

USING SOCIAL INQUIRY MODEL TO ENHANCE ACHIEVEMENT IN SOCIAL SCIENCE AMONG 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 achievement in social science of elementary school students. To serve this objective a sample of 82 students were selected by stratified random sampling. An intervention program of 7 weeks on social inquiry model was given and an Achievement test on Social Science was administered on the samples. The findings revealed that the after receiving intervention program on social inquiry model, the students had academically achieved in social science. The overall findings suggest that the social inquiry model has significant effect on the achievement in social science among elementary schools students.

Keywords: Social inquiry model, achievement and Social Science

Introduction

Teaching social science is one of the best methods to adopt students in society especially in elementary level. Knowledge in social science assists in becoming good citizens of the country. Therefore the instruction of Social Science is designed to build and reflect the social ability and developed socially among person.

Research studies also revealed that students exposed with social roles had more responsibility about society (Comunian and Gielen, 2006). The elementary 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 social science should be adopted to teach for developing social skills among school students. 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 achievement in social science in students.

Methodology

Design

The social inquiry model, a seven weeks designed intervention program is provided for elementary school students. This program consisted of problem solving ability, critical thinking skills and disciplinary content. Students were informed that the achievement test would be used to measure the social science among students. This achievement test on social science was administered as pre-test before the intervention program of social inquiry model and after the programme as post-test. Intervention programme on social inquiry model was used to teach students of experimental group where no treatment to control group.

Sample

The sample consisted of a total of 64 elementary school students from two different schools of Mayurbhanj district of Odisha. The experimental and control groups consisted of 32 and 32 students each.

Tools

An achievement test on social science was developed by the researcher himself and administered to measure the achievement in social science among elementary school students. It contains 20 questions based on True/False, fill in the blanks, MCQ and one sentence answer.

Analysis and interpretation

Significance of difference in social science achievement between experimental and control group in pre-test

| Groups | N | M | S.D. | t-ratio | Level of significance |
|--------------|----|-------|------|---------|-----------------------|
| Experimental | 32 | 13.71 | 0.84 | 0.50 | N.S. |
| Control | 32 | 13.66 | 0.39 | | |

Table 4.5 denoted that the mean scores of experimental and control group on achievement in social science in pre-test are 13.71 and 13.66 with SDs 1.84 and 1.39. The t-ratio came out from above two groups is 0.52 which is not significant at any level of significance. That means both the groups did not differ significantly on the achievement in social science. It implies that there is no significant difference exists between both the groups of students on achievement in social science before the intervention program i.e social inquiry model of teaching.

The mean scores of the elementary school students belonging to experimental and control group on achievement in social science as depicted in the Table-1 is represented in the Bar Fig-1.

Figure-1

Comparative bar graph showing mean achievement in social science score of pre-test of Experimental and Control group students

