



KNOWLEDGE OF SCHOOL TEACHERS ON EXPERIENTIAL LEARNING

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Abstract: Active and meaningful learning takes place when students engage themselves in activities, explore and contextualize the information with real world examples, experience the concrete ideas. Experiential learning promotes active learning process by engaging in real, modern situations. The current study is conducted to examine the knowledge of the school teachers from various schools of Kanniyakumari district on experiential learning. Normative survey method was adopted. Simple random sampling technique was used to select the sample. The size of sample was 100 school teachers. The experiential learning knowledge test constructed and validated by the investigators was used to collect the data. Independent sample t-test was used for data analysis. The result of the study showed that most of the teachers have average level of knowledge on experiential learning.

Keywords: Active and meaningful learning, Experience, Experiential learning, School Teachers and Kanniyakumari district.

INTRODUCTION

Learning is about a change: brought about by developing a new skill, understanding a scientific law changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change; usually brought about intentionally (Sequeria, 2012). The concept of learning is mainly a broader term that normally associated with the school classroom. But the learning will be only effective when the teaching leads the learners to experience it through the real situations. The effective teaching along with proper teaching material will lead the student's to be active in every learning activity. Thus the process of learning through experience termed as Experiential Learning and gains its importance in teaching-learning process.

Experiential Learning is the process of making meaning from direct experience. David A. Kolb, helped to popularize the idea of experiential learning drawing heavily on the work of John Dewey and Jean Piaget. His work on experiential learning has contributed greatly to expanding the philosophy of experiential education. According to David Kolb, "Knowledge is continuously gained through both personal and environmental experiences". In the book *Experiential Learning* (1984), David Kolb describes learning as a four-step process. He identifies the steps as (1) watching (2) thinking (mind) (3) feeling (emotion) and (4) doing (muscle). (Joshi, Kavita, 2015)

Experiential Learning stimulates the students in their activities to think, explore, ask, make decision and makes them to apply what they have learned. Experiential learning-based teaching material uses student-centered approach that is started by the underlying principle that people learn best from the experience. (Mutmainah, Rukayah, Mintasih Indriayu, 2019).

In an Experiential Learning, learners engage themselves in the process of learning by transforming them from passive listeners to active participants. Here the learners involve in learning by interacting with the environment, integrating different ways of seeing, reflecting and creating new knowledge. The quality and extent of learner

achievement are determined mostly by teacher competencies, skills, and motivation. A teacher is one of the chief instruments for bringing about qualitative improvement in learning. A competent teacher enables the learner to participate actively in the process of learning and makes learning meaningful. Thus in this process, teachers play a significant role in providing experiences to the learner, thus act as a facilitator. In-depth knowledge of planning and implementing meaningful experience and thereby enhancing students' knowledge is one of the greatest tasks of a teacher. Teachers should be devoted and committed to the teaching profession with expertise and intellect. The effective teachers can mould the students into ideal democratic citizen with efficiency and skill. Therefore, every teacher needs to know about the experiential learning and its importance. (Dsa, Laveena Reshma, 2019)

NEED AND SIGNIFICANCE OF THE STUDY

Teachers are the pillars of the society in shaping the lives of future generation. Due to the drastic changes in the society, the teachers have also need to bring changes in their teaching-learning process. Students learning will be effective only when the teacher use some different approaches apart from the traditional methods. Effective learning is only possible where an effective teaching exist. In today's world, effective teaching is only possible through highly qualified and competent teachers who help the students to experience what they learn and make it applicable for real life situations. According to Hulaikah, Degeng, Sulton and Murwani (2020) states that, "the students taught by experiential learning was different from one taught by direct instruction". Thus the students' taught through experiential learning resulted in better performance than the directed instructed learning and it helps in bringing changes in students learning.

According to Kolb and Kolb (2011), "Experiential Learning is a dynamic holistic process of learning from experience. It can be used for the process of learning. This can also serve as a tool to design and implement management of education program for better development. Thus considering the application of experiential learning approach helps to improve the learning". Experiential learning is not a molecular educational concept but rather is a molar concept describing the central process of human adaption to the social and physical environment (Kolb, 1984). Thus the students' using experiential learning helps them to become a well-versed individual. According to Rapaport (2013) find out that experiential learning uses proven techniques that present relevant information in a format that maximizes student's intellectual capabilities and retention. Thus experiential learning helps the students to know more information through their own intellectual capabilities. Puja Mushahari & Hitesh Sharma (2022) found out that the attitude of teacher trainees towards experiential learning approach is highly favourable.

Effective teacher preparation equips instructors with the necessary methodological and topic expertise to ensure high-quality instruction. Girvan, Conneely and Tangney (2016) found out that the teachers those bring changes in their pedagogical practices based on experiential learning have brought great influence the students learning. So experiential learning is considered as an important one in teaching-learning process. Lee (2019) revealed that there is a high value in preparing pre-service teachers to teach English grammar through an experiential learning project. Therefore the study has conducted to check whether the teacher's possess knowledge about the importance of experiential learning and also to check whether the teacher's know about the steps involved in the experiential learning process.

