

**EFFECTIVENESS OF CONSTRUCTIVIST APPROACH ON
ACHIEVEMENT IN SOCIAL STUDIES IN RELATION TO STUDY
HABITS OF CLASS 9th STUDENTS**

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ABSTRACT:

The aim of the current study was to examine the effectiveness of constructivist approach on achievement in social studies in relation to study habits of class 9th students. A sample of 100 students was raised from a Government school of Chandigarh by employing experimental method to analyse the data. The results of the study showed that there is positive or significant effect of constructivist approach on the achievement in social studies of class 9th students. It was also found that there is positive effect of experimental groups with the good study habits through constructivist approach.”

Key Words - Social Studies, Constructivist Approach, Achievement, Study Habits

INTRODUCTION

Education is mode of facilitating, learning, or acquisition of knowledge, skills, values, beliefs, and habits in which teaching is about “Learning Teaching process” and constructing knowledge is an emerging pedagogy in social studies, which is a vital subject under curriculum, particularly at 9th level as this stage values can be enhanced among students with greater ease. But in the current, traditional method, Social Science is taught through teacher-centred activities that NCF 2005 argues and rejects this notion and asserts that the relevance of social studies has increased as the higher expanding sector and so must be taught with newer methodologies for the success. Also, it helps in developing skills of analysis and creativity and constructing the knowledge and utility in their real life that emphasize the memorization of facts and concepts. The present education scenario claims that learning is not an isolated activity; it is connected with child ideas and the surrounding environment.

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It points out that, the ideas, views, thoughts, and experiences which exist in a learner are the main source for learning. Thus, previous experience and prior knowledge is necessary to create new knowledge for the learner. These ideas present an advance way called Constructive Perspective or Constructivist Approach. The main version of this perspective is a new knowledge construct by learner individually and collectively in the background of prior and older experience. Overall, the main notion of constructivism is to nullify the teacher dominated classroom and initiate learner ownership in the classroom.

As Andrewartha and Wilmot, (2001), says “The learners can no longer rely on the lecturer to instruct them what, how, where and when to think. Students should be provided situation to actively choose programmed components in whatever desired order, rather than simply work through a predetermined course of study”. Brooks & Brooks (1999) observed that constructivism is a viewpoint of education founded on the premise that by dazzling on our experience, we construct our own understanding of the world we live in”. Bolliger (2005), found that students would perceive constructivist approaches in the classroom and their own learning were considered to be helpful in students’ learning. All participants indicated the course activities had been helpful in their learning. Yilmaz & Sahin (2011), showed that pre-service teachers preferred constructivist teaching views more than traditional teaching views, and this correlated with their epistemological beliefs. Loyens (2009), conceive Students’ conceptions of constructivist *learning* in different programme years and different learning environment, that the learning environment makes the difference with respect to students’ conceptions of constructivist learning activities and their achievement. Brooks and John (2010) worked that the performance of science students taught with constructivist approach was better than that of group taught by conventional approach. Experimental methodology in learning and finding the higher order thinking skills of learner and mathematics taught through constructive teaching approach is not only helpful in achievement but interest factor increases that makes the learning habits more effective .

HYPOTHESES OF THE STUDY

Hypotheses of the study were: -

- I. There will be no significant difference in pre-test and post-test scores of experimental groups.
- II. There will be no significant difference in pre-test and post-test scores of control group.

III. There will be no significant difference in post-test scores of experimental group and control group.

IV. There will be no significant difference in post-test scores of experimental group with the good and poor study habits.

V. There will be no significant difference in post-test scores of control group with good and poor study habits.

METHOD OF STUDY

In the current study, experimental method was employed to collect the data. Experimental research studies are designed to obtain pertinent and precise information concerning the current status of the phenomenon and whenever possible to draw valid general conclusions from the facts discovered.

SAMPLE OF STUDY

Stratified random sampling technique was used. The sample selected for the investigation comprised of the 100 students studying in IX class from a government school of Chandigarh. Out of these 100 students 50 students were taken in each section were assigned to experimental and control group.

TOOLS USED

The data required for the present study was collected using the following tools: -

-Achievement test in Social Studies for class IX students (questionnaire prepared by the investigator).

-Test of study habits, by C.P Mathur (2002).

