

EXPERIENTIAL LEARNING IS AN EFFECTIVE TRAINING MODEL TO IMPROVE SELF-ESTEEM

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Article History: Received on 18th July 2019, Revised on 27th August 2019, Published on 28th September 2019

Abstract

Purpose: Professional training is critical to organizational success. Experiential learning was defined as a method for actively engaging trainees in learning processes. That must complete all four stages of the experiential learning model. Kolb's model requires four abilities for successful learning: concrete experience, reflective observations, abstract conceptualization, and active experimentation. Base on, this research aims to assess experiential learning as a method to improve employees' self-esteem.

Methodology: We assessed employees who participated in experiential learning training for 4 months between March and June 2017. This research was used to measure 37 organizational units employee' self-esteem scale before and after the experiential learning training.

Main Findings: The research found a significant positive effect on trainees' self-esteem with a 4.98 point improvement in reaction, learning, behavior, and organizational results. The result was used for summative evaluation of the effectiveness of experiential learning by Kirkpatrick four-level framework have a contribution.

Implications/Applications: The proposed experiential learning offers a chance to upgrade the correspondence between confidence and viable relational abilities, which thusly can support students' trust in their scholarly potential. The ramifications of encouraging expanded confidence emphatically sway scholarly achievement, yet in addition build up an establishment of self-administrative conduct that can serve the students for the duration of their lives, in academic and vocation situated undertakings.

Keywords: *Experiential learning, self-esteem, training evaluation, behaviour, interpersonal skills, academic potential.*

INTRODUCTION

A large number of companies have realized that cultivating employee is the only way to stay competitive, especially in a fast and dramatic environment, thereby expanding investment in human resource development (HRD) ([Lee, Lee, Lee, & Park, 2014](#)). Professional training is acute to organizational success ([Giangreco, Crugati, & Sebastiano, 2010](#); [Grossman & Salas, 2011](#); [Abdullah, Ramli, & Rafah, 2017](#); [Aldhafaeri & Alajmi, 2017](#); [Ashaari, 2017](#)), is related with authoritative execution and advancement ([Aguinis & Kraiger, 2009](#); [Basoglu, 2017](#); [Bo Shing & Xiaodie, 2017](#); [Bunchutrakun, Lieungnapar, Wangsomchok, & Aeka, 2016](#); [Pimonratanakan & Pooripakdee, 2017](#)). For workers, cooperation in quality preparing is normal to increase open doors for progression, abilities advancement and expert improvement ([Combs, Liu, Hall, & Ketchen, 2006](#); [Chadyiwa & Mgutshini, 2015](#); [Hashim, Salam, & Mohammad, 2017](#); [Husain & Husin, 2017](#); [Bo Shing & Xiaodie, 2017](#); [Manabete & Umar, 2018](#); [Malinda, 2018](#)). Anyway expert preparing is exorbitant for contemporary associations (e.g., [Grossman & Salas, 2011](#)) management of most organizations is still questioning whether investments in employee training and education actually leads to an increase in organizational performance. Therefore, presenting empirical evidence for the benefits of employee training has always been a challenge for HRD professionals.

The basis of this type of training is consistent with the Experiential Learning Theory (ELT), which defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" ([Kolb, 2015, p.51](#)). According to Dewey, Piaget, and Vygotsky's experiential learning focuses on teaching methods based on cognitive and social constructivist learning theories. Experiential learning was often defined as a method of actively engaging trainee in the learning process ([Fenwick, 2000](#)).

The trainees can start at any stage but must complete all four stages of the experiential learning (EL) model. [Kolb's model \(2015\)](#) requires four skills for successful learning, include: specific experience, reflective observation, abstract conceptualization, and positive experimentation. [Jiusto and DiBiasio \(2006\)](#) and [Bandmir and Mehrpouyan \(2015\)](#) found that among the participants in the off-campus experience, they discovered the relationship between experiential learning and lifelong learning, and their critical thinking has been significantly improved.

