CHAPTER - V

SUMMARY AND CONCLUSIONS

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SUMMARY AND CONCLUSIONS

5.0. Introduction

Education in its broadest sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual and in its technical sense education is the process by which society deliberately transmits its accumulated knowledge, values, and skills from one generation to another through institutions and experiences. The essence of education is to develop the human personality in all dimensions – physical, intellectual, social, emotional, moral and spiritual.

In education, learning requires more than seeing, hearing, feeling, moving, or touching to learn. The learner integrate what they sense and think with what they feel and how they behave. Active learning results in longer-term recall, synthesis, and problem-solving skills than learning by hearing, reading, or watching. Education needs to move from a learning-by-telling model and even learning-by-observing (as in the case-method) to a learning-by-doing model through experiencing. The learner must move from passivity to activity and must learn to extrapolate from the experiences and see how to apply what have done to new instances.

According to David A. Kolb (1984), “learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it.” He proposes that learning has six main characteristics:

- Learning is best conceived as a process, not in terms of outcomes.
- Learning is a continuous process grounded in experience.
- Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world (learning is by its very nature full of tension).
- Learning is a holistic process of adaptation to the world.
• Learning involves transactions between the person and the environment.

• Learning is the process of creating knowledge that is the result of the transaction between social knowledge and personal knowledge.

Experiential Learning is the process of making meaning from direct experience. Experiential learning requires no teacher and relates solely to the meaning making process of the individual from direct experience. It is an inherent process that occurs naturally. Experiential learning requires qualities such as self-initiative and self-evaluation. For experiential learning to be truly effective, it should employ the whole learning wheel, from goal setting, to experimenting and observing, to reviewing, and finally action planning. This complete process allows one to learn new skills, new attitudes or even entirely new ways of thinking.

An effective experiential facilitator is one who is passionate about his or her work and is able to immerse participants totally in the learning situation, allowing them to gain new knowledge from their peers and the environment created. These facilitators stimulate the imagination, keeping participants hooked on the experience.

5.1 Background of the Study

Many scientific theories are available so far about experiential learning. Kolb (1984) describes learning as a four-step process. He identifies the steps as (1) watching (2) thinking (mind), (3) feeling (emotion), and (4) doing (muscle). Through these steps the socio-emotional competencies can be developed. Kolb (1984) wrote that learners have immediate concrete experiences that allow us to reflect on new experience from different perspectives. From these reflective observations, we engage in abstract conceptualization, creating generalizations or principles that integrate our observations into sound theories. Finally, we use these generalizations or theories as guides to further action. Active experimentation allows us to test what we learn in new and more complex situations.

Kolb's learning theory sets out four distinct learning styles (or preferences), which are based on a four-stage learning cycle. (which might also be interpreted as a ‘training cycle’). In this respect Kolb's model is particularly elegant, since it
offers both a way to understand individual people's different learning styles, and also an explanation of a cycle of experiential learning that applies to us all.

Kolb includes this ‘cycle of learning’ as a central principle of his experiential learning theory, typically expressed as four-stage cycle of learning, in which ‘immediate or concrete experiences’ provide a basis for ‘observations and reflections’. These ‘observations and reflections’ are assimilated and distilled into ‘abstract concepts’ producing new implications for action which can be ‘actively tested’ in turn creating new experiences.

Kolb (1984) says that ideally (and by inference not always) this process represents a learning cycle or spiral where the learner ‘touches all the bases’, ie., a cycle of experiencing, reflecting, thinking, and acting. Immediate or concrete experiences lead to observations and reflections. These reflections are then assimilated (absorbed and translated) into abstract concepts with implications for action, which the person can actively test and experiment with, which in turn enable the creation of new experiences. Kolb (1984) called this Experiential Learning since experience is the source of learning and development. Each ends of the continuums (modes) provide a step in the learning process:

- **Concrete experience (feeling):** Learning from specific experiences and relating to people. Sensitive to other's feelings.

- **Reflective observation (watching):** Observing before making a judgement by viewing the environment from different perspectives. Looks for the meaning of things.

- **Abstract conceptualization (thinking):** Logical analysis of ideas and acting on intellectual understanding of a situation.

- **Active experimentation (doing):** Ability to get things done by influencing people and events through action. Includes risk-taking.

