 related to the physical education program; Q.12 to Q.15 related to the socialization of physical education. The rating scale is divided into 4 levels (non-satisfied; partially satisfied; satisfied; well satisfied). The survey was conducted online of 345 people including education administrators and high schools teachers. Area of the survey is in Hanoi city, Lai Chau province. The study shows that the actual implementation of physical education programs in high schools has not met the targets of the 2018 high school education program promulgated by the Ministry of Education and Training of Vietnam; for socializing physical education activities, there are still many limitations, socialization activities have not had much positive impact on the quality of teaching physical education subject in high schools.

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Contents

Abstract	304
1 Introduction	305
2 Materials and Methods	306
3 Results and Discussions	307
4 Conclusion	308
Acknowledgments.....	308

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References	309
Biography of Authors	311

1 Introduction

In high schools, physical education activities contribute to the proper development of physical fitness and the improvement of health, the development of operational qualities, perfecting operating skills and techniques, forming a sustainable interest and a need to exercise systematically; at the same time arming knowledge, forming for students the habit of maintaining hygiene, protecting health, having a healthy lifestyle (Frank et al., 2021; O'Bryant et al., 2000). Therefore, physical education for students in schools has always received the attention of the government, the education sector, and schools (Hushman, 2013; Trung & Son, 2009).

To achieve quality and effectiveness, educational activities in general and physical education activities for high school students, in particular, need not only the reliability of the school educational force but also the participation of family and social educational forces (Valtonen et al., 2015; Duc et al., 2016; Andrew et al., 2018). The Education for All (EFA) vision proposed by UNESCO along with United Nations and countries around the world in 1990 in Thailand has shown the importance of socializing education (Cekaite, 2013; Pea, 1987), especially the importance and responsibilities of schools, families, and communities in developing education (Richards & Gaudreault, 2016; Richards et al., 2018; Khanh et al., 2021, MOET, 2018).

In Japan: Japan has always actively reformed the education system, emphasizing the development of human potential, building a system of educational development principles with the following policy: Strengthening and diversifying investments in education. The Japanese Senate has passed 3 bills on education reform: Law on School Education; Law on Local Education Management and Law on Social Education (Diachenko et al., 2021). Japan is a country that has succeeded in implementing the policy of equality and the right to education for all, education regardless of class, status, religion, emphasizing talent discovery and fostering talents for the nation, humanizing educational environment, bringing Japanese education to catch up with the world (Trung, etc., 2021; Widana et al., 2021).

In the US: The US government has carried out a revolution in education standardization (Standards revolution). To do this, one of the solutions that the Government is focusing on is implementing the policy of diversifying and developing the form of public-private schools. American education is especially interested in building an education based on the foundation of information technology and knowledge society that can meet and anticipate the development of the market economy, aiming for the following targets: Everyone can have opportunities for lifelong learning, heading towards mass education, with the policy of empowering local authorities to manage school education and diversifying education forms: formal education, continuing education, education from society, online education (Trung, etc., 2021; Trung & Son, 2009).

In Singapore: Singapore is a commercial, financial center and currently the educational center of all countries in the region, a nation that ensures the quality of education by international and regional standards. Singapore is a successful country in promoting resources from society and the world for building and developing the nation's education system (Lytvyn et al., 2021). The slogan of the country is: "The school of thinking, the notion of learning". It can be affirmed that, although the nature of education in different countries is different, the common point is to mobilize all resources and conditions for developing education (Rau et al., 2008; Germeijs & Verschuere, 2007). In developed countries, the focus is on investing in education through the process of mobilizing the power of the state and social classes, raising the level of knowledge, bringing people's intellectual level to the level of the era for people to master industrial and post-industrial civilizations. In developing countries, mobilizing resources for education is the best method to improve the quality of human resources, enrich talents and intelligence to serve socio-economic development goals. Proper investment in people will create a premise for stability and sustainable development in developing countries (Trung et al., 2021; Trung & Son, 2009).