[Tangen et al. \(2017\)](#) develop possible self-employed teachers in Australia and Malaysia in short-term mobility plans and encourage pre-service teachers to take a variety of perspectives, step out of their comfort zone, and see the world from different eyes. Therefore, this study suggests that experiential learning allows learners to enhance their self-concept and other abilities. Some research on self-concept has indicated it as a exceptionally a significant and persuasive indicator of different psychological, enthusiastic, and social results, for example, nervousness, execution, or self-esteem ([Marsh & Martin, 2011](#); [Jacolbia, 2015](#); [Kongmanus, 2016](#); [Lee, Lin, & Chang, 2018](#); [Malinda, 2018](#)). Self-idea all in all, as characterized by ([Shavelson, Hubner, & Stanton, 1976](#)), is a person's opinion of himself. It is framed through his

experience of nature and is impacted by ecological fortifications and significant conditions ([Shavelson et al., 1976](#)). There is a lot of research on scholastic self-idea that uncovers a positive connection between self-idea and execution (e.g., [Marsh & Martin, 2011](#); [Arens, Yeung, Craven, & Hasselhom, 2011](#)). Research using the reciprocal effects model has shown self-concept to be strongly related to achievements ([Marsh & Craven, 2006](#); [Retelsdorf, Köller, & Möller, 2014](#); [Misbah, Dewantara, & Mahtari, 2018](#); [Mohamad, Sazali, & Saleh, 2018](#)).

Self-concept is a person's way of perceiving himself or how a person thinks others seem him and may be either positive or negative. The importance of individual self-concept as a predictor of behaviors has recently been highlighted. An individual with positive self-concepts is more likely to involve learner in learning exercises and profound learning forms than teacher with negative self-ideas ([Bandura, 1977](#); [Naik & Laxman, 2017](#); [Nuchso, Tuntivivat, & Klayklung, 2016](#); [Oak, 2017](#)). Self-esteem refers to the general feeling of self-worth or self-worth, which is the value to oneself. This is how a person feels about himself and his or her relationship with others. Generally speaking, people with strong self-respect are: 1. Objectives are clear; 2. Inspired by what they are doing now and what they want to achieve in the future; 3. Self-confidence; 4. Don't like to compare yourself with others; 5. Aware of self (you think about yourself). Positive self-concept helps to build high self-esteem, encourages confidence, feeling valued, loved and secure and therefore leads to caring about oneself ([Rabahi et al., 2016](#); [Tablatin et al., 2016](#)).

[James \(1980\)](#) expanded his hypothesis of self and gave perhaps the most punctual meaning of confidence. He characterizes confidence as a one-dimensional structure related to one's feelings about oneself. Confidence incorporates a general impression of oneself, including mental self-portrait, self-idea and social idea ([Moote & Wodarski, 1997](#)). [Rosenberg \(1965\)](#) grounded his description of self-esteem on [James' \(1980\)](#) concept and made three contributions have been made to the meaning of confidence: (a) confidence incorporates enthusiastic and subjective parts; (b) confidence has assessment segments; (c) confidence isn't just close to home and mental, yet in addition social collaboration. According to [Rosenberg \(1965\)](#), self-esteem involves feelings as well as, additionally, psychological conceptualizations and observations. All in all, confidence is characterized as self-assessment, which the scientists see as the enthusiastic piece of the person, that is, the person's anxiety for their very own worth ([Brandon, 1969](#); [Coopersmith, 1967](#); [Daly & Diesel, 1992](#); [Rogers, 1951](#)). [Byrne \(1996\)](#) pointed out that the terms used interchangeably with self-esteem are self-respect, self-respect, self-acceptance, self-esteem, self-worth, self-perception, and self-evaluation. Trainees' self-esteem of the trainees will affect their trust in their capacity and readiness to take an interest in social conduct. For the association, there are a few contentions for preparing assessment. It can legitimize the money related duties made, guarantee quality administration, give criticism to HR divisions and mentors to improve instructional classes, and help make progressively exact training courses to continue training decisions ([Grohmann & Kauffeld, 2013](#); [Karim et al., 2017](#); [Le, 2017](#)). There is often a need to address broader assessment issues, for example, investigating the determinants of effective preparing shifts so as to advance future instructional classes.

