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## Perception of Teachers towards Constructivist Approach in the Teaching

### Learning Process

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**Abstract:** The paper focus on the constructivist teaching and learning practice and mainly emphasis on the perception of teachers towards the constructivist approach in teaching learning process. To find out the outcome, researcher modified the opinionnaire and collected data from the sample of 100 teachers that was taken through simple random sampling technique from the public school of Shahabad Markanda. After the data collection, statistical analysis was done. Results shown the favourableness of constructivist approach among teachers in teaching learning process' while gender and locality do not affect significantly.

**Keywords:** Constructivist, Perception, Teacher, Teaching-Learning process

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### 1. Introduction

Traditional classrooms focused on finite knowledge and teacher-centred instruction, where students passively copied information. Modern classrooms, influenced by social, scientific, and technological changes, offer infinite resources and require approaches that consider students' potential, motivation, and interests. The teaching-learning process depends on the teacher's knowledge and skills, the learner's engagement, and the learning environment. ICT and web-based learning play a key role in enhancing engagement and providing holistic learning experiences, requiring teachers, families, and communities to actively support technology-integrated education (Khirwadkar, 2007).

As per NEP 2020, it emphasizes on innovative pedagogies such as inquiry-based learning, experiential leaning, constructivist approach, all are learner-centred pedagogy that shift from learning from rote learning towards conceptual understanding, critical thinking, and



experiential learning (NEP, 2020). The policy also encourages the flexible curricula, technology integrated pedagogy and teacher's professional development, to supporting student autonomy, meaningful learning, joyful learning and lifelong learning skills (Pandey, 2007). Now paradigm shift changes the role of teachers, they act as facilitators, mentor, guide and having autonomy of using diverse strategies based on students' responses and interest.

Constructivist pedagogy fosters an engaging, reflective and learner centred environment, where learners actively construct knowledge by connecting them with their previous knowledge, understanding by incorporate new ideas (Chellammal, 2016; NCF, 2005; Richardson, 2003).

NCERT supports this approach through constructivist-based textbooks and teacher handbooks, emphasizing problem-based tasks, reflection, and higher-order thinking skills, making teachers' perceptions of its implementation an important area of study (Pandey, 2007).

#### **Literature Review:**

Constructivism theory belief that knowledge is actively constructed by learners through interaction with their environment, prior experiences, and social engagement (Piaget, 1972; Vygotsky, 1978). Constructivist pedagogy emphasizes learner autonomy, inquiry-based learning, collaboration, reflection, and authentic problem-solving, shifting the teacher's role from knowledge transmitter to facilitator of learning (Fosnot, 2005).

**Solomon Melesse (2015)** indicates that teachers generally hold positive perceptions of constructivist teaching approaches and recognize their role in improving student learning, problem-solving skills, and self-confidence. However, despite this favourable attitude, the actual classroom practice of constructivist approaches remains low, mainly due to perceived increased workload and effort. This highlights a clear gap between teachers' beliefs and their instructional practices, emphasizing the need for continued support and training.

**Çibukçiu, B., & Shaqiri, A. (2024)** in their study shows that teachers generally hold positive perceptions of constructivist teaching methods, though their level of preparedness varies and many require additional training and continuous support. Teachers use diverse constructivist strategies adapted to subjects and learning situations, which enhance student engagement, autonomy, and real-life learning. Constructivist methods have positively transformed teaching practices by shifting teachers' roles to facilitators and increasing student participation. However, lack of resources, heavy curriculum load, and time constraints hinder effective



implementation, indicating the need for better infrastructure, training, and supportive educational policies.

**Parrey et.al. (2024)** in their study shows that although male teachers slightly outnumber female teachers, gender does not significantly influence teachers' attitudes towards the constructivist approach. Similarly, no significant difference was found between government and private secondary school teachers in their attitudes towards constructivist teaching. Overall, teachers, irrespective of gender or school type, exhibit similar and positive attitudes towards constructivist pedagogy, likely due to comparable training and use of modern teaching technologies.

