# LEARNER PERCEIVED CONSTRUCTIVIST LEARNING ENVIRONMENT:  A COMPARATIVE STUDY

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### *Abstract*

*The quality of learning is decided by how rather than what learned. Learning is a process, rather than a product. Learning environment decides the relationships, opportunities, and roles within a learning situation. Constructivist Learning Environment provides opportunities for collaborative, self-authenticated and task-oriented learning. But how and what learners perceive as learning, is also a deciding factor for learning. The present paper is an outcome of a research study based on learner perceived constructivist learning environment. Through the study, investigators tried to compare Learner Perceived Learning Environment among school students belong to different types of Management like Government funded and self-financed.*

***Keywords:*** *Constructivist Learning Environment, Learner Perceived Constructivist Learning Environment.*

## INTRODUCTION

Education is seen as an indispensable asset for achieving peace, progress and sustainable society. Quality Education is one of the key factors to ensure balanced national development. Effective learning to a great extent depends upon the ways of teaching and learning and overall environment available/provided for learning. The new century demands more/newer skills and competencies to succeed in life. When competition is very high, one who wants to be in the race must be creative in thinking, innovative in ideas, thinking out of the box and playing in a team as a contributor and as a leader.

The required traits, qualities, and capabilities are not possible to cultivate only through the traditional approach in which a learner is a passive receiver of information. A learning environment in which learner constructs the knowledge in collaboration with peer group, more knowledgeable others/experts or teachers is a must along with the

support of the socio-cultural background is very much required to make them capable to face the 21-century challenges. That learning can be provided in a Constructivist Learning Environment. In a Constructivist Learning Environment, there will be multiple representations of reality, stress on knowledge construction than knowledge acquisition/reproduction, authentic tasks, real-world settings, thoughtful reflections, context, and content-dependent knowledge construction and collaboration, negotiation, and recognition. (David H Jonassen, 1999)

## NEED AND SIGNIFICANCE OF THE STUDY

Quality education is the right of every child. Quality depends upon the learning environment that the child perceives. Role players in providing quality schooling are administrators, teachers, parents, and society. As there are different types of management systems for school education in India, to know whether the type of management could make any significant changes in the Quality Learning Environment will help the management and administrators to reflect on their role in providing a quality learning environment.

## REVIEW OF RELATED LITERATURE

Different studies show the importance of the learning environment. Akyol & Fer, (2015) found in their study that Social Constructivist Learning Environment design is effective on the learning and on the provision of learners with new information through group work and multimedia (Akyol, 2015). According to Fisher (2005), a supportive and productive learning environment will enhance learner's self-motivation, independence, perspectives and that will reflect in a learning program**.**

## OPERATIONAL DEFINITIONS

### Learning Environment

It is the social context in which learning takes place. It includes students, teachers, classroom and instructional materials (Johnson, 2004).In the present study, Learning environment means the total material, psychological and social environment that is provided for the learning process.

### Learner Perceived Constructivist Learning Environment (LPCLE)

An environment that is perceived by the learner as there are opportunities for collaborative explorative and creative learning. In the present study scope for personal relevance, student negotiation, shared control, critical voice and uncertainty while learning is considered as the components of Constructivist Learning Environment. (Fraser and Tobin 1991)

**Type of Management**

For present study type of management is considered under Government funded and self-financed. For Government-funded Kendriya Vidyalayas are considered and for self-financed Army Public Schools are considered.

## OBJECTIVES OF THE STUDY

Following objectives were formulated for the present study.

1. To find the level of LPCLE

2. To compare the (LPCLE) based on the type of management.

## HYPOTHESIS

There will be a significant difference in the LPCLE among schools belong to a different type of management. A directional hypothesis is formulated because many literature and studies show that the type of management is a factor that affects the overall learning environment.

