The effectiveness of the constructivist approaches in teaching and learning Ordinary level Integrated Science at Tohwe Secondary School.

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ABSTRACT

Constructivism constitutes the construction of knowledge through people’s understanding and knowledge of the world through experiencing things and reflecting on those experiences. This study was set to investigate the effectiveness of the constructivist approaches in teaching and learning Integrated Science concepts at O level students. The researcher was aware that constructivist approaches are supposed to be practiced in teaching and learning at Ordinary level but he wanted to investigate its effectiveness compared to other approaches. Probability sampling approach was adopted employing the stratified random sampling technique. Stratified random sampling was used in selecting pupils for the study. Closed-ended questionnaires, structured interviews and post test were used as data collection tools. Data was collected then presented and analyzed in tables, graphs and pie charts. After the experiment a post test was used to check the significant difference between experiment and the control group. The results show that there was a significant difference between the achievement of scores of students exposed to constructivist approaches and traditional approaches. The constructivist approaches proved to be effective in enhancing student’s achievement and developing positive attitude towards the subject than the traditional approaches. The study reveals that students seem to dependant on teachers’ knowledge which promotes the traditional approaches. The researcher recommends that the Ministry of Primary and Secondary Education should assist schools with inadequate resources like computers, textbooks and libraries. It should be highlighted that adequate resources aid in the use of child-centered approaches, since resources allows students to source information for themselves without relying much on the teacher’s knowledge thus promoting constructivism.