Kolb's model therefore works on two levels - a four-stage cycle: Concrete Experience - (CE), Reflective Observation - (RO), Abstract Conceptualization - (AC) and Active Experimentation - (AE) and a four-type definition of learning.
styles, (each representing the combination of two preferred styles, rather like a two-by-two matrix of the four-stage cycle styles, for which Kolb used the terms: Diverging (CE/RO), Assimilating (AC/RO), Converging (AC/AE) and Accommodating (CE/AE).

Diversers tend toward concrete experience and reflective observation. They are imaginative and are good at coming up with ideas and seeing things from different perspectives. Assimilators are characterized by abstract conceptualization and reflective observation. They are capable of creating theoretical models by means of inductive reasoning. Convergers are characterized by abstract conceptualization and active experimentation. They are good at making practical applications of ideas and using deductive reasoning to solve problems. Accommodators use concrete experience and active experimentation. They are good at actively engaging with the world and actually doing things instead of merely reading about and studying them. Learning styles are various approaches or ways of learning. They involve educating methods, particular to an individual that are presumed to allow that individual to learn best.

David Wechsler (1940) described the influence of non-intellective factors on intelligent behaviour, and further argued that our models of intelligence would not be complete until we can adequately describe these factors. Gardner's (1993) book, *Frames of Mind: The Theory of Multiple Intelligences* introduced the idea of Multiple Intelligences which included both Interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and Intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes.

The model introduced by Goleman (2006) focuses on Emotional Intelligence as a wide array of competencies and skills that drive leadership
performance. Goleman's model outlines four main Emotional Intelligence constructs:

1. Self-awareness — the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.

2. Self-management — involves controlling one's emotions and impulses and adapting to changing circumstances.

3. Social awareness — the ability to sense, understand, and react to others' emotions while comprehending social networks.

4. Relationship management — the ability to inspire, influence, and develop others while managing conflict.

Goleman includes a set of emotional competencies within each construct of emotional intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

Emotional Intelligence is a form of intelligence relating to the emotional side of life, such as the ability to recognize and manage one's own and others' emotions, to motivate oneself and restrain impulses, and to handle interpersonal relationships effectively.

Emotional Competence is a learned capability based on emotional intelligence that results in outstanding performance at work. Our emotional intelligence determines our potential for learning the practical skills based on the five elements: self-awareness, motivation, self-regulation, empathy, and relationship management. Our emotional competence shows how much of that potential we have translated into on-the-job capabilities.

The elements related to empathy - understanding others, developing others, service orientation, leveraging diversity, political awareness, influence, communication, conflict management, leadership, change catalyst, building bonds,
collaboration and cooperation and team capabilities constitute the social competencies.

Social competence is important for all students because it strongly influences peer acceptance and friendship, which in turn influence school success and adult outcomes. Students with brain injury often have newly acquired social re-integration problems. These challenges may result from poor general impulse control associated with damage to the under sides of the frontal lobes of the brain. Impulsive students talk out of turn, say things that may be offensive or embarrassing, make sexually inappropriate comments, and the like. Alternatively, students with brain injury may lack initiation and seem socially unengaged (also a frontal lobe problem) – and therefore be left out by other students. Other students may have difficulty correctly “reading” and interpreting social situations, non-verbal cues, and other behaviours of their communication partners (also related to front parts of the brain), resulting in socially awkward responses.

The major Socio-Emotional Competencies are: a) Self awareness; b) Self regulation; c) Motivation; d) Empathy; and e) Social Skills. These competencies are to be developed through an apt pedagogic practice for the betterment of the student life and society.

5.2 Need and Significance of the Study

Adolescent period is a period of stress and strain, emotional conflicts, value dilemmas etc. In this context it is necessary to solve the conflicts through an effective mode of teaching which can help them to solve the practical socio-emotional problems. A society, which is full of intellectuals but without trained to be developed in social and emotional competencies will surely be full of problems. Especially in the case of adolescents a model training strategy for developing social and emotional competencies are very much essential and meaningful.

Experiential education is a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values. The conflicts
related to various life situations are presented before the students and through various scientific processes involved in experiential learning, the conflicts can be solved. It is necessary to identify, process and solve the problem using the scientific model.

Experiential learning engages the learner at a more personal level by addressing the needs and wants of the individual. It requires qualities such as self-initiative and self-evaluation. For experiential learning to be truly effective, it should employ the whole learning wheel, from goal setting, to experimenting and observing, to reviewing, and finally action planning. This complete process allows one to learn new skills, new attitudes or even entirely new ways of thinking.

