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Using social inquiry method of teaching to enhance moral judgement 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 moral judgement of secondary school students. To serve this objective a sample of 78 students were selected by stratified random sampling. An intervention programme of 5 weeks on social inquiry model was given and a Personal Values Questionnaire by Sherry and Verma (1978) was administered on the samples. The findings revealed that after receiving intervention programme on social inquiry model, the students had developed personal values. The overall findings suggest that the social inquiry model has significant effect on the personal values among secondary school students as a whole and dimensions wise.

Keywords: social inquiry model, personal values and secondary school students

Introduction

The teacher plays a significant role in students' life specially in academic perspective. So the teacher should use the appropriate method of teaching to impart learning in the classes. One of the major dimensions of quality education is the methods of teaching. The teaching method like social inquiry model adopted by the teachers is influenced by the cognitive and affective factors of students. The cognitive aspects like moral judgement of students is developed through proper educational environment including suitable school practices.

A study undertaken by Comunian and Gielen (2006) ^[1] reveals that students assumed more responsibility in a variety of social roles, exposed themselves increasingly to social role-taking opportunities, and showed increased moral judgement maturity after the educational intervention. An active orientation toward role-taking opportunities was related to higher levels of moral judgement among both men and women. Further, a study carried by Satpathy (2019) ^[7] stated that teaching through social inquiry method enhanced the moral judgement among students.

The secondary school students are in the stage of transformation in the academic as well as non-academic aspect of their life. So proper method of teaching should be adopted to develop them in all aspects. Social inquiry strategies apply democratic learning in the classroom for the cognitive, affective and moral development in students. So the present study aims to find out the effectiveness of social inquiry model on moral judgement in students.

Methodology

Design

The social inquiry model, a five weeks designed intervention programme is provided for secondary schools. This programme consisted of problem solving ability, critical thinking skills and disciplinary content. Students were informed that the personal value questionnaire would be used to measure the values of students. This personal values questionnaire was administered as pre-test before the intervention programme. After completion of intervention programme on social inquiry model, again the same questionnaire was used as post-test to both experimental and control groups.

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Sample

The sample consisted of a total of 78 secondary school students from two different schools of Baripada town of Odisha. The experimental and control groups consisted of 34 and 34 students each.

Tools

A personal value questionnaire by Sherry and Verma (1978) was administered to measure the values of secondary school

students. This questionnaire is prepared to assess human values in the indigenous cultural milieu of India. It contains 40 questions based on 10 types of values like religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family, prestige and health value.

Analysis and interpretation

Table 1: Significance of Difference between the Mean Moral Judgment Scores of Moral Judgement of the Experimental and Control Group Students In Pre-Test

Groups	N	M	S.D.	t-ratio	Level of significance
Experimental	34	3.70	0.83	0.50	N.S.
Control	34	3.65	0.38		

Table-1 denoted that the mean scores of experimental and control group on moral judgement in pre-test are 3.70 and 3.65 with SDs 0.83 and 0.38. The t-ratio came out from above two groups is 0.50 which is not significant at any level of significance. That means both the groups did not differ significantly on the moral judgement. It implies that there is no significant difference exist between both the groups of

students on moral judgement before the intervention programme i.e social inquiry model of teaching. The mean scores of the secondary school students belonging to experimental and control group on moral judgement as depicted in the Table-1 is represented in the Bar Fig-1.

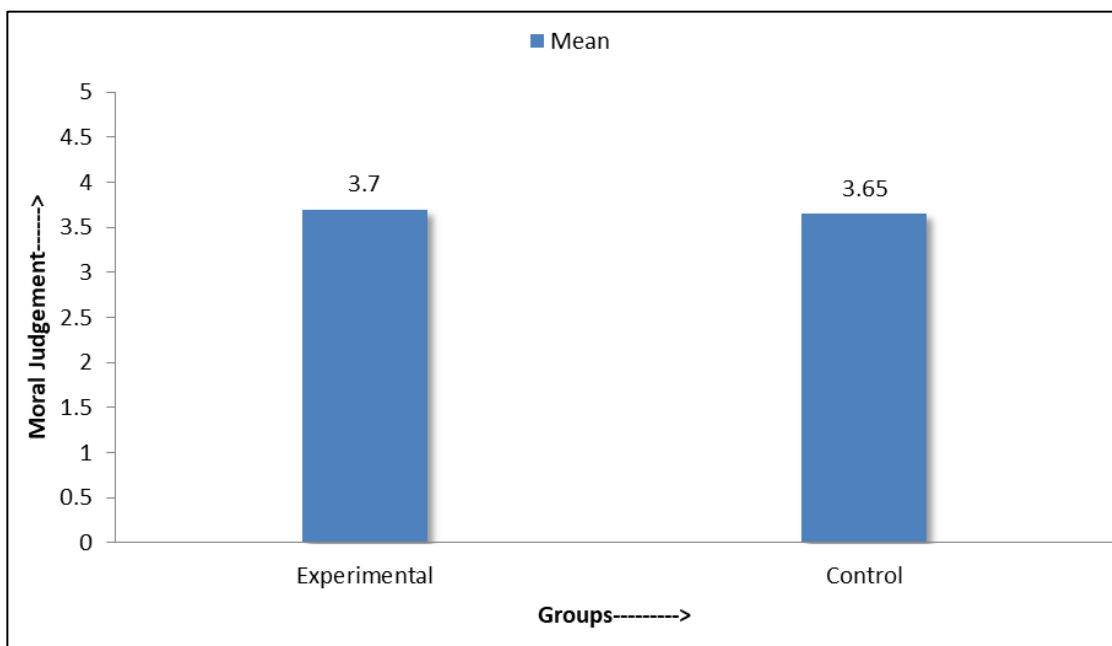


Fig 1: Comparative bargraph showing mean moral judgement score of pre-test of Experimental and Control group students

