

The Application of My Pedagogic Creed from Experiential Learning Perspective

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Abstract

This research measured the efficacy of experiential learning model proposed in “My Pedagogic Creed” by John Dewey in the perspective of teachers in the local context of Karachi, Pakistan. Literature reported that Dewey had promoted the notion of social interaction, group learning and experiential learning as strategies of teaching in the modern system of education. A survey questionnaire was developed and classified under four sections from experiential learning perspective: Aims and Objectives, Social Context of Teaching, Pedagogy and Teacher’s Behavior. Hundred and seventy-one teachers participated in this survey. Results showed no significant difference in opinion of gender related to Aims and Objectives, Social Context of Teaching and Pedagogy. However, there was a significant difference in the opinion of male and female teachers with reference to their highest qualification and work experience regarding the four variables of experiential learning model. This study recommended rigorous teacher training for current tier of in-service teachers in Karachi in terms of Aims and Objectives, Social Context of Teaching, Pedagogy and Teacher’s Behavior as proposed in My Pedagogic Creed to improve the current educational scenario.

Keywords: experiential learning, social interaction, group learning, Deweyism

Introduction

This research investigates the application of a well-known article entitled “My Pedagogic Creed” written by John Dewey about education. The focus is

on Dewey's beliefs concerning the learning and teaching of children through experiential learning and the role of a teacher in this process. This research is a survey of the opinion of teachers concerning their teaching practices and behaviors.

My Pedagogic Creed by John Dewey (1897) has received wider acceptance in the modern system of education particularly in the frame of reference of experiential teaching and learning. Modern teacher training institutes and schooling system advocate the application of the semantic work of John Dewey among their graduates and teachers to ensure that they use experiential learning techniques when teaching their students.

There is no research available on Deweyism related to Experiential Learning in the context of Pakistan, especially in Karachi. Hence, this research will be the first to measure the opinion of school teachers regarding the application of Experiential Learning model as proposed in 'My Pedagogic Creed' in its current framework of teaching and learning practices. In addition, this research may also be helpful for the faculty of teacher education in higher education institutes in Pakistan to reflect on their current instructional practices and ways to improve the existing graduate programs in the perspective of experiential learning model for their current students. A limited review of literature indicates that there is no research related to "My Pedagogic Creed" in the context of Pakistan; therefore, it is essential to survey the beliefs of teachers concerning the application of My Pedagogic Creed.

Research Question

What is the opinion of school teachers concerning experiential learning as described in "My Pedagogic Creed" to their current teaching practices?

Research Hypotheses

H₁: There is a significant difference in opinion of male and female teachers concerning Aims and Objectives, Social Context of Teaching, Pedagogy and Teachers' behavior regarding My Pedagogic Creed.

$$H_1: \mu_m \neq \mu_f$$

Literature Review

Experiential Learning Theory is the work of notable twentieth century scholars namely William James, John Dewey, Kurt Lewin, Jean Piaget and Carl Rogers. These theorists promulgated education as learner centered and the experiences were at the center of learning (Kolb & Kolb, 2012). The contribution of John Dewey cannot be undermined as Kolb's experiential learning theory draws on Dewey's work particularly on the importance of experience in the process of learning (Clark, Threeton & Ewing, 2010). In *My Pedagogic Creed*, he focuses on child learning through experiences. Dewey (1897) explained the system of education wherein he minimized the ideals of individual education and promoted the notion of social interaction and group learning as a strategy of teaching and learning for the modern system of education in the American context. He advocated that teachers should actively engage students in the experiential learning process and thus set the highest norms for teaching in complex social settings.

I believe that ideas (intellectual and rational processes) also result from action and devolve for the sake of the better control of action. What we term reason is primarily the law of orderly or effective action. To attempt to develop the reasoning powers, the powers of judgment, without reference to the selection and arrangement of means in action, is the fundamental fallacy in our present methods of dealing with this matter. As a result we present the child with arbitrary symbols. Symbols are a necessity in mental development, but they have their place as tools for economizing effort; presented by themselves they are a mass of meaningless and arbitrary ideas imposed from without. I believe that the image is the great instrument of instruction. What a child gets out of any subject presented to him is simply the images which he himself forms with regard to it (pp. 77-78).

