



EFFECTIVENESS OF CONSTRUCTIVIST PROGRAMME FOR INCULCATING VALUES AMONG TEACHER TRAINEES: A STUDY

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ABSTRACT:

Constructivism has emerged as one of the greatest influences on the practice of education in the last twenty-five years. Teachers have embraced constructivist-based pedagogy with an enthusiasm that is rare in these days of quick fixes and a shopping mall approach to school improvement. Educators know that student-centered instruction is one of the most powerful methods of learning. Giving students an authentic task with an ill-defined path to a broad goal is a wonderful learning opportunity. Well-defined laboratory experiments in senior high school science when guided by a knowledgeable peer or teacher make connections and increase retention of knowledge, skills, and process compared to teacher-centered instruction. For many teachers, the focus on constructing meaning in the teaching-learning process resonates with prior beliefs because constructivist-based instruction firmly places educational priorities on students' learning. He observed that it is very much necessary to inculcate values among B.Ed. students. As they are going to construct the future of India. So first of all, they will have to inculcate values among themselves, so the researcher has conducted a programme on inculcating values through constructivism. Teacher trainees can inculcate these values among their students through constructivism.



KEYWORDS: *constructivism, value education, inculcation.*

INTRODUCTION:

The educational philosophy known as constructivism has an appeal as an alternative to traditional practices because it seems to address the criticism of current practices and promises role to deliver higher levels of literacy, self-reliance, cooperation, base problem-solving skills, and satisfaction with school new Constructivism presents possibilities for classroom strategies that vary dramatically from those used in the traditional information-transfer model of instruction and presents possibilities for producing students who possess the skills necessary for work and life-long learning. At the same time in the modern educational system, technology provides many new opportunities for issues like learning styles, student-centered instruction, and promotion of higher-level thinking. Technology is the design and experiment environments that engage learners. There is a close relationship between technologies and constructivism, the implementation of each one benefiting the other. The focus of both constructivism and technology is on the creation of learning environments. These learning environments are the contexts in which knowledge-building tools and the means to create and

manipulate facts of understanding are provided through which learners work together and support each other as they use a variety of tools and learning resources in their pursuit of learning goals and problem-solving activities.

Constructivism modified the role of the teacher to help the students, to construct knowledge rather than reproduce a series of facts. Through constructivism teacher can inculcate values among the students through the formulation of his ideas, influence knowledge & can conclude. 'Constructivism proposes that learning environment should support multiple perspectives of the interpretation of reality, knowledge, constructive & context-rich, experience-based activities.' Constructivism is the best alternative to achieve the quality of education. Students can create their knowledge if we provide the proper facilities & learning experiences. Constructivism is a theory that has received great attention for the past two decades in "The central principles of this approach are that learners can India. Naylor and Keogh described constructivism as only make sense of new situations in terms of their existing understanding. Learning involves an active process in which learners construct meaning by linking new ideas with their existing knowledge". Constructivism, reduced to its most basic elements, is simply a learning or meaning-making theory. This theory proposes that people create their meaning and understanding, combining what they already know and believe to be true with new experiences with which they have confronted It, therefore, becomes the task of all teachers to help students construct and reconstruct their cognitive map.

NCF-2005 has recommended a major paradigm shift from behaviorism to constructivism. It has placed different demands and expectations on the teacher, which are addressed by both initial and continuing teacher education. NCF-2005 requires the teacher to be the facilitator of student's learning in a way that the student is helped to construct knowledge for himself/herself. For this, teacher education engages the theory along with field experiences to help the trainees view knowledge not as external to the learner but as something actively constructed during learning. Teachers need to be trained in organizing activity-based, learner-centered, participatory learning experiences that help the students learn and retain knowledge more effectively. Einstein says, "I don't teach my students but provide them learning environment." Students can think properly with the help of abstract skills, logical skills, creative thoughts, interpretations & conclusions in constructivism. Through constructivism, they can learn themselves & inculcate values among them. In day today's practice, constructivism is much more complicated, philanthropists, psychologists, sociologists, scientists & educators' approach and understand the simple theory of acquiring knowledge quite differently. The researcher has good teaching experience in teacher training institutes. He observed that it is very much necessary to inculcate values among B.Ed. students. As they are going to construct the future of India. So first of all they will have to inculcate values among themselves, so the researcher has conducted a programme on inculcating values through constructivism. Teacher trainees can inculcate these values among their students through constructivism.

