



### USING SOCIAL INQUIRY TEACHING MODEL TO ENHANCE PERSONAL VALUE AMONG SECONDARY SCHOOL STUDENTS

Subhadarshini Behera

Faculty, School of Education

Maharaja Sriram Chandra Bhanja Deo University, Baripada

#### Abstract

The study aimed to find out the impact of social inquiry model on the personal values of secondary school students. To serve this objective a sample of 72 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

India's diversity improves the development if it is managed properly because people from different background contribute a lot for their community and nation. In opposite, if the country will not be managed properly, then it threatens the national integrity and sovereignty. Development of democratic values based on the personal values of the students. So it is the responsibility of the institution to promote personal values among students by imparting learning with proper methods of teaching. Rightly stated by Sagiv et al. (2017) 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 decisions, building their perceptions and shaping their attitudes and behaviour (Mashlah, 2015). 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) 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

religions 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. Gangopadhyay and Sikdar (2016). 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.

#### Objective of the study

- To study the effectiveness of social inquiry model teaching on personal values among secondary school students.

#### Hypothesis of the study

- Social inquiry model of teaching has significant effect on the personal values among secondary school students.

#### Methodology

##### Design

The social inquiry model, a five-week 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 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 78 secondary school students from two different schools of Baripada town of Odisha. The experimental and control

groups consisted of 32 and 30 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 PERSONAL VALUES SCORES OF THE EXPERIMENTAL AND CONTROL GROUP OF STUDENTS IN PRE-TEST

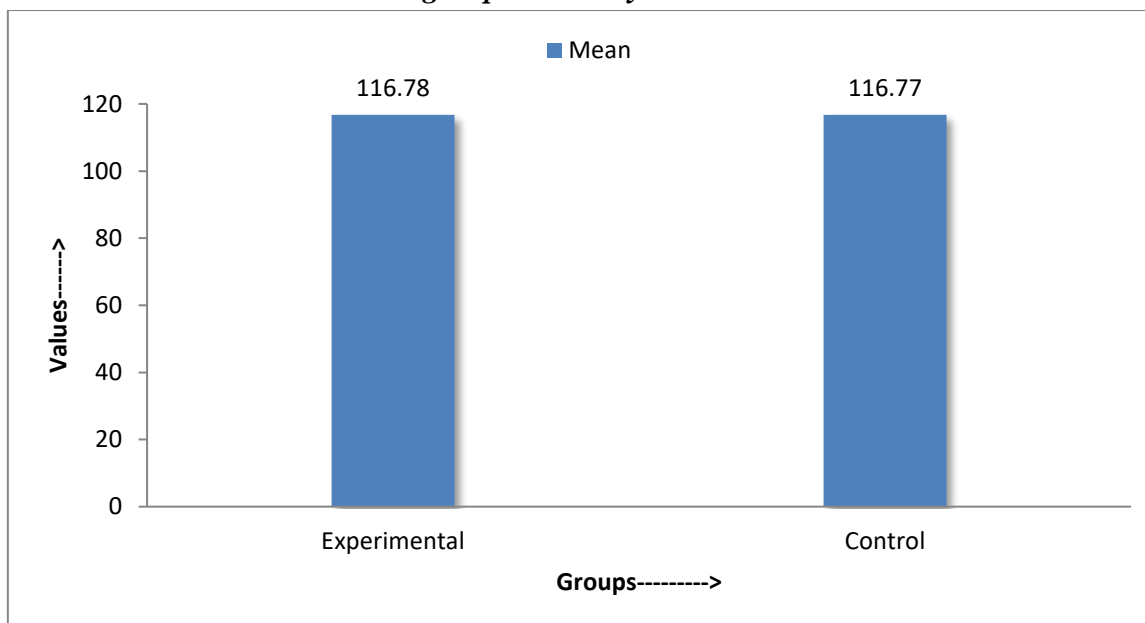
Groups	N	M	S.D.	t-ratio	Level of significance
Experimental	42	116.78	3.11	0.05	N.S.
Control	40	116.77	3.86		

Table-1 denoted that the mean scores of experimental and control group on values in pre-test are 116.78 and 116.77 with SDs 3.11 and 3.86. 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 significant 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.

