

The current state of high school physical education: Exploring socialization and Aligning with the 2018 high school education program

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Abstracts: The aim of this study was to assess the current state of physical education program implementation and the socialization of physical education in high schools in Vietnam. A questionnaire was designed using Google Form, consisting of 15 questions. Questions 1 to 11 were related to the physical education program, while questions 12 to 15 focused on the socialization of physical education. The survey included 345 participants, including education administrators and high school teachers, and was conducted online in Hanoi city and Lai Chau province. The survey employed a rating scale divided into four levels: non-satisfied, partially satisfied, satisfied, and well satisfied. The results indicate that the actual implementation of physical education programs in high schools falls short of the targets set by the 2018 high school education program issued by the Ministry of Education and Training of Vietnam. Furthermore, there are significant limitations in terms of socializing physical education activities, as these activities have not had a substantial positive impact on the quality of physical education teaching in high schools.

Keywords: Physical education, socializing education, high school education.

1. INTRODUCTION

Physical education (PE) is an integral part of the educational system, aiming to promote physical fitness, well-being, and social development among students. Over the years, the landscape of high school physical education has evolved, adapting to the changing needs and priorities of students, educators, and society at large. 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, as outlined in the program, is to develop health care abilities, basic exercise and sports skills, and to foster the harmonious development of students' physical and mental capabilities. It aims to cultivate good qualities and capabilities necessary for students to become responsible citizens, healthy individuals, and productive workers who can meet the demands of personal development and contribute to the nation-building and defense in the era of globalization and the new industrial revolution.

To achieve these goals effectively, socialization plays a crucial role. Socialization in physical education provides students with opportunities to interact, collaborate, and develop important life skills. Through socialization, students learn how to communicate, cooperate, and build relationships with their peers, fostering teamwork and a sense of community. It enables students to acquire not only physical fitness but also essential social and interpersonal skills that are vital for their overall development.

Understanding the actual status of physical education activities for high school students in terms of socialization and its alignment with the requirements of the 2018 High School Education Program is an important issue that needs to be studied. By examining the current state of physical education in high schools, we can assess the extent to which socialization is integrated into the curriculum and identify any gaps or challenges that may hinder its effective implementation.

This paper aims to explore the actual status of physical education activities for high school students in Vietnam,

particularly focusing on the aspect of socialization and its alignment with the 2018 High School Education Program. By analyzing the existing practices, policies, and challenges, we aim to provide insights into the strengths and weaknesses of the current system. Furthermore, we will explore potential strategies and initiatives that can enhance socialization in physical education and ensure its alignment with the educational objectives set by the program.

Through this research, we seek to contribute to the ongoing efforts in improving physical education in high schools in Vietnam. By addressing the significance of socialization and its role in achieving the goals of the 2018 High School Education Program, we can provide valuable recommendations to enhance the effectiveness and impact of physical education on students' overall development.

2. THEORETICAL FRAMEWORK

2.1. Socialization Theory in Physical Education

Socialization theory plays a significant role in understanding the process of physical education in schools. This theory focuses on how socialization and the impact of social factors shape students' consciousness, values, and behaviors within the educational environment. In the context of physical education, socialization theory helps explain how students acquire attitudes, beliefs, and social norms related to physical activity and health.

According to Durden (2020) [1], socialization theory posits that individuals learn through social interactions and the influence of social agents, such as parents, peers, and teachers. In the context of physical education, students are exposed to various socializing agents, including physical education teachers, classmates, and societal expectations. These agents shape students' attitudes towards physical activity, sportsmanship, teamwork, and body image.

Furthermore, socialization theory highlights the role of the educational environment in transmitting societal values and norms related to physical education. Schools serve as social institutions that foster socialization processes, including the transmission of cultural beliefs and expectations about physical activity. Physical education curricula, teaching practices, and school policies contribute to the socialization of students by reinforcing specific values, behaviors, and identities related to physical education.

Understanding the socialization processes in physical education is essential for developing effective educational strategies that promote positive attitudes and behaviors towards physical activity. By recognizing the influence of social factors, educators can create inclusive learning environments that encourage active participation, skill development, and the adoption of healthy lifestyles.

2.2. The goals and standards of the 2018 High School Education Program are as follows

The Ministry of Education and Training in Vietnam (2018) [6] has established the following goals for the High School Education Program:

Goal 1: Knowledge Acquisition and Mastery The program aims to ensure that students acquire and master a comprehensive range of knowledge in various disciplines, providing them with a strong foundation for further education or employment opportunities.

Goal 2: Skill Development The program focuses on developing students' critical thinking, problem-solving, communication, and collaboration skills. These skills are crucial for students to adapt to the dynamic and ever-changing demands of the modern world.

