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Teachers awareness on constructivist approach in learning: An analytical study

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Abstract---Scope: Constructivism is a school of thought emphasizes students' active involvement in learning and making sense of what they are imbibing. In the constructivist approach, which is learner-centered, students actively participate in knowledge construction rather than being passive listeners. Constructivism is a philosophy of cognition, learning, and meaning-making that explains how students learn and involve in the process of knowledge construction. Constructivist Approach plays vital role in maintaining mental health of children through freedom in the realms of learning and allowing space to relate it with the prior experience of the learner devoid any external pressure or dominance in teaching learning process. Learning activities in constructivist setting are characterized by active engagement, inquiry, problem solving, and collaboration with others. The Present study entitled Teachers awareness on Constructivist Approach in Learning: An Analytical Study is an attempt to elucidate constructivist approach as an archetype for teaching and learning. It is also designed to ascertain teachers' awareness on Constructivist Approach in learning. The study is delimited to the Hailakandi District of Assam, India. Objective: To ascertain teachers awareness on constructivist approach in learning. Methodology: For the Collection of data, quantitative survey method has been used with a questionnaire consisting of a series of close-ended rating type questions to gather information from the both government and private secondary level teachers and students of Hailakandi District. Findings of the Study: The study revealed that both teachers and Students of Private Secondary Schools are more aware about Constructivist Approach in the teaching learning process while the Government Secondary Schools teachers and students are less aware about Constructivist Approach in the teaching learning process.

Keywords---Constructivism, Constructivist Approach, Knowledge, Teaching Learning Process. Prior Knowledge.

Introduction

Constructivism is a school of thinking that emphasizes students' active involvement in learning and making sense of what they've learned. In the constructivist method, which is learner-centered, students actively participate in knowledge construction rather than being passive listeners. Constructivism is a philosophy of cognition, learning, and meaning-making that explains how students learn and what knowledge is (Cannella & Reiff, 1994). According to this theory, people build or construct their own new understandings or knowledge by engaging with what they already know and believe, as well as the ideas, events, and activities they encounter (Richardson, 1997). Rather than imitation or repetition, information is obtained through engagement with content. (Kroll & Laboskey, 1996). Active involvement, inquiry, problem solving, and cooperation with others are all aspects of constructivist learning. The teacher is a guide, facilitator, and co-explorer who encourages students to question, challenge, and establish their own ideas, opinions, and conclusions. Constructivist viewpoints can be classified into two types:

Psychological aspects:

According to psychological constructivists like Piaget, students generate knowledge by transforming, structuring, and reorganizing prior information.

Social issues:

Pupils are provided opportunities to learn through social interaction in the formation of understanding and knowledge, according to social constructivists like Vygotsky.

The goal of this research is to look at the characteristics of constructivist theory and its two forms (psychological and social), as well as the structure of a constructivist classroom. In the 18th century, an Italian philosopher named 'Giambattista Vico' researched constructivism and considered knowledge as purely the consequence of human labor. He maintains, "The knowing is the made." Constructivism rejects behaviorism and cognitive static, passive, or fixed view of knowledge, which believe knowledge is static, absolute, and the ultimate goal of learning is to gain knowledge, whereas behaviorism and cognitive believe knowledge is dynamic, absolute, and the ultimate goal of learning is to gain knowledge. Jean Piaget is credited for putting constructivism's theory into practice. He also believed in the principles of John Dewey, Lev Vygotsky, and Jerome Bruner. "Constructivism is that human construct that gives meaning to their thoughts and ideas as a result of an endeavor to understand and make sense of them," Joseph Novak explained. Bruner claims that. "Learning is considered an active process in which learners develop new ideas or concepts based on their current and previous knowledge," according to constructivism. (Lutz & Huitt, 2018)

The Constructivism Theory of Lev Vygotsky

Culture, according to Lev S.Vygotsky, is the most essential aspect in cognitive development. According to Vygotsky's constructivism hypothesis, knowledge leads to cognitive development. Individual growth cannot be understood without reference to the cultural and societal context in which the above-mentioned evolution is entrenched, according to the socio-cultural design of intelligence. The growth of the mind is continual. Vygotsky is fascinated by the true mechanism of development. He ignores apparent stages of growth in his hypotheses and assumptions. Vygotsky's constructivism thesis refutes the idea that cognitive development can be explained by a single abstract principle. As an alternative to Piaget's constructivism, he believes that knowledge entails internalization of social behavior. (Lutz & Huitt, 2018)

Constructivism is founded on the idea that rather than passively absorbing information from their surroundings, learners actively build learning processes and knowledge. It claims that knowledge is produced by the experiencing individual based on prior knowledge. It is based on the passive transmission of information from one person to another, with receiving preceding construction. It focuses a significant emphasis on problem-solving and hands-on learning.

