

Practices of Constructivist Pedagogy by Elementary School Teachers in Relation to their Job Satisfaction, Location & Teaching Experiences

Twinkle Mishra

Research Scholar In Education, Rama Devi Women's University Bhubaneswar, India

Abstract

The present study has been undertaken as practices of constructivist pedagogy by elementary school teachers in relation to their job satisfaction with some demographic variables such as location, and year of teaching experience and considering to the research objectives adopted **Convergent parallel design of mixed method**. The investigator randomly selected 4 Government Elementary Schools (two schools from rural areas & 2 schools from urban areas) of Athgarh sub division. The investigator also selected **8** Government Elementary School Teachers purposively, 60 students (15 from each school) randomly for Focus Group Discussion. To categorise the elementary School teachers on the basis of their level of job satisfaction the investigator used a **standardised job satisfaction scale** which was developed and standardized by S. P. Anand (1993). The investigator developed and conducted an interview through semi structured interview schedule. To cross check the views of the teachers on Practices of constructivist pedagogy, the investigator conducted focus group discussion with the students and as a participant observer observed the classes of selected teachers (sample) of VII class of each school. The study revealed that practices of constructivist pedagogy by the elementary school teachers vary due to their level of job satisfaction, locale and length of teaching experience.

KEYWORDS: Constructivist pedagogical practices, Job Satisfaction, Teaching Experience of Teachers, Elementary School Teachers.

Introduction

Constructivism is a theory of learning, not a theory of teaching. (Srivastava and Dangwal, 2017)

Constructivist pedagogical practices are those teaching practices which focused on learner's construction of knowledge. From the reviews the investigator found the importance of constructivist teaching learning theory which impact on learners learning (Fernando&Marikar,2017; Kaymakamoglu,2017;Pandey & Ameta,2017;Nayak,2017; Dev,2016; Tuncela& Bahtiyarb,2015; Ngussa and Makewa,2014; Lotfi,Dehkordi and Vaez-Ghasemi,2012; Sultan,Woods&Koo,2011; Kim, 2005;Puacharearn,2004;Wenglinsky,2001).

The findings of the studies stated that adopting constructivist learning approach significantly improves students' achievement in mathematics as compared to using a traditional expository teaching method (Nayak, 2017). Constructivist teaching is more effective than traditional teaching in terms of academic achievement (Kim, 2005). Constructivist method enhances the academic achievement and problem solving ability of the pupils (Pandey & Ameta, 2017). The problem based learning approach of constructivism made learning an active process, enhanced students 'engagement and raised-up the achievements of students in English(Dev,2016). Different aspects of students' learning outcomes and enforcement to use creative thinking in building students' knowledge within constructivism learning context.(Sultan, Woods and Koo,

2011). Textbooks only minimally support constructivist pedagogical practices and do not vary significantly by subject matter area. (Abdulkareem & Hentschke, 2014).

Factors such as inadequate provision of equipment in classrooms, oversized classes, individual differences in academic abilities of students and the centralized examination system prevented the successful implementation of this constructivist approach in the schools(Altun & Toy,2015).The teachers were largely successful in creating the constructivist learning environment, but that by far the most pertinent factor in the success or failure in creating such an atmosphere was the geographical location of the school in relation to an urban centre.(Çalışkan,2015) . A learning environment that includes "active learning", "reflective learning", "associating with life" and "assessing simultaneously with teaching" were created in teaching-learning process in content knowledge courses (Tuncela & Bahtiyar,2015).Teachers always employed constructivism principles and that student academic performance was influenced by teaching modalities, active participation and classroom setup(Ngussa and Makewa,2014). . few teachers were detected to use alternative methods of evaluation such as portfolios, observation forms, project work, self, peer and group assessment forms in order to evaluate their students' success in the classroom.(Bas,2013). Less experienced primary school teachers were more willing to use constructivist principles in their primary school" (Aydogdut And Selanik-Ay,2016). A significant difference in pedagogical content knowledge was found among science teachers having B.Sc. ,B.Ed and M.Sc ., B.Ed and having varied length of experience(Bharati and Mohalik,2014). 'the gender of primary school teachers was not a factor in determining the constructivist characteristics of the primary school (Aydogdut And Selanik-Ay,2016), no significant difference in pedagogical content knowledge of male and female teacher's(Bharati and Mohalik,2014).PTs with high teacher efficacy tend to employ constructivist approach in their teaching while PTs with low teacher efficacy tend to use traditional approach, lecturing in their teaching(Temiz & Topcu,2013).

