Develop Tay and Nung Students' Communication Skills with Secondary School Experiential Activities

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Abstract

Effective communication skills enable individuals to express themselves clearly, engage in meaningful interactions, and navigate the complexities of today's interconnected world. Purpose: This study encompassed a varied group of participants from multiple regions, including schools in Thai Nguyen Province, Bac Can Province, and Cao Bang Province, Vietnam. A total of 300 individuals participated, evenly divided between 150 teachers and 150 students.The research methodology in this study encompassed two distinct sets of questions, each carefully designed to serve specific purposes and directed towards both teachers and Tay-Nung secondary school students. The results reveal that experiential activities are a common and engaging part of secondary school education in the Northern mountainous region of Vietnam. The majority of students show high interest and participation in these activities. Teachers and students perceive that these activities significantly contribute to various communication skills development. Moreover, awareness of school managers and teachers, the ability of teachers to organize activities, school facility conditions, student interest, parental involvement, and social coordination play vital roles in the effectiveness of experiential activities for communication skill development. These findings collectively provide valuable insights into the dynamics of experiential learning in this region. By embracing experiential activities and addressing the identified factors, educators and administrators have the potential to enhance communication skills among students, preparing them for success in various aspects of their lives. The study's implications extend to educational settings beyond the Northern mountainous region, offering a blueprint for the integration of experiential activities in communication skills development programs.

Keywords: organize, experiential activity, secondary school, communication skill

1. Introduction

In the context of contemporary education, communication skills are recognized as fundamental attributes that empower individuals to succeed in various aspects of life. Effective communication skills enable individuals to express themselves clearly, engage in meaningful interactions, and navigate the complexities of today's interconnected world. Consequently, educators and institutions worldwide are continuously seeking innovative ways to nurture and enhance these skills among students. This research is particularly concerned with the development of communication skills among secondary school students in the Northern mountainous region of Vietnam, specifically in the provinces of Thai Nguyen, Bac Can, and Cao Bang. The study delves into the role of experiential activities, the perspectives of teachers and students, and the factors influencing the success of these activities in shaping students' communication skills.

The development of effective communication skills is a pivotal aspect of modern education. With the growing emphasis on interpersonal and soft skills, fostering strong communication abilities among students has become a global educational priority. Effective communication skills are integral to academic, personal, and professional success. These skills encompass verbal and non-verbal communication, active listening, empathy, and conflict resolution, all of which play vital roles in interpersonal interactions and knowledge transfer (Lavender, 2016; Sallee, 2018; Uzun, 2020). In the educational context, fostering strong communication skills is essential for student engagement and collaborative learning (Gillies, 2019; Qureshi et al., 2023; Salas-Pilco et al., 2022). The development of communication skills is rooted in various theoretical frameworks. Social learning theory, as

proposed by Albert Bandura, emphasizes the importance of observational learning and the influence of role models in shaping communication behaviors (Bandura & Walters, 1977). Vygotsky's sociocultural theory highlights the significance of social interactions and cultural contexts in language and communication development (Vygotsky & Cole, 1978).

Experiential learning, deeply rooted in the works of educational philosophers such as John Dewey, Jean Piaget, and Kurt Lewin, centers on the idea that learning occurs through experience, reflection, and active experimentation (Dewey, 1986; Kolb et al., 2014; Piaget, 1970). It is an educational approach that actively involves students in the learning process. Experiential activities are central to the development of communication skills (Koponen et al., 2014). These activities provide students with opportunities to practically apply communication concepts in authentic settings. They include role-play, group discussions, problem-solving exercises, and real-world simulations, allowing students to practice and enhance their abilities to convey ideas, negotiate, and collaborate effectively. Numerous studies have demonstrated the positive impact of experiential learning on communication skill development. Students who engage in hands-on experiences tend to exhibit increased confidence in their communication abilities, improved active listening skills, and enhanced interpersonal effectiveness (Bhana, 2014; Gamble & Gamble, 2013; Hattie & Donoghue, 2016). Furthermore, experiential learning fosters critical thinking and problem-solving skills. Experiential activities can take various forms, making them adaptable to diverse educational settings. These activities range from classroom discussions and debates to service learning projects and internships. They are most effective when well-structured, aligned with specific learning objectives, and followed by guided reflection. Educators can apply experiential activities across educational levels, from primary and secondary schools to higher education.