It may be inferred from the citation stated above that Dewey viewed the system of education as a sophisticated blend of different disciplines and the role of teacher as a selfless person in society.

With regards to the teaching methodology, Dewey based his views on the principles of learning by doing where a child would learn by doing activities. The active side of a child precedes the passive based on his observation that muscular development takes place before the sensory. Dewey also wrote that if this principle

of learning by doing is neglected in schools it is because it causes a great waste of time and energy of the students. Also, the child's interest is important as the child would work with material that interest him/her and be able to learn better. Dewey writes that if the child's interest is repressed, it would weaken his/her intellectual curiosity and alertness.

In addition, the skills that are developed in children should enable them to become better human beings and contribute towards the welfare of society. Students need to develop the habit of careful observation and the need to construct knowledge through experiments. The ability to reason and make decisions is also an important skill. With reference to developing language and literature skills, Dewey (1897) contended that it should be in context of the child's social life for him/her to fully benefit from it. Teacher's behavior has also been addressed in 'My Pedagogic Creed' and the role of a teacher has been described as one who facilitates learners and considers their interest when teaching. Most importantly, teachers should stimulate and motivate students to learn.

The various areas as identified by John Dewey (1897) in My Pedagogic Creed have provided the conceptual framework for this research paper where four areas have been identified for the questionnaire: Aims and Objectives of Teaching, Social Context of Teaching, Pedagogy and Teachers' and the research design has been structured accordingly. The lack of research literature on My Pedagogic Creed has been addressed through research conducted on John Dewey's theory and philosophical views on education. These contributions by various other researchers have been presented in chronological order.

Giles Jr. and Eyler (1994) analyzed the theory of John Dewey in the perspective of 'Service Learning' (p. 77). They observed that experiential education suffered from the absence of well-articulated framework in the light of educational and social philosophy of Dewey. Similarly Saltmarch (1996) claimed that service-learning is based on experiential learning theory as developed by Kolb but little attention was given to the roots of Kolb's writings in Dewey (p. 14). Giles Jr. and Eyler (1994) added that "learning from experience, reflective activity, citizenship, community, and democracy" (p.77) are missing factors from the current system of teacher education and present school system and found no evidence of Dewey's philosophy in service learning of teachers.

In a research article on social constructivism Hirtle (1996) claims that John Dewey's My Pedagogic Creed is the source for the development of social constructivism where the psychological and social aspects of education do not compromise each other neither does any one of these aspects control the other. Furthermore, he adds that Dewey sees the learner developing as a useful member of community where the focus of school is to enable him/her to construct knowledge socially and thus participate in social consciousness of the race (Dewey, 1897). Dewey believes that this is the only way for learners to be aware of their social heritage and to construct learning experiences.

In addition, language acts as a mediating tool for learners to learn through collaborating with others and sharing their thoughts and feelings. Itin (1999) suggests that, "The philosophy of experiential education is what is needed to help develop a community which actively involves everyone in cooperatively solving problems and contributing to the greater good of society" (p.98).

Kayes (2002) stated that educationists, reflective practitioners and researchers have enlisted the strength of experiential learning theories. Yet, there was no discussion on the agenda of learning or reform as proposed by Dewey from a social, political, and cultural perspective. Kayes focused on the importance of language and conversation in the learning process in terms of the implications for management theory, pedagogy, and practice.

The importance of experiential learning is observed in other domains of schooling. Peterman & Kennedy (2003) advocate experiential learning techniques for business school students to learn about entrepreneurship. Rocheleau (2004) claimed that Dewey's philosophy of education provided the theoretical bases for service learning. The focus of a research study by Roberts (2006) was on encouraging agricultural educators to continue using experiential learning model for teaching their students. Danish and Awan (2008) research study in Pakistan identified experiential learning used in teaching medical students. Lisko and O'dell (2010) focus on experiential learning techniques to develop critical thinking skills in student nurses.

Evans (2008) in his research study focused on a reflective and issue centered approach to the teaching of social studies. Some students resisted this and he used

specific readings and course activities which are in line with Dewey's ideas as expressed in "My Pedagogic Creed". Evans encouraged beginning teachers to try out new ways of teaching and as thoughtful intellectuals engaged in a search to develop theory and practice of teaching and learning in meaningful ways.

