



Activities Experience Activities of Small Students in Elementary Schools in Thuy Nguyen District, Hai Phong City by access to capacity



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Article history:

Submitted: 12 June 2022

Revised: 27 July 2022

Accepted: 15 August 2022

Keywords:

capacity approach;

current situation;

experiential activities;

primary school students;

student capacity;

Abstract

In order to well-perform the organization of experiential activities for students of primary schools in Thuy Nguyen district, Hai Phong city in the direction of approaching capacity, primary schools in the district has been invested and created favorable conditions for education, however, there are certain limitations. The results of the survey on the actual situation of experiential activities for students in primary schools in Thuy Nguyen district, Hai Phong city in the direction of capacity approach is the basis for proposing measures to manage experiential activities in the direction of capacity approach, along with the requirement of renovating school administration in order to effectively implement the 2018 general education program, contributing to improving the quality of comprehensive education.

International research journal of management, IT and social sciences © 2022.

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1 Introduction

Implementing the resolutions of the Party, the National Assembly, and the Government, the Ministry of Education and Training has issued the General education Program along with the Minister's Circular No. 32/2018/TT-BGDĐT on December 26th, 2018 by the Ministry of Education and Training (MOET, 2018). The new educational program ensures the development of learners' quality and capacity through educational content with basic, practical and modern knowledge and skills; harmonizes virtue, wisdom, body, and beauty; focuses on practice, applying acquired knowledge and skills to solve problems in learning and life; highly integrated in the lower classes, gradually differentiated in the upper classes; through methods and forms of educational organization that promote the initiative and potential of each student, assessment methods should be suitable to educational goals and educational methods to achieve that goal.

In the 2018 General Education Program, educational activities in schools are called Experiential activities for primary level and Experiential activities, career orientation for high school level. This is a compulsory activity carried out from grade 1 to grade 12 and together with the activity subjects contributes to the achievement of the overall goal of the educational program. At the primary level, the content of experiential activities focuses on self-discovery activities, self-training activities, and relationship development activities with friends, teachers, and family members. Social activities and career discovery close to students are also organized with age-appropriate content and form (MOET, 2018, 2019, 2020; Hong, 2019; Nhung, 2017).

2 Materials and Methods

Survey objective

To assess the actual situation of student experiences in primary schools in Thuy Nguyen district, Hai Phong city in the direction of the capability approach.

Survey methods and tools

The author used the following methods to conduct the survey, including observation and survey through questionnaires regarding the experiential activities of primary schools in Thuy Nguyen district, The survey was designed with the forms of closed and open questions to assess the actual situation of teachers' experiential activities and the management of experiential activities in primary schools. Interview: Interviewing principals, vice principals, and administrators inside and outside schools to further clarify the actual situation of experiential activities and the management of organizing experiential activities; the reasons for the above situation (Bottino et al., 2007; Betts & Shkolnik, 2000; Tüzün et al., 2009). Mathematical statistics: Using mathematical statistics to process specific data with tables. Survey subjects include 162 people who are administrators and teachers.

3 Results and Discussions

The actual situation of achieving the goals of experiential activities for students in primary schools in Thuy Nguyen district, Hai Phong city

Surveying the actual status of achievement of experiential activity goals for students in primary schools in Thuy Nguyen district, Hai Phong city, the author has obtained the results according to the following Table 1.

Table 1
Actual status of goal realization of experiential activities for students in elementary schools

Target	Great		Good		Average		Not qualify		\bar{X}	Level
	Qty	%	Qty	%	Qty	%	Qty	%		
Help students enthusiastically participate in activities and practical work	56	34,6	79	48,8	26	16,0	1	0,62	3,17	2

Consolidate positive habits in living, studying and daily tasks	59	36,4	76	46,9	26	16,0	1	0,62	3,19	1
Create interest and understanding for students in a number of specific areas	52	32,1	69	42,6	39	24,1	2	1,23	3,06	3
Initially building plans in work, study and training	48	29,6	70	43,2	41	25,3	3	1,85	3,01	4
Know how to organize work and solve work in a scientific way	39	24,1	68	42,0	52	32,1	3	1,85	2,88	5
Overall	51	31,5	72	44,4	37	22,8	2	1,23	3,06	

