CHAPTER VI

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SUMMARY AND CONCLUSIONS

The main objective of the present study was to develop a strategy based on Experiential learning for enhancing Leadership quality, Business interest and Achievement in Commerce of students at higher secondary level. This chapter focuses on presenting a brief summary of the study, which includes study in retrospect, objectives of the study, hypotheses formulated, methodology in brief, major findings, and tenability of hypotheses, conclusions, implications of the study and suggestions for further research.

6.1 The study in Retrospect

The present study was undertaken with the objective of developing a strategy based on Experiential learning for enhancing the Leadership quality, Business interest and Achievement in Commerce of students at Higher Secondary Level.

6.1.1 Restatement of the problem

The study is entitled “DEVELOPING A STRATEGY BASED ON EXPERIENTIAL LEARNING FOR ENHANCING LEADERSHIP QUALITY BUSINESS INTEREST AND ACHIEVEMENT IN COMMERCE OF STUDENTS AT HIGHER SECONDARY LEVEL”.
6.1.2 Objectives of the study

The objectives of the study are:

1. To develop a strategy based on Experiential learning for enhancing Leadership quality, Business interest and Achievement in Commerce of Students at Higher Secondary Level.

2. To find out the leadership quality (total and component wise) of students taught through the developed strategy based on Experiential learning and the existing Activity oriented method.

3. To compare the Leadership quality (total and component wise) of students taught through the strategy based on Experiential learning and the existing Activity oriented method.

4. To find out the Business interest (total and component wise) of students taught through the developed strategy based on Experiential learning and the existing Activity oriented method.

5. To compare the Business interest (total and component wise) of students taught through the developed strategy based on Experiential learning and the existing Activity oriented method.

6. To find out the Achievement (total and Objective wise) in Commerce of students taught through the developed strategy based on Experiential learning and the existing Activity oriented method.
7. To compare the Achievement (total and Objective wise) in Commerce of students taught through the developed strategy based on Experiential learning and the existing Activity oriented method.

8. To assess the retention of Achievement in commerce, Leadership quality and Business interest of students taught through the developed strategy based on Experiential learning and existing Activity oriented method.

6.1.3 Hypotheses of the study

The following hypotheses were formulated for this study.

1. The Leadership quality (total and component wise) of students taught through the developed strategy based on Experiential learning is significantly higher than that of those taught through the existing Activity oriented method.

2. The Business Interest (total and component wise) of students taught through the developed strategy based on Experiential learning is significantly higher than that of those taught through the existing Activity oriented method.

3. The Achievement (total and objective wise) in commerce of students at Higher Secondary level taught through the developed strategy based on Experiential learning is significantly higher than that of those taught through the existing Activity oriented method.
4. The retention of Achievement in commerce, Leadership quality and Business interest of students taught through developed strategy based on Experiential learning is significantly higher than that of those taught through the existing Activity oriented method.

6.1.4 Methodology in Brief

The present study is intended to develop a Strategy based on Experiential learning for enhancing Leadership quality, Business interest and Achievement in commerce of students at Higher Secondary level. Before developing the strategy the investigator analyzed the present status of teaching commerce at higher secondary school level. For this, the investigator adopted Normative Survey method. In order to find out the effect of the developed strategy, the investigator adopted Experimental method. The design selected was pre-test post-test non-equivalent group design (Best & Kahn, 2007).

6.1.4.1 Sample selected for the Survey

For analyzing the present status of teaching commerce, the investigator selected 100 Higher Secondary commerce teachers from four districts of Kerala selected through Random Sampling Method.
6.1.4.2 Sample selected for the Experiment

As Business studies topics are included in the Standard XII of Kerala State Higher Secondary commerce Syllabus, the investigator selected the students of XII as the population of the study. From this, the investigator selected samples for Standard through Stratified Random sampling method.