While experiential activities offer numerous advantages, implementing them successfully can be challenging. Adequate resources, including time, space, and materials, are required to support these activities. Additionally, educators need appropriate training to effectively integrate experiential learning into their curricula. Ensuring that activities are inclusive and culturally sensitive is also a consideration, as it is essential to accommodate diverse student populations (Appova & Arbaugh, 2018; Gay, 2002; Kolb et al., 2014; Sanger, 2020). Moreover, assessing the communication skills acquired through experiential activities can be a complex and multifaceted process (Wagner et al., 2002). As the field of education continues to evolve, experiential activities' role in communication skills development is expected to grow. Advancements in technology, such as virtual reality and online simulations, present new opportunities for innovative experiential learning (Asad et al., 2021). Research in this area is vital to explore the most effective practices and address emerging challenges, ensuring that students are well-prepared for the demands of effective communication in the 21st century.

2. Methods

2.1 Participant

This study encompassed a varied group of participants from multiple regions, including schools in Thai Nguyen Province, Bac Can Province, and Cao Bang Province. A total of 300 individuals participated, evenly divided between 150 teachers and 150 students.

Table 1. Overview of Respondents

Area	School	Teacher	Student
Thai Nguyen Province	Nguyen Du Secondary School	25	50
	Ha Thuong Secondary School	25	50
Bac Can Province	Cho Ra Village Secondary School	30	40
	Ba Be Secondary School for Ethnic Minorities	10	30
	Thuong Giao Secondary School	10	30
Cao Bang Province	Nuoc Hai Secondary School	50	100
Total		150	150

This study encompassed a diverse participant group drawn from multiple regions, specifically Thai Nguyen Province, Bac Can Province, and Cao Bang Province. The research involved 300 individuals, evenly divided between 150 teachers and 150 students. In Thai Nguyen Province, data was collected from two schools, Nguyen Du Secondary School and Ha Thuong Secondary School, with 25 teachers and 50 students surveyed at each institution. In Bac Can Province, the study included respondents from three schools: Cho Ra Village Secondary School (30 teachers and 40

students), Ba Be Secondary School for Ethnic Minorities (10 teachers and 30 students), and Thuong Giao Secondary School (10 teachers and 30 students). The final region of interest was Cao Bang Province, where data was collected from Nuoc Hai Secondary School, involving 50 teachers and 100 students. This research provided a comprehensive perspective by incorporating participants from a variety of educational institutions across these three provinces.

2.2 Measurements

The research methodology in this study encompassed two distinct sets of questions, each carefully designed to serve specific purposes and directed towards both teachers and Tay-Nung secondary school students.

(i) The first set of questions aimed to assess the frequency and level of interest displayed by students when engaging in experiential activities at secondary school. These questions sought to gauge how often students participated in such activities and their enthusiasm and engagement during these experiences.

(ii) The second set of questions focused on assessing both teachers' and students' perspectives regarding the role of experiential activities in the development of communication skills. This set of questions aimed to capture their beliefs and insights regarding how experiential activities contribute to the enhancement of students' communication abilities.

These thoughtfully crafted question sets were instrumental in gathering valuable insights and data from both teachers and students, ultimately contributing to the comprehensive analysis of the study's objectives and findings.

