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## **EFFECT OF SOCIO-CONSTRUCTIVIST APPROACH ON ACHIEVEMENT IN SOCIAL STUDIES OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SOCIAL CONFORMITY**

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### **Abstract:**

This study investigates effect of socio-constructivist approach on achievement in social studies in relation to their social conformity of senior secondary school students. Jalota's intelligence was used to equate the two groups (experimental & control groups) of 1X class students. Instructional material based on socio-constructivist approach was prepared by investigator; Criterion reference pre-test post- test in Social studies for 1X class students and Social conformity scale (Dhapola& Singh, 1984) were used to conduct research. The results explored a significant difference between the group taught through socio-constructivist approach and traditional approach in their mean gain scores on achievement in social studies; significant difference between the students with high, average and low social conformity level in their mean gain scores on achievement in social studies; and a significant difference between boys and girls of senior secondary school students with respect to their social conformity in the group.

### **Introduction:**

The concept of constructivism was given by Piaget and it is basically a theory based on observation and scientific study about how people learn. Constructivism is relatively a new paradigm which exerts major theoretical influence on the present Education system (Patankar; 2011). It says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences (Divedi, 2010). Social constructivism is the idea developed by Soviet psychologist Vygotsky, who puts that individuals learn through social interactions, activities, language and cultural tools. It holds that knowledge exists in social environment and individual internalizes it through working together and through interactions. Social constructivist approach is an approach in which knowledge is constructed amongst the students and between the students and the teachers collaboratively. It is through the talk that learning occurs (Gerlach 1994). This collaboration in tasks and discussions allows learners with different skills and backgrounds to arrive at a shared understanding of the truth (Duffy and Jonassen, 1992). Social constructivism is not a unique specified doctrine, rather a bunch of related studies representing different versions of the general approach (Detel, 2001). Khan (2014) emphasizes that constructivist pedagogy does not consist of a single teaching strategy. Instead, it has several features that should be attended simultaneously in a classroom. In a social constructivist classroom, the focus shifts from the teacher to the learners. The teacher's main function is to begin or direct a discussion amongst the learners and to maintain its direction and focus. Discussion can be promoted by the presentation of specific concepts, problems or scenarios, and is guided by means of effectively directed questions. The learners are urged to be actively involved in their own learning process, setting their own questions for discovery and challenging assumptions made both by themselves and by others. The goal in



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many tasks is to illuminate the subject, to interpret and share and learn from other points of view and to piece together the puzzle using everyone's contribution. In the constructivist learning environment, debates, and activities for the interests and needs of learners, a certain uncertainty and collaboration to provide creative thinking are organized for the learners (Taylor, Fraser and Fisher, 1997).

The term conformity is behaviour that follows the usual standards that are expected by a group or society. Social conformity is a type of social influence that result in a change of behaviour or belief in order to fit in with a group. Social conformity is the most important factor affecting the achievement in business studies. It is one of the most important variables which affects large group size, culture, gender, age etc. Socio-constructivism provides an explanation for how learning can be fostered effectively through interactive pedagogical practices. It emphasizes that learning takes place in a social environment and views learners as “active constructors of their own learning environment” (Mitchell & Myles, 1998). Latchman (2000) explored that constructivist-based approaches to teaching science is a viable alternative to traditional modes of teaching; Teachers organize the learning process according to students' interests and needs, to incite to ask questions, to produce the new ideas, to make estimations and observations, to work in collaboration and to test their ideas (Kim, 2005). It is seen that these learning approaches have a positive influence on students' academic achievement (Tenenbaum, Naidu, Jegede and Austin, 2001, Maypole and Davies, 2001). Alizadehfard (2010) the degree of women's conformity was higher than men's. The degree of women's conformity under inferior social position was shown higher than men's but under superior social position. Men are also more likely than women to emerge and act as leaders in small groups, even when other personality characteristics are accounted for (Bartol& Martin, 1986; Porter, Geis, Cooper, & Newman, 1985). Carter, Franz, Gruschow&VanRyne (2019) found that males conformed more to their gender-role sign than did females.

### **Hypotheses**

1. (a) There is no significant difference between the group of IX students taught through socio-constructivist approach and traditional approach in their mean gain scores on achievement in social studies.
- (b) There is no significant difference between the class IX students taught through Socio-Constructivist approach and traditional method in their mean gain scores on achievement in social studies.
2. There is no significant difference between boys and girls of secondary school students with respect to their social conformity in the group.

### **Method:**

Two groups - the control group and the experimental group were formed in the present study to measure the effectiveness of the independent variable of socio-constructivist approach, where the control group was taught in traditional set-up, while the experimental was taught according to the strategies of socio-constructivist approach; along with the pre and post academic achievement test and social conformity.



**Sample of the Study:**

The sample consisted of 100 (male and female) students and participants were distributed in two equal groups; on the basis of Pre-achievement test; control group was taught through traditional method (n = 50), and the experimental group (n = 50) was taught through socio-constructivist approach.

**Design of the Study:**

The present study included pre-test post-test design. It was aimed to study the Effect of Socio Constructivist Approach on Achievement in Social Studies of Secondary Student in relation to their Social Conformity.

**Tools Used:**

1. Instructional material based on socio-constructivist approach was prepared by investigator.
2. Criterion reference pre-test post- test in Social studies for IX class students.
3. Social conformity scale (Dhapola& Singh, 1984)

**Analysis**

**Hypothesis 1:** (a) There exists no significant difference between the group of IX students taught through socio-constructivist approach and traditional approach in their mean gain scores on achievement in social studies.