Comment:

The survey results on the implementation level of the experiential activities goal in primary schools in Thuy Nguyen district had quite good results, with an average score of $X = 3.06$ (min = 1; max = 4). The level of achievement of the experience activity objective is assessed differently. The more appreciated experiential activity goals are: Strengthening positive habits in daily activities, studying and tasks, with an $X = 3.19$ (ranked 1/5); Helping students enthusiastically participate in activities and practical work, with a score of $X = 3.17$ (ranked 2/5). The contents that are rated lower: Initially create plans in labor, study, and training, with the score $X = 3.01$; Know how to organize work and solve it logically, with $X = 2.88$, ranked 4/5 and 5/5 respectively.

The actual situation of implementing experiential activities content for students in primary schools in Thuy Nguyen district, Hai Phong city in the direction of capacity approach

Conducting a survey on the actual implementation of the experiential activities contents for primary school students in Thuy Nguyen district, Hai Phong city, the author has obtained the results as shown in Table 2.

Table 2
The actual situation of implementing the content of experiential activities for elementary school students

Content	Great		Good		Average		Not qualify		\bar{X}	Level
	Qty	%	Qty	%	Qty	%	Qty	%		
Experiential activities are carried out through the content of personal development activities. Self-directed activities	52	32,1	79	48,8	30	18,5	1	0,62	3,12	1
Experiential activities are carried out through the contents of labor activities. Nature-oriented activities	47	29,0	68	42,0	45	27,8	2	1,23	2,99	4
Experiential activities are carried out through the content of social activities and community service. Socially oriented activities	50	30,9	78	48,1	33	20,4	1	0,62	3,09	2
Experiential activities carried out through the contents of career orientation activities	50	30,9	74	45,7	38	23,4	0	-	3,07	3
Overall	50		75		37		1		3,09	

Comment:

The survey results, it showed that experiential activities for students in primary schools in Thuy Nguyen district are carried out through the contents of experiential activities (Bakker et al., 2015; Burger, 2016; Friso-Van den Bos et al., 2013). The level of implementation of the content of experiential activities with the obtained data is assessed to be fairly good, with the overall average score of $X = 3.09$ (min = 1; max = 4). The content of experiential activities has an uneven level of performance. In, there are more appreciated assessments on the following content: Experiential activities performed through personal development activities. Self-directed activity with a score of $X = 3.12$ (ranked

Lan, N. T. H. (2022). Activities experience activities of small students in elementary schools in Thuy Nguyen District, Hai Phong City by access to capacity. International Research Journal of Management, IT and Social Sciences, 9(5), 759-765. <https://doi.org/10.21744/irjm.v9n5.2175>

1/4); Content: Experiential activities carried out through social activities and community service. Socially-oriented activities, with an $X = 3.09$ (ranked 2/4). The contents of experiential activities are rated lower: Experiential activities are done through career orientation activities, with an $X = 3.07$; Experiential activities are carried out through the contents of labor activities. Activity towards nature has a score of $X = 2.99$ ranked 3/4 and 4/4 respectively.

The actual situation of implementing a form of experiential activities for primary school students in Thuy Nguyen district, Hai Phong city in the direction of the capacity approach

Surveying the actual implementation of various forms of experiential activities for primary school students in Thuy Nguyen district, Hai Phong city, students have obtained the results according to Table 3.

Table 3
The actual situation of implementing forms of experiential activities for elementary school students

Form	Great		Good		Average		Not qualify		\bar{X}	Level
	Qty	%	Qty	%	Qty	%	Qty	%		
Experiential activities in the form of role-playing	42	25,9	79	48,7	41	25,3	0	-	3.01	3
Experiential activities through themed painting contests	41	25,3	75	46,3	46	28,4	0	-	2,96	4
Experiential activities through group activities, school cleaning, housework...	48	29,6	76	46,9	38	23,5	0	-	3.06	2
Experiential activities through project implementation: planting trees, protecting the environment...	39	24,1	76	46,9	47	29,0	0	-	2.95	5
Experiential activities through participation in social activities	36	22,2	74	45,7	52	32,1	0	-	2.90	6
Experiential activities through tours, picnics, visits farms, craft villages, museums...	52	32,1	79	48,7	31	19,1	0	-	3.07	1
Overall	43	26,5	77	47,5	43	26,5	0	-	3,02	