## METHODOLOGY

Stratified Random Sampling Technique is used for sampling. To collect data on LPCLE, LPCLE Scale is used, (Standardised by Karun, K.N and Rohini. M based on Tyler and Fraser and Modified by Kumari, P, and Bera, S.) The tool consists of 30 items under five domains like Personal Relevance, Uncertainty, Critical Voice, Shared Control and Learning to Communicate. The collected data was analyzed by using different statistical techniques.

## ANALYSIS AND INTERPRETATION

### TABLE 1

### Distribution of data on LPCLE

| Type of Management | | N | M | MD | SD | Sk | Ku |
|---|---|---|---|---|---|---|---|
| | Total | 84 | 54.25 | 55 | 11.42 | -0.05 | -0.52 |
| | Government Funded | 42 | 54.17 | 55 | 12.23 | -0.22 | -0.49 |
| | Self-financed | 42 | 54.33 | 52.5 | 10.70 | 0.32 | -0.55 |

**(N – Sample Size, M – Mean, MD- Mean Deviation, SD- Standard Deviation,**

**Sk- Skewness, Ku- Kurtosis)**

From Table. 1, the Arithmetic Mean of LPCLE for Government funded and Self-Financed schools are 65.68 and 62.6 respectively. Standard Deviation is 11.7911 and 9.53065 respectively. The Median of government and private school are 55 and 50. The Mean value is calculated to know how the data is accumulated in a central position. There is no significant difference in the mean values.

**TABLE 2**

**Distribution of Data showing the level of LPCLE**

| Level of LPCLE | Un-Aided Schools% | Govt Funded Schools% |
|---|---|---|
| High | 7.14 | 10.71 |
| Average | 27.38 | 33.33 |
| Low | 8.33 | 5.95 |

**TABLE 3**

**Showing Test of Significance of the Difference between means of LPCLE scores of Un-Aided and Government-funded schools.**

| SUB SAMPLE | N | M | SD | t- Value | LEVEL OF SIGNIFICANCE |
|---|---|---|---|---|---|
| Un-Aided | 35 | 65.68 | 11.7911 | 0.35781 | P>0.5 |
| Govt. funded | 35 | 62.6 | 9.53065 | | |

From Table 3, The calculated t value is less than the table value of 0.947 at 0.05 level of significance. Hence there may not be any significant difference in LPCLE of the based on the type of management of schools. By comparing the Means, it is observed that the Mean Un-aided is slightly higher than the Mean Score of Govt funded Schools. Hence un-aided schools' students perceived their classrooms learning environment as more constructive.

## FINDINGS

The findings are given below:

•   7.14% of students of Govt. Funded schools perceived Constructivist Classroom Learning Environment as high level.

•   27.38% of students of Govt. Funded schools perceived Constructivist Classroom Learning Environment as the average level.

- 8.33% of students of Govt. Funded schools perceived Constructivist Classroom Learning Environment as below-average level.

- 10.71% of Un-Aided School students perceived Constructivist Classroom Learning Environment as high level.

- 33.33% of Un-Aided school students perceived Constructivist Classroom Learning Environment as average level.

- 5.95% of unaided School students perceived Constructivist Classroom Learning Environment as below-average level.

- The student from both the type of management schools perceived is more or less same level for Constructivist Learning Environment. Majority of the students are perceived the Constructivist Learning Environments as average level.

## DELIMITATIONS OF THE STUDY

Only Kendriya Vidyalaya for Govt. Funded and Army Public Schools for Un-Aided were considered for the present study and sample size was very small. Only senior secondary (10+2) students were considered. Schools following CBSE syllabus only considered.

## CONCLUSION

The way in which the human and material resources are being managed decides the quality of education not the type of management. To develop a generation having all required skills and capacities required to be the future successful individuals, a learning environment is required in which they can construct their future as the time demands. Educationists, Policy Makers, and Administrators should make provision for ensuring that the learners are provided with suitable learning environments. Collaborative efforts from all the stakeholders including parents can make desirable changes in the education system.

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