

INTRODUCTION

1. Reasons for choosing the thesis

Socialized education is a major policy of the Party and the State to promote education and training, considered as the first national policy; is one of the main strategic solutions to achieve the objective of educational development, to meet the requirements of industrialization and modernization of the country during renovation and international integration nowadays. Resolution No. 05 of the Government stated: "Mobilizing resources of all branches and levels of society, social and economic organizations, and individuals to develop education and training. Improving the relationship between the school, family and society; intellectual mobilization, the resources of the whole industry, the whole society on the renewal of contents, curricula and the implementation of comprehensive education. Issueing mechanisms of specific policies and regulations to encourage branches of society, local governments, social and economic organizations and labor users that are responsible and involved in building schools, funding for the study, collecting the staff having been trained and supervising educational activities." [22]. Resolution of the 11th National Vietnamese Party Congress has written: "To mobilize the whole society implementating education, to encourage the people' contributions from a variety of social strata building national education under the administration of the State"; and "To improve the policy mechanisms of socialized education, to train on three aspects: mobilization of resources in society; promoting the role of community supervision; encouraging the activities that promote study and talent, building a learning society ... " [23], showed that to implement effectively the policy of socialized education; the managers in particular and the schools in general should play a key role in the management and mobilization, encourage and create favorable conditions for organizations and individuals and the entire society not only to invest financially but also participate in many ways to build and develop education and training in order to improve comprehensive education.

In order to form and develop students' personality, there are many ways to do as teaching, extracurricular activities, team activities and so on. Extracurricular educational activities at high schools are creative experient activities followed students' educational activities in classrooms, held in form of team activities. This is a really effective educational method which helps students form many necessary life skills and complements the educational content that other forms of activities or cultural learning activities in classrooms are not enough time to do and hardly conditions to implement. This is also an important pathway for formation students' personality; therefore, the extracurricular educational activities have been included in the general educational curricula as a compulsory content. With the wide diversity of organization forms, in addition to fully express the theme activities in existing curricula, the contents of extracurricular educational activities have been versatile stick to the actual needs of students and the real change of social practices to provide students with timely social issues of country that are relevant to the youth. By force of the extracurricular educational activities, students not only have good awareness, proper orientation for personal development, communication skills, creative initiative behaviours; know-how to cooperate, love collectives and hate selfish lifestyle, awareness of labor supposed glory but also help them in learning stress reduction, confidence in communication; thus promoting high results in learning. Due to the nature of extracurricular educational activities that have gone beyond the scope of schools, those activities should also provide opportunities with good coordination between the external and internal scholastic education forces in order to promote the strength of the community involving in the process of comprehensive education for students.

Thus, the extracurricular educational activities also are required the active participation of social forces so that students can learn the most, developing their capabilities in the best way according to the social requirements and giving them the necessary skills to adapt to such requirements. Therefore the extracurricular educational activities themselves have been socialization in nature, and vice versa those activities have had good results when they always require the active participation of the social forces. However, when the social forces have taken part in educational activities at high schools, the schools still are responsible leaders for coordinating relations between the educational forces in every educational activity at schools. The managing role of the high schools must be respected to ensure educational objectives and the consistency between the educational forces; so the educational activities have been organized at high schools including extracurricular educational activities that must be closely managed and those educational managers who play a key role in the school's management. Since seeing when extracurricular educational activities oriented socialization, the management should also take the appropriate measures, and keep up with the changing requirements of the organization modalities of educational activities oriented socialization.

In recent years, the extracurricular educational activities at high schools in Ho Chi Minh City (HCMC) have been interested in their relatively good organization; but there are many schools have not invested enough to the activities, the scholastic management should also be superficial, dealing with the control of their superiors. So the role of extracurricular educational activities has not been promoted optimum educational effectiveness. That limitation is mainly due to the educational managers who have no management measures and don't know how to coordinate the school activities in a reasonable manner. Also, due to the psychological impact of "priority" of the cultural activities in classrooms over the extracurricular educational activities, some high schools have not paid attention to managing the extracurricular educational activities; or if applicable, the scholastic management is still inclined to "administrative management", limits the content of the extracurricular educational activities in formal curricula with other organization forms within the school. Many educational managers have not seen all of their leading role in mobilizing and coordinating the social forces that have involved in implementing curriculum and content innovation, agreed objectives, unified methods of organization, known how to built healthy, friendly and educated environment, supported resources for the extracurricular educational activities; thus the quality of comprehensive education is not high. In order to overcome the perfunctory organization through a loudspeaker, following the movement, managing the extracurricular educational activities needs to be renewed from the way of thinking about implementation. The high school's educational activities have been well-socialized, the management of the extracurricular educational activities also needs appropriate direction to create consensus between the school, family and society in implementation to ensure the objective of comprehensive education for students.

From the above urgency, the author choses the thesis: "*Managing the Extracurricular Educational Activities Oriented Socialization at High Schools in Ho Chi Minh City*" is necessary and really meaningful in the current days.

2. Research objectives

On the basis of theoretical studies and practical management of extracurricular educational activities, proposing measures to manage extracurricular educational activities oriented socialization at high schools in HCMC.

3. Objects of study and teachers of study

3.1. Objects of study

To manage extracurricular educational activities oriented socialization at high schools.

3.2. Teachers of study

Measures to manage extracurricular educational activities oriented socialization at high schools in HCMC.

4. Hypothesis of study

Extracurricular educational activities at high schools in HCMC have achieved certain successes but also exposed many shortcomings, not having promoted the role of all of those activities in comprehensive education for students. The main cause of the weakness is due to the schools not having inadequate measures to manage extracurricular educational activities with the change in implementing nowadays. Most of the extracurricular educational activities at high schools in HCMC have been oriented socialization, so they should be managed by the corresponding management measures. If we analyze clear rationale and practical requirements of organizing extracurricular educational activities oriented socialization, we may propose the appropriate measures to manage the extracurricular educational activities, coordinate and enable the power of the school, family and society in comprehensive education for students at high schools in HCMC.

5. Research Tasks

5.1. Researching establishments of the theory about managing the extracurricular educational activities oriented socialization at high schools.

5.2. Conducting surveys, assessing real analyzed situation of extracurricular educational activities and the management of extracurricular educational activities oriented socialization at high schools in HCMC.

5.3. Proposing measures to manage extracurricular educational activities oriented socialization at high schools in HCMC.

6. Scope of Research

6.1. Content: Thesis research on managing extracurricular educational activities oriented socialization (under the formal prescribed curriculum of the Ministry of Education and Training that expands and integrates some non-formal contents according to the actual needs of students and society) within high schools in HCMC.

6.2. Area: Surveys conducted in 20 high schools in HCMC. Experimental part was performed in 7 schools in Districts 1, 3, 7, Binh Thanh, Tan Phu, Binh Chanh and Can Gio District of Ho Chi Minh City in academic year 2013-2014.

7. Methodology and Research Methods

7.1. Methodological Research: Logic-historical approach; Systematic approach; Behavioral approach in management theory.

7.2. Research Methods

7.2.1. Theoretical research methods: Synthesizing the scientific expertise materials in the country and abroad, analysing of scientific research projects on extracurricular educational activities of domestic and foreign authors, researching the trends in developing countries today and the approach of extracurricular educational activities oriented socialization in integrative periods.

7.2.2. Practical research methods: Survey methodology, interviews, a review of experience, getting the advice of the experts, empirical, comparative, mathematical statistics.

8. Dissertation

8.1. The extracurricular educational activities have an important role for the comprehensive development of students' personality.

8.2. Extracurricular educational activities oriented socialization is an effectively organized method so that they can get more resources to develop.

8.3. It should have the appropriate management measures to organize the extracurricular educational activities oriented socialization at high schools.

8.4. To ensure the soundness and feasibility of the measures to manage the extracurricular educational activities oriented socialization at high schools, necessitating fully grasping the four management functions associated with the full implementation of the management content of those activities at schools.

9. New contributions of the thesis

- The thesis contributes to clarify some theoretical issues of extracurricular educational activities oriented socialization and managing extracurricular educational activities oriented socialization at high schools.

- Clarifying the current management situation of extracurricular educational activities at high schools in HCMC; pointing out the limitations of managing extracurricular educational activities when socialized education is not paid attention as well as a lack of close coordination between the external and internal scholastic education forces to join the implementation of extracurricular educational activities and clearly analysing the fundamental causes.

- Proposing the 7 measures to manage extracurricular educational activities oriented socialization at high schools; affirming the necessity and feasibility of the measures adopted to experts's opinion poll and empirical organizations on two measures of the seven.

- The thesis can be used as references in managing extracurricular educational activities oriented socialization for other state high schools outside HCMC.

10. Structure of the thesis

- **Chapter 1.** Rationale for theoretical establishment of managing extracurricular educational activities oriented socialization at high schools.

- **Chapter 2.** Current management of extracurricular educational activities oriented socialization at high schools in HCMC.

- **Chapter 3.** Measures to manage extracurricular educational activities oriented socialization at high schools in HCMC.

CHAPTER 1

RATIONALE FOR THEORETICAL ESTABLISHMENT OF MANAGING EXTRACURRICULAR EDUCATIONAL ACTIVITIES ORIENTED SOCIALIZATION AT HIGH SCHOOLS

1.1 Overview of the research

1.1.1. Abroad researches: With the goal of comprehensive education for students by combining three educational environments – the school, family and society with the educational form beyond classroom hours and after schools - referred to as extracurricular educational activities; managing those activities are considered very important at schools where there is collaboration with other educational forces to join in management and implementation, the views expressed by Rabole (1494-1553), JA Komenxki (1592 - 1670), John Locke (1632-1704), Karl Marx (1818 - 1883) and Ph. Engels (1820 - 1895), A. X. Macarenco (1888 - 1939), TA Ilina. Today, in the educational system of countries around the world, educational activities outside formal curriculum like academic clubs, sport clubs, social work, charity,

community services, volunteer work, hobbies, etc... always are interested by educational managers who want to manage and implement them in order to meet students' needs and interests for the curricula after school and the extracurricular activities are considered a healthy alternative and positive for students, creating "a safe haven" from the social evils when being managed and good supervision, as well as more opportunities for students to forge the life skills such as teamwork skills, skills in higher order thinking skills, conflict resolution, preparation for career success, improvement good grades and developing relationships with adults.

1.1.2. Researches in the country: Maybe saying that the precursor of extracurricular educational activities is extracurricular activities; however most of the previous extracurricular activities are spontaneous, without clear objectives, not included in the official curriculum, no certain time and not being required inspection and assessment of quality. Because extracurricular educational activities was given to subdivision curriculum at high schools in academic year 2006 - 2007 by the Ministry of Education and Training and have been done to the present, extracurricular educational activities have been studied quite a lot in recent time in our country, mostly concentrated in management measures, measures to organize the external and internal scholastic education forces at schools in certain conditions, in every grade and every phase of their introduction and development. However, the study of managing extracurricular educational activities oriented socialization remains a field in which people have not been interested, even though the role of managing and mobilizing internal and external school's educational forces participating in extracurricular educational activities have been mentioned in the management measures but still stopped at the limit in terms of financial resources to meet the most activities.

1.2. Basic concepts and contents related to the thesis

1.2.1. Management, Education management and School management:

1.2.1.1. Management: Management is a impacted process that is organized, purposeful, planned by the managers (the managing subject) to those who are managed (the managed object) in order to get the most effective use of the potential, the opportunities for organizations to achieve its objectives.

1.2.1.2. Education management: Education management is systematic impacts on purpose, plans that fit with the rules of the managing subject in the educational system. It is the operating system of national education, the educational institutions so that pedagogical activities of educational system can achieve management objectives set out.

1.2.1.3. School management: School management is purposeful impact on plans of the managing subject in order to gather and organize the activities of teachers, students and other educational forces as maximum mobilization of educational resources to enhance education and training quality at schools; to promote school activities according to the educational principles of and reach educational objectives.

1.2.2. High school and Managing high school

1.2.2.1. High school: This is a type of formal training in Vietnam, for ages 15 to 18, excluding some special cases. Education at high school was conducted in three school years, from grade 10 to grade 12. To be recognized a high school graduate, students must pass the national secondary exams at the end of grade 12.

