



Solutions to improve high school students' engagement in physical education classes

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Abstract

Based on legal, practical basis, SWOT analysis and consultation with experts, the research proposes 3 groups with 9 feasible solutions to improve the engagement in Physical Education (PE) classes in some high schools in Ho Chi Minh City. The research results of the current study will contribute to the improvement and innovation of PE teaching quality for high school students in Ho Chi Minh City.

Keywords: solutions, engagement, learning, physical education, high schools

Introduction

Physical Education is an active measure to protect and enhance students' health, contribute to the comprehensive, rhythmic and balanced development of their body, their mobility ability and their personal qualities. However, many previous studies on the learning styles of high school students in Ho Chi Minh City come to the common conclusion that they are not hard-working in learning activities in PE school hours. Therefore, the current research aims to explore some solutions to promote the engagement in PE classes of high school students. The results make an important contribution to the improvement of PE teaching and learning quality for high school students in Ho Chi Minh City.

With that necessity, we have conducted the research: "Solutions to improve high school students' engagement in physical education classes".

The purpose of the article is based on the legal, practical basis to select some feasible solutions to improve the level of engagement in learning PE of high school students in Ho Chi Minh City.

The study employed several methods such as documentation, SWOT analysis, questionnaire and statistical tests.

The consulting group include 48 managing officers, PE experts and educational psychologists in Ho Chi Minh City.

Research Results and Discussion

Legal documents for solutions

The legal basis for selection of solutions to improve the engagement in learning PE of high school students in Ho Chi Minh City is based on the Party and State's viewpoints on improving the quality of training in general and the development of PE and school sports in particular being thoroughly grasped in the issued documents, directives and resolutions, such as the Resolution of 6th National Congress of the Communist Party of Vietnam (1986); Ordinance on Sports; Resolution No. 08 - NQ/TW of the Politburo;

Resolution No. 29-NQ/TW; Resolution No. 20-NQ/TW; Law on Physical Education and Sports; Decision No. 641/QD-TTg; Decree No. 11/2015/ND-CP; Decision No. 2160/QD-TTg; Decision No. 1076/QD-TTg; Decision No. 14/2001/QD-BGDĐT; Decision No. 53/2008/QD-BGDĐT; Decision No. 72/2008/QD-BGDĐT; Action Program No. 33-CTr/TU dated June 15, 2013 of the Standing Board of the Party Committee of the City; Official Dispatch No. 2587/GDDT - GDTrH dated August 5, 2016 of Ho Chi Minh City Department of Education and Training.

Current educational conditions for selecting solutions

The education system in Ho Chi Minh City (HCMC) has a scale of 2,283 schools including: preschools, primary schools, secondary schools, high schools, continuing education centers with more than 2 million students; over 100,000 teachers, lecturers, experts and scientists in the field of education and training.

However, the current situation of PE teaching and learning in HCMC is that many students are still very passive in learning. Many researches about the learning styles of high school students in HCMC have revealed that many students are not hard-working in learning activities during PE school hours.

SWOT analysis for selecting solutions

Strong points

PE program is planned in accordance with the program prescribed by the Ministry of Education and Training, taught according to standards of the subject's knowledge and skills, ensuring the correct content, program and prescribed number of teaching periods; regularly strengthened the innovation of teaching methods and assessment, invested in improving the quality of teaching equipment.

Sports competitions for students have been held regularly over the past years.

Ho Chi Minh City Department of Education and Training

obtained high achievements in the 9th National Phu Dong Sports Festival. The number and quality of PE teachers has been increasingly improved, basically meeting the needs of teaching the subject in schools. At the high school level, there are 841 teachers teaching PE (specifically, 836/841, 99.41% of qualified teachers, 80/841 of 9.51% higher than the prescribed training standards); 100% of teachers are improved professional knowledge, skills in PE and organization of sports and extracurricular activities.

Week points

In general, facilities for PE teaching and learning for high schools Ho Chi Minh City only basically meet the needs of PE teaching, while other services for sports and physical activities in schools are still limited.

PE curricula are still monotonous and used for different levels which make students’ interests and positivity in school hours reduced.

Although PE is a compulsory subject in schools, it is always considered a secondary subject. Students do not know its importance and underestimate it values.

It lacks coordination between schools and cultural and sports centers in the local areas. Investment in sports in schools is not high, thus students have few regular sport practice opportunities.

Opportunities

In order to urge PE and school sport activities, some actions should be carried out such as Fully implementing the guidelines and policies of the Party and the State on the quality improvement and effectiveness of PE and school sports; transmitting information about good activities and models via media channels as press, radio, television; organizing joint events for the purpose of propagating, raising awareness about roles, meaning and effects of physical exercises and sports, mobilizing people, protecting and improving health and quality of life.

