



**FACTORS AFFECTING THE MANAGEMENT OF EXPERIENTIAL  
ACTIVITIES AT LOMONOXOP PRIMARY SCHOOL ACCORDING TO THE  
2018 GENERAL EDUCATION PROGRAM**

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**Abstract:**

This study aims to identify factors affecting the management of experiential activities at Lomonoxop Primary School in the context of implementing the 2018 general education program. The research method uses a combination of qualitative and quantitative methods to collect and analyze data.

The research results show that the main factors affecting the management of experiential activities include: 1. Awareness of educational forces inside and outside the school, 2. Capacity of management staff, 3. Capacity of teachers, 4. Activeness of students, 5. Coordination of educational forces, 6. Facilities and financial conditions. However, the level of influence of the factors is different.

The research results can be used to develop solutions to improve the quality of management of experiential activities at Lomonoxop Primary School, and at the same time provide lessons for other primary schools when implementing the 2018 general education program.

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## CÁC YẾU TỐ ẢNH HƯỞNG ĐẾN VIỆC QUẢN LÝ HOẠT ĐỘNG TRẢI NGHIỆM TẠI TRƯỜNG TIỂU HỌC LOMONOXOP THEO CHƯƠNG TRÌNH GIÁO DỤC CHUNG NĂM 2018

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### Thông tin bài viết

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### Từ khoá

Ảnh hưởng, Công tác quản lý, Hoạt động trải nghiệm, Chương trình, Giáo dục phổ thông 2018

### Tóm tắt

Nghiên cứu này nhằm xác định các yếu tố ảnh hưởng tới công tác quản lý hoạt động trải nghiệm ở trường tiểu học Lômônôxốp trong bối cảnh triển khai Chương trình giáo dục phổ thông 2018. Phương pháp nghiên cứu sử dụng kết hợp phương pháp định tính và định lượng để thu thập và phân tích dữ liệu. Kết quả nghiên cứu cho thấy, các yếu tố chính ảnh hưởng tới công tác quản lý hoạt động trải nghiệm bao gồm: 1. Nhận thức của các lực lượng GD trong và ngoài nhà trường, 2. Năng lực của cán bộ quản lý, 3. Năng lực của GV, 4. Tính tích cực của HS, 5. Sự phối hợp của các lực lượng GD, 6. Điều kiện cơ sở vật chất, tài chính. Tuy nhiên mức độ ảnh hưởng của các yếu tố là khác nhau. Kết quả nghiên cứu có thể được sử dụng để xây dựng các giải pháp nâng cao chất lượng quản lý hoạt động trải nghiệm ở trường tiểu học Lômônôxốp, đồng thời cung cấp bài học kinh nghiệm cho các trường tiểu học khác khi triển khai Chương trình giáo dục phổ thông 2018.

### 1. Introduction

In the context of globalization and international integration, many countries have been innovating education towards developing learners' capacity, in which experiential activities are considered one of the effective educational methods. Many countries have been successful in organizing experiential activities, helping students develop comprehensively in terms of knowledge, skills and qualities.

In Vietnam, the 2018 General Education Program has identified experiential activities as one of the compulsory educational contents, especially important at the primary level. However, the management of this activity at Lomonoxop primary schools is facing many difficulties and challenges such as: the organizational capacity of the management team and teachers is still limited, the facilities do not meet the requirements, the

assessment of experiential activity results has not been standardized.

This study was conducted to investigate the factors affecting the management of experiential activities in primary schools, thereby proposing solutions to improve management effectiveness. The research question is: What factors affect the management of experiential activities in primary schools according to the 2018 General Education Program and what is the level of influence of these factors? To answer the above question, the article analyzes in depth four main contents: (1) Overview of research on experiential activities management in primary education; (2) Research methods; (3) Research results and discussion of factors affecting the management of experiential activities; (4) Conclusion. The research results will contribute to providing a scientific basis for policy making and proposing solutions to improve the effectiveness of experiential activities management in Lomonoxop primary schools according to the 2018 General Education Program.

