

CHAPTER V

RESULTS AND DISCUSSION

5.0 INTRODUCTION

The outcome and analysis of the study are covered in the preceding chapter. This chapter deals with the results and discussion of the present study. In this chapter the researcher has discussed the following points-

- The results of each objective.
- Outcomes of prior studies that corroborate and contradict the current study's findings.
- Educational implications of the present study.
- Limitations of the present study
- Recommendation for future research and
- Conclusion

5.1 COMPARISON OF MEAN SCORES OF ACHIEVEMENT IN SOCIAL SCIENCE OF EXPERIMENTAL GROUP AND CONTROL GROUP AT PRE-TEST AND POST-TEST STAGES

The first objective was to study the significant difference between the mean scores of achievement in social science of Experimental group and Control group students at pre-test and post-test stages. To fulfill this objective the data has been analyzed using paired t-test.

1. No significant difference has been found between the mean scores of achievement in social science of Experimental group and Control group students at Pre-test stage.
2. Significant difference has been found between the mean scores of achievement in Social Science of Experimental group and Control group students at Post-test stage.
3. Significant difference has been found between the mean scores of achievement in Social Science of Experimental group students at Post-test stage.

When the mean score of achievement in Social Science gained at Pre-test, that is before providing the treatment is compared between the Control and Experimental group, no significant difference has been found. The mean score of achievement scored by the Experimental group is 2.07 and mean score gained by the Control group is 2.11. Hence the mean score gained by both the group is almost similar, which implies that the both the group had similar level of prior knowledge of the subject.

But at the Post-test level, after the treatment is provided to the Experimental group, the paired t-test showed a significant difference between the mean score of Achievement scored by the Experimental group which is 50.49 and mean score gained by the Control group that is 45.67. Hence, it is clear that the Experimental group's mean score in achievement is higher than the Control group's mean score. This significant difference between the two groups at the post stage actually delineates the effectiveness of the Experiential Learning Approach used by the researcher to teach the Experimental group students.

The researcher was able to locate only one comparable study that focused on the social science subject and demonstrated the effectiveness of an experiential learning approach in improving students' academic performance. **Joshi, K.H. (2015)** found Kolb's Experiential Learning Programme effective as the experimental group got high achievement score in the social science subject than the control group.

However, the researcher discovered numerous studies conducted on subjects beyond social science, which demonstrated the effectiveness of the experiential approach in boosting student achievement across a range of subjects.

The result found for the objective no. 1 also corroborates with the findings of the following studies-

Okechukwu (2013) found a statistically significant difference in the mean achievement scores between students who were taught biological concepts through the expository technique and those who were taught the same concepts through the experiential learning strategy. **Nweke, O. (2014)** discovered a statistically significant difference in the mean accomplishment scores between the control group, which received instruction in basic science and technology using a traditional manner, and the treatment group, which received instruction in same subjects through an experiential approach. **Alkan (2016), Rani, R. (2018), Nair, N. (2019), Khaliq, A.**

(2019), Uyen, P.B. (2022), Sahni, M. (2023) did not find any significant difference in the mean Pre-test score between the Experimental group and Control group but found significant difference in the mean Post-test score between the Experimental group and Control group. It has also been found that experiential learning is effective on academic achievement of the students. Ives-Dewey (2009), Leal-Rodríguez (2018), Nikam, S.R. (2020) also found that experiential learning increases learning outcomes of the students. Jagdeep, H (2007), Bibians (2014), Seerat, (2014), Rajeshbabu, R. (2018), Lakshmi, C., (2022) found that the students who were taught using experiential learning strategies got higher mean score in Learning Outcomes than the students taught through conventional learning Strategies. Mate & Ryan (2015), Kavita. H. (2015), Narayan, B.B. (2019) and Rukhsana, B. et. al (2022) also found significant difference in mean score of achievement between the students taught through Experiential Learning Model and students taught through conventional method. Alkharsi, (2020) found that knowledge gained by Experiential learning group (Wet lab group) was higher than the traditional group (lecture group). Upon reviewing several studies, Kang, Rosteal, and Girourd (2022) discovered 26 articles that discussed the positive effects of experiential learning on students' learning outcomes. Field experiences, such as both indoor and outdoor laboratory experiences, and other extracurricular activities help students develop skills and knowledge that benefit them in the classroom, according to Camp (1990), Dhanapal and Lim (2013), and Rodríguez & Morant (2018).