Fostering, training programs of the Ministry of Education and Training and fostering programs for managing officers and teachers of the city have been conducted. Singaporean model has been deployed and many foreign experiences have studied and applied in the context of the city. Additionally, many modern teaching and management models have been deployed and replicated according to specific conditions in schools.

In recent years, educational institutions take the initiative in organizing cultural exchange activities with students and teachers from other countries; invite foreign teachers to

participate in activities to foster professional knowledge for teachers under the Project of Ho Chi Minh City and cooperation programs of the Department with countries in the region.

Challenges

Demands on the quality of education of parents, students and society in the integration period have been increased. The quality of PE teaching and learning and the development of the school sport movements have played a special role in the physical development of students in terms of physical health, qualities, and psychology.

The quality of managing officers and PE teachers should meet the requirements of educational innovation.

Requirements on the application of information technology in teaching and management, foreign language proficiency and creativity of teachers have increased. Information technology has created digital information channels connecting schools with families and society, making teaching and learning activities convenient and effective.

The internet and society have influenced students and parents which made the educational needs constantly changed in terms of contents, teaching methods as well as knowledge and skills.

Selection of solutions to enhance engagement in PE learning of high school students in HCMC

From SWOT analysis model and researching and analyzing documents, the study has initially identified and selected the basic principles to choose appropriate solutions: Practical; Feasible; Synchronic; and Scientific.

Interview for selection of solutions

By reviewing the literature in the field of PE, consulting with experts, the researchers propose some possible solutions to improve engagement in learning PE of high school students in HCMC as follows:

- Group of solutions for managing officers. (9 solutions)
- Group of solutions for PE teachers. (6 solutions)
- Group of solutions for students. (5 solutions)

- Then, a questionnaire was designed and delivered to 30 managing officers, PE teachers and psychology teachers twice at one month interval, answering in 2 levels (Agree and Disagree). And to ensure the consensus of opinion, objectivity and science of the topic, Wilcoxon test was conducted for the pre-questionnaire and questionnaire to check the reliability. The results are presented in Table 1 below:

Table 1: Results of questionnaires with experts to select solutions for improvement of engagement in learning PE of high school students. (n=30)

No.	Solutions	Results of interview				Z index	Asymp. Sig . (2-tailed)
		1 st time		2 nd time			
		Agree	%	Dis-agree	%		
Group of solutions for managing officers							
1	Strengthening propaganda, education to raise awareness about the purpose, meaning and importance of sports in meetings under flag, career orientation hours, school loudspeakers, and posting on school bulletins.	30	100	30	100	0.000 ^b	1.000
2	Organizing many competitions, sport festivals for students, organizing mid-hour physical exercises. Through activities to raise	30	100	30	100	0.000 ^b	1.000

	awareness about the meaning and importance of physical training.						
3	Regularly reminding and creating conditions for students to interact with famous athletes and students who have obtained achievements in sports.	28	93.33	29	96.67	-1.000 ^b	0.317
4	Diversifying contents and forms of extracurricular sport activities according to the needs and practical conditions of the school.	30	100	30	100	0.000 ^b	1.000
5	Developing a plan of training to improve professional qualifications, pedagogical skills and developing a team of PE teachers ensuring sufficient quantity, uniformity in structure and standardization of qualifications in accordance with regulations.	30	100	30	100	0.000 ^b	1.000
6	Investing, upgrading, repairing, building more sport grounds, purchasing more equipment and tools to better meet the needs of students for learning and practicing sports.	30	100	30	100	0.000 ^b	1.000
7	Creating favorable conditions in management, organization and cooperation with families to help students actively participate in PE and sports activities in the school.	30	100	30	100	0.000 ^b	1.000
8	Developing and distributing program contents to be suitable to the physical characteristics of high school students.	30	100	30	100	0.000 ^b	1.000
9	Establishing sports clubs so that students can practice more and apply lessons learned in class through practice matches.	30	100	30	100	0.00	<0.01
Group of solutions for PE teachers							
10	Teachers regularly innovate methods and forms of teaching organization for diversity and abundance in the direction of positivity, stimulating the need to arouse interest in sport training, helping students promote their positivity, initiative and creativity, stimulating self-discipline to practice sports.	30	100	30	100	0.000 ^b	1.000
11	Teachers create a comfortable and vibrant learning atmosphere in the classroom in order to develop initiative, creativity, self-study and self-training ability.	30	100	30	100	0.000 ^b	1.000
12	Teachers often care about and promptly help students when they encounter difficulties and obstacles in the process of practicing sports, in order to help form motivation and attitude of love for practicing.	30	100	30	100	0.000 ^b	1.000
13	Teachers increase a variety of activities to create excitement and encourage students to practice such as movement games, competition drills, etc.	30	100	30	100	0.000 ^b	1.000
14	Teachers regularly update information, records, competition achievements, new sports techniques suitable for high school students.	29	96.67	28	93.33	-1.000 ^b	0.317
15	Teachers coordinate with families to create conditions and guide students to practice sports at home.	28	93.33	27	90	-1.000 ^b	0.317
Group of solutions for students							
16	Students focus on listening to lectures, repeating exercises and movements they have learned, enthusiastically participating in all forms of learning activities, participating in supporting sample movements, and acting as a fogleman and determine to overcome difficulties to complete tasks and exercises in PE school hours.	29	96.67	30	100	-1.000 ^b	0.317
17	Students often express their opinions, raise their questions with teachers for answering, guiding to correct techniques as well as improving their understanding of sports.	30	100	30	100	0.000 ^b	1.000
18	Students apply the movement techniques they have learned to practice and compete in sports.	30	100	30	100	0.000 ^b	1.000
19	Students regularly update sport information of the school, district, city, country and the world to improve their understanding of sports.	27	90	28	93.33	-1.000 ^b	0.317
20	Students self-consciously, regularly and actively practice outside of school hours to meet the subject's requirements.	29	96.67	28	93.33	-1.000 ^b	0.317