## 2. Literature Review

In the world, in theory, research on experiential learning began in the 1980s with Kolb's (1984) experiential learning model, emphasizing the role of specific experiences in the formation of knowledge. Next, Dewey (1990) developed the theory of "Learning by doing", affirming the importance of practical activities in education. Gardner (1993) with the theory of multiple intelligences further strengthened the theoretical foundation for organizing diverse experiential activities in education. In practice, many international studies have shown the effectiveness of experiential activity management. Smith and Jones (2018) researched 50 primary schools in Australia, showing the important role of management capacity in the success of experiential activities. Anderson (2019) through a survey of 200 primary school teachers in Finland identified five main factors affecting the management of experiential activities: staff capacity, facilities, parental involvement, financial resources and

school policies. In Vietnam, in theory, domestic studies mainly focus on the concept and characteristics of experiential activities. Pham Minh Thao (2021): This study mainly focuses on exploiting the management of experiential activities from the perspective of coordination of forces inside and outside the school. Le Thi Kim Anh (2022) Le Thi Hoai Thuong (2023); Ngo Xuan Hieu (2023) The above research works analyze in depth the management of experiential activities in the direction of developing students' capacity. In practice, Tran Thi Mai (2021) through a survey of 30 primary schools in Hanoi pointed out difficulties in managing experiential activities such as: lack of organizational experience, limited facilities, and no specific evaluation criteria. Le Van Hung (2022) researched primary schools in Ho Chi Minh City and found a lack of uniformity in management work and an urgent need for capacity building for the management team. Through the overview of the above studies, we can see some of the following gaps:

Firstly, existing studies mainly focus on theoretical aspects or general situations, there is no in-depth research on factors affecting the management of experiential activities in the context of implementing the 2018 General Education Program.

Secondly, there is no quantitative research on the level of influence of each factor on the effectiveness of experiential management in Vietnamese primary schools.

Thirdly, the solutions proposed in previous studies are not suitable for the new context of primary education and the actual conditions of schools.

These gaps are opportunities to conduct more in-depth research on factors affecting the management of experiential activities, thereby proposing solutions suitable for the context of implementing the 2018 General Education Program in Vietnamese primary schools.

### 3. Methods

#### -Theoretical research method group

Analyze, synthesize, systematize, and generalize domestic and foreign sources of documents and texts to study concepts, terms, and theoretical issues related to the topic, on that basis, synthesize knowledge to create a system, see the dialectical relationship between theoretical issues, thereby fully, comprehensively, and deeply understand the theory.

#### -Practical research method group

+ Questionnaire survey method. Questionnaire survey method in the form of online survey (using google form) to collect opinions of managers and teachers. Based on the research objectives, the questionnaire is divided into 5 levels of average score (ASP): from 1-1.8: “No impact”; from 1.8-2.6: “Little impact”; from 2.6-3.4: “Average impact” (ASP); from 3.4-4.2: “High impact”; from 4.2-5: “Very high impact” for survey.

- Interview method: we conducted interviews with managers and teachers. The interview objective was to clarify issues that the questionnaire had not collected. The interview content was questions related to the current status of experiential activity management at Lomonoxop My Dinh Primary School, Hanoi according to the 2018 education program. The interview method was to conduct direct questioning with the support of tools such as interview forms, paper, pens, and mobile phones.

- Data processing method: Descriptive statistics were used in data analysis with the support of SPSS software, using Excel software to draw charts.

### 4. Results

#### 4.1. Basic theoretical issues

##### 4.1.1 Related concepts

Experiential activities: Experiential activities can be understood as educational activities in which, under the guidance and organization of educators, each individual student directly

participates in various practical activities of family life, school as well as in society as the subject of the activity, thereby developing practical capacity, personality qualities and promoting the creative potential of the individual.