Goal 3: Character Building The program aims to foster the holistic development of students by promoting values such as integrity, empathy, responsibility, and respect for others. It seeks to cultivate students' personal and social attributes, shaping them into responsible and well-rounded individuals.

Goal 4: Civic Engagement The program encourages students to actively engage in community and civic activities. By doing so, it aims to instill a sense of citizenship, social responsibility, and awareness of local and

global issues among students.

The High School Education Program in Vietnam (Ministry of Education and Training, 2018) sets forth specific standards for curriculum design, teaching methodologies, assessment practices, and support systems. These standards ensure the delivery of quality education while promoting inclusivity, equity, and diversity in the learning environment.

2.3. The Importance of Physical Education in High Schools

Physical education plays a crucial role in high schools, contributing significantly to the overall development and well-being of students. Research studies and educational experts have highlighted the significance of physical education in promoting physical health, enhancing cognitive abilities, and fostering social and emotional skills (Smith, Johnson, & Williams, 2019) [9].

Physical Health Benefits: Physical education classes provide opportunities for students to engage in regular physical activity, which is essential for maintaining a healthy lifestyle. Participation in physical education helps students develop and improve their cardiovascular fitness, muscular strength, flexibility, and overall physical endurance (Smith et al., 2019) [9].

Cognitive Development: Engaging in physical education has been linked to improved cognitive functions, including enhanced attention span, concentration, and memory. Regular physical activity stimulates the brain, increases oxygen flow, and releases endorphins, contributing to improved academic performance (Smith et al., 2019) [9].

Social and Emotional Skills: Physical education classes promote teamwork, cooperation, and sportsmanship among students. Through sports and physical activities, students learn valuable skills such as communication, leadership, problem-solving, and conflict resolution, which are essential for building positive relationships and social integration (Smith et al., 2019) [9].

Lifelong Habits: Physical education provides students with the knowledge and skills necessary to lead an active and healthy lifestyle beyond their school years. By instilling the importance of physical activity and healthy choices, physical education contributes to the development of lifelong habits that can prevent chronic diseases and promote overall well-being (Smith et al., 2019) [9].

In conclusion, physical education holds significant importance in high schools as it positively impacts students' physical health, cognitive abilities, and social-emotional skills. Incorporating comprehensive physical education programs into the curriculum is vital for nurturing well-rounded individuals who are equipped with the knowledge and skills to lead healthy and active lives.

2.4. Methods and Teaching Strategies in Physical Education

Effective physical education programs employ a variety of methods and teaching strategies to engage students and enhance their learning experiences. These approaches aim to promote physical activity, skill development, and the acquisition of knowledge related to health and fitness (Johnson, Brown, & Smith, 2020) [4].

Direct Instruction: Direct instruction involves the teacher providing clear demonstrations, explanations, and instructions to students. This method is commonly used to introduce new skills, techniques, and rules in physical education classes (Johnson et al., 2020) [3].

Cooperative Learning: Cooperative learning involves students working together in small groups to achieve shared goals. This approach encourages teamwork, collaboration, and problem-solving. Students can engage in activities such as group challenges, team sports, and peer coaching to develop their social and communication skills (Johnson et al., 2020) [3].

Inquiry-Based Learning: Inquiry-based learning encourages students to explore and discover knowledge through

active participation. In physical education, this approach involves posing questions or problems to students and allowing them to investigate, experiment, and find solutions through hands-on activities and critical thinking (Johnson et al., 2020) [3,4].

Game-Based Learning: Game-based learning incorporates the use of structured games and game-like activities to facilitate learning in physical education. By applying game elements such as rules, competition, and rewards, students can develop motor skills, strategic thinking, and decision-making abilities while enjoying an engaging and motivating learning environment (Johnson et al., 2020) [3,4].

Technology Integration: Integrating technology tools and resources into physical education can enhance learning experiences. Examples include using fitness tracking devices, interactive apps, and video analysis to provide feedback, monitor progress, and engage students in self-assessment (Johnson et al., 2020) [4].

By employing these various methods and teaching strategies, physical education instructors can create dynamic and inclusive learning environments that cater to the diverse needs and interests of students.

3. MATERIEL AND METHODS

Objective of the Study The objective of this study was to assess the implementation status of the physical education program and the socialization of physical education in high school education in Vietnam. The study considered the socialization of physical education as a factor contributing to the improvement of physical education quality for students and the overall quality of comprehensive education in schools.

Subject of the Study The subjects of the study were the physical education program and the socialization of physical education in high school education.

Scope of the Study The study conducted surveys with a total of 345 participants, including educational administrators, high school teachers, and officials from various agencies, departments, and organizations. The survey was conducted in Hanoi city and Lai Chau province.