Table 2: Significance of Difference between Mean Scores of Moral Judgement of The Experimental And Control Group Of Students In Post-Test

Groups	N	M	S.D.	t-ratio	Level of significance
Experimental	34	3.85	0.82	2.17	.05
Control	34	3.44	0.41		

Table-2 revealed that the mean scores of experimental and control group on moral judgement in pre-test are 3.85 and 3.44 with SDs 0.82 and 0.41. The t-ratio came out from above two groups is 2.17 which is significant at .05 level of significance. That means there is significant difference between experimental and control group students on moral judgement. The mean moral judgement score of

Experimental group is higher than the students of control group. It shows that the students of experiental group have good moral judgement as compared to the students of control group. The mean scores of secondary school students of experimental and control group on moral judgement as depicted in the Table-2 is represented by the bar Fig.-2.

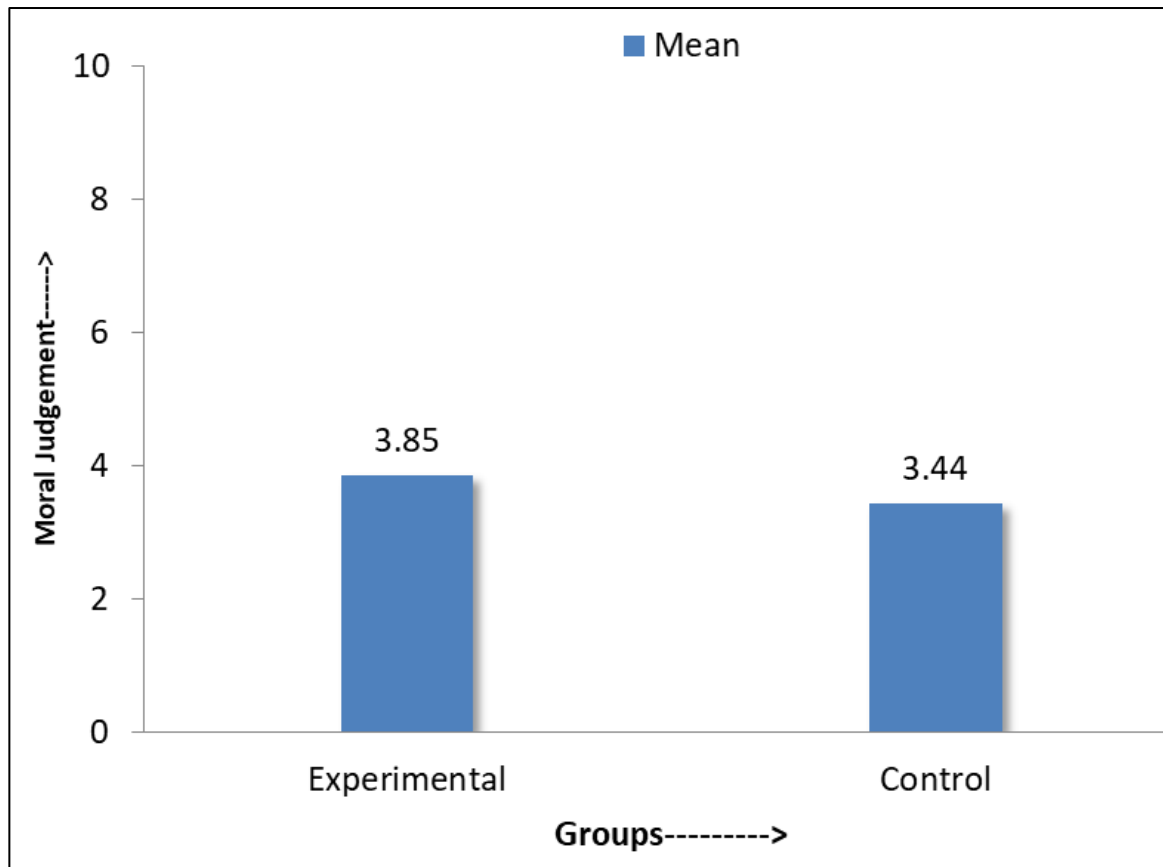


Fig 6: Comparative bargraph showing mean moral judgement score of post-test of Experimental and Control group students

Conclusion

The objective of the study was to determine the effect of social inquiry model on the development of moral judgement among secondary school students. Result of the study shows that after receiving intervention programme on social inquiry model, moral judgement developed among the students. Specifically, result of pre-post means comparison were statistically significant on all the dimensions of moral judgement 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 moral judgement among students. The curriculum should also be framed in such a way that to enhance moral judgement.

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