In Vietnam, the 2018 High school Education Program was promulgated according to Circular No. 32/2018/TT-BGDĐT on December 26, 2018, defining physical education as a compulsory subject from grade 1 to grade 12, the general goal of physical education activities for high school students is to develop health care abilities, basic exercise, and sports skills, and to develop students' physical qualities; to help students to develop both their physical and mental harmoniously; to have the good qualities and capabilities necessary to

Trung, N. D., Trung, N. T., Hong, N. T. T., Duyet, D. X., & Van, T. D. (2022). *The actual status of physical education for high school learners through socializing in Vietnam. International Journal of Health Sciences, 6(1), 304-311.*
<https://doi.org/10.53730/ijhs.v6n1.4189>

become responsible citizens and healthy, cultured, industrious, creative workers who meet individual development needs and requirements of the cause of building and defending the country in the era of globalization and the new industrial revolution (Kern et al., 2019; Templin & Richards, 2014). The above goal can only be achieved most often and effectively through way of socialization (MOET, 2018). Therefore, the actual status of physical education activities for high school students through socialization compared to the requirements of the 2018 high school education program is an issue that needs to be studied (Geisler, 2017).

2 Materials and Methods

The objective of the study: Assessing the status of implementing the physical education program and the socialization of physical education in high school education in Vietnam, in which the issue of socializing physical education is considered as a factor that helps improve the quality of physical education for students, the quality of the school's comprehensive education.

The subject of the study: Physical education program and socializing physical education in high school education.

Scope of the study: Survey subjects: Surveyed 345 people including educational administrators, teachers of high schools, officials of agencies, departments, and organizations. Survey area: Hanoi city, Lai Chau province.

Survey tool: The survey form is designed using Google Form; an online survey form.

The questionnaire consists of 15 questions, with 4 rating levels (non-satisfied; partially satisfied; satisfied; well satisfied).

Table 1

The questionnaire consists of 15 questions, with 4 rating levels (non-satisfied; partially satisfied; satisfied; well satisfied)

Question code	Questionnaire
Q.1	Meeting the goals of high school education.
Q.2	Meeting the training goals of the physical education field.
Q.3	Adjusting periodically to improve quality.
Q.4	The physical education program for high school students is suitable for Vietnam and international integration.
Q.5	The physical education program for high school students is suitable to the reality of Vietnam and international integration.
Q.6	The physical education program for high school students meets professional requirements, ethics, school culture, and community culture.
Q.7	The physical education program for high school students is associated with the human resource development strategy, education, and exercise/sport policies of the nation and heading towards international integration.
Q.8	Core issues of knowledge, skills, and attitudes in exercise/sport.
Q.9	The content manages, teaches, and develops physical training and exercise/sports movements.
Q.10	The content focuses on legal issues and professional ethics.
Q.11	Refer to a reputable training program in the country or the world.
Q.12	The participation of sports scientists, athletes, lecturers, managers.
Q.13	The participation of social organizations, sponsors for projects supporting physical education and exercise/sport.
Q.14	Investment resources for physical education are distributed reasonably.
Q.15	The locals consider investment in physical education and exercise/sports programs as a factor to improve the quality of human resources in the future.

Analyze and explain:

Theoretical research methods: Analyzing and synthesizing basic theoretical basis as a foundation and orientation for practical research.

Mathematical statistical methods: Using mathematical formulas to process survey results.

Accordingly, making assessments related to the implementation of physical education programs and socializing physical education activities.

3 Results and Discussions

Table 1

The actual state of implementing a physical education program for high school students and activities of socializing physical education

Question	Non-satisfied		Partially satisfied		Satisfied		Well satisfied	
	Quantity	Percent	Quantity	Percent	Quantity	Percent	Quantity	Percent
Q.1	94	26.55	156	44.07	57	16.10	38	10.73
Q.2	83	23.45	161	45.48	69	19.49	32	9.04
Q.3	48	13.56	203	57.34	43	12.15	51	14.41
Q.4	102	28.81	173	48.87	49	13.84	21	5.93
Q.5	107	30.23	168	47.46	51	14.41	19	5.37
Q.6	75	21.19	194	54.80	61	17.23	15	4.24
Q.7	113	31.92	165	46.61	35	9.89	32	9.04
Q.8	81	22.88	198	55.93	36	10.17	30	8.47
Q.9	71	20.06	176	49.72	51	14.41	47	13.28
Q.10	67	18.93	152	42.94	66	18.64	60	16.95
Q.11	178	50.28	123	34.75	32	9.04	12	3.39
Q.12	152	42.94	135	38.14	45	12.71	13	3.67
Q.13	158	44.63	153	43.22	18	5.08	16	4.52
Q.14	102	28.81	184	51.98	34	9.60	25	7.06
Q.15	117	33.05	168	47.46	42	11.86	18	5.08

The survey results show that in Q.1, 26.55% of respondents rated as Non-satisfied; 44.07% assessed Partially satisfied; assessment of Satisfied and Well satisfied is 16.05% and 10.73%, respectively, which is quite low. Meanwhile, the surveyed teachers assessed the training targets of the physical education sector (Q.2), with the percentage expressed in the levels of Non-satisfied, Partially satisfied, Satisfied, and Well satisfied are 23.45, 45.48, 19.49, 9.04 respectively (Hassandra et al., 2003).