The Kirkpatrick Program is an extremely well known and broadly utilized outline appraisal structure ([Blau, Gibson, Bentley, & Chapman, 2017](#); [Nuchso et al., 2016](#)). Within Kirkpatrick's framework, the following four levels are distinguished: (1) response, that is, the emotional response of participants to training; (2) learning, that is, acquisition of methodologies, procedures and expert knowledge and attitude changes through training; (3) behavior, That is, applying training content (such as methodologies) at work; (4) results, in terms of organizational impact of training, such as results on time and cost ([Kirkpatrick, 1967](#); [Kirkpatrick & Kirkpatrick, 2006](#); [Thisuwan, Prasittisa, & Kwangmuang, 2017](#); [Wu, 2017](#); [Xiaoyun, Pan, & Mao, 2018](#); [Pimonratanakan, Intawee, Krajangsaeng, & Pooripakdee, 2017](#)). This study aims to evaluate the improvement in employee self-concept through experiential learning using Kirkpatrick four-level framework for summative evaluation.

This study uses the [Rosenberg \(1965\)](#) self-esteem scale to measure the effect of employee participation in experiential learning goals to enhance self-esteem and improve their response, learning, behavior and organizational results. In short, the student's self-concept and soft skills seem to play an important role in the quality of the experience learning and training assessment.

METHODOLOGY

Training evaluation surveys (RSES and Q4TE)

The [Rosenberg \(1965\)](#) self-esteem scale (RSES) and Q4TE self-report scale were used and each item is required to be scored according to a 5-point Likert scale, ranging from 1 (very disagreed) to 5 (very agree). The Rosenberg Self-Esteem Scale (RSES; [Rosenberg \(1965\)](#)) is one of the most widely used measures in self-esteem research ([Donnellan et al., 2011](#)). Regarding whether RSES assesses general self-esteem (GSE) as a factor (as conceptualized by [Rosenberg \(1965\)](#)) based on a mixture of 10 positively and negatively worded items ([Boduszek et al., 2013](#); [Quilty, Oakman, & Risko, 2006](#)). A change in self-esteem is commonly viewed as a random variation or a response to external influence. Self-esteem was assessed using the reliable and valid a 10-item self-report [Rosenberg \(1965\)](#) Self-Esteem scale.

[Grohmann and Kauffeld \(2013\)](#) addressed this problem was developed by Q4TE, an efficient and generally pertinent self-revealing measure, particularly for specialists. The Q4TE covers every one of the four degrees of the Kirkpatrick assessment system. Level 1 responses are viewed as multidimensional and are generally partitioned into passionate reactions and utility decisions. Level 2, learning, alludes to the abilities and information gained in a preparation. Level 3,

conduct, alludes to changes in conduct as an outcome of preparing cooperation. Level 4, authoritative outcomes, is somewhat unknown in the Kirkpatrick model. To explain this, Q4TE considers three fundamental parts of surveying authoritative outcomes: subjective, time and monetary effect. Through the self-reporting program, Level 4 of Q4TE is designed to cover both qualitative and temporal impacts. Multi-focal point of view, it is worth noting that the Q4TE scale can assess knowledge applied to practice, individual and worldwide hierarchical outcomes.

Procedure and Participants

The scope of this study was experiential learning training institutions in Taiwan. An initial evaluation confirmed the number and time of these training units. Questionnaires confirmed training arrangements and average class numbers of 30 people. The questionnaire was distributed and recovered between March and June 2017.

This study mainly explored the self-identity of the trainees taking part in experiential learning. The survey included an evaluation of the experiential learning training program in Taiwan from March to June 2017 through a search questionnaire. The questionnaires were distributed and collected by mail and included a total of 1,447 pairs of matching samples, with a total of 1,312 pairs of valid questionnaires.

RESULTS AND DISCUSSION

Table 1 and Table 2 reveals a significant difference in the levels of self-esteem with mean values being higher after training ($M=4.91$, $SD=.229$) compared to before training ($M=4.46$, $SD=.452$).