5.2 COMPARISON OF ADJUSTED MEAN SCORES OF ACHIEVEMENT IN SOCIAL SCIENCE OF STUDENTS BELONGING TO EXPERIMENTAL GROUP AND CONTROL GROUP BY CONSIDERING PRE-ACHIEVEMENT IN SOCIAL SCIENCE AS THE COVARIATE

The second objective was to compare the adjusted mean scores of achievement in Social Science of students belonging to Experimental group and Control group by considering Pre-achievement in Social Science as the covariate. The data has been analyzed using one way Analysis of Covariance.

1. Significant difference is found between the mean scores of achievement in Social Science of Experimental Group and Control group by considering Pre-achievement in Social Science as the covariate.

When comparison is done between the adjusted mean score of achievement of Experimental group and Control group by considering the Pre-achievement in Social Science as Covariate, significant difference has been found. This implies that the 'Treatment', means the Experiential learning approach is effective as it has produced a significant difference in terms of achievement score of both the groups. It also implies that the Pre-achievement score or the prior knowledge of the students of both the groups did not influence their achievement score at Post-test stage.

The result of the second objective corroborates with the outcomes of the following study-

Marsh, H. W., & Roche, L. A. (2000), Gillies & Ashman (2003), Hattie, J. (2009), Wilson et al. (2010), Slavin, R. E. (2014), Kavita. H. (2015), Rajeshbabu, R. (2018), found significant difference in the mean scores of Post-tests between Experimental and Control group with respect to their Pre-test score.

5.3 COMPARISON OF ADJUSTED MEAN SCORES OF ACHIEVEMENT IN SOCIAL SCIENCE OF STUDENTS BELONGING TO EXPERIMENTAL GROUP AND CONTROL GROUP BY CONSIDERING INTELLIGENCE AS COVARIATE

The third objective was to compare the adjusted mean scores of achievement in Social Science of students belonging to Experimental group and Control group by considering Intelligence in Social Science as the covariate. The data has been analyzed using one way Analysis of Covariance.

1. Significant difference has been found between the mean scores of achievement in Social Science of Experimental Group and Control group by considering Intelligence as the covariate.

When comparison is done between the adjusted mean score of achievement of Experimental group and Control group by considering Intelligence as the covariate,

significant difference has been found. The Experimental group's mean score of achievement is higher than the Control group. This implies that the 'Treatment' means the Experiential learning approach is effective as it has produced a significant difference in terms of achievement score of both the groups.

This finding of the study corroborates with the results of the studies conducted by **Okechukwu (2013), Nweke, O. (2014), (Philominraj, A. (2018), Kolb & Kolb (2005), Hattie (2009), Joshi, K.H. (2015), Rajeshbabu, R. (2018), Sternberg, Grigorenko, and Zhang (2006)**. These studies have also found comparatively high score of achievement in experimental group than control group.

5.4 EFFECT OF TREATMENT, GENDER AND THEIR INTERACTION ON ACHIEVEMENT IN SOCIAL SCIENCE BY CONSIDERING PRE-ACHIEVEMENT IN SOCIAL SCIENCE AND INTELLIGENCE AS COVARIATES

The fourth objective was to study the effect of Treatment, Gender and their interaction on achievement in Social Science by considering Pre-achievement in Social Science and Intelligence as covariate. The data has been analyzed using 2x2 Factorial design Analysis of Covariance.

1. Significant difference has been found between the mean scores of achievement in Social Science of Experimental Group and Control group by considering Pre- achievement in Social Science and Intelligence as covariates.
2. No significant difference has been found between the adjusted mean scores of achievement in Social Science obtained by Boys and Girls, when Pre-achievement in Social Science and Intelligence were taken as covariates.
3. No significant effect of Gender has been found on achievement in Social Science when pre-achievement in Social Science and Intelligence are considered as covariates.
4. No significant effect of Treatment, Gender and their interaction has been found on achievement in Social Science when Pre-achievement in Social Science and Intelligence are considered as covariates.

