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### EFFECT OF JURISPRUDENTIAL INQUIRY MODEL OF TEACHING ON VALUE COMPREHENSION OF SECONDARY SCHOOL STUDENTS

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#### Abstract

*This study is to know the effect of jurisprudential model of instruction on the Value Comprehension of Secondary School students. The study considered 80 students sample with the experimental group consists of 40 students and the control group also consists of the same size. The sample is drawn by using purposive sampling method. The design for the study was quasi experimental with two group pre and posttests. The experimental group was taught using jurisprudential model, while the control group was taught using the conventional method. The value comprehension ability of the students was tested by administering pre and post-test on value comprehension test. The findings revealed that, the jurisprudence model of teaching strategy proved more effective than the conventional method on promoting the value comprehension ability. The findings recommends that the social science teachers and curriculum developers should popularize and incorporate jurisprudential model approach into the teachers' training curricula at all levels.*

#### Introduction

Value education is basically an educational Endeavour. There is an educational dimension indigenous to axiology and reciprocally there is a necessary connection between educational objectives and value seeking. The process of education tends to refer to a set of values or ideas embodied and expressed in the objectives for which knowledge is imparted. Values identify a person, giving him a name, a face and a character. Educational processes bring changes in the behavior of the person not only by the internal forces but by those external forces that are latent in the environment. Thus, school or classroom environment play an important role in learning of a particular behavior or an act by an individual. Various individual characteristics like ability to analyze social issues, competence in social dialogue, verbal ability etc. effect the behavior of others in a group. Hence, for developing individuality and commitment among children specific environment is needed. Highlighting the need of commitment, **National Curriculum Framework - 2005** categorically emphasized: "Education should aim to build a commitment to certain values like democracy and the values of equality, justice, freedom, concern for others well-being, secularism, respect for human dignity and rights, which are based on reason and understanding. The curriculum, therefore, should provide adequate experience and space for dialogue and discourse in the school to build such commitment in children." (NCERT2005, pp.10-11) It means that teacher should adopt such a method of teaching where specific climate in the classroom is generated through which the desirable characteristics or qualities could be

developed among children. In other words, to develop the desirable characteristic behaviors in a child, specific climate is needed. Hence, such a method of teaching is required through which the social characteristics could be developed among the children. In this connection, Jurisprudential Inquiry Model (JIM) of teaching has its stake its own advantages. One notable advantage of this method is that open climate for discussion, which is a major feature of child-centered approach in the classroom. Another advantage is that the teacher is very powerful person who initiates the questions or inquiry during the process.

### **Jurisprudential Inquiry Model of Teaching**

Jurisprudential method of teaching emphasizes the role of social interaction as a paradigm for information processing and evaluating social issues, this model is based on a conception of society in which people differ in their views and priorities and in which social values legitimately conflict with one another. The model maintain dialectical style; use confrontational dialogue, questioning, student's assumptions and using specific instances (analogies) the model maintain a vigorous intellectual climate where all views are respected; avoid direct evaluation of students' opinions, until issues are thoroughly explored before decision can be rich, this model can be used for instance ethics in science, business and sports etc.

Jurisprudential model is one of the Science and Technology Strategies created by Pederson (1992) approaches teaching issues by dividing a class into the issue view-points. One of the objectives of this model is to give students tools for analyzing and debating social issues by identifying underlying values in conflict in order to develop citizens capable of sharing in the formation of social policy. This model is based on a conception of society in which people differ in their views and priorities and in which social values legitimately conflict with one another. The role of students is to listen to the evidence presented, analyze the legal positions taken by both sides, weigh these positions and the evidence, assess the meaning and provisions of the law and finally make the best possible decision.

### **Review of Related Studies**

Chikara, B.D. (1991) studied effects of strategies for inculcation of Democratic values among adolescents in relation to introversion – extroversion and value related behavior types. Dadu,P.(1992) conducted a study of personality, Values and religious attitudes of urban and rural males and females. Gupta, Alka (1992) conducted a study of students' satisfaction as related to their personality needs and personal values. Thakur and Kang (2002) studied the development of both the moral values and judgment in both males and females, rural pre adolescents along with changes related to the age. On the other hand, Mohanty (1992) reported that JIM was more effective in developing the moral Judgment and personal values of students whereas CAM was effective in developing moral concepts. Veerpal Singh (2010) found that the JIM approach was effective in improving the word fluency of low intelligent students and expressional fluency of high intelligence students.