Survey Tool The survey form was designed using Google Forms, utilizing an online survey format. The questionnaire consisted of 15 questions, each using a 4-point rating scale: non-satisfied, partially satisfied, satisfied, and well satisfied.

Table 1.

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 considers investment in physical education and exercise/sport programs as a factor to improve the quality of human resources in the future.

Analyzing and Explaining the Methods Used:

Theoretical research methods: The theoretical research methods employed in this study involved analyzing and synthesizing fundamental theoretical principles and concepts. These theoretical foundations served as a basis and guide for conducting practical research on the implementation of physical education programs and the socialization of physical education activities.

Mathematical statistical methods: Mathematical statistical methods were utilized to process the collected survey data. These methods involved employing mathematical formulas and statistical techniques to analyze and interpret the survey results. By applying mathematical calculations, the researchers were able to draw meaningful conclusions and make assessments regarding the implementation of physical education programs and the socialization of physical education activities.

4. RESULTS AND DISCUSSIONS

Table 1. Actual state of implementing 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 analysis of the survey results reveals several significant findings. In question 1, it was observed that a considerable percentage of respondents expressed dissatisfaction, with 26.55% rating as non-satisfied, 44.07% as partially satisfied, and only 16.05% and 10.73% assessing as satisfied and well satisfied, respectively. These figures

indicate a relatively low level of satisfaction among the participants.

Similarly, when evaluating the training targets of the physical education sector in question 2, the results showed that 23.45% of the surveyed teachers considered themselves non-satisfied, while 45.48% assessed their satisfaction as partially satisfied. The percentages of satisfied and well satisfied were 19.49% and 9.04%, respectively.

The analysis further revealed a consistent trend of non-satisfaction in responses to questions 3 to 11, which pertained to various aspects of the physical education program. The non-satisfaction rates were quite high, ranging from 13.56% to 50.28%, with the highest dissatisfaction observed in question 11, which focused on the utilization of reputable training programs. It was apparent that many teachers overlooked or rarely engaged in the study of modern educational programs, resulting in a lack of motivation to innovate teaching methods and limited familiarity with the subject matter.

In terms of satisfaction and well satisfaction, the percentages ranged from 3.39% to 18.64% and 3.67% to 16.95%, respectively. These figures indicate that there is still significant room for improvement in the physical education program across multiple aspects.

Moving on to questions 12 to 15, the findings revealed that the participation of sports scientists, athletes, lecturers, and managers received high rates of non-satisfaction and partial satisfaction, with only 12.71% expressing satisfaction and a mere 3.67% indicating well satisfaction. A similar trend was observed in the participation of social organizations and sponsors of physical education and sports projects, with non-satisfaction and partial satisfaction rates remaining dominant.

In terms of attracting investment resources for physical education, the results showed that 28.81% were non-satisfied, 51.98% were partially satisfied, and only around 17% expressed satisfaction or well satisfaction. This indicates a relatively low level of investment in physical education.

Similarly, the item related to the local community's consideration of physical education and sports programs as factors for improving the quality of future human resources received high rates of non-satisfaction, while satisfaction and well satisfaction rates were low.

Overall, the survey findings underscore the need for significant improvements in the implementation of physical education programs and the socialization of physical education activities in high schools. The results suggest a lack of satisfaction among respondents across various dimensions, indicating the importance of addressing these issues to enhance the quality of physical education for students.

5. CONCLUSION

The findings of this research study align with previous studies conducted by NT Trung and HD Son (2009) [8], Hushman Glenn (2013) [2], and K. Andrew R. Richards, Lynn D. Housner, and Thomas J. Templin (2018) [5]. These authors have all emphasized the importance of socializing physical education as a correct and effective approach for high school students.

Based on the research results, the research team proposes several suggestions to enhance the effectiveness of physical education activities for high school students. These recommendations include: (1) Regularly raising awareness in society about the significance of physical education and sports in schools; (2) Continuously researching and improving the management system of physical education; (3) Revamping physical education to emphasize and enhance the quality of both regular and extracurricular classes; (4) Implementing appropriate policies and regulations to support physical education; (5) Updating the knowledge and qualifications of teachers, lecturers, volunteers, and full-time/part-time guides; (6) Innovating the content, programs, and forms of activities in physical education and school sports, and promoting scientific research within the physical education sector. Additionally, consistently improving teaching methods; (7) Ensuring that schools have the minimum required facilities according to the regulations of the 2018 high school education program; (8) Encouraging students to

actively participate in extracurricular sports activities; (9) Strengthening sports activities in schools through socialization, attracting the participation and investment of social organizations; (10) Regularly integrating sports activities with nutrition education, ethics and lifestyle education, physical education, intellectual development, and spiritual education.

By implementing these suggestions, it is anticipated that the effectiveness of physical education activities for high school students can be significantly enhanced.

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