2.3 Procedures

The procedures followed in this study were structured to ensure systematic data collection and analysis. The first step involved the careful selection of participants from a diverse range of schools in Thai Nguyen Province, Bac Can Province, and Cao Bang Province. A total of 300 individuals, comprising 150 teachers and 150 students, were identified as participants for this study. Some distinct sets of questionnaires were meticulously designed to cater to the specific objectives of the study. The first set of questions aimed to assess the frequency and level of interest displayed by students when engaging in experiential activities at secondary school. The second set of questions focused on assessing both teachers' and students' perspectives regarding the role of experiential activities in the development of communication skills. Trained researchers administered the questionnaires to the selected teachers and students within the respective schools. The participants were encouraged to respond candidly to the questions, ensuring data accuracy and reliability. The collected data was subsequently analyzed using appropriate statistical methods. This analysis aimed to reveal patterns, trends, and correlations in the responses from teachers and students. The research team interpreted the findings from the data analysis, drawing meaningful insights and conclusions. This step involved assessing the impact of experiential activities on communication skills and understanding the perspectives of both teachers and students. the outcomes of the study were compiled into a comprehensive report, summarizing the research methodology, key findings, and their implications. This report served as the final deliverable for the study. By following these well-structured procedures, the study was able to systematically collect, analyze, and interpret data, providing valuable insights into the awareness and perspectives of teachers and students on the role of experiential activities in developing communication skills.

2.4 Data Analysis

The data analysis in this study utilized a dual-platform approach, involving Excel and SPSS 22.0 software. These well-established tools are renowned for their capabilities in data processing, statistical computations, and the interpretation of research results. This approach was selected to ensure a robust and comprehensive analysis of the data collected during the study.

3. Results

Table 2 presents the assessment of both teachers and students regarding the frequency and interest levels of students when participating in experiential activities at secondary schools. The findings shed light on the extent of students' engagement and their level of interest in these educational experiences.

In terms of frequency, the majority of teachers, constituting 82.0%, reported that students usually participate in experiential activities. This suggests that these activities are a common part of the educational landscape, with a significant level of student involvement. On the other hand, 16.7% of teachers indicated that students sometimes participate, indicating that there is some variation in participation frequency. Only a small percentage of teachers, 1.3%, noted that some students do not participate in these activities. From the students' perspective, 66.7% expressed that they usually participate in experiential activities, aligning with the teachers' observations. However, a notable

portion of students, 27.3%, reported that they sometimes engage in these activities, indicating some variability in participation among students. A minority of students, 3.3%, noted that they do not participate in experiential activities. In terms of interest, teachers reported that a significant proportion of students, 80.0%, are very interested in these activities. This high level of interest suggests that experiential activities are engaging and enjoyable for a large number of students. Furthermore, 18.0% of teachers mentioned that students have an interest, although it may vary based on the type of activity. Only a small percentage, 2.0%, stated that some students are not interested in these activities. Students' self-assessment of their interest in experiential activities revealed that 59.7% of them are very interested, closely mirroring the teachers' observations. Additionally, 39.0% of students indicated that they have an interest in these activities, albeit with variations based on the type of activity. A small fraction, 1.4%, mentioned that they are not interested in experiential activities. These results suggest that experiential activities are a common and engaging part of secondary school education, with the majority of students demonstrating a high level of interest and participation. However, some variability exists, with a portion of students occasionally participating or showing varying degrees of interest based on the type of activity. These insights are valuable in understanding the dynamics of experiential learning in secondary schools.

Table 2. Assessment of Teachers and Students about the Frequency and Interest of Students When Participating in the Experience at Secondary Schools

No	Frequency/Interests	Teacher		Student	
		N	%	N	%
1	Usually	123	82.0	200	66.7
2	Sometimes	25	16.7	82	27.3
3	Not participate	2	1.3	10	3.3
	Total	150	100	300	100
1	Very interested in activities	120	80.0	173	59.7
2	Interest with the type of activity	27	18.0	113	39.0
3	Not interested in activities	3	2.0	4	1.4
	Total	*150*	*100*	*290*	*100*

Table 3 provides a comprehensive assessment of teachers and students regarding the role of experiential activities in developing various communication skills. The data sheds light on how these activities are perceived to influence the acquisition of essential communication skills, and the responses vary across different skill areas.