Managing experiential activities: is understood as the process of planning, organizing, directing and checking educational activities to ensure the development of learners’ qualities and capacities through educational content that focuses on practice, applying knowledge to solve problems in study and life.

##### 4.1.2. The necessity of managing experiential activities in primary schools according to the 2018 General Education Program

- Ensuring comprehensive education: the nature of experiential activities is practice and reality, so students are not limited to the school framework but they can participate in many different activities with the coordination of family, school and society. This creates the best conditions for comprehensive development of students in terms of ethics, intelligence, aesthetics, physical strength and adaptability.

- Enhancing learning interest: experiential activities are carried out on the basis of planning, organization, direction and assessment. Therefore, managing experiential activities helps students reduce stress and pressure from studying, creating excitement for students when participating in a series of activities and diverse forms of experience such as sightseeing, picnics, clubs, forums, competitions... participating in experiential activities, students are attracted to questions, games, stories, images and they always feel more interested and fascinated than in class.

- Forming and developing students’ abilities and qualities: effective experiential activity management will contribute to developing students’ moral qualities (honesty, humanity, patriotism, responsibility...). Besides, it also promotes the best capacity of each individual (ability to be self-reliant, communicate, cooperate, solve problems creatively...). Through planning,

organizing and directing experiential activities, it also contributes to teaching “letters”, teaching “people” and “teaching a profession”.

- Connecting schools with the community: the characteristic of managing experiential activities is coordination and connection with the community, so experiential activities are different from teaching activities in the classroom in that experiential activities are not limited to schools and classrooms but are open spaces with the participation of parents and social organizations inside and outside the school. Connecting social organizations and unions to organize educational activities outside the school, acquiring practical lessons, linking knowledge and practice is the orientation of sustainable development training.

- Career guidance and streaming: good management of experiential activities helps students participate in activities to learn about the meaning, characteristics and requirements of local occupations or traditional craft villages, occupations that meet social needs... students are equipped with practical knowledge about occupational safety and health, the labor market. Through career selection activities, they can plan their studies according to career orientations suitable to their abilities and interests.

- Adapting to the 4.0 industrial revolution: the 4.0 industrial revolution is the new pinnacle of technological development, affecting all aspects of human life in terms of work, entertainment and information connection. Innovation in managing experience activities applying information technology in planning, organizing, directing and evaluating students. This requires the adaptation of managers, teachers and students, fostering new skills in management, organization and learning. In addition to professional skills, it is also necessary to focus on digital skills, foreign language skills, creativity, adaptability skills...

*4.1.3. Factors affecting the management of experiential activities at Lomonoxop Primary School according to the 2018 General Education Program*

Factors affecting the management of experiential activities include subjective and objective factors. Subjective factors: awareness of educational forces inside and outside the school; professional qualifications and pedagogical capacity of teachers; managers mastering methods of organizing experiential activities; intellectual qualities and experiential activity capacity of students; positivity and initiative in experiential activities of students. Objective factors: conditions and means for experiential activities are still lacking; authorities at all levels direct and support facilities and equipment for organizing experiential activities for schools; there are no mechanisms and policies to encourage educational forces to participate in experiential activities; time spent on experiential activities is still limited and unreasonable; Resolutions, documents, and directives of the sector provide clear and specific guidance for implementation

\* Subjective factors

- Awareness of educational forces inside and outside the school: this is a factor that directly affects the management of experiential activities. Experiential activities are characterized by the coordinated participation of educational forces inside and outside the school: the participation of youth organizations, teams, and parents in guiding and orienting students to participate in the activities, the coordination of agencies and organizations outside the school where students participate in the experience... the awareness of these forces governs the entire activity, correct awareness will help mobilize parents and social forces to support the school in the management of experiential activities; help propagate and disseminate the school’s guidelines, policies, and policies to parents. have comments to the school on policies, teaching methods, moral education, and student care. On the contrary, incorrect perception causes significant difficulties in the management of experiential activities in primary schools.