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



**TABLE 4.6**  
**SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF PERSONAL VALUES OF THE EXPERIMENTAL AND CONTROL GROUP OF STUDENTS IN POST-TEST**

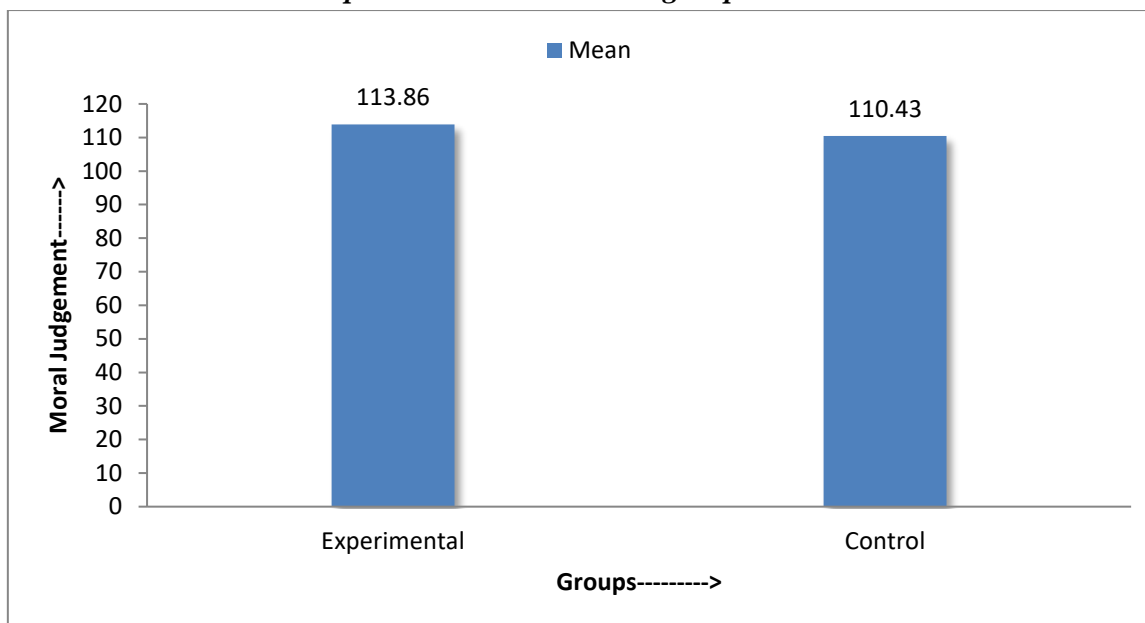
Groups	N	M	S.D.	t-ratio	Level of significance
Experimental	42	113.86	2.72	2.16	.05
Control	40	110.43	2.51		

Table 4.6 denoted that the mean scores of experimental and control group on personal values in pre-test are 113.86 and 110.43 with SDs 2.72 and 2.51. The t-ratio came out from above two groups is 2.16 which is significant at .05 level of significance. That means there is significant difference between experimental and control group students on personal values. The mean personal values score of Experimental group is higher than the students of control group. It shows that the students of experimental group

have good personal values as compared to the students of control group. Thus, the hypothesis (Hyp-1) that 'the social inquiry model of teaching has significant effect on the development of personal values among secondary school students' is retained.

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

**Figure-2**  
**Comparative bargraph showing mean personal values score of post-test of Experimental and Control group students**



### Conclusion

The aim the study was to determine the effect of social inquiry model on the development of personal values among secondary school students. Result of the story shows that after receiving intervention programme on social inquiry model, personal values developed among the students. Specifically, result of post-post means comparison were statistically significant. 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.

### References

Gangopadhy, M. and Sikdar, D. (2016). Effect of perosnal values on psychological well being among urban and rural youth. *International Journal of Home Science*, 2(2), 370-373.

- Mashlah, S. (2015). The role of people's personal values in the workplace. *International Journal of Management and Applied Science*, 1(9), 158-164.
- Nucci, L dan Narvaez, D. (2008). *Handbook Of Moral and Character Education*: New York: RoulodrTylor and Franci.
- Raharjo, Joko Tri, dkk. (2015). Eefektifitas Manajemen pendidikan Karakter Pilar Konservasi Budaya melalui Inquiri sosial bagi mahasiswa PLS Universitas Negeri semarang. *Journal of Nonformal Education*, 1 (1), 25 – 34.
- Sagiv, L., Roccas, S., Cieciuch, J and Schwartz, S.H. (2017). Personal values in human life, *Nature Human Behaviour*, 1(9), 1-32.
- Wong, Y.L. (2009). Globalisation, Imperialism, and Non-Governmental Organizations: An Ilustration With the Country Programme Belarus-Ukraine-Moldova of Civic Education Project. *International Journal of Social Science Inquiry*. Vol 2, No. 1. 2009. P 39-58.