1.2.2.2. Managing high school: There are two levels of government to join in managing high schools: Government - Ministry of Education and Training and the People's Committee of province / city - the Department of Education and Training; of which the provincial / city manager is empowered relatively comprehensive. However, the majority of decisions have been issued in central (Ministry of Education and Training) or the People's Committee of province / city and the Department of Education and Training, may be saying, systematically managing high schools in Vietnam still centralized.

1.2.3. Educational activities and Extracurricular educational activities

1.2.3.1. Educational activities: Activities based on teaching, including activities during class and extracurricular educational activities to create an environment for students' activities and decide the development of the individual personality; help students in comprehensive development of moral, intellectual, physical, aesthetic and basic skills, develop personal capacities, dynamism and creativity, build status and civic responsibility; preparation for students for further education or entering working life.

1.2.3.2. Extracurricular educational activities: As an essential part of the process of comprehensive education for students in formal curriculum as a continuation of literacy tasks and contribution to the human education mission at schools in the current days. Educational extracurricular activities are held after school to continue and organically unify with learning activities in classrooms, including the activities of science, literature, art, sports, traffic safety, social evils prevention, sex education, legal education, vocational education, life skills education to develop comprehensively and foster talents; the

fun activities, sightseeing tours, cultural exchange, environmental education; charities and other social activities that are consistent with psychological and physical characteristics of student age.

1.2.4. Extracurricular educational activities at high schools and Managing extracurricular educational activities at high schools

1.2.4.1. Extracurricular educational activities at high schools:

- **Objectives and tasks:** Raising understanding of traditional national values, acquiring and improving understanding of the good human values; training moral qualities, personality, talents and inclinations of personal career; having the right attitude before life issues, know-how of responsibility for their own behaviors; active struggle with the own wrong expression (self-improvement) and others'; receptive know-how to the beauty of life and evaluate it; promoting the school role and impact for social life; creating conditions for mobilizing the community forces involved in building schools and effective education for the youth.

- **Contents:** Includes 6 key issues: Youth's ideal life in the period of industrialization and modernization of the country; Friendship, love and family; Duty of building and protecting the country; National traditions and revolutionary traditions; Protection of cultural heritage; Youth with problems settled and established themselves; Issues related to the content of courses, the education sector as ethical, aesthetic, labor, physical, legal, etc...; Global issues such as environmental protection, limiting the population explosion, reproductive health of adolescents, prevention and repelling social evils, repeling dangerous disease, implementing the UN Convention on the Rights of the Child.

- **Curriculum:** With time funds for 2 periods per month (applied since the academic year 2008-2009), materialized into 10 operational themes within 12 months of the year under the concentric principle conducted from grade 10 to grade 11, 12 but the contents and activity form gradually raise according to grade level; integrating coordinating and adding some educational contents and parts of contents related to civic education in order to contribute comprehensive education for students.

- **Types of organizations:** Demonstrated by some activity types such as socio - politics, art-forms, cultural activities, sport activities, activities of technical scientific interests, recreation activities, public labor activities.

- **Evaluating results:** Sorted by Good, Fair, Medium, Weak and combined forms of student self-evaluation, collective (group, team, classroom) evaluation and coordinated with the evaluation of head teachers and other teachers.

1.2.4.2. Managing extracurricular educational activities at high schools: As the impact of management owners (principals and principal's assistants) to a collective of teachers and students, conducted extracurricular educational activities according to the curriculum and plans to achieve comprehensively educational objectives for students. Managing extracurricular educational activities under educational managers at schools is actually managing the educational objectives, educational process, the management of the plan, contingent, conditions, monitoring, evaluation, coordinating internal and external school's educational forces and the implementation of extracurricular educational activities; therefore, joining in implementation of extracurricular educational activities is one of the evaluation criteria of the collective emulation and individual in every school year.

1.2.5. Socialization and Socialized education

1.2.5.1. Socialization:

- The term "socialization" will be interpreted with different viewpoints in Economics - Politics, in Philosophy, Psychology, Anthropology and Sociology.

- The term "socialization" of the operating practices in Vietnam: The concept of socialization used in the documents of the Party and State is not a new view appearing in the renovation period; which is the view of a major policy "Revolution is the cause of the masses," according to a conventional-style "government and people work together", relating to innovation of management mechanism, eliminating the subsidy mechanism, getting seriously measures of social self-management; is an expression of the way to mobilize the masses and social forces in a cause, is to expand the investment, exploiting the potential of human, material and financial resources in society, promoting and using effectively the resources of the people and creating conditions for the development and implementation of political tasks which our Party has always attached great importance during the revolutionary leadership.

1.2.5.2. Socialized education: As mobilizing all social forces joins in education and training development, participation in the educational process under the control of the state; it also is the premise for all citizens to enjoy the achievements brought by educational activities; in which combining to increase investment in education by the state to accelerate the diversification of types of schools, thriving non-public schools and having well-organized collaboration between the school, family and society to pay attention to education together.

1.3. Managing extracurricular educational activities oriented socialization at high schools:

Managing extracurricular educational activities oriented socialization is presented here meant approaching the spirit of socialized education, ie managing extracurricular educational activities should ensure such requirements as applying contents (principles) of socialization in extracurricular educational activities simultaneously mobilizing and leveraging community resources (human, intellectual and material resources, financial resources, information activities) to develop extracurricular educational activities; in which respecting and promoting the central role of the internal and external scholastic education forces (co-ordinating role of the three environmental education - the school, family and society) in the whole process of coordination of activities and building implementation environment (psychosocial environment and facilities conditions); so how collaboration and coordination of which force is, what content of establishing environment should be considered, all of which are problems arising when planning, implementing proposed plan, directing, supervising, examining and evaluating the process and operation results in order to contribute to students' character formation according to targeted training and comprehensive education at high schools outlined. These contents are specified via the following diagram:



1.4. Meaning of managing extracurricular educational activities oriented socialization at high schools:

Managing extracurricular educational activities oriented socialization is really significant not only in socialized education with specific educational objectives of extracurricular educational activities for training Vietnamese students so that they can develop comprehensively, having ethics, intellect, health, aesthetics and carrer, loyalty to the ideals of national independence and socialism, but also raises a special importance in educational management at high schools in the current days.

1.5. Factors affecting extracurricular educational activities oriented socialization at high schools

1.5.1. Mechanisms and policies: Many documents related to the Party's guidelines and policies of the State law on socialized education, especially the socialization of educaional activities including extracurricular educational activities as from Decree 90-CP of the Government to Act 2nd Plenum of the Party Central Committee Session VIII; The decision of the Minister of Education and Training No. 47/2002/QD-MOET signed on 11.19.2002; Response to the implementation of Resolution No. 40/2000/QH10 and Directive 14/2001/ CT-TTg of the Prime Minister; Resolution 05/2005/NQ-CP dated 18/04/2005 of the Government; Decree 43/2006/ND-CP dated 25/04/2006 of the Government; Resolution 35/2009/QH of the 12th session of the National Assembly; ... Thus, the implementation of socialized education in Vietnam officially enshrined in law and the Ministry of Education and Training had projects of socialized education across the territory with all educational levels and grades.

1.5.2. Environmental Features:

- School environment: The school is a place to provide general knowledge about natural and social science for students in the classrooms and in extracurricular educational activities to train students' comprehensive development. Under the tutelage and care of teachers and cohesion, help, share of friends, students have the opportunity to express the personality, talent most clearly. Mobilizing social forces to participate in building the school environment from the landscape, facilities to order, discipline, pure cooperative friendly relationships between teachers-teachers, students-students, teachers-students with local people ... The school holds an active role, along with family and society, which creates the environment.

- Family environment: The family is the foundation earliest, most often impacts and is the main environment in the formation and development of student's personality; having a central role in the activities associated with the other educational forces to educate the youth.

- Social environment: Macro-micro social environment has a huge impact on the youth's education; therefore, it is necessary to mobilize the whole society to participate in building the social environment

and healthy natural environment, exploiting the positive sides; repelling the negative sides; improving life quality, promoting the true social value; properly creating public opinions about the value of education, awareness, motives, learning and examination attitudes, etc...

1.5.3. The collaboration between the school, family and society: The close collaboration of three educational environment – the school, family and society is to ensure consistency in cognitive activity as well as the same direction, a purpose, a combined impact, creating concentric strength of stimulation to promote students' personality, avoiding separation conflicts, causing their disable mutual for suspicion mood, confusion, fluctuation in the selection and orientation of the good values of their personality.

1.6. International experience in managing extracurricular educational activities oriented socialization at high schools

Abroad, educational activities stand outside the formal curriculum, held after school (mainly the purely cultural, sport and aesthetic activities) collectively known as extracurricular activities. Although the education system, curriculum structure and methods of educational management are different, most countries in the world have designed extracurricular activities with the objective of maximum development of intellect, capacities, forte and provided life skills for students; this is one of the similarities with extracurricular educational activities in our country. However, may be seeing that extracurricular activities in countries around the world have high socialization in nature, is evident in the manner management from central to local (in China), expresses through implementation policy (in Singapore , in the USA, in France) and shows how management of content and how organization (in Japan, in Australia), which gives us the experience of managing extracurricular educational activities oriented socialization in our country.

STATE OF CHAPTER 1

With the diverse content and various forms, extracurricular educational activities contribute to the principle "learning along with doing", "school associated with social life" and play an important role in the process of comprehensive education for students at high schools in our country nowadays. Through communication activities in a healthy corporate environment, students will intertwine with their collective and be educated as well as self-education to promote the subject role, improve their proaction, dynamic personality, their creativity in all activities.

With the policy of education and training as the first national policy, socialized education currently is a major policy which the Party and the State deeply concern; therefore, managing extracurricular educational activities oriented socialization is a correct direction. To manage extracurricular educational activities oriented socialization effectively, it should know how to coordinate three basic elements – the school, family and society in the overall relationship of the education process for students. This is the meaning and role of managing extracurricular educational activities oriented socialization – is mobilizing and organizing the broad participation of the people and the entire society in school's extracurricular educational activities; therefore, extracurricular educational activities oriented socialization need the close collaboration between the internal and external scholastic education forces; it is requisite, necessary to meet the objectives agreed on comprehensive education of extracurricular educational activities, in content, forms and the conditions in implementing extracurricular educational activities in friendly, healthy, strong, broad educational environment; promoting the social potential in mobilizing financial contributions and material resources, human resources, ... for extracurricular educational activities at schools; it is one of the expressions of the role and responsibilities of the school, family and society in improving comprehensive education.

Along with the trend of integration and understanding of management experience of extracurricular educational activities (called extracurricular activities) in some countries all over the world, we draw a conclusion: Although the education system, curriculum structure and methods of educational management are different, most countries in the world have designed extracurricular activities with the objective of maximum development of intellect, capacities, forte and provided life skills for students; this is one of the similarities with extracurricular educational activities in our country. However, may be seeing that extracurricular activities in countries around the world have high socialization in nature, is evident in the manner management from central to local (in China), expresses through implementation policy (in Singapore , in the USA, in France) and shows how management of content and how organization (in Japan, in Australia), which gives us the experience of managing extracurricular educational activities oriented socialization in our country.

Thus, managing extracurricular educational activities oriented socialization at high schools in our country nowadays is an indispensable requirement for the implementation of democratization and socialized education; contributing fundamental innovation, comprehensive education and

training in the current days; in order to make turn the management of extracurricular educational activities at high schools from a administrative institution within the school into an educational institution "of people, by people, for people", ensuring close coordination between the the school, family and society in developing extracurricular education to enhance quality of comprehensive education for high school students.

CHAPTER 2

CURRENT MANAGEMENT OF EXTRACURRICULAR EDUCATIONAL ACTIVITIES ORIENTED SOCIALIZATION AT HIGH SCHOOLS IN HO CHI MINH CITY

2.1. Overview of natural, socio-economic conditions in HCMC.

2.1.1 Characteristics of natural, socio-economic conditions: Ho Chi Minh City (today still called common with the old name Saigon) is the important center of economics, culture and education of Vietnam, the role of economic locomotive for the whole country; is special urban Vietnam's second largest (after capital Hanoi extended) and is the largest city in the south of Vietnam. In terms of population size, HCMC is Vietnam's largest city; if the rating of "competitiveness index provincial / city" 2012 City was ranked at No. 20/63 provinces. In the fields of education, media, sports, entertainment, HCMC is holding the most important role; therefore, HCMC is considered key innovation, dynamic development, accelerate the process of industrialization and modernization of the southern regions and the country.

