Scholarly Research Journal for Interdisciplinary Studies,
Online ISSN 2278-8808, SJIF 2019 = 6.38, www.srjis.com
PEER REVIEWED & REFERRED JOURNAL, SEPT-OCT, 2019, VOL- 7/53

EFFECTIVENESS OF CONSTRUCTIVE CLASSROOM TEACHING PROGRAM FOR PRIMARY LEVEL STUDENTS

Kailas Sahebrao Daundkar, Ph. D.
Principal, Dr. M. A. Khan College of Education, Manchar

Abstract

Our universe is so beautiful with different culture, children is one of part beauty so experiencing such beauty constructive learning is useful to understood the various concepts of science subject easily. An attempt is being made to find the effectiveness of constructive classroom teaching program for General Science subject of 8th standard student. The objective of the research to develop constructive classroom teaching program and find its effectiveness. Multi-method research was adopted, by using survey method, researcher identifies the difficult units and teaching method use by the teachers with help of Questionnaire to General Science subject teachers. Researcher developed constructive classroom teaching program for General Science subject of 8th standard student. Researcher also used Experimental Method and General Science Achievement test as a data collection tool.so researcher developed constructive classroom teaching program is useful as a teaching method to learn the concepts of general Science of students very easily.

***Keywords**: Constructive classroom teaching.*

INTRODUCTION

The main aim of education, as we know is to produce the desired changes in the behavior of the children, and when those changes have taken place, we say that the child has learnt. Woodworth (1954) defined learning as the process of acquiring new knowledge and new responses. It is, undoubtedly, right to say that learning is wealth to poor, an honor to rich, an aid to the young and a support and comfort to the aged. Learning may be thought of as a progressive change in behavior which is associated on the one hand with successive presentations of a situation and on the other hand, with repeated efforts of the individual to react it effectively. In the words of Smith H.P. (1962), "learning is the acquisitions of new behavior or the strengthening or weakening of old behavior as the result of experience". Like teaching, learning is also a life long process. Teaching is a social phenomenon whereas learning is a psychological phenomenon. In the words of Crow and Crow (1973), "Learning is the acquisition of habits, knowledge, and attitude. It involves new ways of doing things and it operates on individual attempts to overcome obstacles or to adjust to new situations.

Being student - centered by nature, "A major theme in constructivism was that learning was an active process in which learners constructed new ideas or concepts based upon their current / past knowledge" says Bruner (1969). Learners actively constructed knowledge and connected it to previously assimilated knowledge, and made it theirs by constructing their own interpretation. According to Brooks and Brooks, (2001), "situations wherein learners have the opportunities for mutual interactions contribute to learning more effectively. Such learning together situations bring with them opportunities for participants both to explain and to receive explanations and thus reflect on reactions and perspectives of their counterparts". These conditions are believed to be conducive to a deeper level of understanding which in turn, results in cognitive growth also.

REVIEW OF RELATED LITERATURE

Bharambe, I. (1997). Conducted research on 1080 students as a sample & ANNOVA used as statistical tools. It is found that there is significant difference between mean of achievement scores of students taught through advance organizer model, analytical synthetic method

Pathak, S. (1999). Conducted research on study effectiveness of CAM with reference to achievements in concepts of slow learner, and it is found that CAM was effective teaching learning strategy & also MTM teaching – learning strategy found an effective.

Vartak, L. (2001). It was found that the activity based teaching –learning & evaluation strategy prepared by researcher was effective.

Jagtap, A. (2005). Conducted research on, compare effectiveness of constructivist approach and traditional method of teaching mathematics to std. 7^{th} students. It was found that there was no significant difference in post test score of controlled and experimental group as taught by traditional method and constructive approach.

Paul, N. (2010) conducted research on the effectiveness of concept attainment concept formation model of teaching for science to VII standard of English medium school of pune city. Survey & experimental method of research was used. It was found that concept attainment & concept formation model are more effective than tradition method.

Dhoot, U. M. (2010). It was found that two methods differed significantly from one another in achievement test and teaching pupil taught by constructivism method achieved higher score in achievement test than taught by traditional method pupil were actively participated in the classroom. Group discussion ability of student could developed by constructivist method.

OBJECTIVE OF THE STUDY:-

1. To assess the existing status regarding the use of teaching method for General Science subject for 8^{th} standard.
2. To develop constructive classroom teaching program for 8^{th} standard General science subject.
3. To find out the effectiveness of constructive classroom teaching program for 8^{th} standard General science subject.

HYPOTHESIS:-

There is a significant difference between the mean scores of achievement in general science subject of Experimental and Control Group on the post test.

NULL HYPOTHESIS

There is no significant difference between the mean scores of achievement in general science subject of Experimental and Control Group on the post test.

ASSUMPTION

1. Social constructivism stresses that learning is a social process. Learning does not take place only within an individual, nor is it a passively developed by external forces (McMahon, 1997).

SCOPE, LIMITATION AND DELIMITATION

SCOPE: -

1. The research is conducted in Maharashtra State.
2. This study is related to 8^{th} standard of General Science subject students.

