



EFFECT OF JURISPRUDENTIAL INQUIRY MODEL ON ACHIEVEMENT IN SOCIAL SCIENCE AMONG SECONDARY STUDENTS

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ABSTRACT :

The present paper is an attempt to study the Effect of Jurisprudential model on achievement among secondary Students of students at the secondary school level. The main objective of this study was to find out the effectiveness of jurisprudential model on achievement of the students of the experimental group with the control group. The research design was true experimental pre-test, post-test design. Here the investigator had tried out on the sample of 72 students of class IX by teaching them using jurisprudential model and conventional method of teaching.



The findings of the study reveal that the students who belonged to the experimental group, which is taught by jurisprudential model significantly, have performed better than those students who belonged to the control group. Consequently, jurisprudential model proved to be an effective intervention to help the students become active learners and also to enhance their academic achievement.

KEYWORDS : Social Science Secondary School students, achievement.

INTRODUCTION

Teaching is an activity, which is designed and performed for the attainment of a large number of objectives in terms of changes in students' behaviour and thoughts. Effective teachers could understand how students think and learn. "The important message is that, students can learn not only academic content but also social skills and social values, moreover 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, 2009). Education will not be complete unless the student is able to work with others, and student could participate in the democratic process and demonstrate empathy.

Teaching models are helpful in developing the power of imaginations, observations, value judgments, critical thinking and analyzing the things systematically. The Jurisprudential Inquiry Model is based on conception of the society, in which people differ in their views, priorities and social values, legally conflict with one another's resolving complex, controversial issues within the context of a productive social order, and requires people who can talk to one another and successfully discuss their differences.

NEED AND SIGNIFICANCE OF THE STUDY:

Teaching models help students to acquire information, ideas, Knowledge, skills, values, ways of thinking and means of expressing themselves, we are also teaching them how to learn. In fact, the most important long-term outcome of instruction may be the students increased capabilities to learn more easily

and effectively in the future, both because of the knowledge and skill they have acquired and because they have mastered in learning processes. (Bruce Joyce, Emily Calhoun, & David Hopkins, 2009).

In education, learning is measured through academic achievement. Achievement is the accomplishment of proficiency of performance in a given skill or body of knowledge. The knowledge attained or skills developed in a school subject is usually designated by test scores or by marks given/assigned by the teacher or by any other is known as achievement. Hence there is a need to enhance the performance of the students by using suitable methodology, and models of teaching.

REVIEW OF LITERATURE:

Dubey, V. (1989) conducted a study to know the effectiveness of Jurisprudential Inquiry Model of teaching on development of social problem solving ability and Secular mindedness. The findings of the study were student exposure to Jurisprudential Inquiry teaching sessions develops their social problem solving ability and secular mindedness

Tiwari, K.K. (1992) Conducted a study on "Effectiveness of Jurisprudential inquiry Model of teaching for developing social competence, civic sense and attitude towards fundamental rights among VII grade students."

The main findings of this study are as follows:

1. The results of the study show that exposure to 30 JIT session does not bring about any significant change in the development of social competence of students.
2. Finding obtained by analysis of covariance indicates that the development of civic sense is not affected by exposure to 30 JIT sessions.

OBJECTIVES OF THE STUDY

1. To develop lesson transcripts based on Jurisprudential Inquiry Model to teach Social Science for IX grade Students.
2. To study the effectiveness of Jurisprudential Inquiry Model of teaching on Academic Achievement in Social Science.

HYPOTHESES OF THE STUDY:

1. There is no significant difference between the mean values of Pre-Test in the Academic Achievement of Social Science among the Control and Experimental Group.
2. There is no significant difference between the mean values of Post-Test in the Academic Achievement of Social Science among the Control and Experimental Group.
3. There is no significant difference between the mean values of Pre- and post-Test in the Academic Achievement of Social Science among the Control Group.
4. There is no significant difference between the mean values of Pre- and post-Test in the Academic Achievement of social science among the Experimental Group.

VARIABLES OF THE STUDY

The variables used in this study are classified into independent, Dependent variable

- **Independent Variables:** The approaches of teaching namely, Jurisprudential Inquiry Model and Conventional Method of teaching are the independent variables.
- **Dependent Variables:** Academic Achievement in social science.

OPERATIONAL DEFINITIONS OF THE TERMS USED IN THE STUDY

The key terms used in the study were operationally defined as under.

• **Effectiveness:** Present study is conceived not only in terms of improvement in (cognitive) achievement in social science. In the present study the effectiveness is assessed on the basis of scores obtained in the tests constructed for the purpose.