Learning and constructivism

Constructivism defines learning as the process of building knowledge. The learner strives to reformulate their concepts by linking them to new experiences, using cognitive processes such as comparative analysis and synthesis. Knowledge consists of mental constructs based on earlier experiences; whether these constructs are real, true, or incomplete is irrelevant, and this varies from person to person. (Kroll & Laboskey, 1996)

Background

The origins of constructivist thinking can be traced back to disputes in ancient Greece between Socrates and his contemporaries. He has utilized guided questions to help his pupils recognize their errors in their thinking during discussions. Socratic conversations were a key component of constructivist teachers' tactics for assessing students' learning and designing new educational experiments. Rational analysis of deeds and aims, according to Kant (1780), leads to knowledge expansion, while personal experimentation leads to correspondence knowledge. It has been considered as a major hypothesis on a global scale since Van Gerasezefland's presentation of the notion of radical creativity at the 11th international education mathematics psychology conference in Montreal. In a study titled "Constructivist in School Learning Science: An Influential and Inspired Model or Destructive Faulty Tendency," researchers looked at whether constructivism is an influential and inspired model or a harmful faulty tendency. John Kinds examined some of the theories and common systems that are described to Constructivist methods for teaching science in schools, and accurately demonstrated that students participating in applied activities and using Constructivist ideas in elementary education is extremely beneficial for continuous and progressive learning. Several scholars in Iran researched

traditional teaching methods based on the constructivist viewpoint, and teaching methods based on the viewpoint were proposed in several areas of the study. He has come to the conclusion that slogans linked with constructivism are better than principles associated with traditional educational ideals, based on an opinion poll. Alsop talked about the impact of the constructivist method vs. the traditional method on two sets of mathematics concepts. According to Esmali and Mach, those teachers assumed that using demagogical methodologies to construct students' learning would require a significant amount of time. Others have investigated the differences and implications of teaching Physics using a research-based approach vs traditional method. He also showed that students who were taught using a research approach had a higher likelihood of liking their classes than students who were taught using traditional methods. With the purpose of comparison, Forotan (2000) analyzed the influence of three constructivist, explanatory, and combinatory techniques in the major theorists.

John Dewey (1933–1998) is credited with laying the philosophical framework for this strategy. The most well-known cognitive constructivist thinkers are Bruner (1990) and Piaget (1972), whereas Vygotsky (1978) is the most well-known constructivist theorist. (Lutz & Huitt, 2018)

John Dewey

John Dewey argued that schools should not focus on rote memorization and recommended the "directed living" method, in which students participate in real-world, practical workshops where they may demonstrate their knowledge via creativity and teamwork. Students should be given the freedom to think for themselves and express their opinions. Dewey believed that education should be based on real-life experiences. "If you're unsure about how learning happens, perform a long investigation: study, reflect, consider various options, and come to a conclusion based on evidence," he said.

Piaget

Piaget was an outspoken critic of the idea that learning is simply the passive integration of prior knowledge. Instead, he asserted that learning is a fluid process involving various stages of reality adaption during which students actively generate information by building and evaluating their own worldviews. Despite being less current and influential, it has impacted some fundamental educational ideas, such as:

- Learners don't have knowledge pushed on them; they develop it for themselves through discovery learning.
- Sensitivity to children's readiness.
- Individual differences are respected

One common fallacy about constructivism is that teachers should never tell pupils anything directly, instead allowing them to construct their own knowledge. This conflates a pedagogy (teaching) philosophy with a knowledge theory. Regardless of how one is taught, all information is derived from the learner's

existing knowledge while planning and implementing. As a result, merely listening to a lecture necessitates deliberate efforts to learn new material.

Bruner

Influenced by Vygotsky, Bruner emphasizes the role of the instructor, language, and instruction. He felt that different problem-solving techniques were used by learners, that these procedures changed from person to person, and that social contact was at the heart of good learning.

Bruner takes the Socratic approach to dialogue-based learning a step further by urging students to reflect on their own illumination. To guarantee that each section builds on the previous, a comprehensive curriculum design is essential. As a result, learning must be a process of discovery in which students produce their own knowledge with the active engagement of teachers, building on previously acquired knowledge. Bruner altered the curriculum to reflect his belief that learning is a social, active process in which students build on what they already know to produce new ideas or concepts. The constructivist learning principles are outlined as follows:

- Learning events and settings that encourage and enable pupils to learn must be the emphasis of instruction (readiness).
- Instruction must be written in a way that the student can understand it easily (spiral organization).
- Instructions for extrapolation and/or filling in the blanks should be created (going beyond the information given). (Har, 2013)

Learning Methodologies: Constructivist vs. Traditional

When learning about constructivist learning, it's important to be aware of the differences between constructivist and traditional pedagogies. (Har, 2013) These have been highlighted in terms of several features and are as follows: (Kapoor, 2019)