The 'Treatment', means the Experiential learning approach is found to be effective as it has produced a significant difference in terms of achievement score of both the

groups. The mean score of achievement in Social Science of the Experimental Group is found to be higher than the mean score of Achievement in Social Science of the Control group when Pre-achievement in Social Science and Intelligence are taken as covariates.

It has been found that Gender has no significant effect on achievement in Social Science when Pre-achievement in Social Science and Intelligence are considered as covariates. Also, Treatment and Gender's interaction has no significant effect on Achievement when Pre-achievement in Social Science and Intelligence are taken as covariates.

This result corroborates with the findings of the following studies-

Okechukwu (2013) did not find significant differences between male and female who were taught through experiential learning strategy. Also, no significant effect of interaction between method and gender has been found on mean achievement score of students in biology. **Nweke, O. (2014)** found no significant differences between male and female who were taught through experiential learning strategy. Also, the study found no significant effect of interaction between teaching methods and gender on mean score of achievement in basic science and technology. **Joshi, K.H., Kavita. H. (2015), Rajeshbabu, R. (2018)** found significant difference in the mean scores of Post-tests between Experimental and Control group with respect to their Pre-testscore. The researchers have also found no significant differences between male and female who were taught through Kolb's Experiential learning Model. Also, the study found no effect of gender on effectiveness of the model.

5.5 EFFECT OF TREATMENT, INTELLIGENCE AND THEIR INTERACTION ON ACHIEVEMENT IN SOCIAL SCIENCE BY CONSIDERING PRE-ACHIEVEMENT IN SOCIAL SCIENCE AS COVARIATE

The fifth objective was to study the effect of Treatment, Intelligence and their interaction on Achievement in Social Science by considering pre-achievement in Social Science as the covariate. The data has been analysed using 2x3 Factorial design.

1. Significant difference has been found between the mean scores of achievement in Social Science of Experimental Group and Control Group by considering Pre- achievement as covariate.
2. Significant difference has been found in adjusted mean scores of achievement in Social Science obtained by the students belonging to the three groups namely High intelligence, Average intelligence and Low Average Intelligence when Pre-achievement in Social Science was taken as covariates.
3. Significant effect of Intelligence has been found on Achievement in Social Science when Pre-achievement in Social Science is the covariate.
4. There is no significant effect of Treatment, Intelligence and their interaction on Achievement in Social Science when Pre-achievement in Social Science is considered a covariate.

The ‘Treatment’, means the Experiential learning approach is effective as it has produced a significant difference in terms of achievement score of both the groups. The mean score of achievement in Social Science of the Experimental Group is found to be higher than the mean score of achievement in Social Science of the Control group when Pre-achievement in Social Science is taken as Covariate.

It has been found that Intelligence has significant effect on achievement in Social Science when Pre-achievement in Social Science is taken as covariate.

However, Treatment and Intelligence’s interaction has no significant effect on achievement when pre-achievement in Social Science is taken as covariate.

Hence, this result corroborates with the findings of the following study-

Joshi, K.H. (2015), Rajeshbabu, R. (2018) found significant difference in the mean scores of Post-tests between Experimental and Control group with respect to their intelligence.

The findings of the present study indicates that the combined effect of the treatment and the intelligence levels of the students do not result in a varied influence on the learning outcomes of the students in this specific context. This suggests that the experiential learning approach may have the same level of effectiveness regardless of the individual's intelligence, or that other elements, which are more closely related to the teaching methods, have a greater impact on student outcomes. There is a

significant correlation between IQ and experience. Therefore, experience is the catalyst that stimulates intellect and enables individuals to acquire information and comprehension of many real-life scenarios in unique and distinct environments. Through the opportunity of practical learning, children with lower academic performance can enhance and stimulate their intelligence. ‘Opportunity’ and ‘motivation’ are crucial factors in the process of experiential learning. **Philominraj, A. (2018)**. The efficiency of experiential learning among different intelligence groups can be linked to its engagement with many senses and learning methods, which coincides with varied cognitive strengths (**Kolb, 1984**).

