

IMPACT OF JURISPRUDENTIAL INQUIRY MODEL OF TEACHING SELF ESTEEM SOCIAL INTELLIGENCE AND ACHIEVEMENT IN SOCIAL SCIENCE IN HIGH SCHOOL STUDENTS

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Abstract: This study is aimed to effect of jurisprudential inquiry model of teaching this model is help to students learning more active and easily understanding the subject, as well as gain the social values and attain good achievement in content. In this study researcher used experimental method. This quantitative research used the descriptive method of analysis for social intelligence and achievement in social science. The result of the study is indicated that the jurisprudential inquiry model of teaching is more effective than traditional method of teaching. This method of teaching is very helpful for students are more engaged the classroom situation and learn the relationship between social values and subject content.

Keywords: Achievement, jurisprudential inquiry, social intelligence, social values.

INTRODUCTION

In teacher-centered learning method, students are very passive in the classroom, student teacher interactions is very rare, teacher always teaching like one man army, teacher concentrate to finish lessons only, teacher thought that my lecture is only enough for the students understanding, teacher students inter personal relationship is very low, in this dictatorship method, students are very fear to even clear their doubts, teacher do not allow the students to write in the blackboard, students content understanding level is minimum, students are not able to apply the school activity into the society because of traditional method of teaching, students enrolment is going to low, daily present of the class room students are very poor, students leadership quality, parent teacher relations, community participation in school are very poor manner. Teacher plays a role like teach the lessons conduct examinations and got it maximum marks in their own subjects only this is the main role the teacher in the traditional method of teaching.

Now days, Student Cantered Learning classroom, students are more active and take control of their learning. Students are like a free of mind to learn and enjoy learning situation suppose they feel unlike they ask doubts suddenly interact with the teachers.

In students centred teaching method like jurisprudential inquiry method, students are very eager to study the lesson in cooperative manner, students are lead all the activities with the help of teachers, headmaster, parent teacher association members and school management committee members. The student's leadership quality

improves automatically, society contribution and participation of peoples.

In this method of teaching Teachers act as only facilitators, coaches, and resources for students. This method the curriculum is based on the students' needs, interests, and abilities. Always this way of method helps to Students are encouraged to be self-directed and to learn at their own pace. And these have various benefits in the learning experience of the students.

They are

- Students are always more engaged and motivated to learning
- students develop critical thinking skills
- Students develop cooperation and self-confidence in the class room and society
- Students develop a deeper understanding of concepts in every class
- Teachers develop stronger relationships with their students and society.

This method always maintains a good intrapersonal relationship for students, teachers and society. As a subject of this research study, social science can prove quite helpful in providing education for good citizenship, developing a wholesome personality, enabling to become aware of the social problems and acquiring capacity for their solution.

1. JURISPRUDENTIAL INQUIRY MODEL

Jurisprudence it means science of law; wherein legal issues are analyzed in legal framework. Similarly in the social situations, social problems involve social values, which needed to be analyzed logically under a value

framework in a same way students think logically within a particular framework and take decisions through accordingly.

Jurisprudential Inquiry Model was developed by Donald Oliver and James P. Shaver (1974) this method is help students to Learn to think systematically about contemporary issues. Generally teaching models are used to select and to structure teaching strategies, methods, skills, and student activities for a particular instructional emphasis.

Joyce and Weil (1986) identify four models: information processing, behavioral, social interaction, and personal.

This teaching model aims students are to develop the capacity for analyzing issues and solve the problem. Joyce and Weil (1985) write, Jurisprudential Inquiry Model is essentially useful in helping people rethink their positions on important legal, ethical, and social questions. By giving that model of teaching for analyzing and debating social issues, the jurisprudential approach helps students participate forcefully in the redefinition of social values.

