

MS Research Thesis

**PROMOTING SELF-DISCOVERY AMONG STUDENTS
AT UNIVERSITY LEVEL: IMPACT OF EXPERIENTIAL
LEARNING**



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**PROMOTING SELF-DISCOVERY AMONG STUDENTS
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A thesis submitted in partial fulfillment of the requirement for the degree
of MS in Education

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AUTHOR'S DECLARATION

It is hereby declared that the author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Education. This thesis, in its present form, is the original work for the author except those of which have been acknowledged in the text, The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.

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SUPERVISORS' CERTIFICATE

The thesis titled “Promoting Self-Discovery among Students at University Level: Impact of Experiential Learning” submitted by Ms. Huma Majeed is partial fulfillment of MS degree in Education has been completed under my guidance and supervision. I am satisfied with the quality of student’s research work and allow her to submit this thesis for further process of approval as per IIUI rules and regulations.

Dr. Muhammad Munir Kayani

Dedication

This work is dedicated to my beloved parents, for their unwavering support and boundless love, that has illuminated my path throughout this journey. Their sacrifices and wisdom have shaped me into the person I am today. I am forever grateful for their guidance and encouragement. May this achievement bring them joy and pride.

Acknowledgement

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fruition. May Allah Almighty bestow upon them all good health, prosperity, and peace (Ameen).

HUMA MAJEED

Abstract

Experiential learning is a methodology in which educators are purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values. Self-discovery is the process of gaining a more accurate and complete understanding of oneself, including values, beliefs, strengths, weaknesses, and personality traits. The objectives of the study were to examine the level of self-discovery among university level students. To find out the level of student's engagement in experiential learning activities. To compare the level of student's engagement in experiential learning activities and self-discovery in both universities. To examine the impact of experiential learning on student's self-discovery. The paradigm of the research was positivism. The research study was descriptive in nature. Quantitative approach was used in this research. The population of the study 460. Stratified sampling technique was used to select a sample size of 210 students given by Gay (2012). The Instrument was self-constructed close-ended questionnaires. Five-point Likert Scale was used. The researcher devised two instruments based on literature review and the objectives of study. The instruments were validated by the team of experts, and all the experts were belonged to the field of education. The Cronbach's alpha was measured for reliability. The research study consisted of two variables experiential learning and self-discovery. The reliability value of experiential learning is .899 and the reliability value of self-discovery is .895. The researcher prepared a permission letter and signed by the chairperson of department and submitted it to the head of department the selected university to obtain approval for conducting the study. The data was analyzed through mean score, t-test and regression analyses. It was found that the overall mean of the Experiential Learning instrument was 3.82. Further it was found that the overall mean score for Self-Discovery was 3.84. The findings showed that the regression coefficient (R) was 0.74, indicating a strong impact of experiential learning on self-discovery. As a result, the null hypothesis (H_{03}) was rejected. It is recommended to offer workshops or coaching sessions where students use tools such as VIA Character Strengths, MBTI, or Clifton Strengths to explore their personalities, values, and preferences, aiding in meaningful self-discovery and career alignment.

Keywords: *Experiential Learning, Self-Discovery, University Students, Higher Education.*

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CHAPTER 1

INTRODUCTION

Experiential learning is a methodology in which educators are purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values. When a personally accountable participant processes knowledge, skills, and/or attitudes in a highly engaged learning environment, experiential learning takes place on a cognitive, affective, and behavioral level. Experiential learning is also referred to as learning through action, learning by doing, learning through experience, and learning through discovery and exploration, all which are clearly defined by these well-known maxim (Gentry, 1990). By deliberately involving students in experiences and focused reflection, educators can increase knowledge, develop skills, and make values clearer. This approach is known as experiential learning (Binson & Wiese, 2018).

Experiential learning is a powerful method for developing new skills, knowledge, and attitudes through direct engagement with real-world situations. It can help you adapt to new situations by increasing your self-awareness, critical thinking, problem-solving skills, and creativity. Experiential learning is a dynamic process that necessitates dedication and openness. To make the most of it, set specific goals for your learning outcomes and track your progress. Choose experiences that are appropriate for your learning style, preferences, and needs, and make sure they challenge your comfort zone to promote growth. Regularly evaluate your strengths, weaknesses, and areas for improvement. Apply your knowledge to new situations and contexts, and try out different approaches and strategies. Seek and give feedback to help yourself and others learn from past experiences and improve performance (Bhatia, Rajib, & Wong, 2023).

Self-discovery is the process of exploring and understanding yourself, delving deeply into your thoughts, feelings, values, and behaviors. It requires a great deal of reflection, self-examination, and introspection. Personal development, on the other hand, is the continuous process of improving yourself, your skills, knowledge, and abilities in order to reach your full potential (Demid, 2023). Self-discovery is the process of learning about and identifying oneself. There are numerous aspects to this discovery process. In the early stages, you discover your personality type, values, strengths, weaknesses, talents, dreams, shortcomings, aspirations, and interests

(Jefferey, 2024). Self-discovery is an essential component of personal growth and development, allowing people to gain a better understanding of their thoughts, behaviors, and motivations. Self-discovery is the process of gaining a more accurate and complete understanding of oneself, including values, beliefs, strengths, weaknesses, and personality traits. This process is important for university students because it helps them navigate academic and career options, build meaningful relationships, and develop a sense of purpose and direction (Chandler & Kram, 2017).

Experiential learning had been identified as an effective tool for encouraging self-discovery in university students (Chandler & Kram, 2017). Students can gain a better understanding of their strengths, weaknesses, and interests by participating in hands-on activities and reflecting on their learning, resulting in increased self-awareness and self-discovery (Kolb, 1984). As students navigate experiential learning opportunities, they are able to explore their passions, challenges, assumptions, and sense of purpose, all of which are critical components of self-exploration (Dewey, 1938).

With the increasing global emphasis on holistic education, there is a growing need to incorporate experiential learning approaches that promote critical thinking, problem-solving, communication, and personal development among students. Traditional teaching methods in Pakistan often limit student engagement and fail to equip learners with essential life and career skills. Experiential learning, by offering real-life, hands-on learning opportunities, helps students actively apply their knowledge in practical settings. Alongside this, self-discovery plays a vital role in enabling students to understand their interests, strengths, and values, which is crucial for career planning and personal growth. However, the Pakistani education system provides limited avenues for such reflection and experiential engagement. This gap highlighted the importance of exploring how experiential learning and self-discovery contribute to students' overall development. The present study was conducted to investigate the role of experiential learning and self-discovery in enhancing critical thinking, problem-solving, confidence, and autonomy among university students. The purpose of this research was to examine the impact of experiential learning in promoting self-discovery among university students. Experiential learning, characterized by hands-on, practical experiences, had emerged as a powerful educational approach that actively engaged students in the learning process. This study aims to investigate how experiential

learning activities, such as internships, fieldwork, and project-based learning, contribute to students' self-awareness, personal growth, and identity development. By exploring the transformative potential of experiential learning, this research seeks to provide insights into effective pedagogical strategies for fostering self-discovery among university students. Understanding the role of experiential learning in promoting self-discovery can inform educational practices and curriculum design, ultimately enhancing student development and well-being in higher education settings.

1.1 Background and context of the study

The study's background and context are based on a number of key factors. In this instance, Pakistan's education system struggles to provide students with holistic development opportunities, frequently relying on traditional didactic methods rather than hands-on, experiential approaches (Hussain, 2018). Second, there is a growing global recognition of the value of experiential learning in developing critical thinking, problem-solving skills, and personal growth in students (Kolb & Dewey, 1984; 1938). Third, self-discovery is important for students' overall development because it helps them understand their own strengths, weaknesses, interests, and values (Chandler & Kram, 2017). However, there is limited research on the application and effectiveness of experiential learning in the Pakistani context, emphasizing the need for further investigation in this area (Khan, 2020). Furthermore, cultural and institutional factors specific to Pakistan may influence the implementation and outcomes of experiential learning programs, necessitating a more nuanced understanding of how such initiatives can be tailored to meet the needs of Pakistani university students (Shah, 2019). Thus, the study seeks to fill this research gap by investigating the role of experiential learning in promoting self-discovery within Pakistan's higher education landscape.

Previous research on experiential learning and self-discovery in Pakistani higher education has revealed several key findings: traditional teaching methods dominate Pakistani higher education, with little emphasis on experiential learning (Rahman, 2018). Self-discovery is important for career development and personal growth, but Pakistani students have few opportunities for self-reflection and exploration (Chandler & Kram, 2017). Cultural and societal factors shape Pakistani students' learning experiences, and experiential learning can help bridge the gap between academic and professional settings (Hafeez, 2019). Experiential learning can improve the critical thinking, problem-solving, and communication skills among

Pakistani students (Ali, 2020). Self-discovery and experiential learning can promote personal growth, autonomy, and self-efficacy among Pakistani students (khan, 2020).

These researches indicate that experiential learning and self-discovery are important aspects of higher education in Pakistan, and more research is needed to identify effective strategies for implementing experiential learning programs and encouraging self-discovery among Pakistani students.

1.2 Problem Statement

Despite the global emphasis on experiential learning as a powerful pedagogical approach for fostering self-discovery, personal growth, and 21st-century competencies, Pakistan's higher education system continues to rely heavily on traditional, lecture-based instruction. This results in limited opportunities for students to engage in reflective, hands-on, and transformative learning experiences that cultivate self-discovery, purpose, and critical thinking. Existing literature on experiential learning is largely Western-centric and seldom addresses its application in culturally diverse or resource-constrained academic contexts like Pakistan. Furthermore, the connection between experiential learning and students' self-discovery remains underexplored in Pakistani universities. This research addresses this gap by examining how experiential learning practices can be integrated to promote self-discovery among university students in Pakistan, aiming to inform both educational policy and instructional design.

1.3 Objectives of the Study

The objectives of this study were to:

- i. To find out the level of student's engagement in experiential learning activities.
- ii. To examine the level of self-discovery among university level students.
- iii. To compare the level of student's engagement in experiential learning activities and self-discovery in both universities.
- iv. To examine the impact of experiential learning on student's self-discovery.

1.4 Research Questions

The research questions of this study were to:

RQ.1 To what extent students are being engaged in experiential learning activities?

RQ.2 What is the level of self-discovery among university students?

1.5 Hypotheses

The hypotheses of this study were to:

H₀₁. There is no significant difference between the level of student's engagement in experiential learning activities of both universities.

H₀₂. There is no significant difference between the level of student's self-discovery of both universities.

H₀₃. There is no significant impact of experiential learning in promoting self-discovery among students at university level.

1.6 Significance of the Study

This study on experiential learning would significant implications for various stakeholders within educational settings. Firstly, students stand to benefit greatly from the findings as they would gain insights into the effectiveness of experiential learning in enhancing their self-discovery, self-awareness, personal growth, critical thinking, and problem-solving skills. Understanding these benefits can empower students to actively engaged in experiential learning activities and take ownership of their learning journey. Additionally, educators and policymakers had found value in this research as it sheds light on the role of experiential learning in promoting self-discovery and fostering a conducive learning environment. By recognizing the benefits of experiential learning, educators can incorporate more interactive and hands-on approaches into their teaching practices, ultimately enriching the overall learning experience for students. Furthermore, institutions were able to use the findings to refine their curricula and design programs that prioritize experiential learning, thereby better preparing students for real-world challenges and fostering a culture of innovation and creativity. Overall, this study had the potential to positively effects student learning outcomes, teaching methodologies, and institutional practices.

1.7 Delimitation(s) of the Study

The research study was delimited to:

- i. The Faculty of Education at International Islamic University Islamabad, and Department of Educational Sciences at the National University of Modern Languages.

- ii. Students from BS 6th, 7th, and 8th semester.
- iii. Internship, cooperative education, collaborative learning, field-work, research project activities types of experiential learning activities.

1.8 Operational Definitions

1.8.1 Experiential Learning

Experiential learning is defined as a learning process that involves active engagement in real-world experiences, where learners encounter new situations or problems, reflect on their experiences, and derive meaning and insights from them. This includes activities such as internships, hands-on experiments, field work, cooperative education, service-learning, and research skill projects. Key indicators of experiential learning include opportunities for direct participation, reflection on the experience, application of knowledge gained, and integration of theory with practice.

1.8.2 Self-Discovery

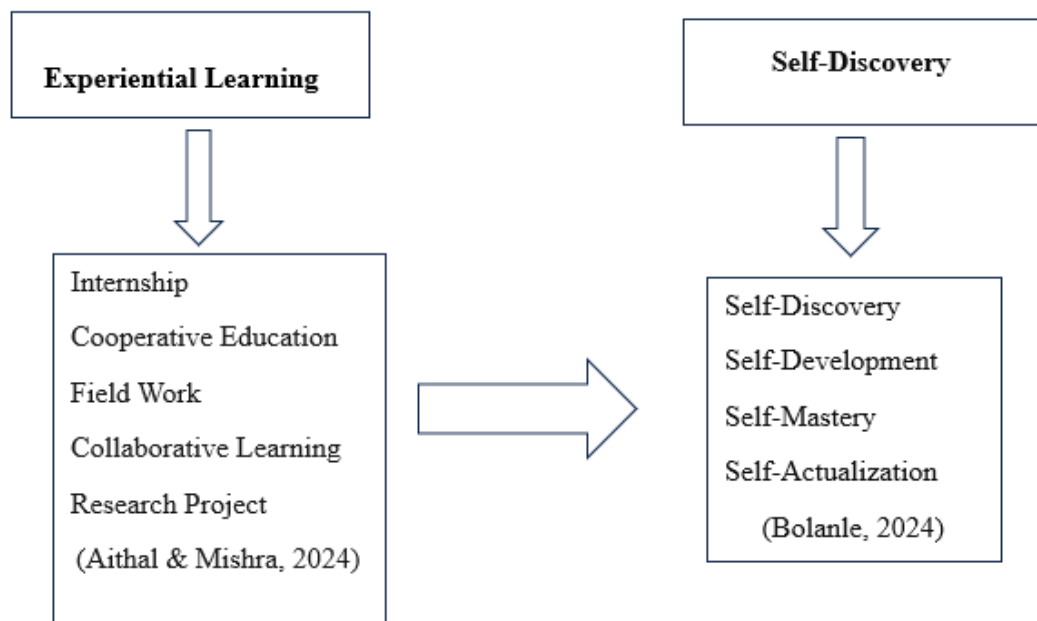
Self-discovery is defined as the process or practice of gaining insight into one's own identity, beliefs, values, emotions, and motivations through various means such as introspection, self-reflection, exploration of personal experiences, engaging in activities that promote self-awareness, seeking feedback from others. It involves a deep and intentional exploration of oneself to uncover hidden aspects, strengths, weaknesses, desires, and patterns of behavior, leading to a better understanding and acceptance of oneself.