- Capacity of management staff: Has a direct impact on the results of experiential activities in each school. The success and effectiveness

of experiential activities depend largely on the management capacity of management staff. Management staff regularly improve their expertise, ethics, leadership and management capacity, and the ability to inspire teachers and students to follow the set goals. The capacity to manage experiential activities is expressed in the ability to develop plans suitable to the actual conditions of the school. Organize and direct educational forces to coordinate harmoniously to achieve the set goals and inspect and evaluate experiential activities.

\* Objective factors

- Teacher capacity

Teacher capacity plays an important role, helping teachers to complete the goals and tasks of experiential activities that have been set. Teacher capacity is formed and developed during the learning process, during the working process, participating in various activities in society, through training activities and regular self-training throughout the working process. To organize experiential activities for primary school students effectively, teachers must have management capacity to develop activity plans, organize, direct and inspect, and evaluate student activities to foster students with the necessary qualities and capacities to meet the goals of experiential activities according to the 2028 general education program. Therefore, if teachers have the capacity to organize experiential activities well, they are the key factor in guiding and directing the process of organizing experiential activities for students. On the contrary, if teachers do not have the ability to organize experiential activities, it will limit the effectiveness of organizing experiential activities for students.

- Student positivity

Experiential activities are an environment for students to practice and participate directly in different activities that will promote the specific role, positivity, initiative, self-awareness and creativity of each student. Students are involved in all stages of the activity process from design,

preparation, implementation and evaluation of results. At the same time, students are also able to express their opinions and ideas and choose their own ideas. Therefore, the positivity of students has a decisive influence on the results of experiential activities. The more active and proactive students are, the more their qualities and abilities will develop to meet the goals of experiential activities according to the 2028 general education program.

- Coordination of educational forces

The coordination of educational forces brings many advantages in the management of experiential activities such as: creating a healthy educational environment, creating positive and voluntary influences on students and gradually repelling and preventing negative and spontaneous influences on students. Helping schools know the feedback from relevant parties, thereby adjusting the goals, content, methods and forms of organizing experiential activities to improve the quality of experiential activities in schools towards improving the quality of moral education and lifestyle for students. The coordination of educational forces helps schools create a healthy, safe, happy, and positive educational environment to form students' personalities in a standard way; At the same time, it helps schools manage students in experiential activities inside and outside the school, creating a healthy environment for activities and exchanges to attract students to participate. The coordination of educational forces is really important to educate students in a safe, healthy and happy educational environment.

- Conditions of facilities and finance

Facilities and finance are not only resources to support the organization of activities but also an important factor affecting the quality of experiential activities for students. The main source of finance is the source of funding to support the organization of experiential activities. Finance plays a decisive role in improving the quality of training for teachers as well as upgrading facilities and equipment in schools to serve the management of experiential activities. Therefore, schools need

to have calculations to make the most of existing facilities, effectively exploit the conditions for experiential activities; At the same time, schools need to call for support and assistance from social forces to improve facilities and invest in organizing experiential activities to promote the educational process through experiential activities.

#### 4.2. Current situation

##### 4.2.1. Survey purpose

- Collect actual data on the current situation of experiential activity management at Lomonoxop

