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Effect of social inquiry model on the personal value among secondary school students

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Abstract
The aim of the present study is to find out the effect of social inquiry model on the personal values of secondary school students. To serve this objective a sample of 82 students were selected by stratified random sampling. An intervention programme of 7 weeks on social inquiary mdoel was given and a Personal Values Questionnaire by Sherry and Verma (1978) was administered on the samples. The findings revealed that the afetr receiving intervention programme on social inquiary model, the students had developed perosnal values. The overall findings suggests that the social inquiary model has significant effect on the perosnal values among secondary schools students as a whole and dimensions wise.

Keywords: Social inquiary model, personal values and secondary school students

Introduction

A peace world is the dream of every human being. Indian nation also has hopes for citizen peace and harmony for development of nation. India is a democratic country with various religions, tribes, languages, cultures, and customs. Such diversity will helpful for development of nation if managed properly. Conversely, the mismanagement will lead to conflict to threaten the nation integrity and sovereignty. The responsibility of educational institutions is to develop values among students by providing effective teaching strategies. Rightly stated by Sagiv *et al*. (2017) [5] that understanding personal values means understanding human behaviour. So value is the important aspect of human life. People's personal values drive, inspire and lead them in making their decesions, building their perceptions and shaping their attitudes and behaviour (Mashlah, 2015) [2]. The teaching has a significant role to promote values in students by adopting different models of teaching like social inquiry model. A study by the Nucci and Narvaez (2008) [3] revealed that the public expectations to schools become places where children get value formation such as honesty (97%), respect for others (94%), democracy (93%), respect for various races and background (93%). Students have their own value system that guides them in making and taking decisions. There exists significant impact of value on the psychological well-being of youth. Gangopadhya and Sikdar (2016) [1]. Values play an important role in students life for their maximum development. So it is better to promote values in students by good teaching strategies like social inquiry model of teaching.

The Wong (2009) [6] stated in a project that the social inquiry strategy was linked with the globalization, imperialism and role of government organizations. Raharjo *et al*. (2015) [4] concluded that "the social inquiry strategy is very appropriate and effective to improve reasoning skills, logical thinking, creative students, developing values of honesty, openness, tolerance, cooperation". Social inquiry strategies apply democratic learning in the classroom for the cognitive and affctive developemnt of students as well as personal values in studnets. So the present study aims to find out the effectiveness of social inquiary model on personal values in students.

Methodology
Design
The social inquiry model, a seven weeks designed intervention programme is provided for secondary schools. This programme consisted of problem solving ability, critial thinking

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skills and disciplinary content. Students were informed that the personal value questionniare would be used to measure the values of students. This personal values questioniar was administered as pre-test before the intervention programme. After comopletion of intervention programme on social inquiry model, again the same questionniare was used as post-test to both experimentl and control groups.

Sample
The sample consited of a toal of 82 secondary school students from two different schools of Mayurbhanj district of Odisha. The experimental and control groups consisted of 42 and 40 students each.

Tools
A personal value questionnaire by Sherry and Verma (1978) was administered to measure the values of secondary school students. This questionniare is prepared to assess human values in the indigenious cultural milieu of India. It contains 40 questions based on 10 types of values like religious, social, democratic, asthetic, economic, knowledge, hedonistic, power, family, prestige and health value.

Analysis and interpretation

Table 1: Significance of difference between the means values scores of the experimental and control group of students in pre-test

Groups	N	M	S.D.	t-ratio	Level of significance
Experimental	42	116.79	3.10	0.04	N.S.
Control	40	116.76	3.87		

Table-1 denoted that the mean scores of experimental and control group on values in pre-test are 116.79 and 116.76 with SDs 3.10 and 3.87. The t-ratio came out from above two grous is 0.04 which is not significnat at any level of significance. That means there is no signficant difference exit between these two groups of students on values before the intervention programme i.e social inquiry model of teaching. Secondary school students of both experimental and control groups have not different values before the intervention programme.