Syed (2008) recorded the narratives of Canadian teachers on professional development and literacy education while comparing and contrasted her experiences as teacher educator and teacher in Pakistan in order to understand the dynamics of in-service teachers urge for professional development. It emerged from the different narratives that Dewey's philosophical framework of experiential learning effected on the teachers' behavior, knowledge and professional goals. Syed stated the following:

The significance of this article is found in the expression of seven necessary conditions for successful professional development: appreciation and awareness of teachers' internal quest for learning; teachers' involvement in their own professional development; promotion of active, critical reflection; sharing multiple perspectives in collective conversation; providing time for internal reflection; a democratic context for professional development; and supporting teachers' efforts to develop their professional knowledge base (p. 283).

Miettinen (2000) investigated the experiential learning model with reference to reflective practices as suggested John Dewey. Miettinen found that David Kolb model of experiential learning was inadequate in interpretation compared to Dewey's philosophy of learning through experience. In addition, Kolb's experiential learning approach was epistemologically problematic in nature. Despite such criticism, Kolb (2014) acknowledged the work of Dewey and Lewin when he refers to their contribution as intellectual origin to experiential learning. In another research Kolb, Boyatzis and Mainemelis (2001) stated that Lewin's social psychology, Piaget's cognitive development theory and Dewey's philosophical pragmatism extended the notion of experiential learning model. However, the entire experiential learning needs an articulation model in different contexts. Hence experiential learning theories and processes added new perspectives than behavioral theories.

In the context of Pakistan, Ali (2011) reflected on the critical gaps in

teacher education program in the perspective of modern theories to highlight the core issues. Ali noted the narratives which shaped the discourse were narrow in nature, structural and based on organization issues while ignoring the pedagogical underpinnings.

The Pakistani perspective on teachers' learning and development stresses upon the technical aspect of teaching profession, which involves subject knowledge and a fixed set of skills required to transfer that knowledge to students. Teachers' leaning in other critical domains such as personal, social and ethical, immensely emphasized in the international literature, have received little or no attention in Pakistani context (Ali, 2011, p. 208).

Farooq and Regnier (2011) investigated the correlation between the Preferred Learning Style and Role of Quality of Performance in language learning from secondary to university level in Punjab. This research observed that language learning by doing, gender and home environment were correlated and developed the language acquisition skills of students were primarily the result of the inspiration of teachers from Deweyism.

Mughal and Zafar (2011) conducted a meta-analysis on literature related to Experiential Learning model in the perspective of constructivism. They observed that the support of a teacher was an essential factor that enabled students to extract and interpret their experiences for personal reflection and sharing with others in class. They observed that modern schools and educational institutes were primarily focusing on pedagogical method based on traditional lecture method where sharing experiences was considered irrelevant and an intrusion into personal lives of the students. However the authors were able to predict certain experiential behavior of students based on their interaction with others.

In a research conducted by Akhter (2013) on inquiry based pedagogy in teacher education in Pakistan, teacher educators supported this form of pedagogy among student teachers and expect them to apply experiential learning model to the teaching of science. Student teachers reported that experiential learning through inquiry based learning has various barrier such as lack of resources, insufficient time and lack of support from the institution, assessment method and curriculum itself.

Jan (2013) compared and contrasted the opinion of professionally trained and untrained teachers of private schools in Karachi and Gilgit-Baltistan. This empirical research found that both professionally trained and untrained teachers acknowledged that student centered learning approach contributed for the better of students. Further, untrained teachers more focused on teaching inside the classroom. However, professionally trained teachers focused on the translation of their knowledge and behavior into the following aspects of experiential learning as proposed by Dewey.

It can be inferred that experiential learning model exists philosophically, but in actual practice in the education system of Pakistan, it is limited in scope and nature as teachers still support and use traditional methods of teaching. Hence it can be inferred that experiential learning model with pedagogical underpinning could not firmly fix its roots in the modern system of teacher education and current schooling system as proposed in “My Pedagogic Creed”.

