

Teachers' Attitudes towards the Effects of Constructivist Approach on Learning Outcomes: The Case of Kosovo

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Abstract

The constructivist approach aims at changing departing from the traditional teaching and improvement of learning outcomes in primary schools of Kosovo. Teachers' attitudes with regard to the effects of the constructivist approach play an important role in actively constructing knowledge through experience and reflection, and are also important for the improvement of the learning outcomes. The purpose of this study was to examine and identify the attitudes of teachers regarding the effects of the constructivist approach on the learning outcomes of students. The main research question the study intended to address focused on teachers' attitudes relating to the effects of constructivist approach on the learning outcomes. Mixed research methodology was utilized in this research. The research population sample consisted of 40 teachers and 113 students in primary schools in Kosovo. The data were collected through a survey by the use of questionnaires (for teachers and students), and semi-structured interviews. The study showed that most of teachers' attitudes that use the constructivist approach and its impact on learning outcomes is $p < .05$. Based on the findings it can be concluded that constructing knowledge on existing experiences, involving students in discussions, reflection, authentic learning, and engaging students in research assignments result in better learning outcomes. Teachers' attitudes towards the effects of a constructivist approach were significant and determine how learning outcomes will be achieved.

Keywords: attitudes of teachers; constructivist approach; learning outcomes; students; teaching