The study was conducted on a final sample of 240 students of standard XII of Govt. H.S.S, Adoor, and S.N.V.H.S.S, Angadickal, Pathanamthitta District. The tools used were lesson transcripts based on Experiential learning, lesson transcripts based on existing Activity oriented method and Achievement test in Commerce. One division was taught with lesson transcripts on the developed strategy based on Experiential learning and another division was taught with lesson transcripts based on existing Activity oriented method. The effectiveness was found by administering the same achievement test as pre-test and post-test to both groups.

The tools used were,

1. Questionnaire on the Present Status of teaching Commerce

2. Lesson transcripts based on the Developed strategy based on Experiential Learning - Prepared by the Investigator
3. Lesson transcripts based on existing Activity oriented method-
   Prepared by the Investigator

4. Leadership Quality Scale - Prepared by the Investigator

5. Business Interest Inventory - Prepared by the Investigator

6. Achievement Test in Commerce - Prepared by the Investigator

7. Raven’s Standard Progressive Matrices

**Procedure Adopted in the study**

The present study was intended to develop a strategy that can be
developed for enhancing the Leadership Quality, Business Interest and
Achievement in Commerce of Higher Secondary students. Before
developing the strategy, a preliminary survey was conducted to find out
the present status of teaching Commerce at Secondary school level
among 100 Commerce teachers at Higher Secondary school level. Then
the investigator developed a strategy based on experiential learning for
enhancing Leadership quality, Business interest and Achievement in
Commerce of students at higher secondary level. For finding the effect of
the developed strategy, experimental method was adopted. The
investigator selected students belonging to standard XII as the sample of
the study.
After comparing the previous Achievement in Commerce and General Mental Ability of students belonging to Standard XII, they were divided into two groups namely Experimental group and Control group. Before starting the experimental treatment, the investigator administered Leadership quality scale, Business interest Inventory and Achievement test in Commerce as Pre-test for both groups. Then the Experimental group was taught through Developed Strategy based on Experiential learning and the Control group through existing Activity oriented method. Lesson transcripts for the whole units on Commerce were prepared and taught to the two groups. The duration of each lesson was 40 minutes.

After the experimental treatment, the investigator administered the same Leadership Quality scale, Business Interest Inventory and Achievement test in Commerce as Post-test for both groups. In addition to that the Achievement test in Commerce was again administered to both groups belonging to the Standard XII about one month after the administration of Post test (Delayed Post-test). The investigator tried to maintain same conditions with regard to the time allotted, instructions given during the test etc. for all the groups. The response sheets were collected back and scored.
Statistical Technique used

The scores obtained by the students in the Pre-test and Post-test were collected, tabulated and subjected to appropriate statistical techniques. The major statistical techniques used are ’t’ test, ANOVA and ANCOVA.

6.2 Major Findings of the study

The major findings that have emerged from the study are given below.

Present Status of Teaching Commerce

6.2.1 Most of the commerce teachers felt difficulty in teaching commerce despite providing teachers handbook.

6.2.2 Despite there are some instructional strategies, the curriculum transaction method in the present context is not appropriate for the Commerce topics at Higher Secondary level.

6.2.3 Even though some Commerce teachers are utilising the available resources for teaching commerce, majority are not doing same to a greater extend.

6.2.4 Most of the commerce teachers are not competent enough to implement Experiential learning based learning in their classroom due to lack of awareness regarding the same.
6.2.5 Lack of teacher preparation and support to the students in teaching commerce creates difficulties for suitable teaching-learning process.

6.2.6 The teaching-learning process followed by the schools, are still based on the traditional black board concept. Of concern was the lack of use of technological tools in Commerce teaching and learning.

6.2.7 Most of the teachers are of the opinion that it is difficult to develop leadership quality and business interest among students in the present learning process.

**Initial comparison of students in the Experimental and control groups**

6.2.8 The Experimental and control groups were initially compared with respect to their General Mental Ability, Leadership quality, Business interest and Achievement in Commerce using respective tests. The data thus obtained were analysed by computing Mean and Standard deviation and by testing the significance of difference between means by using ‘t’ test with respect to their General Mental Ability (t = 0.03), Leadership quality (t=1.25), Business interest (t=0.08) and Achievement in Commerce (t = 0.83). All these values are not significant at 0.05 level.
Leadership Quality (total)

6.2.9 When compared the Post-test scores of the experimental and control groups with respect to leadership quality, it was revealed that the experimental and control group differ significantly ($t=31.39$) at 0.01 level. The ‘$t$’ value and the mean scores reveal that the instruction using developed strategy based on Experiential learning is better than that of existing Activity oriented method in developing Leadership quality among Higher Secondary School commerce students.

