



Constructive Approach in Learning Social Study for the Secondary School Student in Gujarat

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Abstract:

This paper is the result of the unit lessons of the students of Shree A.M. Patel (Avni Seeds) Mahila Education College, Unjha. This experimental study has been conducted to know the effectiveness of constructive approach in teaching of Social Study. The motive of the study was to bring quality in the class room teaching by creating interest in the students and imparting joy through learning as Constructive approach emphasises on collaborative activities and learning without burden. The objectives of the present study were to study the effectiveness of Constructive approach, to study the achievement level of the students in Social Study subject and to compare the achievement level of students who are taught through Constructive approach and the students who are taught through traditional method. Testing of the hypothesis found that there was a significant difference between both the groups involved in the experiment. The conclusions were that the Scores of students of Std. 9th who were taught by Constructive approach was higher than those taught by Traditional approach. The results of the present study provide a support for the argument that the students like Constructive approach compared to traditional method and the Constructive approach is effective too. (Key words: Constructive approach and Quality Classroom Teaching)

1. Background and Rationale of the study

Quality Education is a buzz word in the field of Education but how to bring quality in Education is all the more difficult question for every teacher. There are different methods and approaches for teaching Social Study at secondary school level. As a teacher educator, the investigator has taught different ways and methods to the students of the B.Ed. college and initiated them to experiment various methods during their practice teaching in the schools. This paper is the result of the unit lessons of the students of Shree A.M. Patel (Avni Seeds) Mahila Education College, Unjha.

This study has been conducted to know the effectiveness of constructive approach in teaching of Social Study.

The rationale of the study can be as stated below.

1. Social Study is a communicative skill nowadays rather than a subject of study or a language of study.
2. Students like to be involved in the activities rather than listening the teacher passively.
3. Individual experience gives the learning permanence.

The motive of the study was to bring quality in the class room teaching by creating interest in the students and imparting joy through learning as Constructive approach emphasises on collaborative activities and learning without burden.

Teachers who have been working for years in traditional way are confused and doubtful about the Constructive approach.

The researcher being a teacher educator of Social Study Method in the B.Ed. college had certain questions in his mind such as;

- Which method can be the most effective in teaching Social Study to the students of Secondary School?

- Is the Constructive approach effective in teaching Social Study to the students of Secondary School?
- Can Constructive approach. increase the achievement level of the students in Social Study subject?
- Is there any difference between achievement of the students who are taught through Constructive approach and the students who are taught through traditional method?
- Can Constructive approach bring quality in the classroom teaching of \Social Study ?

To have the answers of these questions scientifically and systematically, the researcher thought to undertake an experimental study titled ‘CONSTRUCTIVE APPROACH FOR QUALITY CLASSROOM TEACHING’.

2. Objectives of the study

The Objectives of the present Study were:

1. To study the effectiveness of Constructive approach
2. To study the achievement level of the students in Social Study subject.
3. To compare the achievement level of students who are taught through Constructive approach and the students who are taught through traditional method.

3. Hypothesis

Hypothesis for the study ware:

- There will be no significant difference between average mean scores on test conducted for the students taught through traditional approach and through Constructive approach.

4. Research design

4.1 Method

Researcher selected Experimental research method for conducting present research study. There were two equivalent groups and only post-test design.

Table 1: Diagrammatic Presentation of Experimental Design

Social Study Std.9	Group	Pre-test	Independent variable (Treatment)	Post-test
Unit-4	Experimental Group- A	-----	X	T ₂ -E
	Control Group-B	-----	-----	T ₂ -C

4.2 Sample

Two equivalent groups of the students of J.M. Kanya Vidyalay Unjha were selected for the study

4.3 Tool & Techniques for data collection

Researcher constructed post-test of Social Study subject for standard 9 to assess achievement of students of experimental and controlled groups.

4.4 Method of Data Analysis

It was decided to analyze scores achieved by students of both the groups after conducting formative assessment. For interpretation of the data, the descriptive statistical techniques of mean, standard deviation and t-Test had been used.

5. Delimitation

1. The present study was limited to the students of the 9th standard of Gujarati Medium secondary girls’ school of Unjha only.

2. The present study was limited for the Social Study subject only.
3. The present study was conducted by using the post-test only.

