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Factors Influencing Experiential Activities in Primary Schools Through A Collaborative Approach with Educational Forces

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ABSTRACT: This study aims to identify and analyze factors influencing experiential activities in primary schools through the coordination of educational stakeholders. By synthesizing theoretical literature on experiential activities and school-family-society coordination in student education, the research establishes a theoretical framework of factors impacting the organization of these activities. A questionnaire-based survey was conducted among school administrators and teachers to assess the degree to which various factors influence experiential activities when centered on stakeholder coordination.

Research results indicate that experiential activities are affected by both internal and external factors. This confirms that enhancing management capacity, developing teaching staff, improving infrastructure and facilities, and strengthening coordination among educational stakeholders are vital conditions for improving the effectiveness of experiential activities for primary students amidst current educational reform.

KEYWORDS: experiential activities, primary schools, educational stakeholders, educational coordination.

1. INTRODUCTION

Amidst rapid globalization and the digital boom, education and training have moved beyond the mere transmission of academic knowledge toward a fundamental orientation of developing learners' comprehensive qualities and competencies. For Vietnam, deep integration into the global knowledge economy places strategic tasks upon the national education system. Modern schools are responsible for providing society with high-quality human resources—individuals possessing both knowledge and skills, creative thinking, practical capacity, and flexible adaptability. To realize this goal, mobilizing synergistic power and closely combining the roles of schools, families, organizations, labor collectives, and the community is a prerequisite for building a young Vietnamese generation that is patriotic, self-aware, civically responsible, healthy, and culturally minded.

Experiential activities within the General Education Program serve as the core educational component to achieve the aforementioned goals. Through diverse formats such as flag-raising ceremonies, class meetings, learning projects, dramatized programs, or visits to historical sites, students engage with reality and transform knowledge into specific action competencies. The strategic importance and the legal and technical guidelines for these activities were detailed by the Ministry of Education and Training in Official Dispatch No. 5636/BGDĐT-GDTrH in 2023.

Although experiential activities have moved past the initial introduction phase and are no longer a completely new task, many teachers remain confused during key stages ranging from planning to implementation. This reality creates an urgent need for specialized training programs to help the pedagogical team master the objectives, significance, and methodology of organization. Regarding educational methods, the nature of experiential activities requires teachers to act only as facilitators and coordinators, while students must be the true subjects of all stages from ideation to execution. Therefore, raising students' own awareness and understanding of the nature of creative experiential activities is a decisive factor in their level of active and effective participation.

In Vietnamese primary schools, experiential activities are currently being implemented in diverse and rich ways. Schools have begun to shape core activity groups, including: discovery activities to form new knowledge and skills; scientific research and vocational practice; and activities linked to moral training and life skills. However, for experiential activities to be effective, coordination among educational stakeholders inside and outside the school is required.

2. THEORETICAL FRAMEWORK

2.1. Concept of Experiential Activities

In the general education system, experiential activities hold a particularly important position, conducted simultaneously with and serving to complement and support classroom teaching. These activities are an organic part of the overall educational process, characterized by purposefulness, strict organization, and flexible implementation in various forms both on and off school grounds.

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Theoretically, according to specialized studies, experiential activities are an educational method aimed at awakening potential, developing personality traits, and nurturing self-reliance and community spirit in learners. This process focuses maximally on practical application. The core characteristic is that students are always positioned as the central subject, granted the initiative to participate deeply in the entire logical cycle of the activity: from ideation, planning, and preparation to implementation, evaluation, and self-assessment of results.

From a pedagogical perspective, experiential activities are defined as an educational space where, under the scientific guidance and organization of educators, each student directly engages in the vivid practical activities of school and social life. Through this practical experience, students have the opportunity to transform knowledge into emotions and ethics, shaping their value systems while accumulating personal practical experience and maximizing their inherent creative potential.