Value education entitles high consideration in the present scenario of education. Like all other divisions of education, value education is placed with a lot of changes in planning, practice, and evaluation. The pedagogical approaches based on constructivist methodology are the vital spark in the present education system in India. Value education also cannot abstain from this invasion of pedagogical changes. In light of the far-reaching shifts in the definition of objectives of value education for the contemporary society, certain changes must be done that are necessary in planning and practice of the same.

NEED & IMPORTANCE:

1. Value Education is very important in today's era to mark the future of India.
2. This Research enables Teacher trainees to inculcate values among themselves.
3. This Research study will help the student teachers to invent & construct new ideas to inculcate values among the students.
4. This Research will help to reinforce teacher trainees to construct their understanding of values.

5. Learning & inculcation of values will be more effective through various techniques of constructivism.
6. Constructivism helps the students to learn & achieve the values.
7. Constructivism helps the teacher trainees to create a value-based environment to support teacher trainees' positive thinking.

STATEMENT OF THE PROBLEM:

Effectiveness of constructivist programme for the inculcation of values among the Teacher Trainees: A study

OBJECTIVES OF THE RESEARCH STUDY:

1. To find out the inculcation of values among the Teacher trainees.
2. To develop a constructivist program for inculcation of values among the teacher trainees.
3. To implement the constructivist programme for the inculcation of values among the teacher trainees.
4. To find out the effectiveness of the programme for the inculcation of values among the teacher trainees.

HYPOTHESIS

Null Hypothesis

There will be no significant difference in the teacher trainee scores of the experimental group after implementation of the constructivist program.

Research Hypothesis:

There will be a significant difference in the teacher trainee's scores of the experimental group after implementation of the constructivist program.

OPERATIONAL DEFINITIONS:

Constructivist Program:

A program prepared by the Researcher consisting of various activities for the inculcation of values among the teacher trainees.

Teacher Trainees.

Values: A class of good things that creates positivity among the teacher trainees to live a satisfactory life.

Effectiveness: The positive change in the scores of the teacher trainees in the post-test is called effectiveness.

SCOPE OF THE STUDY:

1. This Research includes one B.Ed. college of Lonavala city.
2. This Research includes teacher trainees.
3. This Research includes Boys and Girls.
4. This Research study focuses on the effect of the constructivist programme on the teacher trainees.

DELIMITATIONS OF THE STUDY:

1. This research study is related to the constructivist learning program of values.
2. This research study is delimited for the values stated by the Govt. of India.
3. This Research includes one non aided Marathi medium B.Ed. college of Lonavala city.
4. This Research includes Marathi medium B.Ed. college of Lonavala city.

LIMITATIONS OF THE STUDY:

1. There is no any kind of control on the variables such as family, social, financial of the students, so some problems may create in their Constructivist learning program for the inculcation of values.
2. Effect of stress, worry will be there in their Constructivist learning program for the inculcation of values.
3. There may be some negative kind of effect while learning with Constructivist program for the inculcation of values among the teacher trainees because of illness, diet & less sleep.

POPULATION: - All Marathi Medium B.Ed. colleges in Pune district.

SAMPLE: - Random sample was selected for the study.

For Experiment:20 students of Marathi Medium B.Ed. College for control group & 20 students of Marathi medium B.Ed. College for experimental group .B.Ed. college (20 students) Boys & Girls.

RESEARCH METHOD: Experimental Research method

Variables:

Dependent variable - Achievement of the student's independent variable - Constructivist programme for the inculcation of values.

Controlled variables - Class Environment, achievement tests, content matter

Research Design:

The Pre-test, Post-test, single Group Design will be selected for the research study.