An effective experiential facilitator is one who is passionate about his or her work and is able to immerse participants totally in the learning situation, allowing them to gain new knowledge from their peers and the environment created. These facilitators stimulate the imagination, keeping participants hooked on the experience. Depending upon the situation or environment, the learners may enter the learning cycle at any point and will best learn the new task if they practice all four modes.

Traditionally, social skills training has included the following components: (1) An existing curriculum is used that targets skill components that may or may not be important for the student in question; (2) Skills are taught in the context of social skills groups and in a training setting, such as a classroom or clinic room; (3) The following procedures are commonly used: scripting, modeling, role playing, prompting, cuing, reinforcing. If the training is successful, the outcome is acquisition of declarative knowledge (what one should do in this situation) and procedural knowledge (how one do it) of specific social behaviours or skills. These approaches have a poor track record in the research literature, with most populations of students who have been taught with these approaches gaining little of practical value from this type of training.
The emotional and social competencies positively directs all people towards better management of life conflicts and solving problems related to themselves and others. This study aims at identifying the learning styles of adolescents and their emotional and social competence to deal with the conflicts and problems related to life through experiential learning.

For making any change, modification or transformation in the field of education we should start from the school education. To give training in experiential learning based on the learning styles we have to start the initial preparations and training among students. The major socio-emotional competencies to be developed through experiential learning are; self awareness, self regulation, motivation, empathy and social skills.

5.3 Statement of the Problem

The present study is aimed to identify the learning styles and socio-emotional competencies of adolescents studying in secondary schools and to test the effectiveness of experiential learning model in solving the life conflicts especially developing Socio-Emotional Competencies, considering the various characteristics of the sample such as gender, locality, type of management of the school, socio-economic status, etc. Hence, the study is entitled as “Effectiveness of Experiential Learning Model in Developing Socio-Emotional Competencies”.

5.4 Operational Definitions

Effectiveness

Effectiveness means ‘the quality of being effective’. Effective means producing or adapted to produce its proper result. According to Oxford Dictionary (1975) effectiveness is ‘being able to bring about the result intended’. Chamber’s Twentieth Century Dictionary (1972) defines effectiveness as ‘being successful in producing a result or effect’.

In the present study, effectiveness means, desired result produced in developing the socio-emotional competencies of ninth standard students through the implementation of experiential learning model.
**Experiential Learning Model**

David A. Kolb (1984) developed the most established model of experiential learning. In experiential learning model, the process begins with experience (concrete experience) followed by reflection (reflective observation). The reflection is assimilated into a theory (abstract conceptualization) and finally the new or reformulated hypotheses are tested in new situations (active experimentation). The model is a recurring cycle within which the learner tests new concepts and modifies them as a result of the reflection and conceptualization. The experiential learning is learning from specific experiences and relating to people and observes before making a judgement by viewing the environment from different perspectives. Then it go for logical analysis of ideas and acting on intellectual understanding of a situation. Finally, in the stage of active experimentation ability to get things done by influencing people and events through action is being developed.

In this study, the instructional materials based on Kolb’s Experiential Learning Model prepared by the investigator to develop socio-emotional competencies among secondary school students were used.

**Socio-Emotional Competencies**

The Socio-Emotional Competencies are the competencies which are used in the process of making social and emotional decisions based on the likelihood that our living in general or decision in particular will first have positive and constructive socio-emotional value for us. The competencies which develop sensitivity and awareness of what is right and what is wrong in social and emotional situations, ability to choose the right values in accordance with one's conception of the highest ideals of life and internalizing and realizing them in thought and action.

In this study, the five major Socio-Emotional Competencies and their sub-components considered are: a) *Self awareness*; Emotional Awareness, Accurate Self-Assessment and Self Confidence, b) *Self regulation*; Self-control, Trustworthiness, conscientiousness, Innovation and Adaptability, c) *Motivation*;
Achievement Drive, Commitment, Initiative and Optimism, d) Empathy; Understanding Others, Developing Others, Service Orientation, Leveraging Diversity and Political Awareness, and e) Social Skills; Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Collaboration and Cooperation, and Team Capabilities. These competencies are to be developed through an apt pedagogic practice for the betterment of the student life and society.

