



# Effectiveness Of Jurisprudential Inquiry Model Of Teaching For Enhancing Achievement In Social Science And Social Intelligence Among Gender Related High School Students

Dr. P. B. Beulahbel Bency

Assistant Professor, Department of Education

Mother Teresa Women's University, Kodaikanal

&

Ms. R. Shanthi

Ph. D Research Scholar, Department of Education

Mother Teresa Women's University, Kodaikanal

## Abstract

Talking about the quality of education and education system is a matter of great fond, because it is a problem in the world of education that has not achieved optimal learning outcomes as expected by the parents, society and Government. To improve the quality of education at national level, the government has made numerous efforts such as curriculum renewal, refining the quality of teachers, improving textbooks, adding teaching aids, and other efforts related to improving the quality of education. Apart from being a facilitator, teachers must be creative and have interesting ways of learning, one of which is by using a variety of learning models, so that students are not bored in learning. Learning Models are patterns that serve as guides for creating instructional materials for tutorials or in-person classes, according to Trianto (2018). The learning model, which contains approaches, techniques, and learning methods, can be inferred from the aforementioned opinion as a guide for teachers in carrying out the teaching and learning process in the classroom. The Jurisprudential Inquiry model is one of the learning strategies that is thought to enhance the teaching and learning process. The Jurisprudential Inquiry model was developed by Donal Oliver James P. Shaver (Wena, 2019). This learning model is designed to train students' information processing skills and be able to solve problems that occur in society, a frame of reference and a way of thinking about problems that exist in society so that it can create a sense of social sensitivity. The objectives of this study are i) to find the effectiveness of Jurisprudential Inquiry Model of teaching on Academic Achievement in Social Science and Social Intelligence of Secondary Students and the same with respect to gender too. A sample of 100 secondary students selected on the basis of stratified random sampling technique was selected for the study with pretest posttest experimental group design. Mean, Standard Deviation, t-test, and Correlation were the statistical Techniques used. SPSS was used for data analysis. Based on the analysis of data, findings were arrived and educational implications were drawn.

**Key Words:** Jurisprudential Inquiry Model (JIM), Facilitator, Learning Models, Instructional Materials and Learning Strategies

## Introduction

Man is a social animal and man is supposed to live in society. Society is overwhelmed with social issues, political issues, social injustices and human rights violations. Nowadays the Indian Education System is moving towards technology and artificial intelligence, forgetting to train the students to rethink on above issues and try to resolve these issues. In the current era of globalization, the rapid development of Science and Technology requires quality human resources. Education is one way to improve the quality and quantity of human resources.

In Social Science, learning takes place by exploring events, facts, concepts, and generalizations linked to social issues. Social Science is a subject that investigates an event that is related to points, ideas, and conceptions. It is a field of a study investigating social symptoms and difficulties associated with this aspect of life. Students can receive firsthand experience and learn holistically, genuinely, honestly, and actively through social studies. In addition, social skills are attained by this model of teaching. Social skills are a set of behaviors involving interactions with others and the surrounding environment that enable an individual to be positively accepted in the educational setting

Jurisprudential Model of Teaching is a model belongs to Social Family Model. Systematic discussion of social issues related to content in the subject will takes place in this model of teaching. In this model the teacher teaches issues by dividing the class into the issue viewpoints through the use of information-acquisition strategies and classmate interactions, Students present their views to a class-selected board of arbiters. It is the boards responsibility to listen to the student arguments in a public hearing and render a decision on the issue. The final phase of this teaching strategy involves the creation and assessment of action plans. By teaching through this model, the students can raise social issues, rethink on these social issues and try to resolve these issues and develop social tolerance. Jurisprudential Inquiry Model will enhance social competency, social tolerance, problem solving ability, social leadership, team work, social intelligence and empathy among the students.

## Need and Significance of the Study

The essence of good teaching is to create supportive conditions enabling the individual to undergo the process of learning, to handle his environment, to cape with social, legal, ethical and political changes, to experiment with new way of thinking and to solve the social, legal and ethical problems. According to 'Bhagwat Geeta', "A true teacher helps his pupil to discover his own personal philosophy or the invisible seen within him". The JIM learning model is a learning paradigm that improves students' skills to reflect on the nature of social life, particularly their own lives, life in society, and efforts to address social problems. The jurisprudential inquiry learning model is social learning that encourages students to be attentive to societal problems and to take responsibility for and engage in solving these problems [Lavyanto. 2012]. The JIM is a learning model that develops cognitive, affective, and psychomotor aspects in a balanced manner so that learning is deemed more meaningful and trains students to be able to work in groups and train children's social skills so that they do not become isolated individuals [Eva, 2017]. As our society undergoes cultural and social changes, the jurisprudential approach helps the

students to participate in the redefinition of social values. Such learning environments will motivate the student to study social studies. Thus, this study.

## Statement of the Problem

The present study has been titled as “Effectiveness of Jurisprudential Inquiry Model of Teaching for Enhancing Achievement in Social Science and Social Intelligence among Gender related High School Students”

## Objectives of the Study

1. To develop 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.
3. To study the effectiveness of Jurisprudential Inquiry Model of teaching on Social Intelligence of Secondary School Students.
4. To study the effectiveness of Jurisprudential Inquiry Model of teaching on Academic Achievement in social science with respect to their gender
5. To study the effectiveness of Jurisprudential Inquiry Model of teaching on Social Intelligence with respect to their gender.
6. To study the correlation between Academic Achievement in Social Science and Social Intelligence by the effectiveness of Jurisprudential Inquiry Model.

## Methodology

### Method

Pre-test, post- test experimental and control group design was selected for the present study.