1.9 Conceptual Framework

This framework explores the impact of experiential learning activities internship, cooperative education, service learning, field work and research project on promoting student's self-discovery, comprising self-discovery, self-development, self-mastery, and self-actualization. The framework examines how these activities foster student's self-discovery, leading to enhanced personal growth and development.

Figure 1.1

Conceptual Framework



CHAPTER 2

LITERATURE REVIEW

The chapter provides a comprehensive overview of existing research and scholarly works relevant to the study's focus on promoting self-discovery among students at university level. By synthesizing and summarizing previous studies, this section aims to establish a theoretical framework and contextual background for understanding the role of experiential learning to promoting the self-discovery among students at higher education. Through an examination of key concepts, theories, and empirical findings, the literature review.

2.1 Experiential Learning

Experiential thinking education is an instructional approach that focuses on individual or practical experience when developing skills, abilities, values, and attitudes. Learners are encouraged to develop a love of education and an obsession for knowledge by taking part in real-life situations that teach them everything they need to know. The main idea below hands-on education is to build on one's existing knowledge and apply it. This means that the chances and challenges that come along have an impact on a person's learning. Simply put, experiential education refers to the method of acquiring knowledge through practical experience (Williams, 2023).

Experiential learning occurs when a participant actively processes knowledge, skills, and attitudes in a learning environment. Hoover's definition of experiential learning included terms like "participative," "contact with the environment," and "an attempt to combine." The emphasis is on both the "how" and "what" of instruction or training, integrating learning processes and content (Gentry, 1990). Experiential learning is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values. Experiential learning, also known as learning through action, learning by doing, learning through experience, and learning through discovery and exploration (Loretto, 2012).

Experiential learning is the process of learning through doing. Hands-on experiences and reflection help students connect classroom theories and knowledge to real-world situations. Experiential learning opportunities come in a variety of course- and non-course-based forms, including community service, service-learning,

undergraduate research, study abroad/away, and culminating experiences like internships, student teaching, and capstone projects, to name a few (Kent, 2024).

Hands-on experiences, such as internships, project-based courses, and startup incubators, form the core of experiential learning in entrepreneurship education. These activities bridge the gap between theoretical knowledge and practical application, providing students with valuable real-world experience. Immersive experiences like these are crucial for developing the practical skills and confidence required for success in entrepreneurship (Ali, et al., 2024).

When students engage in experiential education opportunities, they gain:

1. Improved understanding of course material
2. A broader view of the world and an appreciation for community.
3. Understanding their own skills, interests, passions, and values.
4. Opportunities for collaboration with diverse organizations and people.
5. Positive professional practices and skill sets.
6. The satisfaction of helping to meet community needs
7. Self-confidence and leadership abilities (Kent, 2024).

2.2 Principles of Experiential Learning

The following is a list of experiential learning principles.

1. Experiential learning involves carefully selected experiences that include examination, evaluation, and synthesis.
2. Experiences promote student initiative, decision-making, and accountability for outcomes.
3. During experiential learning, students actively engage in questioning, investigating, experimenting, solving problems, taking accountability, being creative, and making meaning.
4. Students engage mentally, mentally, socially, spiritually, and physically. This involvement gives the impression which the educational task is authentic.
5. Personal learning outcomes form the basis for future learning and experience.
6. Students develop and maintain relationships with themselves, others, and the world. Due to the outcomes can't be totally implied, both the educator and the pupil may face achievement, failure, adventure, risk-taking, or uncertainty.
7. Both learners and teachers are urged to examine their own values.

8. The instructor's main obligations include providing appropriate experiences, posing issues, creating limits, helping students, guaranteeing mental and physical safety, and facilitating learning.
9. The teacher recognizes and promotes spontaneous learning.
10. Teachers strive to be mindful of their personal prejudices, judgments, and preconceptions and how they impact their students.
11. The learning experience aims to help students acquire through natural effects, mistakes, and successes (Hayness, 2011).

2.3 Benefits of Experiential Learning

Based on Kolb's (1984) experiential learning model, four key principles are essential for effective learning:

1. Immersion in new experiences through hands-on activities or exposure to new information.
2. Guided reflection on these experiences to connect new knowledge to prior understanding.
3. Abstraction of new knowledge through reflection, enabling students to generalize and apply concepts.
4. Application of new knowledge through practice, allowing students to reinforce their learning and develop new skills.

Experiential learning encompasses various forms, with case studies, work placements, lab sessions, and role-playing being among the most popular. The benefits of experiential learning are well-documented, including enhanced technical knowledge, improved comprehension of course content, increased student satisfaction, and higher employability upon graduation. While all experiential learning types share a hands-on approach, allowing students to develop similar skills, more immersive experiences can foster deeper skill development. Immersive experiential learning types, such as work placements, provide students with real-world exposure, enabling them to develop essential skills like leadership and teamwork more effectively than in a classroom setting (Kang, Roestel, & Girouard, 2022).

2.4 Experiential Learning Process

Experiential learning is a set of steps that gives students a hands-on, cooperative, and reflected process of learning, enabling them to "completely learn new

abilities and knowledge". While material for learning is essential experiential learning is primarily concerning learning from the process (Hayness, 2007). Through the learning process, learners will engage with the subject matter, the instructor, and their peers, and they will reflect on themselves and apply the information they discovered in a different situation.

2.4.1 Experiencing/Exploring "Doing"

Students are going to perform or participate in a practical, mind-on task with little or no supervision from the instructor. Establishing products or models, playing a role, giving a lecture, resolving issues and playing a game are some examples. The number and standard of the experience are more significant compared to what the learner learns from them (Davis, 2011).

2.4.2 Sharing/Reflecting on "What Happened?"

Students will report their results, reactions, and observations to their peers. Students are going to motivate their peers to discuss their own experiences, including their responses and observations, as well as the emotions generated by the event. Sharing involves reflecting on their findings and relating them to previous knowledge that can be applied in the future (Hayness, 2007).

2.4.3 Processing/Analyzing "What's Important?"

Students will share, evaluate, and represent on their experiences. By sharing and evaluating their experiences, students may relate them to future possibilities for education. Students will also discuss the way the experience worked out and the main ideas, problems, and issues that emerged as a result of it. Students will talk about how particular issues or issues have been solved, and they will identify common themes (Hayness, 2007).

2.4.4 Generalizing "So What?"

Students will relate their experiences to practical instances, seek out trends or frequent facts, and recognize the "real-life" rules that emerged (Davis, 2011).

2.4.5 Application "Now What?"

Students will apply the information they discovered during the experience (along with what they learned from previous instruction and execution) to a comparable or distinct situation. Students will also talk about ways to apply their newly discovered

method to different situations. Students will talk about how the issues brought up can be applied to future situations, as well as how to create more efficient behaviors based on the information they have learned. The teacher should help all learners have an impression of control over the information they have learned. (Hayness & Devis, 2007, 2011).

2.5 Instructor Roles in Experiential Learning

Because students are naturally curious about learning, experiential learning requires the instructor to guide rather than direct the learning process. The instructor takes on the role of the instructor and follows by a number of actions crucial to learning through experience, as noted by (Wurdinger & Carlson, 2010).

1. Be open to a less teacher-centric approach in the classroom.
2. Approach learning in a constructive, non-dominating manner.
3. Identify an engaging and personal experience for students.
4. Ensure students understand the objective of the hands-on situation.
5. Communicate your emotions and ideas to students, letting them understand how they are gaining knowledge from the experience.
6. Ensure students understand course learning objectives through activities and direct experiences.
7. Provide students with appropriate and significant resources to support their success.
8. Encourage independent experimentation and problem-solving.
9. Strike a balance between instructional and developing aspects of teaching.
10. Explain the persons of students and instructors.

2.6 Student Roles in Experiential Learning

Experiential learning is distinguished by the fact that students choose to participate personally in the learning process. Students are not completely left to teach themselves; rather, the instructor acts as a guide and facilitator in the learning process. This list of student roles was adapted from (UC-Davis, 2011; Wurdinger & Carlson, 2010).

1. Students will address efficient, social, and personal issues.
2. Students will be provided autonomy in the classroom as they progress through the learning process.
3. Students often face challenging and difficult situations while learning.

4. Self-evaluation will be the main evaluation tool for students' learning progress.
5. Students are going to benefit from their educational expertise and become more adaptable to change. This evolution involves a decreased dependence on the instructor and more on others, the growth of abilities for examining (researching) and gaining knowledge from real-life situations, and the ability to logically self-evaluate one's performance.

2.7 Integrating Experiential Learning (EL) into Teaching

As previously mentioned, one of instructors' primary responsibilities is to find a situation in which students must solve issues, collaborate, find one another, and represent on their experiences. At the exact same time, determine what learners are going to learn or develop from the learning knowledge. Here are a few factors to keep in mind when incorporating classroom instruction into your own teaching (Loretto, 2012).

2.7.1 Plan

Once the EL encounter has been determined upon, connect it to the goals of the course and figure out what resources' pupils will need for finishing the physical activity effectively (measurements and worksheets, studies, rubrics, materials and instructions to outside of campus locations, etc.). Determine the transportation: how long will learners need to complete the learning process (a full education session, a week, or longer)? Will students need to work beyond of the classroom? How will the journey end? What types of assessments will you use? Will you use continuous assessments such as observations and journals (also known as formative assessment), end-of-experience assessments such as reports and projects, self and/or peer assessments, or a mix of the three (Loretto, 2012).

2.7.2 Prepare

After the preparation is complete, prepare substances, rubrics, and evaluation tools to ensure that everything is prepared before the learning process begins (Loretto, 2012).

2.7.3 Facilitate

As with most methods of instruction, the instructor should start the activity. Once you've begun, refrain from providing learners all of the material and data, in addition to full responses to their questions. Instead, guide students through the procedure of finding and deciding solutions on their own (Loretto, 2012).

2.7.4 Evaluate

Discussions, thoughts, and a meeting to debrief can all help to assess the efficacy of an educational activity. A debriefing as a final project experience, can help strengthen and broaden the process of learning. Additionally, apply the prior planned assessment strategies. (Loretto, 2012).

2.8 Experiential Learning Opportunities (Activities) for Higher Education

Higher education offers numerous experiential learning opportunities across a wide range of disciplines. Below is a list for these events as documented by:

2.8.1 Internship Experiences

Internships and cooperative education programs (Co-ops) provide students with practical experience in their field of study while registered in an academic program. Internships are short-term placements with organizations where learners work on projects related to their studies or career goals. Internships can be part-time, full-time, and paid or unpaid. Cooperative Education combines structured work experiences with academic study (Aithal & Mishra, 2024).

Internships are job-related experiences that allow learners and career changers to get a feel for an unfamiliar profession while acquiring valuable work experience. Internships can be for or against money, paid or unpaid. Internships effortlessly satisfy the following requirements: participation, interaction, exposure to surroundings, and variability/uncertainty. The majority of trainees finished their junior year of college, so a theoretical basis was presented. To receive credit for their internships, most students must submit a written evaluation. Problems arise from two factors: structured exercise and input. Organizing a work experience outside of an educational environment is difficult. While programs can be effective, their size can cause administrative burnout and impede progress. As previously stated, process feedback is difficult because of distance. Interim reports may be necessary, but monitoring a student's progress is

challenging. Internships provide valuable experiential opportunities, but their level of what is learned may be questionable. Some people might discover that the raised outside reliability of their knowledge outweighs control issues. (Gentry, 1990).

Effective higher education management necessitates the integration of practical projects and entrepreneurial internships to enhance students' practical skills. Universities should establish close partnerships with businesses through collaboration agreements, practical bases, and industry professional engagement. This approach provides students with increased hands-on experience opportunities. Research on innovation and entrepreneurship education highlights key components essential for cultivating these skills in university students. Interdisciplinary learning, which brings together students from diverse academic backgrounds to collaborate on projects, is particularly important. This approach significantly enhances creativity and problem-solving abilities by fostering diverse perspectives and ideas (Ali, et al., 2024).

2.8.2 Cooperative Education Experiences

Cooperative learning encounters tend to be more extensive than internships, usually lasting two or more semesters of work. cooperatives are paid employment opportunities that are strongly related to students' academic studies. Learners will get ongoing advising throughout their co-op expertise, and the work experience will be tailored to help these individuals achieve their educational and/or career goals. A student's co-op expertise is typically documented on their transcript and assigned credit hours (Aithal & Mishra, 2024).

2.8.3 Field Work Experiences

Field work is an experiential aspect of research, education, or employment that occur outside of traditional classrooms or laboratories, usually in situations that are relevant to the subject of study. Experiential learning takes place in real-world settings, such as natural settings, communities, and workplaces. Field work involves a variety of activities, such as scientific observations, gathering information, surveys, interviews, experiments, specimen collection, geological explorations, archaeological digs, ecological studies, and social interventions. Fieldwork enables researchers, students, and experts to gain hands-on expertise, collect authentic data, evaluate theories, apply conceptual understanding to real-world situations, and interact with the subject of study matter in its natural setting (Aithal & Mishra, 2024).

Field experience, encompassing activities such as fieldwork, field programs, or field classes, involves supervised student groups conducting scientific sampling on organized outings. This approach offers numerous pedagogical benefits, fostering positive associations and cognitive benefits. Hands-on learning enables students to establish critical connections in their understanding of scientific content, providing context to classroom-taught information and developing practical skills in ecology. Field experience also bridges the student-faculty divide in higher education by facilitating positive interactions in informal settings. Furthermore, preserving field skills, such as identification skills, is crucial to prevent their decline in future generations (Tolhurst, et al., 2023).

2.8.4 Collaborative Learning Experiences

Collaborative learning is an experiential learning strategy that involves students working together in groups to achieve shared academic goals. It emphasizes interaction, mutual respect, and collective problem-solving, allowing learners to exchange diverse perspectives and construct knowledge together. Through structured group activities such as discussions, peer reviews, team-based projects, and joint presentations, students actively engage in both academic content and interpersonal skills development. Collaborative learning fosters critical thinking, enhances communication and teamwork abilities, and encourages reflective learning. By sharing responsibilities and negotiating ideas, learners not only deepen their understanding of subject matter but also build essential 21st-century skills such as cooperation, leadership, and adaptability. This approach transforms the learning process into a dynamic, participatory experience rooted in real-world collaboration (Aithal & Mishra, 2024).