Sharing this view, Le Huy Hoang, in a study on the new General Education Program, further interpreted the dynamic nature of this activity: "Experiential activity is a motivated activity with an object to be mastered, organized through specific actions by students, helping them mobilize a synthesis of knowledge and skills from different subjects and educational fields to experience real life in the family, school, and society; participating in all stages of the process, from activity design to preparation, implementation, and evaluation of results" (Hoang 2015).

Synthesizing these scientific viewpoints with the research objectives, we define: Experiential activities are practice-centered educational activities organized and guided by general education institutions with the accompanying coordination of multiple educational stakeholders inside and outside the school; in which students act as absolute subjects at every stage, thereby discovering themselves, adjusting behavior, accumulating life experience, and gradually shaping the core competencies of a future worker and responsible citizen (Hanh 2024).

2.2.The concept of experiential activities centered on the coordination of educational stakeholders:

Experiential activities centered on stakeholder coordination represent a specific, integrated, and expanded educational method; in which, under the school's design, orientation, and coordination, there is synchronized participation and close alignment of objectives, content, and resources among internal stakeholders (School administrators, teachers, YPO leaders, staff) and external stakeholders (parents, local authorities, socio-political organizations, businesses); aimed at creating a diverse practical environment where primary students actively participate, discover, accumulate life experience, and develop comprehensive qualities and competencies (Anh 2024).

The essence and core characteristics of this concept include three elements:

- Diversity in experiential space and content: Activities are no longer confined to the classroom or school grounds but extend into society (historical sites, production facilities, farms, residential communities). This coordination ensures that educational content stays current with practical reality and reflects the contemporary social issues students need to adapt to.
- Shift in the roles of educational stakeholders: In this model, external stakeholders such as parents or social organizations are no longer passive "supporting objects" or "sponsors." They become co-subjects directly or indirectly involved in the organizational process: from providing input on plans and supporting expertise, finances, and materials to monitoring and evaluating student progress.
- Synergy and resource optimization: Each participating stakeholder brings unique potential and strengths. Schools excel in pedagogical methods; families excel in their close understanding of their children's psychology; society excels in providing real-world spaces and material resources. When these stakeholders are coordinated toward a unified direction, resources are optimized, effectively addressing shortages in infrastructure, technical equipment, or the practical expertise of the teaching staff.

Thus, experiential activities centered on stakeholder coordination serve as the most effective solution for transforming textbook knowledge into practical action competencies for students by leveraging the collective strength of society.

2.3. Factors influencing experiential activities centered on educational stakeholder coordination.

2.3.1. Party and State policies regarding experiential activities

Orientation of objectives and content: Education reform policies focus on developing student competency and comprehensive education. The 2018 General Education Program allocates time for experiential activities and encourages schools to coordinate with educational stakeholders for effective implementation. Guidelines specify objectives, content, and organizational methods.

Support policies for finance, infrastructure, and equipment for experiential activities. Regulations on coordination with families, communities, and businesses. Training teachers in experiential activity methods and stakeholder coordination skills.

Quality improvement: Evaluating the effectiveness of experiential activities to adjust and improve them for students and social requirements. Rewarding and encouraging students, teachers, and staff for effective participation. Sharing organizational experiences between schools.

Overall, policies and mechanisms for education in general and primary schooling in particular directly influence the management of experiential activities toward stakeholder coordination. These policies ensure more attention is paid to experiential activities, making them more effective and contributing to comprehensive student development.

2.3.2. Infrastructure and facilities for experiential activities in primary schools

Infrastructure and facilities play a crucial role in creating a positive learning and career development environment for students. Administrators must coordinate with various educational stakeholders to ensure the success of these activities. For management, infrastructure impacts the following:

Infrastructure includes classrooms, laboratories, libraries, computer rooms, playgrounds, and other utilities necessary for a positive learning environment. Management must ensure these spaces are designed and arranged effectively to encourage student interaction and creativity. Facilities must also support career orientation and skill development, including career counseling rooms, vocational labs, or internship programs and business meetings. Administrators need to identify and develop these resources to provide opportunities for students to explore and develop career interests and skills.