Table 3. Assessment of Teachers and Students about the Role of Experiential Activities in Developing Communication Skills

No	*Skills*	*Levels of effect*	*Teacher*		*Student*	
			N	*%*	*N*	*%*
1	Greeting skills	1	37	24.8%	149	51.2%
		2	104	69.8%	130	44.7%
		3	8	5.4%	6	2.1%
		4	0	0.0%	6	2.1%
2	Emotional and behavioral self-control skills	1	15	10.0%	59	20.3%
		2	96	64.0%	186	63.9%
		3	39	26.0%	40	13.7%
		4	0	0.0%	6	2.1%
3	Approaching communication objects skills	1	21	14.0%	70	24.1%
		2	84	56.0%	117	40.2%
		3	44	29.3%	95	32.6%
		4	1	0.7%	9	3.1%
4	Making requests and suggestions skills	1	24	16.0%	96	33.0%

		2	86	57.3%	125	43.0%
		3	40	26.7%	55	18.9%
		4	0	0.0%	15	5.2%
5	Refusing other people's requests and suggestions skills	1	18	12.0%	66	22.7%
		2	90	60.0%	164	56.4%
		3	38	25.3%	47	16.2%
		4	4	2.7%	14	4.8%
6	Feedback skills	1	32	21.3%	100	34.4%
		2	86	57.3%	116	39.9%
		3	32	21.3%	63	21.6%
		4	0	0.0%	12	4.1%
7	Sharing skills	1	27	18.0%	97	33.3%
		2	91	60.7%	116	39.9%
		3	30	20.0%	63	21.6%
		4	2	1.3%	15	5.2%
8	Solving-problem skills	1	16	10.7%	82	28.2%
		2	101	67.3%	133	45.7%
		3	31	20.7%	62	21.3%
		4	2	1.3%	14	4.8%
9	Public speaking skills	1	15	10.0%	65	22.3%
		2	104	69.3%	125	43.0%
		3	30	20.0%	80	27.5%
		4	1	0.7%	21	7.2%
10	Teamwork skills	1	27	18.0%	109	37.6%
		2	108	72.0%	125	43.1%
		3	15	10.0%	43	14.8%
		4	0	0.0%	13	4.5%
11	Persuade skills	1	9	6.0%	73	25.1%
		2	115	76.7%	143	49.1%
		3	24	16.0%	58	19.9%
		4	2	1.3%	17	5.8%
12	Listening skills	1	21	14.0%	107	36.8%
		2	102	68.0%	122	41.9%
		3	27	18.0%	48	16.5%
		4	0	0.0%	14	4.8%
13	Expression skills	1	16	10.7%	83	28.5%
		2	92	61.3%	125	43.0%
		3	42	28.0%	61	21.0%
		4	0	0.0%	22	7.6%
14	Negotiation skills	1	10	6.7%	76	26.1%
		2	93	62.0%	134	46.0%
		3	47	31.3%	61	21.0%
		4	0	0.0%	20	6.9%
15	Communication skills through eyes, gestures, and gestures	1	13	8.7%	84	28.9%
		2	101	67.3%	127	43.6%
		3	36	24.0%	70	24.1%
		4	0	0.0%	10	3.4%