When compared the gain scores of the Experimental and control groups with respect to Leadership quality, it was revealed that the experimental and control groups differ significantly at 0.01 level. The ‘$t$’ value (19.73) and the mean scores reveal that the instruction using the developed Experiential learning strategy helped the students in the experimental group to enhance their leadership quality compared to the students taught existing Activity oriented method.

The obtained value of $F_x$ is 1.57, which is significant at 0.05 or 0.01 levels. It shows that there is no significant difference between Pre-test scores of experimental and control groups with respect to their Leadership quality. The obtained $F_y$ value is 1233.87, which is significant at 0.01 level. This shows that the groups differ significantly on Leadership quality in the Post-test scores.
When computing ANCOVA, as the Fyx ratio (1224.60) is greater than the table value; it is significant at 0.01 level. The significant ratio for the adjusted Post-test scores on Leadership quality show that the final mean scores of students in the Experimental group and Control group differ significantly after they were adjusted for the difference in the Pre-test scores. The significant F ratio necessitates proceeding to test the difference separately by ‘t’ test.

The difference in adjusted means of Post-test scores of the Experimental and Control groups was tested for significance for df 1/237. The obtained ‘t’ value (35.11) is significant at 0.01 level. It shows that the developed Experiential learning strategy is much better than the existing Activity oriented method in enhancing Leadership quality among Higher Secondary School Commerce Students.

**Leadership Quality (Component wise)**

6.2.10 When the Post-test scores on Leadership quality of Experimental and control groups under the category of components were compared, the ‘t’ values obtained in each case is significant at 0.01 level. (Self confidence t=21.38, Assertiveness t=10.74, Emotional stability t=10.57, Task orientation t = 13.19, Sincerity t=12.91, High tolerance t=9.56, Co-operation t=19.29, Managing ability t=7.39 and Motivation t=13.91). This shows that the Experimental group taught through the developed strategy
based on Experiential learning is better than the control group with respect to the components of Leadership quality.

When the mean gain scores on Leadership quality of Experimental groups and control groups under the category of components were compared, the ‘t’ values obtained for (Self confidence t=15.45, Assertiveness t=8.21, Emotional stability t=7.28, Task orientation t=8.21, Sincerity t=8.24, High tolerance t=7.35, Co-operation t=14.26, Managing ability t=5.59 and Motivation t=9.53) are greater than that of the control groups. This means that with respect to components of Leadership quality, the Experimental group taught through developed strategy based on Experiential learning achieved better than the control group taught through the existing Activity oriented method.

The obtained values of Fx (Self confidence: 0.60; Assertiveness: 1.73; Emotional stability: 1.24; Task orientation: 1.08; Sincerity: 0.65; High tolerance: 0.0019; Co-operation: 0.011; Managing ability: 0.202 and Motivation: 1.25) in each category of component is not significant at 0.05 level. It shows that there is no significant difference between Pre-test scores of experimental and control groups with regard to the components of Leadership quality.

The obtained Fy value in each category of components is significant at 0.01 level (Self confidence: 457.14; Assertiveness: 115.51;
Emotional stability: 111.75; Task orientation: 174; Sincerity: 166.77; High tolerance: 91.42; Co-operation: 372.32; Managing ability: 54.67 and Motivation: 193.68). This shows that the experimental and control groups differ significantly on the Post-test scores on Leadership quality (Component wise).

From the analysis using ANCOVA, the Fyx ratio for (Self confidence: 459.03; Assertiveness: 115.40; Emotional stability: 110.25; Task orientation: 171.43; Sincerity: 164.97; High tolerance: 91.49; Co-operation: 371.39; Managing ability: 54.89 and Motivation: 191.12). Since the Fyx ratio of each components is greater than the table value, it is significant at 0.01 level. The significant ratio for the adjusted Post-test scores in each component shows that the final mean scores of in the experimental group and control group differ significantly after they were adjusted for the differences in the Pre-test scores.

