



EFFECTIVENESS OF CONSTRUCTIVIST INSTRUCTIONAL DESIGN TO ENHANCE READING ABILITY AMONG UPPER PRIMARY STUDENTS

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ABSTRACT The present study aims to improve the reading ability among upper primary students through constructivist instructional design. The investigator has constituted an experimental and control group to identify the effectiveness of constructivist instructional design to improve the reading ability among upper primary students. The sample size of the study was fifty students in the experimental group and fifty students in the control group respectively. The study result reveals that constructivist instructional design significantly improves the reading ability among upper primary students. The present study recommends that the teacher can frequently adopt the constructivist instructional design to improve the reading ability among upper primary students and recommends that the upper primary students utilize the constructivist instructional design to improve their reading ability.

KEYWORDS : Constructive instructional design, Reading ability, Upper primary students

INTRODUCTION

Reading may be regarded as a basic skill to be acquired by every learner and hence every effort should be directed towards its development in children from early life. Studies have shown that schools and teachers do not have as big an influence on children as parents & friends do. The people that children spend the most time with are the ones who govern their thoughts and directions in life. To be around people who propagate learning and reading is always a good thing for a child. There are many benefits to picking up such reading habits, especially when it comes to matters that pertain to the child's mental growth. Without a reading habit, a child can grow up with some difficulties, especially if in a line of work that requires reading at any level. Walia & Sinha (2014) assert that reading is regarded as a process, a mode of thinking and a kind of real experience, and it involves many complex skills: the ability to perceive printed words, to skim for information and then perhaps to read intensively. According to Kutay (2014), reading improves the thinking ability by giving new concepts and ideas and enhances vocabulary and language which is essential in verbal communication. Constructivist learning is the combined element of the multiple realities constructed by people and implications of those constructions for their live and interactions with others (Patton, 2002). Constructivist view of learning emphasizes the significance of the individual learner's prior knowledge (Wu & Tsai, 2005). According to Cannella & Reift (1994), Richardson (1977), individuals create or construct their own new understanding or knowledge through the interactions on what they already know and believe and ideas, events and activities with which they come in contact.

NEED AND SIGNIFICANCE OF THE STUDY

In a multilingual country like India, the role of English as a second language is vital, especially in the context of Liberalization, Privatization and Globalization. The Indian Education Commission (1964-1966) observed, "English as an important library language would play a vital role in higher education. No student should be considered as qualified for a degree, unless he has acquired a reasonable proficiency in English". The New Education Policy of the Government of India (1985) emphasizes the need for developing the learners' capacity for self study and improving their reading efficiency in English. In this era of Information Explosion, the students are confronted with the task of effective Information Management, in which the main concerns are what to read, how to read, how much to read, how much time to take, what to remember from the reading and how to apply them for improvement in their field of study. Goodman (1973) reminded as; A reader, then is a user of language who constantly seeks sense from what he reads. Reading comprehension is understood without any doubt. If the learner is acted to read the text, the learners should comprehend the meaning completely. Though there have been attempts in the Indian education scene to try to put the novel methods of reading, the number of such attempts is far below, compared with international researchers. Research on constructivist instructional design strategies in reading is very low in India. In particular, there is

no empirical evidence to ascertain the effectiveness of constructivist instructional design teaching of reading in the Indian context in English language among upper primary students. Hence, the problem taken by the investigator has been stated as "Effectiveness of Constructivist Instructional Design on Reading"

OBJECTIVES OF THE STUDY

The following were the objectives of the study.

1. To identify the level of reading ability among upper primary students.
2. To develop constructivist instructional design on improving reading ability among upper primary students.
3. To experiment the constructivist instructional design among upper primary students to enhance reading ability.
4. To find out the effect of constructivist instructional design on improving reading ability among upper primary students.
5. To find out the significant difference between experimental and control groups in the improvement of reading ability among upper primary students.
6. To find out relationship between experimental and control group in the improvement of reading ability among upper primary students.
7. To offer suggestion for the improvement reading ability among upper primary students.

HYPOTHESES OF THE STUDY

1. Pupils taught through constructive instructional design will have higher mean achievement than the pupils taught through Conventional Method of Teaching.
2. There will be a significant difference between the Experimental Group and the Control Group students in improvement of reading ability in with respect to certain demographic variables.

METHOD OF RESEARCH

The investigator has administered an experimental method with parallel group design. Experimental and control groups have constituted to identify the effectiveness of constructivist instructional design to improve the reading ability among upper primary students.

SAMPLE FOR THE STUDY

The investigator has constituted fifty upper primary students in the Experimental group and fifty students in the control group for the conducting the experimentation of the study.

DATA ANALYSIS AND INTERPRETATIONS

1. There will be a significant difference between the means of the Reading ability scores of the Control Group and the Experimental Group students as measured by the pre-test.

Significance of Difference between the means of the Reading ability scores of the Control Group and the Experimental Group students as measured by the Pre-Test

Group	N	Mean	S.D	t
Control Group	50	26.10	1.594	1.052
Experimental Group	50	26.36	1.495	

The above Table reveals that the mean Reading ability score of the Control Group stood at 26.10 while the mean Reading ability score of Experimental Group was 26.36. The respective standard deviations are 1.59 and 1.49. The worked out 't' value shows that the difference between the mean scores of the control and experimental group students is not significant at 5% level. Hence, the Hypothesis is not retained. This indicates that the control and experimental group students did not differ much in their Reading ability scores before the treatments.

2. There will be a significant difference between the means of the Reading ability scores of the Control Group and the Experimental Group students as measured by the post-test

Significance of Difference between the means of the Reading ability scores of the Control Group and the Experimental Group students as measured by the Post-Test

Group	N	Mean	S.D	t
Control Group	50	30.00	1.863	44.608
Experimental Group	50	45.40	1.030	

The above table reveals that the mean Reading ability score of the Control Group stood at 30.00 while the mean Reading ability score of Experimental Group was 45.40. The respective standard deviations are 1.86 and 1.03. The worked out 't' value shows that the difference between the mean scores of the control and experimental group students is significant at 5% level. Hence, the Hypothesis is retained. This indicates that the experimental group students have more reading ability than the control group of students.

RECOMMENDATIONS OF THE STUDY

Based upon the findings of the study the following recommendations were made by the investigator.

1. The present study recommends that the teacher can adopt the constructivist instructional design to improve the reading ability among upper primary students.
2. The present study recommends that the upper primary students utilize the constructivist instructional design to improve their reading ability.
3. The present study recommends that the teacher can develop the constructivist instructional design based lesson plan to teach the difficult part in English among upper primary students.
4. The present study recommends that the upper primary students utilize the constructivist instructional design lesson plan to improve their reading related skills.

CONCLUSION

Reading may be regarded as a basic skill to be acquired by every learner and hence every effort should be directed towards its development in children from early life. The New Education Policy of the Government of India (1985) emphasizes the need for developing the learners' capacity for self study and improving their reading efficiency in English. The present study concludes that constructivist instructional design has more influence for improving reading ability among upper primary students.

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