In the context of greeting skills, a significant proportion of teachers, 69.8%, acknowledged that experiential activities have a substantial impact on nurturing these skills. In contrast, 24.8% believed that these activities have a moderate effect, and only 5.4% perceived them as having minimal impact. No teachers reported experiential activities as having no effect. From the students' perspective, 51.2% felt that these activities have a considerable influence on greeting skills, while 44.7% believed in a moderate effect, and 2.1% noted minimal impact. Similarly, no students reported that experiential activities had no effect on greeting skills. Emotional and behavioral self-control skills were evaluated by teachers, with 64.0% attributing a significant role to experiential activities in developing these skills. Additionally, 20.3% saw a moderate effect, and 13.7% perceived a minor effect. Likewise, no teachers reported no effect in this area. Students shared similar views, with 63.9% believing in a significant influence, 13.7% recognizing a moderate effect, and 2.1% indicating minimal impact. In this case, 20.3% of students felt that experiential activities had no effect. When it comes to approaching communication objects skills, teachers reported that 56.0% considered these activities to have a substantial role, 40.2% perceived a moderate effect, and 3.1% noted minimal influence. Only 0.7% of teachers felt that these activities had no effect. Students, on the other hand, expressed their views with 32.6% believing in a significant role, 40.2% acknowledging a moderate effect, and 3.1% perceiving minimal impact. A slightly higher percentage, 3.3%, of students felt that experiential activities had no effect in this skill area. Making requests and suggestions skills were evaluated, with teachers attributing a significant role to experiential activities in 57.3% of cases, recognizing a moderate effect in 43.0% of responses, and minimal impact in 18.9% of cases. No teachers reported no effect in this skill area. Students shared similar views, with 43.0% believing in a significant role, 18.9% recognizing a moderate effect, and 5.2% indicating minimal impact. Interestingly, 5.2% of students felt that experiential activities had no effect in this skill area. Refusing other people’s requests and suggestions skills were assessed, with 60.0% of teachers acknowledging a significant role of experiential activities, 56.4% recognizing a moderate effect, and 16.2% perceiving minimal impact. Moreover, 4.8% of teachers felt that these activities had no effect. From the students' perspective, 56.4% believed in a significant influence, 16.2% noted a moderate effect, and 4.8% felt minimal impact. Additionally, 4.8% of students reported no effect in this skill area. Feedback skills were evaluated by teachers, with 57.3% attributing a significant role to experiential activities, 39.9% recognizing a moderate effect, and 4.1% noting minimal influence. No teachers reported no effect in this area. Students expressed similar views, with 34.4% believing in a significant role, 39.9% recognizing a moderate effect, and 21.6% perceiving minimal impact. However, 4.1% of students felt that experiential activities had no effect in developing feedback skills. Sharing skills were also assessed, with 60.7% of teachers attributing a significant role to experiential activities, recognizing a moderate effect in 39.9% of cases, and minimal impact in 5.2% of responses. No teachers reported no effect in this area. Students' views mirrored those of teachers, with 33.3% recognizing a significant influence, 39.9% acknowledging a moderate effect, and 21.6% indicating minimal impact. Additionally, 5.2% of students reported no effect in sharing skills. Solving-problem skills were assessed, with 67.3% of teachers attributing a significant role to experiential activities, recognizing a moderate effect in 45.7% of responses, and 21.3% perceiving minimal influence. No teachers reported no effect in this skill area. Students, on the other hand, shared similar views, with 28.2% believing in a significant role, 45.7% recognizing a moderate effect, and 4.8% indicating minimal impact. A slightly higher percentage of students, 4.8%, felt that experiential activities had no effect in solving-problem skills. Public speaking skills were evaluated, with 69.3% of teachers attributing a significant role to experiential activities, recognizing a moderate effect in 27.5% of cases, and minimal impact in 7.2% of responses. A small portion, 0.7%, of teachers reported no effect. Students' views aligned with those of teachers, with 43.0% recognizing a significant influence, 27.5% acknowledging a moderate effect, and 7.2% perceiving minimal impact. Moreover, 7.2% of students reported no effect in public speaking skills. Assessment of teamwork skills revealed that 72.0% of teachers believed experiential activities played a significant role, 43.1% recognized a moderate effect, and 4.5% perceived minimal influence. No teachers reported no effect in this area. Students shared similar views, with 37.6% believing in a significant role, 43.1% acknowledging a moderate effect, and 14.8% indicating minimal impact. Interestingly, 4.5% of students felt that experiential activities had no effect in teamwork skills. Regarding persuasion skills, teachers recognized a significant role in 76.7% of responses, a moderate effect in 49.1% of cases, and minimal impact in 19.9% of responses. Only 5.8% of teachers reported no effect. Students' views aligned with those of teachers, with 49.1% recognizing a significant influence, 19.9% acknowledging a moderate effect, and 5.8% perceiving minimal impact. Furthermore, 5.8% of students reported no effect in persuasion skills. The assessment of listening skills showed that 68.0% of teachers believed experiential activities played a significant role, 41.9% recognized a moderate effect, and 16.5% perceived minimal influence. No teachers reported no effect. Students expressed similar views, with 36.8% believing in a significant role, 41.9% acknowledging a moderate effect, and 16.5% indicating minimal impact. However, 4.8% of students felt that experiential activities had no effect in developing listening skills. Expression skills were assessed, with 61.3% of teachers attributing a significant role to

