



# “Effectiveness Of Experiential Learning In Developing Attitude Towards Learning Social Science Among 9<sup>th</sup> Standard Students”

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## Abstract:

Experiential Learning is a very effective approach to teach methodology of any discipline wherein learner learns better at his own pace through experience. It is the greatest contribution by David.A. Kolb who designed it exclusively for the learner. Later it was well defined by greatest psychologist such as John Dewey, Kurt Levin, Jean Paiget and L.S. Vygotsky. Kolb's model of experiential learning based on philosophy, psychology and physiology. Knowledge is acquired by first-hand by moving from one phase to another phase instead of hearing and reading the related experience. According to Kolb it is the process of learning through experiences and specifically defined as “Learning through reflection on doing”.

Experiential Learning is typically designed by four-stage of learning cycle wherein the learner passes through one by one to have an experience bit by bit and learn ultimately. Namely, “concrete Experience, Reflective Observation, Abstract Conceptualization and Active Experimentation”. To speak about implications of this approach is that it avoids rote learning, paves way for thinking, provides first-hand knowledge etc. It is very useful learning in higher education also and lifelong learning with special regard to adult education where adults learn easily and remember for longer time as they involve completely in the process. As the world is highly competitive learners need to acquire the skills pertaining to the learning subject. Teachers of social science need to acquire one or the other the skill to prepare for the effective classroom teaching relating to History, Political Science, Geography, Economics, Sociology, Business Studies and other branches of social science. Teachers will be able to effectively after the implementation of the best approach called Experiential learning and thereby promoting learning attitude; they are given proper training by implementing proper approach to draw the map easily or to make instructional materials etc. In this way Experiential Learning helps teachers to use instructional materials

or Using of Map judiciously in the classroom teaching to enhance an attitude of students towards learning social science.

## KEY WORDS: Experiential Learning and Attitude towards Social Learning

### INTRODUCTION:

The focus of this article is to develop the attitude of students in learning Social Science among 9<sup>th</sup> standard students. Practically by implementing the theory of experiential learning related to different disciplines in social science. The question is why the students and the teacher of social science need to have the knowledge of experiential learning? Definitely teachers and learners need to have the complete knowledge of experiential learning to learn the concept in depth. The variance of absorption levels of a learner need not to be the same. Quite naturally it defers from individual to individual. Should the child be allowed to use a powerful platform to avoid of using conventional methods of learning? The answer is always yes. Every teacher wants the wholesome development of a child beyond academics. The variance can be too tiny or very significant. Ultimately this should not cause apprehensions. So, need to be judge the learning outcomes of the child on diverse parameters like, exposure, learning plans, interaction with peers, technology, faculty absorption etc. Child must be given the option of selecting the different methods to learn. To give examples related to the Experiential learning, taking students to field trip for exploring employment especially to historical monuments, museums, art gallery related to social science, map drawing and model making like volcanic-eruption, generation of hydro-electricity as a group work, open ended discussion activities suited to contemporary issues etc.

### MEANING:

The concept **Experiential Learning** is a process of learning at one's own pace by proceeding to different phases through personal experience. According to **David.A. Kolb** it is the process of learning through experiences and specifically defined as "**Learning through reflection on doing**". In a broader sense, it is the application of theory and academic content to real-world experiences either within the classroom or within the community and the learning ability based on employability skills when it is restricted to a classroom. It is a teaching methods and activities which require involvement of the learner in the process of learning. The reason for the effectiveness of experiential learning is as it provides physical environmental to understand the concept in depth. Experiential Learning is a philosophy of education that describes the process between the teacher and the learner and thereby infusing the direct experiences through learning by doing.

**Experiential learning** is a philosophy that provides various methodologies in which educators purposefully engage with learners in direct experience and also focussing reflection in order to increase knowledge, skills, and values and enhance the potentiality of the students to contribute to the society in the long run. In a broader sense, it is the application of theory and academic content to real-world experiences either within the classroom or within the community and the learning ability based on employability skills

when it is restricted to a classroom. It is a teaching methods and activities which require involvement of the learner in the process of learning. The reason for the effectiveness of experiential learning is as it provides physical environmental to understand the concept in depth. In a nutshell, it immerses learners in a particular experience and later encourages the reflection of that particular experience to enhance and also to learn new attitudes, unlearnt skills and divergent thinking. Through this theory Kolb offers an exceptionally useful typology of individual learning style and corresponding structures of knowledge in different academic disciplines.

## NEED AND IMPORTANCE:

The need for experiential learning is gaining momentum in the study of any discipline through the implementation of this approach. Experiential Learning is an important approach wherein students are very comfortable to learn by, **learning by doing** in any classroom. The significant benefits of it, includes helping learners improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. Even **National Policy on Education (1986)** was very clear on the issue which emphasized that there is a paramount need to create an attitude towards learning any subjects. In a common parlance an attitude is a settled way of thinking or feeling about something. But Attitude can be defined as the way in which a person views and evaluates something of someone, a predisposition of a tendency to respond positively or negatively toward a certain idea, object, person or situation. Developing attitude is bit difficult for the teacher through saying orally but an attitude towards learning social science can be developed by implementing various methods of teaching and approaches in the teaching of the social science lessons. For the present study Researcher implemented Experiential Learning of David. A. Kolb to enhance the attitude towards learning social science in secondary school students.