LIMITATION:

1. The attitude, interest and fatigue of Teacher and students are beyond the control of researcher.
2. The Teacher and students who were present at the time of data collection are included in the study.

DELIMITATIONS

1. This survey is delimited to the Primary level Teacher of Tal; khed.
2. Only two schools from Pune district are included in the Experiment.
3. This experiment is delimited to the 8^{th} standard students only.
4. The research study includes only Marathi Medium School.
5. This study is delimited to the use of constructive classroom teaching program.

6. Only Six units from whole syllabus are taken into account to frame the program.

PLAN AND PROCEDURE OF STUDY:-

The present study is based on Applied Research and Multi method was used. In survey research 102 teachers selected as a sample, Questionnaire as tool of data collection also Questionnaire given to 102 teachers of 8^{th} standard. Constructive classroom teaching program developed by Researcher. Developed constructive classroom teaching program implemented on 44 students of 8^{th} standard students and by Achievement test of compare scores of General science subject. Researcher used only posttest equivalent group design for Experiment.

DATA ANALYSIS:-

In the present study for survey percentage used as tool of analysis for questionnaire and rating scale also used. For the experimental study descriptive and inferential analysis used. Mean, media and mode, Standard deviation calculated. T-test' used to determine the difference between pretest and posttest scores in conceptual understanding of General Science subject.

Table No: 01 Two sample T test for post test of Experimental and control group

Group	N	Mean	S.D.	df value	Paired T-value	T table	Sig.(2 tailed)
Control	40	24.70	2.63				
Experimental	44	31.18	2.713	82	12.45	1.67	Significant

FINDINGS:

1. 8^{th} standard teacher used the traditional method of teaching and learning while teaching the general science subject

2. There is a significant difference between the mean scores of achievement in general science subject of Experimental and Control Group on the post test.

DISCUSSION ON FINDINGS:

The present research study was conducted by using the Multi Research Methods such as; Survey Method, Product Development Method and Experimental Method. The survey Method was conducted to assess the existing condition regarding the use of teaching methods by the Teacher. The findings regarding the Survey reflected that Teachers are aware about general theoretical aspects of Constructive classroom teaching but they don't know the appropriate meaning of strategies are useful to the teachers and learners.

The objective number three of the present research study was to find out the effectiveness of the program on the achievement of the students. For fulfill this objective Experimental Method was followed. This objective was assessed by conducting Achievement Test on the students.. The test was administered on Experimental and Control Group. The finding indicates that the achievement of students of Experimental Group was increased than the achievement of students of Control Group because of the implemented Program of Constructive classroom teaching in science. The developed Program was effective. Similar finding regarding the effect of strategies were found in the research of Vartak, L. R. (2001) and the result was 'The implemented strategy was found to bring about a significant improvement in the students from all the eight experimental groups.

CONCLUSION:

Constructive classroom teaching program were increased the effectiveness on the achievement level of the students of the Experimental Group in General Science of 8th standard.

CONTRIBUTION OF THE STUDY TO THE FIELD OF EDUCATION:

The present study is helpful to the Teacher -

- ✓ to understand the theoretical and practical aspects of the Constructive classroom teaching and learning.
- ✓ to acquaint with various Constructive classroom teaching strategies.
- ✓ to plan their teaching by including Constructive classroom teaching.
- ✓ to evaluate Constructive classroom teaching in their teaching of other subject.

The present study is helpful to the students -

- ✓ to get an idea about learning through interactive ways.
- ✓ to learn the things with group or peers.
- ✓ to do self study by using various Constructive learning ways.

The present study is helpful to the Researchers -

- ✓ to acquaint with research methodological aspects of the present study.
- ✓ to studying similar problem but in other subject.
- ✓ to get the base for their research problem.
- ✓ to select research design, development of tools, development of product, data analysis etc.

REFEFENCES:

Best J. W., & Kahn J. V. (2012). Research in Education (10th ed.). New Delhi; PHI Learning Private LTD.

Bruce J., Marsha W., & Emily C. (2011). Models of Teaching (8th ed.). New Delhi; PHI Learning Private ltd.

Chellamani, K., & Nair, S. (June 2012). Integration of Constructivism with digital Port folio, Edutracks, vol.12, No. 1.

Khan, S. H. (Sep 2014). Constructivism: An innovative teaching Method in Science, Edutracks, vol.14, No. 12.

Mangal, S.K., & Mangal U. (2010). Learner, Learning and Cognition, Ludhiyana; Tondon publication.

Nanda, V.K. (1998). Modern Techniques of Teaching, vol. 4, New Delhi; Anmol Publication Private Ltd.

Naorem, J. (June 2013). Growth And Genesis of Constructivism: Constructivist And Their Contribution, Edutracks,vol.12, No. 4.

Sharma S. (Eds) Constructivist Approches to teaching learning handbook for teachers of secondary stage, New Delhi; NCERT.

Selvam, P. (2014). Teaching- Learning Paradigmas, New Delhi; Random publication.

Vygotsky, L. (1999). Eucational Psychology, New Delhi; st. Lucie Press.

Wendy, B., & Stephen, B. (2008). 100 Ideas for teaching Creative Development, London; M.P.G. Books Ltd.