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## Impact of a Jurisprudential Inquiry Pedagogy on Students' Performance in Gender-Related Social Science Courses

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### Abstract

The purpose of this study was to examine the effectiveness of Jurisprudential Inquiry Model of teaching on Academic Achievement in Social Science with respect to gender. The study was conducted on a Random sample A total 100 students, Control Group 50 students and Experimental Group 50 students. In experimental 50 students in each Group 25 Girls and 25 Boys. In two different schools, Social Science topic was taught through Jurisprudential Inquiry Model and its academic effectiveness was tested through a standardised Academic Achievement test on Social Science subject, it's constructed by the researchers. Results revealed that Academic Achievement in Experimental Group to test the significant difference between the Boys and Girls mean values was found to be not significant.

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**Key Words:** Academic Achievement, Jurisprudential Inquiry Model

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### Introduction

Education has been considered at all times to be an instrument of Social Change. This objective cannot be obtained without improving the class room practices. Teaching is an activity, designed and performed for the attainment of a large number of objectives in terms of changes in pupil's behaviour. The Jurisprudential Inquiry Model is to help students to learn to think systematically about contemporary issues it requires them to formulate these issues as public

policy Quotations and to analyze alternative positions about them. Fundamentally, it is a high level model for citizenship education for students. As our society undergoes cultural and social changes, the Jurisprudential Inquiry model is especially useful and shares in the formulation of policy, by giving those tools for analyzing and assessing social issues, the Jurisprudential approach helps students involvement forcefully in the redefinition of social values.

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The usage of any model of teaching should have a strong class room implication that makes it more users friendly. Especially the academic achievement in social science subject which include more of social related skills and understandings is to be related to the academic achievement in social science too.

Many studies have been made on the other impacts of Jurisprudential Inquiry Model (JIM) but very few studies have been conducted, with respect to effectiveness of Jurisprudential Inquiry Model in improving Academic Achievement in Social Science. The researchers made an attempt to know that to what an extent the Jurisprudential Inquiry Model influence on the Achievement of IX standard students in social science studying in shimoga District. Hence present study taken up to study the effectiveness of Jurisprudential Inquiry Model than the conventional method of teaching in terms of Academic Achievement in Social Science.

**Need of the Study**

Educational process always it socializes her/him to play adult roles and provides the necessary knowledge and skills required for a responsible citizen and member of the society. It has an implication that through educational process the changes in the behaviour of a person are brought about not only by the internal forces but also by those external forces which are latent in the environment. When a child learns any new activity like putting on dress, eating food, expressing his/her view point, solving a problem or any behavioural act, the environment and the Childs close relations are key – figures in the learning process. Hence, for bringing a desirable change in the behaviour of a child specific class room or school environment is needed because behaviour of a child is the by – product of his social perceptions, understand the social issues and moral value of human behaviour. Thus teacher may should expertise in using teaching

**Table: 1 Design of the Study**

	Pre-test	Treatment	Post test	Delayed Posttest
Experimental Group	•	X <sub>1</sub>	•	•
Control Group	•	X <sub>2</sub>	•	X

strategies like jurisprudential model to cultivate the social characteristics and social values.

Now a day the teachers are following conventional method in teaching Social Science. The researcher was interested in studying the effectiveness of models of teaching Social Science. Keeping these views there is need to implement Jurisprudential Inquiry Model in improving academic achievement in Social Science. So the researcher selected to study the effect of Jurisprudential Inquiry Model in improving academic achievement in Social Science of secondary school students.

**Statement of the Problem**

“Effectiveness of Jurisprudential Inquiry Model of teaching on Academic Achievement of Social Science with respect to Gender”

**Objectives of the Study**

1. To compare the influence of Jurisprudential Inquiry Model of teaching on Academic Achievement among the Boys and Girls of Secondary School. Hypotheses of the Study

There is no significant difference between the mean scores of Academic Achievement among the Boys and Girls of Secondary school of Experimental Group.

**Methodology:**

In the present study researcher used Experimental Method, in this method parallel group design used to find out the effectiveness of Jurisprudential Inquiry Model on Academic Achievement of Social science among Secondary school Students.

**Design of the study:**

The study was conducted by Pre-Test, Post-Test and Delayed post test design (Parallel group design)



X<sub>1</sub>-Jurisprudential Inquiry Model

X<sub>2</sub>- Traditional Method of Teaching

**Variables:**

**Independent variable:** Traditional Method of teaching and Jurisprudential Inquiry Model (Conventional Text book Method).

**Dependent Variable:** Academic Achievement in Social Science.

**Moderate Variable:** Gender (Boys and Girls)

**Sampling**

The sample drawn for the present study consists of the students of IX standard. Random sample of 100 students was drawn from two different schools. Out of 100 Students 50 were Control Group and 50 were Experimental Group. In each Group 25 Boys and 25 Girls. The groups were made homogeneous based on the Pre-Test results.

**Tools Used in this Study:**

**Academic Achievement Test in**

	GENDER	N	Mean	SD	t	REMARKS
ACADEMIC ACHIEVEMENT POST-TEST	BOYS	25	32.80	4.93	0.23	Not Significant
	GIRLS	25	32.44	6.38		

A Academic Achievement Post-Test was administered on the Experimental Group to test the significant difference between the Boys and Girls mean values.

t test was applied to find out the significant difference between two mean values. It was found that the obtained t value 0.23 is less than theoretical value 1.97 with degrees of freedom 98 at

0.05 level of significance the value was found to be not significant. So the null hypotheses “there is no significant difference between the mean scores of Post-Test in Academic Achievement among the Boys and Girls”, was accepted.

**Summary and Conclusion:**

The results of the present study indicate that both the approaches (JIM and Conventional Methods) are effective in increasing the academic achievement. But the effectiveness is not a

**Social Science:** It was constructed by the investigator.

**Data Analysis:**

All analysis was done by using Statistical Software (SPSS) 20.0 version. The t test was used to determine the significant different between the mean scores among the groups.

**Results and Analysis of the data:**

The hypotheses were tested and the interpretation was done as follows  
**Objective 1:** To compare the influence Jurisprudential Inquiry Model of teaching on Academic Achievement among the Boys and Girls of Secondary School.

**Hypothesis 1:** There is no significant difference between the mean scores of Academic Achievement among the Boys and Girls of Secondary school of Experimental Group.

Table 1: Mean, SD and t values of Post-Test in Academic Achievement among the Boys and Girls.

unifactor it should consider the sustainability of the effectiveness. The results clearly show that the JIM is more effective than the conventional method in increasing the academic achievement of

students in social science subject but this model (JIM) has uniform effectiveness on the both the genders.

Hence, the present study helps to the teachers to think of adapting JIM in teaching learning process especially in teaching some of the topics of social relevance in the social science subject. Jurisprudential Inquiry Model is successful in nurturing of different Teaching Learning environment. Helping students to improve the acquiring of information, skills, ideas, decision making capability, responsibilities, values, Involvements, Judgments, ways of thinking, content knowledge and means of expressing themselves. It is further necessary to train the teachers in using this model



for enhancing the effectiveness of their

teaching which creates a conducive learning environment of social science subject.

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