## OBJECTIVES:

The objectives of the study were:

1. To find out the difference between gender and attitude of 9<sup>th</sup> standard students learning towards social science in the experimental group.
2. To find out the difference between gender and attitude of 9<sup>th</sup> standard students learning towards social science in the control group.
3. To find out the difference between the 9<sup>th</sup> standard boys' attitude towards learning social science in the experimental group.
4. To find out the difference between the 9<sup>th</sup> standard boys' attitude towards learning social science in the control group.
5. To find out the difference between the 9<sup>th</sup> standard girls' attitude towards learning social science in the experimental group.
6. To find out the difference between the 9<sup>th</sup> standard girls' attitude towards learning social science in the control group.

## METHODOLOGY:

### Variables of the Study:

The present study has a following variable. They are,

#### 1.Independent Variable:

- (a). Experiential Learning strategy

#### 2. Dependent Variable:

- (a). Attitude

#### 3.Moderate Variable:

- (a). Gender

## HYPOTHESES OF THE STUDY:

The following were the hypotheses of the study.

- There is no significant difference between gender and attitude of 9<sup>th</sup> standard students learning towards social science in the experimental group.
- There is no significant difference between gender and attitude of 9<sup>th</sup> standard students learning towards social science in the conventional group.
- There is no significant difference between the 9<sup>th</sup> standard boys' attitude towards learning social science in the experimental group.
- There is no significant difference between the 9<sup>th</sup> standard boys' attitude towards learning social science in the conventional group.
- There is no significant difference between the 9<sup>th</sup> standard girls' attitude towards learning social science in the experimental group.
- There is no significant difference between the 9<sup>th</sup> standard girls' attitude towards learning social science in the conventional group.

## TOOLS USED FOR THE STUDY:

For the present research, the following tools were developed by the researcher was used, that is “**Attitude in Social Science Scale**”. It consisted of 20 items. And the arrangement of Reponses for items were given as “SA”, “A”, “D”, And “SDA” and the point values were assigned to this is 4 points scale.

## DESIGN OF THE STUDY:

Experiential Learning Approach was used.

## STATISTICAL ANALYSIS:

The sample ‘t’ test was used to compare the means of both the experimental and control group to see the interaction effect between gender and attitude on the experimental and control group.

## ANALYSIS AND INTERPRETATION OF DATA:

The data collected was used to test the various hypothesis formulated for the study by the researcher. The variables included in this study are the independent variable and the dependent variables. Experiential Learning Strategy is the independent variable whereas Attitude is the dependent variable used in the study. The data was analysed using t-test.

**Table:1 Showing the Analysis of Scores using t-test against the scores obtained by Control and Experimental Group**

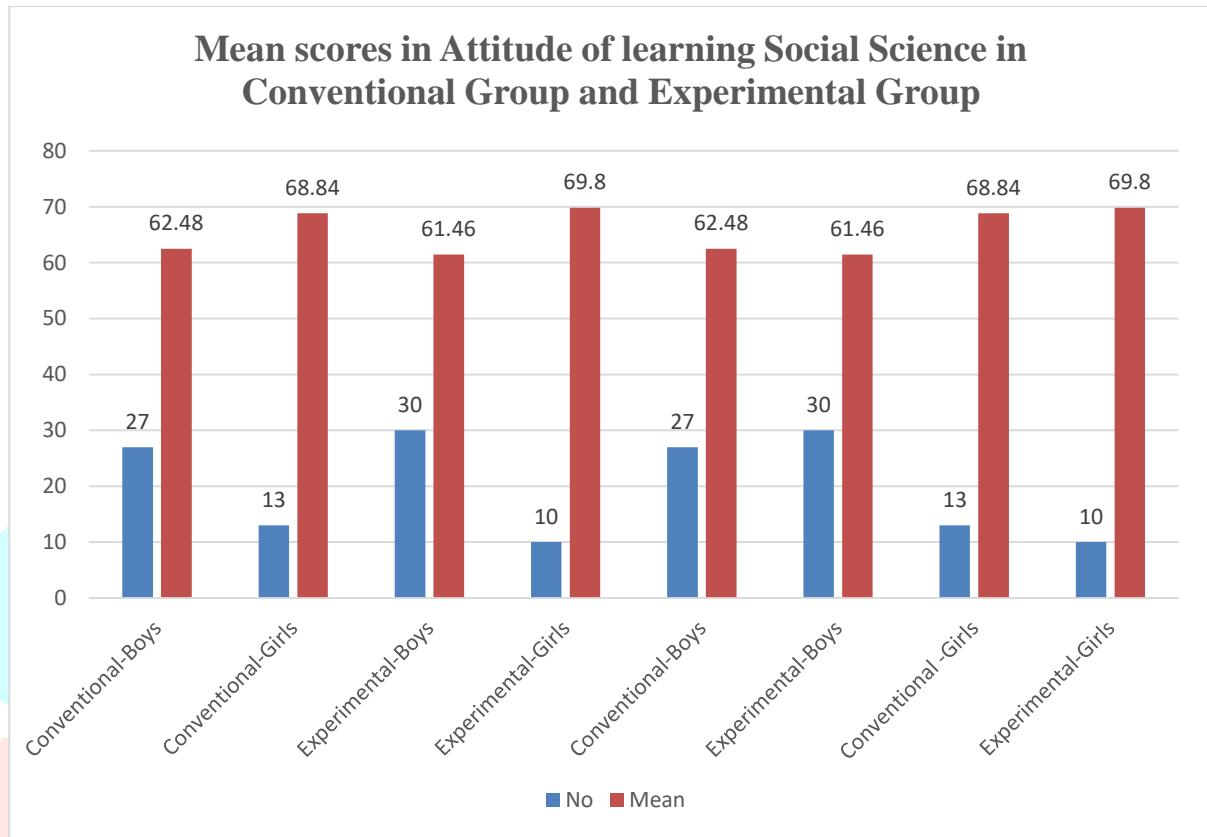
SL.NO	GROUPS	N	Mean	Variance	t-value	Level of significance at 0.05
1.	Conventional-Boys	27	62.48	78.67	3.49	Yes
	Conventional-Girls	13	68.84	5.33		
2.	Experimental-Boys	30	61.46	50.83	3.61	Yes
	Experimental-Girls	10	69.8	36.72		
3.	Conventional-Boys	27	62.48	78.67	0.47	No
	Experimental-Boys	30	61.46	50.83		
4.	Conventional -Girls	13	68.84	5.33	0.23	No
	Experimental-Girls	10	69.8	36.72		