The mean scores of secondary school students of experimental and control group on values in pre-test depicted in the Table-1 is represented by the bar Fig.-1.
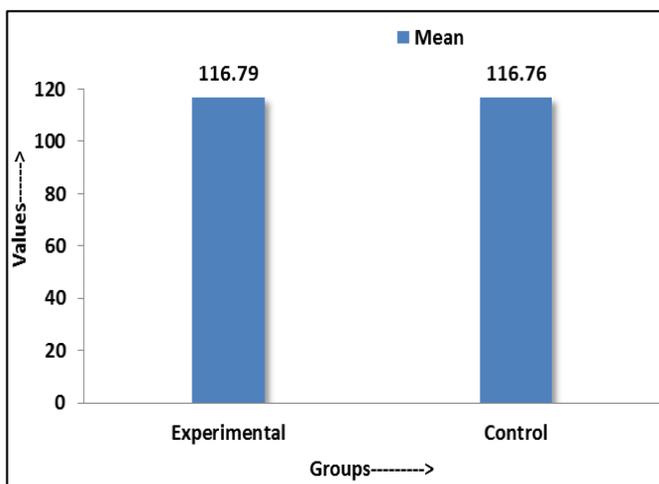

Fig 1: Comparative bargraph showing mean values score of pre-test of Experimental and Control group secondary school students

Table 2: Significance of difference between mean scores of values of the experimental and control group of students in post-test

Groups	N	M	S.D.	t-ratio	Level of significance
Experimental	42	116.82	3.11	4.06	Significant.
Control	40	112.76	3.83		

Table-2 denoted that the mean scores of experimental and control group on values in post-test are 116.82 and 114.76 with SDs 3.11 and 3.83. The t-ration came out from above two groups is 4.06 which is significnat at.01 level of significance. That mans there is significant difference between experiemtal and control group students on values. Further, the Figure-2 shown below that the mean scores of experimental group is higher than the control group students, it indicates that the students those were taught through social inquiry model had good values in life. Thus, the hypothesis (H-3) that 'the social inquiry model of teaching has significant effect on the development of values among secondary school students' is retained.

The mean scores of secondary school students of experimental and control group on values in post-test depicted in the Table-2 is represented by the bar Fig.-2.
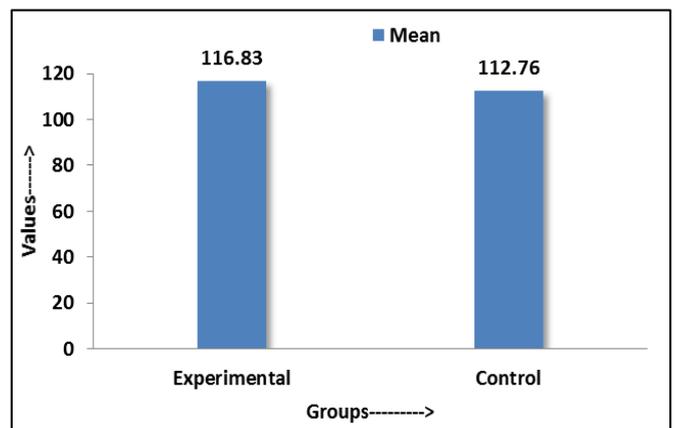

Fig 2: Comparative bargraph showing mean values score of post-test of Experimental and Control group secondary school students

Table 3: Significance of difference between the mean scores values scores of the experimental and control group students in pre-test (dimension wise)

Dimensions	Experimental		Control		t-ratio	Level of sig.
	Mean	SD	Mean	SD		
A.Religious Values	12.09	3.39	12.13	3.45	0.07	NS
B.Social Values	12.15	2.79	12.10	2.91	0.11	NS
C.Democratic values	15.44	3.74	16.04	3.02	0.81	NS
D.Aesthetic values	12.56	3.17	11.86	3.08	1.43	NS
E.Economic values	10.00	2.89	11.58	3.42	1.70	NS
F.Knowledge Values	12.21	2.78	12.41	2.62	0.46	NS
G.Hedonistic values	11.86	2.60	11.34	2.82	1.19	NS
H.Power values	8.46	3.04	7.40	2.40	1.21	NS
I.Family values	12.70	2.31	11.79	2.96	1.92	NS
J.Health values	9.64	3.10	10.00	2.50	0.95	NS