Approaches	Constructivist Approach	Traditional Approach
Learner's Personality	Learners are viewed as distinct individuals, and their individuality is valued as an important component of the learning process.	Learners form a homogeneous group based on their chronological age. On the basis of which curriculum and teaching methods are developed
Learning Responsibilities	It is the learners' responsibility. It emphasizes the importance of students participating actively in the learning process.	It's in the hands of the teachers. Learners are both passive and active when it comes to what they learn from their teachers.
Motivation to learn	Learner motivation grows as a result of real-world engagement with concepts and problem-solving.	Rewards enhance the behaviors' of the students. Conforming to standards and achieving expected

		outcomes can boost motivation.
Teacher's Role	Teachers assist students by asking questions, providing help, and establishing guidelines. They engage in ongoing interactions with the students.	Teachers give instructions and expect students to follow them in addition to understanding subjects.
Teacher- Student Communication	Teachers and students benefit from each other's knowledge. They are able to expand their knowledge and comprehension by properly speaking with one another.	The experience of learning is unbiased. Teachers provide information to students by having them complete activities and assignments.
Collaboration	To arrive at truth and facts, students collaborate. They must guarantee that they have a clear understanding of concepts and other data.	To get knowledge of the subject that is set in the discipline, learners must be attentive and diligent. Teachers provide students with ideas and suggestions for accomplishing academic goals.
Learning Situations	The context in which learning takes place is crucial. Application is intimately related to learning. Social contacts allow students to participate in activities.	The context of knowledge is missed. It's possible that learners won't be given the skills they need to grasp the objectives and activities effectively. When results are measured, learning happens.
Evaluation Process	The contact between teachers and students is a two-way process. It is linked to the learning process in order to identify learning accomplishments and learning experience quality.	Teachers are in charge of putting the process into place. It's a different way of determining how much the students have comprehended. In addition, how they plan to achieve their educational objectives.
Concept/ Knowledge	Experience brings about modifications in knowledge.	Knowledge is a passive entity.
Students' Work	Students collaborate in groups.	Student works on their own.

So, these are some key points of distinction between traditional learning and constructivist learning in the teaching learning process. A frequent contrast between traditional and constructivist classrooms is that students in constructivist classrooms have greater flexibility to learn on their own, whereas students in traditional classrooms do not have this freedom and must work under the supervision of teachers (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956).

Characteristics of constructivist approach

Constructivist learning has the following characteristics: (Bhattacharjee, 2015)

- A range of concepts, demonstrations, and content materials are presented and stimulated.
- Students set their own objectives and ambitions. They do, however, usually bargain with their teachers.
- Teachers must fulfill the roles of monitors, mentors and facilitators.
- Methods, instruments, contextual factors are used to foster meta-cognition, self-analysis, regulation, reflection, and attentiveness.
- Students are expected to play a significant part in learning facilitation and management.
- The learning environment, facilities, skills, information, and objectives are appropriate, realistic, and authentic. These are examples of the natural difficulties which exist in the real world.
- The fundamental causes of data are used to establish authenticity and complexity in the real world. The term "primary data" refers to information that was obtained by individuals in the first place.
- Emphasis is placed on the value of knowledge construction. Teachers and students must interact and integrate their efforts in order to improve mutual understanding.
- Individual conditions account for the vast majority of knowledge creation. Individuals must be able to negotiate social situations, collaborate well, and have prior expertise.
- Past knowledge building, beliefs, attitudes, and opinions held by learners are the key variables that must be considered during the process of knowledge generation.
- Other key features that are highlighted include problem-solving, higher-order thinking skills, rational decision-making and in-depth comprehension.
- When learners commit errors in their learning, they are able to efficiently remedy them using their knowledge and information.
- Exploration is the method of choice. Students must investigate a range of components in order to develop a full understanding of subjects and attain educational goals.
- Students have the option of participating in a traineeship. In this sort of learning, tasks, activities, functions, talents, and information grow progressively complex.
- The complexity of knowledge is reflected in the emphasis on conceptual interconnection and disciplinary learning.
- The purpose of cooperative and collaborative learning is to expose pupils to a variety of viewpoints and opinions.
- Scaffolding is a technique that helps pupil's complete projects and activities which are beyond their capabilities.
- It is the teacher's responsibility to ensure that suitable assessment methods are used to measure students' academic success when attempting to teaching methods are applied.

