

Effectiveness of Jurisprudential Inquiry Model of Teaching for Enhancing Achievement in Social Science and Social Tolerance among High School Students

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Abstract: *Dare not to enter it unless you don't love it (John Dewey)*

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 were 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.

Keywords: Jurisprudential Inquiry Model, Social Tolerance

I. INTRODUCTION

Experts in the field of education all over the world are seriously thinking about variety of approaches for teaching to achieve different instructional objectives. At present we may require a number of ways to create the right environment for teaching and learning. Present trend indicates that education is changing day by day due to changes taken place in global scenario, the traditional system of teaching which was teacher centered has been changed and they are outdated and no longer valid. In present scenario new strategies, methods techniques have been adopted to improve teaching learning process. For the improvement in teaching learning process teacher presently uses Models of teaching in classroom, these models not only helps academic development of students but also develops various competencies and help our students grow emotionally, physically, socially, democratically, politically, and intellectually. We need to know how to modify the behavior of students so that they function effectively in changing society. To carry out these of these multiple responsibilities the teachers are required to engage in several professional roles. To prepare the teachers for a variety of roles **Bruce Joyce and Marsha Weil** have searched and researched on a variety of strategies developed by different learning theorists and designed a number of models of teaching which helps to improve Social Tolerance and develop problem solving ability among the students. **Jurisprudential Inquiry Model** of teaching is one of them.

From the study of several researches regarding Social Family of Models of teaching it has been observed that such variables like social empathy, social leadership, intelligence, self confidence, value clarifying, secular mindedness and sex awareness has significant effect on **Jurisprudential inquiry model**. But no such study has been done in the field of Jurisprudential inquiry Model and in relation with **Social Competency**. Effective use of Jurisprudential Inquiry Model will help to improve Social Tolerance among the students.

1.1 Jurisprudential Inquiry Model

Jurisprudence 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 accordingly. Jurisprudential Inquiry Model was developed by **Donald Oliver and James P. Shaver** (1974) to help students to Learn to think systematically about contemporary issues. This model aims to develop the capacity for analyzing issues. **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 those tools for analyzing and debating social issues, the jurisprudential approach helps students participate forcefully in the redefinition of social values.

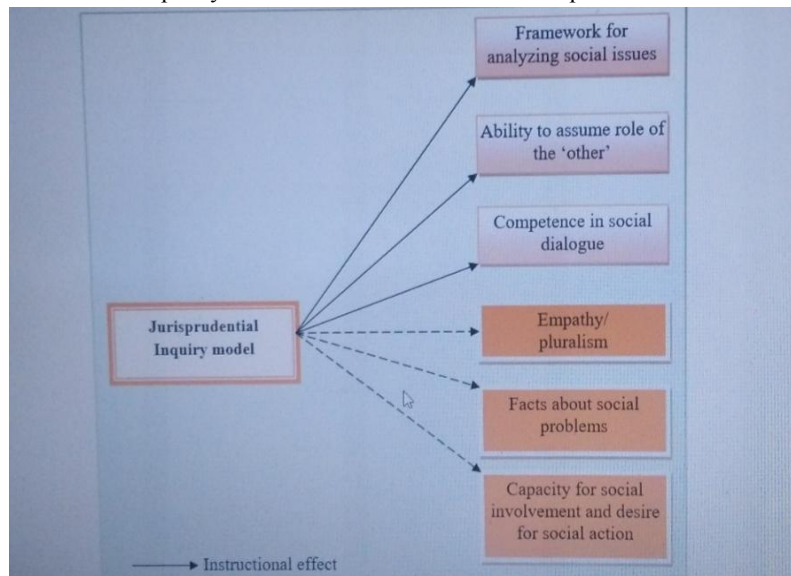
1.2 Elements Of Jurisprudential Inquiry Model

The elements of model are as follows:

- **Syntax:** Although the explorations of students through confrontational dialogue is the heart of the jurisprudential inquiry model, several other activities are especially important, such as helping students formulate the stance they eventually defend and helping them reverse their position after the argumentation. The syntax of the model is based into six phases.
- **Orientation of the Case:** Teacher introduces materials. Teacher review facts
- **Identifying the Issue:** Synthesize facts into a public policy issue or issues teacher select one policy issue for discussion and also identify values and value conflicts.
- **Taking Positions:** Teacher articulates a position and take the position in terms of the social value or consequences of the decision which they have taken regarding the social issue.
- **Exploring the Stances Underlying the Position Taken:** Prove the desirable or undesirable consequences of a position (factual) and clarify the value conflict with analogies.
- **Refining and Qualifying Positions:** Teacher state position and suggest reasons for position, and examine a number of similar situations.
- **Testing Assumptions about Facts, Definitions and Consequences:** Identify factual assumptions and determine if they are relevant are not and determine the predicted consequences and examine their factual validity will they actually occur.
- **Support System:** The major material support for this model are source of documentation that focus on problem situation. There are some published case materials, but it's relatively easy to develop one's own case materials. The cases are accounts of real or hypothetical. It's essential that all pertinent facts of the situation be included in the case materials will not be vague and frustrating. A controversial case describes a specific situation that has conflicting ethical, legal, factual, definitional interpretations. The case may consist of a classic or legal situation.
- **Social System:** The structure in this model ranges from high to low. At first, the teacher initiates the phases moving from phase to phase. However the teacher is dependent on student's abilities to complete the task. After experience with the students should be able to carry out the process unassisted, and gaining control of processes, it's based upon students abilities to complete the task.
- **Principle of Reaction:** The teachers reaction, especially in phase four and five are not evaluative in the sense of being approving or disapproving. They probe substance i.e. the teacher reacts to student's comments by questioning relevance, consistency, specificity or generalize and clarity. The teacher also enforces continuity of thought or line of reasoning is pursued to its logical conclusion before other arguments begin.
- **Application:** The model provides a framework for developing contemporary course content in public affairs i.e. cases involving public issues and for developing a process to deal with conflict in the public domain, leading students to an examination of values. The students can apply it to conflicts and issues that occur around their own lives. It's applicable in their own lives and the community around them.

1.3 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 to carry forcefully dialogue. It nurtures the capacity for social involvement and develops desire for social action.



Source: Joyce, Bruce, & Weil, Marcha Models of teaching book

—————> **Instructional Effects**
- - - - -> **Nurturant Effects**

A. Instructional Effects

- Framework for analyzing 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. SOCIAL TOLERANCE

Social competence is the ability to initiate and maintain interaction with adults and peers and to build relationships with others in group and dyadic contexts. Social competence refers to the ability of an individual to optimize its social behavior depending on available social information. Although such ability will enhance social interactions among children's Generally, children who are emotionally and socially competent do better in school and build stronger relationships.

III. RATIONALE OF THE STUDY

Education aims at all round development of pupils and not merely imparting knowledge to them. It is, therefore necessary that teachers and educators should be equipped, not only with subject matter but also with appropriate teaching strategies, teaching devices and teaching methods which improve teaching learning process. Traditional teaching learning process were teacher centered the teacher were active and the students were passive, it was outdated and with full of loopholes. To overcome these difficulties and problems in teaching learning process various educationists, psychologists and researchers came forward and suggest various strategies and implement various types of models of teaching so that the teaching learning process may become effective and successful among the various models **Jurisprudential Inquiry Model** is one of them.

Jurisprudential Inquiry Model is based on a conception of society in which people differ in their views, in which social values, social conflicts controversial issues are solved and successfully negotiate their differences. JIM intelligently analyzes and resolves public issues. The Instructional and Nurturant effect of Jurisprudential Inquiry Model reflects the development of **Social Competencies**, Democratic values and Problem Solving Ability among the pupils. Although a broad understanding of the history, nature and scope of these problems is important in **Jurisprudential Inquiry Model**, students explore issues in terms of specific legal case rather than in terms of general study

Few researches have been done in the field of Jurisprudential Inquiry Model by **Hasan (1987)**, **Sorot (1988)**, **Tiwari (1992)**, **Carlson (2000)**, **Gottman (2005)**, **Forehand (2006)**, **Singh (2009)**, **Dubey (1989)**, **Joshi. (2017)**. It is evident from the above researches, It has been found in the study of **Hasan 1987** that **Jurisprudential Inquiry Model** showed positive effect on development of Social Competency. Similarly in the study of **Tiwari 1992** it showed that through **Jurisprudential Inquiry Model** development of Social Tolerance is not affected. There is need to identify variables within the **jurisprudential inquiry Model**, which help to improve **SOCIAL TOLERANCE** and Problem Solving Ability among students. Variables such as **Social Attitude, Social Competition, Social Leadership, Social Tolerance, Social Maturity, age sex, gender** were identified as key factors to determine Social Competency. In this field no such conclusive findings with regard to Social Tolerance and Achievement in Social Science were found. From the study of several researches regarding social family Models of teaching it has been observed that such variables like **Social Empathy, Social Leadership, Intelligence, Self Confidence, Value Clarifying, Secular Mindedness and Sex Awareness** has significant effect on Jurisprudential inquiry model. But no such studies to found the impact of Jurisprudential Inquiry Model of teaching for developing **SOCIAL TOLERANCE** among high school students. Hence the researcher has decided to conduct a study on

IV. STATEMENT OF THE PROBLEM

The problem for the present study will be worded as follows:

Effectiveness of jurisprudential inquiry model of teaching for enhancing achievement and social tolerance among high school students

4.1 Objectives

- To compare the adjusted mean Scores of Achievement in Social Science among the students at pre and post test stages.
- To study the effect of Social Tolerance, treatment and their interaction on Achievement in Social Science among the students by taking Social Tolerance as a Covariate

4.2 Hypotheses

- There is no significant difference in the mean Scores of Achievement in Social Science among the students at pre and posttest stages.
- There is no significant difference in the mean Scores of Social Tolerance, treatment and their interaction on Achievement in Social Science among the students by taking Social Tolerance as a Covariate.