**Secondary School Students**

The secondary school students are the adolescent students belonging to class VIII, IX and X of the schools of Kerala state. Standard IX, being the middle stage of high school education is likely to represent all the features of secondary education. Therefore, the students of standard nine of secondary schools were selected as sample for this study. The boys and girls from government, aided and private school located in urban and rural area are taken for this study.

**5.5 Objectives of the Study**

**General Objective**

1. To find out the effectiveness of the Experiential Learning Model in developing Socio-Emotional Competencies among standard nine students.

**Specific Objectives**

i. To identify the Learning Styles of standard nine students.

ii. To identify the Socio-Emotional Competencies of standard nine students.

iii. To prepare the instructional material based on Kolb’s Experiential Learning Model in developing Socio-Emotional Competencies.

iv. To test the effectiveness of the Experiential Learning Model (ELM) over Activity Oriented Method (AOM) in developing Socio-Emotional Competencies among standard nine students.

v. To compare the Socio-Emotional Competencies of standard nine students in Experimental group and Control group for the sub-samples based on (a)
Learning Styles, (b) Gender, (c) Locality, (d) Type of Management of the School and, (d) Socio-Economic Status.

5.6 Hypotheses of the Study

i. The students in standard nine have different learning styles.

ii. The students in standard nine possess different socio-emotional competencies.

iii. The Experiential Learning Model (ELM) is more effective than the Activity Oriented Method (AOM) in developing Socio-Emotional Competencies among standard nine students.

iv. There is significant difference in the Socio-Emotional Competencies of students in Experimental group and Control group for the sub-samples based on

   (a) Learning Styles, (b) Gender, (c) Locality, (d) Type of Management of the School and, (d) Socio-Economic Status.

5.7 Methodology in Brief

It is necessary to test whether Experiential Learning Model is more effective than the existing method of teaching in developing Socio-Emotional Competencies among standard nine students. Thus, the study was conducted by using experimental method and the investigator selected Pretest Posttest Non-equivalent groups design.

The pretest was given to the students of both group – experimental and the experimental. The treatment given to the standard nine students under the experimental group was in the form of 15 lessons of 45 minutes each, using Experiential Learning Model to develop Socio-Emotional Competencies among standard nine students. For the control group 15 lessons of 45 minutes each, was given under activity oriented method. The posttest was given to both groups after the treatment.

In the first phase of the study the investigator made an attempt to study the learning styles of secondary schools students. The data collected from the total
244 sample were analysed for this purpose. In the second phase, the study was purely experimental and analysed the effectiveness of the Experiential Learning Model in developing Socio-Emotional Competencies.

In order to meet the objectives of the study the investigator selected the following independent, dependent and extraneous variables. The independent variable was instructional material based on Experiential Learning Model and the dependent variable was Socio-Emotional Competencies. The extraneous variables considered were learning styles, gender, socio-economic status and type of management of the schools.

The various steps followed in the methodology of this study were development of the instructional material based on Experiential Learning Model (ELM), construction of the Socio-Emotional Competency scale and Socio-Economic Status scale, data collection and analysis of the data.

### 5.7.1 Sample of the Study

The area of the study was Kottayam District of Kerala State. For the experiment, three schools were selected from Kottayam district, giving due weightage to gender and type of management of the school. The sample for the experiment consists of 244 students of standard nine from six divisions of the three secondary schools. (one government school – Government HSS Pala, one private aided management school - Holy Cross HSS Cherpu mkal, and one private unaided school - Jyothy Public School Paika having two divisions of more than 40 students in each section of standard nine was selected). One division from each school was considered as the experimental group and the other one division from each school were considered as the control group. Both the experimental and the control group consisted of 122 students. The experimental group was taught using Kolb’s Experiential Learning Model and the control group taught using Activity Oriented Method. Equal consideration was given to both the groups based on their learning styles and equated statistically by using ANCOVA and by comparing the pretest scores on Socio-Emotional Competencies.
5.7.2 **Tools Used in the Study**

The major tools used in the study are;

a. Instructional Materials based on Experiential Learning Model and Activity Oriented Method (prepared by the investigator),

b. Kolb’s Learning Style Inventory (adapted version),

c. Socio-Emotional Competency Scale (prepared and validated by the investigator) and

d. Socio-Economic Status Scale (A standardized scale developed by A. S Nair (1978) and modified by T.C. Thankachan (2010).