Similarly, regarding items about physical education program from Q.3 to Q.11, we found that the non-satisfied rate remained high (13.56, 28.81, 30.23, 21.19, 31.92, 22.88, 20.06, 18.93, 50.28) respectively, being the highest is Q.11, with the item of "Refer to a reputable training program in the country or the world", according to what we know, most teachers ignore or rarely learn about the modern educational program or do deep research, we get many answers with the same result, teachers consider physical education as an additional subject and the study of it is only because of the compulsion of the education program, as a result, physical education teachers have not yet promoted their motivation to work, and the lack of motivation to innovate teaching methods (Daumiller et al., 2021; Pavlina et al., 2011). Meanwhile, the percentage of Satisfied in turn from Q.3 to Q.12 are (12.15, 13.84, 14.41, 17.23, 9.89, 10.17, 14.41, 18.64, 9.04, 12.71), and Well satisfied percentage are (14.41, 5.93, 5.37, 4.24, 9.04, 8.47, 13.28, 16.95, 3.39, 3.67) respectively. Thus, it can be seen that the terms in the physical education program from Q.3 to Q.12 are still very limited (Koka & Hein, 2003; Wahyuni & Widyaningsih, 2021; Cox et al., 2008).

For the questions from Q.12 to Q.15, we discovered that: With the item "The participation of sports scientists, athletes, lecturers, managers", we got the percentage of the rating from nonsatisfied, partially

satisfied, satisfied and well satisfied respectively are (42.94, 38.14, 12.71, 3.67), with the high percentage of non-satisfied and partially satisfied, while the total satisfying rate and well-satisfied rate are less than 17%.

Surveying the participation of social organizations, sponsors of projects for physical education and sports, the percentage is (44.63, 43.22, 5.08, 4.52) respectively. It can be seen that, at the moment, social organizations and donors in the locals have not paid much attention to physical education or paid less attention to the aspect that has a minor impact on the innovation of teaching methods for physical education, therefore the quality of physical education in high schools has also not been improved (Graham et al., 2020; Tinh, 2021).

Regarding the act of attracting investment resources for physical education, we got the results with the rate of 28.81% non-satisfied, 51.98% partially satisfied, so only around 17% are considered to be satisfied and well satisfied, which is quite low. Similarly, in the item "The locals consider investment in physical education and sports programs as a factor to improve the quality of human resources in the future", we received a high rate for Non satisfied, while Satisfied and Well satisfied rates are low.

4 Conclusion

The research results are partly similar to the studies of (Trung & Son 2009; Hushman, 2013; Richards et al., 2018), the authors all stated that the socialization of physical education is the correct and effective orientation in physical education for high school students. Therefore, the research team has made some suggestions to increase the effectiveness of physical education activities for high school students, including: (1) Regularly propagate to raise society's awareness about physical education and sport in schools; (2) Keep on research to improve the management system of physical education; (3) Renovate physical education, aiming to emphasize and improve the quality of regular and extra-curricular classes; (4) Promulgate appropriate policies and regimes; (5) Update knowledge to improve the qualifications of teachers, lecturers, volunteers, full-time and part-time guides; (6) Renovate contents, programs and forms of activities in physical education and school sports; promote scientific research in physical education sector; regularly improve teaching methods; (7) Ensure minimum required facilities for schools according to the regulations of the 2018 high school education program; (8) Encourage students to participate in extracurricular sports exercise; (9) Strengthen sports activities in schools towards socialization to attract investing participation of social organizations; (10) Regularly associate sports activities with nutrition education, ethics and lifestyle education, physical education, intellectual and spiritual education.

Acknowledgments






This work was supported by the Research Fund provided by the Ministry of Education and Training, Vietnam (The subject code: B2021-SPH-09). We are grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

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