IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

PRONENESS TO MODERNIZATION AND ATTITUDES TOWARDS CONSTRUCTIVIST APPROACH TO INSTRUCTION OF PROSPECTIVE TEACHERS IN TEIs IN WEST BENGAL

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ABSTRACT

Prospective teachers' Attitudes towards Constructivist Approach to Instruction (ACAI) and Proneness to Modernization (PM) are very relevant topic in the field of education at present. This present study is to find out the impact of Proneness to Modernization (PM) on Attitudes towards Constructivist Approach to Instruction (ACAI) of prospective teachers in TEIS in West Bengal. The researchers followed descriptive survey research design to conduct the present work. To conduct the present work the researchers took a sample of 337 prospective teachers from TEIs belonging to Kolkata, Howrah, North 24 Parganas and South 24 Parganas districts of West Bengal, India. Researchers have used two standardized scales as tools to conduct this research viz. Questionnaire on Modernization Scale (MS-STL), and Constructivist Attitude Scale for Prospective Teachers' (CASPT-AGSG) (Self-prepared scale). This research study was done by simple random sampling on 337 prospective teachers of different TEIs and data were analyzed by using IBM–SPSS 22.0 software with appropriate statistical techniques. The findings of this study show that there is a significant positive relationship between prospective teachers' proneness to modernization and attitudes towards constructivist approach to instruction. Finally, the researchers came to the conclusion that proneness to modernization has a significant impact on developing positive attitudes towards constructivist approach to instruction of the prospective teachers in TEIs in West Bengal which is one of the prerequisites for successful classroom teaching-learning through this method of instruction.

Keywords: Prospective teachers', Proneness to Modernization, Attitudes towards Constructivist Approach to Instruction, TEIs.

1. Introduction:

Constructivist theory asserts that knowledge can only exist in the human mind, and that it is incompatible with real world realities. As they perceive each new experience the peaks will constantly update their own mental models to reflect new information and, therefore, create their own interpretation of reality. Modernization is the process of changing attitudes and mind-sets to enable citizens to comply with today's demands. Proneness to Modernization in the field of education refers to acquire new skills such as internet, modern Educational technology etc. And the advancement of information through the Internet of things can help adolescents get information for their studies. Because teenagers can easily discover it and they can learn something with internet technology.

Here, the researchers try to find out the impact of Proneness to Modernization on Prospective teachers' Attitudes towards Constructivist Approach to Instruction.

2. Review of Related Studies:

According to the literature review many similar and dissimilar works had been done on the same field of study Constructivist Approach to Instruction and Proneness to Modernization. Padmanabhan (2007); Sridevi (2007); Chinara and Magi (2013) found that teacher training program had a significant impact on the student teachers practice of Constructivist Approach. On the other hand Toraman & Demir (2016) found significant positive attitudes towards lessons according to the constructivist approach towards mathematics and other subjects in the curriculum. Ayşem (2017) found a positive correlation between the attitudes of the teachers towards constructivist approach and their demographic information (e.g., subject area, professional seniority, education level, participation in service training or not).

Sandhu and Kaur (2005); and Srivastava (2009) found that Attitude of Adolescent had a significant impact towards their modernization. On the other hand, Siddhu (2017) found that Role of Attitude towards Modernization in the Scholastic Achievement of High School Girl Students. Govanakoppa, Sandhu, and Kaur, (2005) investigated a positive correlation between Attitude of Adolescent towards modernization to their sex. Further, Ganaie and Mudasir (2013) found that the modernization among two groups of Adolescents belonging to Social Science stream and science stream. Again Malik, Gupta, and Jan (2013) found the attitude of undergraduate students towards modernization in relation to female gender.

Thus in the case of prospective teachers the correlation among major variables and impact of independent variables on the dependent variable could be taken into account in this current study.

3. Significance of the study:

The Proneness to Modernization of prospective teachers to adopt this new method of instruction in line with the traditional monotonous teaching method has a significant impact on their attitude towards constructivist approach to instruction in TEIs. Along with traditional education, these modern educational systems will inspire a new era among the prospective teachers having Proneness to Modernization by building their attitude to this constructivist approach to instruction. This study will help teacher training colleges and teacher educators to develop a positive attitude towards constructivist approach to instruction regarding Proneness to Modernization.