Methodology

For this quantitative research a survey was conducted with 171 participants through a questionnaire designed on “My Pedagogic Creed” where 32 items were framed using a five-point Likert scale. The concept of experiential learning was measured through four variables, namely, Aims and Objectives of Teaching, Social Context of Teaching, Pedagogy and Teachers’ Behavior. A panel of experts reviewed the questionnaire for the content validity from the perspective of language and subject. A total 200 surveys were distributed and 171 were returned by the participants. The participants were teachers from public, private and other sectors of the education industry in Karachi. Survey forms were distributed and collected among participants in-person. Forty-three were male and 128 female.

The surveys were fed in SPSS version 22, data were cleaned and normality of variables was tested. In the survey, Cronbach Alpha value for the reliability of the variables Aim and Objectives was .758, Social Context of Teaching was .669, Pedagogy was .784 and Teachers’ Behavior was .708. Descriptive statistic and independent sample t-test were applied in order to measure the difference of opinion among the participants with respect to gender with reference to their highest qualification and work experience by splitting the SPSS file. All the ethical considerations were practiced in order to protect the identity of research participants.

No aspect of this research was concealed nor was any deception used with research participant.

Findings

Table 1

Descriptive Statistic for Gender Opinion on Aims and Objectives, Social Context of Teaching, Pedagogy and Teachers' Behavior

Variables	Gender	N	M	SD	SEM
Aims and Objectives	Male	43	29.697	4.693	.715
	Female	128	28.984	4.624	.408
Social Context of Teaching	Male	43	23.511	3.521	.536
	Female	128	24.359	3.692	.326
Pedagogy	Male	43	49.720	8.384	1.278
	Female	128	51.125	6.241	.551
Teachers' Behavior	Male	43	20.348	3.115	.475
	Female	128	20.632	2.471	.218

Table 1 reveals that there is minor difference in mean and standard deviation scores with reference to the opinion of male and female regarding on Aims and Objectives, Social Context of Teaching and Teachers' Behavior in experiential learning design as proposed by John Dewey. However, a higher difference in mean and standard deviation scores between male and female participants is reported for Pedagogy. Male participants expressed higher understanding about aims and objectives than female participants while applying experiential learning design in the current system of Pakistan; however, female participants expressed higher understanding regarding social context of teaching, pedagogy and teachers' behavior.

Table 2

Independent Sample t-test on Aims and Objectives, Social Context of Teaching, Pedagogy and Teachers' Behavior

Variable	F	P	T	Df	p	MD	SED
Aims and Objectives	.105	.746	.872	169	.385	.713	.818
Social Context of Teaching	.005	.943	-1.317	169	.189	-.847	.643
Pedagogy	8.273	.005	-1.165	169	.246	-1.404	1.205
Teachers' Behavior	5.280	.023	-.609	169	.543	-.283	.466

Table 2 shows the results of independent sample *t*-test regarding Aims and Objectives $t(169) = .872$ where $p = .385 > 0.05$, Social Context of Teaching $t(169) = -1.31$ where $p = .189 > 0.05$, Pedagogy $t(169) = -1.16$ where $p = .246 > 0.05$ and Teacher’s Behavior $t(169) = .609$ where $p = .543 > 0.05$. The results reveals no significant difference in opinion of male and female regarding all four variables.

SPSS file was split while considering the ‘Highest Qualification’ of the participants. The entire data were analyzed through independent sample *t*-test while comparing the opinion of male and female participants regarding the Application of “My Pedagogic Creed” to Experiential Learning concerning the four variables, namely, Aims and Objectives, Social Context of Teaching, Pedagogy and Teacher’s Behavior in the study.

In Table 3 the statistics based on the highest qualifications of the participants revealed a minor difference in opinion between male and female regarding aims and objectives, social context of teaching, pedagogy and teachers’ behavior in experiential learning design as proposed by John Dewey. However, it is evident from the table that the difference between male and female PhD participants is slightly noticeable but this would account for the few participants in this category. Another slight but noticeable difference is in male and female participants where their highest qualification an A Levels or M. Ed. These participants view pedagogically differently with the higher mean score from the female participants.