Tools of Data Collection:

Pre Test: To find out the existing level of the inculcation of values of the teacher trainees'.

Program: To inculcates to inculcate values through the constructivist program for the inculcation of values among the B.Ed. student teachers.

Post Test: To find out the effectiveness of the program.

Statistical Tool: Value: To analyze the data.

The Researcher of this study has made the pre-test & post-test of 25 marks according to the blueprint.

ABOUT THE CONSTRUCTIVIST LEARNING PROGRAM: Research has made the constructivist learning programme for the teacher trainees. Six months are assigned for this program. In this program, 1 hour was given each day.

Data Collection:

The researcher has collected the data by taking pre-tests& post-test of the student teachers. An objective type online test of 20 marks is given to the students. Afterward, papers were checked & marks were given.

DATA ANALYSIS & INTERPRETATION: The data collected during the pre-test &post test was analyzed by using the't' test. The graphical presentation was done with the help of a line graph & bar graph. Based on the result of the analysis of the data, the hypothesis was tested & conclusions were drawn.

OBSERVATION:

In the pre-test only no student-teacher got more than 14 marks. There were only 3 students who got (13-14) marks. In the post test, 20 students of the experimental group got (16 20) marks. In comparison with the student teachers of the control group student teachers' of the experimental group got more marks in the post test.

INTERPRETATION: There is a greater improvement of student teachers of the experimental group in the achievement level of the scores of post test as compared to the pre test. So we can say that our program was successful.

TESTING OF HYPOTHESIS:

Null Hypothesis: There will be no significant difference in the teacher trainees' scores of the Teacher trainees after implementation of the Special Issue constructivist program for inculcation of values.

Sr. No	Content	(Pre test)	(Post test)
1.	No of student Teacher (N)	20	20
2	2Mean Of the Scores(M)	M1- 8082	M2 -16.30
	t obtained value = 9.91 t table value = 2.76		

- From the above table, it is seen that the obtained' value is 9.91 which was greater than 't' table value 2.76, so the effectiveness of the constructivist program is significant at the 0.01 level. It means that there is a significant difference in the scores of teacher trainees of pre test & post test after implementation of the constructivist program for the inculcation of values.
- Hence, the stated hypothesis No.1 is rejected & the stated hypothesis No.2 is accepted.

Research Hypothesis: There will be no significant difference in the teacher trainees' scores after the Teacher trainees after implementation of the constructivist program for inculcation values.

MAJOR FINDINGS OF THE STUDY:

1. The programme developed by the researcher was effective for the inculcation of values among the teacher trainees.
2. There was a greater improvement in the acquisition of values among the teacher trainees through constructivism.
3. Motivation of good behavior was created among the student through the constructivist programme.
4. Teacher trainees realized their role & attitude about values.
5. Teacher trainees comprehended values properly.
6. Teacher trainees specified their role about moral, social & other questions related to values.

RESULTS:

The constructivist program developed by the researcher for the inculcation of values among the teacher trainees was effective. There is significant progress in the post test scores of the teacher trainees' in comparison with pre test scores. The constructivist program was helpful for teacher trainees' for inculcation of values effectively.

DISCOURSE:

This Research proved that if we will make a proper constructivist program for the teacher trainees' than it will be useful for them to inculcate values among the school students. This Research is very useful for the teacher trainees because they are going to create the future of India.

EDUCATIONAL IMPLICATIONS: -

The ultimate aim of any experimental research is to apply & execute the conclusion in a day today life teaching. A researcher works to highlight the educational institutions of present research in the following way.

The finding of the present investigation is important for the teacher trainees'. The following implications can be formulated from the study. Constructivist program activities promote teacher trainee's leadership, collaboration & inclusion of values.

1. The study proved that the program helps the student teachers for inculcating the values among the students.

2. It will be useful for the student teachers to teach values effectively to the students.
3. It will be useful for the student teachers to create a valuable society through values.

CONCLUSIONS:

1. The constructivist program developed by the researcher was effective to teach & implement values effectively among the student teachers
2. The effect of the program was positive.

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