

Research Paper

Attitude of Prospective Teachers towards Experiential Learning

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ABSTRACT

The present study aimed to investigate the attitudes of Prospective Teachers towards Experiential Learning. For the study, the researchers used a descriptive survey method to collect data from 150 Prospective Teachers from Bilaspur district, representing diverse backgrounds. A self-constructed four-point likert scale named the Attitude towards Experiential Learning Scale consisting of 25 items was used for data collection. The tool exhibited Cronbach's alpha reliability coefficient of 0.707, signifying moderate reliability. Content and face validity were also ensured. The findings of the study revealed that most prospective teachers (75.3%) have a moderate attitude toward experiential learning, while 10.7% have a low attitude and 14% have a high attitude. It was also observed that there was no significant difference in attitudes of Prospective Teachers towards Experiential Learning with respect to gender, locale, type of institution, and stream. However, prospective teachers enrolled in the B.Ed. programme demonstrated significantly higher attitudes toward experiential learning compared to those in the B.Ed. Special Education programme.

Keywords: *Experiential Learning, Prospective Teachers, Attitude towards Experiential Learning*

Education is widely recognized as the foundation of social progress and individual development, as it not only imparts knowledge but also develops the values, attitudes, and skills necessary for navigating life (Niazi, 2025). In a period where memorizing information is insufficient, memorization alone cannot help students succeed in life (Rosario & Janna, 2025). Throughout the years, education has sought innovative pedagogical approaches to transition from traditional methods, aiming to enhance students' competences, achievements, and interests essential for their success (Lal, 2023). The foundation of education has been changed from instruction to learning. And the function of educator is no longer 'sage on the stage' but becomes 'guide by the side' (Morrison, 2014). In this context, the experiential learning approach is one of the strategies that fulfill this condition. The elements of experiential learning are evident in the writings of renowned scholars such as J. Dewey, Lewin, J. Piaget, and Carl Rogers. Following that, experiential learning was further developed and expanded in modern contexts by academics and practitioners including David Kolb, Colin Beard, John P. Wilson, and Donald Schön (Mushahari & Sharma, 2022).

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Experiential learning is described as a direct engagement with the subject of study and the deliberate conversion of that experience into new knowledge (Phipps et al., 2008). This paradigm shift signifies that experiential learning, once primarily discoursed at the theoretical level, is progressively being acknowledged as a pedagogical approach capable of reshaping global educational system (Kolb & Kolb, 2014). The Indian education system is also undergoing this shift by increasingly incorporating experiential approaches into teaching and learning. The National Education Policy, 2020 highlighted the importance of experiential learning and focused to adopt the experiential learning at all level of education (NEP, 2020; p. 13). This method entails involving students in practical tasks that enable them to implement academic knowledge in real-world contexts. Experiential learning connects theory with practice, enhancing the relevance and significance of education (Thankachan, 2024). Successful implementation of experiential learning needs an effective teacher education system that prepares competent teachers with proper content and pedagogical knowledge and these teachers contribute significantly to ensuring the quality of a nation's education (Sharma, 2018). The effective integration of experiential learning largely depends on the attitudes of teachers, who serve as the backbone of the education system. In this context, it is also crucial to investigate the attitudes of prospective educators and their opinions on experiential learning. Therefore, the objective of this study is to study the attitudes of prospective teachers regarding experiential learning.

Rationale of the Study

Wurdinger and Carlson (2010) in their book, "Teaching for Experiential Learning: Five Approaches That Work", found that most of the faculty teaches by lecturing because only a few of them acquired alternative teaching methods. That means most college teachers mainly use conventional approach due to a lack of exposure to alternative pedagogical methods. This necessity to transition from conventional pedagogical methods to new innovative and constructivist approach has led to the growing importance of experiential learning. Teachers, in the contemporary educational landscape, are required to demonstrate 21st-century skills. The most effective setup for developing these skills in future educators is the teacher education system, which provides the essential groundwork for preparing capable, forward-thinking professionals who can address the changing needs of learners and society (Singh & Rao, 2024). To provide prospective teachers with the fundamental knowledge and skills required for 21st-century skills in educational settings, it is essential to get acquainted them with experiential learning. A study by Meiners et al., (2004) found that pre-service teachers acquired deeper understanding through active participation in learning situations, as opposed to traditional method of learning (Russell-Bowie, 2013). Experiential activities during training enhance teacher performance across numerous areas of learning (Ajani, 2023). In India CBSE has also introduced Experiential Learning from 2019-20 sessions onwards. The National Curriculum Framework for School Education (NCFSE) 2023 and the National Educational Policy (NEP) 2020 emphasize that experiential learning must be adopted as an effective pedagogical strategy across all subjects and educational levels (Mehra & Singh, 2025). From this we can conclude that the majority of the preceding studies suggest that experiential learning is going to be one of the most important elements in education for the near future and in the current context. We can also see that in various policies on Indian education, emphasis is being given to experiential learning, so it is high time we should prepare teachers specially the prospective teachers who can practically implement this method in the classroom. It is also essential to understand the attitudes of prospective teachers regarding experiential learning. Therefore, this study focused on the attitudes of prospective teachers towards experiential learning.