2.1.2. Overview of the development of general education in HCMC: HCMC educational system has developed fairly completely from primary education to undergraduate and postgraduate. HCMC is the leading city in popularizing education rate in the country (have completed popularization of junior and senior education level for many years and popularization universal for five-year children recently), as the meeting point of training human resources of high quality, contributing significantly to the country, as well as a thriving place of science and technology; art and cultural activities, etc... but it has not met the requirements; not been on a par with a big city or especial urban yet.

2.2. Current status of socializing general education in HCMC in recent years:

2.2.1. Guidelines and policies on socializing general education in HCMC: Leaders of HCMC Party and government have directed throughout the socialization guidelines to districts and communes, conducted socialization based on national legal frameworks, adjusted some of the contents to suit the characteristics of the city. Those are:

- Emphasizing different aspects of socialization. HCMC Department of Education and Training has been aware of socialized education which is not only to mobilize resources, to care about facilities for school as well as paying attention to the ability to mobilize resources but also needs socializing both education objectives and innovation of management mechanism at public schools.

- Implementing socialization guidelines is the implementation process to present a redefinition of the role of the central and local state in education investment. This is evident in the allocation of budget for regular activities, the tuition and collection, facilities as well as in the investment in constructing facilities for schools.

- Implementing socialization guidelines urges to diversifying the types of school as well as the levels of fees. That is typical of HCMC relating to the city's starting point when implementing socialization guidelines.

- The diversity of the types of public and non-public schools in the city. For public schools, there appear five main types, based on the different degree of financial autonomy; for non-public schools there appear private schools and schools with foreign elements.

- Implementing socialization guidelines in the city is to differ from national norms as limiting development targets of non-public kindergarten, increasing targets of socializing primary and secondary schools, ...

2.2.2. Implementing the school autonomy in the spirit of Resolution No. 05/2005-CP of the Government: Implementing the autonomy content at public high schools includes:

- *Full autonomy:* the school has a cost revenues, which ensures regular activities determined by the formula given equal or greater than 100%; ensures the operational costs of business revenues, from the state budget by the competent authority of the state in order;

- *Autonomy part:* the school has a cost revenues, which ensures partially regular operating expenses from 10% to 100% according to a given formula.

2.2.3. Content of measures to implement socialization of general education in HCMC: Socialization of education and training objectives; Socialization of mobilizing investment resources for education and training at public schools; Socialization of mobilizing non-public schools.

2.2.4. Social perceptions of socializing general education in HCMC

Through survey data it is said that society understands the importance of socialized education and increasing right awareness of socialized education

The meaning and importance of socializing educational activities

LEVELS (Rate - %)	Educational manager – Teachers		Party and Government leaders		Union leaders – Social forces		Students’ parents	
	Quantity	%	Quantity	%	Quantity	%	Quantity	%
Very important	58	92.1	17	89.5	40	83.3	10	50
Important	05	7.9	02	10.5	08	16.7	09	45
Not important	0	0	0	0	0	0	0	0
No ideas	0	0	0	0	0	0	01	5

Percentage of leaders and people who are good-aware of the content of socialized education is high, getting the majority of their opinion when asked and having said that socialized education is basically to exert all possibilities with the whole people, the whole society to participate in education in order to innovate educational methods to suit the social requirements, enhancing brainpower, education levels, integration needs, promoting responsibility, the school role as well as mobilizing social relationships and creating good cooperation between the school, family and society; creating conditions for those people in society who will benefit educational achievements; although there are still some few parents (02-10%) and union leaders (03-16.7%) considering socialized education as merely contributing funds to improve school facilities, having not seen the goal of socialized education yet.

HCMC has implemented the content of socializing general education including socialization of education and training objectives; socialization of mobilizing investment resources for education and training at public schools; Socialization of mobilizing non-public schools and measures to implement comprehensively socialized education; however, the wider contents of socialization, requiring the scale of social participation will be higher, the survey data over the fact that the effectiveness of the measures was in scattering and not focuses in some of the contents and needs to implement a more systematic way. The social forces supposing the participation and how to participate are feeling, quite different from each other due to different perceptions.

2.3. Current status of managing extracurricular educational activities oriented socialization at high schools in HCMC.

2.3.1. Investigation methods and data of investigated subject

INVESTIGATION METHODS	INVESTIGATED SUBJECTS					
	<i>Educational managers</i>	<i>Teachers</i>	<i>Union leaders</i>	<i>Students</i>	<i>Party and Government leaders</i>	<i>Parents</i>
INVESTIGATION FORM	20	100	20	500	10	100
INTERVIEW	05	10	10	20	05	20

2.3.2. Contents of investigation, survey

2.3.2.1. Educational potencies’ perceptions of the role and responsibilities for implementing extracurricular educational activities oriented socialization

No	Educational forces	LEVELS OF PERCEPTION							
		Only of School		Only of Family		Only of Society		All of the 3 forces	
		Quantity	%	Quantity	%	Quantity	%	Quantity	%
01	Managers-Teachers		00		00		00	100	100
02	Students’ parents	65	65	05	05	10	10	20	20
03	Social forces	06	60	01	10	01	10	02	20

The survey results show a large difference in perception between managers, teachers, students’ parents and other social forces: a majority of the parents and social forces agree that work belongs to schools (over 60%); only a few are good-aware of the role of its importance in implementing extracurricular educational activities.

2.3.2.1. Educational potencies’ perceptions of the objective of managing extracurricular educational activities oriented socialization: Most of the parents and social forces agree that the main reason of that work is mobilizing finance for schools (90%) while the other contents as the unified educational objectives, creating a extensive healthy educational environment, promoting social potential and contributing to innovation in the school management, representing the community responsibility between the school, family and society are the main reasons for all those objectives, the level of interest has been uneven (15% - 90%).

2.3.2.2. Current status of managing the building environment to implement extracurricular educational activities oriented socialization: The survey results show that most schools would do well in building green - clean - beautiful - safe classes and schools; from decorating classes and schools to performing corkboard, improving facilities in order to establish "friendly classrooms, convenient

learning" (Good, Fair: > 80%) to holding psychological consultation; school health education, reproductive health education for adolescents (Good, Fair: > 70%). Through interviews managers and educational forces show that building friendly school environment is to contribute to ensuring the right to participate in extracurricular educational activities with various cultural activities such as arts, sports, entertainment and healthy recreation, scientific research, public labor of students, also is to create educational environments (both physically and mentally) healthy, safe, avoiding the threatening uncertainties; improving education quality on the basis of focusing efforts of the school, family and society with the concerns expressing friendly attitudes and democratic spirit to create excited learning for students in classrooms and extracurricular educational activities. However, through surveys and direct interviews, it is showed that a few of teachers have not done a good innovation of teaching and learning methods (> 20%); students, in fact, are weak at self-study skills, self-assessment and cooperation and have not formed the habit and attitude, proper motivation in learning; training life skills for students at some schools is only inadequate; practicing, touring, practical learning exchanged activities are not good (19.5%); creating conditions for students to learn, care and promoting the value of the historical, cultural, revolutionary local relics that have not been positively interesting (> 40%). In general, public schools often outperform non-public schools, although socialized education at non-public schools is always dominant.

2.3.2.4. Current status of managing mobilization of the community resources involved in implementing extracurricular educational activities oriented socialization: The mobilization of material and non-material resources at public schools is not encouraging: the mobilization of material resources (financial and material resources, human resources, information, land, infrastructure, equipment, ...) serving extracurricular educational activities is still quite low (Good - Fair: 54.6%; Underachieved: 15.6%); the mobilization of non-material resources (intellectual resources; creating favorable educational environment, unity; the advocates of education policy; the consultant; the spiritual elements, ...) serving extracurricular educational activities is even lower (Good - Fair: 45.3% Not achieved: 30.9%). Non-public schools have not done many of the contents so it is difficult to overall assessment.

2.3.2.3. Current status of making plans to implement extracurricular educational activities oriented socialization: The teachers agree that the content of making plans to implement extracurricular educational activities oriented socialization are interested in educational managers; however, most of the plans are still much administrative, just internally conducted within the school but there are no social involvement.

2.3.2.4. Current status of organizing to implementing extracurricular educational activities oriented socialization: Most of the educational managers, teachers and students agree that the curriculum implementation of extracurricular educational activities oriented socialization is quite different depending on the type of the school. Public schools often much outperform than non-public schools do despite of that socialized education element of non-public schools still so better prevails over due to both subjective and objective factors.

2.3.2.7. Assessing the levels of implementing extracurricular educational activities oriented socialization: Survey results in the table below show that the levels of implementing extracurricular educational activities oriented socialization of educational forces are very different: highest assessing are still teachers (Fair - Good: 80%), next to social forces (Fair - Good: 60%); while the parents don't assess positive at the level (Weak: 18%).

Assessing results of the levels of implementing extracurricular educational activities oriented socialization

No	Educational forces	LEVELS OF IMPLEMENTATION							
		Good		Fair		Medium		Weak	
		Quantity	%	Quantity	%	Quantity	%	Quantity	%
01	Managers, Teachers	30	30	50	50	20	20	00	00
02	Students' parents	15	15	37	37	35	35	18	18
03	Social potencies	02	20	04	40	03	30	01	10

2.3.2.5. Current status of the levels of participation and coordination of implementation extracurricular educational activities oriented socialization: It shows the opinions that the entire process of organizing to implement extracurricular educational activities needs the participation and coordination of different educational forces; however, that coordination has concentrated within the school, have not been invested outside schools: school board and youth union are considered as the main potencies involving and are evaluated Quite - Good at everything content, students and other educational forces are not well-participated yet in many contents because the contents are still being assessed Medium - Low.

2.3.2.6. Assessing the levels of participation and coordination of implementation extracurricular educational activities oriented socialization: Through surveys and direct interviews showing that educational managers putting the priority top is to coordinate between the head teachers and the Representatives's Board of Parents (100%); this has also reflected the appreciation of the role of the head teachers by educational managers in socialized education of extracurricular educational activities. Next is the coordination between the the head teachers and the Youth Union officials (80%); the coordination between the head teachers and subject teachers (70%); the coordination between the subject teachers and Youth Union officials do not care much for these two potencies having little relationship to each other than the other social forces (60%); the mobilization and coordination of the school with other social forces in organizing to implement extracurricular educational activities is rated as important (80%) by educational managers.

2.3.2.7. Current status of the effective levels of the coordination of involving to implement extracurricular educational activities oriented socialization: If aggregating very effective and effectively levels showing: When students' parents coordinate in the activities, the effective level of the implementation of extracurricular educational activities is most appreciated (all of the managers, teachers and students evaluate the same: 95%); secondly are the head teachers (managers, teachers: 85%, students: 93%); thirdly are students (all of the managers, teachers and students evaluate the same: 80%); the fourth is Youth Union (managers, teachers: 74%, students: 76%); the fifth is the school Party and Board (managers, teachers: 72%, students: 71%). Thus, most of the forces that have been ranked in top 5 are internal educational forces at schools, while the other joining potencies to coordinate and implementate extracurricular educational activities at high schools are not unifyingly appreciated on the effective level by the managers, teachers and students; therefore, it is necessary to propose regulatory measures to unify the planning of the coordination, participation in implementation extracurricular educational activities oriented socialization of educational forces at high schools in HCMC.

2.3.2.8. Current status of inspecting and assessing the implementation of the plans of extracurricular educational activities oriented socialization: The survey shows that most of the educational managers and head teachers are less interested in inspecting and assessing the implementation of the plans of extracurricular educational activities oriented socialization. Through interviewing educational managers, the inspection in general is very limited, superficial, not real and not going on to check in details, in particular manner.