This jurisprudential model of learning helps students to learn to think systematically about contemporary issues happening in society. By giving those ways of analyzing and discussing social issues, this learning model assists students to participate in redefining social values. That teaching through “inquiry” involves engaging students in the research process with teachers supporting and coaching students at a level appropriate to their starting skills. Students learn discipline-specific content while at the same time engaging and refining their inquiry skills.

Inquiry-based learning is a student-centered teaching method that encourages students to ask questions and investigate real-world problems. In this type of learning environment, students are actively engaged in the learning process and are given the opportunity to explore their natural skills.

SYNTAX

Six Phases of the Model Weil and Joyce Phase I: Orientation to the Issue Phase II: Identifying and Defining the Issue Phase III: Synthesizing the Research Information into Arguments Phase IV: The Public Meeting Phase V: Clarification and Consensus Phase VI: Application

1. ELEMENTS OF JURISPRUDENTIAL INQUIRY MODEL

Jurisprudential inquiry model of teaching gives Instructional and Nurturant Effects Instructional and Nurturant effects are skills in identifying policy questions, application of social values, and use of analogies to explore issue and ability to identify and resolve definitional, factual and value problems. It's an ability develop a carry forcefully dialogue. It nurtures the

student's capacity for social involvement and develops desire for social action.

A. Instructional Effects

- Framework for analysing social issue.
- Ability to assume role of the other.
- Competence in social dialogue.

B. Nurturant Effects

- Empathy/ pluralism
- Facts about social problems.
- Capacity for social involvement and desire for social action

II. SELF ESTEEM

Self-esteem it means confidence in one's own yourself worth, abilities, values or morals. Self-esteem encompasses beliefs about himself or herself for example, "I am loved myself", "I am worthy" as well as emotional states, such as triumph, despair, happy, sad, anger, love pride, and shame. "Self-esteem which means how much you love and appreciation yourself and like yourself, regardless of the circumstances.

The researcher gave the students selected in this study a questionnaire containing self-esteem questions and calculated the scores given by the students based on their answers. It was found that the self-esteem level of the students taught through the traditional teaching method was lower than the self-esteem level of the students taught through the jurisprudential inquiry model teaching method.

III.SOCIAL INTELLIGENCE

The main objective of this study is to enable students to gain knowledge about the social system in which they live, to know the structures, activities, rules of society and to acquire educational knowledge related to it. All educational theories are based on social concepts. The curriculum provided to students includes social activities, expectations for social skills, and future plans of society. The teaching method is a bridge to convey all these to students through education. In that way, this teaching method is very useful for students. This educational method provides students with integrated education and learning with society. It encourages educational learning with social participation. The teacher helps students to have learning and teaching activity together with the society.

Through this study, the education provided to students through this educational method provides useful learning, improves the social intelligence skills of students, improves knowledge about society. It can be seen that the students have acquired superior social intelligence skills based on the results of the study among the students selected in this study.

The researcher administered a questionnaire on social intelligence to these students and determined their social intelligence. The study found that the level of social intelligence acquired by students studying in the

traditional teaching method was lower than that of students taught in the Jurisprudential inquiry model teaching method.

IV. Achievement in Social Science

The need and importance of teaching social science to students in schools is well known here because the curriculum that includes a format that makes students good citizens with good character is only available in the social science film. This education system greatly helps in implementing the subject that helps in shaping them into good citizens in a democracy.

This jurisprudential inquiry model education system helps students, teachers who teach it, and the society that expects it from students in order to achieve the highest level of development in social skills, useful good citizens, and good habits.

Students' social achievement skills are improved in this film. In order to measure the students' great achievement, subjects were taught in social science subject through the ordinary old teaching method and subjects were taught in jurisprudential inquiry model method to another class of students. Subsequently, 30 classes were taught in the same way to the students of the two classes.

After conducting the lessons, an achievement test was conducted from the subjects taught. The students were asked to select the correct answer from the subject taught.

V. STATEMENT OF THE PROBLEM

The problem of the study will be worded as follows
“EFFECT OF JURISPRUDENTIAL INQUIRY MODEL OF TEACHING SELF ESTEEM SOCIAL INTELLIGENCE ACHIEVEMENT IN SOCIAL SCIENCE IN SECONDARY STUDENTS”.

