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Ability to organize experiential activities of teachers in primary schools

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Abstract

This study examines the capacity of primary school teachers to design, organize, and evaluate experiential activities, utilizing a robust measurement framework grounded in the 2018 General Education Program. The evaluation encompasses 540 teachers, drawing on diverse sources, including questionnaires, regulatory documents, and input from educational stakeholders. The findings highlight commendable strengths in planning and organizing experiential activities, with 324 teachers demonstrating excellent or good capacity. However, critical gaps are evident, particularly in contextual analysis, testing tool design, and information processing, reflecting a need for targeted professional development. The measurement framework, calculated with a distance value of 0.8, employs a scale categorization that offers nuanced insights into the varying impact of experiential activities. The study underscores the significance of targeted professional development initiatives tailored to address identified gaps. Curriculum adaptations are recommended to leverage successful strategies, and informed decision-making is facilitated by evidence-based policies. The findings advocate for a culture of continuous improvement in educational practices. While the study provides valuable insights, limitations include contextual specificity, potential subjectivity in self-reported data, and the exclusion of student perspectives. A quantitative emphasis, reliance on a single methodology, and a sample size of 540 teachers may impact generalizability. This research informs educational stakeholders, policymakers, and practitioners about the current state of experiential education in primary schools. The study, within its limitations, contributes actionable insights to enhance the effectiveness of teacher training and curriculum design, fostering an environment conducive to experiential learning practices.

Keywords: Educational evaluation, Experiential activity, General education program, Primary school, Teacher capacity.

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Contents

Contribution of this paper to the literature

This study adds to the literature by highlighting experiential activity planning and organization skills. This study stresses the significance of targeted professional development programs to remedy inadequacies. To use effective approaches, modify the curriculum. Policies based on evidence aid decision-making.

1. Introduction

Experiential learning stands as a cornerstone in contemporary education, offering students a dynamic and immersive approach to acquiring knowledge. The effectiveness of this pedagogical approach is intricately tied to the capacity of educators to design, organize, and evaluate experiential activities. By incorporating real-world experiences into the curriculum, students are able to apply theoretical concepts in practical settings, fostering a deeper understanding of the subject matter. Additionally, experiential learning promotes critical thinking, problem-solving skills, and collaboration among students, preparing them for the challenges they may face in their future careers. This study delves into the nuanced evaluation of teacher's proficiency in these dimensions, shedding light on areas of strength and identifying crucial avenues for improvement. As educational paradigms evolve, understanding and enhancing the competencies of teachers in experiential learning become paramount (Ghafar, 2020; Miller, 2023). Through a meticulous examination of their capabilities, this research aims to contribute valuable insights to the ongoing discourse on fostering effective experiential education in primary schools. By identifying the specific challenges that teachers may encounter in implementing experiential learning, this study seeks to provide practical recommendations and strategies for overcoming these obstacles. Additionally, the findings of this research can inform professional development programs and curriculum design efforts aimed at equipping teachers with the necessary skills and knowledge to effectively engage students in experiential learning activities.

