



# A STUDY ON EFFECTIVENESS OF CONSTRUCTIVIST PROGRAMME FOR INCULCATING VALUES AMONG B.ED TRAINEES

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## Abstract

21st century is an era of competition where there are two important changes, ICT and explosion of knowledge. India is going to adopt a western culture in each and every aspect. There is explosion of knowledge in this world which includes books, journals, magazines, newspapers, website, etc. Through science human beings have achieved a great win over nature. While inculcation of values among the students teacher is very important.

Inculcate values among B.Ed students as they are going to construct the future of India. So first of all they will have to B.Ed teacher's trainees can inculcate these values among their students through constructivism.

**Keywords:** Constructivism, Values Education, Inculcation

## Introduction

21st century is an era of competition where there are two important changes. ICT and explosion of knowledge India is going to adopt western culture in each and every aspect. there is a explosion of knowledge in this world which includes book journals magazines newspapers website etc. through science human being have achieved a great to win over nature. While living in this competitive world teacher should take care of his student's mental health as well as social adjustment. so inculcation of values among the student teachers is very important.

Constructivism modified role of the teacher to help students to construct knowledge rather reproduce a serious of facts through constructivism teacher can inculcate values among the students through formulation of his ideas; influence knowledge and can draw conclusions. Constructivism proposes that learning environment should support multiple perspective of the interpretation of realities knowledge constructive and context- reach experience based activities. Janssen D. A (1991) constructivism his best alternative to ensure the quality of education. students can create their own knowledge, if we provide them proper facilities and learning experiences.

Einstein says I don't teach my students but provide them learning environment students can think properly with the help abstract skills logical skills creative thoughts interpretations and conclusion see in constructivism.

Through constructivism they can learn themselves and inculcate values among them. in a day today practice constructivism is much more complicated philosophizes, psychologists, sociologist, scientist and educator approach and understand the simple theory of acquire knowledge quite differently.

Research has a good teaching experience in teacher training institutes. he observed that it is a 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 research has conducted a program on inculcating values through constructivism. B.Ed teacher trainees can inculcate these values among their students through constructivism.

### **Need and Importance**

1. Values education is very important in today's Era to make the future of India.
2. This research enables B.Ed teacher trainees to inculcate values among themselves
3. This research study will help the student teachers to invent and construct new ideas to inculcate values among the students.
4. This research will help to reinforce teacher trainees to construct their own understanding about values.
5. Learning and inculcation of values will be more effective through various techniques of constructivism.
6. Constructivism helps the students to learn and achieve the values.
7. Constructivism help the teacher trainees is to create value based environment to support teacher trainees Positive Thinking.

### **Statement of the problem**

A study on effective of constructivist program for inculcation of values among the B.Ed teachers' trainees.

### **Objectives of the Research Study**

- To find out the inculcation of values among the teachers trainees.
- To develop a constructivist program for inculcation of values among the B.Ed teacher trainees.
- To implement the constructivist program for the inculcation of values among the teacher trainees.
- To find out the effectiveness of the program for inculcation of values among the teacher trainees.

## Hypotheses

- i. Null Hypotheses
  - There will be no significant difference in the teacher trainee's scores of the experimental group after implementation of the constructivist program.
- ii. Research hypothesis
  - There will be significant difference in the teacher's trainee's scores of the experimental group after implementation of the constructivist programme.
  - Operational definitions

## Constructivist program

A programmed by the researcher consisting of various activities for inculcation of values among the B.Ed teacher training.

## Values

A Class of good things which creates positively among the B.Ed teacher trainees to live a life a satisfactory life.

## Effectiveness

The positive change in the scores of the teacher trainees in the post test is called as effectiveness

## Scope of the study

- This research includes one B.Ed colleges of Karnataka state
- This research includes B.Ed teacher's trainees.
- This research includes Boys and Girls.
- This research study focuses on the effect of constructive programme on the teacher's trainees.

## Delimitation of the study

- This research study is a related to constructivist learning programme of value.

This research study is delimited for the values started by the government of India.

This research includes one non aided Marathi medium B.Ed college of Karnataka state.

This research includes Marathi medium B.Ed colleges of Karnataka state.

## Limitation of the study

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

## Population

All Marathi medium B.Ed colleges in Karnataka state.

## Sample

Random sample was selected for study

## For experiment

23 students of Marathi medium B.Ed College for control group and 23 students of Marathi medium B.Ed College for experimental group.

B.Ed college 23 student's boys & girls

## Research method

Experimental research method

## Variables

**Dependent variable** - Achievement of the students

**Independent variable** – constructivist program for inculcation of values.

**Control variable**- class on environmental achievement test content matter.

**Research Design:** The pre test post-test single group design will be selected for research study.

## Tools of data collection

**Pre-test:** To find out the existing level of the inculcation of values of the B.Ed teacher trainees.

## Programme

To inculcate to inculcate values through constructivist programme for inculcation of values among the B.Ed students teachers.

**Post test:** To find out the effectiveness of the programme

## Statistical tools t value

### To analyze the data

- About the tool to check the effect of computer assisted learning program
- The researcher of this study has made the pre-test and post-test of 25 marks according to the blue print.
- About the constructivist learning program
- Research has made the constructivist learning program for the teacher trainees.
- 6 months are assigned for this program. In this program 1 hr was given each day

### Data Collection

Researcher has collected the data by taking pre test and post-test of the student teachers. Objective type written test of 20 marks is given to the students. Afterwards papers were checked & marks were given.

### Data analysis and interpretation

The data collection during the pre test & post test was analyzed by using the “t” test graphical representation was done with the help of line graph and bar graph.

On the basis of result of analysis of the data hypothesis was tested & conclusion were drawn.

### Observation

In the pre test only no any student teachers got more than 14 marks there were only three students who got 13-14 marks in the post test 20 students of experimental group got 16 to 20 marks. In comparison with the student teachers of control group student teacher of experimental group got more marks in the post test.

### Interpretation

There is a greater improvement of student teachers of experimental group in the achievement level of the scores of post test as compare 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 teachers’ trainees’ scores of the B.Ed teachers’ trainees after implementation of the constructivist program for inculcation of values

S.No	Content	Pre test	Post test
1	No. of student teachers (N)	23	23
2	Mean of the scores	M1-8.82	M2-16.30
		T obtained value=9.91 T table value =2.76	

From the above table It is seen that the obtained is 9.91 greater than table value 2.76 through the effectiveness of the constructivist program is a significant at 0.01 level it means that there is a significant differences in the score of teacher trainees of pre-test and post-test after implementation of the constructivist program for Inculcation of values.

Hence the started heptoses number one is rejected and the started hypothesis number 2 is accepted

### **The second hypothesis was started as-**

**Research Hypothesis-** There will be no significant difference in the teacher training course of the B.Ed teacher trainees after implementation of the constructivist program for incultation of values

### **Major findings of state study**

1. The program developed by the researcher was effective for incultation 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 program.
4. Teacher trainees realized their role and attitude about values.
5. Teacher trainees specified their role about moral social and other questions related to values.

### **Results**

- The constructivist program developed by the researcher for Incultation of values among the teacher trainees was effective
- There is a significant progress in the post test scores of the teacher trainees in comparison with per test scores
- The constructivist program was helpful for teacher trainees for incultation of values effectively

### **Conclusions**

The constructivist programme developed by the researcher was effective to teach and implement values effectively among the student teachers the effect of the program was positive

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