

PUNJABI UNIVERSITY, PATIALA
Abstract of Ph. D. Thesis

Name of the candidate: SEERAT

Name of the supervisor: DR. MANJEET KAUR

Department: DEPARTMENT OF EDUCATION AND COMMUNITY SERVICE.

Title of the thesis: EFFECT OF EXPERIENTIAL LEARNING STRATEGIES ON ATTAINMENT OF SPATIAL GEOMETRY SKILLS AMONG PRIMARY SCHOOL STUDENTS IN RELATION TO LOCUS OF CONTROL.

Geometry had an origin in primitive ritualistic practice. Plato gave analytic method in demonstrative geometry. Geometry has been studied because it has been held to be the most exquisite, perfect, paradigmatic truth available to us outside divine revelation. Spatial intuition or spatial perception is an enormously powerful logic essence fundamental for reasoning to unpack knowledge. In traditional education, a concerted push for growth on student performance on tests may or may not provide a learning comparing framework, but it does little to predict how well a student will utilize knowledge for a specific real life outcome. The factors responsible for difficulty in teaching and learning and effective strategies to enhance better teaching and learning, needs to be explored. Experiential approaches to education provide an integrated process by which these types of challenges could be achieved, or at least addressed to. The way in which individuals perceive the world and themselves plays an important role in their learning. One important area which is related to the way in which learners perceive themselves is 'locus of control'.

The experimental and control groups of the study were consisted of 30 students with internal and 30 students with external LOC of class IV each. The experiment group was subjected to experiential learning strategies through 50 lesson plans, developed by the investigator whereas the control group was subjected to traditional teaching practices. Two categories of skills were considered for the study. F-ratio for the two instructional treatments was found to be significant at 0.01. The experiment group exhibited better spatial geometry skills than the control group. F-ratio for the students of internal and external LOC was found to be significant at 0.01. Students with internal LOC performed better than their counterparts with external LOC. F-ratio for the two categories of skills was found to be significant at 0.01. The students performed better at analyses, synthesis and evaluation category of skills than at

knowledge, comprehension and application category of skills. No significant interaction between instructional treatments and LOC found. Similarly, no significant interaction between instructional treatments at knowledge, comprehension and application category and analyses, synthesis and evaluation category of spatial geometry skills was found. F-ratio for the interaction between LOC and categories of objectives was not found significant. No interaction between LOC and categories of spatial geometry skills was found. F-ratio for the interaction among the three variables was not found in significant. Treatment, LOC and categories of skills were not found to interact with one another.

The present investigation, after exploring the experiential learning strategies, has revealed that instructional treatment has an impact upon cognitive as well as conative level of learning. Students learnt spatial geometry skills by action oriented experiential learning strategies did better than the students learnt by traditional methods of learning. Educators should introduce experiential learning strategies, especially to the primary classes, as it is the age when they develop habits, values and attitudes. So, it is essential that pupils in this tender age should be helped to learn such an important subject. Experiential learning strategies should be fully exploited in our schools and should become an integral part of our teaching – learning programmes. Locus of control has major effect on action behaviour. So, in the primary stage, when the children are in the process of building their locus of control, they need to be exposed to experiences. As the child attains increasing personal mastery over the environment, internal belief usually grows. Mastery over the 3D can be generated out of the number of well – planned hands – on – activities and experiences.