2.8.5 Research Skill/Project

A research/skill project is an educational or professional endeavor that involves researching and developing skills in a specific field or discipline. These projects Research involves identifying a question or problem, designing and implementing a methodology, and analyzing outcomes to draw findings or make recommendations. Research/skill initiatives can take many forms, including scientific studies, engineering assignments, economic analyses, creative endeavors, and community-based initiatives. These activities can be part of university courses of study, higher-level professional development programs, or independent research. They allow individuals to expand their

understanding, develop practical skills, and contribute to real-world challenges in their field (Aithal & Mishra, 2024).

2.9 Experiential Learning Theory

Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation are the four interrelated phases of David A. Kolb's Experiential Learning Theory. Each of these phases contributes to the next, creating an ongoing cycle that increases the participant's interest in learning. According to Kolb (1984) defined experiential learning as an approach of knowledge production that evolves via these four stages of creative thinking. This cycle involves students first participating in a concrete experience, then reflecting on that experience from different angles reflective observation, incorporating these reflections into new ideas or theories abstract conceptualization, and testing and putting these theories to use in real-world scenarios active experimentation, like solving problems or making decisions. Continuous learning and development are made possible by the interactions between these four phases (Rahmi W. , 2024).

2.9.1 Concrete Experience

Students directly encounter novel circumstances or occurrences throughout this phase. Students can actively participate in experiments, simulations, or hands-on activities to gain concrete experiences. These experiences involve engaging the senses of sight, sound, and touch, and they involve dealing with actual events or particular occurrences. Concrete experience is essential to experiential learning since it contributes significantly to the process of learning in a number of ways (Kolb, 1984).

2.9.1.1 Active Engagement: Students are more engaged and motivated to learn when they actually encounter things rather than only hearing or reading about them.

2.9.1.2 Development of Practical Skills: Through experiential learning, students acquire practical skills that they can use in everyday circumstances.

2.9.1.3 Deep Reflection and Understanding: The third phase in Kolb's learning cycle, critical reflection, is built upon concrete experiences. Students gain a deeper understanding of their experiences and how they relate to theoretical ideas through this contemplation (Kolb, 1984).

This stage places a strong focus on the need for students to be thoroughly engaged with the material, actively participate, and maintain an open mind to new experiences. The learning process is based on real experiences. Thus, it may be said that a crucial phase in David A. Kolb's Experiential Learning (EL) cycle is tangible experience. It enables students to actively participate in their education, acquire useful skills, and provide the groundwork for more in-depth thought and comprehension. In addition to enhancing the educational process, tangible experiences help students get ready for obstacles they may encounter in the real world (Rahmi W. , 2024).

2.9.2 Reflective Observation

At this point, students consider their past experiences. This reflection enables students to critically evaluate what they have learnt from real-life events and helps them comprehend the experience from several angles. In this phase, students consider and analyze the experiences they have recently had. Students can learn more about the experience through this process, which entails evaluation and a deeper comprehension of what transpired (Kolb, 1984).

The role of observational reflection in learning is crucial because:

2.9.2.1 Deep Understanding: Reflection helps learners analyze their experiences and recognize important elements that might not have been obvious during the experience itself.

2.9.2.2 Development of Analytical Skills: This stage encourages learners to reflect from different perspectives, linking their experiences with theoretical concepts, thereby developing their analytical skills.

2.9.2.3 Identification of Knowledge Gaps: Through reflective observation, learners can pinpoint gaps in their knowledge and plan the necessary steps to address them (Kolb, 1984).

Based on the above, it can be concluded that observational reflection is an essential part of the experiential learning cycle, as developed by David A. Kolb. This stage enables learners to reflect on and analyze their experiences, hone their analytical skills, and identify areas where their knowledge is lacking. In this way, observational reflection not only enhances the learning process but also equips students to tackle real-world challenges (Rahmi W. , 2024).

2.9.3 Abstract Conceptualization

This stage involves creating a concept or theory based on reflection from concrete experiences. Abstract conceptualization uses analytical skills to synthesize ideas and concepts from previous stages through rigorous and logical reasoning. This helps in understanding experiences and connecting them to broader concepts. Students develop theories that predict what may occur in a given situation. This understanding of a situation provides a foundation of knowledge that enables individuals to make informed and rational decisions. In the abstract conceptualization stage, individuals begin to form ideas and theories based on their own reflections and experiences. It requires analytical and logical thinking to comprehend these experiences and link them to broader concepts. Abstract conceptualization helps individuals generalize and predict the outcomes of similar future situations. In conclusion, abstract conceptualization in David A. Kolb's Experiential Learning Theory is a crucial element that helps individuals gain a deeper, theoretical understanding of their experiences. In practice, this stage enables students, professionals, and educators to better grasp the subject matter and apply it effectively in real-life situations (Rahmi W. , 2024).

2.9.4 Active Experimentation

At this stage, students apply concepts or theories that have been developed in real-life situations. This phase involves practical actions and experimentation to test hypotheses and validate learned concepts. Through active experimentation, individuals can test theories in real-world contexts and observe the results firsthand. Based on the above description, it can be concluded that Active Experimentation in David A. Kolb's Experiential Learning Theory plays a vital role in helping individuals develop practical skills and apply their knowledge in real-life scenarios (Kolb, 1984). Kolb also identified four different learning styles based on individual preferences for engaging in this learning cycle which are:

2.9.4.1 Diverging: This learning style focuses on concrete experience and reflective observation. Individuals with this style are typically creative and capable of viewing situations from multiple perspectives.

2.9.4.2 Assimilating: This style emphasizes reflective observation and abstract conceptualization. Individuals with this style prefer to deeply understand concepts and theories.

2.9.4.3 Converging: This style prioritizes abstract conceptualization and active experimentation. People with this style prefer solving problems and applying ideas practically.

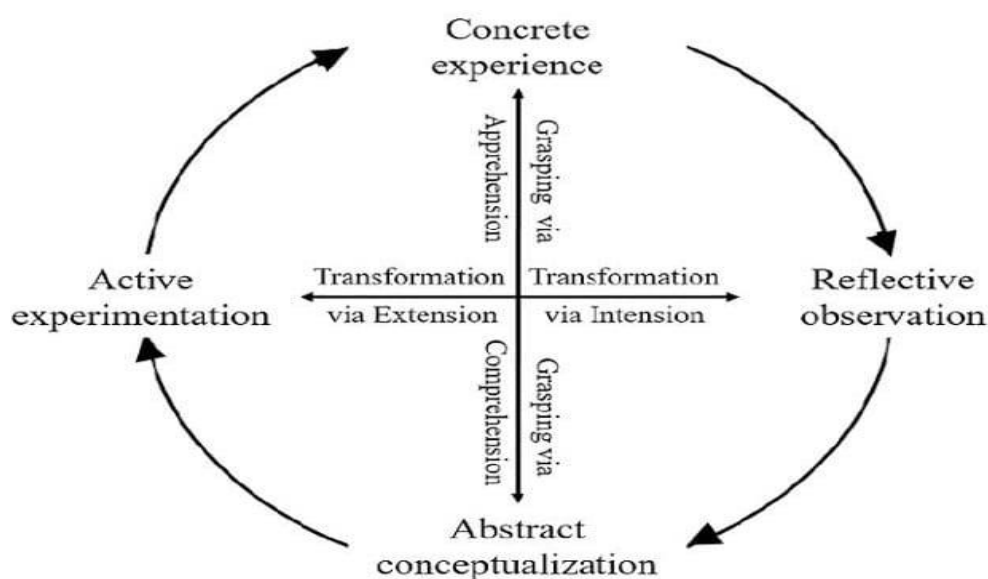
2.9.4.4 Accommodating: This style focuses on concrete experiences and active experimentation. Individuals with this style tend to learn best through hands-on experience and by trying new things (Kolb, 1984).

Research indicates that applying experiential learning theory can enhance student engagement, deepen their understanding of concepts, and foster critical and creative skills. However, several challenges exist in implementing this approach, such as the need for adequate resources and educator training (Rahmi W. , 2024).

Overall, David A. Kolb's Experiential Learning Theory provides a comprehensive and dynamic approach to learning. By integrating hands-on experiences, reflection, conceptualization, and experimentation, this model helps learners better understand and apply concepts in real-life situations. Despite criticisms, such as the claim that the model is too linear and doesn't account for the complexity of learning in various contexts, Kolb's contribution to education remains significant and relevant across different learning environments. Some researchers have even attempted to revise and expand this model to encompass lifelong learning and episodic experiences (Rahmi W. , 2024).

Figure 2.1

Kolb's experiential Learning Cycle



2.10 Self-Discovery

Learning about oneself is a method of discovering more about oneself. It entails delving into one's own ideas, feelings opinions, and experiences with the goal to better understand one's personality, core beliefs, and life purpose. Individual thought, reflection, self-discovery and monitoring oneself are all ways to promote self-discovery. It can assist people in actively participating in self-management and implementing long-term behavioral changes. Identifying both causes and effects in managing oneself, especially in the setting of chronic diseases like diabetes, can lead to the creation of personalized self-management strategies. Information technology actions and data visualization ideas can assist with manipulating data, hypothesis formulation, deduction evaluation, and transforming discoveries into actionable goals (David, 2023). Learning about oneself is an ongoing process of examining our inner selves to discover who we have been, our abilities, the meaning of our lives, and the core principles that guide us down various paths along the way. The journey starts with awareness of oneself and progresses to individual hobbies, desires, and desires for the future. The process eventually produces awareness of oneself, which enables us to direct ourselves into situations and experiences where we will thrive (David, 2023).

Self-discovery is the process of introspection and self-exploration that enables people to discover their true identities. It entails a deep examination of one's thoughts, feelings, desires, and motivations. Self-discovery is a continuous process that occurs throughout one's life (Neurons, 2024). Self-discovery, also known as self-exploration, is the process of understanding one's own abilities, personality, and emotions (David, 2023). The process of self-discovery is inextricably linked to personal development. Exploring our values, beliefs, and passions helps us clarify our goals and desires. This clarity serves as a foundation for personal development, allowing us to set meaningful goals for ourselves (David, A Journey of Self-Discovery, 2023).

Learning about oneself is a way that involves comprehending who you are and being aware of your own abilities and motivations. Finding yourself enables you to pursue your passions, determine what you want from life (the reason why you wake up in the early morning), and discover what motivates you. Finally, determining who you're becoming and the things you want to do enables you to be the most effective version of yourself. You will never be able to improve upon your current situation unless you find oneself, that is, recognize your goal, desires, potential, and motivation.

You are going to live a life full of unawareness and the anguish that its existence brings (Tarvar, 2021).

2.10.1 Three Pillars of Self-Discovery

2.10.1.1 Awareness

The first step in self-discovery is to cultivate awareness. Awareness is the ability to recognize what is happening both internally and externally. It will help you understand your personality, emotions, and what motivates you. When you have that awareness, you will learn more about yourself and your identity will come to light (Tarvar, 2021).

Here are five ways you can increase your awareness today:

1. Start a journaling practice.
2. Start noticing the small things in life.
3. Ask yourself hard and honest questions about the person you want to become.
4. Use meditation practice to look within.
5. Look for signs that show life wants you to grow and change.

If you want to discover yourself or reinvent yourself, you must become extremely aware. You'll start to recognize and accept the things that move you physically, emotionally, and mentally, guiding you to your most authentic self. Nothing can change without awareness (Tarvar, 2021).

2.10.1.2 Comfort Zones

As humans, we have a natural desire to live in safety—our comfort zones; we prefer comfort to discomfort. Your comfort zone is the behavioral space in which you can easily reduce stress, risk, and failure. While it provides mental security and relieves anxiety and stress, it prevents you from reaching your full potential. Whether you believe it or not, achieving any goal, especially self-discovery, will require you to put yourself in an uncomfortable situation or position. Living outside of your comfort zone will allow you to learn more about yourself, push you to grow, and fill your life with meaning (Tarvar, 2021).

This lifestyle choice no longer requires a solo backpacking trip. You can just do the following:

1. Break your normal routine.

2. Learn something new that interests you.
3. Face your fears.
4. Accept a challenge that has the potential for failure.
5. Become comfortable with being uncomfortable.

True living exists in uncomfortable situations, and everything in life begins to flourish outside of our comfort zones. That's where the magic occurs (Tarvar, 2021).

2.10.1.3 Intentional Living

Intentional living means putting a purpose behind your decisions and actions. When you live intentionally, you are consistent with your core values, beliefs, and goals. This alignment prepares you to make decisions that naturally guide you toward who you want to be; you are constantly choosing to do things that push you in that direction. In other words, when you live intentionally, your decisions and actions become more deliberate. When you make selective choices and actions, you ensure that they always support your self-discovery journey and help you become the best version of yourself (Tarvar, 2021).

Use these five tips to begin living intentionally:

1. Maintain a positive mindset.
2. Hold yourself accountable and put a purpose behind each action.
3. Make decisions that are consistent with your values.
4. Become self-aware.
5. Learn to say no and be okay with it.

When you stop going through the motions and start living intentionally, you decide to claim your power, commit to becoming the best version of yourself, and discover who you were born to be (Tarvar, 2021).

2.10.2 Principles of Self-Discovery

2.10.2.1 Recognizing Strengths

Recognizing our strengths is one of the first steps toward self-discovery. We each have unique abilities that set us apart. These abilities are our strengths and contribute significantly to who we are. It is natural for parents and teachers to want to help their children overcome obstacles, but we must also recognize and celebrate their strengths. Children can excel in a variety of areas, including academics, social skills,

and artistic ability. The key is to recognize that everyone's strengths and challenges are unique, and there is no right or wrong. You can have regular conversations with your child about their strengths and challenges, even if some seem mundane. Maybe they're fantastic at drawing or extremely helpful; whatever it is, it's worth celebrating! This exercise not only helps children appreciate their unique characteristics, but it also provides them with guidance for personal development. Recognizing and leveraging their strengths can boost self-esteem and confidence, allowing them to face challenges with tenacity (Neurons, 2024).