To know the difference between the group of IX students taught through socio-constructivist approach and traditional approach in their mean gain scores on achievement in social studies; t-test was applied The result of this analysis has been reported in table 4.1:

Table 4.1: Showing mean, SD, SE<sub>D</sub> and t-ratio for mean score of achievement of group taught through traditional method and socio-constructivist approach

Variable	Groups	Mean	SD	t-value
Achievement	Control	10.48	3.30	3.86**
	Experimental	6.81	3.00	

Significance at 0.01 level (critical value 2.98 at 0.01 level)

The table 4.1 shows that mean scores of control group taught through traditional method and experimental group taught through socio-constructivist approach are 10.48 and 6.81 and S.D are 3.30 and 3.00 respectively. The obtained t-value 3.86 is greater than the table value 2.98; which is significant at 0.01 level of confidence. It became vivid that there is a significant difference between the achievement of group taught through traditional method and group taught through socio-constructivist approach. Hence, it can be inferred that the students, taught through socio-constructivist approach are better than the students who are taught through the traditional method in achievement.

Hypothesis 1: (b) There is no significant difference between the class IX students taught through Socio-Constructivist approach and traditional method in their mean gain scores on achievement in social studies.

In order to test the hypothesis 1 (b), t-test was applied to determine difference in the mean gain score



of the students with high and low social conformity level on achievement in business studies. The result of this analysis has been reported in table 4.2:

Table 4.2: Showing mean, SD, SE<sub>D</sub> and t-ratio for mean gain score of the students with high, Average and low social conformity level on achievement

Social Conformity Level	Groups	N	Mean	S.D	S.ED	Mean Difference	df	t- ratio	Remarks
High	Experimental	10	14.7	0.64	0.34	2.7	18	7.94	Significant at 0.01 level
	Controlled	10	12.0	0.89					
Average	Experimental	30	10.93	2.02	0.46	4.8	58	10.43	Significant at 0.01 level
	Controlled	30	6.13	1.63					
Low	Experimental	10	5.1	0.94	0.32	2.3	18	7.18	Significant at 0.01 level
	Controlled	10	2.8	0.48					

Table 4.2 reveals that mean gain scores of high, Social Conformity level of achievement of student of experiment and controlled group are 14.7 and 12.0 respectively and mean difference (D) is 2.7 further, 't' value (t= 7.94) is significant at 0.01.level, which shows that students belonging to high level of Social Conformity of both the groups differ significantly in their Achievement and moreover, the mean gain scores of high Social Conformity students are in favour of experimental group (M= 14.7) which means that high Social Conformity students in the experimental group performed better than high on Social Conformity Students in the controlled Group.

Further, the mean gain scores of average Social Conformity Studentsof experimental and controlled group are 10.93 and 6.13 respectively and mean difference (D) is 4.8. 't' value (t = 10.43) is significant at 0.01 level which shows that students belonging to average level of Social Conformity of both the groups differ significantly in their Achievement and mean gain scores of average Conformity students of experimental group (M= 10.93) are higher than that of controlled group (M= 6.13). It implies that students of average Social Social Conformity in theExperimental performed better than students of average Social conformity in the controlled group.

Table 4.2 also reveals that mean gain score of low Social conformity of student of experimental and controlled groups are 5.1 and 2.8 respectively and difference (D) is 2.3 further at 0.01 level of significant 4.2 also reveals that mean gain scores of low Social conformity students of and controlled groups are 5.1 and 28 respectively and mean (D) is 2.3 further 't' value (t-7.18) reported in the table is significant level of significance which means students belonging to low level of experimental and controlled group differ significantly in their achievement Also, mean gain scores are in favor of low Social conformity students of experimental group (M= 5.1). It means that students of low Social conformity in the experimental group gave their performance than students of low Social conformity experimental group the controlled group.



**Hypothesis 2:** There is no significant difference between boys and girls of senior secondary school students with respect to their social conformity in the group

In order to test the hypothesis 2, t-test was applied to determine difference in the mean gain score of boys and girls of senior secondary school students with respect to their social conformity. The result of this analysis has been reported in table 4.4:

Table 4.3: Showing mean, SD, SE<sub>D</sub> and t-ratio for mean gain score of boys and girls of senior secondary school students with respect to their social conformity

Gender	N	Mean	S.D.	SED	t-value
Boys	50	88.12	8.72	1.32	2.82
Girls	50	91.84	9.96		

(Critical value 1.96 at 0.05 level and 2.58 at 0.01 level, df =98)

The table 4.3 reveals that the mean score and S.D of boys group is 88.12 with S. D. 8.72, while mean score of girls is 91.84 with S. D. 9.96 respectively. The t-value comes out to be 2.82 which is significant at 0.01 and 0.05 level of significance. Hence, the hypothesis no.2 "There is no significant difference between boys and girls of senior secondary school students with respect to their social conformity in the group" is rejected.

### Findings and Conclusions

1. There exists significant difference between the group of 1X students taught through socio-constructivist approach and traditional approach in their mean gain scores on achievement in business studies.
2. There exists significant difference between the class 1X students with high and low social conformity level in their mean gain scores on achievement in social studies.
3. There exists significant difference between boys and girls of senior secondary school students with respect to their social conformity in the group.

### Educational Implications:

1. Teachers should use social constructivist approach in classrooms, even in traditional classrooms the collaborative learning, peer interaction should be encouraged for better achievement.
2. Conformity is an important social process for a society to foster values in its citizens so to mark change in the personality suitable steps should be taken. Students should be taught to obey the elders, respect one another's view points and adhere their cultural values. The primary aim of education should be adjustment, thus right kind of conformity. The teachers should aim at providing a positive school climate where the sense of belongingness and connection can help students for developing intelligence. Parents should be involved in the process of education as they have no idea about utility and social implications of education.



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