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EFFECTIVENESS OF JURISPRUDENTIAL INQUIRY MODEL OF TEACHING ON SOCIAL ATTITUDE OF SECONDARY SCHOOL STUDENTS



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ABSTRACT:

The purpose of this study was to examine the effectiveness of Jurisprudential Inquiry Model of teaching on Social Attitude of the Secondary school Students. Purposive sampling was done for the collection of the data. Tools used were Social Attitude scale developed by the investigators. Results revealed that, Social Attitude of the Experimental Group positively high in the test. Indicating that, effectiveness of Jurisprudential Inquiry Model of teaching in developing social attitude is positively higher than the social attitude developed when taught through the traditional

method of teaching of Secondary School Students.

KEYWORDS

Effectiveness, Social Attitude, Jurisprudential Inquiry Model and Secondary School.

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INTRODUCTION

Education has been considered in all times to be an instrument of Social Change. This objective cannot be obtained without improving the class room practices. Teaching is an activity, designed and preformed for the attainment of a large number of objectives in terms of changes in pupil's behaviour. Effective teachers understand how students think and learn. "The important message is that, students can learn, not only academic content and social skills, but how to become integrated selves that, reach out into the world and reciprocally contribute to and profit from their transaction with it." (Joyce, Weil, & Calhoun, 2000) There is no benefit to an education, unless the student is able to cooperatively work with others, can participate in the democratic process, demonstrate empathy,

A number of educationist and psychologists have proposed **Model Approach** to teaching. Teaching models are helpful in developing the power of imagination, observation, analyze things systematically, engagement in the classroom activity and development of reasoning power of the students. Among all the models like advance organizer model, scientific model, and the Jurisprudential Inquiry Model is based on conception of society in which people differ in their views and priorities and in which social values legitimately conflict with one another's resolving complex. Controversial issues within the context of a productive social order and requires citizens who can talk to one another and successfully negotiate their differences. Education is a process that, develops the personality and inherent capabilities of a child. It socializes her/him to play adult roles and provides the necessary knowledge and skills required for a responsible citizen and member of the society. Education is the consciously controlled process whereby changes in behaviour are produced in the person and through the person within the group. It has an implication that, through educational process the changes in the behaviour of a person are brought about not only by the internal forces but also by those external forces which are latent in the environment.

It is the need of the day to develop positive Social Attitude among pupils through education. Because Positive Social Attitude are decaying day by day. Formal education has the responsibility to cater to prevention of this decaying. This can be done by providing ample opportunities in the content to be familiar with the necessary social values. But more important is the teacher's special effort to this extent. It requires special skills on the part of the teachers to transact the content for developing those social values in the students.

A teacher needs skill development for Social Attitude especially to practice in Secondary level. Social Attitude is the guiding principles of life. They are the basic ingredients in determining the nature of one's personality. All personality theorists have proved their significance in personality development. Hence the need of Social Attitude development of children is given more importance. The present day Social Attitude crisis necessitates an organized attempt by the teachers for Social Attitude in the children. Attitude is a complex process which involves the ability to feel the right emotions, the ability to think morally and the ability to do the right things and analyzing the right and wrong, keep view of the values. To ensure the Social Attitude Jurisprudential Inquiry Model is necessary.

However, since many studies have been made on Jurisprudential Inquiry Model but very few studies have been conducted with respect to effectiveness of Jurisprudential Inquiry Model in improving Social Attitude. The researcher is interested to know that, to what an extent the Jurisprudential Inquiry Model influence on the Social Attitude among Secondary school Students.

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Hence, present study taken up and also the researcher wants to see how Jurisprudential Inquiry Model is effective than the conventional method of teaching in improving the Social Attitude.

STATEMENT OF THE PROBLEM

“Effectiveness of Jurisprudential Inquiry Model of Teaching on Social Attitude of Secondary School Students”

OBJECTIVES OF THE STUDY

The objectives have been conducted with the following.

- 1.To examine the effectiveness of Jurisprudential Inquiry Model of teaching on the Social Attitude of Secondary school Students.
2. To compare the influence of Jurisprudential Inquiry Model of teaching on Social Attitude among the Boys and Girls of Secondary School.
3. To study the extent of effectiveness of Jurisprudential Inquiry Model on Social Attitude among the Secondary school Students.

HYPOTHESES OF THE STUDY

The following hypotheses have been formulated.

- 1.There is no significant difference between the mean scores of Post-Test in Social Attitude among the Experimental and Control Group.
- 2.There is no significant difference between the mean values of Pre and Post-Test in Social Attitude among the Control Group.
- 3.There is no significant difference between the mean scores of Pre and Post-Test in Social Attitude among the Experimental Group.
- 4.There is no significance difference between the mean scores of Social Attitude among the Boys and Girls of Secondary school of Experiment Group.
- 5.There is no significant difference between the mean values of Post and Delayed Post-Test in Social Attitude among the Experimental Group.