Scager, K. (2016) the collaborative aspect of experiential learning enhances its efficiency by promoting social engagement and peer learning. This, in turn, can help reduce disparities in individual intelligence levels. The reflecting aspect of experiential learning helps to consolidate comprehension and facilitate more profound learning, rendering it accessible and useful for a diverse array of learners **Kolb & Kolb (2005)**. Experiential learning approaches have shown to be effective across a range of intelligence levels, according to research, indicating that they are accessible to students of all backgrounds. Experiential learning and other forms of differentiated instruction have the potential to help students of varied intelligence levels attain similar outcomes, as pointed out by **Sternberg, Grigorenko, and Zhang (2006)**. Likewise, experiential learning is a universally effective method since it accommodates varied learning styles and cognitive abilities (**Kolb & Kolb, 2005**). According to **Hattie's (2009)** meta-analysis, students of all IQ levels benefit from the active learning practices that are fundamental to experiential learning. Experiential learning and other actively engaging learning environments boost motivation and self-regulation, two skills that are essential for academic performance regardless of a student's IQ, according to **Schunk and Zimmerman (2007)**. Put together, these studies provide support to the idea that experiential learning is a powerful teaching tool that can accommodate individuals' diverse cognitive profiles and guarantee fair results in the classroom.

5.6 EFFECT OF TREATMENT, STUDY HABITS AND THEIR INTERACTIONS ON ACHIEVEMENT IN SOCIAL SCIENCE BY CONSIDERING PRE-ACHIEVEMENT IN SOCIAL SCIENCE AS COVARIATE

The sixth objective was to study the effect of Treatment, Study habits and their interaction on achievement in Social Science by considering Pre-achievement in Social Science as the covariate. The data has been analysed using 2x3 factorial design.

1. Significant difference is found between the mean scores of achievement in Social Science of Experimental Group and Control Group by considering Pre-achievement in Social Science as covariate.
2. Significant difference is found in adjusted mean scores of achievement in Social Science obtained by the students belonging to the three groups namely Good Study habits, Average Study habits and Unsatisfactory Study habits when Pre-achievement in Social Science was taken as covariate.
3. There is significant effect of Study habits on Achievement in Social Science when Pre-achievement in Social Science is considered as covariate.
4. There is no significant effect of Treatment, Study habits and their interaction on achievement in Social Science by considering Pre-achievement in Social Science as covariates.

The 'Treatment', means the Experiential learning approach is effective as it has produced a significant difference in terms of Achievement score of both the groups. The mean score of Achievement in Social Science of the Experimental Group is found to be higher than the mean score of Achievement in Social Science of the Control group when Pre-achievement in Social Science is taken as Covariate.

It is found that Study habits have significant effect on achievement in Social Science when Pre-achievement in Social Science is taken as covariate.

The finding corroborates with the findings of the following studies-

Battle & Lewis (2002), Crede & Kuncel (2008), Nuthana & Yenagi (2009), Awang & Sinnadurai (2011), Khurshid et al. (2012), Osa-Edoh & Alutu (2012) Nonis & Hudson, (2010), found that the study habits are positively correlated with

previous research findings that indicate students who allocate more effort towards their academic pursuits tend to get higher outcomes. **Barry, (2006)** also found that individuals who exert greater effort also achieve higher performance. Hence, it is imperative for educators and parents to recognize and cultivate effective study habits in order to improve student's academic performance (**Siahi. E. & Maiyo, J.K.**). According to **Mendezabal (2013)**, the students' poor study habits and attitudes might have had a role in their low licensure exam scores. Many students do not fail due to a lack of competence but rather insufficient study habits, according to subsequent research cited by **Rana & Kausar (2011)**. There is a lack of proper study habits among students who struggle in college on a regular basis. **Anwar (2013)** indicated a mean score of academic success variance of 72.7046 for students with good study habits and 57.8943 for those with poor study habits. This is in line with the claims made by **Child (1981)** who states that both social and educational settings frequently bring up the topic of developing good or poor habits. **Ergene (2011)** found a positive correlation between students' study habits and their Grade Point Average. Students' poor study habits are a predictor of their low GPA. **Congos (2010), Ayesha & Khurshid (2013) and Sandhu (2014), Numan & Hasan (2017)** found a positive correlation between achievement and all subscales of study skills inventories.