### **Present Study**

Social sciences, for long has been erroneously regarded as an amalgam of all the social science subjects including humanities. The teaching of social sciences helps to become aware of various

values such as political values, cultural values, economical values aesthetic values etc., to practice in various situations. The process of learning is more interactive and participative through the debates and discussions. These debates and discussions will help them to know the relationship between the learner and the society. It has often observed that cultural, social and class differences generate their own biases, prejudices and attitudes in classroom contexts. This approach of teaching Social Sciences helps the teachers and the learners to discuss with the open mind. Teachers should discuss different social issues in the class, and there is a need to promote increasing self-awareness among the learners by adopting suitable approaches.

The Jurisprudential Inquiry model is based on the exploration and reflection of social issues that people usually have conflicting thoughts and differences on. This also helps to promote the positive attitude towards values. The model will help students explore social issues, encourage them to question social and political forces, encourage value clarification, and practice reflective thinking skills which also identifies many more purposes to the model. The teacher's involvement in this model is mostly as a guide and one who encourages the students to commit to their position and help them move through from one phase to the next.

Hence, present study is an attempt to find the "A Study on the effect of Jurisprudential Inquiry Model of Teaching on Value Comprehension ability of Secondary School Students" was taken.

### **Research Questions**

Whether there will be any difference in Value comprehension ability between students taught using Jurisprudential model and those taught using Conventional method?

### **Objective of the Study**

To compare the effectiveness of Jurisprudential inquiry model of teaching over the conventional method of teaching social science in enhancing the value comprehension ability of the students belonging to Gender,

### **Hypotheses**

**Hypothesis 1:** The post-test scores on the untouchability dimension of value comprehension of experimental group is significantly higher than the control group.

**Hypothesis 2:** The post-test scores on the scientific outlook dimension of value comprehension of experimental group is significantly higher than the control group.

**Hypothesis 3:** The post-test scores on the citizenship dimension of value comprehension of experimental group is significantly higher than the control group.

**Hypothesis 4:** The post-test scores on the self-discipline dimension of value comprehension of experimental group is significantly higher than the control group.

**Hypothesis 5:** The post-test scores on the co-operation dimension of value comprehension of experimental group is significantly higher than the control group.

### **Design of the Study**

This study conducted on two group quasi-experimental design. It has two groups i.e. experimental and the control. The experimental group was exposed to Jurisprudential inquiry model and the control group was exposed to conventional method of teaching. The equality of the two groups is established before the intervention. The subjects of the sample are students

studying in 9<sup>th</sup> class at ZPH School Chennakotta Palli, Anantapuramu District of Andhra Pradesh. The 80 students of 9<sup>th</sup> class are divided into control and experimental group with 40 students in each purposively. Hence the selection of sample is purposive sampling.

**Research instruments:**

Instructional materials based on Jurisprudential inquiry model were developed by following the syntax of the model. The syntax includes the orientation; identification and development; synthesis; interaction; clarification, and action based on the strategy.

**Testing of Hypotheses: Hypothesis 1:** The post-test scores on the untouchability dimension of value comprehension of experimental group is significantly higher than the control group

The above hypothesis is tested by using t-test. The directional hypothesis is tested by formulating the null hypothesis that there is no significant difference between control group and experimental group in their mean score on the untouchability dimension of value comprehension after intervention. The summary of the test results are given in the following table.

**Table 1: Mean score on the untouchability dimension of value comprehension**

Group	N	Mean	S.D	Df	t-value
Control	40	49.40	6.931	78	7.487*
Experimental	40	59.28	4.641		

\* significant at 0.05 level

From the above table, it was observed that the calculated t-value 7.487 is greater than the critical ratio 1.96 at 0.05 level of significance. Hence the null hypothesis is rejected. That means experimental group is significantly higher than the control group on the value comprehension ability in untouchability dimension.