The differences in adjusted means for Post-test scores of the experimental and control groups were tested for significance for df 1/237. The obtained ‘t’ values for each of the components are significant at 0.01 level (Self confidence: 21.45, Assertiveness: 10.78; Emotional stability: 10.53; Task orientation: 13.12; Sincerity: 12.86; High tolerance: 9.56; Co-operation: 19.27; Managing ability: 7.41; Motivation: 13.86). It shows that the developed strategy based on Experiential learning is much
better than the existing Activity oriented method in enhancing Leadership quality (Component wise) among Higher Secondary School Commerce Students.

**Business Interest (Total)**

6.2.11 The comparison of the Post-test scores of the Experimental and control groups with respect to business interest revealed that the Experimental and control group differ significantly ($t=64.06$) at 0.01 level. The ‘$t$’ value and the mean scores reveal that the interaction using developed strategy based on Experiential learning method is better than that of existing Activity oriented method in developing Business interest among commerce students.

When compared the gain scores of the Experimental and control groups with respect to Business Interest, it was revealed that the Experimental and control group differ significantly at 0.01 level. The ‘$t$’ value (14.67) and the mean scores reveal that the instruction using the developed Experiential learning strategy helped the students in the Experimental group to enhance their Business interest compared to students in the control group.

The analysis of variance of the Pre-test and Post-test scores showed that there is no significant difference between the means of Pre-test scores of the experimental and control groups with respect to
business Interest. The obtained value of $F_x$ is 0.01, which is significant at 0.05 or 0.01 levels. The obtained $F_y$ value is 4103.39, which is significant at 0.01 level. This shows that the groups differ significantly on Business Interest in the Post-test scores.

Analysis of co-variance of the Pre-test and Post-test scores showed that there is a significant difference between the means of the Post-test scores of Experimental and Control groups ($F_{yx}=4091.07$). When the adjusted means for Post-test scores of the Experimental and Control groups were compared, the obtained ‘t’ value (63.96) is significant at 0.01 level. It shows that the developed strategy based on Experiential learning is much better than the existing Activity oriented method in enhancing Business interest among Higher Secondary School students.

**Business Interest (Components wise)**

6.2.12 When the Post-test scores on Business Interest of Experimental and control groups under the category of its components were compared, the ‘t’ values obtained in each case (Learning ability: 32.52; Subject competency: 32.72; Practicability: 31.17; Market awareness: 19.65; Economic reforms: 14.17; Social obligation: 18.9 and Creativity: 38.29) is significant at 0.01 level. This shows that the Experimental group taught through the developed strategy based on Experiential learning is better
than the control group with respect to the components of Business Interest.

When the mean gain scores on Business interest (Component wise) of experimental and control groups were compared the ‘t’ values obtained for the components (Learning Ability: 15.43; Subject competency: 9.32; Practicability: 13.81; Market awareness: 5.99; Economic reforms: 6.28; Social obligation: 9.60 and Creativity: 14.7) are significant at 0.01 level. This shows that the Experimental group taught through the developed strategy based on Experiential learning is better than the control group with respect to the components of Business Interest.

The obtained values of Fx (Learning Ability: 0.59; Subject competency: 0.06; Practicability: 0.29; Market awareness: 0.45; Economic reforms: 0.67; Social obligation: 0.0006 and Creativity: 0.001) in each category of components is not significant at 0.05 level. It shows that there is no significant difference between the Pre-test scores of experimental and control groups with respect to the components of Business Interest.

The obtained Fy values (Learning ability: 1057.39, Subject competency: 777.27, Practicability: 971.46, Market awareness: 385.92, Economic reforms: 89.32, Social obligation: 357.35 and Creativity:
1466.74) in each of the components is significant at 0.01 level. This shows that the experimental and control groups differ significantly on the Post-test scores on Business Interest (Component wise).