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Objectives of the Study

1. To study the level of attitude of prospective teacher towards Experiential Learning.
2. To study the attitude of prospective teacher trainees towards Experiential Learning with reference to their gender, locale, type of institution, type of programme and stream.

Hypotheses of the Study

The following null hypotheses were formulated for the present study

- **H₀1:** There is no significant difference between male and female prospective teachers in their attitude towards Experiential Learning.
- **H₀2:** There is no significant difference between rural and urban prospective teachers in their attitude towards Experiential Learning.
- **H₀3:** There is no significant difference between govt. and private prospective teachers in their attitude towards Experiential Learning.
- **H₀4:** There is no significant difference between B.Ed. Special Education and B.Ed. prospective teachers in their attitude towards Experiential Learning.
- **H₀5:** There is no significant difference among prospective teachers of humanities, science and commerce stream in their attitude towards Experiential Learning.

Statement of the Problem

In the 21st century, experiential learning has become an innovative method for enhancing the active engagement of learner in teaching and learning. The efficacy of this strategy predominantly relies on teachers' acceptance and favorable attitude towards it. Prospective teachers, presently undergoing training in teacher education institutions, signify the future of the teaching profession. The absence of a positive attitude towards experiential learning may significantly hinder its effective incorporation into classroom procedures. Therefore, it is essential to study the attitude of prospective teacher about experiential learning.

Hence, the problem of the present study is stated as

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Operational Definition of the Study

- **Attitude:** Attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event.
- **Prospective Teachers:** Prospective teachers are those who are getting training or studying in B.Ed. course to become teachers. In this study Prospective teachers from B.Ed., B.Ed. Special Education (Hearing Impaired), and B.Ed. Special Education (Learning Disabilities) programs were included.
- **Experiential Learning:** Experiential learning means “learning through experience or learning by experiencing and reflecting on experience”.

METHODOLOGY

Research Design: The current research was carried out using Descriptive survey method.

Population: The population of the study comprised prospective teachers of Bilaspur district, Chhattisgarh.

Sample and Sampling technique

From this population, a sample of 150 prospective teachers enrolled in B.Ed. and B.Ed. Special Education programs was selected from two teacher training institutes. The

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participants were chosen using a simple random sampling technique. Researcher personally visited the teacher training institute to distributed the questionnaires and collect the data.

Tool Used

In this study, the researcher developed a four-point likert scale named the Attitude towards Experiential Learning Scale, which includes 30 items, comprising 20 positive statements and 10 negative statements. The tool exhibited a Cronbach's Alpha value of .707. According to the commonly accepted guidelines by George and Mallery (2003), a reliability coefficient of $\geq .70$ is deemed acceptable. The reliability obtained demonstrates that the scale exhibits an acceptable level of internal consistency for the current study. To ensure validity, content validity was employed through the assessment of experts.

ANALYSIS AND INTERPRETATION

The responses given by the participants in the questionnaire were first scored and then analyzed to interpret the findings. After collecting the data, the Shapiro-Wilk test was conducted to examine the normality of the distribution. And it was found that (Sig. = .384) the data are normally distributed and suitable for applying parametric statistical tests.

Objective 1. To study the level of attitude of prospective teacher towards Experiential Learning.