experiential activities, recognizing a moderate effect in 43.0% of responses, and 21.0% perceiving minimal influence. No teachers reported no effect. Students' views aligned with those of teachers, with 43.0% recognizing a significant influence, 21.0% acknowledging a moderate effect, and 7.6% indicating minimal impact. Additionally, 7.6% of students reported no effect in expression skills. Negotiation skills were evaluated, with 62.0% of teachers recognizing a significant role for experiential activities, 46.0% acknowledging a moderate effect, and 21.0% perceiving minimal influence. No teachers reported no effect in this skill area. Students expressed similar views, with 46.0% believing in a significant role, 21.0% acknowledging a moderate effect, and 6.9% indicating minimal impact. Additionally, 6.9% of students felt that experiential activities had no effect in negotiation skills. Lastly, communication skills through eyes, gestures, and gestures were assessed, with 67.3% of teachers attributing a significant role to experiential activities, 43.6% recognizing a moderate effect, and 24.1% perceiving minimal influence. No teachers reported no effect. Students' views aligned with those of teachers, with 43.6% recognizing a significant influence, 24.1% acknowledging a moderate effect, and 3.4% indicating minimal impact. In this case, 3.4% of students reported no effect in communication skills through eyes, gestures, and gestures.

Table 4 presents an analysis of the factors influencing the development of communication skills in secondary school students in the Northern mountainous region through experiential activities. These factors are critical in understanding the context and effectiveness of such activities in nurturing communication skills.

Table 4. Factors Affecting the Development of Communication Skills for Secondary School Students in the Northern Mountainous Region through Experiential Activities

No	Factor	Levels	N	%
1	Awareness of managers and teachers about the meaning of developing communication skills through experiential activities	Very effect	105	70.0%
		Less effect	41	27.3%
		No effect	4	2.7%
2	The ability to organize the experiential activities of the teacher	Very effect	95	63.3%
		Less effect	53	35.3%
		No effect	2	1.3%
3	The school's facility conditions	Very effect	76	51.0%
		Less effect	69	46.3%
		No effect	4	2.7%
4	Awareness and interest of students for developing communication skills through experiential activites and vocational guidance	Very effect	91	61.1%
		Less effect	53	35.6%
		No effect	5	3.4%
5	Interest, creating favorable conditions of parents	Very effect	94	63.1%
		Less effect	52	34.9%
		No effect	3	2.0%
6	The coordination of social forces in organizing experiential activities for secondary school students	Very effect	90	60.4%
		Less effect	55	36.9%
		No effect	4	2.7%

The first factor, "Awareness of managers and teachers about the meaning of developing communication skills through experiential activities," reveals that 70.0% of respondents considered this factor to have a very significant effect. This emphasizes the importance of educators and school leaders understanding the value of communication skill development through experiential activities. 27.3% of respondents saw this factor as having a less significant effect, while only 2.7% believed it had no effect. The second factor pertains to "The ability to organize the experiential activities of the teacher." In this case, 63.3% of participants perceived this factor as having a very significant effect, highlighting the role of teachers in organizing these activities. 35.3% saw it as having a less significant effect, and only 1.3% believed it had no effect. Factors related to the "School's facility conditions" were also assessed. Here, 51.0% of respondents viewed facility conditions as having a very significant effect on communication skill development through experiential activities. 46.3% believed these conditions had a less significant effect, while 2.7% thought they had no effect. The fourth factor considered was the "Awareness and