When computing ANCOVA the Fyx ratios obtained (Learning ability: 1056.07, Subject competency: 784.64, Practicability: 966.13, Market awareness: 394.4, Economic reforms: 88.29, Social obligation: 357.62 and Creativity: 1461.54) is greater than the table value for each of the components and hence is significant at 0.01 level. The significant ratio for the adjusted Post-test scores of students in the Experimental group and Control group differ significantly after they were adjusted for the difference in the Pre-test scores. The significant F ratio necessitates proceeding to test the difference separately by ‘t’ test.

The difference in adjusted means for Post-test scores of the Experimental and Control groups were tested for significance for df 1/237. The obtained ‘t’ values for each of the components (Learning ability t=32.54, Subject competency t=28.01, Practicability t=31.10, Market awareness t=19.88, Economic reforms t=9.41, Social obligation t= 18.91 and Creativity t= 38.23) are significant at 0.01 level, since ‘t’ value from table D is 1.96 and 2.58 at 0.05 and 0.01 levels respectively. It shows that, instruction using the developed strategy based on Experiential learning is better than the instruction using the existing Activity oriented
method in enhancing Business interest (Component wise) among students at Higher Secondary school level.

**Achievement in Commerce (total)**

6.2.13 The comparison of the Post-test scores of the Experimental and Control groups with respect to Achievement in Commerce (t=17.28) revealed that the Experimental and Control groups differ significantly at 0.01 level. The ‘t’ value and mean scores reveal that the Experimental group taught through the developed Experiential learning strategy achieved better than the control group taught existing Activity oriented method.

The comparison of the gain scores of the Experimental and Control groups with respect to total Achievement revealed that the Experimental and Control groups differ significantly at 0.01 level. The ‘t’ value (17.26) and the mean scores reveal that instruction using developed experiential strategy helped the Experiential group to gain more than the Control group taught through existing Activity oriented method.

The analysis of variance of the Pre-test and Post-test scores showed that there is no significant difference between the means of Pre-test scores of the Experimental and Control groups with respect to Achievement in commerce. The obtained value of Fx(0.69) is not significant at 0.05 level. It shows that there is no significant difference
between Pre-test scores of the experimental and control groups with respect to the Achievement in Commerce. The obtained Fy value is 298.60, which is significant at 0.01 level. This shows that the groups differ significantly on the Post-test scores on Achievement in commerce.

Analysis of co-variance of the Pre-test and post test scores showed that there is a significant difference between the means of the Post-test scores of the experimental and control groups (Fyx=340.08). When the adjusted means of the Post-test scores of the experimental and control groups were compared, the obtained ‘t’ value (18.47) was found to be statistically significant at 0.01 level. Since the adjusted mean of the experimental group is higher than that of the control group, the students taught through developed strategy based on Experiential learning was found to be superior on achievement in commerce than that of students taught through existing Activity oriented method.

**Achievement in Commerce (Objective wise)**

6.2.14 When the Post-test scores on Achievement in commerce of Experimental and control groups under the category of objectives were compared, the ‘t’ values obtained (Knowledge: 13.64; Understanding: 12.58; Application: 13.86; Analysis: 11.46; Synthesis: 11.45 and Evaluation: 9.28) are significant at 0.01 level. The mean Post-test Scores of experimental group are greater than that of control group. This means
that the experimental group taught through the developed strategy based on Experiential learning achieved better than the control group under the category of objectives.

The analysis of variance of the Pre-test and Post-test scores showed that there is no significant difference between the means of Pre-test scores of the Experimental and Control groups under the category of objectives. The values obtained for Fy in each category of objectives are, Knowledge: 186.25; Understanding: 158.35; Application: 192.17; Analysis: 131.40; Synthesis: 131.09 and Evaluation=86.16. This shows that the Experimental and control groups differ significantly on the Post-test scores on Achievement in Commerce under the category of objectives.