The delicate balance between theoretical understanding and practical application shapes the landscape of experimental learning in primary education. Experiential learning in primary education involves providing students with hands-on experiences that allow them to apply the knowledge they have gained in the classroom. This approach not only helps students develop a deeper understanding of concepts but also enhances their critical thinking and problem-solving skills. Additionally, experiential learning encourages active engagement and collaboration among students, fostering a more dynamic and interactive learning environment (Asad, Naz, Churi, & Tahanzadeh, 2021; Bhati & Song, 2019). As pioneers like those in one's study advocated for learning by doing, contemporary educators grapple with the challenge of integrating experiential activities seamlessly into the curriculum (Vlachopoulos, Thorkelsdóttir, Schina, & Jónsdóttir, 2023). These researchers emphasize the need for educators to design experiential learning opportunities that align with the learning objectives and content of their courses. They suggest that incorporating real-world examples, simulations, and hands-on projects can effectively bridge the gap between theory and practice, allowing students to apply their knowledge in meaningful ways. The first dimension under scrutiny is the teachers' ability to design experiential activity plans. However, there is still room for improvement in terms of ensuring that these activities are closely aligned with the specific learning objectives and content of the courses. It is important for teachers to carefully consider how each experiential learning opportunity will contribute to the overall educational goals of their students. Additionally, ongoing professional development and collaboration among teachers can further enhance their ability to design effective experiential activity plans. This is consistent with the fundamental tenets of experiential learning, which underscore the value of purposeful and meticulously organized exercises. This is consistent with the fundamental tenets of experiential learning, which underscore the significance of deliberate and meticulously organized tasks (Jaiswal, 2019; Kolb & Kolb, 2009). Teachers can guarantee that students can employ their acquired knowledge and abilities in practical situations by coordinating experiential learning opportunities with pertinent course content and learning objectives. Engaging in such activities not only enriches their comprehension of the material but also facilitates the growth of crucial aptitudes, including critical analysis, cooperative thought, and problem-solving. In addition, continuous professional development and collaborative efforts among educators can furnish them with the essential resources and support to develop and execute experiential activity plans that genuinely cater to the requirements of their pupils.

However, the observed gap in skills related to analyzing the contextual aspects of organizing experiential activities signifies a critical area that necessitates attention. Contextual analysis is pivotal for tailoring activities to the unique needs and environments of each classroom (Ramzan, Javaid, Kareem, & Mobeen, 2023). Without a deep understanding of the context in which experiential activities are implemented, educators may struggle to effectively engage students and meet their learning objectives. Additionally, considering the specific needs and environments of each classroom can enhance the overall effectiveness and impact of these activities on student learning outcomes (El-Sabagh, 2021; Muñoz et al., 2022; Thai, De Wever, & Valcke, 2020). Therefore, developing skills in contextual analysis is crucial for educators to create meaningful and relevant experiential learning experiences. The identification of this gap underscores the need for targeted interventions to bridge the divide between theoretical knowledge and practical implementation. Moreover, the assessment of teachers' skills in goal identification, content selection, and method choice illuminates areas of strength, yet the room for refinement in designing testing tools reveals an opportunity for further professional development (Desimone, 2009; Feuer, Floden, Chudowsky, & Ahn, 2013; Mouza, Codding, & Pollock, 2022). By conducting a contextual analysis, educators can gain a deeper understanding of their students' backgrounds, interests, and learning styles. This information can then be used to tailor experiential learning experiences that are meaningful and relevant to the students' lives. Additionally, assessing teachers' skills in goal identification, content selection, and method choice can help identify areas where they excel and areas where they may benefit from additional training or support. This ongoing professional development can lead to more effective teaching practices and ultimately enhance overall learning.

Moving beyond the design phase, the second dimension examines teachers' capacity to organize experiential activities. As teachers generally showcase a good level of knowledge and skills in implementing these activities, the

study echoes the principles outlined in the general education program (Paju, Kajamaa, Pirttimaa, & Kontu, 2022; Timm & Barth, 2021; Tran, Ha, & Tran, 2023). This alignment between teachers' capacity to organize experiential activities and the principles outlined in the general education program suggests that these activities are being effectively integrated into the curriculum. However, it is important to consider the potential variations in teachers' implementation approaches and the impact this may have on students' learning experiences. Nevertheless, the need for improvement in certain areas suggests a potential gap between theoretical knowledge and practical application (Knickmeyer, 2020; Schildkamp, 2019). Further research should be conducted to explore the factors that contribute to these variations in implementation approaches and their effects on student learning outcomes. Additionally, professional development programs could be designed to bridge the gap between theoretical knowledge and practical application, providing teachers with the necessary skills and support to effectively integrate experiential activities into their classrooms. This aspect emphasizes the importance of aligning teacher training with the dynamic requirements of experiential education.