Principles of constructivist approach

1. Learning is an active activity: Learning is a process in which the learner creates meaning from sensory input. The active learner terminology is a more conventional articulation of this concept, emphasizing that the student must take action; that acquisition is not passive reception of knowledge but active participation during teaching learning process. (Amollo, Wanjiru, & Khavugwi, 2018)
2. People learn to learn as they learn: Learning involves the production of both meaning and meaning systems. We learn the definition of a chronology when we examine the dates of a variety of historical incidents, for example. We strengthen our ability to attribute meaning to subsequent experiences that follow the current sequence with each meaning we establish.
3. Constructing meaning is primarily a mental process: Physical acts and hands-on experience are essential for learning, especially for children, but they are insufficient on their own; we need activities that engage both the head and the hands.
4. Language influences learning: The language we speak has an impact on our ability to learn. On a more empirical level, studies have shown that when people are learning, they talk to themselves. On a larger scale, a rising body of research suggests that language and learning are intimately connected.
5. Learning is a social activity: Our ability to learn is heavily influenced by our interactions with others, particularly with our teachers, classmates, family, such as those in line ahead of us or nearby at the exhibit. We have a better chance of succeeding in our educational pursuits. As Dewey pointed out, much of traditional education is directed toward isolating the learner from any social connections and viewing education as a one-on-one relationship between the learner and the objective of the subject under study. Constructive learning, on the other hand, highlights the social aspects of learning by encouraging debate, cooperation, and knowledge application.
6. Learning takes occur in context: We don't learn facts and theories in a parallel universe to the rest of our lives. Prior knowledge, ideas, prejudices, and anxieties all influence what we learn. When studied more thoroughly, this notion appears to be a result of the theory that learning is active and social. Our daily lives and our schooling are closely connected.
7. Learning necessitates knowledge: Without a framework of existing information, it is impossible to integrate new knowledge. We can learn more that more we know. As a result, every educational effort must be suited to the learner's current condition and provide a path into the subject based on the learner's existing circumstances.
8. It takes time to learn: Learning does not come instantly: To obtain significant learning, we must revisit things, analyze them, test them out, experiment with them, and apply them. At the 5-10 minutes that almost all people are spending in a gallery, this is impossible to implement. We soon identify that what we've learned is the consequence of frequent exposure and reflection when we consider what we've learnt. Longer periods of preparations can be linked to times of deep knowledge, even if not always.
9. Motivation is a necessary factor in learning: Encouragement is not only useful to learning, and it is also required. This concept of motivation incorporates a

thorough understanding of the many applications of information. (Amollo, Wanjiru, & Khavugwi, 2018)

Statement of the Study:

“Teachers awareness on Constructivist Approach in Learning: An analytical study”

Objective of the Study:

To ascertain teachers awareness on constructivist approach in learning.

Research Question:

What is the level of awareness of constructivist approach in teaching learning process by the teachers of secondary schools in Hailakandi district of Assam?

Hypotheses:

There will be no significant difference in awareness of constructivist approach in government and private secondary teacher.

Delimitation of the Study:

- The study will be limited to only five government and five private secondary schools.
- The study will be limited to only Hailakandi district of Assam.
- The study will be limited to three educational blocks in Hailakandi District (Hailakandi, Lala, Katlicherra).

Methodology

Design of the Study

This study falls under the area of quantitative as well as qualitative research. In this study the researcher used an exploratory descriptive survey method.

Tool

The tool “Questionnaire” was prepared and standardized by the researcher. It is close ended rating type questionnaire. The tool has been standardized by establishing validity.

Data Analysis

The researcher used descriptive and inferential statistics for analysis of data.

Listing of population

List of Government and Private Junior Secondary Schools:

Table No-1

SL NO	School name
01	Public High School
02	Govt V.M.H.S.School
03	Royal High School
04	Blue Flowers Eng.Medium School
05	Sishu Sadan High School

06	Sishu Niketan High School
07	Vidyasagar Academy
08	Netaji S.C. Boush Academy
09	Santi Niketan High School
10	Sun Flower Academy
11	Skylark Eng.Medium School
12	National Academy
13	Sishu Bikash Vidyapith
14	Matijuri High School
15	Matijuri Girls H.S School
16	Purba Hailakandi Adarsha Vidyapith
17	Rediant H.S School
18	Kalacherra Model H.S School
19	Little Flower H.S School
20	Talent High School
21	Adarsha Vidyapith
22	Boalipar H.S.School
23	Algapur Adarsha Vidyapith
24	Murshidul Alom Academy
25	Golalia High School
26	Panchgram High School
27	P.K.Girls High School
28	Chalmars High School
29	Krishnapur H.S.School
30	Monipur High School

Sampling

In the present study, the researcher has taken up for Secondary Schools from Hailakandi District of Barak Valley Region, Assam out of which five are government sector Schools and five are Private Sector Schools and has taken 90 students from government schools and 87 students from private schools as a sample. More than that teacher selected as a sample from government schools are 25 and from private schools are also 25.

