



A Study of the School Teachers' Attitude towards integrating Constructivist Approach in Teaching with regard to their Organisational climate

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Abstract

The aim of this study was to find out the school Teachers' attitude towards the integration of the Constructivist Approach in Teaching in relation to their Organisational climate. Two hundred school teachers were taken as sample for this study. Survey research was conducted. The findings showed that there is a positive relationship between the two variables. There is also a significant difference in the variables with respect to gender. But there was no significant difference existed with respect to the type of school management they work. Based on the findings the implications were drawn.

Key word: Attitude towards integrating Constructivist Approach in Teaching ,Organisational climate

Introduction

Learner-centered education is given more emphasis in modern education. It is engaging in nature, and students are actively engaged in their learning. However, traditional educational practices are diametrically opposed, with the teacher dominating the class and students underperforming to be passive students. "An ideal teacher" has a high level of professional efficiency and effectiveness. Working freedom always results in innovation and effectiveness in the work we do. For the last six decades of its independence, India has attempted to raise the living standards of its people. The success of such efforts, along with other factors, is dependent on manpower, which is related to the nation's educational standards. Making the classroom environment outcome-based is a difficult task for any teacher. To do so, the teacher must be skilled and have an interest in teaching. The use of various tools and techniques in teaching results in effective learning, which is reflected in students' academic achievements. To work effectively, you need a motivating work environment.

Reviews

R. R. Dewel (2009) conducted a study to determine the relationship between organizational climate and the perceived congruence, between teachers and principals regarding Teacher's Professional Effectiveness in Elementary Schools. There is a significantly greater perceived congruence between teachers and principals on the Teacher's Professional Effectiveness.

Chowdhury (2016) used a pre-test post-test quasi-experimental design incorporating both qualitative and quantitative techniques to study the effect of the constructivist approach on the achievement in mathematics of 60 IX standard students. The experimental data revealed the constructivist learning approach significantly improved students' achievement in mathematics when compared to using traditional teaching and secondly, the constructivist learning approach was equally effective for boys and girls in improving their achievements in mathematics.

Methodology

Objectives

- ♣ To find out the relationship between Teachers' Attitudes towards integrating the Constructivist Approach and their Organisational climate.
- ♣ To find out the difference between Teachers' Attitudes towards integrating the Constructivist Approach and their Organisational climate.

Hypothesis

- ♣ There is no significant relationship between the Teachers' Attitudes towards integrating the Constructivist Approach and their Organisational climate.
- ♣ There is no significant difference in the Teachers' Attitudes towards integrating the Constructivist Approach and their Organisational climate.
- ♣ There is no significant difference in the mean scores of Teachers' Attitudes toward integrating the Constructivist Approach with respect to gender.
- ♣ There is no significant difference in the mean scores of Organisational climate with respect to gender.
- ♣ There is no significant difference in mean scores of the Teachers' Attitudes towards integrating the Constructivist Approach with respect to School Management.
- ♣ There is no significant difference in mean scores of Organizational climate with respect to School Management.

Sample

Two hundred teachers were randomly selected from different schools in Bangalore.

Tools

Organizational climate questionnaire developed by Dr. Meenakshi Bhatnagar. It is a scale of 90 items with nine dimensions. The reliability coefficient for each of the nine dimensions was established by the author using the KR-21 formula.

The Teachers Attitude Scale towards Constructivist Approach to Teaching (TASCAT) was developed by Susan Wandaphisha Lyngdoh. It has 40 items with six components.

Statistical Analysis

Descriptive statistics, Inferential statistics was used. Mean, SD, Correlation, and 't'-test were used to compute the data for the conclusion.

Analysis and Interpretation

Correlation

Table showing the relationship between (TASCAT) and the Organizational climate of Teachers.

Groups	N	r	remark
(TASCAT)	200	0.752	Positively correlated
Organizational climate	200		

Table showing the 't'-test result

Variables	N	M	SD	't' value	remarks
(TASCAT)	200	270.166	33.600	3.63**	Significant
Organizational climate	200	250.666	24.497		

Groups		(TASCAT)	Remark	Organisational Climate	Remark
Male/ Female	t-value	4.180**	Significant	3.210**	Significant
Government/Private/Private aided	F value	1.203	Not significant	1.089	Not significant

Conclusion

From the above result shown in the table, it can be concluded that there is a significant correlation between the Teachers' Attitudes towards integrating the Constructivist Approach and their Organisational climate.

There is also a significant difference in the Teachers' Attitudes towards integrating the Constructivist Approach and their Organisational climate.

There is also a significant difference in the Teachers' Attitudes towards integrating the Constructivist Approach and their Organisational climate with respect to gender.

Whereas there is no significant difference in Teachers' Attitudes towards integrating the Constructivist Approach and their Organisational climate with respect to school management.

Limitations of the Study

- ♣ The Study was conducted on 200 samples only.
- ♣ The samples were restricted to Bangalore city only.
- ♣ Teachers' qualifications were not taken as criteria.
- ♣ Survey research was conducted to draw the conclusion.

Suggestions for the further research

- ♣ Study can be conducted with more sample size.
- ♣ Teachers from different cities can be taken.
- ♣ Teachers' Attitudes towards integrating the Constructivist Approach can be combined with different variables for another research.
- ♣ Experimental research can be conducted to draw better conclusions.

Educational Implications

- ❖ As per the conclusions drawn from the research there should be a proper environment for teachers to use the Constructivist approach techniques in teaching.
- ❖ Government schoolteachers are not well trained in executing the Constructivist Approaches in teaching they don't have confidence in executing the technique.
- ❖ The in-service training must include the workshops like using the Constructivist approach techniques.

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