Also, Treatment and Study habit's interaction has no significant effect on achievement when Pre-achievement in Social Science is taken as covariate. It indicates that irrespective of students' learning style or study habits, experiential learning can enhance students' learning outcome and understanding.

According to **Bonwell and Eison (1991)**, all students, irrespective of their learning habits or styles, can benefit from active learning, which is one of the main components of experiential learning. They discovered that students' comprehension vastly increases when they take an active role in their own education by participating in class discussions, solving problems, and doing practical exercises. Because it implies that experiential learning might help close the achievement gap between various learning styles, this finding is especially relevant for students with varied learning requirements. Experiential learning relies heavily on interactive engagement approaches, which, according to **Hake (1998)**, produce far greater learning gains than more conventional forms of instruction like lectures. The findings of this study demonstrated that experiential learning is a highly successful method for supporting

students with diverse levels of prior knowledge, study habits, and cognitive skills, hence enhancing inclusivity and effectiveness in the learning environment. According to **Bevan et al. (2010)**, experiential learning methods, such as project-based learning and inquiry-based learning, were especially advantageous for students with varied learning requirements. These methods provided students the chance to acquire knowledge at their own speed and in accordance with their unique learning preferences, leading to enhanced academic achievements and a more profound comprehension of the subject matter.

5.7 REACTION OF STUDENTS BELONGING TO EXPERIMENTAL GROUP TOWARDS EXPERIENTIAL LEARNING APPROACH USED BY THE INVESTIGATOR

The seventh objective was to study the reaction of students belonging to Experimental group towards the experiential learning approach used by the investigator. Frequency percentage and mean have been used to analyze the data related to this objective.

Majority of the students show favourable reaction towards all the statements covering various aspects of the experiential learning instructional material.

As per the student's favourable reaction it has been found that-

1. The students understood the concepts clearly through Experiential learning activities and it was not time consuming. So, the activities were effective enough.
2. The experiential learning instructional material improved the students' communication skill, cooperation and their relationship with their peers.
3. The way of presenting the lessons increase the curiosity of the students.
4. The multimedia shown in the classes were interesting and helpful.
5. The activities given in the classroom were not boring and were conducted smoothly with clear instructions from the investigator.
6. The students were provided with required time for completing the activities.
7. The students' needs and interests were properly taken care of and they were also given equal opportunities.
8. The students did not find any complications while doing the projects and surveys.
9. The students got to know their neighborhood properly through surveys and projects.
10. The students were provided enough materials for completion of each class.

On the basis of these findings, it is clear that majority of the students were satisfied. The experiential learning instructional material was effective and interesting for the students as favourable reaction is given by majority of the students.

This result corroborates with the findings of the following studies-

Kavita, H. (2015), Narayan, B.B. (2019), Nair, N. (2019), Kumar, S. (2022) also found positive feedback from the students towards the Experiential learning model used to teach them. It is also revealed that the students found the model interesting. **Robles (2012)** and **Fede, Gorman & Cimini (2017)** found that transferable skills like communication skill, social skills and teamwork are developed by experiential learning. **N Smith (2017)** found that experiential learning methods intensely increase student's satisfaction, which results in student's engagement. **Alkharashi, M. (2020)** found that the experiential learning increased the student engagement when compared to the traditional learning. **Nikam, S.R. (2020)** found that the experiential learning helped the students to understand the subject clearly. **Kang, Rosteal, and Girourd (2022)** in their analysis of several studies, discovered 26 papers that discussed the value of experiential learning in raising student satisfaction.