• **Jurisprudential Inquiry Model:**

Jurisprudence is the body of ordered knowledge, which deals with a particular species of law. In the present context jurisprudential thinking and transaction is attempted to be carried into the analysis of controversial social issues and values in the school setting rather than in the court of law. Jurisprudential inquiry model as defined by Joyce and Weil is designed for the purpose of studying social issues at community, state, national and international level. The Jurisprudential Inquiry Model puts the pupil in the position of a judge to resolve social issues and values and come to a reasonable conclusion. In the present study the model is attempted to be increased in breadth and depth to cover a complex of achievement in social science. The present study includes a learning package based on Jurisprudential Inquiry Model on a topic of IX standard social science.

• **Academic Achievement in Social Science:** Accomplishment or proficiency of performance in a given skill or body of knowledge. In the present study measuring academic achievement of IX standard students in social science deals with the scores obtained in a achievement test.

SAMPLE OF THE STUDY

The sample of the study consists of 72 students studying in Ninth standard under the State board syllabus in Bangalore city. The sample included both boys and girls.

DESIGN OF THE STUDY

Pre test-post test design was used. Before starting experimentation, the investigator conducted Ravens' progressive matrix test and achievement test in social science to the both experimental group and control group and found that there is no significant difference in their mean scores. The students of the experimental group were taught using lesson transcripts based on JIM and the other group using traditional method of teaching. After the treatment the post test was too administered to both the groups. The collected data was subjected to the statistical analysis and the results obtained were interpreted.

ANALYSIS AND INTERPRETATION

Hypothesis-1 There is no significant difference between the mean values of Pre-Test in the Academic Achievement of Social Science among the Control and Experimental Group.

Table 1.1: Pre-test scores of Experimental and Control group in Achievement in Social Science

Dependent Variable	Group	N	Mean	SD	T
Achievement Test in Social Science	Experimental Group	36	20.19	47.55	0.673
	Control Group	36	19.44	47.05	

t-test was applied to find out the significant difference between two mean values. It was found that the obtained t-value 0.673 is less than the table value at 0.05 level of significance, the value was found to be not significant. Hence the formulated hypothesis is accepted. i.e there is no significant difference between the mean values of Pre-Test in the Academic Achievement of Social Science among the Control and Experimental Group.

Hypothesis-2 There is no significant difference between the mean values of Post-Test in the Academic Achievement of Social Science among the Control and Experimental Group.

Table 1.2 Post-test scores of Experimental and Control group in Achievement in Social Science

Group	Mean	N	SD	T	Sig
Control	24.12	36	3.75	24.26	0.01
Experimental	35.86	36	1.85		

From the table, it is found that the 't' value is found to be 24.26 which is higher than the table value, and is significant at 0.01 level. Hence the formulated hypothesis is rejected and alternate hypothesis is accepted that there is significant difference between the mean values of Post-Test in the Academic Achievement of Social Science among the Control and Experimental Group.

Hypothesis -3: There is no significant difference between the mean values of Pre- and post-Test in the Academic Achievement of social science among the Experimental Group.

Table 1.3: Pre test and Post-test scores of Experimental group in Achievement in Social Science

Group	Mean	N	SD	t	Sig
Pre-test	20.19	36	4.75	27.39	0.01
Post-test	35.86	36	1.85		

From the above table, the obtained 't' value is higher than the table value hence it can be observed that there is a significant difference between the pre-test and the post-test scores of the experimental group on achievement in Social Science ($t=27.39$; $sig < 0.01$). The mean of the group before the intervention was 20.19 and after the intervention it was found to be 35.86, which is significantly higher. Thus the formulated hypothesis is rejected and alternate hypothesis is accepted; that significant difference between the mean values of Pre- and post-Test in the Academic Achievement of social science among the Experimental Group. This increase in the mean score clearly indicates that the JIM is effective in enhancing the Achievement in Social Science.

FINDINGS OF THE STUDY

1. There is no significant difference between the mean values of Pre-Test in the Academic Achievement of Social Science among the Control and Experimental Group.
2. There is significant difference between the mean values of Post-Test in the Academic Achievement of Social Science among the Control and Experimental Group. This might be due to the factor that the experimental group is taught using JIM has enhanced the performance of the students.
3. There is a significant difference between the pre-test and the post-test scores of the experimental group on achievement in Social Science ($t=27.39$; $sig < 0.01$). This increase in the mean score clearly indicates that the JIM is effective in enhancing the Achievement in Social Science.

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