VI. Objectives the study will have the following objectives

1. to find out the level of self-esteem of secondary students
2. to find out the level of social intelligence of secondary students
3. to find out level of achievement in social science of secondary students
4. to find out the effect of jurisprudential inquiry model on the self - Esteem of secondary students
5. to find out the effect of jurisprudential inquiry model on the social intelligence of secondary students
6. to find out the effect of jurisprudential inquiry model on the achievement in social science of secondary students
7. to find out the relationship between self-esteem and the social intelligence of secondary students
8. to find out the relationship between self - esteem and the achievement of social science of secondary students

9. to find out the relationship between social intelligence and the achievement of social science of secondary students.

VII. Hypotheses

1. There is no significant difference between male and female
2. There is no significant difference between Social Intelligence and achievement in social science
3. There is no significant difference between self Esteem and achievement in social science
4. There is no significant difference between jurisprudential Inquiry model of teaching and achievement in social science

VIII Sample

Students studying a government high school of Madurai in 9 th standard are the sample 50 students from A section and 50 students from B section selected as the control and experimental group for the study.

IX Tools

The following SELF constructed tools were used for collecting data

1. Social Intelligence questionnaire
2. Achievement in Social Science questionnaire
3. And has write five lesson plans in social science subject for Thiry experimental classes

X. STATISTICAL ANALYSIS AND INTERPRETATION OF RESULTS

Objective wise Statistical Analysis and Interpretation of Results are as follows: 1. To compare the adjusted mean Scores of Achievements in Social Science among the secondary students at pre and post-test stages post - test delayed 1 and post test delayed two are analyse the scores. 2. The data collected was analyzed with the help of Paired Sample T test

XI. FINDINGS AND DISCUSSION

This chapter presents and deals with the analysis of data and interpretation of the results. The data has been analyzed using t-test, descriptive statistics and F test, ANOVA and obtained results have been interpreted. the researcher elaborately describes the methodology used for collecting the data for the analysis. This included all the tools used for data collection, the sampling procedure and statistical procedures used by the researcher. This chapter which deals with analysis and the interpretation of data forms the next step after collection of data. Data analysis and interpretation form a vital part of any research study since the scientific analysis of the information helps in achieving the research objectives efficiently. Before data analysis is carried out pre-test, most of the data should be processed carefully.

XII. EDUCATIONAL IMPLICATIONS

The educational implications of Jurisprudential Inquiry Model of teaching are as follows:

- Jurisprudential Inquiry Model is used for boys and girls so Co- educational institutions should teach through JIM teaching method.

- Jurisprudential Inquiry Model is useful for teaching Social Science at all level of school students.

- Through teaching JIM it will develop social attitude, problem solving ability. cooperative work, well intrapersonal relation with society, empathy among the students.

- Teachers should use of JIM it will enhance teaching learning process in all level of classroom.

Conclusion

Teaching is an art as well as Science it is not everybody's cup of tea. It is a mechanical process which develops all over development of child, The traditional teaching which was teacher centered and full of loopholes and contradiction, it was autocratic in nature. In Indian society there is everywhere social issues, political issues, social injustices and human rights violations. There is no such type of platform where students can rethink on these issues and try to resolve these issues. The Indian education system was not student centered in this system teacher was active and students were passive listeners. Keeping in the mind Oliver and Shaver developed a model namely Jurisprudential Inquiry Model of teaching by the teaching through this model the students can raise the social issue, rethink on these social issues and try to resolve these issues. and develop social tolerance, by teaching through Jurisprudential Inquiry Model it will enhance social competency, social tolerance, problem solving ability, social leadership team work, Social

Tolerance, empathy among the students. so it is a recent trend, it is a method of teaching, device of teaching, tool, technique of teaching through which all round development will be developed among the students

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