

STUDENTS' ATTITUDE TOWARDS EXPERIENTIAL LEARNING IN HIGHER SECONDARY LEVEL

Dr. F. Deepa*

ABSTRACT

The main objectives of the study were, to assess students' attitude about Experiential learning in higher secondary level and to examine if there exists any significant difference in the mean score of students' attitude about Experiential learning in higher secondary level on the basis of gender, locale of school, residential area, nature of school and type of school. For this study, the Normative-survey method was followed. Attitude scale was used to collect the data. The researcher used Simple Random Sampling Technique for the selection of the sample. The sample consisted of 812 higher secondary students. The appropriate statistical techniques were employed in the analysis part. The main finding is that the students' attitude about Experiential learning in higher secondary level is positive. The recommendations are further discussed by the investigator.

KEYWORDS: Attitude, Experiential Learning, Teaching, Students and Higher Secondary.

Introduction

Learning comes from experience. Learning occurs far and wide, not only in the classroom. Bring the students to out of the classroom may foster their resourcefulness and imagination. Though the classroom plays a vital role in students' learning process, the teacher should open doors for the students to learn by their experiences with the experiences of the people nearby. Learning integrates the four primary Components of experiences, golden moments to practice and set those experiences into long-term memory, discussions and interactions that happen with others and contemplation.

Need for the Study

Experiential Learning is an outlook that the knowledge is generated through the revamp of experience. It is expected that the students can understand the learning resources from what they hear, what they see and what they do. It engages the students centered learning strategy through a learning cycle. The motive of experiential learning methods is to impact students by modifying cognitive structures, modifying students' attitudes and widening existing skills.

The fundamental concept learning activities of school subjects in higher secondary schools are usually accomplished by providing theories from textbooks and then students provide the answer to the questions provided. Even though this method could provide students with an understanding of basic theory by doing the exercises, the students may fail to learn how to apply the theoretical framework in

* Associate Professor, Department of Education and Management, Tamil University, Thanjavur, Tamil Nadu, India.

practice. Hence, it is important to participate the students energetically by incorporating the theory and practice. Experiential Learning might smooth the way for higher secondary students to associate intimately the practical value of the learning theoretical concepts.

Objectives of the Study

- To assess students' attitude about Experiential Learning in the higher secondary level.
- To examine if there exists any significant difference in the mean score of students' attitude about Experiential learning in higher secondary level on the basis of gender, locale of school, residential area, nature of school and type of school.

Hypotheses of the Study

- The attitude about Experiential learning in higher secondary level is not positive.
- The mean score of attitude about Experiential learning of higher secondary students does not significantly differ based on gender.
- The mean score of attitude about Experiential learning of higher secondary students does not significantly differ based on locale of school.
- The mean score of attitude about Experiential learning of higher secondary students does not significantly differ based on residential area.
- The mean score of attitude about Experiential learning of higher secondary students does not significantly differ based on nature of school.
- The mean score of attitude about Experiential learning of higher secondary students does not significantly differ based on type of school.

Method

The Normative-survey method has employed in the investigation.

Variables

Attitude about Experiential learning is adopted as a main variable and gender, locale of school, residential area, nature of school and type of school are adopted as the sub-variables of the study.

Sample

A total number of 812 higher secondary students were selected as sample by using Simple Random Sampling technique in Mayiladuthurai District, Tamil Nadu.

Tools

Attitude Scale for Experiential Learning has developed and standardised by the investigator. There are 48 items in the scale. In the 48 items, 26 are positive and 22 are negative items. The score varies from 48 to 240. The reliability of the scale is established by Split-half method. The content validity of the scale has established.

Statistical Techniques

The data obtained were analyzed by using appropriate statistical techniques such as mean, standard deviation, 't'-test and 'F'-test.

Results and Interpretation

The hypotheses were formulated for the present study and applied statistical techniques with the help of SPSS (Statistical Package for Social Sciences) Computer Software.

Table 1

Attitude about Experiential learning	N	Mean	Standard Deviation
	812	193.3512	19.6241

According to the above table, the mean score of higher secondary students is found to be 193.3512 which is more than 50% and therefore it is concluded that the students' attitude about Experiential learning in higher secondary level is positive and therefore the hypothesis is to be rejected.