5.8 OVERALL RESULTS AND DISCUSSION OF THE STUDY

1. The researcher did not find significant difference between the Pre-Test Score of Experimental Group and Control Group but found significant difference between the Post-test Score of Experimental Group and Control Group. Hence, the 'Treatment', means the Experiential Learning Approach used by the researcher to teach Social Science in class VIII is effective and superior to Conventional approach.
2. Also, significant difference is found between the mean scores of achievement in Social Science of Experimental Group and Control group by considering Pre- achievement in Social Science as the covariate. Hence, student's prior knowledge did not affect their Achievement in Post-test.
3. Significant difference is found between the mean scores of achievement in Social Science of Experimental Group and Control group by considering Intelligence as the covariate. Hence, student's knowledge did not affect their Achievement in Post-test.
4. No significant difference is found between the adjusted mean scores of achievement in Social Science obtained by Boys and Girls when Pre-achievement in Social Science and Intelligence were taken as covariates. Hence, achievement in Social Science is not

affected significantly by Gender when Pre-achievement in Social Science and Intelligence are considered as covariates.

5. Also, Treatment and Gender's interaction did not affect the achievement of students in Social Science when Pre-achievement in Social Science and Intelligence are considered as covariates.
6. Significant difference is found in adjusted mean scores of achievements in Social Science obtained by the students belonging to the three groups namely High intelligence, Average Intelligence and Low Average Intelligence when Pre-achievement in Social Science was taken as covariates.
7. Significant effect of Intelligence is found on achievement in Social Science when Pre-achievement in Social Science is the covariate.
8. There is no significant effect of Treatment, Intelligence and their interaction on achievement in Social Science when Pre-achievement in Social Science is considered a covariate.
9. Significant difference has been found in adjusted mean scores of Achievements in Social Science obtained by the students belonging to the three groups namely Good Study habits, Average Study habits and Unsatisfactory Study habits when Pre-achievement in Social Science was taken as covariate.
10. Significant effect of Study habits is found on Achievement in Social Science when Pre-achievement in Social Science is considered as covariate.
11. There is no significant effect of Treatment, Study habits and their interaction on Achievement in Social Science by considering Pre-achievement in Social Science as covariates.
12. Majority of the students show favourable reaction towards all the statements covering various aspects of the experiential learning instructional material.

On the basis of the results and findings it is clear that teaching Social Science through Experiential learning approach can enhance the achievement of all students, irrespective of gender, level of intelligence and study habits style. In school, Social Science is often regarded as boring or less interesting due to various reasons such as lack of relevance of learned things to the student's life, overload of factual information, lower level of engagement in classes and lack of hand on practice (Kim, S. 2017, Brown, L. (2018) & Smith, J. (2020). Hence, it is crucial to bring some pedagogical changes in teaching-learning of social science. Experiential learning

methods provide numerous opportunities to make social science interesting, relevant and much more engaging like STEM, language or arts. In the present study, the researcher could use the experiential learning methods to tackle the above-mentioned problems to a great extent.

The study also revealed that the students of the experimental group were curious and interested in learning Social Science. So, the reasons could be actively engaging the students in every learning activity through project work, field visit, storytelling, role plays, drama and discussion. According to the students, they understood the concepts more clearly and could relate the concepts to their real-life situations. Experiential learning fosters greater accountability for one's own learning, resulting in a better link between the learning process, practical application, and real- world situations (Salas et al., 2009, Earnest et al., 2016; Romero, 2010). Furthermore, the utilization of various learning modes (such as abstract, concrete, reflective, and active) enhances the depth of the content, hence facilitating the attainment of meaningful learning (Calvert et al., 2016; Zhai et al., 2017). According to studies done by Cayne, 2014; Illeris, 2007; Wright, 2000; Yeo & Marquardt, 2015, students undergo changes in their cognition, behavior, and attitudes as a result of experiential learning. This approach encourages students to use what they have learned rather than just memorize it (Bransford et al., 2000; Zelechowski et al., 2017). Students can also think on when and how their information might be applied.

Student's communication skill, their relationship with peer group and social skill has also been improved through experiential learning methods used by the researcher in this study, such as Role play, Drama, Project, Think-pair-share, Discussions and surveys etc. The students who were shy and introvert and find it difficult to communicate freely with the teacher as well as their classmates; they also became comfortable and confident, as they were given equal opportunities to participate in every activity.