Table 1: Descriptive Statistical Analysis of Self-esteem (N=1312)

Items	Before (T1)		After (T2)	
	mean	SD	mean	SD
In general, I am very satisfied with myself.	4.12	.602	4.83	.379
I am positive about myself.	4.30	.684	4.98	.148
I feel I have a lot of good qualities.	4.11	.602	4.73	.451
I can do the same with most other people.	4.02	.564	4.98	.148
I feel that I am a valuable person, at least on the same plane as others.	4.04	.545	4.75	.445
I hope that I can respect myself more.	4.32	.481	4.98	.186
Sometimes I feel that I am not good at all. (-) re-coding	4.80	.408	4.98	.190
I don't think I have anything to be proud of. (-) re-coding	4.60	.523	4.98	.220
All in all, I tend to think that I am a loser. (-) re-coding	4.78	.436	4.98	.192
I certainly feel useless. (-) re-coding	4.81	.413	4.98	.174
Total	4.46	.452	4.91	.229

Table 2: Self-esteem of Paired Samples by t-Test (N=1312)

Items	t-Test	Mean(T1-T2)
In general, I am very satisfied with myself.	-36.488***	-.710
I am positive about myself.	-35.816***	-.681
I feel I have a lot of good qualities.	-29.724***	-.616
I can do the same with most other people.	-60.744***	-.960
I feel that I am a valuable person, at least on the same plane as others.	-37.625***	-.708
I hope that I can respect myself more.	-49.213***	-.659
Sometimes I feel that I am not good at all. (-) re-coding	-16.065***	-.175
I don't think I have anything to be proud of. (-) re-coding	-27.012***	-.375
All in all, I tend to think that I am a loser. (-) re-coding	-17.434***	-.200
I certainly feel useless. (-) re-coding	-16.154***	-.176

Table 3: Descriptive Statistical Analysis of the Training Evaluation (N=1312)

Variables/factors	Items	Mean	SD
Reaction	Satisfaction I will maintain good memory training.	4.98	.173
	I truly like this sort of preparing.	4.98	.134
Utility		4.98	.145

Learning	Knowledge	Preparing is excellent for my work.	4.98	.145
			4.98	.153
Behavior	Application to practice	Taking an interest in this sort of preparing is extremely valuable for my work.	4.98	.165
			4.98	.155
Organizational Results	Individual	After the preparation, I became familiar with the preparation content than previously.	4.98	.155
			4.98	.143
	Global	I took in a lot of new things in the preparation.	4.98	.145
		In general, in my opinion, the application of training content has promoted the workflow of our company. Overall, in my opinion, the organizational climate has improved due to training.	4.98	.155 .171

Data from 1312 respondents were included in the Confirmatory Factor Analyses (CFA). The CFA was based on examining the covariance matrix using LISREL9.2 software. Table 4 with six latent, intercorrelated factors provided a good model fit, Chi-Square=9475.75 (df=449), NNFI=0.8, CFI=0.82, IFI=0.82, RMSEA=0.124 value indicated. In general, I am very satisfied with myself; I feel I have a lot of good qualities; I feel that I am a valuable person, at least on the same plane as others; I hope that I can respect myself more. Table 5 removed factor loadings less than 0.5, good model fit, Chi-Square=4158.42 (df=237), NNFI=0.88, CFI=0.89, IFI=0.89, RMSEA=0.112.

Table 4: Confirmatory Factor Analyses

Factors	Items	Λ		Se	
		T1	T2	T1	T2
self-esteem	In general, I am very satisfied with myself.	0.9	0.27	0.19	0.93
	I am positive about myself.	0.81	0.75	0.34	0.44
	I feel I have a lot of good qualities.	0.91	0.21	0.17	0.95
	I can do the same with most other people.	0.88	0.77	0.23	0.41
	I feel that I am a valuable person, at least on the same plane as others.	0.89	0.24	0.21	0.94
	I hope that I can respect myself more.	0.5	0.67	0.75	0.55
	Sometimes I feel that I am not good at all. (-) re-coding	0.65	0.89	0.57	0.21
	I don't think I have anything to be proud of. (-) re-coding	0.56	0.9	0.68	0.20
	All in all, I tend to think that I am a loser. (-) re-coding	0.65	0.89	0.58	0.20
	I certainly feel useless. (-) re-coding	0.66	0.89	0.57	0.20
Reaction	I will maintain good memory training.		0.91	0.17	
	I really like this kind of training.		0.84	0.29	
	Training is very good for my work.		0.93	0.14	
	Participating in this kind of training is very useful for my work.		0.92	0.16	
Learning	After the training, I learned more about the training content than before.		0.94	0.12	
	I learned a lot of new things in the training.		0.93	0.13	
Behavior	In my daily work, I often use the knowledge I gained in training.		0.95	0.09	
	I successfully applied the training content to my daily work.		0.91	0.16	
Organizational results	Since the training, I have been more content with my work.		0.94	0.11	
	My job performance has improved through the application of the training contents.		0.93	0.13	
	Overall, it seems to me that the application of the training contents has facilitated the workflow in my company.		0.94	0.12	
	Overall, it seems to me that the organizational climate has improved due to the training.		0.86	0.25	