Table-3 denoted that the mean scores of experimental and control group on the Value Dimension-A 'Religious Values' in pre-test are 12.09 and 12.13 with SDs 3.39 and 3.45. The t-ration came out from above two group is 0.07 which is not significnat at any level of significance That means there is no signficant difference exit between the two groups of students in value Dimension-A 'Religious Value' before the

intervention programme i.e social inquiry model of teaching. From the same table it is stated that there is no signficant difference exit between the groups of students in value Dimension like Social Value, Aesthetic Values, Economic Values, Knowledge Values, Hedonistic Values, Power Values, Family Values, Health Values before the intervention programme i.e social inquiry model of teaching.
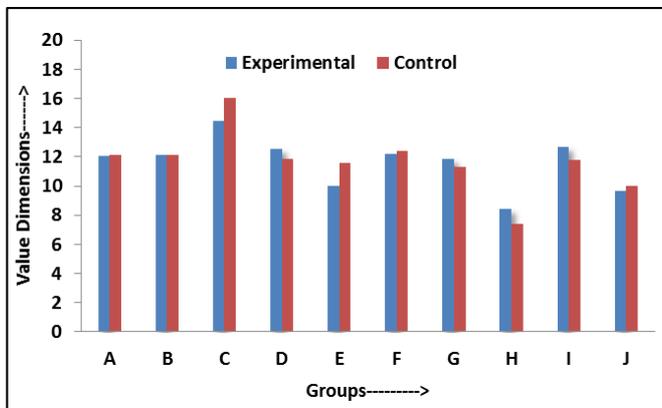

Fig 3: Comparative bargraph showing mean Values score of pre-test of Experimental and Control group secondary school students (subject wise)

Table 4: Significance of difference between the mean scores values scores of the experimental and control group students in post-test (dimension wise)

Dimensions	Experimental		Control		t-ratio	Level of sig.
	Mean	SD	Mean	SD		
A. Religious Values	12.10	3.33	10.14	3.10	2.80	.01
B. Social Values	12.14	2.34	10.15	3.01	2.34	.05
C. Democratic values	15.45	3.60	13.12	3.02	2.91	.01
D. Aesthetic values	12.60	3.31	10.11	3.03	3.32	.01
E. Economic values	10.01	2.80	8.10	3.31	2.58	.01
F. Knowledge Values	12.22	3.12	10.21	3.02	2.71	.01
G. Hedonistic values	11.90	3.11	9.12	2.92	3.70	.01
H. Power values	8.44	3.13	6.11	2.94	3.10	.01
I. Family values	12.71	3.12	10.45	3.15	3.05	.01
J. Health values	9.74	3.11	7.89	3.20	2.50	.05

Table-4 revealed that the mean scores of experimental and control group secondary school studnets on the Value Dimension-A 'Religious Values' in pre-test are 12.10 and 10.14 with SDs 3.33 and 3.10. The t-ratio came out from above two group is 2.80, which is significnat at. 01 level of significance That means there is signficant difference exit between the two groups of students in value Dimension-A 'Religious Value' after getting the intervention programme i.e social inquiry model of teaching. From the same table it is stated that there is a signficant difference exit between the groups of students in value Dimension like Social Value, Aesthetic Values, Economic Values, Knowledge Values, Hedonistic Values, Power Values, Family Values, Health Values before the intervention programme i.e social inquiry model of teaching.
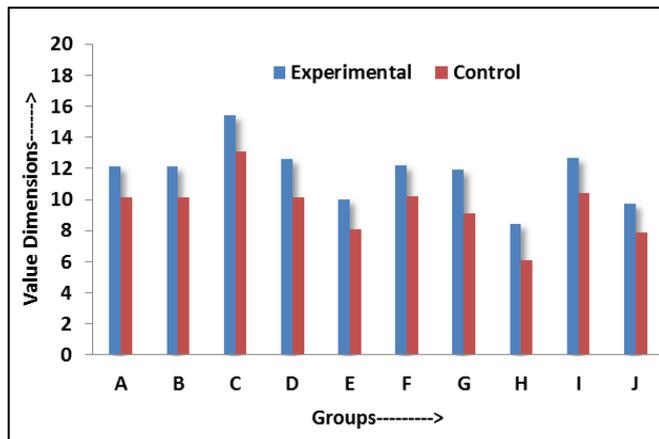

Fig 4: Comparative bargraph showing mean Values score of post-test of Experimental and Control group secondary school students (Dimension wise)

Conclusion
The purpose of this study was to determine the effect of social inquiry model on the development of values among secondary school students. Result of the story shows that after receiving intervention progamme on social inquiry model, personal values developed among the students. Specificaly, result of pre-post means comparision were statistcally significant on all the dimensions of presonal values and general as a whole. So it is suggested to the school teachers, school authority, administration that they should adopt a good teaching strategies like social inquiry model to promote personal values among students. the curriculum should also be framed in such a way that that enhance personal values.

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