Hence, the study could meet its objectives and prove the overall effectiveness and importance of Experiential learning approach.

5.9 EDUCATIONAL IMPLICATIONS OF THE STUDY

5.9.1 FOR TEACHERS

1. Implementing experiential learning methods enables teachers to develop more dynamic and interactive instructional sessions that enhance student learning.
2. Through the use of experiential learning, teachers can impart to their students' practical skills that they can use in everyday settings in addition to academic information. With the help of this experiential learning approach, students may effectively apply and transfer their knowledge and abilities outside of the classroom, closing the knowledge gap between classroom instruction and real-world problems.
3. The present study will provide guidance and understanding of how to develop instructional strategies based on Experiential learning approach to teach Social Science.
4. The current study also emphasizes the necessity for curriculum designers to include a variety of activities in their curricula to support students' experiential learning.
5. Teachers can expand their instructional techniques and methodologies, leading to professional growth and improved teaching effectiveness.
6. Experiential learning enhances the classroom atmosphere by creating a more immersive and interactive experience, hence increasing the satisfaction and enjoyment of teaching.
7. Engaging in hands-on activities and applying knowledge in real-life situations allow teachers to gain more precise understanding of students' understanding and abilities.

5.9.2 FOR STUDENTS

1. The result of the present study is evident that experiential learning approach is effective in increasing the achievement of students in Social Science than the conventional approach.
2. Experiential learning enhances comprehension and memory by connecting theoretical knowledge with hands-on experiences, resulting in a more effective grasp and retention of concepts.
3. Students' analytical and critical thinking capabilities are improved through participation in practical activities and real-world problem-solving.

4. Experiential learning's interactive aspect enhances course engagement, hence boosting student motivation and excitement for learning.
5. Experiential learning approach not only enhances the achievement of students but also enhances skills, such as communication skill, social skill and team work through group projects and collaborative tasks.
6. Through the application of information to practical settings, students enhance their readiness to confront future obstacles and adjust to diverse circumstances.

5.9.3 FOR PARENTS

1. Parents can enhance their children's education by actively participating in experiential learning activities at home, so reinforcing the principles taught in school.
2. Understanding the advantages of experiential learning motivates parents to engage in closer collaboration with teachers, supporting their children's education.
3. Parents acquire valuable knowledge about excellent pedagogical techniques, empowering them to provide enhanced assistance to their children's educational progress and growth.
4. Parents can assist children in applying the knowledge they acquire in school to real- life scenarios, so enhancing the relevance and practicality of their education.
5. Parents are more likely to have a positive attitude towards education at home when they observe the beneficial effects of experiential learning on their children's engagement and academic performance.

5.10 LIMITATIONS OF THE PRESENT STUDY

1. One of the significant limitations that the researcher faced was the dearth of experimental studies in the Social Science domain. Due to the lack of relevant literature, it was difficult to get enough advice or support the research issue. As a result, the researcher faced difficulties in accessing adequate resources or precedents to inform and support the study.
2. Additionally, the researcher encountered infrastructural limitation and a lack of instrumental support, e.g. the lack of a suitable classroom with access to electricity, white boards/black boards, projectors.
3. It was also not feasible to control the entire extraneous variable.

4. The high number of students also presented a limitation in implementing the approach smoothly.

5.11 SUGGESTIONS FOR FURTHER RESEARCH

1. The present study has been conducted using Social Science syllabus. Similar studies can also be conducted using syllabus of different subjects.
2. The present study has used the Social Science Textbook of SEBA board. Studies can also be conducted using Textbook of different education boards.
3. The present study is conducted on Class VIII students which is the Middle Stage of education according to NEP 2020. Future studies can also be done on different stages of education.
4. Future studies can also be done on development of various skills in students using experiential learning approach.
5. The present study is conducted on students; similar studies can also be done on teachers, teacher educators and teacher trainees.
6. Similar studies can be carried out using variables different from the ones used in the present study.
7. Future studies on experiential learning can also be carried out using different approach of research such as qualitative and mixed method.