From the analysis using ANCOVA, the Fyx ratio for Knowledge: 188.77; Understanding: 164.86; Application: 196.07; Analysis: 128.19; Synthesis: 133.61; and Evaluation: 86.01. Since the Fyx ratio of each objective is greater than the table value; it is significant at 0.01 level. The significant ratio for the adjusted post-test scores in each objective shows that the final mean scores of students in the experimental group and control group differ significantly after they were adjusted for the differences in the Pre-test scores.

The difference in adjusted means for Post-test scores of the Experimental and Control groups were tested for significance for df
1/237. The obtained ‘t’ values for the objectives, Knowledge: 13.74; Understanding: 12.88; Application: 14.08; Analysis: 11.36; Synthesis: 11.65; and Evaluation: 9.27 are significant at 0.01 level. It shows that at higher secondary level, the instruction using the developed strategy based on Experiential learning is better than the existing Activity oriented method with respect to Achievement in commerce under the category of objectives.

**Retention of Achievement in Commerce**

6.2.15 The comparison between the Experimental and Control groups with respect to the delayed Post-test scores on Achievement in Commerce revealed that the ‘t’ value (21.46) obtained is significant at 0.01 level. This shows that there is significant difference between the Experimental and Control groups with regard to their retention in Achievement in Commerce in the Post-test scores. The mean scores on delayed Post-test on Achievement in commerce shows that the Experimental group taught through developed strategy based on Experiential learning is having more retention than the Control group taught through existing Activity oriented method.

While comparing the Post test and delayed Post-test scores on Achievement in Commerce of students in the experimental group, the ‘t’ values (1.43) obtained is not significant at 0.05 level. This shows that the
Achievement in Commerce can be retained even after one month to those students who were taught through developed strategy based on Experiential learning.

On comparing the Post test and delayed Post-test scores on Achievement in Commerce in the Control groups, the ‘t’ value obtained (5.62) is significant at 0.01 level. This shows that the Achievement in Commerce cannot be retained even after one month to those students who were taught through existing Activity oriented method. Thus it can be concluded that the retention of students taught through existing Activity oriented method is less when compared to the retention of students through developed strategy based on Experiential learning.

**Retention of Leadership quality**

6.2.16 The comparison between the Experimental and Control groups with respect to the delayed Post-test scores on Leadership quality revealed that the ‘t’ values (37.15) obtained is significant at 0.01 level. This shows that there is significant difference between the Experimental and Control groups with regard to their retention in Leadership quality in the Post-test scores. The mean scores on delayed Post-test on Leadership quality shows that the Experimental group taught through developed strategy based on Experiential learning is having more retention than the Control group taught through existing Activity oriented method.
While comparing the Post test and delayed Post-test scores on Leadership quality of students in the experimental group, the ‘t’ value (1.1) obtained is not significant at 0.05 level. This shows that the Leadership quality can be retained even after one month to those students who were taught through developed strategy based on Experiential learning.

On comparing the Post test and delayed Post-test scores on Leadership quality in the Control group, the ‘t’ value obtained is 3.91, significant at 0.01 level. This shows that the Leadership quality cannot be retained even after one month to those students who were taught through existing Activity oriented method. Thus it can be concluded that the retention of students taught through existing Activity oriented method is less when compared to the retention of students through developed strategy based on Experiential learning.

**Retention of Business Interest**

6.2.17 The comparison between the Experimental and Control groups with respect to the delayed Post-test scores on Business Interest revealed that the ‘t’ value (68.02) obtained is significant at 0.01 level. This shows that there is significant difference between the Experimental and Control groups with regard to their retention in Business Interest in the Post-test scores. The mean scores on delayed Post-test on Business Interest shows
that the Experimental group taught through developed strategy based on Experiential learning is having more retention than the Control group taught through existing Activity oriented method.

While comparing the Post test and delayed Post-test scores on Business Interest of students in the experimental group, the ‘t’ value (0.91) obtained is not significant at 0.05 level. This shows that the Business interest can be retained even after one month to those students who were taught through developed strategy based on Experiential learning.