5.7.3 **Data Collection**

Data collection was done by using the adapted version of Kolb’s Learning Styles Inventory and Socio-Emotional Competency Scale developed by the investigator. These tools were administered to the sample of the study. Similarly the Socio-Economic Status scale developed by A. S Nair (1978) and modified by Thankachan (2010) was used to find out the Socio-Economic Status of the students.

The Socio-Emotional Competency (SEC) scale, the Learning Style Inventory (LSI) and the Socio-Economic Status (SES) scale were administered to the sample selected for this study before the experiment. These scores formed pre-test scores. Equal numbers of subjects were considered for experimental and control groups from two divisions of each school selected.

The investigator herself conducted classes in both the groups. Before the experiment the investigator compared the pretest scores on Socio-Emotional Competency scale. The different Learning Styles of students were identified using Kolb’s Learning Style Inventory (adapted version). After the experiment, the tools were administered to both the groups as post tests.

5.7.4 **Statistical Techniques Used**

The collected data is analysed using the following statistical techniques.

1. Mean, percentage, and standard deviation
2. Independent Sample ‘t’ – test
3. Paired samples ‘t’ – test
4. Analysis of Variance (ANOVA)
5. Analysis of Covariance (ANCOVA)
6. Multivariate Analysis of Covariance (MANOVA)

5.8 Major Findings and Conclusions of the Study

Part – I
Identification of Learning Styles and Socio-Emotional Competencies of students

1. The students belong to all the four learning styles. Accommodating, Assimilating, Converging and Diverging respectively for both experimental and control groups. Accommodating learning style is the most preferred and Diverging learning style is the least preferred learning style of students. Out of 244 students 72 (29.51%) belong to accommodating learning style category. 68 (27.87%), 56 (22.95%) and 48 (19.67%) of students belong to the Assimilating, Converging and Diverging learning style categories respectively. Comparatively majority of students of experimental group belong to Accommodating (30.33%) and Assimilating (27.05%) learning style category. (table - 4.1)

2. The mean score (246.19 and 245.36) of the students in experimental and control groups achieve 66% of scores of Socio-Emotional Competencies in pre-test, which is average. Further, the mean scores for Self awareness (24.31 and 24.85), Self regulation (46.01 and 43.33), Motivation (37.83 and 37.75), Empathy (42.52 and 43.50), and Social skills 95.52 and 95.83) of the students in the experimental and the control groups did not differ very much in their Socio-Emotional Competencies before experiment. The Socio-Emotional Competencies of students are average before the experiment. (table - 4.2)
Part – II

Effectiveness of Kolb’s Experiential Learning Model (ELM) over the Activity Oriented Method of teaching (AOM) in developing Socio-Emotional Competencies

3. There is no significant difference between the means of pre-test scores on Socio-Emotional Competencies ($t = 0.342$) among the students of the experimental and the control groups. (table - 4.3)

4. There is significant difference in the pre-test and post-test scores on Socio-Emotional Competencies of students of experimental ($t = 25.78$) and control ($t = 13.77$) groups. (table - 4.4)

5. There is significant difference in the post-test scores on Socio-Emotional Competencies of students of experimental and control groups. The post test scores and their ‘t’ values on Self awareness (7.12), Self regulation (10.55), Motivation (2.83), Empathy (5.05) and Social skills (4.77) are higher than that of the table value at 0.01 level. By comparing means of the post test scores of the experimental and the control groups, it is clear that the Kolb’s experiential Learning model is more effective in developing the Socio-Emotional Competencies with respect to all the sub components. (table - 4.5)

6. There is significant difference in the gain scores on Socio-Emotional Competencies of students of experimental and control groups. The ‘t’ value 8.67 and the mean difference reveal that the Experiential Learning Model is more effective than the existing method with respect to the gain socio-emotional competencies. The gain scores of the various components of the socio-emotional competencies and their ‘t’ values on Self awareness (5.57), Self regulation (4.97), Motivation (2.67), Empathy (4.23) and Social skills (4.30) are higher than that of the table value. By comparing the gain scores, it is clear that the Kolb’s Experiential Learning model is effective in developing the Socio-Emotional Competencies of students with respect to all the sub components. (table - 4.6)
7. The one way ANOVA shows that the mean differences for each of the variables in the two groups are significant. The F values of socio-emotional competencies (163.11) and different components of the Socio-Emotional Competencies of students such as Self awareness (50.77), Self regulation (111.21), Motivation (7.99), Empathy (25.48) and Social skills (22.76) are significant. By comparing means it is evident that the experimental group has improved Socio-Emotional Competencies of students. (table - 4.7)