Table 3

Descriptive Statistic for Gender Opinion on Aims and Objectives, Social Context of Teaching, Pedagogy and Teachers’ Behavior According to Highest Qualifications of the Participants

Highest Qualification		Gender	N	M	SD	SEM
Intermediate	Aims and Objectives	Male	1	28.000	.	.
		Female	5	29.200	6.418	2.870
	Social Context of Teaching	Male	1	24.000	.	.
		Female	5	25.400	4.037	1.805
	Pedagogy	Male	1	56.000	.	.
		Female	5	58.000	4.000	1.788
	Teachers’ Behavior	Male	1	23.000	.	.
		Female	5	21.800	2.167	.969

A-Levels	Aims and Objectives	Male	1	28.000	.	.	
		Female	4	29.750	3.593	1.796	
	Social Context of Teaching	Male	1	23.000	.	.	
		Female	4	25.000	2.160	1.080	
	Pedagogy	Male	1	45.000	.	.	
		Female	4	54.250	2.500	1.250	
	Teachers' Behavior	Male	1	17.000	.	.	
		Female	4	20.750	2.061	1.030	
	Bachelors	Aims and Objectives	Male	8	32.250	4.367	1.544
			Female	42	28.690	4.765	.735
Social Context of Teaching		Male	8	24.000	3.207	1.133	
		Female	42	24.142	4.123	.636	
Pedagogy		Male	8	52.875	8.374	2.960	
		Female	42	50.666	7.773	1.199	
Teachers' Behavior		Male	8	21.250	3.284	1.161	
		Female	42	20.285	2.813	.434	
Masters		Aims and Objectives	Male	24	28.166	4.715	.962
			Female	73	28.876	4.349	.509
	Social Context of Teaching	Male	24	23.041	3.406	.695	
		Female	73	24.315	3.439	.402	
	Pedagogy	Male	24	46.875	7.537	1.538	
		Female	73	50.534	5.033	.589	
	Teachers' Behavior	Male	24	20.041	2.612	.533	
		Female	73	20.657	2.280	.266	
	M. Phil	Aims and Objectives	Male	7	31.857	4.525	1.710
			Female	3	30.666	6.429	3.711
Social Context of Teaching		Male	7	24.000	5.163	1.951	
		Female	3	24.000	5.567	3.214	
Pedagogy		Male	7	52.571	9.034	3.414	
		Female	3	51.666	5.507	3.179	
Teachers' Behavior		Male	7	19.857	4.561	1.724	
		Female	3	21.333	2.516	1.452	

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PhD	Aims and Objectives	Male	2	32.000	.000	.000
		Female	1	40.000	.	.
	Social Context of Teaching	Male	2	25.500	2.121	1.500
		Female	1	30.000	.	.
	Pedagogy	Male	2	60.500	6.363	4.500
		Female	1	65.000	.	.
	Teachers' Behavior	Male	2	22.500	3.535	2.500
		Female	1	25.000	.	.

In Table 4, there is no significant difference in opinion of male and female participants regarding the application of “My Pedagogic Creed” in perspective of Experiential Learning related to the highest qualification of the participants except in the variable Pedagogy where the participants whose highest qualification is A Level where $t(3) = -3.309$ $p = 0.045$; and at the Master level where $t(95) = -2.709$ $p = 0.008$. For the variable Aims and Objectives there was a significant difference between the opinions of male and female participants with highest qualification of Bachelor where $t(48) = 1.595$ $p = 0.05$.

Table 4

Independent Sample t-test on Aims and Objectives, Social Context of Teaching, Pedagogy and Teachers' Behavior According to Highest Qualification of the Participants

Highest Qualification		F	P	df	p	MD	SED	
Intermediate	Aims of Objectives			-1.171	4	.873	-1.200	7.031
	Social Context of Teaching			-.317	4	.767	-1.400	4.422
	Pedagogy			-.456	4	.672	-2.000	4.381
	Teachers' Behavior			.505	4	.640	1.200	2.374
A-Levels	Aims of Objectives			-.436	3	.693	-1.750	4.018
	Social Context of Teaching			-.828	3	.468	-2.000	2.415
	Pedagogy			-3.309	3	.045	-9.250	2.795
	Teachers' Behavior			-1.627	3	.202	-3.750	2.304
Bachelors	Aims of Objectives	.052	.821	1.959	48	.050	3.559	1.816
	Social Context of Teaching	.361	.551	-.093	48	.927	-.142	1.544
	Pedagogy	.064	.801	.728	48	.470	2.208	3.033
	Teachers' Behavior	.589	.446	.866	48	.391	.964	1.113