There are many demographic variables that influence Job satisfaction of teachers identified as gender, age , educational level, pay and length of service of teachers(Alyaha & Mbogo,2017), 'age of respondent' and 'experience in teaching'(Chirchir ,2016); age, community, marital status, educational qualification, nature of the subjects the teachers teaching, salary received by the teachers and location of the school (Reddy and Anuradha,2013);gender ,career satisfaction and experienceAkiri(2014), responsibility levels, gender, subject, age, years of teaching experience, and activity(Bishay,1996). There was no significant difference found in the levels of job satisfaction among male and female teachers (Chirchir ,2016; Bhuyan and Mallick ,2015; Gupta & Gehlawat,2013).There was no significant difference between urban and rural teachers' job satisfaction(Mahmood , Nudrat, Asdaque , Nawaz & Haider ,2011) .

After a careful review of related literature the researcher found that most of the studies were conducted on Practices of Constructivist Pedagogy by the researchers of abroad, very few studies were conducted by the researchers belong to India in General and Odisha in particular. The reviews also reveals that from among the various practices of Constructivist Pedagogy researchers has undertaken studies relating to motivation, interest, problem solving ,learner centered approach, project work, observation as assessment procedure. Studies also conducted by the researchers in relation to place of duty as well as length of experience. The researcher could not find studies relating to level of job satisfaction as an important parameter for practices of Constructivist Pedagogy by the Elementary School Teachers.

Constructivist pedagogical Practices are an essential aspect of effective teaching and learning in which a teacher meets learners at the point of their needs regardless of variation of their backgrounds. In order for effective learning to take place, teachers need to employ practices that evoke learners' participation in the teaching-learning transaction. In the present scenario where emphasis is given on practices of constructivist pedagogy in the teaching learning process, there is a need to assess the practices of constructivist pedagogy by the teachers at different levels of education and whether the objectives of constructivist pedagogy are fulfilled, whether experience has any effect on adopting constructivist pedagogical practices, is there any effect of teacher's job satisfaction on Constructivist pedagogical practices. Considering to the significance of pedagogical practices, the present study has been under taken as constructivist pedagogical practices of elementary school teachers in relation to their job satisfaction with some demographic variables such as location, and year of teaching experience.

Research Objectives

The research objectives for this study include the following:

- I. To ascertain the practices of constructivist pedagogy of elementary school teachers with reference to their level of job satisfaction
- II. To study the practices of constructivist pedagogy of elementary school teachers with reference to their location.
- III. To study the practices of constructivist pedagogy of elementary school teachers with reference to their length of teaching experiences.

Delimitation of the Study

The study was restricted to eight Elementary school teachers (urban and rural areas) teaching in four Elementary schools located at Athagarh sub division of Cuttack district. The study is further restricted to Government Elementary School Teachers having more than & less than ten years of teaching experiences. It is also restricted to regular teachers teaching at the Elementary level of class VII.

Design of the study

For the present study, the investigator considering to the research questions and objectives adopted **Convergent parallel design of mixed method (Creswell, 2007)** approach to understand and define the Practices of Constructivist Pedagogy by Elementary School teachers in general and to ascertain practices of constructivist pedagogy of elementary school teachers in relation to their level of job satisfaction, location and length of teaching experiences.

Population and Sample

For the present investigation all Government Elementary Schools and teachers, students of Athgarh sub division of Cuttack district, Odisha were the population of the study. Here the investigator randomly selected 4 Government Elementary Schools (two schools from rural areas & 2 schools from urban areas,) of Athgarh sub division. The investigator also selected eight Government Elementary School Teachers (2 teachers teaching from each school) purposively. From these 4 schools 60 students (15 from each school) selected randomly for Focus Group Discussion.

Details of the sample

No of Schools available	Details of the School	No of schools selected	No of teachers selected	No of students selected
NAC areas (12)	Rarasikapur U.G.U.P School	1	2	15(7+8)
	Kantol Nodal U.P School	1	2	15(7+8)
Village areas (197)	Karikola Nodal U.P School	1	2	15(7+8)
	Dorada U.P School	1	2	15(7+8)
Total		4	8	60

Tools and Techniques

For collecting data, the following tools and techniques were employed by the investigator considering to the objectives of the study which are briefly described below.

To categorize the elementary School teachers on the basis of their level of job satisfaction the investigator used a standardized **job satisfaction scale** which was developed and standardized by S. P. Anand (1993). This scale consisted of totally 60 items. Each statement was followed by five responses categories based on Likert Technique i.e. strongly agree, Agree, Undecided, Disagree and Strongly Disagree. Out of 60 items, 30 are positive statements and 30 are negative statements. Positive statements are scored as 4,3,2,1, and 0 and negative statements are scored as 0,1,2,3 and 4.