Infrastructure provides the foundation for collaboration between schools and other educational stakeholders like career centers, local businesses, and NGOs. Management needs to coordinate with these partners to provide career support programs, counseling, and field trip

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opportunities for students.

A lack of classrooms, labs, playgrounds, or practice areas hinders the ability to organize experiential activities. Degraded or unsafe facilities can pose risks to students during participation. Limited space for joint activities with families, communities, and businesses affects coordination capabilities. Inadequate equipment fails to meet the needs of coordinated activities. Limited facilities can make experiential activities monotonous and unattractive to students, leading to low effectiveness as students lack the conditions to practice skills in real-world environments.

2.3.3. Resources from businesses and social organizations

Businesses and social organizations play a vital role in supporting experiential activities by providing practical experience opportunities, financial sponsorship, and specialized human resources. However, their level of participation depends on factors such as their interest in cooperation, commitment levels, and the alignment between school activities and the business's field. If participation is inconsistent, schools face difficulties in sustaining and developing these activities.

2.3.4. Local economic conditions

Local economic conditions directly affect the implementation and development of experiential activities. In economically developed areas, schools often receive support from businesses, social organizations, and high-income parents. Conversely, in disadvantaged areas, mobilizing finance and resources faces many obstacles, affecting the ability to implement activities effectively and continuously (Anh 2024).

2.3.5. Psychophysiological characteristics of primary school age

Experiential activities must be designed based on students' psychophysiological characteristics. First, the school identifies the target student groups and selects content suitable for primary students' developmental needs, helping them explore the world, affirm themselves, and develop cognition, emotions, and will. Flexible methods and organizational forms should be applied to generate interest and promote creativity and problem-solving. Activities should be diversified, integrated into subjects, and combine classroom learning with practical experience.

Communicating with families about students' psychophysiological characteristics allows for appropriate coordinated educational measures. Families should be encouraged to participate in activities. Schools should coordinate with cultural, historical, and scenic sites to organize field trips. Experts and prominent figures from various fields can be invited to share experiences and career orientation. Partnering with businesses for practical experiences and sharing management experiences regarding stakeholder coordination are also essential.

1.5.6. Capacity of primary school administrators

The capacity of school administrators affects the management of experiential activities in the following ways:

Professional Capacity: Administrators need to understand the objectives, content, and methods of organizing experiential activities centered on stakeholder coordination. They need knowledge of primary student psychology to select appropriate content and forms. Skills in planning, organizing, monitoring, and evaluating activities are essential, alongside communication skills for coordinating with teachers, students, parents, and other stakeholders.

Leadership Capacity: Administrators must be able to inspire teachers, students, and other stakeholders. They need the leadership to build a team of teachers and staff who participate effectively and must be capable of making sound decisions regarding activity organization.

Creative Capacity: Administrators need the creativity to develop rich and diverse content that meets student learning and developmental needs. They must also be able to innovate active and effective organizational methods.

Collaborative Capacity: Administrators must coordinate with teachers to build plans and implement activities. They need to work with parents to mobilize their participation and partner with other stakeholders like the community and businesses for effective organization.

1.5.7. Capacity and qualifications of teachers and staff

The capacity and qualifications of teachers and staff significantly influence experiential activities as they are the core educational force. Based on a full awareness of the objectives, content, and methods of stakeholder-coordinated activities, they must use their knowledge of student psychology to select appropriate methods. Teachers and staff need the skills to organize diverse activities that attract students and communication skills to coordinate with parents and other stakeholders.

Additionally, teachers and staff need IT skills for designing electronic lesson plans, creating presentations, and managing student data. They must possess assessment skills to evaluate student competency during activities and adjust activities accordingly.

Teachers and staff must care for students' comprehensive development and be proactive and creative in building activities. A high sense of responsibility is required to ensure student safety. They must also be able to adapt to changes in the educational environment and social requirements.