2.10.2.2 Exploring Emotions

Feelings and emotions are like the colors that fill your life. They influence how you perceive things, the decisions you make, and the way you interact with others. However, dealing with these feelings can be similar to exploring a new place. Emotional self-awareness can help in this situation. Self-discovery entails investigating one's emotions, identifying their triggers, and learning how to effectively manage them. Understanding and naming your feelings allows you to better manage your emotions and make informed decisions based on how you feel. Identifying emotions is more than just labeling them; it is also about understanding their causes and triggers. Recognizing that you are anxious before giving a presentation, for example, allows you to address the underlying cause, which may be a fear of public speaking. Identifying the source of your emotions provides insight into your thought patterns and behavioral responses. When we understand why we feel a certain way, we can deal with difficult situations better. So, it's okay to talk about your feelings and work them out together (Neurons, 2024).

2.10.2.3 Identifying Values and Beliefs

Values are guiding principles that influence our beliefs, actions, and decisions. Some values are inherited from our families and culture, while others are formed through personal experience. There is no universal right or wrong when it comes to values; each person's set is distinct. However, it is critical to help children discover and understand their values at a young age. Children should understand how values influence their behavior, choices, and decision-making abilities. As parents, teachers, and caregivers, it is critical to provide an environment in which children can explore and understand their values. Start with a simple activity: make a list of different values

and share it with your child, encouraging them to consider what is most important to them. Maybe it's kindness, honesty, or helping others; everyone has different values, and that's fine! This exercise helps children identify what is meaningful and important to them. Understanding a child's current personal values allows us to help them develop outstanding character traits. Consistently teaching the importance of various values and character traits has a significant impact on a child's self-awareness and personality development (Neurons, 2024).

2.10.2.4 Embracing Challenges

Self-discovery is like peeling an onion layer by layer in order to better understand oneself. Beyond our strengths and values, we must acknowledge and embrace our challenges. Challenges are not weaknesses; they are opportunities for growth and improvement. Children can learn valuable life lessons by facing challenges with determination and resilience. To cultivate this mindset, children should be encouraged to openly discuss their challenges. Create an environment in which they feel safe discussing their problems and seeking help when necessary. They should understand that discussing difficult topics is acceptable. This teaches children that facing challenges is a normal part of self-discovery and personal development (Neurons, 2024).

2.10.2.5 Unveiling Desires and Motivations

Self-discovery entails identifying one's true desires and motivations. It causes us to question their goals, passions, and the motivations behind our decisions. Understanding our dreams and motivations allows us to set goals and plan how to achieve them. This introspection promotes a deeper sense of purpose and self-awareness. Discovering our desires is similar to unearthing buried treasure each desire contains a piece of the puzzle that represents our authentic self. Similarly, motivations are the 'why' of everything we do. It helps us understand the reasoning behind our actions and decisions (Neurons, 2024).

2.10.3 Process of Self-Discovery

Self-discovery is the process of getting to know yourself. It is the act of knowing who you truly are when no one is present. Self-discovery forms the foundation of self-awareness. The journey of self-discovery is an in-depth examination of your characteristics and attributes free of external influences.

Self-discovery is important because it allows us to identify our abilities. When we recognize our abilities, we can easily leverage and apply them to improve our lives. Many of us compare ourselves to our friends because we don't fully understand our abilities (Bolanle, 2024). We want to speak, behave, and live like them. Self-discovery can be divided into four parts:

2.10.3.1 Self-Discovery

This entails understanding yourself, including your abilities and shortcomings. Self-discovery necessitates deep soul searching. Disclosing your true self requires sincerity and patience (Bolanle, 2024).

Self-awareness is a crucial aspect of motivation, providing a foundation for building a strong sense of purpose and direction. This, in turn, enables individuals to overcome challenges and stay motivated. Research has shown that students' goals, their relative importance, and their impact on motivation and achievement are influenced by external factors. For instance, a study found that teacher-student relationships significantly affected students' mastery and avoidance goals. This suggests that students' goals are shaped by, and fulfilled within, the context of their relationships with teachers, peers, and parents. Consequently, students' goals can be understood as emerging from and being realized within a relational framework (Marubu, Muir, & Kirimi, 2024).

Self-awareness is often characterized as the ability to focus attention on one's own skills, functions, and experiences, recognizing oneself as a distinct and intelligent being. This capacity encompasses a broad range of components, including memories, sensory perceptions, skills, emotions, thoughts, intentions, physical functions, and interactions with others. The complexity and multifaceted nature of self-awareness suggest that its various components may have evolved and developed gradually over time, rather than emerging as a single, unified entity (Dolgikh, 2024).

2.10.3.2 Self Development

"Regardless of that yourself are as well as the things you've completed, or from where you're coming from, you are able to evolve into an improved version of yourself." This phase is about self-improvement. Many people avoid this stage. We think everybody ought to cherish us, regardless of our actions. Growth in oneself is extremely important. The world is enhancing. People change, and you must evolve as well.

Improve your abilities to adjust into a rapidly changing world. Everyone desires to work with a person who has become trapped in the past. Self-development also includes turning your weak points into strengths. Weakness is harmful to all living things. In the forest, predators target the weakest individuals of a gather. You are unable to hide your shortcomings, but you have to put forth an intentional effort to hide them (Bolanle, 2024).

2.10.3.3 Self Mastery

Knowing others is intelligence; understanding oneself is true wisdom. Mastering others is strength, but mastering oneself is true power. This stage is only for those who are resilient. Self-mastery is synonymous with self-control. It is the ability to process what is happening around you and react according to your own will. You do not make decisions under pressure or based on what others say or think. You do not live your life to please others, nor are you unconcerned about how they feel. Instead, you understand your limits and do not exceed them (Bolanle, 2024).

Self-mastery in legal judgment refers to the ability of judges to govern their thoughts and emotions, enabling them to prioritize objective legal reasoning over personal biases. This philosophical approach underscores the importance of adapting one's reasoning to deliver authoritative and impartial legal judgments that have a profound impact on people's lives (ELEFTherIADIS, 2023).

The concept of self-mastery was first introduced by Pearlin and Schooler (1978), who defined it as the extent to which individuals believe they have control over their life circumstances, rather than being controlled by fate. Building on this definition, we have expanded it to encompass a more modern understanding, aligned with government policy and the concept of empowerment. Self-mastery now refers to the desire to take charge of one's life, coupled with the confidence in one's ability to do so and a sense of responsibility for one's actions. This concept integrates three key components: intrinsic motivation the drive to act based on personal interest and satisfaction, self-efficacy the belief in one's ability to achieve goals and cope with challenges, and internal locus of control the belief in one's ability to control life events (Stupar, Hanique, Regenmortel, & Schalk, 2020).

Self-mastery, social participation, and quality of life can be influenced by various factors, including person-related predictors such as personality, age, and

education level and care-related predictors like experiences with care and duration of support. Previous research has shown that social participation and well-being are positively impacted by clients' satisfaction with care services and their relationship with care workers, as well as their education level. Education level has also been found to have a positive correlation with self-mastery. Strength-based and recovery-oriented approaches emphasize the importance of social workers in enhancing clients' self-mastery, suggesting that clients' satisfaction with their relationship with care workers can also predict self-mastery. Additionally, these approaches highlight the need for clear communication about what clients can expect from care services, which is a crucial aspect of clients' experiences with care (Stupar, Hanique, Regenmortel, & Schalk, 2020).

2.10.3.4 Self Actualization

"Those that enhance with ages accept the potential of development and success; instead, start to substitute young people with knowledge, being innocent with comprehension, and a sense of objective with self-actualization." Self-actualization is simply satisfaction. It represents the stage at which you have achieved all of your objectives and maximized your abilities. You don't have a single regret regarding anything you should or shouldn't do. We all desire to reach this stage in our lives. We want to look at ourselves and be proud that we reached our full potential. It is only feasible if you start alongside the first step of self-discovery (Bolanle, 2024).

Figure 2.2

Process of Self-Discovery



According to Maslow, there are four primary criteria for identifying self-actualization.

1. The absence of psychopathology individuals free from mental health issues are more likely to focus on personal growth and self-improvement.
2. Fulfillment of basic needs meeting fundamental requirements lays the groundwork for pursuing higher-level aspirations, ultimately leading to self-actualization.
3. Adoption of B-values - embracing these values reflects a deeper understanding of one's inner self, a commitment to personal growth, and a sense of purpose beyond materialistic pursuits.
4. Utilization of one's talents and capacities self-actualized individuals realize and apply their abilities, promoting achievement and purpose, and reflecting a commitment to personal excellence and continuous self-improvement (Souza, et al., 2024).

Self-actualization represents a state of existential motivation where individuals strive to realize their full potential. This concept is closely tied to one's vocation or calling, rather than just their employment. Self-actualization can be defined as the innate desire to become the best version of oneself, achievable only through personal effort and action. For instance, a musician must create music, an artist must paint, and a teacher must teach to feel fulfilled and self-actualized. Ultimately, self-actualization embodies the pursuit of excellence, uniqueness, and happiness, allowing individuals to realize their distinct potential and become the best version of themselves (Souza, et al., 2024).

A self-actualized person, as described typically possesses a thoughtful sense of humor, is willing to find humor in situations, and can poke fun at themselves without mocking others. They have developed courage and self-assurance, enabling them to navigate any circumstance. Self-actualized individuals focus on their own desires and needs, while also demonstrating the courage to address external problems by helping others find solutions. Additionally, they exhibit spontaneity in their thoughts and actions, which can lead to adherence to societal norms. However, even when all needs are met, self-actualized individuals may still experience dissatisfaction and restlessness until they are fulfilling their purpose (Ali & Zeb, 2024).

2.10.4 9 Tips for Self-Discovery

2.10.4.1 Visualize and define your ideal self

When determining by hand, it might be helpful to begin by visualizing your ideal self. Think about that you would like to be, the place you want to be employed, what interests you, and what matters most to you in both your private and professional lives. You can also think about in which you envision yourself going in the following ten years. Consider whose you are without the constraints of relationships. You can start here and then progress to the topics that inspire you to keep going on your discovery of oneself journey (Indeed, 2022).

2.10.4.2 Spend more time pursuing your passion.

Your hobbies can reveal what inspires you in life. Spending time on what interests you most may assist you discover yourself. This can include returning to interests you didn't get the moments to spend on in some time, that may reawaken you of the joy they bring. Spending more time pursuing your interests and hobbies will enable you to incorporate those interests into your work. For example, if you would like to serve in your free time, you may inquire with your boss if they will let you take time off to help your community (Indeed, 2022).

2.10.4.3 Explore new hobbies and interests

Investigating a fresh pastime or desire can help you figure out what you are interested in. This is beneficial if you're unsure about what you like to do. Consider what sounds attractive or intriguing to you, along with what you'd like to find out about further in your life. From there is you can begin studying how you can get into it. You may discover which completing an unknown task boosts your self-esteem (Indeed, 2022).

2.10.4.4 Take note of your abilities and strengths

Create an inventory of your best qualities along with how you can apply them. If you have writing abilities, you could consider working as a writer, copywriter, or freelancer. If you're unwilling to pinpoint your strengths, think about what individuals in your life are constantly asking for your help with. Integrating your abilities into your daily life will enable you to use themselves more effectively, potentially increasing

your confidence. It may also act as motivation to continue improving your skills (Indeed, 2022).

2.10.4.5 Discover your life's values

Understanding your hobbies, desires, and skills is essential for determining your personal values. Values are items that are essential to you, which can help you make decisions in life. Your principles may additionally assist you build deeper connections since interacting what you value helps others understand what you want from them. Keeping a list of your principles can help your make sure your life decisions align with them. Here are a few principles you may have: confidence, integrity, kindness, respect, compassion, and resilience (Indeed, 2022).

2.10.4.6 Go beyond your comfort zone

Testing with fresh circumstances can help you find yourself. These experiences will show you how to react in a variety of situations and may expose you too new things that you enjoy. Moving outside of what you know best may assist you acquire new skill. Maybe you're frightened of speaking in public and avoid it whenever possible. If you've given speeches prior to, you might discover you're good at them. This may apply into the place of employment by giving you more confidence in speaking up during conferences (Indeed, 2022).

2.10.4.7 Use failure to help you grow more

If you encounter difficulties on your discovery of oneself journey, view it as a chance to grow. To accomplish this, consider the things you might do differently the next time. Failure can motivate you to continue trying until you achieve your goals. When you try a task and collapse, you learn from it. Learning from your errors can help you identify your learning style (Indeed, 2022). There are four distinct instructional styles:

2.10.4.7.1 Visual

Visual examples, such as charts, graphs, and numbers, improve learning outcomes. If you're this kind of learner, try organizing information with pictures or diagrams.

2.10.4.7.2 Auditory

Listening to information helps you learn more effectively. This kind of learner might profit from recordings of speech or podcasts.

2.10.4.7.3 Reading and writing

Reading and writing help you learn more effectively. If you're this kind of student, you may prefer keeping track of fresh knowledge as it becomes accessible to you.

2.10.4.7.4 Kinesthetic

A hands-on approach helps you learn more effectively. If you're this type of student, it may be beneficial to complete tasks in person (Indeed, 2022).

2.10.4.8 Maintain a journal

Keeping a diary can help you discover who you are. While illustrating on the past day, maintain a notebook to record your feelings, interests, and passions. Journaling lets you to freely share ideas, which may assist you discover aspects of yourself you weren't aware of. If you want to structure your writing, seek out online prompts that will help you learn concerning yourself. A journal is a great way to keep track of new habits that you want to adopt and behaviors you desire to change about oneself (Indeed, 2022).

2.10.4.9 Create a routine

Developing a schedule, if in the early hours or at midnight, can help you meet your goals while also learning about yourself. Routines can help you stay focused on your interests, writing, goals, and education. For example, after job, student could attend a class on cooking before heading home to write within your journal. This may assist with framework your day, boosting your overall enthusiasm and drive throughout your professional and private lives (Indeed, 2022).

2.10.5 CONCEPTUAL MODEL OF MANAGERIAL SELF-DEVELOPMENT

The model of managerial self-development presented here focuses on three interconnected meta-skills abilities that help in acquiring other skills namely self-awareness, self-reflection, and self-regulation (Nesbit, 2007).

