

DEVELOPMENT OF SELF ESTEEM, ACHIEVEMENT AND SOCIAL INTELLIGENCE SKILL THROUGH JURISPRUDENTIAL INQUIRY MODEL OF TEACHING METHOD IN SOCIAL SCIENCE

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ABSTRACT

Education is the basic pillar for the progress of the one country and the development of the whole society. Only if the development of education is done, the development of the individual is determined. The future of the students is enriched by such good educational activities. Good educational activities Education is not a static but a dynamic process which develops the child according to changing situations, student's developmental need and times. It always induces the individual towards progress in our society. It reconstructs the society according to the changing needs of the time, learning needs, interest and place of the society. According to Adams, education is a bipolar process in which one personality acts on another to modify the development of another person. The process is not only conscious but deliberate. Therefore, the role of education is countless for a perfect society development and man progress in our country. It is necessary for every society and nation to bring holistic happiness and prosperity to its individuals. Education should help an educated individual who possesses a high self-esteem surely will succeed in all aspects of his/ her life. Such educational activities give the same relevant activities for students learning. In that way jurisprudential inquiry model of teaching develops learning interest in teaching process in class.

Key Words: Jurisprudential Inquiry Model, Social Intelligence, Self-esteem.

INTRODUCTION

Teaching methods are the broader techniques used to help of students to their achieve learning outcomes, while activities are the different ways of implementing these methods. Teaching methods create students to learning interest and joyful learning situation in classroom. Students are master the content of the course learn how to apply the content in particular contexts teachers should identify which teaching methods will properly support a particular learning outcome.

Jurisprudential methods effectiveness depends on this alignment. To make the most appropriate choice, an instructor should consider learning outcomes, student needs and the learning environment. Teaching method: First, the instructor facilitates learning by modelling and scaffolding. Students take time to ask questions and receive clarifications. Next, students practice applying these skills together and then independently. The instructor uses formative assessment to check for understanding. This example demonstrates alignment of what the instructor wants students to do, and how they are supported in these tasks. If the instructor chooses a different teaching method, such as a traditional lecture, students would need to process the lecture's content and apply principles simultaneously. This is very difficult to do and would lead to less successful outcomes. Choosing the appropriate teaching method brings instruction to life while encouraging students to actively engage with content and develop their knowledge and skills.

jurisprudential inquiry model of teaching to help Teachers guide students to develop critical thinking and problem solving skills. To learn these skills, the teacher helps students think through their processes, teaches them possible approaches, and encourages them to try various methods. this method of teaching then improve their performance in subsequent activities. Instead of repeating answers students have been taught, students learn to seek their own answers to questions through the method of teaching. So, students develop strong research skills.

Elements of Jurisprudential Inquiry Model

The elements of model are as follows:

• **Syntax:** Although the explorations of students through confrontational dialogue is the heart of the jurisprudential inquiry model, several other activities are especially important, such as helping students formulate the stance they eventually defend and helping them reverse their position after the argumentation. The syntax of the model is based into six phases.

- **Orientation of the Case:** Teacher introduces materials. Teacher review facts
- **Identifying the Issue:** Synthesize facts into a public policy issue or issues teacher select one policy issue for discussion and also identify values and value conflicts.
- **Taking Positions:** Teacher articulates a position and takes the position in terms of the social value or consequences of the decision which they have taken regarding the social issue.
- **Exploring the Stances Underlying the Position Taken:** Prove the desirable or undesirable consequences of a position (factual) and clarify the value conflict with analogies.
- **Refining and Qualifying Positions:** Teacher state position and suggests reasons for position, and examines a number of similar situations.
- **Testing Assumptions about Facts, Definitions and Consequences:** Identify factual assumptions and determine if they are relevant are not and determine the predicted consequences and examine their factual validity will they actually occur.
- **Support System:** The major material support for this model is source of documentation that focuses on problem situation. There are some published case materials, but it's relatively easy to develop one's own case materials. The cases are accounts of real or hypothetical. It's essential that all pertinent facts of the situation be included in the case materials will not be vague and frustrating. A controversial case describes a specific situation that has conflicting ethical, legal, factual, definitional interpretations. The case may consist of a classic or legal situation.
- **Social System:** The structure in this model ranges from high to low. At first, the teacher initiates the phases moving from phase to phase. However the teacher is dependent on student's abilities to complete the task. After experience with the students should be able to carry out the process unassisted, and gaining control of processes, it's based upon students' abilities to complete the task.
- **Principle of Reaction:** The teachers reaction, especially in phase four and five are not evaluative in the sense of being approving or disapproving. They probe substance i.e. the teacher reacts to student's comments by questioning relevance, consistency, specificity or generalize and clarity. The teacher also enforces continuity of thought or line of reasoning is pursued to its logical conclusion before other arguments begin.
- **Application:** The model provides a framework for developing contemporary course content in public affairs i.e. cases involving public issues and for developing a process to deal with conflict in the public domain, leading students to an examination of values. The students can apply it to conflicts and issues that occur around their own lives. It's applicable in their own lives and the community around them.

