

The Effect of Experiential Learning Approach on the Students' Performance in Filipino

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Abstract

The study dealt on the effectiveness of Experiential Learning Approach on the Students' performance in Filipino. Experiential learning approach is a 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 actions which can be actively tested in turn creating new experiences. This study aimed to 1) Compare the experimental and control groups in their performance in the pretest, 2.) Find out the difference on the achievement existing between the experimental and control groups in the first and second grading periods when the former is taught using experiential learning and the other group using traditional method, 3) Compare the experimental and control groups in their performance in the posttest, and 4.) Find out the contribution of the independent variables (demographic profile) on the variation of the achievement of students taught using experiential learning and traditional method. The data were gathered through experiment. Results revealed that there was a significant difference in achievement between the experimental and control groups in the first and second grading where the former was taught using experiential learning and the other group using traditional method. The difference on the performance in the posttest between the experimental and control groups was very highly significant. The performances of the students really differ from each other in the posttest. It was concluded that experiential learning approach can improve students' performance and can also be used in other disciplines.

Key words: Experiential learning, performance, achievement, traditional method.

1. Introduction

Human beings are unique among living organisms in primary adaptive specialization in the process of learning. The student is the principal agent of learning and the teacher is the instrument agent. The learning species and survival depends on the ability to adapt not only in the reactive sense of fitting into the physical and social worlds, rather in the proactive sense of creating and shaping one's individual (Kolb,1984). The individual learner needs a teacher who can help him to become what he ought to be in the near future; thus, the most important breakthrough of the teacher should be to identify the strategies fit to the need of the students. He must become a researcher of his own classroom in order to discover appropriate treatment for a problem. Experiential learning involves a direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it. This simply means that students can learn effectively through their own experiences.

Borzak (1981) as cited by Brookfield (1983) stated that knowledge is continuously derived from and tested out in the experiences of the learners. Jarvis (1995) argued that much of the literature on experiential learning is actually about learning from primary experience that is learning through sense experiences. Knowledge results from the combination of grouping experience and transforming it, and since there are two opposed forms of apprehension and similarly, two opposed ways of transforming that apprehension, the result is four different elementary forms of knowledge. Experience grasped through apprehension and transformed through intention resulted in what will be called divergent knowledge. Experience grasped through comprehension and transformed through intentions results in assimilative knowledge. When experience is grasped through comprehension and transformed through extension, the result is convergent knowledge. And finally when experience is grasped by apprehension and transformed by extension, accommodative knowledge is the result (Kolb, 1984). On the other hand, traditional method is premised on the fact that a teacher plays a vital role in the learning process. The teacher becomes the person in authority (Pantosa,1991).

2. Methodology

There were eighty two (82) first yearhigh school students of Old Damulog National High School, Damulog, Bukidnon, Mindanao, Philippines who were involved in the study and enrolled in Filipino I course. Filipino course is one of courses offered by the Department of Education (Dep Ed) and the national language of the Philippines. There were forty one (41) students in the experimental group and forty one (41) students in the control group. They were matched according to gender, age, and average rating. Both groups were given a pretest and a posttest. The study used the randomized group pretest and posttest design.

3. Results and Discussions

The mean of the experimental group is numerically lower, this is not significantly different with the scores of the control group as shown in the t-value of -0.8665 and the probability of 0.1944 (Table 1). This result reveals that the two groups are comparable before the start of the experiment.

Table 1: T-test showing the difference in the performance of the experimental and control groups in the pretest

Groups	N	Mean	Std. Dev.	Difference	SE of the Difference	T-value	Probability
Experimental	41	21.51	5.06				
Control	41	22.44	4.61	-0.9268	1.07	-0.8665	0.19444

P<0.05*

Table 2 shows the experimental group which has a mean of 84.12 and 81.78 of the control group for the first grading period with 3.40 computed t-value and probability of 0.0005. This reveals that the result is very highly significant for the first grading. While in the second grading the experimental group has a mean 84.34 and 81.29 for the control group with 4.16 computed t-value and 0.0000 probabilities. The data reveals that the result is very highly significant. It indicates that the experimental group had better grades than the control group. The learning of student involves the acquisition of abstract concepts that can be applied flexibly in a range of situations (Kolb, 1984). Learning is the process whereby knowledge is created through the transformation of experience. Drengson(1984) as cited by Manondog (2000) asserts that information does not become knowledge until you can interact with it, relate it to what already known, integrate it with insights, and apply it to the fullest extent, this knowledge becomes part of on-going experience.

