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A COMPARATIVE STUDY OF PERCEPTION OF CONSTRUCTIVIST LEARNING ENVIRONMENT OF STUDENTS ENROLLED IN GOVERNMENT FINANCED AND SELF FINANCED COURSES

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Abstract

Collaboration, competitive spirit, cooperation, creativity, critical thinking, contextualization, all these together define constructivist learning environment. Thus, it occupies a very important place in educational research. The present study attempts a comparative analysis of constructive learning environment of government financed and self-financed courses offered by University of Allahabad and its constituent colleges. A sample of 500 second year students was taken in which 250 belonged to self-financed and rest 250 were of govt. financed courses. Data was collected by using Constructivist Learning Environment Scale by Charumita and K. S. Misra (2016). The findings of the study clearly indicated that students enrolled in both self-financed and government financed courses have similar perception about their constructivist learning environment. In present scenario where self-financing has become need of the hour due to acute dearth of funding, this study gives optimistic findings as regards to both government and self-financed courses being at par with each other in providing a platform to students to internalize their thoughts while pursuing their higher education.

Keywords: *Constructivist Learning Environment, Perception, Self-Financed Courses, Government Financed Courses*

Constructivist learning environment aims at developing metacognitive skills of learners, it inspires effective teaching – learning process, and thus it has become an essential requirement of present-day educational system, in which active acquisition of meaningful knowledge has been focused for gaining experiences through multiple perspectives to enable students to solve complicated real-life problems. One of the most important challenges to university education is enhancement of interaction of theoretical, practical and self-regulative knowledge. Alta (2013) mapped features of constructivist learning environment in higher education. Beyhan et al., (2013) examined perceptions of constructivist learning environment among students of secondary schools. They found that girls were higher in their perceptions about reflection in their constructivist learning environment. Zeidan (2014) investigated the effect of learning level of students on their perceptions of constructivist learning environment at university level. Ahmad et.al.,(2014) conducted a study on finding the extent of integration of constructivist learning environment in science classrooms and compared the perceptions of students of their actual and preferred learning environment. On assessing the educational facilities and its relation with constructive learning environment, it was found not upto the desired level and moreover students preferred more constructivist learning environment than they actually have. Ongowo, Indoshi and Ayere (2015), found the perception towards constructivist learning environment of low achieving schools higher than that of high achieving

schools. The difference in perceptions of constructivist learning environment was in favour of girls, which clearly indicated presence of interaction between school type and gender. Kaushik (2016) reported that teachers of private schools have higher perception about constructivist approach than those of government schools. Siddiqui, Chakraborty and Chechi (2019) found that there is no role of gender on constructivist learning environment. Azhari (2020) conducted a comparative study on perceptions of constructivist environment of students enrolled in Pharmacy course and concluded that mean scores of both preferred as well as actual perception was higher for students of Pharmaceutical Care than that of Principles of Pathology course. After an intensive review of literature it was found that there is a scarcity of comparative studies of self-financed and government aided courses with respect to perceptions of students towards constructivist learning environment in higher studies. The researcher could not come across any study that compares constructivist learning environment of students enrolled in self-financed and government financed courses of the same university. Thus in the present study an attempt has been made to compare students enrolled in government financed and self-financed courses of University of Allahabad on perception of constructivist learning environment.

Objectives

The objectives of the study were as follows:

- To compare students enrolled in government financed and self-financed B.Sc. courses of University of Allahabad on perception of constructivist learning environment
- To compare students enrolled in government financed and self-financed B.Com. courses of University of Allahabad on perception of constructivist learning environment
- To compare students enrolled in government financed and self-financed B.Ed. courses of University of Allahabad on perception of constructivist learning environment

Hypotheses

To achieve the above-mentioned objectives, the following hypotheses were formulated and tested:

1. There is no significant difference between the perceptions of students enrolled in B.Sc. government financed and self-financed courses towards constructivist learning environment.
2. There is no significant difference between the perceptions of students enrolled in B.Com. government financed and self-financed courses towards constructivist learning environment.
3. There is no significant difference between the perceptions of students enrolled in B.Ed. government financed and self-financed courses towards constructivist learning environment.

Methodology: The sample of the study comprised of 500 second year students of University of Allahabad and its affiliated colleges. Out of which 80 students belonged to B.Ed., 200 students of B.Sc. and 220 were of B.Com. self-financed and government financed courses. Constructivist Learning Environment Scale by Charumita and K. S. Misra (2016) was used for collection of data regarding perception of students about constructivist learning environment. For comparison of data t-ratio was calculated. Level of significance for acceptance and rejection of hypothesis was 0.05.

Results and discussion:

Table-1

Mean, S.D. and t-ratio showing the difference in perception of B.Sc. students of government financed and self-financed courses towards constructivist learning environment

Group	N	Mean	S.D.	t-ratio
Government financed	100	150.34	13.40	2.30
Self-financed	100	145.90	13.74	

Table 1 shows that the value of t-ratio is 2.30 which is not significant at 0.05 level. Thus, the null hypothesis that, there is no significant difference between the perception of students enrolled in B.Sc. government financed and self-financed courses towards constructivist learning environment is accepted. It means that B. Sc. students of both government financed and self-financed courses in University of Allahabad and its constituent colleges have similar perception of constructivist learning environment.

Table-2

Mean, S.D. and t-ratio showing the difference in perception of B.Com. students of government financed and self-financed courses towards constructivist learning environment

Group	N	Mean	S.D.	t-ratio
Government financed	110	130.49	11.68	13.91*
Self-financed	110	155.97	15.15	

*Significant at .05 level

Table 2 shows that the value of t-ratio is 13.91 which is significant at 0.05 level. Thus, the null hypothesis that, there is no significant difference between the perception of students enrolled in B.Com. government financed and self-financed courses, towards constructivist learning environment is rejected. Table 2 also shows that mean scores of perception of constructivist learning environment of B.Com. students enrolled in government financed and self-financed courses are 130.49 and 155.97 respectively. Higher mean scores of self-financed courses implies that students of B.Com. course studying through self-financed mode in University of Allahabad have higher perception of constructivist learning environment than the students of government financed courses.

Table -3

Mean, S.D. and t-ratio showing the difference in perception of B.Ed. students of government financed and self-financed courses towards constructivist learning environment

Group	N	Mean	S.D.	t-ratio
Government financed	40	171.49	13.01	1.92
Self-financed	40	165.33	15.17	

Table 3 shows that the value of t-ratio is 1.92 which is not significant at 0.05 level. Thus, the null hypothesis that, there is no significant difference between the perception of students enrolled in B.Ed. government financed and self-financed courses towards constructivist learning environment is accepted. It means that B. Ed. students of both government financed and self-financed courses in University of Allahabad and its constituent colleges have similar perception of constructivist learning environment.

Analysis of the above results show that although out of the three courses selected in the study, perception of students towards constructivist learning environment of one course that is B.Com. was found not similar but when the data of all students were compiled together, then results clearly indicate that there is no significant difference in perceptions of constructive learning environment of students studying through self-financed and government financed course (B.Ed., B.Sc., B.Com.) in University of Allahabad. Thus on the basis of the findings of the study it can be concluded that the students of both the self-financed and those of the government financed courses have similar perceptions about constructivist learning environment. The findings of the study implies that there is an immense scope of the self-financed courses in educational institutes as all the students cannot get enrolled in the government aided courses due to limited seats. Constructive learning environment promotes integration of teaching and research, which is an important aspect of higher education for producing competencies to acquire professional expertise.

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