2.3.2.9. Assessing the level of implementation of managing extracurricular educational activities oriented socialization:

Assessing results of the levels of implementing of managing extracurricular educational activities oriented socialization

LEVELS OF IMPLEMENTATION	Educational managers		Head teachers	
	SL	%	SL	%
Good	18	36	12	12
Fair	27	54	58	58
Medium	05	10	20	20
Weak	00	00	10	10

Survey results in the above table show that most of the educational managers and head teachers assess the level of implementation of managing extracurricular educational activities oriented socialization is quite good; but still 10% of the educational managers and 20% of the head teachers do not appreciate that implementation.

2.3.3. General assessment of the current management of extracurricular educational activities oriented socialization at high schools in HCMC

2.3.3.1. Advantages:

- High school managers are interested and good-aware of the role, responsibilities and the importance of managing extracurricular educational activities oriented socialization.

- The coordination between educational forces in implementing extracurricular educational activities is quite frequent work of the school education, held in various forms and varying degrees; therefore managing the coordinative activities by educational managers also have had some certain experience.

- In the management functions of educational managers, the function of making general plans for for coordinative activities is often very good, creating the premise for the establishment and implementation of the coordinative content increasingly better.

2.3.3.2. Disadvantages:

- Educational forces have inadequate, proper and even awareness of the role, tasks, the importance of managing extracurricular educational activities oriented socialization.

- The school untapped and maximize the potential of LLGD. The school has been untapped as well as not having maximized the potential of educational potencies yet.

- The educational forces have not reached high consensus on the objectives, contents, methods and organization forms to coordinate and deploy extracurricular educational activities oriented socialization, so it should not achieve the desired effect.

2.3.3.3. The causes of the restrictions: Calculating the average rate from high to low of the survey finds that the causes affecting the management of extracurricular educational activities oriented socialization are: Due to the educational forces' inadequate perceptions of managing extracurricular educational activities oriented socialization (firstly); the school has not invested properly for extracurricular educational activities oriented socialization (secondly) and educational managers have also managed extracurricular educational activities oriented socialization ineffectively (thirdly), so deploying extracurricular educational activities oriented socialization at high schools has not achieved desired results. Also because society has not paid attention to develop extracurricular educational activities oriented socialization (the fourth); the downside impact of the globalized market economy (the fifth); the families are not interested in extracurricular educational activities oriented socialization (the sixth) and the conditions for implementating extracurricular educational activities oriented socialization which have not met the requirements set out (the seventh) are also the causes of many difficulties for managing extracurricular educational activities oriented socialization.

STATE OF CHAPTER 2

Extracurricular educational activities, essential activities for high school students, are a preparation site of vocation to life for students. Extracurricular educational activities oriented socialization as conditions for linking closely the school, family and society together in a comprehensive education for high school students. However, through a baseline study in HCMC, it shows that there are still many inadequate and synchronized problems so that extracurricular educational activities can achieve their goals. They are:

About awareness, educational managers have perceived the importance of managing extracurricular educational activities oriented socialization; however, the current status shows that the combination of the internal and external scholastic education forces which participate in extracurricular educational activities is not close and synchronized, not interested in close proper direction because some of the educational managers, teachers and social forces do not realize fully and equally on the importance of that work.

Coordinating plans of implementation has been developed but not mobilized the social forces in participation; even if they do participate, there have not been a high consistency between the forces on the objectives, contents, methods and organization forms to coordinate; the organizational process of coordinative activities is less formal, still sensual, without any of the proposed agreements; coordinative measures have not proved as effective as desired. Besides, building the environments including the healthy, friendly and psychosocial environment and conditions of facilities serving the school environment to organize extracurricular educational activities also is not effective; the association of the three educational environments – the school, family and society for developing students' personality through extracurricular educational activities is not close; also putting individually and placing most responsibilities at schools. The inspection and assessment of extracurricular educational activities is done only within the school, and fond of qualitative rather than quantitative; and in some places there is still superficial, dealing when inspected and evaluated by superiors.

To avoid the shortcomings highlighted by the current status in the management, it is necessary to propose reasonable, feasible, scientific measures to manage extracurricular educational activities oriented socialization at high schools to overcome such shortcomings and limitations stated above.

To promote extracurricular educational activities oriented socialization in effective practices educational managers takes seriously cognition of managing extracurricular educational activities oriented socialization. From the right awareness leading to the direction of implementating plans of extracurricular educational activities oriented socialization with high quality, creating an enabling environment to help the staff-teachers and managers trained professionals, organizational skills of activities to attract students to active participation. Besides the mobilization of resources to support the conditions of facilities, funding and coordination with participation in extracurricular educational activities, all of which need deep concern, efforts of the three forces - the school, family and society, in which the role and the efforts of educational managers remain highest for managing extracurricular educational activities oriented socialization effectively.

Thus, the school should have measures to managing extracurricular educational activities oriented socialization so that they can be only reasonable, feasible, scientific but fit with the conditions and particularities of every school and every local region, meeting the goal of extracurricular educational

activities, avoiding spreading implementation resulting cursory and perfunctory perform, getting less effectively or arbitrarily truncating curriculum leading to incomplete and serious lacking in enforcement extracurricular educational activities.

CHAPTER 3

MEASURES TO MANAGE

EXTRACURRICULAR EDUCATIONAL ACTIVITIES ORIENTED SOCIALIZATION

AT HIGH SCHOOLS IN HO CHI MINH CITY

3.1. The views and orientation of socialized education in HCMC

3.1.1. General views: The guidelines of socialized education is expressed in many important city-oriented documents as Resolutions of the municipal People's Council, annual plans for city socio-economic development. Socialized education in HCMC was conducted on two aspects: socializing training objectives (understood as enhancing comprehensive education, expanding schools, innovating training methods linked to society's requirements) and socializing the investment, diversifying resources inside and outside public schools.

3.1.2. The approach to apply the guidelines of socialized education at high schools in HCMC: Reaching apply to two types of schools: public schools and private schools.

3.2. The principles to propose solutions

3.2.1. Ensuring the feasibility in accordance with local practice and with the law of development all over the world.

3.2.2. Ensuring and promoting the succession.

3.2.3. Ensuring the synchronization and systematization.

3.3. Measures to managing extracurricular educational activities oriented socialization at high schools in HCMC

3.3.1. Measure 1: Propagandizing, raising awareness of the role and duties of implementing extracurricular educational activities oriented socialization for educational potencies.

3.3.1.1. Meaning, objective: Awareness and action dialectical relationship with each other: right awareness leads to correct action. Due to the different and not enough recognitions about the role and responsibility of coordination among the external and internal scholastic education forces in implementing extracurricular educational activities so it is necessary for propaganda to enhance understanding of the importance and significance of extracurricular educational activities oriented socialization; from which there are practical specific actions, improving the efficiency of managing extracurricular educational activities oriented socialization.

3.3.1.2. Content: To continue propagandizing disseminating in synchronization, fostering knowledge, agreeing on raising awareness from educational managers to the staff, teachers and students and the social forces in order to implement extracurricular educational activities; from which defining the role and duties of the coordination inside and outside school, creating positive changes from the planning, organizing and directing the content implementation and the inspection and assessment in order to get effective objectives of extracurricular educational activities oriented socialization outlined.

3.3.1.3. Implementation: The school incorporates the family and the authorities to strengthen the propaganda and education to raise awareness, define roles, duties and content of the coordinating implementation of extracurricular educational activities oriented socialization with the results to be achieved for every educational potency as educational managers, head teachers, subject teachers, union officers at schools (especially the Communist Youth Union), students, families, students' parents, social forces, local unions outside the school, ... Annually, there is the consolidation for the Steering Committee of extracurricular educational activities, adding members including many different educational forces to continue propagating and raising awareness about the role of close coordination right from the Steering Committee. The educational forces need to maintain contacts closely and regularly with the school, with the unions and local authorities to enlist the support and coordination of activities.

3.3.1.4. Implementation conditions: There is close cooperation between the school, family and society, in which educational managers need serious judicious awareness of managing extracurricular educational activities oriented socialization; participating in learning with positive attitudes and knowing how to apply creatively, flexibly in the actual school conditions and localities. There should be regular training plans to continuously raise awareness for the school staff and students; communication plans of propaganda for every subject from the students – the forces play an active role in extracurricular educational activities to other educational forces as Youth Union, parents the mass organizations, local authorities outside the school to participate, not to only maintain contacts, enlist the support but also create conditions for the forces understanding, consensus, unity and coordination of activities to support the school in managing extracurricular educational activities oriented socialization. It is necessary to create conditions of time, financial support (if possible) so that the teachers can participate in learning,

training, raising awareness and professionalism; thence there are conditions to do good job and perform responsibilities, participating voluntarily and effectively.

3.3.2. Measure 2: Renewing the building plans to implement extracurricular educational activities oriented socialization.

3.3.2.1. Meaning, objective Organizing the coordination between the school and educational forces to implement extracurricular educational activities in order to achieve the objectives of extracurricular educational activities oriented socialization comprehensive education for students is an educational principle. In the implementation plans of extracurricular educational activities oriented socialization it is necessary to create unity, consensus on the objectives, contents, methods and collaboration forms among the social forces in education for students; on the one hand, to ensure the exchange of information, unifying from awareness to action in educational content at home, at school and in society for student in order to create a motivation to stimulate, accelerate the process of developing students' personality; otherwise to avoid fragmentation, disable mutual causing instable mood in shaping the values of students' personality due to the downside impact of the market economy

3.3.2.2. Content: Increasing effective management of educational managers through building specific plans for every activity, right goals, pinpointed the resources (human, material and financial resources, information) and time, space, ... It should have contingency plans to stay actively and creatively in every situation. In the management process, focusing on improving direction function to implement the plans and organize extracurricular educational activities oriented socialization and enhancing the inspection of management to detect, get timely adjustment of difficulties when implementing.

3.3.2.3. Implementation: In order to ensure to build the full, smooth, complete, scientific plans of extracurricular educational activities oriented socialization to the implementation forces, it should comply with the following procedure: From the Ministry of Education and Training's and the Department of Education and Training's guidance of the school year mission in conjunction with teaching and learning plans, the building plans of facilities, the plans of socialized education, the unions' plans of activities, etc... in the orientations and tasks of the new school year, on the basis of the school actual situation and the local regions, the psychosocial environment, etc... the Conference Steering Committee of extracurricular educational activities have meetings to build drafting implementation plans of extracurricular educational activities oriented socialization, which emphasizes the plans of coordinative activities with the educational forces in the future with specific solutions for every educational theme so that every member of the Conference Steering Committee (the key staff, the leaders of head teacher, union officials, ministries related, representatives of parents and other educational forces) can participate in discussions, suggestions, checking the feasibility of the draft plans of extracurricular educational activities oriented socialization.

3.3.2.4. Implementation conditions: When planning it should clearly define the role and importance of socialized education, the necessity of coordinating the educational forces who need to master the objectives of extracurricular educational activities that the Ministry of Education and Training has set out; the unifying the implementation of extracurricular educational activities for students in which they can actually promote the subject role in all the activities that have been suggested and created many different forms under the coordination of different educational forces; paying attention to unified content, methods and organization forms of extracurricular educational activities both at schools and in society. The unity of the education and training objectives of high-quality human resources to meet the industrialization and modernization of the country will help the forces felt closer, easier collaboration, compromise and go to distribution in harmony with each other in the implementation of extracurricular educational activities at high schools. To create unity objectives, contents, methods and organization forms to coordinate, the schools need to investigate and do the situation survey before planning. If the draft plans are more detailed, specific, desirable, the distribution of resources for the rational activities is more reasonable, the capabilities of implementation are higher. Strengthening deep and broad propaganda in the staff, teachers, students, and parents; coordinating with other branches and levels to hold extensive propaganda in the elite cadres, people so that people can understand the policy of socialized education of the Party and State properly, fully; thereby helping the social potencies see the necessity to community responsibility in implementing extracurricular educational activities oriented socialization.

3.3.3. Measure 3: Diversifying implementation environments, preparing the conditions and means of serving extracurricular educational activities oriented socialization.