4. Objectives:

O_1: To find out the prospective teachers' attitude towards Constructivist approach to instruction (ACAI) according to different categorical variables like gender, locale and subject streams.

O_2: To find out the prospective teachers' Proneness to Modernization according to different categorical variables like gender, locale and subject streams.

O_3: To identify the relationships between prospective teachers' attitude towards Constructivist approach to instruction (ACAI) and Proneness to Modernization (PM).

5. Hypothesis:

$H_0$1: There is no significant difference in the mean score of attitude towards Constructivist approach to instruction between male and female prospective teachers.

$H_0$2: There is no significant difference in the mean score of attitude towards Constructivist approach to instruction between rural and urban prospective teachers.

$H_0$3: There is no significant difference in the mean score of attitude towards Constructivist approach to instruction among prospective teachers of different subject streams (Language, Social science, Science & Mathematics).

$H_0$4: There is no significant difference in the mean score of Proneness to Modernization between male and female prospective teachers.

$H_0$5: There is no significant difference in the mean score of Proneness to Modernization between rural and urban prospective teachers.

$H_0$6: There is no significant difference in the mean score of Proneness to Modernization among prospective teachers of different subject streams (Language, Social science, Science & Mathematics).

$H_0$7: There is no significant relationship between the scores of attitude towards Constructivist approach to instruction and Proneness to Modernization of prospective teachers.

6. Method:

Population: The Prospective Teachers' (who are pursuing their Bachelor of Education i.e. B.Ed.) in different TEIs of West Bengal, India has formed the population of the present study. **Sample:** 337 Prospective Teachers' were taken as samples from different TEIs of North 24 Parganas, South 24 Parganas, Kolkata and Howrah districts of West Bengal. **Tools:** Constructivist Attitude Scale for Prospective Teachers' (CASPT-AGSG), developed by the Researchers and Singh, Tripathi and Lal constructed and standardised Modernization Scale (MS-STL) (2012) were used as tools for administering the present study. **Statistics used**: Mainly Random sampling technique was being used to collect data for conducting the present study. The Statistics used for statistical investigation of data collected according to hypothesis are Mean, SD, t-test, ANOVA and correlation by using IBM–SPSS 22.0 software.

7. Data analysis and Interpretation:

The opinions given by the respondents are collected by the researchers through the descriptive survey method and the statistical analysis of the null hypothesis at 0.05 level of significance is expressed in the following table.

Testing of $H_0$1:

Table 1: Descriptive statistics and t-test of prospective teachers' attitude towards Constructivist approach to instruction (ACAI) according to their gender

Sub-scale	Variation		N	Mean	S.D.	t	'P' value	Remark
ACAI	Gender	Male	150	78.93	5.31	1.378	0.169	Not significant
		Female	187	78.17	4.82			

Interpretation: The results from **Table 1** reveals that P value =0.169 (P >0.05) is not significant at 0.05 level and **$H_0$1** is **not rejected**. It means that there is no significant difference between male and female prospective teachers' attitude towards Constructivist approach to instruction in TEIs.

Testing of $H_0$2:

Table 2: Descriptive statistics and t-test of prospective teachers' attitude towards Constructivist approach to instruction (ACAI) according to their locale

Sub-scale	Variation		N	Mean	S.D.	t	'P' value	Remark
ACAI	Locale	rural	260	78.84	5.13	2.256	.025	Significant
		urban	77	77.38	4.61			

Interpretation: The results from **Table 2** reveals that P value =0.025 (P>0.05) is Significant at 0.05 level and **$H_0$2** is **rejected**. It means that there exists significant difference between rural and urban prospective teachers' attitude towards Constructivist approach to instruction in TEIs.

Testing of $H_0$3:

Table 3: One way ANOVA of prospective teachers' attitudes towards Constructivist approach to instruction according to their subject streams

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Attitudes towards Constructivist approach to instruction	Between Groups	735.062	2	367.531	15.655	.000
	Within Groups	7841.152	334	23.477		
	Total	8576.214	336			

Interpretation: Results from **Table 3** One way ANOVA reveals that p-value is < 0.001 which is significant at the 0.01 level as well as 0.05 level and therefore, the F-value is significant, So **$H_0$3** is **rejected**. It means that there is significant difference among different subject streams prospective teachers' attitudes towards Constructivist approach to instruction in TEIs.

