



A Study of Attitude Towards Constructivist Approach of Teaching Among Pre-Service and In-Service Teachers

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ABSTRACT

The purpose of this study was to examine pre-service and in-service teachers' attitudes towards the Constructivist approach of teaching. The classroom organization suggested by this approach differs in many respects from that of the traditional approach, one of the characteristics distinguishing between constructivist and other classroom environments is the teachers who, instead of simply transmitting knowledge whereas constructivist approach suggests that teachers are of facilitator of knowledge. There were 80 pre-service and in-service teachers' who answered an attitude scale, containing 30 items about knowledge, concept, content, competence and application attitudes toward Constructivist approach of teaching. The researchers found that the teachers (pre-service and in-service) are having favourable attitude towards Constructivist approach of teaching whereas there was no significant difference found between pre-service and in-service teachers in respect of constructivist approach of teaching. One of the finding of this research also revealed that there was no significant influence of gender on attitude towards Constructivist approach of teaching among pre-service teachers and inservice teachers.

KEYWORDS

Introduction: Attitude is a feeling or opinion about something or someone, or a way of behaving that is caused by this. An Attitude towards Constructivist approach of teaching is a feeling or opinion about the concept, theory and implication of Constructivist approach during teaching. It's habitually very difficult to change people's attitudes. When we talk about teaching approach, most of the teachers use traditional method since long time but now instead of traditional method, constructivist approach of teaching proves that it is one of the best approaches of teaching. Constructivist approach of teaching is based on constructivist learning theory. Constructivist learning theory is based on the principle that learning occur as learners are actively participated in a process of meaning making and knowledge construction as contrasting to passively receiving information. Learners are the maker of meaning and knowledge. John Dewey suggests that education must engage with and enlarge experience and the exploration of thinking and reflection associated with the role of educators. Piaget suggests that learner learn by expanding their knowledge by experiences which are generating from infancy to adulthood which are necessary for learning. Constructivist learning theory states that all knowledge is constructed on the basis of previous knowledge.

Realizing the importance of Constructivist learning theory in learning system, our educational curriculum recently shifted emphasis from teacher-centered to student-centered approaches where the teacher act as a facilitator or guide in the learning process. It is very necessary to equip our teachers towards child centered education system in spite of teacher-centered education system. Therefore teachers should possess favourable Attitude towards Constructivist approach of teaching, but in actual practice it is happen or not. Pre-service teachers and in-service teachers are the implementers of the Constructivist approach of teaching in class-rooms. It is considered to be important to identify the attitudes of the Pre-service teachers and in-service teachers towards Constructivist approach of teaching because they will be future implementators of the approach

In order to investigate, researchers decided the following objectives of this study.

Objectives of the study:

- To find out the level of attitude towards Constructivist approach of teaching among pre-service and in-service teachers

- To study the attitude towards Constructivist approach of teaching among pre-service and in-service teachers.
- To study the influence of gender on attitude towards Constructivist approach of teaching among pre-service teachers.
- To study the influence of gender on attitude towards Constructivist approach of teaching among in-service teachers.

Hypothesis of the study:

- On the basis of the objectives of the study, researchers developed following null hypothesis.
- There is average level of attitude towards Constructivist approach of teaching among pre-service and in-service teachers
- There is no significant difference between attitude towards Constructivist approach of teaching among pre-service and in-service teachers.
- There is no significant influence of gender on attitude towards Constructivist approach of teaching among pre-service teachers.
- There is no significant influence of gender on attitude towards Constructivist approach of teaching among in-service teachers.

Methodology

Sample:

For the present study the survey type descriptive research method was adopted. The study involves comparison between pre-service and in-service teachers, and male and female teachers. Stratified random sampling procedure is adopted to draw out the sample of the study. Total 80 teachers in which 40 pre-service and 40 in-service teachers are taken as a sample. The size of the sample is of 80 teachers which include 40 male and 40 female pre-service and in-service teachers.

Data Collection Tool:

For measuring the attitude towards Constructivist approach of teaching of pre-service and in-service teachers, researchers used self prepared instrument, attitude scale towards Constructivist approach of teaching (ASTCAT) which is based on five dimensions i.e knowledge, concept, content, competence and application. This scale consists of 30 items having responses in form of five rating scale (Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree). 5,4,3,2 and 1 and vice-versa marks allotted for the responses according

to rating scale. High score indicating high attitude towards Constructivist approach of teaching and low score showing low attitude towards Constructivist approach of teaching. After the collection of data, the scoring was done according to the scoring procedure of tool. Minimum score obtained could be 0 and maximum score could be 150.