3.3.3.1. Meaning, objective: The whole education for students is considered and implemented as a part of the overall social process; in which, every element must implement the good appropriate educational functions as their forte. Diversifying implementation environments, preparing the conditions and means of serving extracurricular educational activities oriented socialization at schools, all of which are to

perform the tasks and objectives, ie it is necessary to build harmonious psychosocial environments along with building conditions of facilities.

3.3.3.2. Content: Building psychosocial environments through socialized education with the coordination between the school, family and society in a comprehensive education for students through extracurricular educational activities and building conditions including implementation and equipment conditions of facilities attaching the funding to organize the various activities in both contents and forms of extracurricular educational activities.

3.3.3.3. Implementation:

- Developing psychosocial environments: Organizing integration of the content of extracurricular educational activities with the content of building friendly schools - promoting active students on the basis of the three powerful educational environment the school, family and society. Ensuring the dissemination, enhancing understanding of the Party policies and guidelines and the State's laws, thorough viewpoints, awareness of the meaning, objective of building a healthy friendly educational environment for all educational forces; in which the educational environment at schools is most effective for students so that they can reveal personality, experience sharpest talent; thus helping them to have dissenting views on objective reality and to society; steady advance in the situations, incidents to response timely and to be able to know to solve them in a timely manner and effectively. As the family education gives good results, the parents should be interested in building a happy family, a cultural family, creating a favorable environment for developing student's comprehensive ethics, intellect, sport, aesthetics. In particular, the family needs to build a tradition "education in high respect", regular initiative to coordinate closely with the school (especially with the head teacher) and society (through the agencies, organizations and associations) to educate their children, protecting reputation of the teachers and also timely getting feedback on the students' situation with the school and the authorities for the educational coordination having really effective as well as a form of implementing extracurricular educational activities oriented socialization. The agencies, organizations unions and social forces need to strengthen directing and implementing effectively building the grassroots of cultural life and community, ensuring a healthy, safe social environment, and preventing the negative impacts affecting the educational environment, contributing positive impacts of the lifestyle, students' behaviors, creating the best conditions for students' development, giving the maximum assistance to the school and family in educating students through extracurricular educational activities. Promoting the role of the mass media, promoting the accountability of the organizations at schools, especially the voice of Youth Union and the enthusiastic support of the parents as well as the assistance up of agencies, organizations, unions, and other social forces.

- Developing conditions of facilities: Focusing on preparing the conditions of facilities, the resources to ensure effective implementation of building psychosocial and material environments. Equipping with the devices, facilities, funding to support the service of the contents and various forms of extracurricular educational activities in order to maximize the student's positive creative development, such as the scientific research, performing arts, sports, entertainment, recreation, camping, sightseeing, excursions, tourism, charity, humanitarian activities, etc... Mobilizing all resources inside and outside school, such as the annual budget, the contribution from parents, the support of the sponsors, of economic organizations, enterprises or local regions in equipping facilities, equipment serving extracurricular educational activities; enlisting the attention of the leaders to socialized education at schools also required to plan suitably and adequately. Educational managers should focus on directing teachers immediately to exploit actively and use the available equipment at schools for extracurricular educational activities; and motivating and encouraging teachers and students to exploit the equipment by themselves and finding the funding support from many different resources: maybe the teachers and students self-creatively doing them, supported or provided from parents and other educational potencies.

3.3.3.4. Implementation conditions: To diversify the implementation environments, prepare the conditions and means of serving extracurricular educational activities oriented socialization, mobilizing resources for that work is extremely important, requiring educational managers, especially principals should have developed a strategic plan to exploit the resources inside and outside school (human, material and financial resources, information activities) based on expansion plans and development relationships, ensuring stable and sustainable development at schools.

3.3.4. Measure 4: Promoting the mobilization and coordination of community resources involving in implementing extracurricular educational activities oriented socialization at high schools.

3.3.4.1. Meaning, objective: Mobilizing and coordinating community resources involving in implementing extracurricular educational activities oriented socialization at high schools is mobilizing the whole society's participation in building healthy educational environments in order to enable

everyone, all organizations to contribute to the development of educational activities at high schools namely extracurricular educational activities.

3.3.4.2. Content: Mobilizing all resources inside and outside school, such as the annual budget, the parents' support, the sponsors, local businesses or sponsors of facilities equipment, service equipment for extracurricular educational activities at schools must be properly concerned at the beginning. It should clearly define responsibilities in the implementation of the obligation to learn and to contribute human and materials to develop education; creating conditions for social care, concern, support and help for mental and material for extracurricular educational activities.

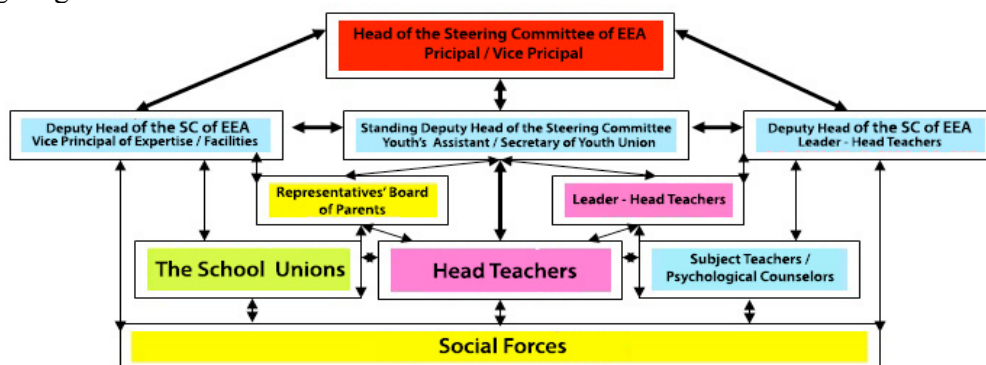
3.3.4.3. Implementation: Not just focusing on the individual contributions of a number of organizations, individuals or of parents, it should concentrate properly to exploit the material and non-material resources in the process of raising socialization; therefore it should define the target groups to be able to mobilize the participation of extracurricular educational activities oriented socialization. Based on the specific situation, the actual local and school conditions, it needs establishing a management plan for the mobilization and coordination of the internal and external forces outset school year through the discussion with the Representatives' Board of Parents, agencies, associations and organizations related to unifying the collaboration, financial supports, manpower and material resources, intellectual resources and information for extracurricular educational activities. In the general relationships of the Steering Committee of extracurricular educational activities, the Youth Union (including the Assistant or Secretary of Youth Union at the school), the head teachers, the combination of the school, family and organizations unions, the social forces to identify clearly which forces need to mobilize and participate in every activity; then, define the role of each force in the whole process of coordinating, implementing extracurricular educational activities at high schools.

3.3.4.4. Implementation conditions:

- It should create a public and equal environment so that the social forces, organizations and communities can properly understand extracurricular educational activities oriented socialization, should arouse and promote the tradition of academic excellence, respect for moral, highly ethical, the value of education of every clan; personal beliefs on the general development of education of every school to be able to mobilize different resources to care for the education and training, including extracurricular educational activities; however, there should be a legal basis for deployment as well as participation in mobilizing resources for those activities.

- It should create sustainable linkages between the joint forces, there should be a unified plan and the general consensus among the forces, avoid individually identifiable activities. The school has actively directing role in coordinating and adjusting activities to meet the requirements of continuing education and continuous nature by itself. Besides it should strengthen the propaganda, mobilize and provide information about socialized education to raise awareness of the whole society.

To generalize the management of mobilization and coordination of community resources involved in the implementation plans of extracurricular educational activities oriented socialization at high schools by following diagram:



3.3.5. Measure 5: Renewing the organization plans to implement extracurricular educational activities oriented socialization.

3.3.5.1. Meaning, objective: In order to realize innovative ideas having been built in coordinating plans of implementing extracurricular educational activities with social forces scientifically, reasonably, in synchronized manner to form the resonant power of the implementation forces, aiming to fulfill the set target.

3.3.5.2. Content: Placing the human resources and material resources in a scientific manner, planning to enlist the funding support for extracurricular educational activities from students' parents, from local regions, from other sources, especially funding sources for human (priority mode, remuneration policies for those who directly implement extracurricular educational activities) will facilitate the implementation

of the plans of extracurricular educational activities to achieve rational, equitable, synchronous results in the coordination process.

3.3.5.3. Implementation: Enhancing the principals' effective management through the specific planning for every activity, right objectives, identifying appropriate participants of educational forces, accurate assessment of resources (human, material and financial resources), place and time ... Also, to ensure the management is proactive, flexible, non-volatile in every situation, the principal must give the reserve plans for situations that may occur during implementation. In doing so, it should develop detail, specific, feasible plans to coordinate with social forces, based on the real school and local situation, the social forces' capabilities. It should gather the internal and external scholastic education forces in the Steering Committee of extracurricular educational activities to form a common organizational structure; from which meeting to develop the implementation plans, assigning specific and clear tasks, organizing to sign the collaborative activities, placing community responsibility for every implementation force, for individuals, may be adding other members such relevant authorities, police, representatives of mass organizations, local organizations, representatives of economic entities, the city's media, thereby strengthening the school propaganda, mobilizing the power of intellectual and economic forces outside schools to engage extracurricular educational activities oriented socialization.

3.3.5.4. Implementation conditions: During the implementation of extracurricular educational activities, the coordination is frequent, tight, harmonious together to achieve effective implementation; time allocated reasonably, the implementation content should choose appropriately, organization forms of activities getting various, creative, attractive and funny to engage all stakeholders. Besides the coordination of the Steering Committee of extracurricular educational activities with the participation of the parents and the Youth Union, especially specific educational forces, those who take charge in facilities, accounting, equipment, health services, guardians, ... paying attention to ensuring the basic necessary conditions for extracurricular educational activities. Enhancing socialization of preferential regimes (salaries, bonuses) for the head teachers, the Youth Union, the people performing duties outside office hours (Sundays, holidays, ...) to encourage and motivate real set, fair assessment of effort and responsibility to participate directly in extracurricular educational activities.

3.3.6. Measure 6: Renewing the assessment and evaluation; learning from experience, adjusting the coordination between the educational potencies in implementing extracurricular educational activities oriented socialization.

3.3.6.1. Meaning, objective: When the forces who have no longer implemented extracurricular educational activities inside school, have not been directed under the school management, the assessment and evaluation becomes vital, compulsory to promptly withdraw experience and adjust as new issues arise in the process of collaboration in order to meet fully the objective and requirements of extracurricular educational activities oriented socialization proposed.

3.3.6.2. Content: Developing procedures, contents, criteria and standards of the assessment and evaluation to improve the quality of comprehensive education extracurricular educational activities oriented socialization.

3.3.6.3. Implementation: Developing contents, criteria and standards of assessment and evaluation based on the plans of the coordination and mobilization posed; based on the implementation, evaluating the degree of fulfillment of the criteria set for the forces involved in organizing and coordinating extracurricular educational activities oriented socialization. Developing the plans of assessment and evaluation in the process of school time for the objective assessment and evaluation at different time and the implementation of duties based on the gauge at the same time; thereby discovering the limitations, deviations from the objectives and plans set out; taking measures to adjust reasonably, or putting legal grounds to commend and encourage timely rewards. In addition to establishing standardized contents, assessment plans, it also should have other ensuring conditions such as manpower, time, funding and means of implementation.

3.3.6.4. Implementation conditions: It should buildup the assessment and evaluation potencies, fostering the forces the professional assessment and evaluation of extracurricular educational activities oriented socialization in order to develop scientifically contents, criteria and standards of assessment. Always making sure that the views of assessment and evaluation of extracurricular educational activities oriented socialization are honest, objective, fair, accurate, not chasing the achievements, creating opportunities for developing activities, ... The contents of assessment and evaluation according to common objectives which have been detailed in the plans of extracurricular educational activities to assess their fulfillments. It should perform multiple assessment forms (regular, periodic, late and irregular) through observation, class observation, discussion, assessment survey forms, ... focusing on improving self-test role of teachers and enabling the staff, teachers and students to clearly understand that the assessment and evaluation is a normal inevitable operation; especially after assessing, learning

experience about the advantages and specific limitations to rectify, adjust the activities to achieve its objectives and adding the plans for later. It should have a mechanism to assess, evaluate and grade, have a mechanisms to encourage and reward students' participation of extracurricular educational activities; the assessment forces must master the target requirements and assessment standards of extracurricular educational activities oriented socialization; from which giving accurate conclusions to propose commendation of the staff, teachers and students who get achievements and have active implementation of extracurricular educational activities oriented socialization and facilitating further progress of the subjects having been assessed and evaluated.

