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A STUDY OF THE IMPACT OF BEHAVIOURAL LEARNING AND CONSTRUCTIVIST LEARNING STYLE ON PSYCHOLOGICAL EDUCATION

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INTRODUCTION

“Psychologists ‘invented’ behaviorism itself as a basis for theoretical explanations, predictions and testing”. From its inception, the term behaviorism provided a ‘direction for research that would allow control and measurement of all relevant variables by ignoring human thought or cognition’. Psychology was redefined in the late 1950s and the 1960s when many psychologists began practicing cognitive psychology, which examined how people problem solve behaviorism, memorize information and use language. Others believed that science would gain little from studying mental phenomena instead of behaviour, its antecedents and consequences. This latter group of people, often consisting of behaviorists and guided by Skinner, continued to attack those who subscribe to constructivism those who wished to return to behaviorism viewed cognitive psychology as having a fundamental weakness in thinking that mental processes could be measured. In education today, there continues to be considerable debate as to whether teachers practice behaviorism, the dispensing of information through direct instruction or through constructivism, the practice of being facilitators of learning. Constructivism has a point of view that is presently considered the more popular of the two theories in “education policies, educational models and educational practices focus on constructivism. Therefore, behaviorists were not interested in what might occur in people’s minds; they were only interested in behavioural responses. As a result, these responses were measured in relation to test stimuli. In other words, behaviorists saw this as a way for them to be viewed as scientific in the same way as the hard sciences of chemistry or physics are viewed. By narrowing their focus, the behaviorists provided for greater use of statistical analysis of experimental results. Their goal was to achieve a greater use of scientific methods for developing stronger theories. Psychology became an accepted science in the latter part of the nineteenth century and was defined as the science of consciousness. “Behaviorism was, and is, a moment primarily in psychology that rejected consciousness as psychology’s subject matter and replaced it with behaviour”. Behaviorism was rooted in the 1880s and continues to evolve in the twentieth-first century and beyond. Although Behaviorism has been intensely studied, Behaviorists continue to have difficulty agreeing on a definition for Behaviorism and identifying who were the true behaviorists.

NEED AND IMPORTANCE OF THE STUDY

Education is a purposive attempt to bring about desirable changes in the students behaviour. The objectives of education are realized in terms of behavioural changes among the students. Teachers have to create the learning conditions to provide knowledge and experiences to the students for the changes of behaviour. They have to relate teaching to learning by appropriate method of teaching. Knowledge of psychology can be helpful in many areas of education. It aids the teacher in understanding the basis behaviour and/or motivation of his/her pupils, students, colleagues and administrators. Educational psychology provides insights into learning processes. Information and skills obtained from educational psychology is not just theoretical but apply practical methods of dealing with problems.

RATIONALE OF THE STUDY

During the last few decades, there has been a radical change in every field on account of scientific inventions and technological advancement. To meet the challenges and requirements of this fast developing society, young people need to grow in the ability to think rationally and to express their thought clearly. Independent thinking, careful analysis and objective assessment contribute to the success in any field. Thinking is related to the learning because knowledge of a person affects ones thinking pattern. Thinking is one of the most important aspects of one's cognitive behaviour. IT is universally acknowledged fact that the progress of any nation maximum. This study will be deliberate attempt to the learning and thinking style in relation to behaviorist theory- psychological correlates the school students.

There is a great deal of interest and enthusiasm among teachers with regard to thinking skills and creativity. Many teachers and schools are developing innovative approaches and introducing program to help pupils improve their abilities to think, reason and solve problems.

STATEMENT OF THE PROBLEM

“A study of the impact of Behavioural Learning and Constructivist Learning on psychological education.”

OPERATIONAL DEFINITION OF THE TERM

Operational definitions in the definitions of any particular term are used in certain redefined situation. This helps to understand the terms used in stating the problem. In the proposed study following terms will be required to be defining operationally.

- 1- **Concept of Behavioural Learning Theory-** ‘Behaviorism was, and is, a moment primarily in American psychology that rejected consciousness a psychology's subject matter and replaced it with behaviour.’
- 2- **Concept of Constructivist Learning Theory-** ‘These elements help to predict what children can and cannot understand at different ages.’

OBJECTIVES OF THE PRESENT STUDY

An objective is a point or end-view of something towards which action is directed, a planned change ought through any activity, what we set out to do. In the present study an attempt is made to achieve following objectives-

- 1- To study the Behavioural Learning Theory.
- 2- To study the Constructivist Learning Theory.

HYPOTHESES OF THE PRESENT STUDY-

Hypothesis is a statement temporarily accepted as true in the light of what is known about the concerned phenomena at the commencement of the study. It is a tentative supposition or provisional guess which seems to explain the situation under observation, leads to tentative generalization whose tenability is too tested on the basis of the compatibility of its implication with evidence and with previous knowledge. In order to give direction to the investigation and to avoid blind search. Following hypotheses are to be tested to achieve the above referred objectives of the study-

- 1- There is no significant difference between Behavioural Learning style and the Constructivist learning style in male and female students.
- 2- There is no significant difference between Behavioural Learning style and the Constructivist learning style in urban and rural students.