Comment:

From the results in the table above, it can be seen that: administrators, teachers of primary schools, and social forces participating in experiential activities for students in primary schools assess the actual status of the implementation of the forms of experiential activities for primary school students reached a fairly good level, with a score of $X = 3.02$ (min = 1; max = 4). The above survey results also show that the form of experiential activities for students in primary schools includes many forms and has different levels of evaluation on the implementation (Engelen et al., 2013; van der Niet et al., 2015; Duncan et al., 2007). In which the more highly appreciated forms of experiential activities are: Experiential activities through tours, picnics, visits to farms, craft villages, museums..., with $X = 3.07$ rank 1/6; Experiential activities through collective labor, school cleaning, housework..., with a score of $X = 3.06$ ranked at 2/6.

The current status of meeting the conditions of human resources and facilities for experiential activities in Thuy Nguyen sub-district schools, Hai Phong city

When surveying the satisfaction level of the conditions on human resources and facilities for experiential activities in primary schools in Thuy Nguyen district, Hai Phong city, the author has obtained the following results according to Table 4.

Table 4
The status of meeting the requirements of human resources and facilities for experiential activities in primary schools

Condition	Great		Good		Average		Not satisfy		\bar{X}	Level
	Qty	%	Qty	%	Qty	%	Qty	%		
Human resources serving experiential activities for primary students (officers, teachers, primary school staff, students' parents and social forces...)	48	29,6	73	45,1	40	24,7	1	0,62	3,04	2
Facilities and rooms serving experiential activities for elementary students	47	29,0	79	48,7	36	22,2	0	-	3,07	1
Machines, equipment, gears, books and documents for experiential activities	39	24,1	78	48,1	44	27,2	1	0,62	2,96	4
Environment and landscape outside the school for experiential activities	43	26,5	79	48,8	39	24,1	1	0,62	3,01	3
Funding for experiential activities	38	23,5	77	47,5	45	27,8	2	1,23	2,93	5
Overall	44	27,2	77	47,5	40	24,7	1	0,62	3,01	

Comment:

For all activities in general, experiential education activities in particular, human resources and facilities always play a pivotal role. In primary schools, student experiences are also greatly affected by human resources and facilities (Arsaythamby & Zubainur, 2014; Prayoga et al., 2015; Chinga-Zambrano & Muñoz-Ponce, 2022). When surveying on the actual state of facilities and human resources responsiveness for experiential activities, good results were obtained, with a score of $X = 3.01$ (min = 1; max = 4). Human resources and facilities serving experiential activities for students in primary schools vary in response levels. In which: 1- Facilities, rooms serving experiential activities for elementary students, with $X = 3.07$; 2- Human resources to serve experiential activities for primary students (officers, teachers, primary school staff, students' parents and social forces...), with $X = 3.04$. The conditions in terms of facilities and human resources with a lower level of responsiveness for experiential activities in primary schools are: Machines, equipment, utensils, books and documents serving experiential activities, with $X = 2.96$ (ranked 4/5); The lowest is: Funding for experiential activities, with $X = 2.93$ (ranked 5/5).

4 Conclusion

From the survey of 162 administrators, teachers, and social forces on the actual situation of experiential activities for primary school students in Thuy Nguyen district, Hai Phong city, it can initially be concluded that on the actual situation of implementing experiential activities for primary school students was assessed at a good level of performance in terms of objectives, contents, methods, and forms of experiential activities for primary school students. Moreover, the management of experiential activities for students in primary schools in Thuy Nguyen district is also influenced by many factors that are related to the primary school and primary school students' families, and social forces participating in experiential activities for elementary students. The degree of influence of each factor is different, in which factors relating to administrators, teachers, and primary schools have more influence than factors relating to the school family. primary school students and social forces to manage experiential activities for primary school students.

Conflict of interest statement

The author declared that he has no competing interests.

Statement of authorship

The author has a responsibility for the conception and design of the study. The author has approved the final article.

Acknowledgments

I am grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

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