Testing of $H_0$4:

Table 4: Descriptive statistics and t-test of prospective teachers' Proneness to Modernization (PM) according to their gender

Sub-scale	Variation		N	Mean	S.D.	t	'P' value	Remark
PM	Gender	Male	150	148.04	15.70	.113	0.0981	Not significant
		Female	187	147.86	14.21			

Interpretation: The results from **Table 4** reveals that P value =0.0981 (P >0.05) is not significant at 0.05 level and **$H_0$4** is **not rejected**. It means that there is no significant difference between male and female prospective teachers' Proneness to Modernization in TEIs.

Testing of $H_0$5:

Table 5: Descriptive statistics and t-test of prospective teachers' Proneness to Modernization (PM) according to their locale

Sub-scale	Variation		N	Mean	S.D.	t	'P' value	Remark
PM	Locale	rural	260	148.53	15.353	1.483	.140	Not significant
		urban	77	145.92	13.007			

Interpretation: The results from **Table 5** reveals that P value =0.140 (P >0.05) is not significant at 0.05 level and **$H_0$5** is **not rejected**. It means that there is no significant difference between rural and urban prospective teachers' Proneness to Modernization in TEIs.

Testing of $H_0$6:

Table 6: One way ANOVA of prospective teachers' Proneness to Modernization according to their subject streams

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Proneness to Modernization	Between Groups	362.412	2	181.206	.818	.442
	Within Groups	73947.279	334	221.399		
	Total	74309.691	336			

Interpretation: Results from **Table 6** One way ANOVA reveals that P value =0.442 (P >0.05) is not significant at 0.05 level and **$H_0$6** is **not rejected**. It means that there is no significant difference among different subject streams prospective teachers' Proneness to Modernization in TEIs.

Testing of $H_0$7:

Table 7: Correlation Coefficient between attitude towards Constructivist approach to instruction (ACAI) and Proneness to Modernization (PM) of prospective teachers'

Correlations			
		ACAI	**PM**
ACAI	Pearson Correlation	1	.271**
	Sig. (2-tailed)		.000
	N	337	337
PM	Pearson Correlation	.271**	1
	Sig. (2-tailed)	.000	
	N	337	337
**Correlation is significant at the 0.01 level (2-tailed).			

Interpretation: The result from **Table 7** shows that, Pearson correlation coefficient (*r*) between **ACAI** and **PM** is 0.271. This indicates from the above table that a weak positive correlation exists between these variables. The p value is <0.001 which is significant at the 0.01 level as well as 0.05 level. Hence, **$H_0$7** is **rejected**. Therefore it can be concluded that, there exists a weak positive and significant relationship between scores of attitude towards Constructivist approach to instruction and Proneness to Modernization of prospective teachers' in TEIs.

8. Findings:

A review of the findings of this study shows that there are no gender differences in perspective teachers' attitudes toward constructivist approach to instruction, but differences exist between their locales also it can be seen that differences among subject streams exists in perspective teachers' attitudes toward constructivist approach to instruction.

On the other hand, looking at proneness to modernization, it can be seen that there is no difference between their genders and locales also it can be seen that no differences among subject streams exists in perspective teachers' proneness to modernization.

Lastly, the researchers found a weak positive and significant relationship between attitude towards Constructivist approach to instruction and Proneness to Modernization of prospective teachers' in TEIs.

9. Conclusion:

In this present study, the researchers observed that the Proneness to Modernization of prospective teachers in classroom teaching-learning is a very important condition that can have a significant impact on student learning through constructivist approaches to instruction. If prospective teachers do not have a positive Proneness to Modernization, they will not be interested in getting new technology in education. The Researchers has studied on the B.Ed. trainees of different TEIs affiliated to Baba Saheb Ambedkar Education University (Erstwhile WBUTTEPA), the only teacher's training university in West Bengal, concluded that Prospective teachers have a positive attitude towards this constructivist approach to instruction if they are guided by futuristic Proneness to Modernization. Finally, the researchers came to the conclusion that proneness to modernization has a significant impact on developing positive attitudes towards constructivist approach to instruction of the prospective teachers in TEIs in West Bengal which is one of the prerequisites for successful classroom teaching-learning through this method of instruction.

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