Masters	Aims of Objectives	.003	.958	-.680	95	.498	-.710	1.044
	Social Context of Teaching	.201	.655	-1.577	95	.118	-1.273	.807
	Pedagogy	8.033	.006	-2.709	95	.008	-3.659	1.350
	Teachers' Behavior	.531	.468	-1.107	95	.271	-.615	.556
M. Phil	Aims of Objectives	.650	.444	.340	8	.742	1.190	3.497
	Social Context of Teaching	0.000	1.000	0.000	8	1.000	0.000	3.635
	Pedagogy	1.378	.274	.158	8	.878	.904	5.723
	Teachers' Behavior	3.250	.109	-.516	8	.620	-1.476	2.861
PhD	Aims of Objectives				1		-8.000	0.000
	Social Context of Teaching			-1.732	1	.333	-4.500	2.598
	Pedagogy			-.577	1	.667	-4.500	7.794
	Teachers' Behavior			-.577	1	.667	-2.500	4.330

In Table 5 the difference in the mean scores of male and female participants in relation to their work experience is noted for Aims and Objectives in the categories of 1-5 years, 6-10 years and 21-30 years. The independent sample *t*-test results in Table 6 confirms the difference for only Aims and Objectives for the 1-5 years work experience category $t(86)=2.420$ $p=0.18$ and for the 6-10 years category with $t(26)=-2.190$ $p=0.38$.

Table 5

Descriptive statistic for gender opinion on Aims and Objectives, Social Context of Teaching, Pedagogy and Teachers' Behavior according to work experience of the participants

Work Experience (In Years)	Gender	N	M	SD	SEM	
1-5	Aims and Objectives	Male	17	30.000	3.201	.776
		Female	71	27.352	4.222	.501
	Social Context of Teaching	Male	17	23.764	2.727	.661
		Female	71	23.971	3.887	.461
	Pedagogy	Male	17	51.470	5.778	1.401
		Female	71	50.098	5.858	.695
	Teachers' Behavior	Male	17	20.588	2.526	.612
		Female	71	20.197	2.441	.289

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6-10	Aims and Objectives	Male	4	26.750	6.396	3.198
		Female	24	31.833	3.941	.804
	Social Context of Teaching	Male	4	24.500	3.872	1.936
		Female	24	25.041	3.712	.757
	Pedagogy	Male	4	46.250	9.394	4.697
		Female	24	51.791	7.768	1.585
	Teachers' Behavior	Male	4	19.750	3.862	1.931
		Female	24	21.000	2.587	.528
11-20	Aims and Objectives	Male	13	30.692	6.236	1.729
		Female	28	30.142	4.568	.863
	Social Context of Teaching	Male	13	23.923	3.148	.873
		Female	28	24.464	3.072	.580
	Pedagogy	Male	13	52.307	9.534	2.644
		Female	28	52.785	5.356	1.012
	Teachers' Behavior	Male	13	20.846	3.531	.979
		Female	28	21.392	2.298	.434
21-30	Aims and Objectives	Male	8	29.125	4.086	1.444
		Female	4	32.500	5.000	2.500
	Social Context of Teaching	Male	8	21.625	5.343	1.889
		Female	4	25.000	3.915	1.957
	Pedagogy	Male	8	44.000	9.258	3.273
		Female	4	54.500	7.416	3.708
	Teachers' Behavior	Male	8	19.625	3.700	1.308
		Female	4	20.750	3.095	1.547

Table 6

Independent Sample t-test on Aims and Objectives, Social Context of Teaching, Pedagogy and Teachers' Behavior according to work experience of the participants

Work Experience (in years)		F	P	T	Df	p	MD	SED
1-5	Aims and Objectives	.732	.395	2.420	86	.018	2.647	1.094
	Social Context of Teaching	.780	.380	-.207	86	.836	-.207	.998
	Pedagogy	.135	.714	.870	86	.387	1.372	1.577
	Teachers' Behavior	.144	.705	.589	86	.557	.391	.663