- Significance at 0.05 level

The above table indicates that the obtained 't' value (3.49) is greater than the table value (2.02) for df-38 at 0.05 level of significance. Therefore, the hypotheses that there is no significant difference between Conventional Group Boys and Conventional Group Girls in enhancing Attitude in learning social science among IX standard secondary school students is rejected. Therefore, the given test is accepted. Secondly, the obtained table value (3.61) is greater than the table value (2.02) for df-38 at 0.05 level of significance. Therefore, the hypotheses that there is no significant difference between Experimental Group Boys and Experimental Group Girls in enhancing Attitude in learning social science among IX standard secondary school students is rejected. Therefore, the given test is accepted. The third one says that the obtained 't' value (0.47) is lesser than the table value (2.02) for df-55 at 0.05 level of significance. Therefore, the hypotheses that there is no significant difference between Conventional Group Boys and Experimental Group Boys in enhancing Attitude in learning social science among IX standard secondary school students is accepted. Therefore, the given test is rejected. Fourth one says that that the obtained 't' value (0.23) is lesser than the table value (2.02) for df-21 at 0.05 level of significance. Therefore, the hypotheses that there is no significant difference between Conventional Group Girls and Experimental Group Girls in

enhancing Attitude in learning social science among IX standard secondary school students is accepted. Therefore, the given test is rejected. On the basis of the above finding experiential learning Approach has helped the students to perform better in their test when it was conducted class wise to know the attitude of students in learning Social Science.

**Graph:1 Showing the Mean Scores in Attitude of Learning Social Science in Different Groups**



### **INTERPRETATION:**

The above graph reveals that the students of Girls and Boys belonged to same class shown the better attitude in learning Social Science when Experiential Learning Approach was used in teaching Social Science.

### **FINDINGS OF THE STUDY:**

The paper analyses the attitude towards learning social science in the use of research methods and data analysis procedures and aims to determine whether students are having attitude towards learning social science for this researcher used sophisticated and advanced data analysis procedure than were employed primarily. It clearly shows that the study investigated secondary school students' attitude towards learning social science developed through the implementation of Experiential Learning Approach. As the approach Experiential Learning propagate students to learn on their own by proceeding from one phase to another able to understand the concept and learning by doing is properly fitted into their learning strategy. Students were selected through the stratified random sampling technique from secondary schools of Bengaluru that is National High School, Basavanagudi, Bengaluru. Results indicate that there are no significant differences between the Experimental group and the Controlled group in relation to gender.

The result reveals that the level of attitude towards learning social science is experimental group and the controlled group. Also, there are no significant differences between them in attitude across and within two groups with regard to their gender.

## CONCLUSION:

In conclusion, the study suggests that Social Science is such a vast subject and plays a very important role in acquiring good marks. As it is a valuable and dynamic subject Social Science allowing students to avoid rote learning. And it is commonly said that to learn and to achieve good marks students should have a positive attitude. So, attitude plays an important role as prerequisite in learning Social Science. Definitely students of Social Science have an attitude of learning the different branches of Social Science like History, Political Science, Sociology, Economics, Business Studies and Geography. The due reasons are the subject Social Science proves to be a vast subject and to be a backbone in scholastic and co-scholastic achievement. The attitude of learning can be enhanced even through the Communicative Skill, Effective teaching methods, Approaches etc. Ultimately the development of the attitude of learning social science lies in the hand of Parents, Teachers and Students as well along with various methods, approaches and strategies.

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