Statistical Techniques used:

Researchers used percentage and 't' test for analysis of data.

Results and Discussion:

For hypothesis no.1 that is there is average level of attitude towards Constructivist approach of teaching among pre-service and in-service teachers.

Table no. 1. Range of Scores, frequency and percentage of different level of attitude towards Constructivist approach of teaching.

Level	Most favourable	Favourable	Intermediary	Unfavourable	Most Unfavourable
Range of Score	Above 120	81-120	46-80	31-45	30 and less
Frequency	30	20	17	8	5
Percentage	37.5	25	21.25	10	6.25

From table no. 1 it is found that majority of teachers including pre-service and in-service i.e., 37.5% have of most favourable attitude towards Constructivist approach of teaching. Similarly there are teachers including pre-service and in-service having favourable (25 %) level of attitude towards Constructivist approach of teaching. Around 21.25 % of teachers (pre-service and in-service) are found to have intermediary level of attitude towards Constructivist approach of teaching. Only 10 % & 6.25% of teachers (pre-service and in-service) are found to have Unfavourable and most Unfavourable level of attitude towards Constructivist approach of teaching respectively. Thus hypothesis no.1 is rejected and it is concluded that there is more favorable level of attitude towards Constructivist approach of teaching among pre-service and in-service teachers

The second hypothesis states that there is no significant difference between attitude towards Constructivist approach of teaching among pre-service and in-service teachers.

This hypothesis is verified and shown in table. No 2.

Table No.2 Showing Significance of 't' of attitude towards Constructivist approach of teaching among pre-service and in-service teachers. .

Category	Mean	SD	N	Df	't'	Sig.
Pre-Service teachers	88.26	7.23	40	78	.83	NS
In-Service teachers	89.40	7.56	40			

The value of 't' is found to be not significant and the hypothesis is accepted. Thus, it is concluded that there is no significant difference between attitude towards Constructivist approach of teaching among pre-service and in-service teachers. This shows that attitude towards Constructivist approach of teaching among pre-service and in-service teachers, is found of same level. It reveals that the effectiveness of Constructivist approach of teaching on achievement of learners influences the attitude of pre-service and in-service teachers. Lütfi Üredi (2013) found that most of the classroom teachers have positive attitudes towards the constructivist approach and they created constructivist learning environment at medium level.

Gender and Attitude towards Constructivist approach of teaching

The third hypothesis states that there is no significant influence of gender on attitude towards Constructivist approach of teaching among pre-service teachers.

This hypothesis is verified and shown in table No. 3

Table No. 3 Significance of 't' between male & female Pre-ser-

vice teachers in respect of their attitude towards Constructivist approach of teaching .

Category	Mean	S.D	N	Df	't'	Sig.
Male pre-service teachers	88.12	6.23	40	78	.56	NS
female pre-service teachers	87.23	7.78	40			

The value of 't' is found to be not significant and the hypothesis is not rejected. Thus, it is concluded that there is no significant difference between male & female Pre-service teachers in respect of their attitude towards Constructivist approach of teaching. By observing mean it is further found that (88.12) male pre-service teachers students are little superior to female pre-service teachers (87.23) in respect of their attitude towards Constructivist approach of teaching.

Gender and attitude towards Constructivist approach of teaching

The fourth hypothesis is that there is no significant influence of gender on attitude towards Constructivist approach of teaching among in-service teachers.

These hypothesis is verified and shown in tables No.4

Table No.4 Significance of 't' between male & female in-service teachers in respect of their attitude towards Constructivist approach of teaching .

Category	Mean	S.D	N	Df	't'	Sig.
Male in-service teachers	88.43	7.3	40	78	.55	NS
Female in-service teachers	87.56	6.9	40			

The value of 't' is found to be not significant and the hypothesis is not rejected. Thus, it is concluded that there is no significant difference between male & female in-service teachers in respect of their attitude towards Constructivist approach of teaching. By observing mean it is further found that (88.43) male in-service teachers students are little bit superior to female in-service teachers (87.56) in respect of their attitude towards Constructivist approach of teaching.

It is concluded that for the betterment of education system, constructivist approach of teaching is of great importance. Attitude of teachers including pre-service and in-service teachers towards constructivist approach of teaching is favourable but yet more have to be done in this regard. In a study aimed out by Howard. et.al.(2000) upon pre-service teachers, it is seen that practices based on constructivist approach resulted in a change from objectivist epistemology to constructivist epistemology.

Methods, policies and programmes related to constructivist epistemology should be used for bringing positiveness among the behaviour and attitudes of pre-service and in-service teachers. So that they are well capable of establishing a constructs learning environment in their classrooms which benefits the learners at great extent.

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