### **Rationale of the study**

Traditional teaching methods nourished objectivism in education based on contiguity theory believing knowledge to be existing outside the individuals and can be transferred from teacher to students by hearing and reading abstract concepts to be meant for inculcating learning by evaluation based on premises where student can repeat what was taught. Objectivist paradigm considers as teacher is the transmitter of knowledge and learner is to be passive receiver.

Being a teacher, the observation was that the traditional methods are not successful in modern times as the perception of students will changing. They want change in every aspect like in curriculum, methods employed, teaching strategy etc. To cater the needs of students, learning should be in small groups, provide opportunities to learn by them, to promote responsibilities and autonomy and to interact with other learners in the class. Learner agrees with this approach as it is child centred, self-paced and gives freedom to learner. Teacher also favours this approach as it is for the learner, whole of the ideas is to promote the teaching and learning effectively. Constructivist approach is used by the teachers in every sphere of life is to make the teaching learning process effective. The main purpose of this approach is to construct their knowledge from their experience and learn constantly by adding new experiences and knowledge. So, it is beneficial in achieving desirable educational goals for students.



Whether the teacher have favourable perception towards constructive approach in a formal way of education that is the main question. In order to check teacher's perception towards constructivist approach, researcher studied the perception of teachers.

**Objectives of the study are:**

1. To study the perception of teachers towards constructivist approach in teaching learning process.
2. To compare the perception of male and female teachers towards constructivist approach in teaching learning process.
3. To compare the perception of rural and urban teachers towards constructivist approach in teaching learning process.

**Hypothesis of the study**

**The Null hypothesis of the study is**

1. There is no significant favourableness of perception towards the constructivist approach among teachers in the teaching–learning process.
2. There is no significant difference between the male and female teachers' perception towards constructivist approach in teaching learning process.
3. There is no significant differences between the rural and urban teachers' perception towards constructivist approach in teaching learning process.

**Delimitations**

The study was delimited to some aspect due to limitation of resources i.e. time and money

1. The Study was delimited to the public schools of Shahabad Markanda, Kurukshetra only.
2. The Study was delimited to the secondary teachers of public school only.

**2. Result and Discussions:**

In the present study, the researcher employed Survey method and has taken the sample of teachers from secondary schools of Shahabad Markanda, Kurukshetra only. Sample of 10 schools were randomly selected from a list of 16 public schools of Shahabad Markanda, Kurukshetra. After that sample of 100 teachers were randomly selected from the list of selected 10 public schools. For the collection of necessary information for this study, the researcher has modified the already prepared tool for teachers by another researcher. That opinionnaire containing 24 items for teachers based on Likert scale. Opinionnaires consists of both positive



and negative statements in the 5-point scale, in case of positive items 5,4,3,2,1 mark will be given to strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD) respectively and the marking procedure will just be the reverse in case of the negative items. In order to test the hypotheses of the study, researcher used both descriptive as well as inferential statistical analysis (t-test).

## 2.1 Hypothesis testing

**1. Null Hypothesis ( $H_{01}$ ): There is no significant favourableness of perception towards the constructivist approach among teachers in the teaching-learning process.**

A study was conducted to examine the perception of teachers towards the constructivist approach in the teaching-learning process. A total of 100 teachers participated, with a mean perception score of 83.81 (SD = 6.401) on a scale of 120. A one-sample t-test was performed to compare the mean score with the neutral midpoint of 60. The results showed a highly significant difference ( $t = 37.2$ ,  $df = 99$ ,  $p < 0.001$ ), indicating that teachers' perception is significantly above neutral.

**Interpretation:** These findings suggest that teachers hold a favourable attitude towards the constructivist approach, supporting learner-centred, active, and reflective teaching strategies. This aligns with previous research highlighting the importance of teachers' positive perceptions in successfully implementing constructivist pedagogy (NCF, 2005; Chellammal, 2016; Pandey, 2007).