Table 5: Second of Confirmatory Factor Analyses (Removal Factor Loadings Less than .5)

Factors	Items	Λ		Se	
		T1	T2	T1	T2
self-esteem	In general, I am very satisfied with myself. (DELETE)	--	--	--	--
	I am positive about myself.	0.81	0.75	0.34	0.44
	I feel I have a lot of good qualities. (DELETE)	--	--	--	--

	I can do the same with most other people.	0.88	0.77	0.23	0.41
	I feel that I am a valuable person, at least on the same plane as others. (DELETE)	--	--	--	--
	I hope that I can respect myself more (DELETE)	--	--	--	--
	Sometimes I feel that I am not good at all. (-) re-coding	0.65	0.89	0.57	0.21
	I don't think I have anything to be proud of. (-) re-coding	0.56	0.9	0.68	0.20
	All in all, I tend to think that I am a loser. (-) re-coding	0.65	0.89	0.58	0.20
	I certainly feel useless. (-) re-coding	0.66	0.89	0.57	0.20
Reaction	I will maintain good memory training.	0.91		0.17	
	I really like this kind of training.	0.84		0.29	
	Training is very good for my work.	0.93		0.14	
	Participating in this kind of training is very useful for my work.	0.92		0.16	
Learning	After the training, I learned more about the training content than before.	0.94		0.12	
	I learned a lot of new things in the training.	0.93		0.13	
Behavior	In my daily work, I often use the knowledge I gained in training.	0.95		0.09	
	I successfully applied the training content to my daily work.	0.91		0.16	
Organizational results	Since the training, I have been more satisfied with my work.	0.94		0.11	
	By applying the training content, my work performance has improved.	0.93		0.13	
	In general, in my opinion, the application of training content has promoted the workflow of our company.	0.94		0.12	
	Overall, in my opinion, the organizational climate has improved due to training.	0.86		0.25	

This model has acceptable fit to the data $\chi^2 (249) = 4858.21$, $N = 1312$, $CFI = 0.88$, $IFI = 0.88$, $RMSEA = 0.119$). The structure equation model (SEM) in Figure 1 shows the significant paths of the resulting model. We tested a SEM comprising direct and indirect effects. Self-esteem (T1) ($\beta = 0.33$, $p < .001$) was positively connected to the self-esteem (T2) which in turn, positively affected the training evaluation ($\beta = 0.81$, $p < .001$).