**Hypothesis 2:** The post-test scores on the scientific outlook dimension of value comprehension of experimental group is significantly higher than the control group

The above hypothesis is tested by using t-test. The directional hypothesis is tested by formulating the null hypothesis that there is no significant difference between control group and experimental group in their mean score on the scientific outlook dimension of value comprehension after intervention. The summary of the test results are given in the following table.

**Table 2 : Mean score on the scientific outlook dimension of value comprehension**

Group	N	Mean	S.D	Df	t-value
Control	40	42.45	7.136	78	5.629*
Experimental	40	50.55	5.648		

\*significant

From the above table, it was observed that the calculated t-value 5.629 is greater than the critical ratio 1.96 at 0.05 level of significance. Hence the null hypothesis is rejected. That means experimental group is significantly higher than the control group on the value comprehension ability in scientific outlook dimension.

**Hypothesis 3:** The post-test scores on the citizenship dimension of value comprehension of experimental group is significantly higher than the control group

The above hypothesis is tested by using t-test. The directional hypothesis is tested by formulating the null hypothesis that there is no significant difference between control group and experimental group in their mean score on the citizenship dimension of value comprehension after intervention. The summary of the test results are given in the following table.

**Table 3 : Mean score on the citizenship dimension of value comprehension**

Group	N	Mean	S.D	Df	t-value
Control	40	49.33	6.631	78	7.473*
Experimental	40	59.18	5.053		

\*significant

From the above table, it was observed that the calculated t-value 7.473 is greater than the critical ratio 1.96 at 0.05 level of significance. Hence the null hypothesis is rejected. That means experimental group is significantly higher than the control group on the value comprehension ability in citizenship dimension after intervention.

**Hypothesis 4:** The post-test scores on the self discipline dimension of value comprehension of experimental group is significantly higher than the control group

The above hypothesis is tested by using t-test. The directional hypothesis is tested by formulating the null hypothesis that there is no significant difference between control group and experimental group in their mean score on the self discipline dimension of value comprehension after intervention. The summary of the test results are given in the following table.

**Table 4: Mean score on the self discipline dimension of value comprehension**

Group	N	Mean	S.D	Df	t-value
Control	40	49.95	6.633	78	3.429*
Experimental	40	54.60	5.439		

\*significant

From the above table, it was observed that the calculated t-value 3.429 is greater than the critical ratio 1.96 at 0.05 level of significance. Hence the null hypothesis is rejected. That means experimental group is significantly higher than the control group on the value comprehension ability in self discipline dimension.

**Hypothesis 5:** The post-test scores on the cooperation dimension of value comprehension of experimental group is significantly higher than the control group

The above hypothesis is tested by using t-test. The directional hypothesis is tested by formulating the null hypothesis that there is no significant difference between control group and experimental group in their mean score on the cooperation dimension of value comprehension after intervention. The summary of the test results are given in the following table.

**Table 5: Mean score on the self discipline dimension of value comprehension**

Group	N	Mean	S.D	Df	t-value
Control	40	54.30	7.484	78	5.390*
Experimental	40	61.60	4.168		

\*significant



From the above table, it was observed that the calculated t-value 5.390 is greater than the critical ratio 1.96 at 0.05 level of significance. Hence the null hypothesis is rejected. That means experimental group is significantly higher than the control group on the value comprehension ability in self discipline dimension.

### **Discussion based on the Results**

1. The results of the analysis show that the experimental group achieved significantly better than the control group. One can infer from this result that the jurisprudential model was more effective than the conventional method in promoting students' understanding of values. This finding which shows the superiority of jurisprudential model of STS over the conventional method is in agreement with those of Obieke, (2009); Obomanu & Nbina (2010) Suman, (2011), also found from their studies that STS strategies make learning very interesting, enjoyable and relatively easy. This could be due to the fact that learning by jurisprudential model of STS relates closely with students common issues and problems in their immediate environment.

### **Recommendations**

1. This study has shown that jurisprudential model of STS could effectively enhance the understanding of Social science concepts and value comprehension in students and subsequently improve their performances significantly in the subject more than the conventional method.
2. Social Science curriculum developers, educators and teachers should try and popularize and incorporate jurisprudential model into the teacher training curricula at all levels. The social science educators and teachers should also see to the production of textbooks and teacher guides based on jurisprudential model of teaching and learning.
3. The teachers should sensitize the students mind to develop these values through social science curriculum.

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