Table 2
Total no of secondary schools where secondary level study is connected in
Hailakandi District

Total no. of secondary schools	No. of school visited	Percentage (%) of school visited
16	10	62.5

In the present study the total numbers of teachers who teach in secondary schools are 50. Where there is 10 schools, 5 schools are government schools and 5 schools are private schools, among from these 25 teachers are from government schools and 25 teachers are from private schools.

Table 3
Government School Teachers Status

Male	17	68%
Female	8	32%
Total	25	100%

In researchers sample, government schools have 17 male teachers that is 68%, where as there are 8 female teachers that is 32% of the government school teachers. Total numbers of 25 teachers are taken as sample from government schools.

Table 4
Private Schools Teachers Status

Male	11	44%
Female	14	56%
Total	25	100%

Here the above table indicates that in case of private school teacher, female teachers are more in number and in percentage they got 56% of the sample and 14 in numbers, where as male teachers are 11 in number and they share the percentage of 44% among population sample under private institutions. Total number of teachers is 25.

Table 5
Government schools Students Status

Boys	44	48.89%
Girls	46	51.11%
Total	90	100%

In the above table, the female students in government school share 51.11% of the sample and the male students follow the fewer shares of 48.89%. Total number of students is 90.

Table 6
Private Schools Students Status

Boys	44	50.58%
Girls	43	49.42%
Total	87	100%

Here in case of private school boys get the superior share of 50.58% where as girls followed the second position of 49.42% share. The total number of students in private school is 87.

Table 7
Status of trained and untrained teachers in both government and private schools

Schools	Trained	Untrained
Government	12	13
Private	8	17
Total	20	30
Percentage	40%	60%

Here in above table, we can see there are only 40% teachers are professionally trained and left 60% teachers are untrained. Here government school teachers are maximum trained in number rather than private school teachers.

Tool

The tool "Questionnaire" was prepared and standardized by the researcher. It is close ended rating type questionnaire. The tool has been standardized by establishing validity.

Statistical Analysis

The data in this study was categorized and tallied according to the study's objectives. Only the mean, SD, and t-test were compared. Because of the limited sample size and qualitative nature of the data, no sophisticated techniques were used.

Data Analysis and Interpretation

The data analysis for this study was done statistically, using both descriptive and inferential statistics. During analysis and interpretation of data, descriptive statistical approaches such as mean, standard deviation, and degree of freedom were used.

Objective of the Study

To ascertain teachers awareness on constructivist approach in learning.

Mean score of awareness and use of constructivist approach of government and private secondary school teachers are:

Type of Schools	Number of Teachers(n)	Mean	SD	T-Test Value
Government	25	149.6	18.686	6.031**
Private	25	187.44	15.900	

According to the table, government and private secondary school teachers have a mean score of 149.9 and 187.4, respectively, for constructivist method awareness and use, and a corresponding score of 18.686 and 15.90. For 48 df (degree of freedom), the calculated T value is 6.031, which is higher than the table value (2.63). This indicates that there are significant differences in secondary teachers' use and awareness of constructivist approaches, with the gap favouring private

teachers. Figure 1 shows the same thing. The following is a possible explanation for this outcome: -

From the teacher's point of view:

- Teaching Opportunities
- Class Size.
- Compensation
- Personal Preference
- Administrative Support

Other factors include:

1. Board of Education: The majority of private schools are associated with the ICSE or CBSE boards of education. Government schools, on the other hand, are either associated with the CBSE or state boards.
2. Academic quality: Academic Quality is determined by the performance of students and the quality of teachers.
3. Recruiting teachers: Interviews or references/recommendations are used in private schools. Government schools, on the other hand, use a competitive examination and interview process.
4. Infrastructure: The infrastructure of most reputable private schools is excellent. Some government schools, on the other hand, lack sufficient infrastructure due to a lack of funding, resources, or inefficient use of funds.
5. Infrastructure: The infrastructure of most reputable private schools is excellent. Some government schools, on the other hand, lack sufficient infrastructure due to a lack of funding, resources, or inefficient use of funds.
6. Fees: To stay afloat, private institutions rely on student fees or donations. As a result, depending on the school, the tuition can be quite exorbitant. Government school tuition are very low, and depending on the student's situation, they may provide free education up to class 8.
7. Technology: Education advances have made technology/computer-assisted learning the standard in most private schools. Government schools, on the other hand, are only now catching up with this trend due to a shortage of finance.
8. The student-teacher ratio: The teacher-to-student ratio is nearly identical in both private and public schools. However, if the government school lacks infrastructure, the ratio may be skewed.
9. Textbooks: The textbooks preferred by the principal or management are prescribed in private schools. Government schools, on the other hand, use textbooks that the government has prescribed.
10. Teacher Training: Teacher certification is required by the government and the majority of private schools. At-service training is available in government schools, though.