**2. Null Hypothesis ( $H_{02}$ ): There is no significant difference between the male and female teachers' perception towards constructivist approach in teaching learning process.**

The study examined the perception of male and female teachers towards the constructivist approach in teaching-learning. Male teachers ( $N = 28$ ) had a mean score of 84.10 (SD = 7.39), while female teachers ( $N = 72$ ) had a mean score of 84.80 (SD = 9.72). An independent-samples t-test showed no significant difference between the two groups ( $t = 0.3873$ ,  $df = 98$ ,  $p > 0.05$ ). the null hypothesis is accepted.

**Table 2: t-ratio and level of significance to compare gender wise teacher's perception towards constructivist approach**

Variable	Group	N	Mean	S. D	t-ratio	Level of significance
Gender	Male Teachers	28	84.10	7.39	0.3873	1.98 at 0.05 and 2.63 at 0.01, (p > 0.05) Not significant
	Female Teachers	72	84.80	9.72		

**Interpretation:** Both male and female teachers demonstrate similarly favourable perceptions of constructivist teaching methods. Null hypothesis is accepted as there is slight difference in mean scores is not statistically significant, suggesting that gender does not influence teachers' attitudes towards the constructivist approach.

**3. Null Hypothesis (H<sub>03</sub>):** There is no significant differences between the rural and urban teachers' perception towards constructivist approach in teaching learning process.

The study examined the perception of urban and rural teachers towards the constructivist approach in teaching-learning. Urban teachers (N = 65) had a mean score of 84.61 (SD = 7.43), while rural teachers (N = 35) had a mean of 83.81 (SD = 6.40). An independent-samples t-test revealed no significant difference between the groups (t = 0.7873, df = 98, p > 0.05).

**Table 3:t-ratio and level of significance to compare Area wise teacher's perception towards constructivist approach**

Variable	Groups	N	Mean	S. D	t-ratio	Level of significance
Area	Urban teachers	65	84.61	7.430	0.7873	1.98 at 0.05 and 2.63 at 0.01 Not significant (p > 0.05)
	Rural teachers	35	83.81	6.401		



**Interpretation:** Both urban and rural teachers hold similarly favourable perceptions of the constructivist approach, indicating that school location does not influence teachers' attitudes towards learner-centred, constructivist teaching methods.

**Main findings:** Based on the data and statistical analysis, the main finding is that teachers, irrespective of gender or school location (urban or rural), have a favourable perception towards the constructivist approach in teaching–learning. The overall findings of the study are:

1. Gender comparison: Male and female teachers showed no significant difference in perception ( $t = 0.3873$ ,  $p > 0.05$ ).
2. Area comparison: Urban and rural teachers also showed no significant difference in perception ( $t = 0.7873$ ,  $p > 0.05$ ).

The results indicate that teachers' positive perception/ attitudes towards constructivist pedagogy, a learner-centred teaching methods are consistent across gender and school setting, suggesting widespread acceptance of constructivist pedagogy in the sampled population. The study shows that teachers show highly favourable perception of constructivist pedagogy, this aligns with previous researches conducted by Parrey et al., 2024; Solomon Melesse, 2015; Çibukçiu & Shaqiri, 2024, which also highlights teachers' appreciation of constructivist pedagogy of teaching learning process for promoting student engagement, autonomy, and problem-solving skills. Despite these positive perceptions, there are practical implementation that remains limited due to challenges such as workload, lack of resources, syllabus completion and time constraints. This problem may be resolved after the implementation of NEP 2020 by the school effectively. This suggests a need for continuous training, supportive policies and adequate resources to bridge the gap between teachers' beliefs and classroom practice. The findings of the study confirm that teachers' readiness for learner-centred pedagogy.

### 3. Conclusions

The teachers of secondary schools demonstrate favourable perceptions of the constructivist approach, shows no significant differences by gender or area. Constructivist pedagogy in which learner construct their known knowledge and understanding, encourages teachers to be effective and autonomous facilitators, helping students to monitor, reflect, and act in the teaching-learning process. The finding of the study indicate that constructivist methods should



be implemented widely in all schools after NEP 2020, supporting student-centred learning that addresses both societal and individual needs and aligned with NEP 2020.

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