

Jurisprudential Inquiry Model of Teaching: A Steam of Education for Enhancing Social Maturity Among High School Students

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ABSTRACT

Teaching is an art as well as Science it is not everybody's cup of tea. It is a mechanical process which develops all round development of child. The traditional teaching which was teacher centered and full of loopholes and contradiction, it was autocratic in nature. This study is based on Jurisprudential Inquiry Model of teaching and Social Maturity the Sample consisted of 30 Students by using Random Sampling Technique and data was collected by using Social competency scale of Dr. V.P Sharma, Dr. Prabha Shukla and Dr. Kiran Shukla The objective of the study was i) To compare the mean Scores of Social Maturity of students at pre and post test level when taught through Jurisprudential Inquiry Model of teaching. The Hypothesis of the study was i) There is no significant difference in the mean Scores of Social Maturity of students at pre and post test level when taught through Jurisprudential Inquiry Model of teaching. The Statistical Techniques used was paired sample t, test. Before proceeding for the parametric test the assumption of the paired t test were tested. The findings of the study was that teaching through Jurisprudential Inquiry Model of teaching helped in developing Social Maturity among the students.

Keywords: *Jurisprudential Inquiry Model, Social Maturity*

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place in global scenario, the traditional system of teaching which was teacher centered has been changed and they are outdated and no longer valid. There is much need that while teaching learning process the teacher should create such type of platform where Social Maturity would be developed among the students, before **COVID 19** the teaching learning process was different but in present scenario new strategies, methods techniques should be adopted to improve Social Maturity among the students during teaching learning process. According to NPE 2020 in teaching learning process such subjects should be introduced which should be related to society so that students will be socially mature. For the improvement in teaching learning process teacher can use Models of teaching in classroom, these models not only helps academic

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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 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 Maturity and develop problem solving ability among the students. **Jurisprudential Inquiry Model** of teaching is one of them.

From the study of several researches in 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 have been studied, but no such study has been done in the field of Jurisprudential inquiry Model and in relation with

Social Maturity

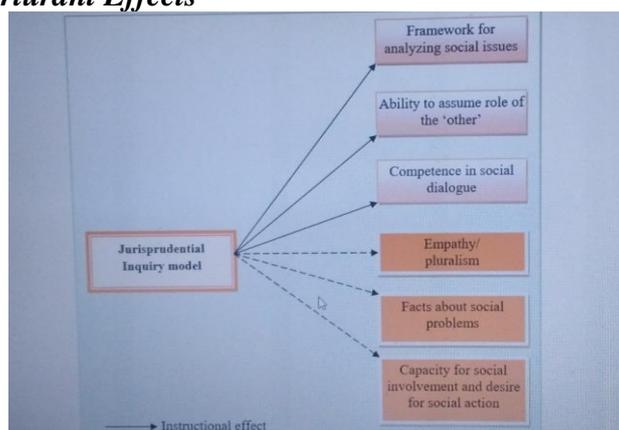
Jurisprudence means science of law, wherein legal issues are analyzed in legal framework. Similarly in the social situations, social problems involve social values, which needed to be analyzed logically under a value framework in a same way students think logically within a particular framework and take 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.

Elements Of Jurisprudential Inquiry Model

The elements of model are as follows:

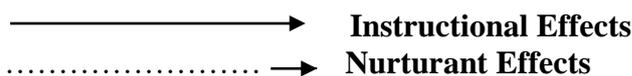
- **Syntax**
- **Support system**
- **Social System**
- **Principle of reaction**
- **Application**

Instructional And Nurturant Effects



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

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Instructional Effects

- Framework for analyzing social issue.
- Ability to assume role of the other.
- Competence in social dialogue.

Nurturant Effects

- Empathy/ pluralism
- Facts about social problems.
- Capacity for social involvement and desire for social action.

Social Maturity

Social Maturity is a perception of the social environment that helps individuals to influence the social circumstances and develop stable patterns of social behavior. Therefore, Social Maturity means maturity in the social relationship of building good relationships with family, friends, neighbors and all other people living in our society. According to **Wentzel (1991)** Social Maturity is an ‘adherence to social rules and role expectations.

Rationale Of the Study

Jurisprudential Inquiry Model of Teaching is a Steam for innovative Education it is a method of teaching which 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)**, **Carloson (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 Maturity. Similarly in the study of **Tiwari 1992** it showed that through **Jurisprudential Inquiry Model** development of Social Maturity is not affected. There is need to identify variables within the **jurisprudential inquiry Model**, which help to improve **Social Maturity** 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 Maturity. In this field no such conclusive findings with regard to Social Maturity 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 Effectiveness if Jurisprudential Inquiry Model in terms of and Social Maturity have been done so far. Hence the researcher has decided to conduct a study on,

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Statement Of the Problem

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

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Objectives

- To compare the mean Scores of Social Maturity of students at pre and post test level when taught through Jurisprudential Inquiry Model of teaching.