On comparing the Post test and delayed Post-test scores on Business Interest in the Control groups, the ‘t’ value obtained is 6.31, significant at 0.01 level. This shows that the Business Interest cannot be retained even after one month to those students who were taught through existing Activity oriented method. Thus it can be concluded that the retention of students taught through existing Activity oriented method is less when compared to the retention of students through developed strategy based on Experiential learning.

6.3 Tenability of the Hypotheses

The tenability of the hypotheses formulated was tested by examining the veracity of the findings obtained from the experimental study conducted and are presented below:
Hypothesis I

*The Leadership quality (total and component wise) of students taught through the developed strategy based on Experiential learning is significantly higher than that of those taught through the existing Activity oriented method.*

The findings 6.2.6 shows that the Leadership quality (total) in Commerce of students taught through developed strategy based on Experiential learning is significantly higher than that of those taught through existing Activity oriented method for the total sample.

The findings 6.2.7 reveals that the Leadership quality (Component wise) namely Self-confidence, Assertiveness, Emotional stability, Task orientation, Sincerity, High tolerance, Co-operation, Managing ability, and Motivation is significantly higher than that of those taught through existing Activity oriented method. Hence the above hypothesis is substantiated.

Hypothesis II

*The Business Interest (total and component wise) of students taught through the developed strategy based on Experiential learning is significantly higher than that of those taught through the existing Activity oriented method.*
The findings 6.2.8 indicates that the Business interest of students taught through developed strategy based on Experiential learning is significantly higher than that of those taught through existing Activity oriented method. The findings 6.2.9 reveals that the Business interest (Component wise) namely, Learning ability, Subject competency, Practicability, Market awareness, Economic reforms, Social obligation and Creativity is significantly higher than that of those taught through existing Activity oriented method. Hence the above hypothesis is substantiated.

Hypothesis III

The Achievement (total and objective wise) in commerce of students at Higher Secondary level taught through the developed strategy based on Experiential learning is significantly higher than that of those taught through the existing Activity oriented method.

The findings 6.2.10 shows that the achievement (total) in Commerce of students taught through developed strategy based on Experiential learning is significantly higher than that of those taught through existing Activity oriented method for the total sample. The findings 6.2.11 reveals that the Achievement is Commerce under the different categories of objectives namely, Knowledge, Understanding, Application, Analysis, Synthesis and Evaluation is significantly higher
than that of those taught through existing Activity oriented method. Hence the above hypothesis is substantiated.

Hypothesis IV

_The retention of Achievement in commerce, Leadership quality and Business interest of students taught through developed strategy based on Experiential learning is significantly higher than that of those taught through the existing Activity oriented method._

The findings 6.2.12 indicates that the students taught through developed strategy based on Experiential learning strategy have better retention of Achievement in Commerce, Leadership quality and Business interest than that of those taught through existing Activity Oriented method. Hence the above hypothesis is substantiated.

### 6.4 Conclusions of the study

The major conclusions that emerged from the study are given below;

1. Findings of the study with regard to the Leadership quality indicate that the students who learned through the developed strategy based on Experiential learning have better leadership quality than those who studied through existing Activity Oriented method. Thus the developed strategy based on Experiential learning is more effective than the existing Activity oriented method in enhancing Leadership quality of students at Higher Secondary level.
When the Leadership quality (Component-wise: Self confidence, Assertiveness, Emotional stability, Task orientation, Sincerity, High tolerance, Co-operation, Managing ability and Motivation) of the students in the Experimental group and Control group were compared, the Leadership quality of the students (Component-wise) who learned through the developed strategy based on Experiential learning is significantly higher than that of the students who learned through the existing Activity oriented method.

Findings of the study with regard to the Business interest indicate that the students who learned through the developed strategy based on Experiential learning have better Business interest than those who studied through existing Activity oriented method. Thus the developed strategy based on Experiential learning is more effective than the existing Activity oriented method in enhancing Business interest in commerce of students at Higher Secondary level.

When the Business interest (Component-wise: Learning ability, Subject competency, Practicability, Market awareness, Economic reforms, Social obligation and Creativity) of the student in the Experimental group and Control group were compared, the Business interest of the students (component-wise) who learned through the developed strategy based on Experiential learning is significantly
higher than that of the students who learned through the existing Activity oriented method.