Table 2

Sub-variables	Gender		Locale of school		Residential area	
	Male	Female	Urban school	Rural school	Rural area	Urban area
No. of Samples	583	229	379	433	407	405
Mean Value	192.5713	190.6801	189.4861	192.8946	191.6892	188.7619
S.D value	19.8249	21.8103	20.5476	19.4823	19.4092	20.7083
df	810		810		810	
't' value	1.1401		2.4159*		2.0780*	
Significant Level	Not Significant		*- Significant (5 %level)		*-Significant (5 % level)	

The value (t) which is calculated in the above-mentioned table (1.1401) is not greater than the value 1.96 (table value) at 5% significant level. It is hence, not significant. Thus, the hypothesis is not to be rejected and it can be stated that the mean score of attitude about Experiential learning of higher secondary students does not significantly differ based on gender.

The value (t) which is calculated in the above-mentioned table (2.4159) is not less than the value 1.96 (table value) at 5% significant level. It is hence, significant. Thus, the hypothesis is to be rejected and it can be stated that the mean score of attitude about Experiential learning of higher secondary students differs significantly based on locale of school, and rural school students have more positive attitude than urban school students.

The value (t) which is calculated in the above-mentioned table (2.0780) is not less than the value 1.96 (table value) at 5% significant level. It is hence, significant. Thus, the hypothesis is to be rejected and it can be stated that the mean score of attitude about Experiential learning of higher secondary students differs significantly based on residential area, and rural area students have more positive attitude than urban area students.

Table 3

Variables	Nature of school		Type of school	
	Between groups	Within groups	Within groups	Between groups
Sum of Squares (MS)	699.123	312314.663	698.257	338352.961
df	2	809	2	809
Mean Variance of Squares (MVS)	349.5615	386.0503	349.1285	418.2360
F	0.9055		0.8348	
Significant level	Not Significant		Not Significant	

The value (F) which is calculated in the above-mentioned table (0.9055) is not greater than the value 3.00 (table value) at 5% significant level. It is hence, not significant. Thus, the hypothesis is not to be rejected and it can be stated that mean score of attitude about Experiential learning of higher secondary students does not significantly differ based on nature of school.

The value (F) which is calculated in the above-mentioned table (0.8348) is not greater than the value 3.00 (table value) at 5% significant level. It is hence, not significant. Thus, the hypothesis is not to be rejected and it can be stated that mean score of attitude about Experiential learning of higher secondary students does not significantly differ based on type of school.

Conclusion

Experiential Learning exercises pave the way for students in learning basic of school content (cognitive) and they like to take part in learning activities (affective) and are effectively utilized in learning as well as to explore the relationship between learning theory and practice. Experiential Learning is relevant with characteristics of higher secondary education that is based on learning by doing and a reasonably large proportion of practical activities. So, experiential Learning is perfect to be applied in higher secondary education because students can learn more enthusiastically by directly practicing exercises which are relevant to the theory being taught. In addition, these practical activities could also be applied day to day life according to the conditions around them.

References

1. Aggarwal, Y.P. (1989). *Statistical methods-concepts. application and computation*. Sterling Publishers Private Limited.
2. Best, J.W., & Kahn, J.R. (1995). *Research in Education*. Printice Hall.
3. Kolb. (1984). *Experiential Learning: Experience as the Source of Learning and Development*, 288.
4. Kothari, C.R. (1990). *Research Methodology-Methods and techniques*. Vishwa Prakashan Publishers.
5. Zan, G. D., Toni, A. F. D., Fornasier, A., & Battistella, C. (2015). A Methodology for the Assessment of Experiential Learning Lean: The Lean Experience Factory Case Study. *European Journal of Training and Development*. 39(4), 332-354.
6. Jennings, C., & Wargnier, J. (2010). Experiential Learning: A Way to Develop Agile Minds in the Knowledge Economy?. *Development and Learning in Organizations: An International Journal*, 24(3), 14-16.
7. Xueyi Li, Wei Junying, Ding Shuhui, Wang Quanwei. (2017). Teaching Mode of Mechanical Design Course based on Simulation Analysis Technology. *International Journal of Emerging Technologies in Learning*, 12(7), 112-123.
8. Stephanus Fajar Pamungkas & Indah Widiastuti, and Suharno(2021). Vocational Student's Attitude and Response Towards Experiential Learning in Mechanical Engineering. https://www.researchgate.net/publication/348995036_Vocational_Student's_Attitude_and_Response_Towards_Experiential_Learning_in_Mechanical_Engineering.