Considering to the purpose of the study that to ascertain practices of constructivist pedagogy of elementary school teachers in relation to their level of Job satisfaction, location and length of teaching experience, the investigator used a semi structured interview schedule for the teacher to know about their actual pedagogical practices in classroom by their own voice. The major 10 constructivist Pedagogical Practices of teachers in classroom were highlighted by the investigator to elicit responses from the interviewees. A semi structured interview combines a pre determine set of open questions (Question that prompt discussion) with the opportunity for an interviewer to explore the particular themes and responses for further discussion.

To cross check the views of the teachers on Practices of constructivist pedagogy, the investigator conducted focus group discussion with the students to know the perspectives, opinions, attitudes and experiences of learners. After it the investigator as a participant observer seated in the last bench of the classes of selected teachers (sample) of VII class of each school. The data recorded by the use of three points rating Scale which could be rated as (Frequently, Sometimes, Seldom) to different Constructivist Pedagogical practices.

The above tools and techniques contained different number of items covering the areas like Deliberation of Subjects related information, Inquiry and Problem based learning (IPL), Cooperative and Collaborative Learning (CCL), Group learning (GL), Project based learning (PBL), Role playing (RP), Use of Multimedia and Teaching practices (MTP), Active Involvement of Learners (AIL), Assignment and Assessment Practices (AAP), Cognitive Apprenticeship (CA), Dialogue and Instructional Conversation (DIC).

Procedures of Data Collection and Data Analysis

The Investigator personally visited the selected site with the Job Satisfaction scale, Interview Schedule, focus group discussion tool and observation schedule to observe and verify the classroom teaching practices. Some photo graphs were taken by the researcher during her data collection processes. The investigator analyzed the data after a careful organization and presentation. In this study, the investigator organized the data in a proper way to carry out the task of analysis. Here the investigator followed both Qualitative and Quantitative approaches for the analysis of the collected data. For the purpose, the investigator used simple statistical procedure that descriptive statistics including percentage analysis to analyze data on Practices of Constructivist Pedagogy.

Major Findings

Objective 1 - To ascertain the Practices of Constructivist Pedagogy of Elementary School Teachers with reference to their Level of Job Satisfaction

From the investigation it was found that, the teachers belonging to different levels of Job satisfaction viewed that they practise IPL, CCL, GL, PBL, AAP, AIL, CA and DIC as the dimensions of constructivist pedagogy in classroom situation. But in practice it was observed that both the category of teachers practise IPL, CCL, AAP, CA, and DIC. The teachers of high level of Job satisfaction practise different components of MTP, AIL, and GL in the classroom and they practise role play when the content require. Both the category of teachers did not practise PBL in the real classroom situation.

Objective 2 - To study the Practices of Constructivist Pedagogy of Elementary School Teachers with reference to their Locale differences.

All the rural elementary school teachers practise different components of all dimensions except MTP than the urban teachers. It was also found that students appreciated the practices of constructivist pedagogy of teachers' in the classroom. Due to non-availability of electronic equipment the teachers of both areas could not able to practise MTP dimension. In case of Role play as an important dimension, it was found that teachers belong to rural areas practise it as compares to urban areas.

Objective 3 - To study the Practices of Constructivist Pedagogy of Elementary School Teachers with reference to their Length of Teaching Experiences

The teachers having more than 10 years and below ten years of teaching experience practise IPL, CCL, PBL, AAP, AIL, CA and DIC in classroom. In case of MTP and AAP, the teachers belonging to less than 10 years of teaching experience practise most of the components as compare to the teachers having more than 10 years of teaching experience. The teachers having 10 years below teaching experience practise

RP, GL in the classroom situation as compare to the teachers having 10 years and above teaching experience.

Conclusions

In a constructivist setting, learning is active, reflective, collaborative, evolving, constructed and based on enquiry and problem-solving approach. Constructivism is a theory of learning, not a theory of teaching (Srivastava and Dangwal,2017).To conclude, the study revealed that The teachers of high level of Job satisfaction practise different components of MTP, AIL, and GL in the classroom and they practise role play when the content require. Both the category of teachers did not practise PBL in the real classroom situation. All the rural elementary school teachers practise different components of all dimensions except MTP than the urban teachers, The teachers having more than 10 years and below ten years of teaching experience practise IPL, CCL, PBL, AAP, AIL, CA and DIC in classroom.

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