4.3 Sample

The researcher has taken a Sample from 39 students belonging from different schools, both boys and girls.

4.4 Tools

- Social Tolerance was assessed with already constructed tool by Social Competency Scale of Prabha Shukla and Kiran Shukla.
- Achievement test was developed by the researcher based on Jurisprudential Inquiry Model of Teaching.

V. STATISTICAL ANALYSIS AND INTERPRETATION OF RESULTS

Objective wise Statistical Analysis and Interpretation of Results are as follows:

- To compare the adjusted mean Scores of Achievement in Social Science among the students at pre and post test stages. . The data collected was analyzed with the help of Paired Sample T test.

Table 1: Test- Wise Mean, SD, N, r, df , t value. Sig.

Test	Mean	N	SD	Df	R	t-value	Sig.
Pre- test	16.88	39	5.502	38	0.355	12.732	.000
Post- test	39.78	39	6.498				

- From the above table it is clear that the calculated t- value for Achievement in Social Science is 12.732 with df 38 and its two tailed probability of significance is .000 which is less than 0.01 level of Significance. Hence it is significant at 0.01 level which is clear that the mean scores of Achievement in Social Science among students at pre -test and post- test stages differ significantly. Therefore, the null hypotheses that. “There is no significant difference in the mean Scores of Achievement in Social Science among the students at pre and post test stages. is not accepted.
- Second objective of the study was to study the effect of Social Tolerance, treatment and their interaction on Achievement in Social Science among the students by taking Social Tolerance as a Covariate.

- The collected data was analyzed with the help of two way ANOVA.

Table 2: Summary of 2X2 factorial ANOVA.

Source	Sum of Squares	df	Mean Square	F	Sig.
Treatment	3594.550	1	3594.550	86.601	.000
Social Competency	0049.350	1	49.350	1.190	.220
Treatment * Social Competency	0000.98	1	.116	.003	.923
Error	4003.501		41.380		
Total	7647.550				

From the above table it is clear that the F value for treatment is 86.601 with df 1 whose two tailed value of sig is .000 which is less than 0.01 level of sig. Hence it is significant at 0.01 level sig. Which is clear that the mean scores of achievement in social science among the students at pre -test and post- test stages differ significantly, Therefore the null hypothesis that. There is no significant difference in the mean Scores of Achievement in Social Science among the students at pre and posttest stages is not accepted.

The calculated F value for Social Tolerance is 1.190 with df 1 two tailed value of sig is 220 which is greater than 0.05 level of sig. Hence it is not significant at 0.05 level of sig. Which is clear that the mean scores of achievement in Social science among the students do not differ significantly, Therefore the null hypothesis is accepted. The calculated F value for the interaction of Treatment and Social Tolerance is 003 with df 1 two tailed value of sig is .923 which is greater than 0.05 level of sig. Hence it is not significant at 0.05 level of sig. Which is clear that the mean scores of achievement in social science among the students belonging to high and low Social Tolerance group do not differ significantly, Therefore the null hypothesis that There is no significant difference in the mean Scores of Social Tolerance, treatment and their interaction on Achievement in Social Science among the students is accepted.

VI. FINDINGS AND DISCUSSION

Objectives wise findings and discussion are as follows:

- To compare the adjusted mean Scores of Achievement in Social Science among the students at pre and posttest stages.

Discussson

Jurisprudential Inquiry Model of teaching was effective because it gave students opportunities to discuss on social issues and rethink on social issues students learn in a specific manner and the learning environment was student centered.

- To study the effect of Social Tolerance, treatment and their interaction on Achievement in Social Science among the students by taking Social Tolerance as a Covariate

Discussion

It was also observed that achievement in Social Science is independent because Social Science is depends on Social methods of teaching which is possible in Jurisprudential Inquiry Model of Teaching and this model shows that it was effective and successful.

Achievement in Social Science was also independent from interaction of Social Tolerance and Treatment and the interaction was neutral to nullify the positive effect of treatment.

VII. EDUCATIONAL IMPLICATIONS

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

- Jurisprudential Inquiry Model is beneficial for boys and girls so Co- educational institutions should teach through JIM.
- Jurisprudential Inquiry Model is useful for teaching Social Science at high school level of students.
- Through teaching JIM it will develop social attitude, problem solving ability empathy among the students.
- Teacher's should use of JIM it will enhance teaching learning process.

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