Table 2: Comparison of the experimental and control groups in the first and second grading periods.

Groups	N	Mean	Std. dev.	Difference	SE of the Difference	T-value	Probability
First Grading Period							
Experimental	41	84.12	3.72	2.3613	0.6885	3.40	0.0005*
Control	41	81.78	2.36				
Second Grading Period							
Experimental	41	84.34	3.77	3.0488	0.7324	4.16	0.0000*
Control	41	81.29	2.80				

P<0.05*

Table 3 presents the experimental group which has a mean of 47.02 and 35.22 control group in the posttest with 4.75 computed t-value and 0.0000 probabilities. This shows that the data is very highly significant. The inclusion of experiential learning techniques throughout the students' learning experience can provides significant benefits (Kolb and Kolb, 2005). The performance of the students really differs from each other in the posttest.

Table 3. Comparison of the performance of the control and experimental groups in the posttest

Groups	N	Mean	Std. dev.	Difference	SE of the Difference	T-value	Probability
Experimental	41	47.02	12.01	11.80	2.49	4.75	0.0000*
Control	41	35.22	10.44				

P<0.05*

Table 4 shows the independent variables (demographic profile) that significantly contributed to the effectiveness (variation in grades) of the experiential learning and traditional method. The gender, educational attainment of father, number of children in the family, occupation of mother, ethnic origin, and distance from school to home is responsible for the 20.61% variation in students' grades. The gender and ethnic group of the students, as well as teachers and co-teachers, can affect their ability (Dunkin and Doenau,1987). This simply implied that gender and other demographic profile can also affect the achievement of the students.

Table 4. Factors that significantly contributed to the effectiveness of the experiential learning and traditional method

Step	Variable Entered	Coefficient of correlation (r)	Coefficient of Multiple Correlation (R)	Coefficient of Multiple Determination (R ²)	Increase in R ² (IN %)
1	Gender	0.2363	0.2363	0.558	5.58
2	Educational Attainment of Father	0.2169	0.3262	0.1064	5.06
3	No. of children In the family	0.1988	0.3861	0.1491	4.27
4	Occupation of Mother	0.2144	0.4093	0.1675	1.84
5	Ethic origin	0.0856	0.4396	0.1933	2.58
6	Distance from School to home	-0.0648	0.4539	0.2061	1.28
Total				20.61	

4. Conclusion

Based on the findings of the study, it was concluded that the experimental and control groups were comparable before the start of the experiment. There was a significant difference in achievement between the experimental and control groups in the first and second grading where the former was taught using experiential learning and the other group using traditional method. The difference on the performance in the posttest between the experimental and control group was very highly significant. The other factors that affected the achievement of students were gender, educational attainment of father, number of children in the family, occupation of mother, ethnic origin, and distance from school to home. These six (6) variables explained 20.61% of the effectiveness of the learning in terms of their grades.

5. Recommendations

Based on the findings and conclusions of the study, the researcher would like to recommend that effort must be exerted in the use of experiential learning to have better achievement of students. This is because the students are given time to participate and express their experiences regarding the topic until they reach a generalization to be applied in real situations. Experiential learning approach makes students get higher grades and should be used in other disciplines. Furthermore, there is a need for training other teachers to become better facilitators in order to use experiential learning as an approach in teaching. Since 20.61% is explained by the variables in the variation in the achievement of the students, perhaps succeeding researcher should look for other variables which impinge on the effectiveness of experiential learning as approach in teaching.

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