



# Attitude towards Constructivist Approach among School Teachers

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## Abstract

Constructivism is a learning theory that stresses learners' active participation in developing their own understanding. Teachers' attitudes toward the constructivist approach play an important role in actively constructing knowledge through experience and reflection, and they are key for improving learning outcomes. The present study aims to find out the level of school teachers' attitude towards constructivist approach. Data was collected from hundred school teachers of Kanniyakumari District, by administering attitude scale on constructivist approach. Percentage analysis, t test was used as statistical techniques. The findings of the study revealed that the (68%) majority of school teachers possess moderate level of attitude towards constructivist approach. And also, the findings of the study revealed that there exists no significant difference between mean scores of localities of institution and educational qualification of school teachers' attitude towards constructivist approach.

**Key Words:** Constructivist approach, attitude and school teachers.

## Introduction

In the context of teaching and learning, attitude refers to the mindset, beliefs, and disposition that teachers and students bring to the learning environment. Attitudes play a significant role in shaping the learning experience and outcomes. The attitudes of teachers can greatly influence the classroom atmosphere and students' motivation and engagement. Teachers with positive attitudes towards their subject matter, students, and teaching can create a supportive and encouraging learning environment. Conversely, negative attitudes or biases can hinder students learning and development. Constructivism emphasizes that knowledge cannot be imparted solely through classroom instruction. Learners construct knowledge through an active, mental process. development. Research indicates that using constructivist teaching methods improves student learning outcomes. Research indicates that using a constructivist approach in the classroom improves students' learning abilities, motivation, and knowledge retention (Jong Suk Kim, 2005; Watson, Aubusson, and Boddy, 2003; Artun, Huseyin, Costu, & Bayram, 2013).

Constructivism is a learning theory based on scientific observation and research which explains how people learn. Students construct their own knowledge about the world around them through reflections of their experiences. Constructivist learning is an educational theory that suggests learners actively construct their own understanding and knowledge of the world through experiences and reflection. This theory, rooted in the works of philosophers like Piaget and Vygotsky, propound that learners build new knowledge upon their existing cognitive structures, prior experiences, and social interactions. In a constructivist learning environment, learners are encouraged to engage in hands-on activities, problem-solving tasks, and collaborative projects that promote critical thinking, inquiry, and exploration. Teachers often serve as facilitators or guides, rather than simply dispensing information, fostering an environment where students take ownership of their learning.

## Key principles of constructivist learning include

1. Active Engagement: Learners are actively involved in the learning process through exploration, experimentation, and problem-solving.
2. Social Interaction: Collaboration and discussion with peers, mentors, and experts play a crucial role in constructing knowledge.
3. Authentic Tasks: Learning tasks and activities are meaningful and relevant to learners lives, often reflecting real-world problems and situations.
4. Reflections: Learners are encouraged to reflect on their experiences, beliefs, and understanding, promoting deeper comprehension and metacognition.
5. Scaffolding: Teachers provide support and guidance to learners as they navigate challenging tasks, gradually withdrawing support as students develop competence.

## Objective of the Study

6. To study the level of attitude towards constructivist approach of school teachers.
7. To find out whether there is any significant difference in the attitude of school teachers towards constructivist approach based on locality of institution.

8. To find out whether there is any significant difference in the attitude of school teachers towards constructivist approach based on educational qualifications

### Hypotheses of the Study

1. The level of attitude towards constructivist approach among school teachers.
2. There exists a significant difference in the attitudes of school teachers towards constructivist approach based on locality of institution.
3. There exists a significant difference in the attitudes of school teachers towards constructivist approach based on educational qualification.

### Methodology Adopted

**Method Used:** Normative survey method was used for the present study.

**Sample:** The sample for the study consisted of hundred school teachers from fifteen schools of Kanniyakumari District using simple random sampling technique.

**Tool Used:** For the present study an attitude scale on constructivist approach was constructed and validated by the investigator.

**Statistical Techniques Used:** The data was analyzed using percentage analysis and t -test

### Analysis and Interpretation of Data

**Table 1: Level of attitude among prospective teachers towards cooperative learning**

Attitude	Count	Percent
Low	23	23.00
Medium	68	68.00
High	9	0.00
Total	100	100.00

From the above Table it is clear that, among the total sample, 23% of prospective teachers have low level of attitudes towards cooperative learning, 68% of prospective teachers have moderate level of attitude towards cooperative learning and remaining 9% of prospective teachers have high level of attitudes towards cooperative learning. It shows that most of the prospective teachers have moderate level of attitudes towards cooperative learning.

**Table 2: Significance difference between Rural and Urban area prospective teachers on their attitude towards Cooperative Learning**

Locale	Mean	SD	N	t	p	Remark
Urban	148.02	20.24	51	1.045	0.299	NS
Rural	143.45	23.44	51			

From the above Table, it is clear that the calculated p - value is greater  $<0.05$  (5 percent level of significance) Hence there exists no significant difference in the mean scores of school teachers attitude towards constructivist approach based on their locality of institution. It may therefore be observed that the rural and urban school teacher has more or less same level of attitude towards constructivist approach

**Table3. Significance difference between prospective teachers based on Educational Qualification on their attitude towards Cooperative learning**

Educational qualification	Mean	SD	N	t	p	Remark
UG	141.68	23.24	41	1.501	0.137	NS
PG	148.47	20.73	59			

From the table 3 it is revealed that the obtained t value is 1.501 level. ( $p > 0.05$ ), which is not significant at 0.05 level. Hence there exists no significant difference in the mean scores of school teachers attitude towards constructivist approach based on their educational qualification. It may therefore be observed that the undergraduate and postgraduate school teacher has more or less same level of attitude towards constructivist approach.

### Result and Discussion

The findings revealed that 23 % of school teachers have low level of attitude towards constructivist approach, 68 % is with moderate level of attitude towards constructivist approach and 9 % have high level of attitude towards constructivist approach. And there exists no significant difference in the mean scores of schools teachers' attitude towards constructivist approach based on locality of institution and educational qualification.

### Conclusion

In contrast to conventional teacher-centered educational methods, constructivist approaches place a strong emphasis on rote learning and memory. Constructivist learning encourages a more dynamic, participatory, and student-centered approach to education, enabling students to actively construct meaning and understanding. Teachers' attitudes on the constructivist approach might differ greatly based on their educational background, life experiences, and personal philosophies. Certain educators fully support the constructivist method, perceiving its focus on student-centered learning, critical thinking, and practical exercises as potent means of capturing students' attention and promoting more profound comprehension. In a constructivist classroom, the teacher's job is complex and includes many facets, such as cooperation, support, guiding, and facilitation, all with the goal of enabling students to actively create their own understanding.

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