



## Student's opinion towards constructivist approach in teaching learning process

**Abstract:** This paper aims to study the opinion of students regarding the constructivist approach in teaching learning process. For this purpose sample of 100 students from the public schools was taken through simple random sampling technique. To collect the data, opinionnaire was modified by the investigators. To find the significance of difference between the various groups of students based on gender and locality, 't'-test was applied. Results indicated that group of students do not differ significantly in their opinion.

**Keywords:** Constructivist, Opinion, Students, Teaching-Learning process

### 1. Introduction

Constructivism is a theory that describes the process of creating knowledge from these symbols based on postulates that an individual construct their unique understanding of the world by experiencing, evaluating and incorporating their interpretations into their personal world view. Constructivist learning is active rather than passive, learner-centered rather than teacher directed. Learners are considered to be active organisms seeking meaningful construction of knowledge. It may initially bear little relationship to reality but will become increasingly more complex, differentiated and realistic as time goes on. Learner in constructive approach decide learning task which is best for meaningful learning.

Constructivism as a theory about knowledge and learning (Fosnot, 1996). Constructivism determined for particular learning activities by considering the learners and the material to be learned. It provides meaningful, problem-based thinking and also requires negotiation of meaning, reflection of prior and new knowledge to extend students beyond content presented to them (Christie, 2005). The role of student in constructivist classroom changes from knowledge acquisition to knowledge constructions. Students should be active participant by questioning teachers and other students' idea, give predictions about phenomenon, designing experiments to test his/her ideas, formulate and tests hypothesis and discuss results, compares the findings and results with others to draw their independent conclusions.

The intentional intellectual development of students requires is to change the ways of students thinking and encouraging them to confront what they believe in light of fact and evidence. Critical thinking needs to form own concepts for assimilation of ideas in the challenging phase of their life.

### Rationale of the study

The Indian classrooms are highly heterogeneous in nature. In the classroom, the students have different abilities. Some can master the subject quickly and some take more times to attain mastery.

Constructivist approaches have benefits to learner. For learner, constructive learning involves student's activity in the teaching learning process, developing higher order thinking skills, critical thinking and oral communication skills etc. The purpose of the study was to know the favourableness of constructive approach by following question: Who among urban and rural students were more favourable towards constructive approach? Who among male and female students were more favourable towards constructive approach? These are some of the questions in the mind of the researcher that motivated her to understand this study.

### Objectives of the study

1. To compare the opinion of male and female students towards constructivist approach in a teaching learning process.

- To compare the opinion of rural and urban students towards constructivist approach in a teaching learning process.

## 2. Research Methodology

### Research Method employed

In the present study the researcher employed Survey method. Survey method is one of the categories in descriptive research.

### Population

The population will consist of students of Shahabad Markanda, Kurukshetra, Haryana.

### Sample and Sampling method:

Sample of three schools were randomly selected from a list of ten public schools of Shahabad Markanda, Kurukshetra. After that a sample of 100 students were randomly selected from the list of selected three public schools. For the collection of necessary information for this study, the researcher has modified the previously prepared tool. The modified opinionnaire containing 22 items for student based on attitude scale. Opinionnaires consist of both positive and negative statements. In the 5 point scale, in case of positive items 5,4,3,2,1 mark will be given to strongly agree (SA),agree (A),undecided (U),disagree (D) and strongly disagree (SD) respectively and in case of the negative items the marking procedure will just be the reverse.

## 3. Data Analysis

In order to test the hypotheses of the study, investigator used both descriptive as well as inferential statistical analysis (t-test).

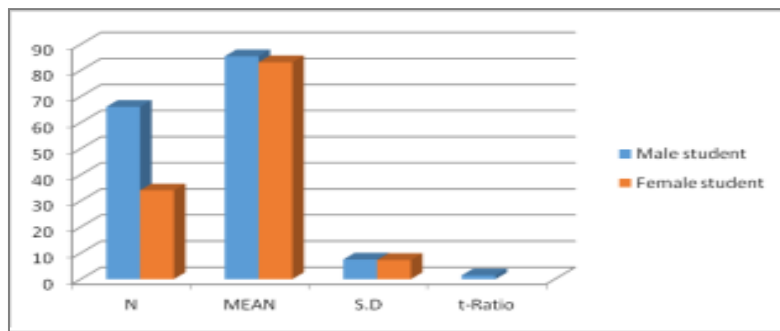
### Objective 1: To compare the opinion of male and female students towards constructivist approach in teaching learning process.