Development means growing and improving from a current performance level to achieve more complex and sophisticated results. For managers, identifying areas for

development is crucial. This is known as the 'performance gap,' which is the difference between current and desired performance. This is Knowing to gap plays two key roles in self-development:

1. It guides people development efforts, helping you focus on specific skills like listening or broader areas like team leadership.
2. It motivates people to work towards closing the gap, providing the energy to persist and overcome obstacles.

In short, understanding a performance gap is essential for growth and improvement (Nesbit, 2007).

Recognizing the 'performance gap' requires managers to understand their strengths and weaknesses. This self-awareness comes from feedback from three main sources:

1. People familiar with your work, such as colleagues and supervisors.
2. Your own experiences and reflections.
3. Insights from personality tests and assessments.

By considering these sources, managers can develop a clear understanding of their current skills, areas for improvement, and their natural leadership style. This self-awareness is crucial for growth and development (Nesbit, 2007).

Self-awareness is gained through reflecting on information from various sources. However, knowing your strengths, weaknesses, and performance gaps isn't enough to guarantee success in self-development. Many people identify areas for improvement but fail to take action or lose momentum, especially when trying to change deeply ingrained habits (Nesbit, 2007).

To summarize, self-awareness, self-reflection, and self-regulation are interconnected processes that form the foundation of self-development. The following section will explore each of these essential skills in greater depth, highlighting their importance in designing effective managerial development programs.

2.10.5.1 Self-Awareness

Self-awareness is more than just understanding oneself; it's a skill that helps manage biases and emotional reactions to feedback. This skill enables accurate acceptance and action on personal insights. Like any other skill, self-awareness can be improved with training and practice, enabling better handling of constructive criticism

and performance feedback. A self-development program must acknowledge that self-awareness can be influenced by biases that protect one's self-concept. To enhance self-awareness, managers must actively manage reactions to feedback. The initial step involves recognizing emotional reactions during the feedback process and acknowledging defensive thoughts. A useful strategy is to reframe criticism as constructive feedback, interpreting problems as opportunities for growth and skill development. Reframing can be facilitated by developing communication scripts that respond to criticism with questions, shifting focus from personal to behavioral issues (Nesbit, 2007).

A self-development program should provide managers with multiple sources of feedback on their strengths and weaknesses. Ideally, this feedback should come from various sources, including performance evaluations, work experiences, and psychological assessments. While there are many useful tools and instruments available, it's essential to acknowledge their limitations and use them as catalysts for reflection. Ultimately, the accuracy of self-awareness depends on the quality of reflective practice (Nesbit, 2007).

Self-awareness plays a vital role in personal growth, enabling individuals to take control of their lives and optimize their performance. By fostering a deeper understanding of oneself, self-awareness helps manage stress in both personal and professional spheres. Self-awareness empowers individuals to recognize their responsibilities and boundaries. As self-awareness increases, individuals undergo positive transformations in their social and emotional behavior (Rubab, Parveen , Jafari , & Yousuf, 2024).

2.10.5.2 Self-Reflection

Self-reflection is a vital skill for managers, driving the quality of learning insights gained from feedback. It involves internal questioning to gain a deeper understanding of behavior in managerial situations and its impact on others. Self-reflection differs from rumination, which involves repetitive thought patterns reliving experiences. It also differs from self-criticism, which leads to critical self-assessment. Instead, self-reflection focuses on learning from experience and informing future behavior. The ultimate goal of self-reflection is to produce a capability to act more effectively in the future. Self-reflection demands deliberate effort in contemplating

experiences. It is an internal process that managers must initiate and engage in themselves. While a self-development program can foster an environment that encourages self-reflective behavior, actual reflection cannot be enforced (Nesbit, 2007).

Self-reflection enables individuals to step back, gain perspective, and prioritize what truly matters. This process allows for event processing and clarity. Learning journals facilitate the evaluation of class activities, enabling individuals to articulate perceived benefits in a written or verbal format. Self-reflection also provides an opportunity for open and honest self-expression, which should be encouraged. Initially, individuals may be hesitant to share candid comments, but with time and encouragement, they typically become more comfortable expressing their thoughts (Flynn, 2024).

The value of reflection has been recognized for centuries, dating back to ancient Chinese philosopher Confucius. This concept remains a topic of interest and ongoing research, particularly in the context of learning. The Self-Regulated Learning theory, comprises three phases: Forethought, Performance, and Self-Reflection. These phases are closely tied to a student's approach to learning tasks. The Self-Reflection phase involves contemplating performance, associated emotions, and achieved learning goals, allowing for a comprehensive evaluation of the learning process (Ziembinska, 2023).

Self-reflection is a multifaceted process that encompasses interconnected abilities such as self-evaluation, self-monitoring, and cognitive perspective-taking. Research suggests that these abilities begin to emerge in early childhood, between the ages of 3 and 5. As individuals mature and develop greater self-awareness, their capacity for self-reflection also deepens. This discussion aims to explore the relationship between self-reflection and other key aspects of self-awareness, and offers insights into the potential evolutionary origins of self-reflection in complex intelligent systems (Dolgikh, 2024).

2.10.5.3 Self-Regulation

Self-regulation involves implementing strategies to achieve desired goals. For many individuals, goal attainment, such as adopting new behavior's or eliminating undesired ones, is perceived as a matter of willpower. However, viewing self-regulation as simply setting a goal and exerting effort oversimplifies the complexity of the process and can lead to poor outcomes. A more comprehensive and researched perspective on

self-regulation is based on social cognitive theory. From the perspective of social cognitive theory, human actions are part of a cycle of interactions between environment, cognitive processes, and behavior. Similarly, managers' self-initiated development actions are influenced by a system of reciprocal factors. Effective managerial development programs should culminate in the creation of an action plan, aligning with social cognitive theory and reinforcing intentional development actions (Nesbit, 2007).

Self-regulation plays a significant role in the educational context, implying disciplined self-learning and the need for clear objectives to improve learning abilities. Effective learning strategies are essential to achieve these objectives, guaranteeing an optimal learning process. This concept originates in childhood as a habit to be cultivated from an early age, facilitating future educational development and promoting personal benefits. Self-regulation develops progressively, involving social, emotional, and cognitive development aspects (Cruz & Vásquez, 2024).

The concept of self-regulation, referring to an individual's ability to manage their own behaviors, holds a pivotal position in social cognitive theory. This theory posits that internal processes play a significant role in shaping organized behaviors, rather than simply conforming to external influences. According to social cognitive theory, individuals possess the capability to control their own behaviors, making autonomous decisions about effort, rest, and self-presentation. Behaviors exhibited by individuals typically stem from their internal standards and motivations (Gökteke & Ocak, 2024)

2.10.6 Career Benefits of Self-Discovery

Here are some potential career benefits of self-discovery.

1. Identify your strengths as well as your shortcomings.
2. Determine which careers will best fit your professional goals.
3. Develop self-awareness and include values in your roles.
4. Identify your hobbies and interests.
5. Recognize your motivations for professional success and take better career decisions.
6. Consider new career paths.
7. Determine whether you want to continue your training or study (Indeed, 2022).

2.11 Theoretical Foundations of the study

This study is primarily grounded in Kolb's Experiential Learning Theory, which outlines a four-stage learning cycle that emphasizes the importance of learning through direct experience, reflection, and experimentation. The study also draws from psychological models of self-discovery, including self-awareness, self-development, self-mastery, and self-actualization. These concepts align with Maslow's theory of personal growth and intrinsic motivation. By integrating these perspectives, this research aims to explore how experiential learning in higher education supports not only academic development but also personal transformation among students.

2.12 Critical Summary of Literature Review

The literature on experiential learning generally presents a positive perspective, emphasizing its transformative and participatory nature. Williams (2023) and Gentry (1990) stress the integration of theory and practice as essential to this approach, which fosters deeper learning. While these benefits such as increased engagement, retention, and skill development are well recognized, the literature tends to overlook practical challenges like logistical constraints, difficulties in assessment, and varying levels of student readiness. For example, as Gentry (1990) notes, not all students equally benefit from experiential methods, especially if their reflective skills are underdeveloped, suggesting the need for adaptive teaching strategies.

Kolb's Experiential Learning Theory, though widely accepted, has been criticized for oversimplifying the learning process. While it outlines a clear cyclical model—Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation—Rahmi (2024) argues that it neglects important cultural, emotional, and contextual factors that heavily influence learning outcomes. Moreover, assuming all learners progress through the same cycle fails to account for the diversity present in educational settings, limiting the theory's universal applicability. Therefore, although Kolb's model provides a valuable foundation, its rigidity may hinder its effectiveness in complex real-world environments.

Expanding the discourse, Kent (2024) connects experiential learning with community involvement and personal growth, offering a commendable broadening of the concept. However, this expansion raises practical questions regarding how educators can objectively measure outcomes like personal development or community

engagement within academic frameworks. This points to a significant gap in the literature—the scarcity of empirical studies that evaluate the long-term effects of experiential learning across diverse contexts, which future research should address.

Regarding self-discovery, the literature frames it as a multifaceted process involving self-awareness, emotional intelligence, and life purpose. While this aligns well with modern psychological perspectives, there is a tendency to idealize self-discovery without fully considering potential negative aspects, such as increased anxiety or identity confusion during intense introspection. Tarvar's (2021) emotionally compelling emphasis on self-discovery lacks strong empirical support, which may lead to overly deterministic conclusions about its benefits.

Cruz and Vásquez (2024) offer a comprehensive model of managerial self-development grounded in social cognitive theory, emphasizing meta-skills like self-awareness, reflection, and regulation. While promising, their model under examines critical external factors such as organizational culture, mentorship, and systemic barriers that can significantly influence self-development processes. The limited attention to power dynamics and institutional support in their work highlights another important gap in understanding the broader contexts affecting personal growth.

Neurons (2024) emphasizes the developmental nature of self-discovery in children and advocates for early interventions. Although this perspective is valuable, it risks overgeneralizing by insufficiently accounting for how socio-cultural contexts shape children's opportunities for self-exploration. A more nuanced approach that considers disparities in access, support systems, and educational environments would better reflect the complex realities children face.

In summary, while the literature robustly supports the value of experiential learning and self-discovery, it often neglects the cultural, contextual, and systemic complexities that shape these processes. There is a clear need for more empirical, long-term studies that evaluate outcomes in diverse settings and for models that incorporate external influences and learner variability. Addressing these gaps will be essential for developing more effective, inclusive frameworks that reflect the real-world dynamics of learning and personal development.

The traditional education system in Pakistan, which emphasizes rote learning and theoretical knowledge, often neglects self-discovery and experiential learning,

leading to a lack of critical thinking, problem-solving, and decision-making skills among students, thereby highlighting a significant research gap in understanding how to effectively integrate these essential components into university curricula to foster holistic student development. Previous research on experiential learning and self-discovery in Pakistani higher education has revealed several key findings to traditional teaching methods dominate Pakistani higher education, with little emphasis on experiential learning (Rahman, 2018). Self-discovery is important for career development and personal growth, but Pakistani students have few opportunities for self-reflection and exploration (Chandler & Kram, 2017). Cultural and societal factors shape Pakistani students' learning experiences, and experiential learning can help bridge the gap between academic and professional settings (Hafeez, 2019). Experiential learning can improve the critical thinking, problem-solving, and communication skills among Pakistani students (Ali, 2020). Self-discovery and experiential learning can promote personal growth, autonomy, and self-efficacy among Pakistani students (khan, 2020). These researches indicate that experiential learning and self-discovery are important aspects of higher education in Pakistan, and more research is needed to identify effective strategies for implementing experiential learning programs and encouraging self-discovery among Pakistani students.

Identified Gap and How this study Address

The existing literature extensively discusses various experiential learning activities such as internships, cooperative education, fieldwork, service-learning, and research projects, highlighting their importance in enhancing practical skills and self-discovery processes among higher education students. However, there is limited research that specifically connects these experiential learning opportunities with the detailed stages of self-discovery, self-development, self-mastery, and self-actualization as conceptualized in psychological frameworks. Moreover, while experiential learning theories like Kolb's model emphasize active engagement and reflection, there is a lack of empirical studies focusing on how these learning experiences impact students' inner growth and motivation in a structured, phased manner.

This study fills this gap by focusing on how experiential learning activities contribute to the holistic process of self-discovery and personal development in students. By integrating the psychological stages of self-awareness, self-development, self-mastery, and self-actualization within the framework of experiential learning, this

research offers a comprehensive understanding of both practical skill acquisition and inner personal growth. The findings provide new evidence on how structured experiential learning not only enhances academic and professional competencies but also supports students' psychological and motivational development, which has been less explored in previous studies.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this research is to examine the impact of experiential learning in promoting self-discovery among students at university level. This section provides an overview of the research paradigm, research design, population, sampling, instrument, data collection, data analysis, ethical consideration and work plan.

3.1 Research Design

The paradigm of the research was positivist. The positivist paradigm is a research approach that emphasizes empirical evidence, scientific methods, and objective reality. Quantitative approach was used to do this research. The research study was descriptive in nature and a survey method was used to collect data. Students from 6th, 7th, and 8th semester of BS program, from the faculty of education at IIUI, and department of educational sciences at NUML, studying in both universities constituted the population of the study. Impact of experiential learning to promoting self-discovery among students at university level was examined, from both universities by applying regression analysis.

This study employed a survey research design to gather information about participants' experiences with experiential learning and self-discovery. The survey method was chosen because it allows for the systematic collection of data from a specific group using a structured questionnaire. This design helped the researcher explore participants' experiences, opinions, and behaviors without manipulating any variables. It also made it possible to identify patterns and trends related to experiential learning and self-discovery. By using this design, the researcher was able to obtain relevant, first-hand information and gain meaningful insights based on participants' personal experiences.

3.2 Population of Study

The study population was comprised of 208 BS 6th, 7th, and 8th semester students from the Faculty of Education, IIUI, and 252 BS 6th, 7th, and 8th semester students from Department of Educational Sciences, NUML Islamabad. The total population was 460. The researcher specifically selected the 6th, 7th, and 8th semesters were chosen for this

research because the conceptual framework's activities are primarily conducted during these semesters, making them the most relevant and suitable for the study's objectives.

Table 3. 1

Population and Sample of the Study

University	Faculty/Department	Population	Sample
IIUI	Faculty of Education	208	95
NUML	Department of Educational Sciences	252	115
Total		460	210

3.3 Sample and Sampling Technique

The study sample was 210 students according to Gay (2012). Stratified sampling technique was used to identify the students for study. According to this technique, a larger population results in a larger sample size. Consequently, the sample size for NUML was 115, while for IIUI it was 95. Researcher selected Faculty of Education from IIUI. However, at NUML, the relevant department is specifically named Department of Educational Sciences, which offers education-related programs similar to the Faculty of Education at IIUI.