STATISTICS USED: t-test

RESULTS

TABLE -1: Mean, S.D., t-ratio, level of significance of achievement between pre-test and post-test of Experimental group

Experimental Group	N	Mean	Standard Deviation	t-ratio	Level of significance
Pre-test	50	6.86	2.51	8.05	0.01
Post-test	50	13.20	4.96		

The mean scores of pre-tests and post-test in achievement of experimental group were 6.86 and 13.20. The S.D. of scores of pre-test and post-test of experimental group of government students were 2.51 and 4.96. The t-ratio between pre-test and post- test in achievement was 8.05 which is significant at 0.01 level of significance. This shows that there will be significant difference between the Achievement of pre-test and post-test of experimental group of students.

TABLE -2: Mean, S.D., t-ratio, level of significance of achievement between pre-test and post-test of Control group

Control Group	N	Mean	S.D.	t-ratio	Level of significance
Pre-test	50	5.66	3.15	1.63	Not Significant
Post-test	50	6.62	2.70		

The mean scores of pre-tests and post-test in achievement of control group were 5.66 and 6.62. The S.D. of scores of pre-test and post-test of Control group of government students were 3.15 and 2.70. The t-ratio between pre-test and post- test in achievement was 1.63 of Control group which is not significant at 0.01 and 0.05 level of Significance. This shows that there is be no significant difference between the Achievement of pre-test and post-test of Control group of students.

TABLE -3: Mean, Standard Deviation, t-value, level of signifance of achievement of post-test of Control group and Experimental group

Groups	N	Mean	S.D.	t-ratio	Level of significance
Experimental Post-test	50	13.20	4.96	8.22	0.01
Control Post-test	50	6.62	2.70		

The mean scores of achievements of post-test of Experimental group and Control group of students were 13.20 and 6.62. The S.D. of scores of post-tests of Experimental Group and Control Group of government students were 4.96 and 2.70 respectively. The t-ratio between achievements was 8.22 of Experimental and Control Group which is significant at 0.01 level

of significance. This shows that there will be significant difference between the Achievement of post-test of Experimental and Control Group of students.

TABLE -4: Mean, S.D., t-value, level of significance in post-test Achievement of experimental groups with the Good and poor study habits.

Experimental Group (Study Habits)	N	Mean	S.D.	t-ratio	Level of significance
High (Good)	14	19.00	1.88	12.08	0.01
Low (Poor)	14	8.50	2.65		

The mean scores of post-test Achievements of experimental group with the good and poor study habits were 19.00 and 8.50. The S.D. scores of high and low in post-test achievement of experimental group was 1.88 and 2.65 with good and poor study habits. The t-ratio between high and low in post-test achievement with good and poor study habit were 12.08 of experimental group of students at which is significant at 0.01 level of significance. This shows that there will be significant difference between the Achievement of post-test of high and low scores of experimental groups of students with good and poor study habits.

TABLE -5: Mean, S.D., t-value, level of significance in post-test scores of control groups with the Good and poor study habits.

Control Group	N	Mean	S.D.	t-ratio	Level of significance
High (Good)	14	6.71	2.16	0.44	Not Significant
Low (Poor)	14	6.28	2.86		

The mean scores of post-test Achievements of control group with the good and poor study habits were 6.71 and 6.28. The S.D. scores of high and low in post-test achievement of control group was 2.16 and 2.86 with good and poor study habits. The t-ratio between high and low in post-test achievement with good and poor study habit were 0.44 of control group of students at which is not significant at 0.01 and 0.05 level of significance. This shows that

there was no significant difference between the Achievement of post-test of high and low scores of control groups of students with good and poor study habits.

DISCUSSION

It is found that Constructivist approach has a significant or positive effect on the achievement of social studies. This approach allows a different perspective on education, we also see different measurement and evaluation activities that makes learning more effective and interesting which clears that in place of product-oriented learning, it focuses on the process of learning by exhibition, project work, debates, group discussion, quiz etc. In this approach, students are very active in the teaching and learning activities which are neglected in traditional method of teaching. Through constructivist approach students are more capable to achieve their marks in academics and because of their high interest related to curriculum, its automatically changes their study habits. It can be concluded that this learning approach which uses a different view in learn activities, have an important contribution on the academic achievement of students and on the durability of the information learned. According to Brown (1999), 'the teacher's role would shift to that of a guide and facilitator. The classroom environment would begin to take the shape of a "learning community" where interaction is an important key. In order for changes of this nature to occur in the classroom the teachers need to be well versed in theory and understand its implications' (Brown 2000). Once the theory and its applications are understood, educator will be able to effectively teach Social Science to their students.

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