Hypotheses

- There is no significant difference in the mean Scores of Social Maturity of students at pre and post test level when taught through Jurisprudential Inquiry Model of teaching.

METHODOLOGY

The detailed Methodology was used in this study are as follows:

Sample

The Sample size is 30 which represent both the Genders

Design Of the Study

The pretest post test group design was used.

Tools

Social Maturity was assessed with already standardized scale of Social Competency scale of **Dr. V.P Sharma, Dr. Prabha Shukla and Dr. Kiran Shukla**

STATISTICAL ANALYSIS AND INTERPRETATION OF RESULTS

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

- To compare the mean Scores of Social Maturity of students at pre and post test level when taught through Jurisprudential Inquiry Model of teaching.
- The data collected was analyzed with the help of paired Sample t test.

Test Of Normality

As the data was on interval Scale and sample size was 30 so the researcher decided to analyze the data with parametric test, but before moving to the parametric test assumptions of parametric tests were assessed.

Ho: - The Social Maturity Scores of Students do not Significantly deviate from Normality

Table 1 Test of Normality

Social Maturity	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre test	.092	30	.200*	.976	30	.715
Post test	.122	30	.200*	.976	30	.708

As the N is less than 50 so Shapiro-Wilk Statistics was considered for test of Normality From the table 1, it is clear that the value of Shapiro- Wilk statistics for Social Maturity at pre test is .960, for which the significance value is .302 with df = 30 which is greater than 0.05 level

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of significance, therefore it is not significant at 0.05 level of significance. Hence the null hypothesis “The Social Maturity scores of students do not significantly deviate from normality” is accepted. Therefore, it can be concluded that the Social Maturity scores among Students are distributed normally.

Also, for Social Maturity of post test is .976, for which the significance value is .320 with $df = 30$ which is greater than 0.05 level of significance, therefore it is not significant at 0.05 level of significance. Hence the post test scores of Social Maturity of students does not deviate significantly from normality is accepted. Therefore, it can be concluded that the Social Maturity scores at pre and post test level among students are distributed normally.

Test Of Linear Correlation for Homogeneity by Pits Morgan Test for Social Maturity Among Students Taught Through Jurisprudential Inquiry Model of Teaching

As the data is from the single group at different point of time so it would be analyzed with the help of Paired Sample t, test and a part from normality the second assumption to be test is linear correlation that can be tested with Pits Morgan test.

Table 2 Test of Linear Correlation for Homogeneity by Pits Morgan Test for Social Maturity among Students Taught Through Jurisprudential Inquiry Model of Teaching

Correlations			
		Add	Sub
Add	Pearson Correlation	1	-.151
	Sig. (2-tailed)		.426
	N	30	30
Sub	Pearson Correlation	-.151	1
	Sig. (2-tailed)	.426	
	N	30	30

From the table 2 it is evident that the value of correlation coefficient r is $-.151(N=30)$ p value is $.426$) which is greater than 0.05 level of significance and there is no significant difference in the two variances and thus the assumptions of Homogeneity is fulfilled.

From the above discussion it is clear that the assumptions hold good in context to the given data, so the researcher is justified in proceeding with the use of Paired Sample t, Test.

Summary Of Paired Sample T, Test for Social Maturity Of Students By Teaching Through Jim

Table 3 Summary of Paired Sample T, Test for Social Maturity of Students By Teaching Through Jim

	Paired Samples Test					t	df	Sig. (2-tailed)
	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper				
pre test – post test	-5.90000	13.18659	2.40753	-10.82395	-.97605	-2.451	29	.021

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From the table 3 it is evident that the mean value of pre and post test was -5.900, and the t value is -2.451 with df 29 and the significant value is .021 which is greater than 0.05 level of significance. It indicates that the Social Maturity scores of Students are significantly differ at pre and post tests. It may therefore concluded that Jurisprudential Inquiry Model of teaching was effective for enhancing Social Maturity among the students.

Findings

- It was found that Jurisprudential Inquiry Model of Teaching enhances Social Maturity among the students
- It was found that Jurisprudential Inquiry Model of Teaching was effective for both the genders.

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Conflict of Interest

The author(s) declared no conflict of interest.

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