3.3.7. Measure 7: Renewing the mechanism of managing extracurricular educational activities oriented socialization

3.3.7.1. Meaning, objective: Renewing the mechanism of managing so that it will strengthen the leading role of the Steering Committee of extracurricular educational activities, strengthening the key role of the head teachers in implementing extracurricular educational activities at high schools; thereby developing the management mechanism of coordinating between schools and social forces, clearly identifying the subjects, objects, and the managing subjects of joint activities, contributing to the implementation of the contents and duties of the measures to solve more favorably

3.3.7.2. Content: Developing the management mechanism to coordinate the implementation of extracurricular educational activities between the three forces as the school, family and society efficiently and synchronizingly; it should attract the attention of the parents and social forces to the important content of extracurricular educational activities at schools; it should enlist the enthusiastic supports from the family and society for favorite activities with in the scale investment and quality; in some contents of other activities the schools need to closely coordinate with local regions or reverse in many movements, many local campaigns the schools need to encourage students to participate and it should require the response of of the authorities or departments, local associations' recognition.

3.3.7.3. Implementation: Focusing on identifying management principles of extracurricular educational activities oriented socialization through strengthening the role of the core forces (The Board of extracurricular educational activities and the head teachers), developing and managing the mechanism of coordination between the school, family and society; establishing self-educational environment for students through extracurricular educational activities oriented socialization. It should organize interdisciplinary collaboration in educational development, establishing a mechanism of coordination between the ministries, committees and governments at all levels, the unions, the associations and the educational sectors; a management mechanism of coordination between the school, family and society in taking care of education in general; thereby creating a legal basis for the development of the mechanism for coordination and organization of joint activities with social forces in a large scale for students' comprehensive education through extracurricular educational activities at high school in particular.

3.3.7.4. Implementation conditions: Those people who are in the Steering Committee of extracurricular educational activities are enthusiastic, knowledgeable about socialized education, capable to mobilize the resources and experience about implementing extracurricular educational activities oriented socialization. It should well manage the mechanism of coordination between the school and the family in which the role of the Representatives' Board of Students' Parents in class, at school is very important because they are the people on behalf of the school's collective of parents having decisions of the socialization undertakings for educational activities; so the principal and the head teachers must master the mobilizing methods for the masses in education, knowing how to get orientation to elect students' parents who have enthusiasm with passion, reputation to participate in the class or the school Representatives' Board of Students' Parents; they must be impartial, fair and objective evaluation of the process of students' learning, self-training and moral support of the students. It should well manage the mechanism of coordination between the school and society through the implementation of the Party and State's policy about socialized education; in which the school needs to enlist, utilize and promote the synergy of all the resources to turn students' extracurricular educational activities into the duties of the whole people and the whole society. It should well manage the mechanism of coordination between the family and society; in which the parents themselves and the older ones in the student's family must set an example through abiding by all guidelines, policies, laws of the Party, State and local regulations and participate in social activities concurrently with the active cooperation with the local social potencies to educate their children by encouraging and creating conditions for them to participate enthusiastically in the activities of which the social forces stand out organization. To develop a self-educational environment for students, there should be some conditions: Firstly, the head teachers or union officials must have the organizational capacity, have patience, empathy, intimacy and know-how of engaging students so that they can trust, share their feelings, their aspirations; Secondly, the development of a self-educational environment at schools must have a specific plan with every firm step; it must have built the positive

factors, the typical groups of friends to help each other in learning and moral cultivation; Thirdly, it should anticipate the negative factors in the formation of the playing groups, groups of friends who can affect the students as the phenomenon of class as divisive factionalism, disunity, gathered racketeering, arising disruptive or emotional feelings but not necessary.

3.4. The relationship between measures: The measures have a dialectical relationship, bound to support one another in the process of organization, but no measures are absolute efficiency in the implementation process; therefore, it should create a process of unity and continuity of the conditions, in awareness, in terms of time, space to organize.

3.5. Exploration of the necessity, feasibility and experimental measures

3.5.1. Exploration of the necessity and feasibility of measures

3.5.1.1. Purpose: Learning the views of experts and educational managers about the extent necessity and the feasibility of the measures to manage extracurricular educational activities oriented socialization at high schools in HCMC.

3.5.1.2. Method and content: Setting the contents referendum through two forms of direct interviews and used questionnaires to solicit comments on the feasibility and effectiveness of the seven measures proposed (above).

3.5.1.3. Audience polled: Leaders and Boards of the Department of Education and Training: general education, professional education, elementary education (of Department of Education and Training); principals, vice-principals and high school teachers; directors and deputy directors of continuing education center and some other experts.

3.5.1.4. The process of soliciting comments:

- Round 1: Referendum is through direct interviews (28 educational managers of the Department of Education and Training, high schools, continuing education centers and 7 other experts);

- Round 2: Referendum is passed by the questionnaire (referendum votes: 200, the number of votes collected: 184 - 92%), the results are summarized in the following table:

Synthesis table of the opinions on the necessity and feasibility of the proposed measures

T T	Measures to manage extracurricular educational activities oriented socialization	A number of opinions	Evaluating Opinions											
			THE NECESSITY						THE FEASIBILITY					
			Very necessary		Necessary		Not necessary		Very feasible		Feasible		Not feasible	
			Q	%	Q	%	Q	%	Q	%	Q	%	Q	%
1	Measure 1	184	137	74.5	33	17.9	14	7.6	152	82.6	21	11.4	11	6.0
2	Measure 2	184	148	80.4	36	19.6	0	0.0	161	87.5	15	8.2	8	4.3
3	Measure 3	184	130	70.7	43	23.4	11	6.0	146	79.3	28	15.2	10	5.4
4	Measure 4	184	157	85.3	22	12.0	5	2.7	177	96.2	7	3.8	0	0.0
5	Measure 5	184	134	72.8	31	16.8	19	10.3	149	81.0	19	10.3	16	8.7
6	Measure 6	184	144	78.3	33	17.9	7	3.8	152	82.6	22	12.0	10	5.4
7	Measure 7	184	130	70.7	43	23.4	11	6.0	146	79.3	28	15.2	10	5.4

Combining the results of round 1 and round 2, it is found: most opinions agreeing that the measures proposed are necessary and feasible, consistent with the reality at high schools, in accordance with the innovation contents, implementation forms of extracurricular educational activities oriented socialization and fitted-in-well with high school students.

3.5.2. Experimental measures

3.5.2.1. Experimental purpose:

- Affirming the right direction and the necessity of the thesis on the theoretical and practical basis; from which researching the feasibility and effectiveness of managing extracurricular educational activities oriented socialization at high schools in HCMC based on experimental results of two of the seven measures proposed.

- Analyzing and handling experimental results to evaluate the applicability in a large scale - at public and non-public high schools in HCMC. On that basis, supplement, modifying and making the thesis perfect.

3.5.2.2. Experimental subjects: Educational managers, head teachers, students' parents and social forces (other social organizations such as the Youth Unions, the Women's Union, the Veterans' Union, the Police, ...). Experimental contents mentioned in the experimental surveys (Appendix).

3.5.2.3. Experimental methods: Using the method of mathematical statistics by Student test (also known as a t-test, for the purpose of changing a way of doing, while ensuring the improvement quality).

3.5.2.4. Experimental contents: Taking the guidance for educational managers, head teachers and social forces following the implementation of experimental contents and methods; Using the prepared

plans for the two groups: the experimental group and the control group (For the control group: Managing extracurricular educational activities in the way as before; For the experimental group: Innovation in managing extracurricular educational activities oriented socialization); Evaluating the results acquired over how effectively provided the scale of the evaluation surveys; Handling, analyzing experimental results and drawing conclusions.

3.5.2.5. Experimentation

- **Preparation of conducting experiments:** Choosing the control group and the experimental group that should be evenly is very important, directly impact on results; therefore, it should choose the control and experimental groups have the same sizes, in the same organizational conditions, at the same level and the same quality of activity to satisfy the experimental requirements. Experiments have been conducted from 15/08/2013 to 27/04/2014 of the school year 2013-2014

- **Qualitative analysis of the assessing results:** The purpose of qualitative analysis is deepening the acceptance, implementation, organization and efficiency; analyzing the cause to troubleshoot and deploy better in the future. Contents of qualitative analysis include:

- The subjects – educational managers who are able to to acquire, manipulate, organize and get effectiveness.

- The ability to fluently manipulate and evaluate the effectiveness achieved.

- **Quantitative analysis of the assessing results:** Quantitative analysis of the test results: Conducting a survey and evaluating the achieved results; then sorting the results in order from low to high (at the rate of 0-10 points); comparing the results from the experimental group with the results from the control group; processing the statistical methods and drawing the final conclusions. Rating from 0-10 points includes "Well-applied " of 9 and 10 points; "Pretty-applied" of 7 and 8 points; "Badly-applied" of 5 and 6 points; " Not being used" of points under 5.

3.5.2.6. Experimental results and analyzing, evaluating results

- **Qualitatively:** Observing the changes of the school's extracurricular educational activities as well as through the statistical level of efficiency by giving scores on a scale from 1 to 10 for the control group and the experimental group, we have a following comment:

- In the control group, managing extracurricular educational activities in the way as before is internal, no innovation and creativity, just managing by the school own way and stereotyping cases with previous activities in the previous years; the mobilization of resources and coordination between the school, family and society have not been adequate attention and not been brought the highest effectiveness yet for the contents and organization forms of the activities, failing to meet the proposed goal of comprehensive education.

- In the experimental group, there is the innovation and creativity in the management mechanisms of extracurricular educational activities due to appropriate socialization for every activity; organizing the implementation of activities that are no longer stereotyped but innovation to meet the needs of society and students. The activities brings high efficiency in both forms and contents, achieving the proposed objective of comprehensive education by promoting the mobilization of resources in close collaboration between the three forces as the school, family and society; thus, confirming the management capacity and capability of educational managers for manipulating in reality in the current integration trends.

- **Quantitatively:** Conducting statistical results of the experimental group and the control group after completing experiments of 2 of the 7 measures and obtaining the following application tables:

- **Experiment of Measure 4: Promoting the mobilization and coordination of community resources involving in implementing extracurricular educational activities oriented socialization at high schools.**

To evaluate the feasibility and effectiveness of this measure we conduct surveys and inspection in accordance with the following statistical table:

Statistical table of evaluation points of the staff, teachers, students' parents, social forces for mobilizing and coordinating community resources involved in implementing extracurricular educational activities oriented socialization

Symbols of the columns in the table

A: Experimental subjects: the staff, teachers, students' parents at public and non-public schools, the social forces

B: Group: the experimental Group (EG), the control group (CG)

C: A number of experimental participants: the staff, teachers (the EG: 15, the CG: 14); students' parents (the EG: 613, the CG: 609), the social forces (the EG: 100, the CG: 100)

D: Points (Scale of points from 1 to 10 to assess the level of applying the measure after experiment

