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### Research Paper

## Effect of Social Inquiry Model on the Moral Judgement among Secondary School Students

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**Key Words** - Social inquiry model, Personal values and Secondary school students etc.

### 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 82 students were selected by stratified random sampling. An intervention programme of 7 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 the 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.*

### Introduction

The destiny of India is being shaped in its classroom, in which teachers play a very significant role as per the Kothari commission report on educational policy of nation. The teachers play a significant role in student's life. The teaching method like social inquiry model adopted by the teachers is influenced the cognitive and affective factors of students.

The cognitive aspects like moral judgement of students are developed through proper educational environment at school.

A study undertaken by Comunian and Gielen (2006) 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.

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 seven 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.

### **Sample**

The sample consisted of a total of 82 secondary school students from two different schools of Mayurbhanj district of Odisha. The experimental and control groups consisted of 42 and 40 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, asthetic, economic, knowledge, hedonistic, power, family, prestige and health value.

### Analysis and interpretation

#### 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	42	3.71	0.84	0.50	N.S.
Control	40	3.66	0.39		

Table 4.5 denoted that the mean scores of experimental and control group on moral judgement in pre-test are 3.71 and 3.66 with SDs 0.84 and 0.39. 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 on moral judgement as depicted in the Table 4.5 is represented in the Bar Fig.5.

**Figure-5**  
*Comparative bargraph showing mean moral judgement score of pre-test of Experimental and Control group students*

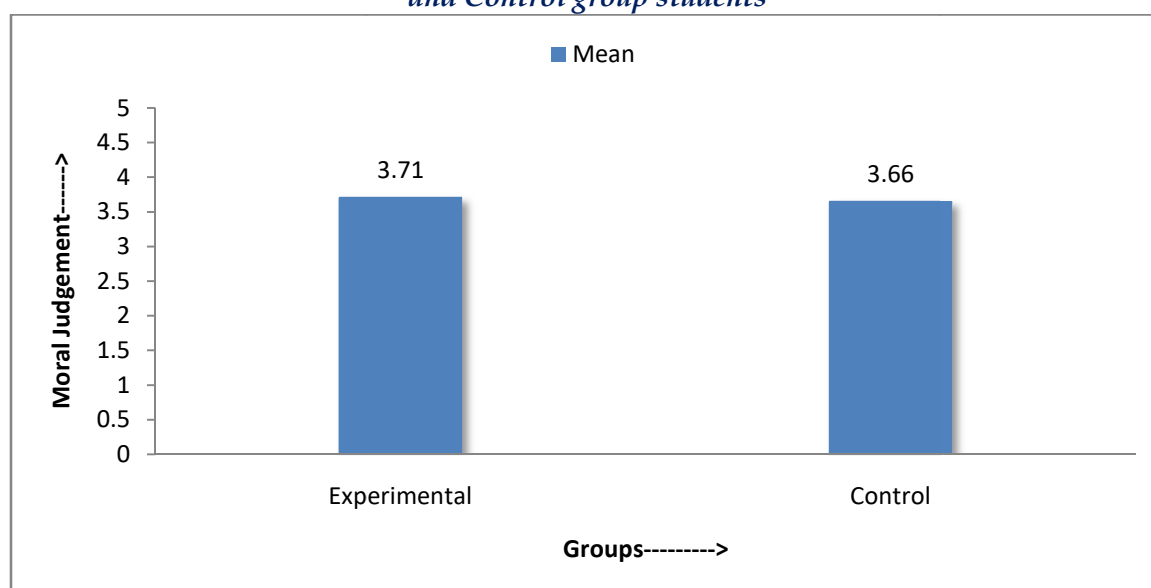


Table 4.6

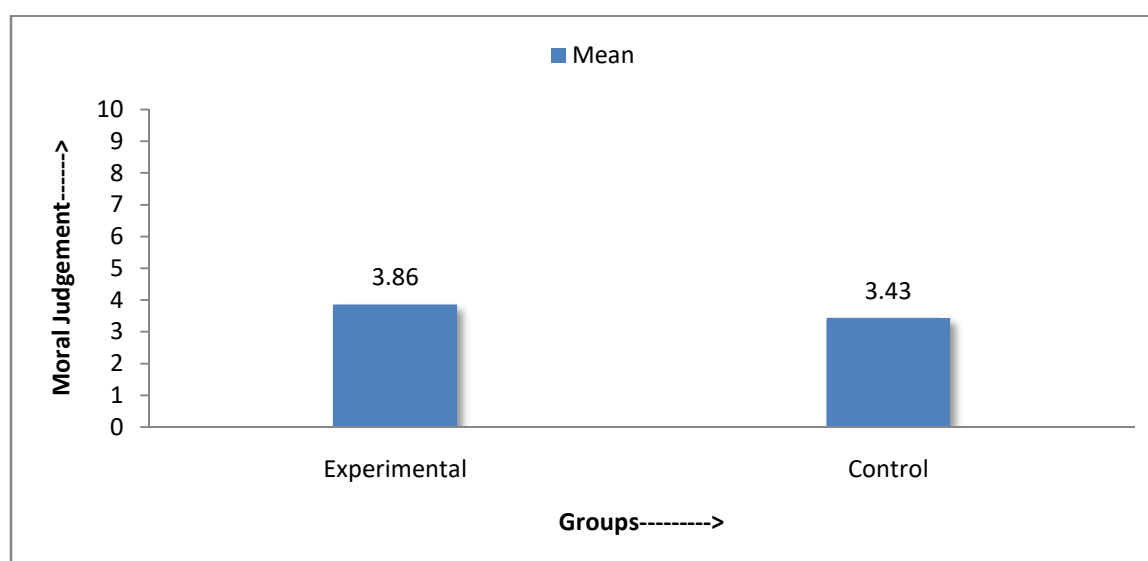
**Significance of Difference between Mean Scores of Moral Judgement of the  
Experimental and Control Group of Students in Post-Test**

Groups	N	M	S.D.	t-ratio	Level of significance
Experimental	42	3.86	0.72	2.16	.05
Control	40	3.43	0.51		

Table 4.6 denoted that the mean scores of experimental and control group on moral judgement in pre-test are 3.86 and 3.43 with SDs 0.72 and 0.51. 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 moral judgement. The mean moral judgement score of Experimental group is higher than the students of control group. It shows that the students of experimental group have good moral judgement as compared to the students of control group. Thus, the hypothesis (H-6) that 'the social inquiry model of teaching has significant effect on the development of moral judgement among secondary school students' is retained.

The mean scores of secondary school students of experimental and control group on moral judgement as depicted in the Table 4.6 is represented by the bar Fig.-6.

**Figure-6**  
**Comparative bargraph showing mean moral judgement 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 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 and administration that they should adopt 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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