6. Data Analysis of Students Appearing in Post – Test

Table 2: DISTRIBUTION OF POST – TEST SCORES

Class distribution	Control.G.	Exp. G.
1 – 10	0	0
11 – 20	1	0
21 – 30	5	0
31 – 40	21	1
41 – 50	13	2
51- 60	14	3
61 – 70	2	3
71 – 80	0	27
81 – 90	0	17
91 – 100	0	3

Figure 1 Graphical representations of the percentage of the scores of students in the Post – test

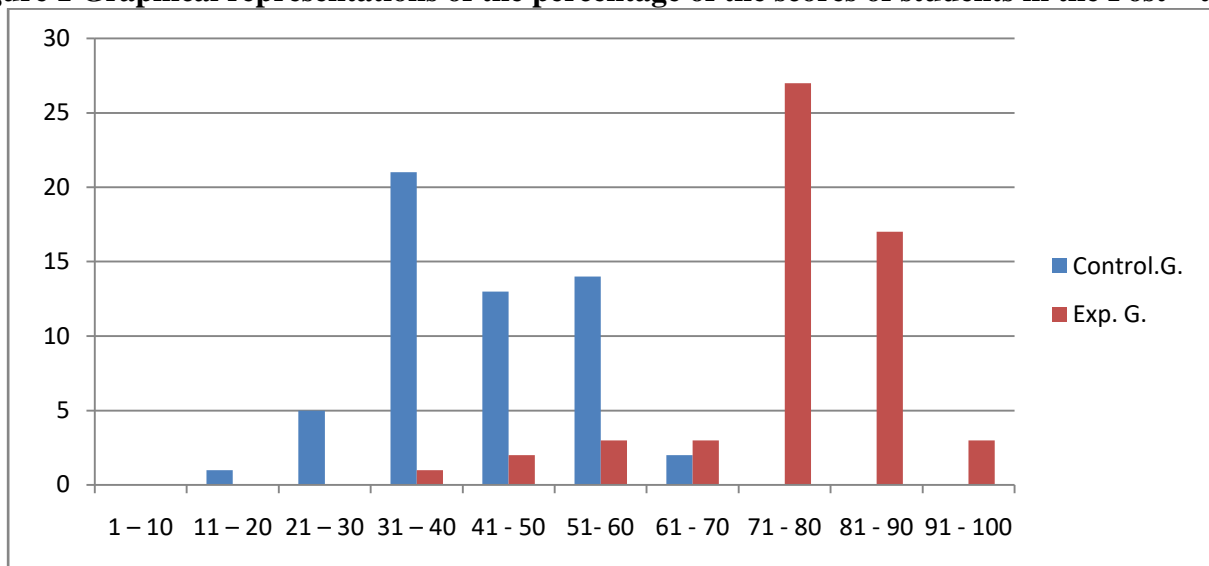


Table 3: Scores of Strength, Average, Standard Deviation and t-value of Post – test

Group	Strength	Average	Standard Deviation	t-value
Experimental	56	43.14	10.49	3.818*
Controlled	56	76.64	11.78	

* Significant at 0.05 level

The table indicates that the average of Social Study Post - test of experimental group was higher than that of the controlled group, because t-value of significance of difference of both the averages of both the groups was 3.818 which was significant at 0.05 level. Thus the Null Hypothesis of the study was not accepted. That is, the Constructive approach was more effective than traditional method in context of Social Study Post - test of girls of std. 9A and 9B.

7. Summary of the Result

The hypothesis was ‘There will be no significant difference between average mean scores on test conducted for the students taught through traditional approach and through Constructive approach’. T-test was used as statistical technique to find significant difference between average mean scores on test conducted for the students taught through traditional approach and through Constructive

approach. The acquired t-value was 3.818 which was significant at 0.05 level. So this null hypothesis was not accepted. As a result, it can be said that there was a significant difference between both the groups involved in the experiment.

8. Conclusions of the study

Conclusions of the study on the interpretations obtained at the end of testing of hypothesis designed for the study are as shown under :

- The Scores of students of Std. 9th who were taught by Constructive approach was higher than those taught by Traditional approach.
- The results of the present study provide a support for the argument that the students like Constructive approach compared to traditional method.
- Constructive approach is effective too.

9. Educational Implications

- The students like their involvement in the teaching learning activities so they should be provided opportunities to work themselves.
- They like to study through the Projects, assignments, Questionnaires and the Self - Instructional Material.
- The Constructive approach proved effective as the students support the activities related to Constructive approach.
- They also like to study with activity base teaching.
- If teaching is done through Constructive approach,
 - i) The Social Study achievement of the students can be enhanced.
 - ii) The confidence of the students increases
 - iii) The retention of Social Study context of the students can be increased.

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