DELIMITATIONS OF THE PRESENT STUDY

Considering the time and means at the disposal of the investigator and to make the study more comprehensive, the study is delimited as follows-

- 1- The present study is delimited to Behavioural Learning style and the Constructivist Learning style.

- 2- The present study is delimited to 100 male and 100 female students of Haryana.
- 3- The present study is delimited to 100 urban and 100 rural schools of Haryana.

LITERATURE REVIEW

The review of related studies is an essential part of any investigation. The survey of the related studies is a crucial aspect of the planning of the study. In this chapter a thorough review of the earlier research literature on all the two variables of the present study is given. Firstly, the available literature on each variable namely, Behavioural Learning and the Constructivist Learning Style respectively are reviewed. This is followed by the review of the studies on the relationship of one variable to the other.

RESEARCH METHODOLOGY

Normative/Descriptive research methods-

Surveys are more realistic than the experiments as they investigate phenomenon in their natural settings. After analyzing and evaluating all the important research methods generally used in educational research. The investigator selects the **normative survey method** for the present research work.

Universe of the present study- Population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type, or a more restricted part of that group. The population of the study includes the students of secondary schools affiliated to Haryana Board.

Population of the study- The total number of teachers teaching and students studying in Secondary Schools in Haryana State run and control by the Directorate of Education, Govt. of Haryana constitutes the population. The population for the present study consisted of the students of secondary schools of state of Haryana.

Sample of the present study- Stratified sampling is used in which each school is designated as the sampling unit. Thus, the students of Class X of the 05 schools are taken as sample for the study. Thus the total number of students forming the sample including 100 male and 100 female as well as urban and rural. The total numbers of students forming the sample are 200. For collecting the sample a cluster of schools situated in Haryana State as well as Bhiwani District has been chosen.

PROCEDURE OF DRAWING A SAMPLE

Firstly, the population covered in the study, the sample selected and the variables considered are briefly described. This is followed by the brief description of tools used with their reliability and validity. Then a brief account of method of administration and collection of data with statistical techniques used in the present study has been given. The table below indicates the selection of sample as per pre-selected variables

Table - 1 Sample for the Study

No. of Schools	Students				
	Male		Female		Total
05	100		100		
	Urban	Rural	Urban	Rural	
	50	50	50	50	

VARIABLES INVOLVED IN THE PRESENT STUDY

In the study two types of variables are considered –

Independent variable- In the present study the independent variables namely Behavioural Learning and the Constructivist Learning Style have been studied as contributing factors of learning. An attempt has been made to bring out the impact of each independent variable on learning.

Dependent variable- The dependent variables in the study are the sex (male and female) and locality (urban and rural students) of the students studying in secondary schools.

TOOLS USED FOR THE COLLECTION OF DATA

- 1- Self-made inventory has been used for the collection of appropriate data.

Statistical technique used- There are two main purposes of the study- the first is to find out the present status of the concerned variables in students, second is to determine the difference between the dependent and independent variables. The following statistical calculations are got done with the help of computer:

- 1- **Mean and Standard Deviations.**
- 2- **'t' - values** to find out the significant differences between male and female as well as urban and rural students.

ORGANIZATION AND INTERPRETATION OF THE DATA-

Table-2 Difference between Behavioural Learning and the Constructivist Learning Style between male and female students

Variables	No. of Students	Mean	S.D	Level of Significance
Male	100	8.45	2.45	1.03 Not significant
Female	100	8.77	1.92	

Above table compares the difference between Behavioural Learning and the Constructivist Learning of the students studying in secondary level of education. The obtained t-value (**'t'=1.03**) has been found insignificant for 98 degree of freedom. In order to be significance, the obtained t-value should be 1.98 at .05 level and 2.63 at 0.01 levels respectively. Since the obtained t-value is less than minimum significant t-value at 0.05 level. Higher mean ($\bar{x}_2 = 8.77$). is in favour of the male students as compared to the female students ($\bar{x}_1 = 8.45$). The mean difference between male and female students is .32. This result suggests that the difference between the male and female students studying in secondary education in respect to Behavioural Learning and the Constructivist Learning style do not differ significantly at any level of significance. **So, previously formulated hypothesis rejected.**

Table-3 Difference between Behavioural Learning and the Constructivist Learning Style between urban and rural students

Variables	No. of Students	Mean	S.D	Level of Significance
Urban	100	12.12	3.25	3.89 Significant at 0.01
Rural	100	13.84	3.03	

Above table compares the difference between Behavioural Learning and the Constructivist Learning Style of the students studying in secondary level of education. The obtained t-value (**'t'=3.89**) has been found significant for 98 degree of freedom. In order to be significance, the obtained t-value should be 1.98 at .05 level and 2.63 at 0.01 levels respectively. Since the obtained t-value is less than minimum significant t-value at 0.05 level. Higher mean ($\bar{x}_2 = 13.84$) is in favour of the urban students as compared to the rural students ($\bar{x}_1 = 12.12$). The mean difference between urban and rural students is **1.72**. This result suggests that the difference between the urban and rural students studying in secondary education in respect to Behavioural Learning and the Constructivist Learning style differ significantly **at 0.01 level** of significance. **So, previously formulated hypothesis accepted.**

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