6-10	Aims and Objectives	1.464	.237	-2.190	26	.038	-5.083	2.320
	Social Context of Teaching	.002	.964	-.269	26	.790	-.541	2.015
	Pedagogy	.162	.691	-1.287	26	.209	-5.541	4.305
	Teachers' Behavior	2.387	.134	-.837	26	.410	-1.250	1.493
11-20	Aims and Objectives	1.879	.178	.319	39	.752	.5494	1.724
	Social Context of Teaching	.010	.920	-.521	39	.605	-.5412	1.039
	Pedagogy	5.848	.020	-.169	16	.868	-.4780	2.831
	Teachers' Behavior	4.349	.044	-.510	17	.617	-.5467	1.071
21-30	Aims and Objectives	.074	.792	-1.258	10	.237	-3.375	2.682
	Social Context of Teaching	.458	.514	-1.111	10	.292	-3.375	3.036
	Pedagogy	.455	.515	-1.960	10	.078	-10.500	5.356
	Teachers' Behavior	.177	.683	-.520	10	.614	-1.125	2.161

Discussion

A limited review of literature revealed that Dewey's work has been studied from a theoretical lens, however, there is no research available from a quantitative dimension on My Pedagogic Creed except this research. Even, Berding (1997) claimed "Dewey stands quite alone in his conceptualization of ... experiential" (p. 29) learning where no empirical evidence is available. In addition as reported by Miettinen (2000), Dewey's concept of experiential learning as expressed by Kolb was insufficient in its interpretation and so it did not do justice to Dewey's thought. Also this research study through its findings has not fully interpreted Dewey's thoughts in terms of experiential learning as expressed in My Pedagogic Creed but has looked at four areas which are Aims and Objectives, Social Context of Teaching, Pedagogy and Teachers' Behavior to measure the influence of Dewey's experiential learning from theory to practice. As it has been earlier mentioned that there is no research available in the context of Pakistan related to experiential learning in perspective of "My Pedagogic Creed". Therefore, no research is available to either confirm or refute the findings of this research in the context of Pakistan from a quantitative perspective.

In terms of work experience there is a difference of opinion concerning aims and objectives among teachers with ten and below years of service. This research confirm Syed (2008) while stating that it is essential that these teachers need to

develop a clear conceptual understanding of the aims and objectives of teaching for a better professional narrative.

Ord (2012) applied the concept of experiential learning by incorporating Dewey's (1897) My Pedagogic Creed to the notion of reflection on their aims and objectives while framing a theory of youth work. Ord claimed that reflection on action with reference to the aims and objectives helps young people to promote and maximize their learning from reflective experiences. This research confirms that the early years of teaching experience of the teachers enables them to reflect more on the aims and objectives and their teaching practices differently from the more experienced teachers as discussed in the findings with reference to Table 6.

The findings of this research study indicate that professional degree holders in Education and Teacher Education had shown significant difference in their opinion related to Aims and Objective and Pedagogy than the teachers who have academic degrees only and confirms a research conducted by Jan (2013). According to Jan both trained and untrained teachers acknowledged that a student centered approach was better for the students; however, trained teachers focused on using experiential learning techniques as proposed by Dewey. It has emerged from the literature that the entire idea of experiential learning from the perspective of My Pedagogic Creed has been discussed and viewed from theoretical underpinning, however this research study has attempted to study the notion of experiential learning from the perspective of My Pedagogic Creed by collecting empirical evidence.

Conclusion and Recommendations

In the light of this research findings it is recommended that teacher education programs need to be rigorous in terms of Aims of Objectives, Social Context of Teaching, Pedagogy and Teachers' Behavior. The graduates of the B. Ed. Programs should be provided with more opportunities related to pedagogy and enable them to mold their professional behavior according to the experiential learning model. This research also recommends that M Phil and Ph. D. programs in education and teacher education be revised to provide more practical exposure to students in terms of experiential teaching and learning with reference to Aims of Objectives, Social Context of Teaching, Pedagogy and Teachers' Behavior.

This research concludes that current school system of Pakistan could be improved through experiential learning model as proposed in “My Pedagogic Creed” by Dewey (1897). More professional developmental activities related to this model could be provided to the current line of teachers, particularly through the teacher training programs. There is also a need for more research on experiential learning in Pakistan and to explore different areas of this model in detail.

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