The data in Table 2.1 show that the observed significance level of the questionnaires of managing officers, physical education teachers, and psychology teachers in this test all have Sig > 0.05, which shows that the difference is not statistically significant. Therefore, we can conclude that there is no difference between the two times of questionnaires or the results of the two times of delivering questionnaires are

equivalent.

The results in Table 2.1 indicate all managing officers, physical education teachers, and psychology teachers are highly unanimous in agreement on the solutions. The study has selected solutions with the agreement rate of managing officers and teachers from 90% or more. As a result, 3 groups of solutions were selected with the above 20 solutions.

Based on 3 groups of solutions with 20 selected solutions, the study develops the purpose, content, and implementation organization.

Evaluation of feasibility of the selected solutions

In order to evaluate the feasibility of the solutions in terms of purpose, content and implementation organization to improve the engagement in learning PE of high school students in Ho Chi Minh City, the study has conducted to develop questionnaires and delivered to 18 managing officers, physical education teachers, answering in 5 point scale: 1 - Very unfeasible; 2 - Not feasible; 3 - Normal; 4 - Feasible; 5 - Very feasible. The results are shown in Table 2 below:

Table 2: Results of evaluating the feasibility of solutions for improvement the engagement in learning PE of high school students. (n=18)

Solution	n	Minimum value	Maximum value	Average value	Standard deviation
Solution 1	18	2.00	5.00	4.39	0.85
Solution 2	18	4.00	5.00	4.89	0.33
Solution 3	18	3.00	5.00	4.22	0.73
Solution 4	18	4.00	5.00	4.61	0.51
Solution 5	18	4.00	5.00	4.56	0.51
Solution 6	18	3.00	5.00	4.78	0.55
Solution 7	18	4.00	5.00	4.5	0.51
Solution 8	18	4.00	5.00	4.67	0.49
Solution 9	18	4.00	5.00	4.72	0.46
Solution 10	18	4.00	5.00	4.61	0.5
Solution 11	18	4.00	5.00	4.67	0.49
Solution 12	18	4.00	5.00	4.56	0.51
Solution 13	18	4.00	5.00	4.61	0.5
Solution 14	18	3.00	5.00	4.28	0.67
Solution 15	18	3.00	5.00	4.22	0.73
Solution 16	18	3.00	5.00	4.39	0.7
Solution 17	18	3.00	5.00	4.39	0.61
Solution 18	18	3.00	5.00	4.33	0.59
Solution 19	18	3.00	5.00	4.06	0.64
Solution 20	18	3.00	5.00	4.28	0.57
Valid N (Listwise)	18				

As presented in Table 2.2, the survey results show that all solutions of managing officers and teachers are considered feasible or higher; of which 52.38% are evaluated at very feasible level, and 47.62% are evaluated at feasible level.

Conclusion

Based on legal documents, local education situations, SWOT analysis and consultation with experts, the study proposes 03 groups of solutions to improve the engagement in learning Physical Education of high school students in Ho Chi Minh City as follow.

- The first group with 9 solutions for managing officers.
- The second group with 6 solutions for PE teachers.
- The last group with 5 solutions for students.

All 20 solutions were assessed by managing officers, physical education teachers, and psychology teachers at a feasible level or higher and can be employed in the context of PE education in HCMC.

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