A	B	C	Experimental statistical results for the groups under the following evaluation contents:
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			- Content 1 (C1): Assessing the level of feasibility, on the scale from 1 to 10 - Content 2 (C2): Assessing the level of efficiency by calculating the "Frequency"										
			D	1	2	3	4	5	6	7	8	9	10
The coordination subjects: School with Family													
the staff, teachers	EG	15	C1	0	0	0	0	0	0	1	3	5	6
			C2	0	0	0	0	0	0	6.7	20	33.3	40
	CG	14	C1	0	0	2	3	3	1	2	1	1	1
			C2	0	0	14.3	21.4	21.4	7.1	14.3	7.1	7.1	7.1
students' parents	EG	613	C1	0	0	0	0	62	73	91	126	150	111
			C2	0	0	0	0	10.1	11.9	14.9	20.6	24.5	18.1
	CG	609	C1	0	0	23	51	78	97	173	85	54	48
			C2	0	0	3.8	8.4	12.8	15.9	28.4	14	8.9	7.9
the social forces	EG	100	C1	0	0	0	0	3	15	19	21	25	17
			C2	0	0	0	0	3	15	19	21	25	17
	CG	100	C1	0	0	3	1	19	23	15	27	5	7
			C2	0	0	3	1	19	23	15	27	5	7
The coordination subjects: School with Society													
the staff, teachers	EG	15	C1	0	0	0	0	0	2	2	3	4	4
			C2	0	0	0	0	0	13.3	13.3	20	26.7	26.7
	CG	14	C1	0	0	1	1	2	4	3	1	1	1
			C2	0	0	7.1	7.2	14.3	28.6	21.4	7.1	7.1	7.1
students' parents	EG	61.3	C1	0	0	0	3	59	67	91	119	158	116
			C2	0	0	0	0.5	9.6	10.9	14.9	19.4	25.8	18.9
	CG	60.9	C1	0	7	23	51	71	106	164	93	54	40
			C2	0	1.2	3.8	8.4	11.7	17.4	26.9	15.3	8.9	6.6
the social forces	EG	10	C1	0	0	0	0	7	11	19	23	14	26
			C2	0	0	0	0	7	11	19	23	14	26
	CG	10	C1	0	0	3	9	15	13	23	26	7	4
			C2	0	0	3	9	15	13	23	26	7	4
The coordination subjects: Family with Society													
the staff, teachers	EG	15	C1	0	0	0	0	0	1	3	2	5	4
			C2	0	0	0	0	0	6.7	20	13.3	33.3	26.7
	CG	14	C1	0	1	1	2	3	3	2	1	1	0
			C2	0	7.1	7.1	14.3	21.4	21.4	14.3	7.1	7.1	0
students' parents	TN	61.3	C1	0	0	3	7	43	67	103	111	183	96
			C2	0	0	0.5	1.1	7	10.9	16.8	18.1	29.9	15.6
	ĐC	60.9	C1	0	15	28	67	55	96	167	88	58	35
			C2	0	2.5	4.6	11	9.03	15.8	27.4	14.5	9.5	5.8
the social forces	TN	100	C1	0	0	0	0	5	13	16	26	10	30
			C2	0	0	0	0	5	13	16	26	10	30
	ĐC	100	C1	0	0	5	7	19	9	25	24	5	6
			C2	0	0	5	7	19	9	25	24	5	6

From the statistical table of evaluation points after conducting experiments above, we have the following results:

✓ Conducting surveys and inspecting the feasibility of mobilizing and coordinating community resources involved in implementing extracurricular educational activities oriented socialization by quantitative analysis (giving scores according to evaluation of applying on a scale of points from 1 to 10 - content 1) of the experimental group and the control group.

Statistical table of evaluation results based on feasible levels on a scale of points (from 7 to 10) for mobilizing and coordinating community resources involved in implementing extracurricular educational activities oriented socialization

Subjects	School with Family				School with Society				Family with Society			
	The EG		The CG		The EG		The CG		The EG		The CG	
	Q	%	Q	%	Q	%	Q	%	Q	%	Q	%
the staff, teachers	15	100	05	35.71	13	86.7	06	42.86	14	93.33	04	28.57
students' parents	478	77.97	359	58.94	484	78.95	351	57.64	493	80.42	348	57.14
the social forces	82	82	54	54	82	82	60	60	82	82	60	60

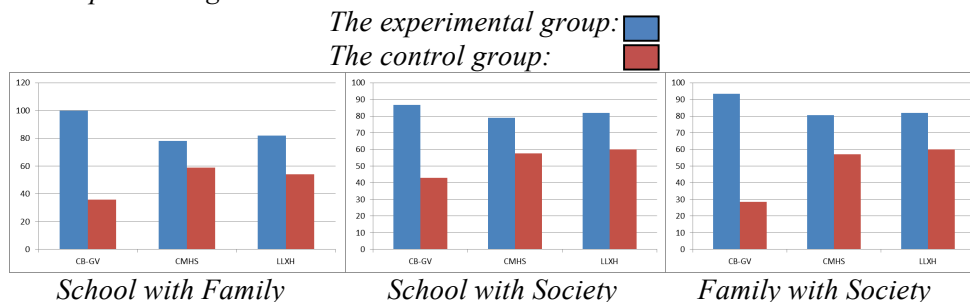
The figures of the above table on the results of assessing the feasibility levels (content 1) of the mobilization and coordination of community resources involved in implementing extracurricular educational activities oriented socialization on the basis of three coordinative relationships of educational forces: school with family, school with society, family with society. Observing the statistics in the table,

comparing the results of the experimental group with the control group at public and non-public schools schools with the evaluation of the three groups as the staff, teachers, students' parents and the social forces we find that the results of the experimental group have always rated higher than the results of the control group; in which the role of mobilization and coordination of resources between school and family is the highest rating (average plus assessing rate of three subject groups); That perfectly fits with the reality as it is easy to implement relationships, intimate and closest of the three relationships between the school, family and society. Next is the relationship between family and society that asserts a truth, "the family is the cell of society" because families are good, society will develop sustainably, so if knowing how to enlist the relationship, the mobilization and coordination of resources will be extremely advantageous and effective. Through analysis and assessments, we draw a conclusion that the mobilization and coordination of community resources involved in implementing extracurricular educational activities oriented socialization is more feasible than the doing way before, if reaching consensus and good support from the coordination relationship between the three educational forces: school with family, school with society, family with society.

✓ Conducting surveys and inspecting the effectiveness of mobilizing and coordinating community resources involved in implementing extracurricular educational activities oriented socialization by calculating the "Frequency" or "Cumulative Frequency" In this context, we will calculate the frequency (proportion % of the people giving points according to evaluating the appying levels on a scale of points from 1 to 10 - content 2) to inspect the effectiveness of the measure.

We have the data to calculate the frequency distribution shown by the following chart group in order to determine the level of effectiveness of the mobilization and coordination of community resources involved in implementing extracurricular educational activities oriented socialization based on the three coordinative relationships between school with family, school with society, family with society.

The chart groups of frequency distribution showing the level of efficiency of the two groups: the control and experimental ones for mobilizing and coordinating community resources involved in implementing extracurricular educational activities oriented socialization



Based on the chart groups, we realize that the mobilization and coordination of community resources involved in implementing extracurricular educational activities oriented socialization is assessed the appying level Fair - Good with the highest percentage by the staff and teachers (100%: expressed the proportion % of people who give points according to the assessment appying levels from points 7 to points 10) for the coordination relationship between School and Family; The parents appreciate the coordination relationship between Family and Society (80.4%), while the social forces evaluate the same appying rates for the measure to all three coordination relationship between School and Family, School and Society, Family and Society (82%). Although the proportion of assessing the appying levels for the measure is different as analyzing in the surveys, but the subjects in the experimental group always assess the appying level Fair - Good much higher than that in the control group in any relationship between the school, family and society; That proves that the mobilization and coordination of community resources involved in implementing extracurricular educational activities oriented socialization based on the three coordination relationships between School and Family, School and Society, Family and Society is feasible and brings high efficiency.

• **Experiment of Measure 7: Renewing the mechanism of managing extracurricular educational activities oriented socialization.**

To evaluate the feasibility and effectiveness of this measure we conduct surveys and inspection in accordance with the following statistical table:

Statistical table of evaluation points of the staff, teachers, head teachers, educational forces after the experiment for renewing the mechanism of managing extracurricular educational activities oriented socialization

Symbols of the columns in the table

A: Experimental subjects: educational managers, head teachers at public and non-public schools, the external and internal scholastic education forces at schools

B: Group: the experimental Group (EG), the control group (CG)

C: A number of experimental participants: educational managers (the EG: 10, the CG: 10); head teachers (the EG: 15, the CG: 14), the internal educational forces at schools (the EG: 10, the CG: 10), the external educational forces at schools (the EG: 100, the CG: 100)

D: Points (Scale of points from 1 to 10 to assess the level of applying the measure after experiment)

A	B	C	Experimental statistical results for the groups under the following evaluation contents: - Content 1 (C1): Assessing the level of feasibility, on the scale from 1 to 10 - Content 2 (C2): Assessing the level of efficiency by calculating the "Frequency"										
			D	1	2	3	4	5	6	7	8	9	10
AT PUBLIC SCHOOLS													
Educational managers	EG	10	C1	0	0	0	0	0	0	2	1	3	4
			C2	0	0	0	0	0	0	20	10	30	40
	CG	10	C1	0	0	0	1	2	1	2	1	1	2
			C2	0	0	0	10	20	10	20	10	10	20
Head teachers	EG	15	C1	0	0	0	0	1	2	2	3	3	4
			C2	0	0	0	0	6.67	13.33	13.33	20	20	26.67
	CG	14	C1	0	0	1	2	2	3	2	2	1	1
			C2	0	0	7.14	14.29	14.29	21.42	14.29	14.29	7.14	7.14
AT NON-PUBLIC SCHOOLS													
Educational managers	EG	10	C1	0	0	0	0	0	0	2	4	2	2
			C2	0	0	0	0	0	0	20	40	20	20
	CG	10	C1	0	0	1	2	1	1	2	1	1	1
			C2	0	0	10	20	10	10	20	10	10	10
Head teachers	EG	24	C1	0	0	0	0	1	2	4	4	7	6
			C2	0	0	0	0	4.16	8.33	16.67	16.67	29.17	25
	CG	20	C1	0	0	0	2	7	3	5	1	1	1
			C2	0	0	0	10	35	15	25	5	5	5
THE EDUCATIONAL FORCES AT SCHOOLS													
The internal educational forces	EG	20	C1	0	0	0	0	0	0	5	6	7	2
			C2	0	0	0	0	0	0	25	30	35	10
	CG	20	C1	0	0	1	1	3	7	5	3	0	0
			C2	0	0	5	5	15	35	25	15	0	0
The external educational forces	EG	100	C1	0	0	0	0	6	11	17	23	21	22
			C2	0	0	0	0	6	11	17	23	21	22
	CG	100	C1	0	0	0	2	17	28	22	24	4	3
			C2	0	0	0	2	17	28	22	24	4	3

From the statistical table of evaluation points after conducting experiments above, we have the following results:

✓ Conducting surveys and inspecting the feasibility of renewing the mechanism of managing extracurricular educational activities oriented socialization by quantitative analysis (giving scores according to evaluation of applying on a scale of points from 1 to 10 - content 1) of the experimental group and the control group.

Statistical table of evaluation results based on feasible levels on a scale of points (from 7 to 10) for renewing the mechanism of managing extracurricular educational activities oriented socialization

The subjects	At public schools				At non-public schools				Educational forces at schools			
	The EG		The CG		The EG		The CG		The EG		The CG	
	Q	%	Q	%	Q	%	Q	%	Q	%	Q	%
Educational managers	10	100	6	60	10	100	5	50	/	/	/	/
Head teachers	12	80	6	40	21	87.5	8	40	/	/	/	/
The internal educational forces	/	/	/	/	/	/	/	/	20	100	8	40
The external educational forces	/	/	/	/	/	/	/	/	83	83	53	53

The figures of the above table on the results of assessing the feasibility levels (content 1) of renewing the mechanism of managing extracurricular educational activities oriented socialization on the basis of assessing the applying levels of this measure at the public and non-public schools and the adaptation of the mechanism for the internal and external scholastic education forces. Observing the statistics in the table, comparing the results of the experimental group with the control group with the assessment of the three subject groups: educational managers, head teachers, the internal and external scholastic education forces we find that the educational managers assess the feasibility at absolute level (100%) of the application of the measures to renew the mechanism of managing extracurricular educational activities oriented socialization at public and non-public schools. For head teachers, the measure to renew the mechanism of managing extracurricular educational activities oriented

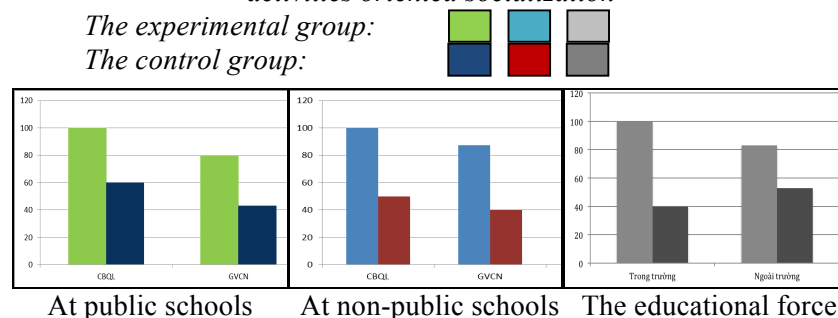
socialization has good application for public schools (80%) and non-public schools (87.5%); however, the application in non-public schools is considered better because of their available element of socialized education by themselves non-public schools in the management and financial autonomy; therefore, if knowing how to apply reasonably, creatively in conditions of every school, it will ensure viable conditions for the measure. For the educational forces, the improvement of managing extracurricular educational activities oriented socialization is also very convenient because it is the best way to implement socialized education based on the coordination of the internal and external scholastic education forces to participate in implementing extracurricular educational activities.