The final dimension explores teachers' ability to evaluate results in organizing experiential activities. While a reasonable level of knowledge and skills is observed, the identified need for improvement in processing and using information for testing and assessment aligns with the broader literature (Bennett, 2011; Reynders, Lantz, Ruder, Stanford, & Cole, 2020). This need for improvement suggests that teachers may benefit from professional development opportunities focused on enhancing their ability to effectively analyze and interpret assessment data. By strengthening these skills, teachers can make more informed decisions about their students' progress and tailor their instructional strategies accordingly (Gabriel, Marrone, Van Sebille, Kovanovic, & de Laat, 2022; George & Wooden, 2023; Okolie et al., 2022). This highlights the critical role of data-driven decision-making in enhancing the efficacy of experiential learning environments. Data-driven decision-making is particularly important in experiential learning environments because it allows teachers to identify areas where students may be struggling and adjust their instructional methods accordingly (Botvin, Hershkovitz, & Forkosh-Baruch, 2023; Dodman, Swalwell, DeMulder, View, & Stribling, 2021). By analyzing assessment data, teachers can gain valuable insights into each student's individual needs and provide targeted support to help them succeed. This not only improves the overall effectiveness of the learning experience but also fosters a more personalized and inclusive educational environment.

This study serves as a critical examination of teachers' capacities in designing, organizing, and evaluating experiential activities. By uncovering areas of strength and pinpointing avenues for improvement, the research contributes to the ongoing discourse on teacher training and the optimization of experiential learning in primary schools. As we navigate the evolving landscape of education, the insights garnered from this study offer valuable guidance for shaping more effective and engaging learning experiences for students. The findings of this study provide valuable insights into the current state of teacher training and the implementation of experiential learning in primary schools. By identifying areas of strength, educators can build upon their existing capacities and further enhance their ability to design and evaluate experiential activities. Additionally, the research highlights specific avenues for improvement, allowing for targeted interventions and professional development opportunities to better support teachers in creating impactful learning experiences for students.

2. Methods

2.1. Participant

In Table 1, an overview of the respondents is presented based on their respective districts or cities, schools, and the number of administrators and teachers participating.

Table 1. Overview of respondents.

District/City	School	Administrator	Teacher
Thai Nguyen	915 Gia Sang Primry - Secondary School	4	15
	Luong Ngoc Quyen Primary School	5	20
	Nguyen Viet Xuan Primary School	4	20
	Nguyen Hue Primary School	4	20
	Dong Quang Primary School	4	15
Dai Tu	Ha Thuong Primary School	5	20
	Phuc Linh Primary School	5	20
	Ky Phu Primary School	5	20
Dong Hy	Nam Hoa Primary School	5	20
	Nui Voi Primary School	5	20
Phu Binh	Tan Hoa Primary School	4	20
	Huong Son Primary School	4	20

In Thai Nguyen, 915 Gia Sang Primary-Secondary School has 4 administrators and 15 teachers. Luong Ngoc Quyen Primary School has 5 administrators and 20 teachers, while Nguyen Viet Xuan Primary School and Nguyen Hue Primary School each have 4 administrators and 20 teachers. Dong Quang Primary School in Thai Nguyen district has 4 administrators and 15 teachers. Moving to Dai Tu district, Ha Thuong Primary School has 5 administrators and 20 teachers, and Phuc Linh Primary School and Ky Phu Primary School both have 5 administrators and 20 teachers each. In Dong Hy district, Nam Hoa Primary School and Nui Voi Primary School each have 5 administrators and 20 teachers. Lastly, in Phu Binh district, Tan Hoa Primary School has 4 administrators and 20 teachers, while Huong Son Primary School also has 4 administrators and 20 teachers.

2.2. Measurements

In establishing a robust measurement framework, the author of the thesis anchors the evaluation in the theoretical framework. The primary objective is to assess the current status of training activities for teachers in the organization of experiential activities, aligning with the stipulations of the 2018 General Education Program. The criteria and scales developed serve as the foundation for this measurement, aiming to provide a comprehensive

understanding of the efficacy of training initiatives in the specified domain. His scale aims to categorize the impact or effectiveness into distinct levels, providing a structured framework for clear interpretation and analysis. Within this framework:

Poor/No Effect (Rating Level 1): The range from 1.00 to 1.80 is indicative of a poor or no effect. Situations falling within this bracket suggest a minimal or negligible impact on the observed phenomenon.