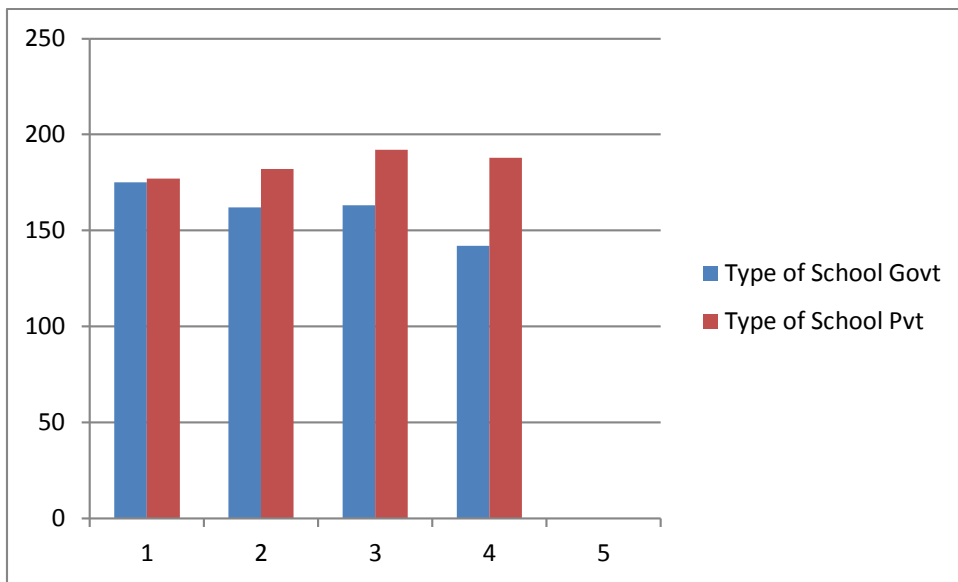


Fig: 1(i)

Fig 1. To ascertain teachers awareness on constructivist approach in learning

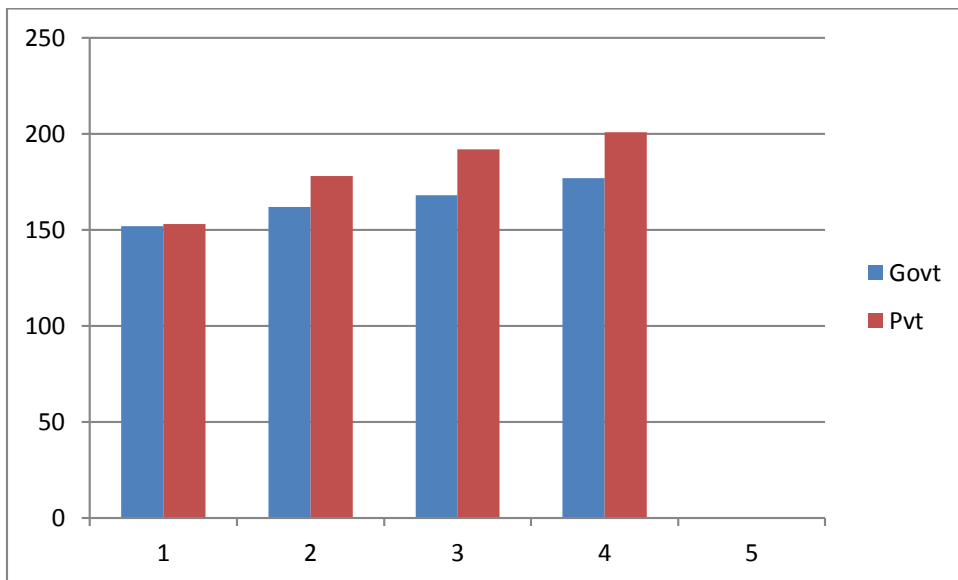


Fig: 1(ii)