interest of students in developing communication skills through experiential activities and vocational guidance." Results showed that 61.1% of participants thought this factor had a very significant effect, underscoring the importance of students' engagement. 35.6% perceived it as having a less significant effect, and 3.4% felt it had no effect. "Interest and creating favorable conditions for parents" constituted the fifth factor. In this case, 63.1% of respondents considered this factor as having a very significant effect, indicating that parental involvement is crucial in communication skill development. 34.9% viewed it as having a less significant effect, while 2.0% believed it had no effect. The final factor, "The coordination of social forces in organizing experiential activities for secondary school students," was also assessed. It was found that 60.4% of participants thought this factor had a very significant effect on communication skill development. 36.9% perceived it as having a less significant effect, and 2.7% felt it had no effect. These findings collectively highlight the perceived significance of these factors in shaping the effectiveness of experiential activities for developing communication skills in secondary school students within the Northern mountainous region. The insights underscore the importance of factors such as awareness among educators, teachers' abilities, facility conditions, student engagement, parental support, and social coordination, shedding light on the broader context of communication skill development through experiential activities in this specific region.

4. Discussion

The discussion section of this study provides a comprehensive analysis of the findings related to experiential activities and their role in developing communication skills among secondary school students in the Northern mountainous region. The results offer valuable insights into the frequency and interest of students in participating in these activities, the specific communication skills that are enhanced, and the key factors that influence the success of experiential programs. These findings have significant implications for educational practices and policies, and they align with existing literature on experiential learning and skill development. In this general discussion, we will delve into the broader implications of these results, consider their alignment with previous research, and explore potential strategies for leveraging experiential activities to further enhance communication skill development in the Northern mountainous region.

The results of the study shed light on several crucial aspects of experiential activities and their role in developing communication skills among secondary school students in the Northern mountainous region. It is essential to delve deeper into these findings for a comprehensive understanding. In terms of the frequency and interest of students in experiential activities, the data shows that a substantial number of students usually participate in these activities. This level of engagement is promising, as it suggests that students are actively involved in experiential programs (Austin & Rust, 2015; Morris, 2020). This aligns with the broader educational principle that active participation is pivotal for effective learning (Lombardi et al., 2021; Merritt et al., 2022). The fact that students are frequently engaged in experiential activities suggests a culture of participation within these schools, which is an encouraging sign for the promotion of communication skill development. Moreover, the high interest demonstrated by both teachers and students in these activities indicates their enthusiasm for experiential learning. This enthusiasm is a vital component of effective education, as motivated learners are more likely to absorb and apply new skills (Kolb et al., 2014; König, 2021; Wurdinger & Carlson, 2009). The positive attitude towards experiential activities can contribute to a more fruitful learning experience for both teachers and students.

The assessment of the role of experiential activities in developing communication skills provides detailed insights into the skills affected. Greeting skills, for instance, were identified as a key area of development through experiential activities. This aligns with the fundamental role of experiential learning in enhancing interpersonal skills. These findings are in line with existing literature that highlights the potential of experiential activities in fostering interpersonal skills (Warner, 2020). Similarly, emotional and behavioral self-control skills were recognized as positively influenced by experiential activities (Galla & Duckworth, 2015). This finding underscores the importance of emotional intelligence in communication. These results resonate with the idea that experiential activities can facilitate the development of emotional intelligence and self-regulation, crucial components of effective communication (Cui, 2021; Kastberg et al., 2020). In the case of factors influencing the development of communication skills through experiential activities, the study provides valuable insights. The awareness of managers and teachers about the significance of these activities is crucial. This acknowledgment aligns with research emphasizing the role of educators in shaping effective experiential learning environments (Polman et al., 2021; Wurdinger & Carlson, 2009). The ability of teachers to organize experiential activities is another critical factor. Effective organization ensures that these activities align with educational goals and are delivered in a structured manner (Hénard & Roseveare, 2012; Wells, 2007). This aspect of experiential learning corresponds with Kolb' concept of structured reflection and processing of experiences. Facility conditions within schools are perceived as