Below Average/Little Effect (Rating Level 2): Ranging from 1.81 to 2.60, this level signifies weak or little influence. Variables falling within this interval exert a subtle impact that may not significantly alter the observed phenomenon.

Average/Fairly effect (Rating Level 3): Occupying the range of 2.61 to 3.40, this level denotes an average or fairly influential impact. Variables at this level are considered to exert a moderate influence on the outcome under investigation.

Good/Influential (Rating Level 4): Ranging from 3.41 to 4.20, this level characterizes a pretty influential impact, suggesting a considerable effect on the observed phenomenon.

Excellent/Very effect (Rating Level 5): The highest range, from 4.21 to 5.00, signifies a good or very influential impact. Variables within this interval are presumed to have a substantial and highly significant influence on the factors under scrutiny.

2.3. Procedures

In this initial step, the author will establish criteria and measurement scales to assess the current state of training activities for teachers in organizing experiential activities, adhering to the 2018 General Education Program requirements. Drawing from the theoretical framework, the criteria and scales will be refined through comprehensive research, including the examination of related questionnaires, the perusal of documents regulating pertinent content, and the solicitation of opinions from leaders, professional staff, managers, and teachers within the education sector. The second step involves the design of the official questionnaire. The author will create a preliminary outline of the main content, seeking input from administrators and teachers in primary schools within Thai Nguyen province. This collaborative approach ensures that the questionnaire is comprehensive and relevant. The finalized questionnaire will cater to two distinct survey groups: administrators and primary school teachers. With the questionnaire in hand, the survey will be conducted among a carefully selected sample. The Anket survey method will be employed for its efficiency and reliability. Each subject will independently respond to the questionnaire. Simultaneously, in-depth interviews will be conducted to gather qualitative insights into the organization of experiential activities in elementary schools. This dual approach aims to provide a holistic understanding of the current landscape. Following the survey, the collected data will undergo rigorous analysis. The 5-step Likert scale will be applied to quantify the level of content based on the survey results. The author will employ a predefined formula to calculate performance levels according to the established criteria. This quantitative analysis is crucial for deriving objective and comparable results. To enrich the evaluation, the quantitative results will be integrated with qualitative insights gathered from in-depth interviews and research on products related to the organization of experiential activities in primary schools. This synthesis aims to provide a more nuanced and comprehensive understanding of the current situation. The final step involves presenting the findings in a comprehensive report. Recommendations will be formulated based on the evaluation results, focusing on enhancing the capacity of teachers to organize experiential activities. These recommendations will serve as a valuable guide for improving the educational environment in primary schools, aligning with the objectives of the 2018 General Education Program.

2.4. Data Analysis

The analysis encompasses both the numerical data from the questionnaire responses and the rich qualitative information obtained through in-depth interviews and product research. Begin with descriptive statistics to summarize and present the main features of the dataset. This includes measures such as mean, median, mode, and standard deviation to provide an overview of the central tendencies and distribution of responses. Analyze Likert scale responses to gauge the level of agreement or disagreement on specific criteria. Calculate the average score for each criterion to understand the overall sentiment and performance level. Utilize cross-tabulation to explore relationships between different variables. For instance, compare responses from administrators to those of teachers, identifying any notable patterns or variations. Depending on the research design, consider applying relevant statistical tests to assess the significance of differences or correlations within the data. Apply coding techniques to categorize and organize qualitative data. Assign codes to segments of information, grouping similar ideas together. This facilitates the identification of key themes and allows for a structured exploration of qualitative findings. Combine the insights gained from both quantitative and qualitative analyses to form a coherent narrative. Discuss key findings, trends, and patterns, emphasizing the implications for the capacity of teachers to organize experiential activities. Conclude with actionable recommendations based on the synthesized results, aiming to contribute to the improvement of experiential learning practices in primary schools.