Table 1 Percentage of prospective teachers at Different Levels of Attitude toward Experiential Learning

Level of Attitude	Range of Raw score	Frequency	Percentage
Low	30-87	16	10.70
Moderate	88-100	113	75.30
High	101-120	21	14.00

From Table 1, it is observed that the majority of prospective teachers, 113 (75.30%) occupies the moderate level of attitude toward experiential learning, whereas 16 (10.70%) possess low level of attitude toward experiential learning and 21 (14.00%) prospective teachers hold the high level of attitude towards experiential learning.

The above findings indicate that while most prospective teachers have a positive and convincing attitude towards experiential learning, there is scope to develop awareness and promote more positive attitudes through enhanced teacher education programmes and training.

H₀1: There is no significant difference between male and female prospective teachers in their attitude towards Experiential Learning.

Table 2 Independent Samples t-Test Comparing the Attitude of Prospective Teacher toward Experiential Learning by Gender

	Gender	N	Mean	SD	t-value	df	sig	Cohen's d
Attitude Experiential learning	Male	59	95.37	6.37	1.834	148	.069	0.304
	Female	91	93.49	5.96				

Table 2 presents the comparison of attitudes towards experiential learning between male and female prospective teachers. The male prospective teachers mean score is 95.37 with a

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standard deviation of 6.37, while the mean score of female prospective teachers is 93.49 with a standard deviation of 5.96. In case of comparing the mean score of male and female prospective teachers, in their attitude towards experiential learning, the calculated t (148) value is 1.834 and the p -value is .069 ($p > 0.05$). Since p value is more than 0.05, hence result is not significant at .05 level. So H_01 is accepted and it can be said that there is no significant difference between male and female prospective teachers in their attitude towards experiential learning. And the effect size, as measured by Cohen's d , is 0.304, indicating a small to moderate effect.

H₀₂: There is no significant difference between rural and urban prospective teachers in their attitude towards Experiential Learning.

Table 3 Independent Samples t -Test Comparing the Attitude of Prospective Teacher toward Experiential Learning by Locale

	Locale	N	Mean	SD	t-value	df	sig	Cohen's d
Attitude Experiential leaning	Rural	89	94.55	6.40	.759	148	.449	0.127
	Urban	61	93.77	5.85				

Table 3 presents the comparison between rural and urban prospective teachers in their attitudes towards experiential learning. The rural prospective teachers mean score is 94.55 with a standard deviation of 6.40, while for urban prospective teachers; the mean score is 93.77 with a standard deviation of 5.85. In case of comparing the mean score of rural and urban prospective teachers in their attitude towards experiential learning the calculated t (148) value is .759 and the p -value is .449 ($p > 0.05$). Since p value is more than 0.05, hence result is not significant at .05 level. So H_02 is accepted and it can be said that there is no significant difference between rural and urban prospective teachers in respect to their attitude towards experiential learning. And the effect size, as measured by Cohen's d , is 0.127, indicating a small effect.

H₀₃: There is no significant difference between govt. and private prospective teachers in their attitude towards Experiential Learning.

Table 4 Independent Samples t -Test Comparing the Attitude of Prospective Teacher toward Experiential Learning by Type of Institution

	Type of Institution	N	Mean	SD	t-value	df	sig	Cohen's d
Attitude Experiential leaning	Govt.	84	93.63	7.09	1.351	148	.179	0.227
	Private	66	95.00	4.69				

Table 4 presents the comparison of attitudes towards experiential learning between government and private prospective teachers. The government prospective teachers mean score is 93.63 with a standard deviation of 7.098, while for private prospective teachers; the mean score is 95.00 with a standard deviation of 4.694. In case of comparing the mean score of government and private prospective teachers in their attitude towards experiential learning, the calculated t (148) value is 1.351 and the p -value is .179 ($p > 0.05$). Since p value is more than 0.05, hence result is not significant at .05 level. So H_03 is accepted and it can be safely said that there is no significant difference between government and private

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prospective teachers in respect to their attitude towards experiential learning. And the effect size, as measured by Cohen's *d*, is 0.227, indicating a small effect.

H₀₄: There is no significant difference between B.Ed. Special Education and B.Ed. prospective teachers in their attitude towards Experiential Learning.