8. There is significant difference in the mean values with respect to Socio-Emotional Competencies of students (F = 162.34) for the two groups. The covariate effect does not contribute to the model. And the parameter estimates shows that a student in the experimental group shows a high improvement in scores than a student in the control group. The final mean scores of students of the experimental group and control group differ significantly after they have been adjusted for initial difference in the pre-test scores. (table - 4.8)

9. The final mean scores of students of the experimental group and control group with respect to different components differ significantly after they have been adjusted for initial difference in the pre-test scores. The F values of different components of the Socio-Emotional Competencies of students such as Self awareness (47.45), Self regulation (106.66), Motivation (7.82), Empathy (24.63) and Social skills (26.21) are significant at 0.01 level. The covariate effect does not contribute to the model. The students in the experimental group show high improvement in scores than students in the control group. (table - 4.9)

10. There is significant effect of Experiential Learning Model in developing Socio-Emotional Competencies of students when compared with existing method on the combined dependent variables. There is a significant effect of Experiential Learning Model in developing Socio-Emotional Competencies on the combined dependent variable when the different components of the dependent variable considered together using Wilks’
Lambda value (0.527), which is significant. In every test results, the significant p-value shows that there is much difference in the performance of experimental group in comparison with the control group students. Therefore the Experiential Learning Model is effective in developing Socio-Emotional Competencies of students and their various components. (table - 4.10 and 4.11).

Part – III

Part – III: Analysis of data with respect to Socio-Emotional Competencies of students in Experimental and Control groups for the Sub-samples

11. There is no significant difference in the mean gain scores of Socio-Emotional Competencies \((F_{(3, 239)} = 0.976)\) of students in Experimental group and Control group for the Sub-samples based on Learning Styles. (table - 4.12). There is no significant difference \((F_{(3, 117)} = 1.066)\) in the mean gain scores of Socio-Emotional Competencies of students in Experimental group for the Sub-samples based on Learning Styles. (table - 4.13). There is no significant difference \((F_{(3, 117)} = .557)\) in the mean gain scores of Socio-Emotional Competencies of students in Control group for the Sub-samples based on Learning Styles. (table - 4.14).

12. There is no significant difference in the mean gain scores of Socio-Emotional Competencies \((F_{(1, 241)} = 0.058)\) of students in Experimental and Control groups for the Sub-samples based on Gender. (table - 4.15). There is no significant difference \((F_{(1, 119)} = 1.358)\) in the mean gain scores of Socio-Emotional Competencies of students in Experimental group for the Sub-samples based on Gender. (table - 4.16). There is no significant difference \((F_{(1, 119)} = .631)\) in the mean gain scores of Socio-Emotional Competencies of students in Control group for the Sub-samples based on Gender. (table - 4.17).

13. There is no significant difference in the mean gain scores of Socio-Emotional Competencies \((F_{(1, 241)} = 2.252)\) of students in Experimental and Control groups for the Sub-samples based on Locality. (table - 4.18). There is significant difference \((F_{(1, 119)} = 19.921)\) in the mean gain scores of
Socio-Emotional Competencies of students in Experimental group for the Sub-samples based on Locality. (table - 4.19). There is no significant difference \( F_{(1, 119)} = 3.190 \) in the mean gain scores of Socio-Emotional Competencies of students in Control group for the Sub-samples based on Locality. (table - 4.20).

14. There is no significant difference in the mean gain scores of Socio-Emotional Competencies \( (F_{(2, 240)} = 2.963) \) of students in Experimental and Control groups for the Sub-samples based on Type of Management of the Schools. (table - 4.21). There is significant difference \( F_{(2, 118)} = 12.580 \) in the mean gain scores of Socio-Emotional Competencies of students in Experimental group for the Sub-samples based on Type of Management of the Schools. (table - 4.22). There is no significant difference \( F_{(2, 118)} = 2.7310 \) in the mean gain scores of Socio-Emotional Competencies of students in Control group for the Sub-samples based on Type of Management of the Schools. (table - 4.23).