STATEMENT OF THE PROBLEM

Learning is considered as a major one in education. Learning can be possible by many ways, but effective learning is mainly in the hands of the teachers. Teachers are the mainly considered as a sculpture one who have the ability to build the future of the country. Though teachers are important, the methods of teaching are also important. An ineffective teacher cannot able to promote holistic development in students, so different methods of teaching are needed for the betterment of the students. One of the important methods among them is learning by doing which is also called as experiential learning. Due to its importance, the investigator need to ensure that, "Whether the school teachers have the knowledge about experiential learning or not?" To find the answer of this question, the study is entitled as "Knowledge of School Teachers on Experiential Learning".

OBJECTIVES

- To study the knowledge of school teachers about experiential learning.
- To compare the mean scores of experiential learning of school teachers with respect to the background variables namely sex, locale and syllabus followed in the school.

METHODOLOGY OF THE STUDY

The investigator adopted normative survey method for conducting this study. The simple random sampling technique was used to select the sample. The sample for the study consisted of school teachers from various schools in Kanniya Kumari district. The size of the sample was 100 An Experiential learning knowledge test was constructed and validated by the investigator and guide. The test is administered to the school teachers with proper instruction. The scored data was subjected to analysis using SPSS package.

RESULTS AND DISCUSSION

Percentage-wise analysis of Knowledge of Experiential Learning

Table: 1.1

Percentage-wise distributed of different levels of Knowledge of Experiential Learning

Awareness of Experiential Learning	Count	Percent
Low	27	27.00
Medium	46	46.00
High	27	27.00
Total	100	100.00

From the above table it is clear that among the total sample, 27% of teachers have low level of Knowledge about experiential learning. 46% of them have medium level of awareness about experiential learning and the remaining 27% have high level of awareness about experiential learning. Also it shows that most of the teachers have moderate awareness about experiential learning.

Analysis of Experiential knowledge test of school teachers

Table 1.2

Descriptive statistics for knowledge test scores of school teachers

	N	Minimum	Maximum	Mean	Std. Deviation
Knowledge test	100	6.00	20.00	12.5200	2.78698

Analysis of knowledge of school teachers based on Sex

Table: 1.3*Mean, Standard Deviation and t-test score for study variable*

	Sex	N	Mean	Std. Deviation	t	p
Awareness test	Male	26	11.5385	1.94383	5.980	0.016
	Female	74	12.8649	2.96243		

From the above table it is clear that the $p < 0.05$, so that there exist significance difference between the mean scores of school teachers with respect to sex. Knowledge level of female teachers is found to be higher than male teachers.

Analysis of knowledge of school teachers based on locality

Table: 1.4*Mean, Standard Deviation and t-test score for study variable*

	Locality	N	Mean	Std. Deviation	t	p
Knowledge test	Urban	69	13.1739	2.93035	6.469	0.013
	Rural	31	11.0645	1.73081		

From the above table it is clear that the $p < 0.05$, so that there exist significance difference between the mean scores of school teachers with respect to locality. Teachers from urban locale have more knowledge than the teachers from rural locale.

Analysis of knowledge of school teachers based on Board

Table: 1.5*Mean, Standard Deviation and t-test score for study variable*

	Board	N	Mean	Std. Deviation	t	p
Knowledge test	State board	56	11.0000	1.67332	7.031	0.009
	CBSE board	44	14.4545	2.73185		

From the above table it is clear that the $p < 0.05$, so that there exist significance difference between the mean scores of school teachers with respect to board. Teachers who taught CBSE board have more knowledge on experiential learning than who taught State Board.

FINDINGS

1. 46% of school teachers have average knowledge about experiential learning.
2. Male and female school teachers differ significantly in their knowledge in experiential learning.
3. School teachers from rural and urban locale differ significantly in their knowledge in experiential learning.
4. Teachers who taught CBSE Board and State Board differ significantly.

EDUCATIONAL IMPLICATIONS

- Workshops on experiential learning and its importance could be conducted and all the teachers could be provided with the knowledge on experiential learning approach.
- Teacher Education curriculum could be reconstructed so that pre-service teachers in teacher education institution could get knowledge on experiential learning approach.
- Teachers could be trained through practicum to frame the models of experiential learning approach related to their subjects.

CONCLUSION

For new generation, new teaching and learning methods and also the approaches should be needed. The most important job is in the hands of teachers. So the teachers have to develop their professional ability to become as a teacher who is flexible to all deal with future students. Teaching is not just a job; it's a respectable profession so the teachers have to be aware of each and every corners new development in education for the betterment of future generation.

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