The researcher employed a stratified sampling technique, utilizing proportionate sampling to ensure representative samples from each university. This study employed stratified sampling to compare two universities, namely NUML and IIUI. The sample was stratified into two groups: one consisting of 6th, 7th, and 8th semester students from NUML, and the other comprising students from the same semesters at IIUI. The formula for proportionate sampling was applied, where the population of each university was divided by the total population, and then multiplied by the total sample size. For NUML, with a population of 252, the sample size was calculated as follows: $(252/460) * 210 = 115$. Similarly, for IIUI, with a population of 208, the sample size was calculated as: $(208/460) * 210 = 95$. This approach ensured that

the sample size for each university was proportionate to its population size, allowing for a more representative and accurate sample.

3.4 Instrument(s)

The self-constructed close-ended questionnaire regarding the topic promoting self-discovery among students at university level: impact of experiential learning. Five-point Likert scale was used. The researcher devised two instruments based on literature review and the objectives of study. One instrument was used to collect the data from students regarding experiential learning. This instrument contained 32 statements related to experiential learning. The second instrument was related to the self-discovery of students. This instrument contained 35 statements related to self-discovery. The two questionnaires consisted of statements related to their components. Researcher had five components of experiential learning and four components of self-discovery.

The researcher selected five key components of experiential learning for the thesis instrument: Internship, cooperative education, fieldwork, collaborative learning, and research project. Additionally, four components of self-discovery were included: self-discovery, self-development, self-mastery, and self-actualization. For these, the researcher developed two distinct instruments: one for experiential learning and another for self-discovery. The statements for these components were created by the researcher herself, as these were self-developed instruments.

3.5 Procedure (Validity, Pilot testing & Reliability)

3.5.1 Validity

The instruments were validated by the team of experts, and all the experts were belonged to the field of education. To determine the validity of the instruments, questionnaires were distributed among five teachers to check construct and face validity. Based on their feedback, the researcher modified certain items, refined wording, and corrected grammatical or language related errors. After incorporating the suggested revisions, the questionnaire was subjected to a pilot test to further assess its clarity and effectiveness.

3.5.2 Pilot testing

The instruments were piloted before implementation of the actual sample of the study to check the reliability of the instruments. 20 students in which five were 6th

semester, five were 8th semester and ten were 7th semester students were selected for pilot test from the faculty of education. Pilot testing was done on the actual population but not included in the sample of this study.

3.5.3 Reliability

The Cronbach's alpha was measured for reliability. The research study consisted of two variables experiential learning and self-discovery. The reliability value of experiential learning is .899 and the reliability value of self-discovery is .895

Table 3. 2

Reliability of Experiential Learning Activities

Construct of Experiential Learning Activities	Cronbach's Alpha
Collaborative Learning	.643
Cooperative Learning	.782
Field Work	.819
Internship	.712
Research Project	.837
Experiential Learning	.899

Table 3.3

Reliability of Self-Discovery

Construct of Self-Discovery	Cronbach's Alpha
Self-Discovery	.867
Self-Development	.659
Self-Mastery	.712
Self-Actualization	.734
SD	.895

3.6 Data Collection

The researcher collected data from National University of Modern Languages, Islamabad and International Islamic University, Islamabad. The researcher prepared a permission letter and signed by the chairperson of department and submitted it to the head of department the selected university to obtain approval for conducting the study. After obtaining permission the researcher provided printed questionnaires the head of department, which were distributed to respondents. The researcher collected the questionnaires after 1.5 month the completed questionnaires were returned by the students and entered the data into SPSS for analysis. Data were collected from BS 6th, 7th, and 8th semester students. The researcher achieved a 100% response rate, with no rejections, as the data was collected personally from IIUI students through classroom visits and distribution of questionnaires. For NUML, the Head of Department facilitated the data collection by administering the questionnaires to the students. The data collection process took approximately 1.5 months to complete.

3.7 Data Analysis

The data was analyzed using descriptive statistics through, mean score, cut-points, and inferential statistics: T-test to compare the level of student's engagement in experiential learning activities and self-discovery in both universities, and regression analysis apply to examine the impact of experiential learning on student's self-discovery. Researcher applied the t-test for comparison between two variables, which

aligns with the test's requirement. For two variables, t-tests are applicable, whereas ANOVA is used for more than two variables.

3.8 Ethical Consideration

Researcher was informed in depth the goals and aims of the research and not share the private information of the respondents anywhere with their names. Researcher was not asking the immoral questions or won't discover the data that respondents don't want to disclose. The information that researcher was gathering from my respondents were only use for the purpose of this research.

CHAPTER 4

Data Analysis and Interpretation

This chapter deals with data analysis and its interpretation of data collected through questionnaires. Close-ended questionnaires, designed based on literature review and the study's objectives, were utilized. Two self-developed close-ended questionnaires, utilizing a five-point Likert scale, were employed to gather data concerning experiential learning activities and self-discovery among university students. The researcher has personally visited from faculty of education at IIUI and department of educational sciences at NUML Islamabad. The questionnaire was distributed among 95 students of IIUI and 115 students of NUML. The questionnaire was consisted 67 statements related to experiential learning activities and self-discovery. 32 statements related to 1st instrument experiential learning activities and 35 statements related to 2nd instrument self-discovery. Quantitative data analysis using descriptive statistics (mean) to investigate the level of student's engagement in experiential learning activities and examine the level of self-discovery among university level students. The following table illustrates range of mean score for interpretation.

Scale	Value	Range of Mean Score
Not at all	1	1.00 to 1.80
A little bit	2	1.81 to 2.60
Somewhat	3	2.61 to 3.40
Very much	4	3.41 to 4.20
Extremely	5	4.21 to 5.00

(Source: (Sozen & Guven, 2019).

Inferential statistics (independent sample t-test and regression) were employed to compare the level of student's engagement in experiential learning activities and self-discovery in both universities and to examine the impact of experiential learning on

student's self-discovery among university level. This chapter is divided into two sections:

Section I- Descriptive Characteristics of the Study

Section II- Results of Inferential Statistics

Demographic Information

The first section contains the demographic information that included university and semester of students that participate in this study. Frequency and percentage were used to present their universities and semesters.

Detail of sample according to different Demographic Characteristics

Table 4. 1

Detail of sample according to university

Universities	Frequency	Percent
IIUI	95	45.2
NUML	115	54.8
Total	210	100.0

This table shows that, the sample of the study was IIUI and NUML Islamabad. The proposed sample was 210 students, in which 95 were IIUI and 115 were NUML. This table indicates that the percentage of IIUI were 45.2 and NUML were 54.8.

Table 4. 2

Detail of sample according to semester

Semester	Frequency	Percentage
6	61	29.0
7	68	32.4
8	81	38.6
Total	210	100.0

This table showed the respondents semester of IIUI and NUML. In this table the respondents from 6 semester were 61(29%), 7 semester were 68(32.4%), and 8 semester were 81(38.6%).

4.1 Section I- Descriptive Characteristics of the Study

Objective 1: To investigate the level of student's engagement in experiential learning activities.

Table 4. 3

Collaborative Learning

Component	N	Mean
Collaborative Learning	210	3.84

Table 4.3 shows that students report high levels of engagement in collaborative learning activities, with an overall mean score of 3.84, which falls within the "Very much" category (3.41 to 4.20) based on the given scale. This indicates that students strongly believe that collaborative learning significantly contributes to their academic and personal development. The high overall mean suggests that students feel very much involved in learning experiences that promote teamwork, problem-solving, real-world application of theoretical knowledge, and personal growth. Furthermore, the results reflect that collaborative learning not only enhances their understanding of course content but also helps them acquire practical and interpersonal skills that are valuable for their future careers. Overall, these findings reinforce that collaborative learning is

perceived as an extremely beneficial educational approach by students, fostering both intellectual engagement and holistic development (Aithal & Mishra, 2024).

Table 4. 4

Cooperative Learning

Component	N	Mean
Cooperative Learning	210	3.82

Table 4.4 shows that students generally perceive cooperative learning activities as highly beneficial, with an overall mean score of 3.82, which lies within the "Very much" category (3.41 to 4.20) based on the provided scale. This indicates that students strongly believe cooperative learning plays a significant role in their educational experience. The high overall score suggests that students feel that cooperative learning activities have helped them build interpersonal skills, gain confidence, and better understand the course content. These experiences are also seen as valuable for learning how to work effectively with diverse peers and contributing meaningfully in group settings. Overall, the results affirm that students view cooperative learning as a powerful tool that enhances both their academic understanding and personal development, supporting a more engaging and collaborative learning environment.

Table 4. 5

Field Work

Component	N	Mean
Field Work	210	3.84

Table 4.5 shows that students generally perceive fieldwork as a highly valuable learning experience, with an overall mean score of 3.84, which falls within the "Very much" category (3.41 to 4.20) on the provided scale. This indicates that students strongly believe fieldwork contributes significantly to their academic and personal development. The high overall mean reflects that students feel fieldwork offers meaningful opportunities to connect theoretical knowledge with real-world applications. It supports the development of essential practical skills, enhances subject understanding through hands-on experience, and contributes to personal growth.

Furthermore, students view fieldwork as instrumental in preparing them for future careers by allowing them to engage with professionals and real-world challenges. Overall, the results highlight that fieldwork plays a crucial role in enriching the educational experience, fostering both experiential learning and career readiness.

Table 4. 6

Internship

Component	N	Mean
Internship	210	3.84

Table 4.6 indicates that students generally view their internship experiences as highly beneficial, with an overall mean score of 3.84, which falls within the "Very much" category (3.41 to 4.20) according to the provided scale. This suggests that students strongly believe internships have significantly contributed to their academic growth and career readiness. The high overall mean reflects that students see internships as valuable opportunities to gain practical, hands-on experience in their field of study. Internships are also perceived as instrumental in helping students connect their academic learning with real-world applications, build professional networks, and clarify their career goals. Furthermore, students feel that internships support the development of essential skills such as critical thinking, problem-solving, and self-awareness all of which are crucial for success in the workplace. Overall, the results affirm that internship experiences are seen as a vital component of professional preparation, offering students a strong foundation for their future careers.

Table 4. 7

Research Project

Component	N	Mean
Research Project	210	3.78

Table 4.7 shows that students perceive their research projects as highly valuable learning experiences, with an overall mean score of 3.78, which falls within the "Very much" category (3.41 to 4.20) according to the provided scale. This indicates that students strongly believe their involvement in research projects has played a significant

role in their academic and professional development. The overall score reflects that students feel research projects have helped them enhance essential skills such as critical thinking, data analysis, communication, time management, and independent learning. These experiences not only support deeper academic engagement but also prepare students for real-world applications of research in both theoretical and practical contexts. Overall, the results suggest that research projects are perceived as an effective and enriching component of the learning process, equipping students with a broad set of transferable skills that are vital for success in both academic and future professional environments.

Table 4. 8

Experiential Learning

Variable	N	Mean
Experiential Learning	210	3.82

Table 4.8 shows that overall mean of Experiential Learning instrument is 3.82, which falls within the "Very much" category (3.41 to 4.20) according to the provided scale. This suggests that students generally feel positively about their engagement in experiential learning activities. The result indicates that these activities have significantly contributed to their academic and personal development, providing them with valuable hands-on experiences that enhance their understanding of course material and help them develop essential skills. The mean score reflects a strong perception of the benefits gained from participating in experiential learning opportunities.

Objective 2: Examine the level of self-discovery among university level students.

Table 4. 9

Self-Discovery

Component	N	Mean
Self-Discovery	210	3.87

Table 4.9 shows that students report a high level of self-discovery, with an overall mean score of 3.87, which falls within the "Very much" category (3.41 to 4.20)

on the provided scale. This indicates that students feel strongly that their educational and experiential journey has contributed significantly to their personal growth and development. The high overall mean suggests that students have developed a clearer understanding of themselves, including their strengths, weaknesses, values, goals, and emotional intelligence. They also feel more confident in their abilities and show a strong commitment to continuous learning, goal-setting, and self-improvement. Furthermore, students appear to be actively engaged in self-reflection and are motivated to challenge themselves beyond their comfort zones, indicating a deepening sense of identity and purpose. Overall, the results highlight that students are making meaningful progress in their journey of self-discovery and are well-prepared to grow both personally and professionally.

Table 4. 10

Self-Development

Component	N	Mean
Self-Development	210	3.82

Table 4.10 shows that students perceive themselves as being highly engaged in self-development, with an overall mean score of 3.82, which falls within the "Very much" category (3.41 to 4.20) on the provided scale. This indicates a strong personal commitment to growth, learning, and self-improvement. The overall mean suggests that students are proactive in seeking opportunities to expand their knowledge and skills. They show readiness to embrace new experiences, respond positively to feedback, and take consistent steps toward personal and academic development. These findings reflect a clear orientation toward lifelong learning, a willingness to evolve, and a mindset focused on continuous self-betterment. Overall, students demonstrate a motivated and growth-oriented attitude, actively working to enhance their potential and prepare themselves for future challenges.

Table 4. 11

Self-Mastery

Component	N	Mean
Self-Mastery	210	3.77

Table 4.11 shows that students perceive themselves as having a strong level of self-mastery, with an overall mean score of 3.77, which falls within the "Very much" category (3.41 to 4.20) on the provided scale. This indicates that students feel confident in their ability to manage themselves effectively, particularly in the areas of goal pursuit, emotional regulation, and overcoming challenges. The overall score reflects that students are committed to self-discipline, focus, and continuous improvement. They believe they have developed effective strategies for handling obstacles and are capable of using their strengths while working on their weaknesses. Additionally, their ability to maintain control and stay motivated supports a strong sense of personal direction. Overall, the findings suggest that students demonstrate a solid foundation of self-mastery, enabling them to pursue goals with determination, adapt to challenges, and manage their behavior and emotions effectively in various situations.