3. CURRENT STATUS OF FACTORS INFLUENCING EXPERIENTIAL ACTIVITIES CENTERED ON EDUCATIONAL STAKEHOLDER COORDINATION.

To provide a practical basis for defining feasible management solutions, this study surveyed school administrators and teachers directly involved in primary education. The evaluation of the impact of internal and external factors on managing experiential activities centered on stakeholder coordination is summarized below:

No.	Influencing Factor Content	Very Significant Impact (%)	Significant Impact (%)	Impact (%)	Little Impact (%)	No Impact (%)	Mean	Rank
1	Party and State policies on education	16,7	19,2	46,6	12,5	5,0	3,30	6

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No.	Influencing Factor Content	Very Significant Impact (%)	Significant Impact (%)	Impact (%)	Little Impact (%)	No Impact (%)	Mean	Rank
2	Infrastructure and facilities for experiential activities in primary schools	42,5	46,7	10,8	0	0	4,32	2
3	Resources from businesses and social organizations	35,0	29,2	17,5	14,1	4,2	3,70	5
4	Local economic conditions	12,5	17,5	32,5	21,7	15,8	2,89	7
5	Psychophysiological characteristics of primary school age	40,8	34,2	12,5	8,3	4,2	3,99	4
6	Capacity of primary school administrators	44,2	55,8	0	0	0	4,44	1
7	Capacity and qualifications of teachers and staff	42,5	41,7	12,5	2,5	0,8	4,23	3

The management of experiential activities in primary schools is influenced by various external and internal factors. Factors positively affecting the quality of experiential education, such as "Capacity of primary school administrators," received the highest Mean score of 4.44. Notably, 100% of surveyed subjects believed this factor had a "Significant" or "Very Significant" impact. This demonstrates that the leadership, direction, and professional capacity of the school board are decisive in defining the vision, strategy, planning, organization, monitoring, and resource mobilization for these activities. A 4th-grade teacher shared: "The principal is the head of the school, so the direction of school development depends largely on them. The principal shapes teachers' mindsets. If the manager is flexible, capable, and bold, teachers will feel confident to implement creative initiatives."

The item "Capacity and qualifications of teachers and staff" also scored highly (Mean: 4.23), with 42.5% and 41.7% of respondents rating it as having a "Very Significant" and "Significant" impact, respectively. This result clearly reflects the importance of this team as they are the primary educational force spending the most time monitoring students. Teachers directly organizing activities must understand student psychology and flexibly apply diverse, active educational methods.

External factors such as "Resources from businesses and social organizations" and "Party and State policies on education" received mean scores of 3.70 and 3.30, respectively, indicating a perceived impact that is not yet substantial. This suggests that schools have not yet effectively mobilized external resources, despite current limitations in facilities, finance, and specialized expertise. Furthermore, teachers and staff may not yet fully grasp policies, leading to an incomplete awareness of these influential factors.

Notably, the factor "Local economic conditions" had the lowest mean score (Mean: 2.89), with 40% of evaluations being "Little impact" or "No impact." In reality, as Vietnam is a developing country with economic challenges, many parents have low or unstable incomes, which presents a difficulty when mobilizing contributions for experiential activities. Ms. T.B.H noted: "Not all parents are ready to contribute when the school organizes experiential activities, especially those from disadvantaged or single-parent families."

Thus, the survey results show that human factors (management capacity, teacher qualifications, student psychology) significantly influence the effectiveness of experiential activities. External factors such as policies, local economy, and businesses are identified as necessary but have not yet fully exerted their role.

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4. CONCLUSION

In recent years, experiential activities for primary students in Vietnam have received attention from leaders, parents, and organizations, successfully mobilizing stakeholder strength and achieving certain results. However, limitations remain: while many formats are proposed, some implementation remains performative and superficial, lacking depth. Additionally, some methods used are ineffective, as teachers lack the skills to organize research activities appropriate for primary student psychology. Teachers have not focused enough on innovating organizational methods to create student interest. Schools need better coordination with educational stakeholders to improve the quality of experiential activities.

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