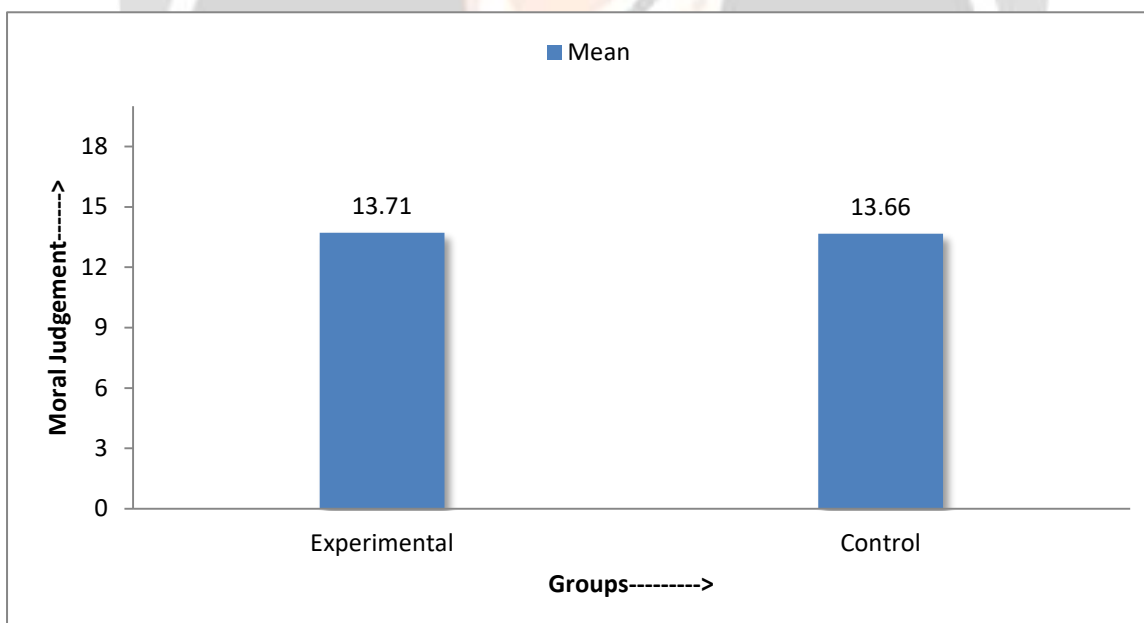


TABLE-2

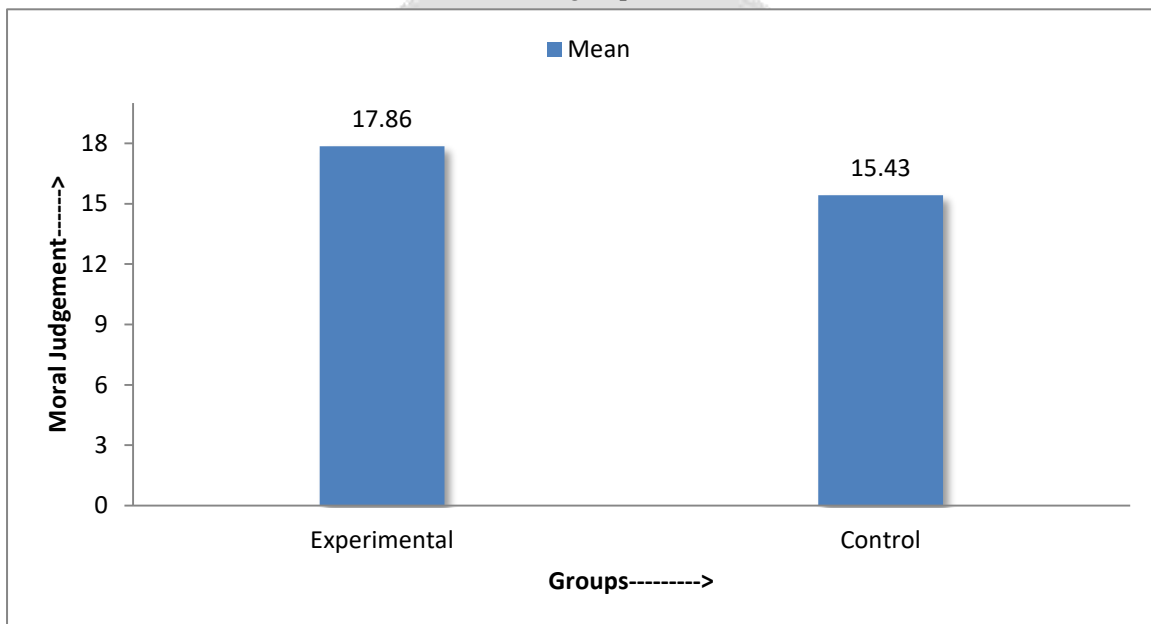
Significance of difference in social science achievement between experimental and control group in post-test

| Groups | N | M | S.D. | t-ratio | Level of significance |
|--------------|----|-------|------|---------|-----------------------|
| Experimental | 32 | 17.86 | 1.72 | 2.16 | .05 |
| Control | 32 | 15.43 | 1.51 | | |

Table-2 denoted that the mean scores of experimental and control group on achievement in social science after treatment to experimental group are 17.86 and 15.43 with SDs 1.72 and 1.51. 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 achievement in social science. The mean achievement score of Experimental group is higher than the students of control group. It shows that the students of experimental group have good achievement in social science as compared to the students of control group. Thus, the hypothesis (H-1) that 'the social inquiry model of teaching has significant effect on the achievement in social science among elementary school students' is retained.

The mean scores of elementary school students of experimental and control group on achievement in social science as depicted in the Table-2 is represented by the bar Fig.-2.

Figure-2
Comparative bar graph showing mean achievement in social science score of post-test of Experimental and Control group students



Conclusion

The purpose of this study was to determine the effect of social inquiry model on the achievement in social science among elementary school students. Result of the study showed that after receiving intervention program on social inquiry model, achievement in social science developed among the students. The mean scores of experimental group was statistically significantly differed from the control group. So it is suggested to the school teachers, school authority, and administrator that they should adopt good teaching strategies like social inquiry model to promote social skills and ability among school students. The curriculum should also be framed in such a way that it develops socially among students to fit in the society.

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