Table 4. 12

Self-Actualization

Component	N	Mean
Self-Actualization	210	3.81

Table 4.12 shows that students report a high level of self-actualization, with an overall mean score of 3.81, which falls within the "Very much" category (3.41 to 4.20) on the provided scale. This indicates that students feel a strong sense of personal fulfillment, purpose, and direction in life. The overall mean suggests that students perceive themselves as being self-motivated, confident, and able to make meaningful contributions to the world around them. They feel aligned with their personal values and life goals, and they experience a positive sense of satisfaction and purpose. These findings highlight that students are on a clear path of self-actualization, showing signs of inner motivation, life clarity, and personal growth. Overall, the data reflects that

students are not only striving to reach their full potential but also feel fulfilled and purposeful in their journey toward personal excellence.

Table 4. 13

SD

Variable	N	Mean
Self-Discovery	210	3.84

Table 4.13 shows that the overall mean score for Self-Discovery is 3.84, which falls within the "Very much" category (3.41 to 4.20) on the provided scale. This indicates that students generally feel they have made significant progress in understanding themselves, both academically and personally. The score suggests that students have developed a clear sense of their strengths, weaknesses, values, and aspirations, highlighting that self-reflection and personal growth are important aspects of their university experience. It reflects a strong belief that they are actively engaging in self-discovery, gaining deeper insights into their potential, goals, and overall self-awareness.

4.2 Section II- Results of Inferential Statistics

Objective 3: To compare the level of student's engagement in experiential learning activities and self-discovery in both universities.

H₀₁. There is no significant difference between the level of student's engagement in experiential learning activities of both universities.

Table 4. 14

T-test for Experiential Learning

University	N	Mean	t-value	df	p-value
IIUI	95	3.91	2.098	208	.037
NUML	115	3.75			

Table 4.14 shows that the t-test comparison between IIUI and NUML regarding students' engagement in experiential learning activities reveal a significant difference. The mean score for IIUI students is 3.91, while for NUML students, it is 3.75. The t-value of 2.098 indicates a notable difference in the engagement levels of the two groups. The p-value is 0.037, which is less than the commonly accepted significance level of 0.05. This leads us to reject the null hypothesis that there is no significant difference in the level of students' engagement in experiential learning activities between the two universities. Consequently, we conclude that the difference in engagement levels is statistically significant, with IIUI students demonstrating slightly higher engagement in experiential learning activities than their NUML counterparts.

H₀₂. There is no significant difference between the level of student's self-discovery of both universities.

Table 4. 15

T-test for Self-Discovery

University	N	Mean	t-value	df	p-value
IIUI	95	3.97	2.998	208	.003
NUML	115	3.74			

Table 4.15 shows that the t-test comparison between the two universities, IIUI and NUML, this table indicates a significant difference in students' self-discovery scores. The mean score for IIUI students is 3.97, while for NUML students, it is 3.74. The t-value of 2.998. The p-value of 0.003 is less than the standard significance level of 0.05, which leads us to reject the null hypothesis that there is no significant difference between the students' self-discovery levels at the two universities. Therefore, we conclude that the difference in self-discovery levels between students at IIUI and NUML is statistically significant, with IIUI students showing a slightly higher level of self-discovery.

Objective 4: To examine the impact of experiential learning on student's self-discovery.

H₀₃. There is no significant impact of experiential learning in promoting self-discovery among students at university level.

Table 4. 16

Regression Analysis for Impact

Models	R	R ²	Adjusted R ²	t-value	p-value
1	.746 ^a	.557	.555	4.375	.000

Table 4.16 shows that $r = .746^a$ which shows strong prediction of self-discovery. R^2 represents the variation of experiential learning activities which is .557 and it shows that 55.7% predictability of dependent variable. The p-value .000 which is smaller than the significance level of 0.05 indicates that there is a significant impact of experiential learning in promoting self-discovery among students at university level. Hence the researcher is failed to accept null hypothesis H₀₃.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The research focuses on promoting self-discovery among students at university level: Impact of experiential learning. The study aims to find out the level of student's engagement in experiential learning activities, to examine the level of self-discovery among university level students, to compare the level of student's engagement in experiential learning activities and self-discovery in both universities, and to examine the impact of experiential learning on student's self-discovery. The study was conducted among students in the 6th, 7th, and 8th semesters from the Faculty of Education at the International Islamic University Islamabad (IIUI) and the Department of Educational Sciences at the National University of Modern Languages (NUML). The total population for the study was 460 students, and a sample of 210 students was selected using a stratified sampling technique.

To collect data, two self-developed questionnaires were created. These questionnaires were designed around the research objectives and the existing literature on experiential learning activities and self-discovery. The questionnaires used a five-point Likert scale to assess students' engagement in experiential learning activities and their experiences of self-discovery. In order to ensure the validity of the instruments, five experts from IIUI were consulted. These experts reviewed the questionnaires, providing feedback and identifying areas for improvement. Based on their recommendations, the necessary adjustments were made, including correcting grammatical errors, enhancing the language, and revising certain statements for clarity.

Before the main data collection, a pilot test was conducted with 20% of the population. The pilot testing allowed the researcher to gather initial responses and identify any issues in the instruments. The feedback from the pilot phase was analyzed to check the reliability of the tools. Reliability was further confirmed through the use of Cronbach's Alpha, calculated using SPSS software. Following this, the final data collection process was carried out, ensuring the instruments were reliable and effective in capturing the required information.

The data analysis involved both descriptive and inferential statistical techniques. Descriptive statistics were used to calculate means and determine cut points for the first two objectives of the study, which focused on assessing the levels of student engagement in experiential learning and self-discovery. Inferential statistics, including t-tests, were used to compare the levels of engagement and self-discovery between the two universities. Additionally, regression analysis was conducted to assess the impact of experiential learning on students' self-discovery, providing a deeper understanding of how different aspects of experiential learning contribute to students' personal growth.

5.2 Findings

Following findings were drawn on the basis of data analysis.

1. The findings indicated that students perceived collaborative learning as a highly effective educational approach, with an overall strong agreement (Mean = 3.84) that falls within the "Very much" category. Students believe that collaborative learning significantly contributes to their academic understanding, practical skill development, and personal growth. It enhances their ability to work in teams, solve real-world problems, and apply theoretical knowledge in practical settings. This suggests that collaborative learning fosters not only intellectual engagement but also the development of essential interpersonal and career-oriented skills (Table 4.3).
2. The findings revealed that students perceived cooperative learning as a highly beneficial aspect of their education, with an overall mean score of 3.82, which falls within the "Very much" category. Students report that cooperative learning enhances their interpersonal skills, self-confidence, and comprehension of course material. It also promotes collaboration with diverse peers and encourages active participation in group tasks. These results suggest that cooperative learning plays a significant role in fostering both academic achievement and personal development, contributing to a more interactive and inclusive learning environment (Table 4.4).
3. The findings indicated that students perceived fieldwork as an invaluable learning experience, with an overall mean score of 3.84, which falls within the "Very much" category. This suggests that students strongly believe fieldwork plays a significant role in their academic and personal development. Fieldwork is viewed as an effective means to bridge theoretical knowledge with real-world applications, while also fostering the development of practical skills and enhancing subject

comprehension through hands-on experiences. Additionally, students recognize fieldwork as an essential component of career preparation, as it provides opportunities to engage with professionals and face real-world challenges. Overall, these results emphasize that fieldwork is a key element in enriching the educational journey, supporting both experiential learning and career readiness (Table 4.5).

4. The findings suggested that students perceived their internship experiences as highly beneficial, with an overall mean score of 3.84, which falls within the "Very much" category. This indicates that students strongly believe internships have significantly contributed to their academic growth and career readiness. Internships are viewed as valuable opportunities for students to gain hands-on experience in their field of study, connect academic learning with real-world applications, and build essential professional networks. Additionally, internships are seen as crucial for clarifying career goals and supporting the development of key workplace skills, such as critical thinking, problem-solving, and self-awareness. Overall, the results confirm that internships are regarded as a vital part of professional preparation, providing students with a solid foundation for success in their future careers (Table 4.6).
5. The findings indicated that students perceived their research projects as highly valuable learning experiences, with an overall mean score of 3.78, which falls within the "Very much" category. This suggests that students strongly believe their involvement in research projects has significantly contributed to their academic and professional development. The high overall score reflects that students feel research projects have helped them develop essential skills such as critical thinking, data analysis, communication, time management, and independent learning. These projects not only enhance academic engagement but also prepare students for real-world applications of research in both theoretical and practical contexts. Overall, the results highlight that research projects are perceived as an effective and enriching component of the learning process, equipping students with a broad range of transferable skills that are vital for success in both academic and future professional settings (Table 4.7).
6. The data showed that the overall mean of the Experiential Learning instrument was 3.82, which fell within the "Very much" category (3.41 to 4.20) according to the provided scale. This suggested that students generally felt positively about their engagement in experiential learning activities. The result indicated that these

activities had significantly contributed to their academic and personal development, providing them with valuable hands-on experiences that enhanced their understanding of course material and helped them develop essential skills. The mean score reflected a strong perception of the benefits gained from participating in experiential learning opportunities (Table 4.8).

7. The findings indicated that students reported a high level of self-discovery, with an overall mean score of 3.87, which falls within the "Very much" category. This suggests that students strongly believe their educational and experiential journey has played a significant role in their personal growth and development. The high overall mean reflects that students have gained a clearer understanding of themselves, including their strengths, weaknesses, values, goals, and emotional intelligence. They report increased confidence in their abilities and demonstrate a strong commitment to continuous learning, goal-setting, and self-improvement. Furthermore, students are actively engaged in self-reflection and are motivated to challenge themselves beyond their comfort zones, showing a deepening sense of identity and purpose. Overall, the results suggest that students are making meaningful progress in their journey of self-discovery, positioning themselves for growth both personally and professionally (Table 4.9).
8. The findings indicated that students perceived themselves as being highly engaged in self-development, with an overall mean score of 3.82, which falls within the "Very much" category. This suggests that students possess a strong personal commitment to growth, learning, and self-improvement. The high overall mean reflects that students are proactive in seeking opportunities to expand their knowledge and skills. They demonstrate a readiness to embrace new experiences, respond positively to feedback, and take consistent steps toward personal and academic development. These results highlight a clear orientation toward lifelong learning, a willingness to evolve, and a mindset focused on continuous self-betterment. Overall, students exhibit a motivated and growth-oriented attitude, actively working to enhance their potential and prepare for future challenges (Table 4.10).
9. The findings indicated that students perceived themselves as having a strong level of self-mastery, with an overall mean score of 3.77, which falls within the "Very much" category. This suggests that students feel confident in their ability to manage themselves effectively, particularly in areas such as goal pursuit, emotional

regulation, and overcoming challenges. The high overall mean reflects that students are committed to self-discipline, focus, and continuous improvement. They believe they have developed effective strategies for handling obstacles and feel capable of leveraging their strengths while working on their weaknesses. Additionally, their ability to maintain control and stay motivated reinforces a strong sense of personal direction. Overall, these findings suggest that students possess a solid foundation of self-mastery, which enables them to pursue goals with determination, adapt to challenges, and effectively manage their behavior and emotions in various situations (Table 4.11).

10. The findings indicated that students reported a high level of self-actualization, with an overall mean score of 3.81, which falls within the "Very much" category. This suggests that students feel a strong sense of personal fulfillment, purpose, and direction in life. The overall score reflects that students perceive themselves as self-motivated, confident, and capable of making meaningful contributions to the world around them. They feel aligned with their personal values and life goals, and experience a positive sense of satisfaction and clarity in their journey. These results highlight that students are on a well-defined path of self-actualization, characterized by inner motivation, personal growth, and a drive to reach their full potential. Overall, the data reflects a strong orientation toward personal excellence and a purposeful approach to life (Table 4.12).
11. The data showed that the overall mean score for Self-Discovery was 3.84, which fell within the "Very much" category (3.41 to 4.20) on the provided scale. This indicated that students generally felt they had made significant progress in understanding themselves, both academically and personally. The score suggested that students had developed a clear sense of their strengths, weaknesses, values, and aspirations, highlighting that self-reflection and personal growth were important aspects of their university experience. It reflected a strong belief that they were actively engaging in self-discovery, gaining deeper insights into their potential, goals, and overall self-awareness (Table 4.13).
12. The findings indicated that t-test comparison between IIUI and NUML regarding students' engagement in experiential learning activities revealed a significant difference. The mean score for IIUI students was 3.91, while for NUML students, it was 3.75. The t-value of 2.09 indicated a notable difference in the engagement levels of the two groups. The p-value was 0.03, which was less than the commonly

accepted significance level of 0.05. This led to the rejection of the null hypothesis, which stated that there was no significant difference in the level of students' engagement in experiential learning activities between the two universities. Consequently, it was concluded that the difference in engagement levels was statistically significant, with IIUI students demonstrating slightly higher engagement in experiential learning activities than their NUML counterparts (Table 4.14).

13. The findings indicated that t-test comparison between IIUI and NUML regarding students' self-discovery scores indicated a significant difference. The mean score for IIUI students was 3.97, while for NUML students, it was 3.74. The t-value was 2.99, and the p-value was 0.00, which was less than the standard significance level of 0.05. This led to the rejection of the null hypothesis, which stated that there was no significant difference between the students' self-discovery levels at the two universities. Therefore, it was concluded that the difference in self-discovery levels between students at IIUI and NUML was statistically significant, with IIUI students showing a slightly higher level of self-discovery (Table 4.15).
14. The data showed that the regression coefficient (R) was 0.74, indicating a strong impact of experiential learning on self-discovery. The R^2 value represented the variation in self-discovery explained by experiential learning activities, which was 0.55, meaning that 55.7% of the predictability of self-discovery could be explained by experiential learning. The p-value was 0.00, which was smaller than the significance level of 0.05, indicating that experiential learning had a significant impact on promoting self-discovery among students at the university level. As a result, the null hypothesis (H03) was rejected (Table 4.16).