**Hypothesis:** There is no significant difference between the mean score of opinion of male students and female students towards constructivist approach in teaching learning process.

**Table 1: t-ratio and level of significance to compare gender wise student's opinion towards constructivist approach**

Variable	Groups	N	Mean	S.D	t- ratio	Level of significance
Opinion towards constructivist approach	Male Students	66	85.39	7.501	1.457	1.98 at 0.05
	Female Students	34	83.08	7.317		2.63 at 0.01 Not significant

**Interpretation:** The table shows that the mean score of male students was 85.39 and standard deviation was 7.5012 and the mean score of female students was 83.08 and standard deviation was 7.3171. The value of t-Ratio is 1.4574 which is less than table value of t-Ratio (1.98 at 0.05 and 2.63 at 0.01). It is not significant at 0.05 level of significance. So the null hypothesis is accepted.



**Fig.2** Comparison of male and female student's opinion towards constructivist approach

**Description of figure:** Fig 1 shows that the mean score of male students is more as compare to the mean score of female students towards constructive approach. So the male students' opinions were slightly more favourable than female student's opinion towards constructivist approach.

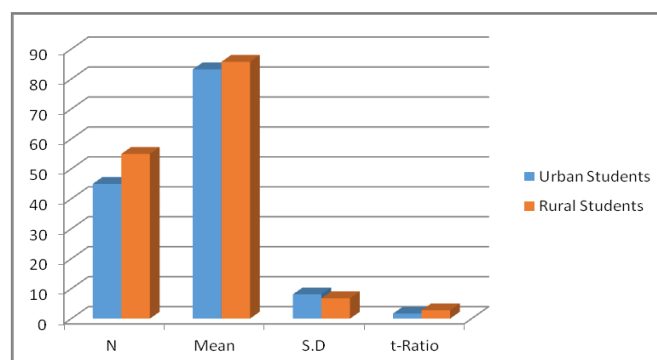
**Objective 2: To compare the opinion of rural and urban students towards constructivist approach in teaching learning process.**

**Hypothesis:** There is no significant difference between the mean score of opinion of urban students and rural students towards constructivist approach in teaching learning process.

**Table 2: t-ratio and level of significance to compare locality wise student's opinion towards constructivist approach**

Variable	Students	N	Mean	S.D	t-Ratio	Level of significance
Opinion towards Constructivist approach	Urban Students	45	83.22	8.1045	1.6618	1.98 at 0.05 Not significant
	Rural Students	55	85.74	6.7963		2.63 at 0.01 Not significant

**Interpretation:** The table shows that the mean score of urban students was 83.22 and standard deviation was 8.1045 and the mean score of rural students were 85.74 and standard deviation was 6.7963. The value of t-Ratio is 1.6618 which is less than table value of t-Ratio (1.98 at 0.05 and 2.63 at 0.01). It is not significant at 0.05 level of significance. So the null hypothesis is accepted.



**Fig.3** Comparison of urban and rural student's opinion towards constructivist approach

**Description of figure:** Fig.2 shows that the mean score of rural students is more as compare to the mean score of urban students towards constructive approach. So the rural student's opinions were more favourable than urban student's opinion towards constructivist approach.

#### 4. Main Findings:

After statistical interpretation of the data gathered by the researcher, the researcher reached at the final step of the study that is to compile main findings of the study. The findings of the present study are:

1. There is no difference in the opinion of male students and female students towards constructivist approach in the teaching learning process.
2. There is no difference in the opinion of urban students and rural students towards constructivist approach in the teaching learning process.

Overall, Students favoured the constructivist approach in teaching learning process to enhance the critical thinking,

### 5. Conclusions:

Constructivist approach helps students to develop processes, skills and attitudes and considers students' learning styles. This approach is one of the best method to learn anything to develop critical thinking, high order thinking and creative thinking. The positive result of constructive approach in teaching learning process shows that it should be implemented to all the school whether it is government or public as the response of students gives green signal to promote maximum and efficient learning. It fulfils the today's society need as well as caters the need of the individual child.

### 6. Implications:

Major implications of the study are following:

1. NCTE should plan to develop teachers with the challenges of modern scenario based on experiential learning and to integrate constructivist teaching practices to improve students' outcome.
2. School should modify their environment as per needs to achieve discovery and inquiry learning. Classrooms should be multidimensional, with different activities at different levels. So that learners learn best through finding and generating their own knowledge.
3. Experience based learning and teaching should be integrated in curriculum by NCERT, SCERT and NCTE, respectively for harmonious development of individuality.

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