Thus, observing the statistical data in the table, comparing the results of the experimental group with the control group after the experimental measures at the public and non-public schools with the appreciation of the measure of the internal and external scholastic education forces, we find that the results in the experimental group are always higher than that in the control group, which indicates the renewal of managing extracurricular educational activities oriented socialization is absolutely feasible and brings higher efficiency than before.

✓ Conducting surveys and inspecting the effectiveness of renewing the mechanism of managing extracurricular educational activities oriented socialization by calculating the "Frequency" to inspect the effectiveness of the measure.

Based on the data table to calculate the frequency distribution shown by the following chart group to determine the effect of renewing the mechanism of managing extracurricular educational activities oriented socialization at public and non-public schools and assessing the well-applied level of the internal and external scholastic education potencies.

The chart groups of frequency distribution of the two groups: the control and experimental ones at public and non-public schools for renewing the mechanism of managing extracurricular educational activities oriented socialization



Based on the chart groups, we realize that the renewal of managing extracurricular educational activities oriented socialization is assessed the applying level Fair - Good by the educational managers and head teachers (expressed the proportion % of people who give points according to the assessment applying levels from points 7 to points 10). Although the proportion of assessing the applying levels for the measure is different as analyzing in the surveys, but the subjects in the experimental group always assess the applying level Fair - Good much higher than that in the control group; That proves that the renewal of managing extracurricular educational activities oriented socialization is feasible and brings high efficiency.

In summary, through the statistical results tested by Student test with the two measures referred to above and the gained results are fully consistent with the statistical theory of that test, which demonstrates that the statistical results are reliable. Thus, the above inspection results make us come to the conclusion: Measure 4 "Promoting the mobilization and coordination of community resources involving in implementing extracurricular educational activities oriented socialization at high schools" and measure 7 "Renewing the mechanism of managing extracurricular educational activities oriented socialization" which have been applied fairly well in practice, means experimentally managing extracurricular educational activities oriented socialization at high schools in HCMC through the two feasible measures proposed in the thesis and ensures the efficiency in the management as doing before.

3.5.3. The complication relationship of experimental measures: It should implement all of the 7 measures with the flexibility and synchronization, but paying indispensable attention to the advantages of every measure as well as their mutual relations to each other. Despite achieving a certain number of effective management of extracurricular educational activities at high schools as before, one of the "cause of all causes" to lead to managing extracurricular educational activities which still face many difficulties due to the educational managers having no profound vision of the role of the internal and external scholastic education forces - the core forces for implementating extracurricular educational activities and the management of the coordinative mechanism between the school, family and society has not been adequate attention; thereby the mobilization and coordination of community resources involved

in organizing extracurricular educational activities oriented socialization also follow the "spontaneous way" depending on the perception of the educational managers and conditions of every school. The organization of experimenting on two measures of the seven measures (measure 4 and measure 7) mentioned above have affirmed the complication relationship, bond mutual aid between the measures in the process of implementation; in which "the key issue of the key ones" is to "Renew the mechanism of managing extracurricular educational activities oriented socialization" besides "Promote the mobilization and coordination of community resources involving in implementing extracurricular educational activities oriented socialization at high schools". It should determine that do not disregard any measures; nor measures do also achieve absolute efficiency in the implementation process; but once the educational managers determine "the origins of the management" which means to create the innovation in the management mechanisms of extracurricular educational activities oriented socialization, it not only must achieve high efficiency in the management but also exploit to maximize community resources, promoting synergy of the internal and external scholastic education forces in organizing activities, ensuring the rich contents and diverse forms of activities but also improve the high role of socialized education in social perception: an educational investment is an investment for development.

STATE OF CHAPTER 3

Managing extracurricular educational activities oriented socialization is an urgent practical duty and fully consistent with the Party and State's policy of socialized education at schools in the current days, particularly at high schools targeting comprehensive education, training new people who build, protect and develop the country in the industrialization and modernization period and international integration.

To perform effectively that duty, the educational managers at high schools in HCMC need to master the principles of socialized education in general and the policies to implement socialized education in HCMC in particular; thence flexibly applying the management functions to manage extracurricular educational activities oriented socialization through the 7 measures proposed as above.

With the above measures and through successful experimental results of two of the seven proposed measures by the Student test (measure 4 and measure 7) we come to the conclusions that: in order to improve the management efficiency of extracurricular educational activities oriented socialization, the educational managers should have a creativity in their art-management, should know how to choose and use the measures synchronously, how to coordinate them seamlessly to ensure the feasible, consistent with the characteristics of every school and the economic, political, social, local conditions; strategic and necessary to achieve high uniformity on objectives, contents and implementation forms of extracurricular educational activities in the educational forces; it should mobilize and coordinate all resources, starting from the support of students' parents to the support of the local strata, individuals, businesses, economic - political organizations, ... in society to achieve the highest efficiency for those activities.

With the proposed measures, the the educational managers at high schools in HCMC will have better overall visibility in the management process as well as further supplement the positive way through their own art-management, limiting the shortcomings and inadequacies of the measures which they have been implemented so that the management of extracurricular educational activities oriented socialization is increasingly better, and can meet the social increasing demands and meet the integration requirements in the current days.

CONCLUSIONS AND SUGGESTIONS

1. Conclusions: From the results of research the thesis, the author draw some conclusions:

- To fulfill the duties set out in the Strategy for Vietnam Education Development in 2011-2020: "Education and Training has the mission to train the Vietnamese comprehensive development, contributing to building the advanced culture of the country in the context of globalization, while creating the foundation and motivation of industrialization and modernization of the country ... ", it should special attention to extracurricular educational activities at high schools; because that is the final step in preparing general education which helps students the orientation of emotional, moral, intellectual, physical, aesthetic development through labor, culture, arts, sports, social activities, ...to meet the aspirations of activities, the desire of exchange of high school students – the ages with communicative needs, forming the world view to continuous improvement of the whole personality, complete general education with the common understanding of techniques and vocation, having conditions of promoting personal capacity to choose the direction of development, continueing to enter university, college, secondary, vocational or learning career or coming to life.

- With the Party and State's policy of socializing educational activities, managing extracurricular educational activities oriented socialization becomes one of the important duties at high schools nowadays. To do that work well, it requires the educational managers to grasp thoroughly the guidelines and policies of socialized education, grasp the direction of objectives, contents, methods and organization forms of extracurricular educational activities in order to make plans of mobilizing all

sources and coordinating the educational potencies to participate in implementation of extracurricular educational activities for students. In collaborative activities, the school plays a key role to ensure the consistency on objectives, contents, methods and education forms between the educational forces; the management role of the educational managers is very important, which requires them successful implementation of their management functions.

- The actual survey results at some high schools in HCMC show that the mobilization of resources and the coordination activities between the school with the educational forces in implementing extracurricular educational activities oriented socialization though not achieving satisfactory results, but the first step has gained the certain consensus of awareness. Since the rationale and baseline studying results show that some restrictions that the school should soon overcome; that shows the educational managers need to continue studying, adding so that the management mechanisms as well as the mobilization of resources and coordination between the external and internal scholastic education forces to implement extracurricular educational activities oriented socialization is increasingly complementary, synchronized, coherent and more rhythm; thereby it helps the extracurricular educational activities oriented socialization increasingly more complete.

- Combining with the theoretical research results and the results assessing the current status, the author has proposed the 7 measures to managing extracurricular educational activities oriented socialization at high schools in HCMC. Those measures are important, practical, having close relationship, interdependence and help the educational managers perform fully their management functions; in which the measure 4: "Promoting the mobilization and coordination of community resources involving in implementing extracurricular educational activities oriented socialization at high schools" and the measure 7: "Renewing the mechanism of managing extracurricular educational activities oriented socialization" are experimented to ensure their feasibility and effectiveness in practical applications. Those measures have a profound dominance of implementating the other measures; so the mobilization and coordination of community resources is "necessary condition" for the implementation of the other measures; renewing the management mechanism has a "sufficient condition", as a lever, pushing the implementation contents and duties of the other measures.

- The experimental results show that the educational forces' consensus inside and outside school for the management measures which the author has proposed.

2. Suggestions

2.1. For the Party and Government:

- There should be the normative documents to further clarify the contents and spirit of Resolution No. 05 of the Government issued in 2005 on socialization in the educational field; building a legal framework to attract and bind the social forces to participate in educational activities at schools in general and in students' extracurricular educational activities in particular.

- There are encouraging regimes both mentally and physically for individuals, organization units that are well-done that work.

2.2. For the Ministry of Education and Training:

- It is necessary to advise actively and proactively for the State in building regulations of coordination between the educational potencies to participate in implementing the school's educational activities in general and extracurricular educational activities for students at high schools in particular.

- It should facilitate and focus on directing the institutions doing well some issues: Raising awareness for educational forces, providing documentation and media to organize and implement extracurricular educational activities, ...

- Strengthening training and standardizing high school teacher staff of Pedagogy institutions.

2.3. For the HCMC Department of Education and Training:

- It should pay more attention to managing extracurricular educational activities oriented socialization in city educational institutions; adding specific texts about managing extracurricular educational activities oriented socialization which must be reflected closely in educational manager staff.

- It should have the encouragement and commendation for the units, the individuals or the institutions doing well the management of extracurricular educational activities oriented socialization; should direct some educational institutions in the city piloted the socialization of extracurricular educational activities; organizing to learn from experience, expanding to schools and other educational institutions in the city.

2.4. For the high schools in HCMC:

- Increasing awareness, defining roles and responsibilities involved for educational forces in implementing extracurricular educational activities at schools; promoting the collaboration between schools with relevant organizations.

- Establishing the Steering Committee of extracurricular educational activities with the broad participation of representatives of the educational forces, in which the principal or vice principal hold as their leader, has assigned a specific task to each member of the Steering Committee on the plans of organized coordination; the plans must specify the objectives, contents, methods and organization forms accordingly with practical and feasible coordination.

- The principal should fully perform his management functions for coordinating activities; increase facilities investment and funding, raising the contribution of the social classes, the social forces for coordinating activities.

2.5. For the state governments:

- Firstly it is necessary to raise awareness of the role and responsibilities of students' comprehensive education of the Party leaders, local authorities; local socio-economic and political organizations through the collaboration with educational institutions, with students' parents to join in implementing extracurricular educational activities for students.

- In addition to raising awareness, the localities should regularly coordinate with the school, with students' parents to monitor, prevent and promptly handle violations of law, violations of ethics expressed by students; organizing cultural activities, arts, sports, other types of group activities for the purpose of gathering and dissemination through extracurricular educational activities.

2.6. For the students' parents

- It should have full awareness of the family's role and responsibilities for the formation and development of their children's personality. Having plenty of time to care, manage their own children from early childhood to adulthood, constantly searching for appropriate educational methods, along with the school to educate their own children overall.

- It should regularly educate often traditional ethnic, traditional homeland, family and family traditions for their own children; having regular contact with the school, with the Representatives' Board of Parents, local governments and their children's friends, thereby grasping students' learning situation and cultivate discipline, having the encouragement, impact, timely redress for the students' misguided development.

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