15. There is no significant difference in the mean gain scores of Socio-Emotional Competencies \( (F_{(4, 238)} = 0.467) \) of students in Experimental and Control groups for the Sub-samples based on Socio-Economic Status. (table - 4.24). There is no significant difference \( F_{(4, 116)} = 1.269 \) in the mean gain scores of Socio-Emotional Competencies of students in Experimental group for the Sub-samples based on Socio-Economic Status. (table - 4.25). There is no significant difference \( F_{(4, 116)} = .502 \) in the mean gain scores of Socio-Emotional Competencies of students in Control group for the Sub-samples based on Socio-Economic Status. (table - 4.26).

5.9 Educational Implications & Suggestions for further Research

It was categorically proved that the application of Experiential Learning Model was far superior to activity oriented method in developing socio-emotional competencies among students. The following implications are arrived at based on the findings of the study.
1. The Experiential Learning Model is more effective than the Activity Oriented Method in developing Socio-Emotional Competencies. Therefore, Experiential Learning Model should be introduced at secondary level.

2. Instructional materials on Experiential Learning Model for developing Socio-Emotional Competencies can be used by other researchers and teachers. Tools constructed can be further used for related studies to identify the Socio-Emotional Competencies of students of different categories.

3. Training the students in Experiential Learning will enhance the affective domain competencies of the future generation through modeling and transfer. The learning styles of students should be there in mind of the teacher while handling the areas of social and emotional concern.

4. Introducing Experiential Learning Model in faculty improvement programmes namely, orientation classes, refresher courses, seminars and workshops will give a positive outlook on the areas of current concern and will positively transfer all the Socio-Emotional Competencies to the students in the coming generations.

5. As the study has established the effectiveness of the Experiential Learning Model, the existing teachers and trainees can be given orientation and training on the development of instructional materials based on Experiential Learning Model. The NCERT, SCERT and DIETs should take up the responsibility of developing instructional materials to develop the Socio-Emotional Competencies of students at different levels.

6. The present teacher training institutions can incorporate the components of Socio-Emotional Competencies and the techniques of experiential learning in their training procedure and curriculum and thereby, the would-be/future teachers will get adequate knowledge and skills with respect to affective domain competencies.

7. A resource team consisting of teacher educators can be evolved to handle classes based on experiential learning model and to train in pedagogic practices for developing and using the materials based on this model. These materials can be used for developing affective domain competencies, values,
emotional maturity, social sensitivity, etc. especially among the teachers undergoing the in-service training programme.

8. A study can be conducted to find out the comparative effects of different strategies and models of affective domain education. Similar studies can be conducted among the primary, secondary and tertiary level students including the teacher trainees and can be extended to a large sample of people in different categories in the society.

9. Similar studies can be conducted to identify value priorities, emotional maturity, emotional stability, social sensitivity, social awareness and to develop the skills of the teacher educators, teachers and teacher trainees and can be extended for designing instructional materials for developing social judgement ability, socialization process, value consciousness, reflective morality, etc. of people of different groups.

5.10 Limitations of the Study

1. The study was confined to the standard nine students of three schools from Kottayam District of Kerala state.

2. The tool used in this study namely; Socio-Emotional Competency Scale is teacher made with their validity and reliability established, not a standardized test. Only 15 lesson transcripts were developed for experimentation based on David A. Kolb’s Experiential Learning Model.

3. Classroom intact group was selected for experimenting, as the one to one equalized group was not possible practically. So the design selected is pre-test post-test non-equivalent group. The treatment was given to a representative sample consisting of 122 students only.

4. The effect of the extraneous variables was not controlled completely. Possible practical and statistical considerations are taken into account to reduce the effect of extraneous variables.

From this study, it is found that experiential learning is a highly effective educational method and engages the learner at a more personal level by addressing the needs and wants of the individual. Experiential learning requires qualities such
as self awareness, self-initiative and self-evaluation. For experiential learning to be truly effective, it should employ the whole learning wheel, from goal setting, to experimenting and observing, to reviewing, and finally action planning. This complete process allows one to learn new skills, new attitudes or even entirely new ways of thinking. In conclusion, substantial methodological advances are needed before some aspects of socio-emotional functioning among children and adolescents, through this, the peer relationships can be addressed adequately. However, there are several other domains, that could be studied immediately.