Fig 2. To ascertain teachers awareness on constructivist approach in learning

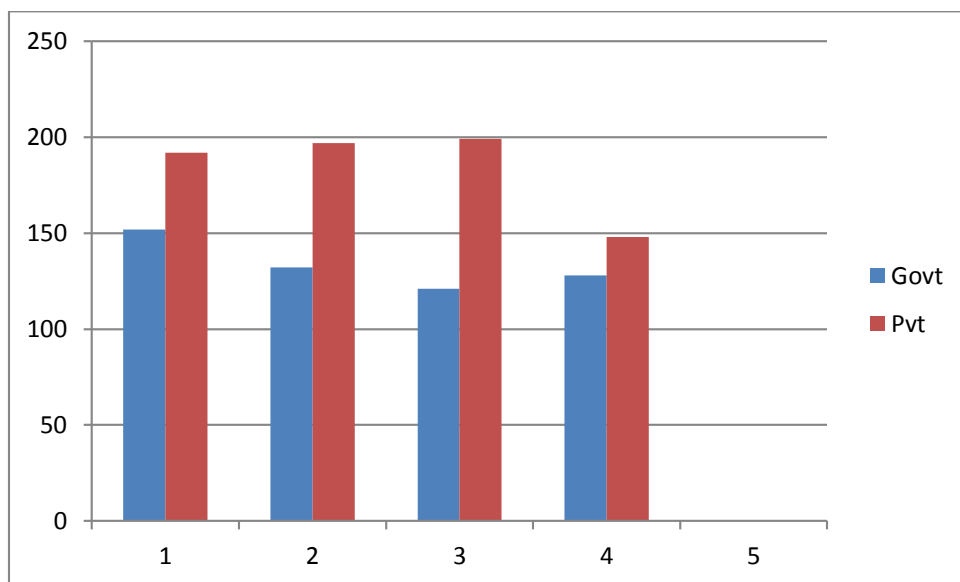


Fig: 1(iii)

Fig 3. To ascertain teachers awareness on constructivist approach in learning

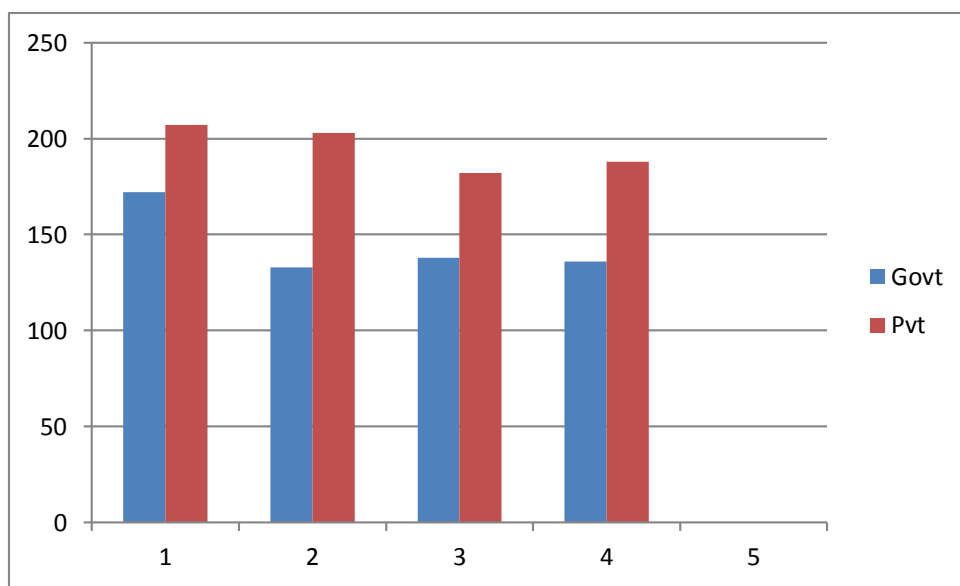


Fig: 1(iv)

Fig 4. To ascertain teachers awareness on constructivist approach in learning

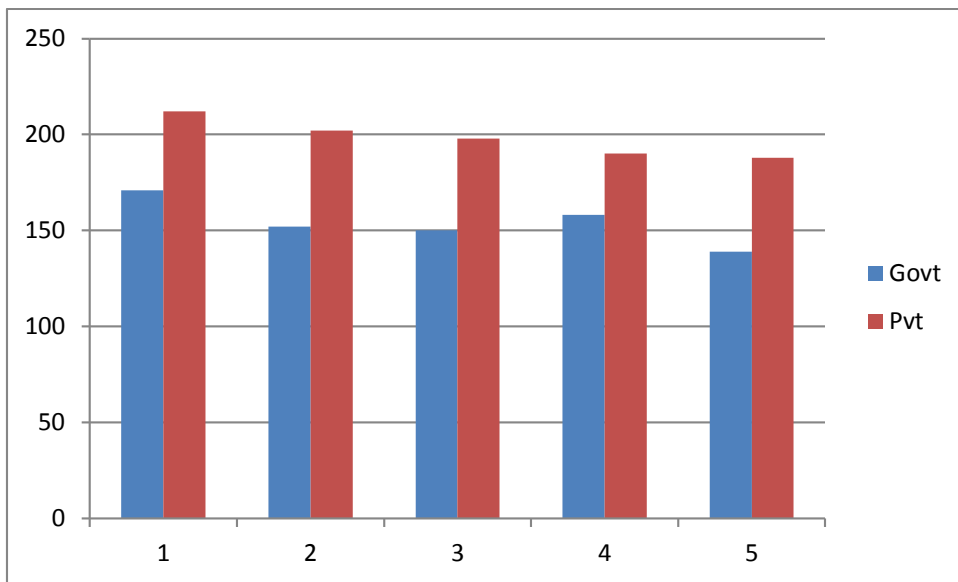


Fig: 1(v)

Fig 5. To ascertain teachers awareness on constructivist approach in learning

The researcher attempted to present a comparison of awareness of constructivist method in teaching learning process at secondary level among government and private school instructors using the five statistical figures mentioned above. The data demonstrates that private school instructors in Hailakandi District are better aware of constructivist teaching and learning methods than government school teachers at the secondary level.