5.3 Discussion

The present study was focused on promoting self-discovery among students at university level: Impact of experiential learning. Based on the results of the study, it was found that significant impact of collaborative and cooperative learning activities on student development. The data indicate that students perceived collaborative learning as highly beneficial, with students reporting notable growth in teamwork and leadership skills. Collaboration and problem-solving in group projects were also seen as key factors in enhancing understanding of the course material. Students felt that participating in these activities not only helped them apply theoretical knowledge to

real-world situations but also fostered interpersonal competencies. Overall, the strong engagement in collaborative learning emphasized its importance in students' academic and personal development. Similarly, cooperative learning activities were perceived as highly beneficial, with students noting that these activities deepened their understanding of the course content. Cooperative learning also boosted students' confidence in contributing to group discussions and problem-solving. Additionally, students reported significant improvements in interpersonal skills and effective collaboration with diverse peers. They valued the practical approach of cooperative learning, which contributed to their academic success and personal growth. These findings underscore the positive influence of both collaborative and cooperative learning on students' overall development. The results of the study are consistent with the findings of the study conducted by (Georgieva, 2024), where he highlighted experiential reading significantly boosts students' confidence. By participating in collaborative activities, students gain a sense of security in their ability to communicate and perform in front of their peers. This approach also improves their oral communication skills. As students engage in discussions and activities, they practice articulating their thoughts in a clear and effective manner, which is essential for their overall academic growth. Additionally, experiential reading helps students become more disciplined in following instructions. Adhering to instructions during these activities ensures smooth progress and helps students develop a sense of responsibility in their learning process. Another key finding is that students enjoy experiential reading, as it deviates from traditional classroom routines and makes learning more engaging. This method keeps students motivated by allowing them to simultaneously develop various academic skills. Moreover, the approach encourages active listening and collaboration. Students not only enhance their listening skills but also learn to work together, building on each other's ideas, which creates a supportive learning environment. Lastly, experiential reading fosters openness to new experiences. Students become more comfortable with activities that require them to act, perform, and read aloud in front of their peers, which is often a daunting task for many. The findings suggest that experiential reading is an effective educational method that nurtures confidence, communication abilities, responsibility, enjoyment, collaboration, and openness among students.

This result is also supported by the research study conducted by (Kuo, 2013), where they revealed the activities enhanced students' self-awareness, helping them articulate their thoughts and feelings about their identities and relationships. However, while most students appreciated these self-discovery activities, some expressed doubts about their effectiveness in improving English language skills. A few students preferred traditional textbook learning, revealing a tension between conventional language learning methods and the more critical literacy approach, which while fostering self-awareness, also challenged their expectations of what language learning should entail.

The findings highlighted those students viewed their internship experiences as highly beneficial for both career preparation and skill development. They reported that internships provided valuable hands-on experience, deepened their understanding of their field of study, and allowed them to build professional networks. Students also emphasized how internships contributed to their career goals by helping them clarify their skills and aspirations while enhancing their critical thinking and problem-solving abilities. Similarly, students recognized the significant value of their research projects, which helped them develop essential academic and professional skills, including critical thinking, research, and communication. These projects also allowed students to integrate their learning with their coursework, manage their time effectively, and discover their potential to independently contribute to their fields. Furthermore, experiential learning activities were seen as an essential part of students' development, providing valuable practical experiences that enriched their understanding of course content and helped them refine key skills. Overall, these activities, whether internships, research projects, or experiential learning, played a critical role in shaping students' academic and professional growth, offering them opportunities to apply theoretical knowledge in real-world contexts and fostering both personal and academic development.

The findings revealed that there was a significant difference between IIUI and NUML students' engagement in experiential learning activities. IIUI students had a higher mean score compared to NUML students, suggesting they were more engaged in these activities. The t-test results showed a t-value of 2.098 and a p-value of 0.037, indicating that the difference in engagement levels was statistically significant. This led to the rejection of the null hypothesis, confirming that IIUI students demonstrated slightly higher engagement in experiential learning activities than their NUML

counterparts. Similarly, when comparing self-discovery levels, the results indicated a significant difference between the two universities. IIUI students had a higher mean score than NUML students, with a t-value of 2.998 and a p-value of 0.003. This also led to the rejection of the null hypothesis, confirming that IIUI students experienced a higher level of self-discovery. Furthermore, the regression analysis showed a strong correlation between experiential learning and self-discovery, with an R value of 0.746 and an R² value of 0.557. This indicated that experiential learning explained 55.7% of the variation in self-discovery among students. The p-value of 0.000 further emphasized the significant impact of experiential learning on fostering self-discovery, leading to the rejection of the null hypothesis.

5.4 Conclusions

Based on the study's findings, the following conclusions are drawn:

1. It is concluded that collaborative and cooperative learning are considered highly effective by students. These approaches enhanced students' academic comprehension, interpersonal skills, and confidence. Engaging in teamwork and group activities helped them apply theoretical knowledge practically and work effectively with diverse peers, contributing to both their educational and personal development (Finding 1,2).
2. It is concluded that students highly valued both fieldwork and internship experiences. These practical learning opportunities enabled them to apply theoretical knowledge, develop essential skills, and gain exposure to real-world challenges. Students recognized fieldwork and internships as key contributors to their academic growth, career readiness, and personal development through hands-on engagement and professional networking (Finding 3,4).
3. It is concluded that research projects are perceived by students as highly valuable for their academic and professional development. These projects supported the enhancement of critical thinking, analytical, and independent learning skills, while also preparing students for real-world research applications. Overall, research activities were seen as essential for building transferable skills crucial to future success (Finding 5).
4. It is concluded that overall, students expressed positive perceptions of their engagement in experiential learning activities. The activities, including internships,

research, and fieldwork, were found to significantly contribute to their academic, professional, and personal development. Experiential learning helped bridge the gap between theoretical knowledge and real-world applications, fostering the acquisition of practical skills and enhancing overall student growth (Finding 6).

5. It is concluded that students demonstrated a strong sense of self-discovery and self-development. They reported increased self-awareness, confidence, and a commitment to personal growth. Their proactive approach to learning, goal-setting, and self-reflection indicates a clear readiness to evolve and face future challenges, both personally and professionally (Finding 7,8).
6. It is concluded that students exhibited strong levels of self-mastery and self-actualization. They reported confidence in managing their goals, emotions, and challenges, while also demonstrating a clear sense of purpose and fulfillment. This reflects their commitment to personal excellence, continuous improvement, and making meaningful contributions aligned with their values and life goals (Findings 9,10).
7. It is concluded that the overall findings revealed that students felt significantly engaged in their self-discovery journey, with a clear sense of personal growth and increased self-awareness. They actively reflected on their strengths, weaknesses, and career aspirations, showcasing a strong commitment to personal development and continuous learning (Finding 11).
8. It is concluded that the t-test comparisons between IIUI and NUML students indicated significant differences in various aspects of their engagement and self-discovery levels. For instance, IIUI students demonstrated higher levels of engagement in experiential learning activities and showed greater self-discovery compared to their NUML counterparts. These differences were statistically significant, suggesting that students at IIUI were more actively involved in experiential learning and self-reflection (Finding 12, 13).
9. It is concluded that the regression analysis revealed a significant impact of experiential learning activities on self-discovery. With an R^2 value of 0.55, the findings indicated that more than half of the variability in self-discovery could be predicted by engagement in experiential learning. The p-value of 0.00 confirmed that experiential learning had a strong and significant impact on students' self-discovery and personal growth, thereby rejecting the null hypothesis (Finding 14).

5.5 Recommendations

Based on the findings and conclusions of the study, following recommendations are made:

1. It is recommended to design curriculum components that include project-based learning, simulations, case studies, and real-world problem-solving activities. These approaches immerse students in active learning experiences that mirror real-life challenges and foster deeper understanding (Conclusion 1,3,4,9).
2. It is recommended to integrate modules or sessions that guide students through personal storytelling, reflective journaling, and identity mapping exercises to encourage introspection, self-awareness, and a deeper understanding of their values, motivations, and aspirations (Conclusion 5,6,7).
3. It is recommended to create safe environments where students can experiment, fail, and try again. Incorporating learning cycles that include feedback and revision helps students understand themselves better and develop resilience and adaptive learning strategies (Conclusion 5,6,7).
4. It is recommended to establish peer mentoring, student-led workshops, and leadership labs where students take active roles in planning and facilitation. This promotes hands-on learning and encourages students to discover their unique leadership styles and interpersonal strengths (Conclusion 1,4,5,6).
5. It is recommended that internships and field experiences be accompanied by structured reflection (e.g., post-internship reports, group discussions, coaching) to help students draw connections between their experiences and personal/professional identity development (Conclusion 2,4,5,9).
6. It is recommended to offer workshops or coaching sessions where students use tools such as VIA Character Strengths, MBTI, or Clifton Strengths to explore their personalities, values, and preferences, aiding in meaningful self-discovery and career alignment (Conclusion 6,7,9).

5.6 Recommendation for Future Researchers

1. Researcher might be conducted on exploring technology in experiential learning future research could investigate how digital tools (e.g., virtual internships and online collaborations) enhance experiential learning, particularly in remote or hybrid environments, and support self-reflection, teamwork, and problem-solving.
2. Researchers could explore the role of mentoring programs and reflective practices (such as journaling and group discussions) in fostering students' personal growth and self-awareness, and how they contribute to overall development.
3. Future researchers could include a larger and more diverse sample from multiple universities to ensure greater generalizability of the results.
4. Researchers could Including qualitative methods, such as interviews or focus groups, could provide deeper insights into students' experiences and opinions beyond quantitative data.

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Experiential Learning
Questionnaire for Students

Dear students, I am MS Scholar in Department of Educational Leadership and Management at the International Islamic University, Islamabad. The topic of my research is **“Promoting Self Discovery among Students at University Level: Impact of Experiential Learning”**. This questionnaire is designed to explore the perceptions of students about the level of self-discovery after participating in experiential learning activities. I assure you that obtained responses will be kept confidential and only used for research purposes.

Demographic Information

Name (Optional):

Gender:.....

Age:.....

Semester:.....

Please tick the relevant University & Department

Faculty of Education, IIUI ☐

Department of Educational Sciences, NUML ☐

Note: Carefully read the statements and tick the box against each statement according to your level of agreement.

Scoring keys:

Extremely = **5**

Very much = **4**

Somewhat = **3**

A little bit = **2**

Not at all = **1**

S. No	Statements	Extremely	Very much	Somewhat	A little bit	Not at all
Collaborative-Learning						

1.	I am able to develop strong teamwork and leadership skills through the collaborative-learning experience.					
2.	I have worked on group projects that required collaboration and problem-solving.					
3.	I feel that group projects enhance my understanding of the course material and promote self-discovery.					
4.	I have gained self-awareness and developed new perspectives through participation in community service or volunteer activities.					
5.	The collaborative-learning project provided me with practical skills that will be valuable in my future career.					
6.	I gained valuable insights into real-world challenges through collaborative learning.					
7.	I believe collaborative learning has significantly					

	enhanced my ability to apply theoretical knowledge to real-world situations.					
8.	I feel motivated to participate in collaborative learning activities because they provide hands on experience.					
9.	I learned valuable interpersonal skills through my collaborative-learning experience.					
Cooperative Learning						
10.	I developed strong interpersonal skills through cooperative learning experiences.					
11.	I learned how to effectively collaborate with diverse peers in a cooperative learning environment.					
12.	I benefit from cooperative learning when my teacher uses a practical approach.					
13.	I gained confidence in my ability to contribute to group discussions and problem-solving through cooperative learning.					

14.	I believe cooperative learning helped me to develop a deeper understanding of course content.					
15.	I appreciate the opportunity to learn from my classmates through cooperative learning activities.					
Field Work						
16.	I gained practical experience in applying theoretical knowledge through fieldwork.					
17.	Fieldwork helped me to develop essential skills such as observation, data collection, and analysis.					
18.	Fieldwork provided me with opportunities to explore real-world challenges, which contributed to my personal growth and self-discovery.					
19.	Fieldwork enhanced my understanding of the subject matter by providing hands-on experience.					
20.	I built valuable professional networks through					

	interactions with professionals during fieldwork.					
Internship						
21.	The internship provided me with valuable hands-on experience in my field of study.					
22.	The knowledge and skills I gained during the internship are relevant to my future career goals.					
23.	I had opportunities to network with professionals in my field during the internship.					
24.	Through my contributions during the internship, I gained a clearer understanding of my skills and future career aspirations.					
25.	The internship helped me to develop my problem-solving and critical thinking abilities.					
Research Project						

26.	I developed strong research and analytical skills through my research project.					
27.	The research project enhanced my ability to think critically and independently.					
28.	I clearly define and integrate research project activities into my courses.					
29.	Through research activities, I discovered my potential to independently contribute to my field, both in theory and practice.					
30.	I learned how to effectively gather, organize, and analyze data for research purposes.					
31.	I improved my written and oral communication skills through presenting research findings.					
32.	The research project helped me to develop time management and organizational skills.					

Self-Discovery

S. No	Statements	Extremely	Very much	Somewhat	A little bit	Not at all
1.	I have a better understanding of my strengths and weaknesses.					
2.	I have developed new skills or competencies through my experiences.					
3.	I have gained a clearer sense of my career goals and aspirations.					
4.	I have become more confident in my abilities.					
5.	I have developed a greater appreciation for diverse perspectives.					
6.	I actively seek opportunities for self-reflection and personal growth.					

7.	I am able to identify my emotional triggers and manage my emotions effectively.					
8.	I understand my strengths, weaknesses, and personal values more clearly.					
9.	I have a strong sense of self-identity and personal boundaries.					
10.	I can identify my personal goals and aspirations.					
11.	I am proactive in enhancing my skills.					
12.	I can identify areas where I need to improve and work on them.					
13.	I fully utilize my potential.					
14.	I am satisfied with my achievements and progress.					
15.	I complete my tasks with self-discipline and commitment.					

16.	I have developed a stronger sense of who I am through my experiences.					
17.	I clearly understand my values and beliefs.					
18.	I am committed to continuous learning and personal development.					
19.	I challenge myself and step outside my comfort zone to grow personally.					
20.	I believe in the importance of setting goals and working towards achieving them.					
Self-Development						
21.	I regularly put effort into my personal growth.					
22.	I am ready to explore new opportunities.					
23.	I am committed to continuous learning and personal growth.					

24.	I actively seek out opportunities to expand my knowledge and skills.					
25.	I am open to feedback and willing to make necessary changes.					
Self-Mastery						
26.	I consistently practice to perfect my skills.					
27.	I effectively utilize my strengths while addressing and overcoming my weaknesses.					
28.	I have developed effective strategies for overcoming challenges and obstacles.					
29.	I am able to maintain focus and discipline in pursuing my goals.					
30.	I possess a strong sense of self-control and emotional regulation.					
Self-Actualization						

31.	I am self-motivated and self-driven.					
32.	I have complete confidence in myself.					
33.	I have a clear sense of purpose and meaning in life.					
34.	I am able to contribute meaningfully to the world around me.					
35.	I experience a high level of fulfillment and satisfaction in life.					