3. Results

3.1. Capacity to Organize Experiential Activities of Teachers in Primary Schools in Thai Nguyen Province

Table 2 outlines the nuanced evaluation of teachers' capacity to design, organize, and evaluate experiential activities. In the realm of designing experiential activity plans, a commendable number of teachers (54) exhibit an excellent understanding of planning and organizing, with an additional 270 demonstrating a good level of proficiency. However, a substantial gap is evident in the skills related to analyzing the contextual aspects of organizing experiential activities, where 180 teachers fall below the average category. On the positive side, skills pertaining to goal identification, content selection, and method choice receive favorable assessments, albeit with room for refinement in designing testing tools, as reflected in the overall average score of 2.88.

In terms of designing experiential activity plans, teachers exhibit a high level of understanding in planning and organizing these activities, with 54 teachers demonstrating excellent capacity and 270 showing good capacity.

However, there is a notable gap in the skills related to analyzing the context of organizing experiential activities, as 180 teachers fall into the below-average category. The skills to identify and express goals, as well as select content and methods, fare better, with a majority falling into the good or excellent categories. Nevertheless, there is room for improvement in designing testing tools for evaluating students, as reflected in the average score of 2.88. Moving on to the ability to organize experiential activities, teachers generally showcase a good level of knowledge and skills in implementing these activities. The majority fall into the good or excellent categories across different criteria, such as knowledge of implementation, skills in using organizing methods, and solving problems during implementation.

Table 2. The level of capacity of teachers to organize experiential activities.

Content	Level of capacity										$\overline{X}$
	Excellent		Good		Average		Below average		Poor		
	N	Score	SL	Score	SL	Score	SL	Score	SL	Score	
Ability to design experiential activity plans											
Understanding of planning and organizing experiential activities	54	270	130	520	100	300	0	0	0	0	3.84
Skills in analyzing the context of organizing experiential activities	0	0	45	180	180	540	59	118	0	0	2.95
Skills to identify and express the goals of experiential activities	30	150	104	416	150	450	0	0	0	0	3.58
Skills in selecting content, methods and means of organizing experiential activities and the process of organizing experiential activities	5	25	40	160	160	480	79	158	0	0	2.90
Skills in designing testing tools to evaluate students in experiential activities	0	0	50	200	155	465	74	148	5	5	2.88
Total											*3.23*
Ability to organize experiential activities											
Knowledge of implementing and organizing experiential activities	0	0	40	160	165	495	79	158	0	0	2.86
Skills in using methods of organizing experiential activities and deploying and coordinating forms of organizing experiential activities	5	25	40	160	180	540	59	118	0	0	2.97
Skills in applying reasonable processes in solving problems that arise during the implementation and organization of experiential activities	0	0	35	140	165	495	84	168	0	0	2.83
Support skills	54	270	100	400	130	390	0	0	0	0	3.73
Total											*2.89*
Ability to evaluate results in organizing experiential activities											
Knowledge of testing, evaluating, and adjusting the process of organizing experiential activities	0	0	30	120	170	510	84	168	0	0	2.81
Skills in selecting and determining testing goals to evaluate students according to each experiential activity	0	0	30	120	160	480	94	188	0	0	2.75
Skills in designing assessment tools suitable to goals, methods, and forms of experiential activities	0	0	18	72	166	498	100	200	0	0	2.71
Skills in applying the testing and evaluation process	0	0	0	0	190	570	94	188	0	0	2.67
Skills in processing and using information in testing and assessment to adjust the organization of experiential activities	0	0	0	0	200	600	84	168	0	0	2.70
Total											*2.73*

The support skills category stands out, with 54 teachers demonstrating excellent capacity. The overall average score of 2.89, however, indicates that there is room for improvement in a few areas. Lastly, in evaluating results, teachers exhibit a reasonable level of knowledge and skills. Notably, there is a need for improvement in skills related to processing and using information in testing and assessment to adjust the organization of experiential

activities, as reflected in the average score of 2.70. Overall, the teachers' performance in this aspect is satisfactory, with the total score averaging 2.73. While teachers demonstrate strengths in designing and organizing experiential activities, there are specific areas identified for improvement, particularly in analyzing the context of organizing activities, designing testing tools, and processing information for evaluation purposes. Addressing these areas can contribute to an overall enhancement of teachers' capacity to facilitate experiential learning.