### Sample and Sampling

For the present study researcher has adopted Stratified random sampling technique. Researcher selected 100 students of IX Standard studying in two secondary schools in Madurai District. Based on, the criterion reference test researcher divided two equal groups. namely, experimental and control group and each group having 50 Students.

### Tools Used

The Tools used for the present study are Achievement Test in Social Science constructed and validated by the researcher and Social Intelligence Scale prepared and validated by the researcher. The reliability of Achievement Test is 0.892 and Social Intelligence Scale is 0.863.

### Variables of the Study

The variables used in this study are classified into independent, dependent and moderate variable. Jurisprudential Inquiry Model and Conventional Method of teaching are the independent variables. Social Intelligence and Academic Achievement in social science are the dependent variables. Moderate Variable will be Gender (Boys and Girls).

## Statistical Techniques Used

The Statistical Techniques used for this study are Mean, Standard Deviation, t- test and Correlation.

## Data Analysis

The data were analyzed by SPSS software and is tabulated below

**Table 1. Pre t test for the effectiveness of Jurisprudential Inquiry Model of teaching on Academic Achievement in Social Science.**

| Group  | N  | Mean  | SD   | t     | P     |
|--------|----|-------|------|-------|-------|
| Male   | 23 | 31.09 | 8.10 | 0.325 | 0.747 |
| Female | 27 | 30.37 | 7.00 |       |       |

Difference between groups is not significant.

**Table 2. Pre t test for the effectiveness of Jurisprudential Inquiry Model of teaching on Social Intelligence in Secondary Students.**

| Group  | N  | Mean   | SD    | t     | P     |
|--------|----|--------|-------|-------|-------|
| Male   | 23 | 218.96 | 25.78 | 1.086 | 0.283 |
| Female | 27 | 227.78 | 30.52 |       |       |

Difference between groups is not significant.

**Table 3. Post t test for the effectiveness of Jurisprudential Inquiry Model of teaching on Academic Achievement in Social Science.**

| Group  | N  | Mean  | SD   | t     | P     |
|--------|----|-------|------|-------|-------|
| Male   | 23 | 84.48 | 6.96 | 2.093 | 0.042 |
| Female | 27 | 89.00 | 8.01 |       |       |

Difference between groups is significant at 95% confidence level.

**Table 4. Post t test for the effectiveness of Jurisprudential Inquiry Model of teaching on Social Intelligence in Secondary Students.**

| Group  | N  | Mean   | SD    | t     | P     |
|--------|----|--------|-------|-------|-------|
| Male   | 23 | 235.30 | 25.79 | 0.836 | 0.408 |
| Female | 27 | 228.70 | 28.92 |       |       |

Difference between groups is not significant.

**Table 5 Pearson's correlation between Academic Achievement and Social Intelligence**

| Group                | N  | Mean   | SD    | t     | P     |
|----------------------|----|--------|-------|-------|-------|
| Academic Achievement | 50 | 86.92  | 7.87  | 0.163 | 0.257 |
| Social Intelligence  | 50 | 231.74 | 27.72 |       |       |

Correlation between scores is not significant.

### Findings of the Study

- There exists no significant difference in the Pre t test scores in the effectiveness of Jurisprudential Inquiry Model of teaching on Academic Achievement in Social Science.
- There exists no significant difference in the effectiveness of Jurisprudential Inquiry Model of teaching on Social Intelligence in Secondary Students.
- There exists significant difference in the Pre t test scores in the effectiveness of Jurisprudential Inquiry Model of teaching on Academic Achievement in Social Science.
- There exists no significant difference in the effectiveness of Jurisprudential Inquiry Model of teaching on Social Intelligence in Secondary Students.
- There exists no significant correlation between Academic Achievement and Social Intelligence in the effectiveness of Jurisprudential Inquiry Model of teaching in Secondary Students.

### Educational Implications of the Study

The usage of any model of teaching should have a strong class room implication that makes it more users friendly.

Social dialogue is most desirable in this competitive world for the adjustment in society throughout life. With social dialogue, the student becomes more socialized. Improvement in the competency of the social dialogue of the students is possible by JIM. Through JIM teaching, it will develop social attitude, problem solving ability and empathy among the students. As this model enhances the teaching learning process, it shall be used by the teachers in their regular teaching particularly with respect to social science. The students are more active and the learning will be more effective. Teaching through JIM of Teaching will be helpful to inculcate democratic values. It will develop logical and critical thinking, ability to accept and respect view of others. It will develop leadership qualities among students. It is helpful in school students to improve expression power, ability to communicate own thoughts in a logical manner, readiness to accept and respect views of the other students and hence will recognize the need of democratic values.

Jurisprudential Inquiry learning model strategy has a direct effect on learners to master the ability to analyze problems, the ability to dialogue with others, motivate to engage in social activities and arouse the desire for social action, nurture the values of pluralism and respect for other people's points of view, also support the use of emotions in responding to social policies. This teaching strategy encourages students to engage in social ideals by providing them with forums for analysis and discussion of social concerns. Students who take Jurisprudential Inquiry receive training in social awareness, Improve social skills and enhanced learning outcome

### Conclusion

Referring to Joice and Weil's statement (2000), Jurisprudential Inquiry Model (JIM) is a value clarification approach given by Oliver and Shaver. JIM is a problem-solving technique that enhances connection between science, technology and society (Nwafor, 2014: 63). According to Arend in Sunarto

(2021), conceptual framework called the learning model outlines systematic methods for planning learning experiences in order to develop learning competencies. Based on the data analysis, it can be concluded that there is a significant improvement of the students on the achievement in social science of secondary students on teaching with Juris Prudential Model of Teaching. In addition to that, the implementation of this model improves the students' motivation in joining teaching-learning activities. Through this model, the students are trained to have a high order of thinking skill. This model is a research-based learning model so the students are expected to be able to analyze, synthesize, evaluate and create a project of their own.

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