Table 5 Independent Samples t-Test Comparing the Attitude of Prospective Teacher toward Experiential Learning by Type of Programme

	Type of Programme	N	Mean	SD	t-value	df	sig	Cohen's d
Attitude Experiential leaning	B.Ed. (S.E)	54	92.91	7.52	1.992	148	.048	0.32
	B.Ed.	96	94.98	5.16				

Table 5 presents the comparison between prospective teachers of B.Ed. (Special) and B.Ed. (General) in their attitudes towards experiential learning. The mean score of prospective teachers from B.Ed. (Special) is 92.91 with a standard deviation of 7.52, while for prospective teachers from B.Ed. (General); the mean score is 94.98 with a standard deviation of 5.16. In case of comparing both the mean scores the calculated *t* (148) value is 1.992 and the *p*-value is .048 ($p < 0.05$). Since *p* value is less than 0.05, hence result is significant at .05 level. So H₀₄ is not accepted and it can be safely said that there is a significant difference between prospective teachers of B.Ed. (Special) and B.Ed. (General) in their attitudes towards experiential learning. And the effect size, as measured by Cohen's *d*, is 0.32, indicating a small to moderate effect.

H₀₅: There is no significant difference among prospective teachers of humanities, science and commerce stream in their attitude towards Experiential Learning.

Table 6 Descriptive Statistics of Prospective Teacher Attitude toward Experiential Learning by Stream

Stream	N	Mean	Std. Deviation	Std. Error
Arts	21	94.38	8.919	1.946
Science	113	94.66	5.483	.516
Commerce	16	91.00	5.978	1.494

Table 7 One-Way ANOVA Comparing Prospective Teacher Attitude toward Experiential Learning by Stream

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	188.660	2	94.330	2.524	.084
Within Groups	5494.174	147	37.375		
Total	5682.833	149			

From the table 7 it is evident that the *F*-value is 2.524, with a corresponding *p*-value of 0.084 ($p > 0.05$) which is not significant at the 0.05 level with degrees of freedom (*df*) = 2 and 147. The results show that the mean scores for attitudes towards experiential learning regarding stream not statistically significant. Thus, the null hypothesis that there will be no significant difference among the attitudes of Prospective Teacher towards experiential learning regarding stream is not rejected. So, we can say that there is no significant

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difference in the attitudes of prospective teachers towards experiential learning across different streams, Humanities, Science, and Commerce.

FINDINGS AND DISCUSSION

The present study investigated the attitudes of prospective teachers toward experiential learning, based on a sample of 150 prospective teachers from Bilaspur, with special reference to gender, locale, type of institution, type of programme, and stream. The findings revealed that there was no significant difference in attitudes with respect to gender, locale, type of institution, and stream. These results are consistent with the study by Mushahari and Sharma (2022), which also found no significant difference in the attitudes of teacher trainees toward the Experiential Learning with respect to gender. However, prospective teachers enrolled in the B.Ed. programme demonstrated significantly higher attitudes toward experiential learning compared to those in the B.Ed. Special Education programme. Furthermore, the results indicated that the majority of prospective teachers, 113 (75.30%), fell under the moderate level of attitude toward experiential learning, whereas 16 (10.70%) were in the low category and 21 (14.00%) were in the high category. According to the study, the majority of prospective teachers had a moderate to positive attitude toward the experiential learning methodology, which is in agreement with research findings by Mushahari and Sharma (2022). This study, like all empirical studies, provides suggestions for the enhancement of teacher education practices. The findings indicate that teacher education institutes should prioritize the incorporation of experiential learning methodologies in both theoretical and practical contexts. Teacher educators need to be encouraged to embrace interactive and activity-oriented pedagogical approaches to cultivate thoughtful and proficient future educators.

CONCLUSION

The study conducted on prospective teachers' attitudes towards experiential learning emphasizes its vital function in preparing prospective teachers' to address the challenges of 21st-century classrooms. The findings of this study demonstrate that the majority of prospective teachers had a moderately to positive disposition towards this methodology, indicating their acknowledgment of its significance in cultivating critical thinking, creativity, teamwork, and practical problem-solving abilities in students. The favorable tendency indicates that experiential learning connects theoretical knowledge with practical application, therefore enhancing teacher preparation programs. Nonetheless, variations in attitude influenced by factors such as gender, course specialty, or previous exposure to experiential practices indicate the necessity for an inclusive and systematic incorporation of experiential learning methodologies within teacher education curriculum. The study emphasizes the importance of integrating experiential learning into teacher education to cultivate reflective, inventive, and proficient educators capable of enhancing quality education and fostering comprehensive student development.

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Conflict of Interest

The author(s) declared no conflict of interest.

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