4. Discussion

The detailed analysis in this study unveils a nuanced picture of teachers' capabilities in designing, organizing, and evaluating experiential activities. The positive aspect of a significant number of teachers demonstrating excellent understanding and proficiency in planning and organizing experiential activities resonates with the emphasis on teacher competence in experiential education (Chen, Daamen, Heurkens, & Verheul, 2020; Roberts, 2015). However, the study also highlights areas where teachers may need further support and development. For instance, some teachers struggled with effectively evaluating the outcomes of experiential activities, indicating a potential need for additional training in this area. Overall, these findings emphasize the importance of ongoing professional development to enhance teachers' abilities in designing and implementing experiential learning opportunities. This aligns with contemporary literature asserting that effective planning is foundational to successful experiential learning (Baker, Robinson, & Kolb, 2012; Beard, 2010). Furthermore, the study also revealed that teachers faced challenges in facilitating meaningful reflection during experiential activities, suggesting a need for guidance and strategies to promote deeper student engagement. It is crucial for educators to continuously update their skills and knowledge through professional development opportunities that address these specific areas of improvement in order to create impactful experiential learning experiences for students. However, the observed gap in analyzing contextual aspects signals a critical area for improvement, aligning with Bodwell and Chermack (2010) emphasis on the need for teachers to contextualize experiential activities for optimal learning outcomes.

The commendable assessments in goal identification, content selection, and method choice underscore the strengths in the teachers' skill set, echoing the work of these studies on the pivotal role of clear goals and well-designed activities in enhancing experiential learning effectiveness (Kiili, de Freitas, Arnab, & Lainema, 2012; Steinert et al., 2016). Still, the idea that testing tools need to be better designed fits with other research that talks about how important strong assessments methods are in hands-on learning settings (Cooper, Carlisle, Gibbs, & Watkins, 2001; Gikandi, Morrow, & Davis, 2011). Transitioning to the organization of experiential activities, the overall demonstration of a good level of knowledge and skills by teachers aligns with the expectations outlined in the general education program. The standout performance in support skills further reinforces the idea that effective experiential activities require a collaborative and supportive teaching environment (González-Pérez & Ramírez-Montoya, 2022; Rebelo et al., 2023). This collaborative and supportive teaching environment not only enhances student engagement and motivation but also fosters a sense of belonging and community within the classroom. Students who feel supported and connected to their peers and teachers are more likely to actively participate in experiential activities, leading to a deeper understanding of the subject matter. Additionally, this sense of belonging can positively impact students' overall well-being and academic success. Therefore, creating a collaborative and supportive teaching environment is crucial for the successful implementation of experiential activities in the classroom (Kirby & Thomas, 2022). Additionally, research suggests that when teachers effectively integrate experiential activities into their curriculum, students are more likely to develop critical thinking skills and apply their knowledge in real-world contexts (Cáceres, Nussbaum, & Ortiz, 2020). However, the recognition of areas needing improvement suggests a potential gap between theoretical knowledge and practical application, as discussed by Coccia (2020); Knickmeyer (2020) and Oktari, Munadi, Idroes, and Sofyan (2020). In the evaluation of results, the observed reasonable level of knowledge and skills aligns with the expectation that teachers should possess the capability to assess and adjust experiential activities based on student performance (Huang, Kuo, & Chen, 2020; Sutiani, 2021). However, the identified need for improvement in processing and using information for assessment purposes highlights a critical aspect. Data-driven decision-making in experiential learning environments is crucial for teachers to effectively assess and adjust activities based on student performance. The need for improvement in processing and using information for assessment purposes is a critical aspect (Olabi et al., 2022). This emphasizes the significance of incorporating data analysis into the evaluation of results to enhance the overall effectiveness of experiential learning. While the overall performance of teachers in designing, organizing, and evaluating experiential activities is deemed satisfactory, the specified areas for improvement offer valuable insights (Gómez & Valdés, 2019; Rivaldo & Nabella, 2023). Addressing these areas, such as enhancing contextual analysis, refining testing tools, and improving information processing, is pivotal for advancing teachers' capacity to facilitate effective experiential learning. This discussion underscores the importance of continuous professional development aligned with the evolving demands of experiential education, echoing the sentiments of contemporary educational researchers (Howard, 2021).