Chi-Square=4858.21(df=249), NNFI=0.86, CFI=0.88,
IFI=0.88, RMSEA=0.119, N=1312

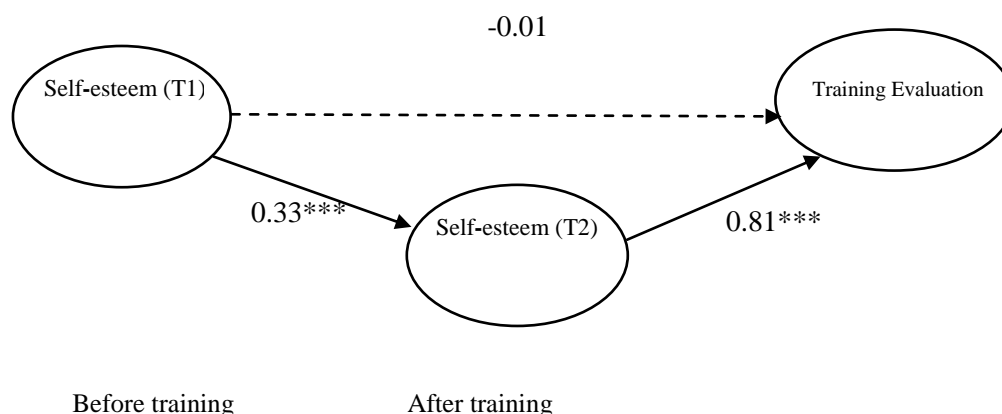


Figure 1: Structural Model

Training evaluation includes reaction, learning, behavior, organizational results. This model has acceptable fit to the data $\chi^2 (247) = 7439.65$, $N = 1312$, $CFI = 0.84$, $IFI = 0.84$, $RMSEA = 0.149$). The structure equation model (SEM) in Figure 2 shows the significant paths of the resulting model. We tested a SEM comprising direct and indirect effects. Self-esteem (T1) ($\beta = 0.29$, $p < .001$) was positively connected to the self-esteem (T2) which had a positive effect on the reaction ($\beta = 0.95$, $p < .001$), learning ($\beta = 0.93$, $p < .001$), behavior ($\beta = 0.98$, $p < .001$), and organizational results ($\beta = 0.98$, $p < .001$).

Chi-Square=7439.65(df=247), NNFI=0.83, CFI=0.84,
IFI=0.84, RMSEA=0.149, N=1312

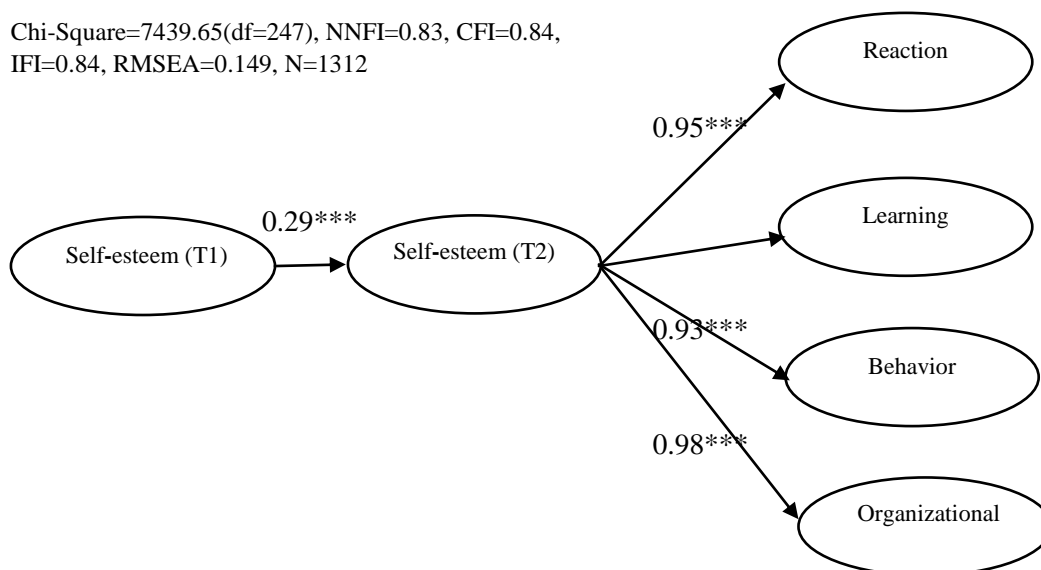


Figure 2: Structural Model focus in Training Evaluation Four Level

CONCLUSION AND SUGGESTIONS

Professional experiential learning instructors can positively influence how the organization system participates in the development of understudies' confidence. Set up a connection between confidence and positive social communication and emotionally supportive networks (Bandura, 1977; Bandura, 1986; Duys & Hobson, 2004). Therefore, the proposed experiential learning gives a chance to respond between confidence and relational communication abilities, which thusly improves students' trust in their work and life potential. The cultivation of self-respect can not only have a positive impact on the success of work and life but also lay the foundation for self-management behavior, providing lifelong service and career-oriented efforts for the students. Students who are confident in their potential have demonstrated to be increasingly persuaded to challenge themselves and look for new learning chances, even if their work exceeds their comfort or perceived skills (Snowman & Biehler, 2012). Experiential learning can strengthen the self-esteem of the trainees, and the elevated self-esteem can effectively improve the training experience of the trainees in their reaction, learning, behavior and organizational results. This study confirms that experiential learning used in organizational education and training can improve the effectiveness of training.

ACKNOWLEDGEMENT

This research was partially supported by the Ministry of Science and Technology, Taiwan, R.O.C. under Grant no. MOS 105-2410-H-164-002 & MOS 106-2410-H-164-001-SSS. This research plan was submitted to the Institutional Review Board for review, JEN-AI HOSPITAL IRB no. 105-23.

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