influential, highlighting the significance of adequate resources for experiential activities. This is consistent with the idea that well-equipped facilities enhance the quality of experiential learning experiences (Haron et al., 2021; Rathi & Nirgude, 2022). Student awareness and interest, as well as parental support, emerged as important factors (Barge & Loges, 2003). These findings underline the interconnectedness of students, parents, and teachers in the success of experiential learning programs. The support and motivation of these stakeholders are essential for effective implementation. Lastly, the coordination of social forces in organizing experiential activities is seen as having a very significant effect. This underscores the importance of community involvement and partnerships in expanding the scope and impact of experiential activities (Han et al., 2021; Sandy & Holland, 2006). The study's results reveal the positive engagement and attitudes of teachers and students towards experiential activities. It highlights the areas of communication skills that experiential activities effectively develop and identifies critical factors contributing to their success in the Northern mountainous region. These insights can inform educational practices and policies, with the potential to enhance communication skill development among secondary school students.

While this study has provided valuable insights into the perceptions of teachers and students regarding the role of experiential activities in developing communication skills among secondary school students in the Northern mountainous region, it is important to acknowledge certain limitations. First, the research was confined to a specific geographic area, and the findings may not be fully generalizable to other regions or educational contexts. Additionally, the study's reliance on self-assessment measures for both teachers and students could introduce subjectivity and potential biases into the data. Furthermore, the study did not explore the long-term impact of experiential activities on communication skill development, which could provide a more comprehensive understanding of the outcomes. Finally, the research did not investigate the specific types and content of experiential activities being implemented in schools, which could vary widely and have different effects on skill development. These limitations should be considered when interpreting the findings and may provide directions for future research in this field.

The implications of this study are multifaceted and have relevance for educational stakeholders, policymakers, and practitioners. First and foremost, the results highlight the critical role of experiential activities in developing communication skills among secondary school students in the Northern mountainous region. These findings underscore the importance of integrating experiential activities into the curriculum to enhance students' communication abilities. Educators can use these insights to design and implement more effective and targeted experiential activities that address specific communication skills. Additionally, school administrators and policymakers can consider the factors affecting the success of these activities, including teacher training, facility conditions, and parental involvement. These insights can inform decisions about resource allocation and policy development to support experiential learning initiatives. Moreover, students' strong interest in and perceived benefits of experiential activities indicate a readiness to engage in such programs, suggesting the potential for increased participation and enthusiasm. This, in turn, can contribute to a more engaging and holistic educational experience. Overall, the study's implications provide a solid foundation for enhancing communication skills development through experiential activities in the Northern mountainous region and can serve as a model for similar initiatives in other regions and educational settings.

5. Conclusion

This study sheds light on the significance of experiential activities in the development of communication skills among secondary school students in the Northern mountainous region of Vietnam. The findings reveal that both teachers and students recognize the value of these activities in nurturing a wide range of communication skills. Teachers play a pivotal role in organizing and facilitating experiential activities, and their efforts are instrumental in shaping students' perceptions and abilities. Students, on the other hand, exhibit a strong interest in these activities and acknowledge their positive impact on communication skills. The study also identifies factors that influence the success of experiential activities, including teacher awareness, facility conditions, and parental support. These insights provide a comprehensive understanding of the landscape of communication skills development in this region and offer valuable guidance for educational stakeholders and policymakers. By embracing experiential activities and addressing the identified factors, educators and administrators have the potential to enhance communication skills among students, preparing them for success in various aspects of their lives. The study's implications extend to educational settings beyond the Northern mountainous region, offering a blueprint for the integration of experiential activities in communication skills development programs.

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Authors contributions

The author confirms sole responsibility for the following: study conception and design, data collection, analysis and interpretation of results, and manuscript preparation.

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Transparency

The author state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Data Availability Statement

The original contributions presented in the study are included in the article, further inquiries can be directed to the corresponding author.

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The author declare that they have no competing interest

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