Jurisprudential Inquiry Model 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 Competency. Similarly in the study of Tiwari 1992 it showed that through Jurisprudential Inquiry Model development of Social Tolerance is not affected.

There is need to identify variables within the jurisprudential inquiry Model, which help to improve SOCIAL intelligence and Problem Solving Ability among students. Variables such as Social intelligence, self-esteem, Social Maturity, age sex, gender were identified as key factors to determine Social intelligence. In this field no such conclusive findings with regard to Social intelligence 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 have significant effect on Jurisprudential inquiry model. But no such studies to found the impact of Jurisprudential Inquiry Model of teaching for developing social intelligence among high school students.

SELF ESTEEM

Self-esteem is a person's inner appreciation or assessment of him or herself. It matters because people who do not value themselves - who have low self-esteem – treat themselves and others badly. Thus, low self-esteem can be seen as a major factor in abuse, addiction, crime, depression, loneliness, low educational achievement, mental illness and unhappiness. People high in

Self-esteem are often creative, joyful, fun to be with and productive.' Self-esteem is confidence in yourself and a belief in your qualities and abilities (Cambridge Advanced Dictionary 2004). Self-esteem is a set of attitudes and beliefs that a person brings with him or her when facing the world.

Self-esteem is a vital part of a high schooler's development, affecting their confidence, decision-making, and academic performance. It can be a powerful factor in their lives. The course of adolescence is marked by feelings of insecurity, vulnerability and can be accompanied by the emergence of several mental health problems. Having a good self-esteem brings many benefits such as security, well-being and a strong sense of confidence.

- Self-esteem is a student's evaluation of their own abilities, values, and self-worth
- It's a feeling of self-acceptance, connectedness, and capability
- It's an important part of confidence
- High self-esteem can lead to better decision-making, academic performance, and mental health
- Low self-esteem can lead to hesitancy to try new things, low motivation, and poor academic performance
- Self-esteem issues can be especially challenging for students with learning or attention problems
- To give Incorporate social-emotional learning (SEL) into the curriculum
- To Provide opportunities for students to take risks, express creativity, and invest in their work with their interest.
- Encourage students to focus on what goes well, and to be proud of their accomplishments any kind of activities.
- Set students up for success by giving them specific tasks
- Provide positive feedback to all students in classroom

SOCIAL INTELLIGENCE

Social intelligence for high school students involves developing skills to understand and interact effectively with others, crucial for navigating social situations and building relationships. It includes recognizing emotions, understanding social norms, and using communication effectively. High school is a time when social dynamics become more complex, making these skills even more important for success.

STATEMENT OF THE PROBLEM

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

Effect of jurisprudential inquiry model on self Esteem social intelligence and achievement of social science of secondary school students.

Operational Definition of variables

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 difference.

SELF ESTEEM

Self-esteem are often creative, joyful, fun to be with and productive.' Self-esteem is confidence in yourself and a belief in your qualities and abilities (Cambridge Advanced Dictionary 2004). Self esteem is a set of attitudes and beliefs that a person brings with him or her when facing the world.

Social Intelligence

Social intelligence is the ability of the individual to be sensitive about attributes. It includes an awareness of situations and social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. In this context, social intelligence refers to the ability of the high school students in adjusting with the people in the society and knowledge of interaction styles to deal with others.

Academic Achievement

According to Chaplin, Academic achievement is defined as “the specified level of attainment or proficiency in academic work as evaluated by the teachers or standardized tests or combination of both.” High School Students It refers to the students studying in standards IXth standard students in high schools in Madurai, Tamil Nadu.

SAMPLE OF THE STUDY

Researcher conducted experimental study of two government schools in Madurai district. One school is located in urban area and another school is located in rural area. In the two schools, researcher selected 100 English medium students those who were studying 9th standard for her experimental research on jurisprudential inquiry model of teaching. The researcher has conducted 40 days experimental classes in these schools.

NEED FOR THE STUDY

Teaching method is one of the tools to modulate students learning process. It is helpful for teachers to teach the lesson easily subject content. All the students are not intently participating in classroom teaching. Teachers are directly forced the students learn the lesson. To put it content compulsory they have to learn and attend the class without interest. To teach the lesson by the jurisprudential method of teaching, teachers divided the students into six groups, then divided the whole lesson divided into six concepts. after that six lesson concepts share into six

groups. Each groups studied the concepts and discuss among them finally each group leader present lesson concept for the whole class. Other group students clarifying their doubts any contradiction occur teacher help the group leaders. In this way of teaching method students are eager to study the lessons without help of the teacher.