##### 4.2.3. Survey results

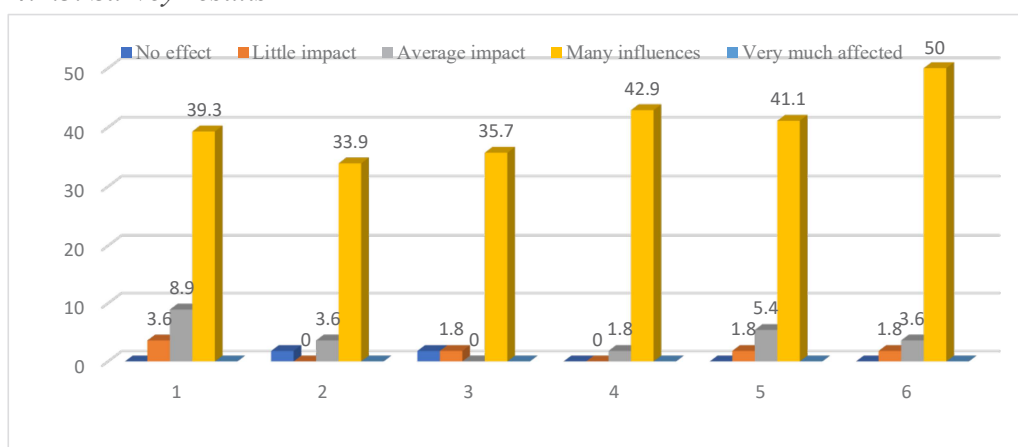
My Dinh Primary School, Hanoi according to the 2018 General Education Program.

Analyze and point out the causes of the current situation of experiential activity management at Lomonoxop My Dinh Primary School, Hanoi according to the 2018 General Education Program.

##### 4.2.2. Survey subjects

Survey topic: 56 managers and teachers at Lomonoxop My Dinh Primary School, Hanoi

##### 4.2.3. Survey results



**Figure 1 Factors affecting experience management**

Notes:

1. Awareness of educational forces inside and outside the school
2. Capacity of management staff
3. Capacity of teachers
4. Proactivity of students
5. Coordination of educational forces
6. Conditions of facilities and finance

Chart 1 shows that there are many factors affecting the management of experiential activities at Lomonoxop My Dinh Primary School, Hanoi. However, the level of influence is different: “facilities and finances” are assessed to have the most influence. “Students’ positivity” is ranked second by managers and teachers. “Capacity of managers” according to managers and teachers

is lower than other criteria. To clarify the above situation, we conducted interviews with managers and teachers. The results obtained were that 6/6 managers and teachers said that facilities and finances have a great influence on the management of experiential activities because this is a special activity, so facilities and means for the activity are very important for the success of the experiential

activity. Therefore, building a reasonable and practical experiential activity plan and making the most of the available facilities and finances helps to effectively manage experiential activities. If the facilities and finances are limited in the context of a private school having difficulty mobilizing funding, it is a huge challenge in the management of experiential activities.

Thus, the management of experiential activities at Lomonoxop My Dinh Primary School, Hanoi is affected by many subjective and objective factors. However, the level of influence is different. The factor of “facilities and finances” is considered to have the most influence due to the nature of experiential activities (requiring many means, facilities, and finances to serve the activities). The nature of Lomonoxop My Dinh Primary School, Hanoi is a private school that makes it difficult to mobilize facilities and finances from external forces, so building a reasonable and practical experiential activity plan will maximize the use of available facilities and finances to help manage experiential activities effectively.

### 5. Conclusion and Discussion

The study identified the main factors affecting the management of experiential activities at Lomonoxop Primary School, including: 1. Awareness of educational forces inside and outside the school, 2. Capacity of management staff, 3. Capacity of teachers, 4. Activeness of students, 5. Coordination of educational forces, 6. Facilities and financial conditions. These factors have different levels of influence on the quality and effectiveness of experiential activities. In which, the capacity of staff, teachers and coordination of departments in the school play a key role. In addition, student participation, especially facilities and finance, are also the factors that have the greatest impact on the management of experiential activities at Lomonoxop Primary School according to the 2018 general education program.

The research results can be used to develop solutions to improve the quality of experiential management at Lomonoxop Primary School, and

at the same time provide lessons for other primary schools when implementing the 2018 general education program.

The next direction is that the research needs to focus on developing capacity for staff and teachers, strengthening coordination between departments, and creating conditions for parents to participate deeply in experiential activities. At the same time, it is necessary to develop and perfect mechanisms and policies on facilities and finance to ensure resources for implementing experiential activities at school.

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