METHODOLOGY:

In the present study researcher used **Experimental Method**, in this method **parallel group design** was used to find out the effectiveness of Jurisprudential Inquiry Model compared to traditional method on Social Attitude of Secondary school Students.

Design of the study:

In the present study, researcher used **two group Pre-Test, Post-Test designs** (Parallel group

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design)

	Pre-test	Treatment	Post test	Delayed Post test
Experimental Group	✓	X ₁	✓	✓
Control Group	✓	X ₂	✓	X

X1-Jurisprudential Inquiry Model

X2- Traditional Method of Teaching

Variables

Independent variable: Jurisprudential Inquiry Model and Traditional Method of teaching (Conventional Text book Method).

Dependent Variable: Social Attitude

Moderate Variable: Gender (Boys and Girls)

Sampling Design

The sample drawn for the present study consists of the **students of IX standard in Shivmoga District. A purposive sample of 100 students** was drawn from two schools. Out of 100 Students 50 were Control Group and 50 were Experimental Group. In each Group 25 were Boys and 25 were Girls. The groups were made homogeneous based on the Pre-Test.

Tools Used in this Study

The following tools were used in the present study for the purpose of collection the data.

Jurisprudential Inquiry Model

Jurisprudential Inquiry Model of teaching social science to Experiment Group of secondary school student was measured with the help of **Lesson transcripts** on Jurisprudential Inquiry Model standardized by the researchers.

Social Attitude Scale

The Tool was developed by the investigator.

Data Analysis

All analysis was done by using **Statistical Package for Social Sciences Software (SPSS) 20.0** version. The t test was used to determine the significant different between the mean scores among the groups.

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Results and Analysis of the data:

The data interpretation done on the basis of Hypotheses.

Hypotheses	GROUP	N	Mean	Std. Deviation	t	REMARKS
H1	CONTROL	50	178.46	8.22	8.08	Significant At 0.01 level.
	EXPERIMENTAL	50	192.90	9.57		
H2	PRE	50	175.18	9.92	1.79	Not Significant
	POST	50	178.46	8.22		
H3	PRE	50	175.56	6.35	10.66	Significant At 0.01 level.
	POST	50	192.90	9.57		
H4	BOYS	25	176.20	8.13	2.00	Significant At 0.05 level.
	GIRLS	25	180.72	7.82		
H5	DELAYED POST-TEST	50	199.16	9.68	3.25	Significant At 0.01 level.
	POST-TEST	50	192.90	9.57		

RESULTS:

1. There is a significant difference between the mean values of Post-Test in Social Attitude among the Control Group and Experiment Group. It means that, there exists a significant difference in the Post-Test mean values of Control and Experimental Group.
2. There is no significant difference between the mean values of Pre and Post-test in Social Attitude among the Control Group.
3. There is a significant difference between the mean scores of Pre and post-test in Social Attitude among the Experiment Group. It means that, there exists a significant difference in the Pre and Post test mean values of Experimental Group.
4. There is significant difference between the mean values of Post-Test in Social Attitude among the Boys and Girls. It means that, there exists a significant difference in the Post-test mean values of Boys and Girls.
5. There is a significant difference between the mean scores of Delayed Post-Test and Post-Test in Social Attitude among the Experimental Group. It means that, there exists a significant difference in the Delayed Post-Test and Post-Test mean values of Experimental Group.

SUMMARY AND CONCLUSION:

The results of the present study indicate that, both the approaches (JIM and Jurisprudentia Conventional Methods) the Inquiry Model more effective than the conventional method of teaching

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on social Attitude. But the effectiveness is not a unifactor it should consider the extent of effectiveness and the sustainability of the effectiveness. The results clearly show that, the JIM is more effective than the conventional method in increasing the Social Attitude among Secondary school Students. Further, the delayed post test results confirm the sustained effectiveness of the JIM in terms of Social Attitude. However this model (JIM) the results clearly show that the JIM is more effective increasing in the Girls than the Boys Social Attitude

Hence, the present study helps to the teachers to think of adapting JIM in teaching learning process especially in different Attitude Aspects and Social values. Jurisprudential Inquiry Model is successful in nurturing of different Teaching Learning environment. Helping students to improve the Social values, Social adjustments, ideas, Social circumstances, decisions, Social responsibilities, Judgments, ways of thinking, and means of expressing themselves. It is further necessary to train the teachers in using this model for enhancing the effectiveness of their teaching which creates a conducive learning environment to develop Social Attitudes among the subjects.

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