

ABSTRACT

The purpose of the study was to investigate the Effect of Social Constructivist Strategies on Achievement in Chemistry among Higher Secondary school students. The study also aimed to find out the correlation between the dependent variables of the study. The study was carried on students who were studying in eleventh standard in schools of Vallabh Vidyanagar city. The sample for the present study consisted of 76 students from two schools drawn using purposive sampling technique. Data was collected using two tools: (1) Achievement tests in Chemistry which was used to measure Achievement of tenth and eleventh standard students in Chemistry. (2) Reaction Scale used to measure the reactions towards Constructivist strategy. The collected data was analysed using Mann-Whitney U Test, SD, Mean scores, and percentage.

The findings of the study revealed that the Social constructivist strategies of teaching had contributed significantly for enhancing Achievement in Chemistry Higher Secondary school students. However, Students reactions towards constructivist strategy indicated that there is significant differential effect of the treatment on Achievement in Chemistry. Based on these findings, Educational implications and suggestions for future research are recommended.