5 The Achievement in Commerce of students taught through the developed strategy based on Experiential learning is significantly higher than that of the students who learned through the existing Activity oriented method.

6 The objective wise Achievement in commerce of students taught through the developed strategy based on Experiential learning is significantly higher than that of the students who learned through the existing Activity oriented method.

7 The retention of Achievement in Commerce of students taught through the developed strategy based on Experiential learning is significantly higher than that of those taught through existing Activity oriented method. It can be concluded that developed strategy based on Experiential learning helped the students to gain more retention of Achievement in Commerce than those taught through existing Activity oriented method.

8 The retention of Leadership quality, of students taught through the developed strategy based on Experiential learning is significantly higher than that of those taught through existing Activity oriented method. It can be concluded that developed strategy based on
Experiential learning helped the students to gain more retention of Leadership quality than those taught through existing Activity oriented method.

The retention of Business interest of students taught through the developed strategy based on Experiential learning is significantly higher than that of those taught through existing Activity oriented method. It can be concluded that developed strategy based on Experiential learning helped the students to gain more retention of Business interest than those taught through existing Activity oriented method.

6.5 Educational Implications of the study

The main objective of the study was to develop a strategy based on Experiential learning for higher secondary school students for enhancing Leadership quality, Business interest and Achievement. The findings of the study have certain educational implications for the students at Higher Secondary School level. The implications are outlined below:-

- Effective use of Experiential learning strategy helps the children to improve academically. This in turn helps to develop self-esteem, achievement, acceptance and motivation among them. It provides them ample opportunities to plan and practice monitoring of their learning.
• The teachers should employ novel and interesting instructional strategies which is a hallmark of effective teaching. This will result in excellent performance, retention and reflective thinking of students.

• Well elaborated and effective training programmes are required for teachers to carry out this strategy in a better way. It must be ensured that the maximum use of available resources to empower the real Experiential learning. The inputs of Experiential learning should be included in school curriculum for better familiarisation.

• The strategy gives provision to students to understand their own learning process. It helps them to regulate the learning process in a positive direction. The self evaluation aspects provided in the strategy helps the students to know whether the desired goals has attained.

• From the findings of the study, it is clear that the developed strategy based on Experiential learning will enhance the achievement in commerce. Our officials should take necessary steps to incorporate this strategy in our curriculum and provide training for teachers in this strategy. This strategy should be incorporated to the syllabus of teacher training programs and inservice training programmes. NCERT and SCERT should take initiatives for implementing experiential learning strategies in the classrooms.
• The results of the study revealed that the developed strategy based on Experiential learning has more effect on the retention of Achievement in commerce as compared to that of existing Activity Oriented method. Hence curriculum developers should take efforts to implement this strategy in the curriculum with minor adaptations to the specific needs of the learners so as to reinforce learning.

• The important findings of the study are broadly indicative of some drawbacks with existing area of education in Aided and Government schools. Many students in the schools have some type of learning difficulties. They need special assistance and professional help. The scientific implementation of Experiential learning strategy is inevitable in these schools.

6.6 Suggestions for further Research

A thorough examination of the research done in the areas that come under the jurisdiction of the study points towards the pertinent need for a wide array of auxiliary investigation in the select dimensions of both strategies. A few of the relevant areas are cited below. They are:

• An investigation can be conducted on the effect of experiential learning strategies for promoting Leadership quality, Business interest and Achievement in commerce of students at degree level.
• Effectiveness of Experiential Learning Strategy for enhancing life
skills among higher secondary students can be found out.

• Effect of technology based experiential learning strategies for
enhancing vocational aspiration among undergraduate students can
be found out.

• Experiential learning strategy for the academic achievement of
differently abled students can be developed.

• Effectiveness of experiential Learning strategies for developing
entrepreneurial skills among commerce students at higher
secondary level can be found out.

• A training programme for practitioners in commerce based on
experiential learning for professional excellence up to graduate
level can be conducted.