SCOPE OF THE STUDY

Every day student goes to home and discuss with their parents in the school activities, so parents also discuss with the students very enthusiastically manner. Parents were happy to send the students in to school regularly without taking leave. This method helps the school to eradicate dropout. Students are searched the library to do the homework daily. So that library books are read by the students regularly. So that students reading habit improve continuously. Cell phone usages of the students in right manner like searching meaning lesson concepts maps collecting data, watch the news of state, national, world level. Students are searching their studies in various aspects and equip their knowledge daily. So, they are very interest to learn new concepts and discover new ideas.

LIMITATIONS OF THE STUDY

The researcher conducted the study in Madurai district. Experimental study was conducted. Selected the samples of this study government and private school boys and girls only. 100 boys and girl students were taken from the study. English medium students only selected. The researcher conducted experimental research in these class 40 days only. The researcher pre- test and post - test were conducted.

RESULTS AND DISCUSSION

This portion of the study presents the results of the data gathered by the researcher. DEVELOPMENT OF SELF ESTEEM AND SOCIAL INTELLIGENCE SKILL THROUGH JURISPRUDENTIAL INQUIRY MODEL OF TEACHING METHOD IN SOCIAL SCIENCE. Data collected from the respondents were subjected to appropriate statistical analysis to draw up inferences from it. Pearson product moment correlation and ‘t’ test was used for data analyses.

TABLE – 1 SELF -ESTEEM – Gender

Group	N	MEAN	Std	T	P
MALE	23	218.74	29.47	-1.324	0.192
FEMALE	27	229.22	24.57		

It could be inferred from the table values that there is significant difference between boys and girls in social intelligence and academic achievement of high school students and is significant at 0.01 level. From the mean scores, it is observed that girls have high SELF ESTEE and more academic scores than boys. This may be due to the fact that girls tend to do adjust with the members of the family and society, spend more time in learning and put more hard work than boys.

TABLE –II SOCIAL INTELLIGENCE – GENDER

Group	N	Mean	Std	T	P
MALE	23	235.30	25.79	0.836	0.408
FEMALE	27	228.70	28.92		

From the above Table No.II it is observed the obtained ‘t’ value 0.836 is more than table value and is significant at 0.01 level. It is found that there is a significant difference between the post-test scores of the experimental group and control group on Social intelligence in gender. This increase in the mean score clearly indicates that the Jurisprudential inquiry model of teaching is effective in enhancing the Social intelligence in gender. Hence, the above hypothesis is rejected and alternate hypothesis is accepted i.e. “ there is a significant difference between the pre-test and the post-test scores of the experimental group on Social intelligence in gender This is due to the factors that the investigator used Jurisprudential inquiry model of teaching which has contributed to enhance the social intelligence among the secondary school students.

TABLE –III ACDEMIC ACHIEVEMENT – GENDER

Group	N	Mean	Std	T	P
MALE	23	84.48	6.96	-2.093	0.042
FEMALE	27	89.00	8.01		

From the above Table No.III it is observed the obtained ‘t’ value -2.093 is more than table value (2.66) and is significant at 0.01 level. It is found that there is a significant difference between the post-test scores of the experimental group and control group on achievement in Social Science. This increase in the mean score clearly indicates that the Jurisprudential inquiry model of teaching is effective in enhancing the Achievement in Social Science. Hence, the above hypothesis is rejected and alternate hypothesis is accepted i.e. “ there is a significant

difference between the pre-test and the post-test scores of the experimental group on achievement in Social Science This is due to the factors that the investigator used Jurisprudential inquiry model of teaching which has contributed to enhance the academic achievement among the secondary school students.

Findings

- It was found that Jurisprudential Inquiry Model of Teaching enhances Social intelligence and self- esteem among the students
- It was found that Jurisprudential Inquiry Model of Teaching was effective for both the boys and girls.

CONCLUSION

Jurisprudential inquiry model of teaching is a significant factor in predicting the academic achievement of students. The study concluded that there is a significant relationship between social intelligence, self - esteem and academic performance of students. From the above, the study recommend that students should be properly trained by conducting workshops and seminars so that their confidence, tactfulness, and recognition to social environment will be enhanced and used for social and academic betterment of the students. It is also suggested that at all levels of education, proper social and learning environment should be provided to the students, so that they may develop proper social intelligence in future, in order to deal with the society more effectively as well as to have better self-esteem and academic achievements. Further it is suggested that authorities should organize various interaction programmes, various classes cultural activities, social awareness programmes to develop good attitude real performance of learning situation, learning interest social intelligence self - esteem among the students.

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