Together with the established measurement frameworks, the results and insights from the in-depth study of teachers' abilities to plan, organise, and grade experimental activities have big effects on how schools work and what policies they follow. The identified areas for improvement, particularly in contextual analysis, testing tool design, and information processing, signal the need for targeted professional development initiatives. Tailoring training programs to address these specific areas can enhance teachers' competencies and foster a more effective integration of experiential activities into the curriculum. The recognition of strengths in planning and organizing experiential activities suggests an opportunity to amplify and integrate these successful strategies into broader curriculum frameworks. Educators and curriculum developers can collaborate to leverage these strengths, creating a more experiential and engaging learning environment for students. The devised measurement frameworks, rooted in both theoretical foundations and practical insights, offer a systematic approach for decision-makers. Educational leaders can use these frameworks to inform strategic decisions related to teacher training, curriculum design, and overall educational policy, ensuring alignment with the goals of experiential education. The identified gaps between theoretical knowledge and practical application highlight the importance of fostering an environment of continuous improvement. Schools and educational institutions can embrace a culture that encourages ongoing reflection, feedback, and refinement of experiential learning practices, ultimately enhancing the overall educational

experience. The rigorous research approach, incorporating diverse sources and perspectives, provides a solid foundation for evidence-based policy formulation. Educational policymakers can draw upon these research findings to shape and refine policies that promote effective experiential learning, aligning with the evolving needs of both educators and students.

Although this research provides significant contributions to the understanding of how instructors can effectively plan, coordinate, and assess experiential learning opportunities, it is critical to recognize specific constraints that could potentially affect the applicability and interpretation of the results. The research is carried out in a distinct geographic area, with a specific emphasis on primary institutions situated in a given region. The findings may lack generalizability to alternative educational settings characterized by distinct cultural, socio-economic, or institutional factors due to their contextual specificity. The proportion of instructors in the study's sample, which was restricted to a single province, might compromise the study's ability to capture the diversity of teaching practices in more extensive educational environments. Acquiring a more comprehensive and heterogeneous sample may augment the findings' external validity. Self-reported data are utilized in the evaluation of instructors' capabilities, thereby introducing the possibility of subjectivity and social desirability bias. Educators might elicit responses that conform to students' preconceived notions of what is acceptable rather than providing a precise assessment of their abilities. The research primarily utilizes a quantitative methodology, employing surveys and pre-established scales. Although this approach yields organized data, an exclusive dependence on quantitative methods might fail to consider the intricate qualitative facets of the experiences and practices of educators. Measurement tools, such as questionnaires and scales, are contingent on their validity and reliability. Any limitations or biases in the design of these instruments may impact the accuracy of the results. Opinions gathered from leaders, professional staff, and teachers may be subject to biases or organizational interests. An exploration of potential biases and a more diverse array of stakeholder perspectives could strengthen the reliability of the opinions obtained. Acknowledging these limitations is crucial for interpreting the study's results judiciously and for guiding future research endeavors in experiential education.

5. Conclusion

The detailed evaluation of teachers' capacity to design, organizes, and evaluate experiential activities reveals a multifaceted landscape. While strengths are evident, particularly in planning and organizational aspects, identified areas for improvement, such as contextual analysis and assessment tool design, signify opportunities for targeted professional development. The positive findings underscore the importance of clear goals and proficient activity design, aligning with contemporary educational literature. The overarching theme of the study emphasizes the need for a holistic approach to teacher training, combining theoretical knowledge with practical application. Moving forward, continuous professional development programs should address these specific areas, fostering a more robust foundation for experiential learning in primary schools. This study contributes valuable insights to the ongoing discourse on enhancing teachers' capacities for facilitating effective experiential education.

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