Major Findings and Conclusions

Constructivism is a viewpoint that emphasizes students' active participation in constructing knowledge and making sense of it. Learners are actively participating in the building of knowledge rather than being passive listeners in constructivist teaching. Constructivism is a theory of epistemology, learning, or meaning-making that explains the nature of knowledge and how people learn. Individuals generate or construct their own new understandings or knowledge by combining what they already know and believe with the ideas, events, and activities with which they come into touch, according to this theory (Cannella & Reiff, 1994; Richardson, 1997). Instead of imitation or repetition, knowledge is gained via engagement with content (Kroll & LaBoskey, 1996).

Objective of the Study

To ascertain teachers awareness on constructivist approach in learning.

Hypothesis

There will be no significant difference in awareness of constructivist approach in government and private secondary school students.

Findings of the Study

On the basis of analysis and interpretation of data, the researcher found the following:

- Constructivism is relatively a new concept, and then also there is awareness among teachers on this approach.
- Government secondary school teachers are relatively less aware than private secondary school teachers in Hailakandi district.
- Private secondary school teachers are more aware than government school teacher in using of constructivist teaching approach in their teaching process.
- Private secondary school students are more efficient and aware about constructivist approach of learning.
- Government secondary school students are less aware about constructivist approach and method of learning

Educational Implications

On the basis of analysis and interpretation of data, the researcher found the following educational implications.

- Teachers act as facilitators, supports, guides and models of learning.
- Learning concerns adjusting our mental models to accommodate new experiences.
- Learning concerns making connections between information.
- Instruction should be built around more complex problems, not problems with clear, correct answers.
- Context and personal knowledge have high significance.
- Students should help establish the criteria on which their work is assessed.
- Teachers know more and shouldn't let students muddle around.
- Student learning depends on background knowledge – that's why teaching a fact is so necessary (reversed).
- Student interest and effort are more important than textbook content.

Suggestion for Further Study

Due to a lack of time and resources at the investigator's disposal, the study was limited to different teachers that teach in Hailakandi District's class tenth level. A study employing a much larger sample collected from various Assam Districts, spanning both the rural and urban areas is advised in order to arrive at more reliable conclusions.

In this study, the investigator did his best to investigate practically all of the factors that are important in determining the use and knowledge of constructivist approach by secondary instructors, as well as its application in a classroom setting for students in the tenth grade. The current research identifies a large number of areas that future researchers should investigate. However, due to time limits, budgetary constraints, and a lack of supplies, the investigator is unable to

cover some topics. As a result, the investigator suggested the following topics/areas for further research:

- This study can be conducted at the primary level;
- It can take more than two or three districts at a time;
- Other variables, such as co-curricular activities in school, can be added.
- A sample of over a hundred schools can be taken.
- A comparison of government and private schools for using and knowledge of constructivist approach.
- A study of the challenge faced by untrained teachers in constructivist way of teaching.

Conclusion

The primary findings described above lead to the conclusion that the constructivist approach is an important technique or method for educating secondary school pupils about learning. Students can study through their own choices and interests without being forced or punished. Teachers engage children in the learning process through active engagement from both teachers and students using constructivist learning strategies. The employment of constructivist teaching and learning methods for permanent modification of children's behavior and their emotional, intellectual, and moral growth with motivation is a current need of the era.

Based on the findings, it can be stated that private school teachers are more knowledgeable of constructivist approaches than government school teachers, and private school students have more opportunities to self-work, engage in classroom situations, and so on than government school students. More research on the constructivist approach is needed to increase the usage of this technique in government and private school teaching learning processes by identifying gaps and boosting teachers' knowledge of how to utilize the constructivist approach. So, in order to solve the challenges and increase the application and understanding of constructivist approach in teaching learning processes from primary to higher level, further study in this subject is required.

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APPENDIX-A**List of the schools visited by the investigator**

Sl no	Government school		Private school
01	Public High School, Hailakandi	06	National Academy, Matijuri
02	Matijuri High School, Matijuri	07	Royal High School, Hailakandi
03	Matijuri Girls High School, Matijuri	08	Sishu Bikash Vidyapith, Matijuri
04	Govt V.M.H.S School, Hailakandi	09	Sishu Niketan High School
05	Kalacherra Model High School, kalacherra	10	Purba Hailakandi Adarsha Vidyapith, Samarikuna