CHAPTER-VI
CHAPTER - VI

SUMMARY

1.00 Introduction:

This chapter is devoted to summary, suggestions and educational implications. The various aspects of this chapter are presented under different headings, namely, statement of the problem, objectives, hypotheses, design of the study, sample, tools, procedure of data collections, statistical analysis, discussion, educational implications and suggestion. The details with respect to each headings are presented below-

1.1.0 Statement of Problem:

"Effectiveness of Jurisprudential Inquiry model of Teaching for developing democratic values among school children in relation to their socio-economic status, social competence, personality factors and academic achievement."

1.2.0 Objectives of the Study:

1. To study the effectiveness of JIM for developing democratic values among VIIIth grade school children.
2. To study the effect of socio-economic status, social competence, personality factors and academic achievement on development of democratic values among VIII\textsuperscript{th} grade school children when taught through JIM.

1.3.0. **Hypotheses**:

\( H_1 \) Jurisprudential Inquiry Model of teaching contributes to development of democratic values among VIII\textsuperscript{th} grade school children.

\( H_2 \) There is no significant effect of high socio-economic factors on the development of democratic values among VIII\textsuperscript{th} grade school children when taught through JIM.

\( H_3 \) There is no significant effect of low socio-economic factors on the development of democratic values among VIII\textsuperscript{th} grade school children when taught through JIM.

\( H_4 \) There is no significant effect of high social competence on the development of democratic values among VIII\textsuperscript{th} grade school children when taught through JIM.

\( H_5 \) There is no significant effect of low social competence on the development of democratic values among VIII\textsuperscript{th} grade school children when taught through JIM.
There is no significant effect of ambivert personality factors on the development of democratic values among VIII\textsuperscript{th} grade school children when taught through JIM.

There is no significant effect of introvert personality factors on the development of democratic values among VIII\textsuperscript{th} grade school children when taught through JIM.

There is no significant effect of extrovert personality factors on the development of democratic values among VIII\textsuperscript{th} grade school children when taught through JIM.

There is no significant effect of high academic achievement on the development of democratic values among VIII\textsuperscript{th} grade school children when taught through JIM.

There is no significant effect of low academic achievement on the development of democratic values among VIII\textsuperscript{th} grade school children when taught through JIM.

1.4.0. Research Design:
The objective of the present investigation was to study the effectiveness of jurisprudential inquiry model of teaching for developing democratic values among VIIIth grade students. For this purpose single group, pre test-post test design was employed. For pre test five tools viz.,democratic value test (self made) Socio-economic status scale, social competence scale, personality test and academic achievement test were given to students. 60 lessons (infact treatment) prepared on the basis of Jurisprudential Inquiry Model of teaching were taught to the students. After the 60 lesson treatment for post-test single tool- democratic value test was administered.

1.5.0. Population and Sample:

Students of VIIIth class living at the district headquarter of Ghazipur region constituted the population of this study. Sample for the main study consisted of 60 students studying in VIIIth grade in Saraswati Mandir, Raiganj, Ghazipur Uttar Pradesh.

The real sample (N=60) selected for the main study was given pre-test before any treatment. Then it was given 60 jurisprudential inquiry teaching sessions in the form of treatment. Again the sample (N=60) was given post test.
1.6.0. **Tools:**

The following tools were used in the present study:

1. Democratic value test (Self made).
2. Socio-economic status scale' (Kalliath).
3. Social competence scale (Tiwari, K.K.).
4. 'Personality test' (Aziz, P.F.)
5. 'Academic achievement test' defined in terms of annual examination marks of previous years of sample students.

1.7.0. **Procedure for Data Collection:**

First of all the group was administered five test as a pre test viz, Democratic value test, Socio-economic status Scale, Social Competence Scale, Personality test and Academic Achievement test. Then the group was taught 60 lessons prepared on the basis of JIM. One lesson each day was taught. After teaching 60 lesson the group was administered single test viz.,
Democratic Value test, as a post test. All the papers were collected from the students.

1.8.0. **Statistical Analysis:**

To analyse data statistical techniques namely Mean, SD and 't' test were used.

1.9.0. **Discussion:**

1.9.1. **Effect of Jurisprudential inquiry model of teaching on development of democratic values:**

The result of the study shows that exposure to 60 JIT sessions brings about significant positive change in the development of democratic values among students. Tiwari (1986) found that 30 JIT sessions contributed in development of attitude towards fundamental rights of VIIIth grade students. (M. Phil. Dissertation, 1986 Indore).

1.9.2 **Effect of High Socio-economic Status on Development of Democratic Values:**
The effect of high socio-economic status on development of democratic values of students was found not significant. Therefore we may say that high socio-economic status does not affect the development of democratic values of students when taught through JIM.

1.9.3 Effect of Low Socio-economic Status on Development of Democratic Values:

The effect of low socio-economic status on development of democratic values of students was found significant. Therefore we may say that low socio-economic status affect the development of democratic values of students when taught through JIM.

1.9.4 Effect of High Social Competence on Development of Democratic Values:

The effect of high social competence on development of scientific temper of students was found not significant. Therefore we may say that high social competence affect the development of democratic values of students when taught through JIM.
1.9.5 Effect of Low Social Competence on Development of Democratic Values:

The effect of low social competence on development of scientific temper of students was found not significant. Therefore we may say that low social competence does not affect the development of democratic values of students when taught through JIM.

1.9.6 Effect of Ambivert Personality Factors on Development of Democratic Values:

The effect of ambivert personality factors on development of democratic values of students was found significant. Therefore we may say that ambivert personality factors affect the development of democratic values of students when taught through JIM.

1.9.7 Effect of Introvert Personality Factors on Development of Democratic Values:

The effect of introvert personality factors on development of democratic values of students was found significant. Therefore we may say that introvert personality factors affect the development of democratic values of students when taught through JIM.

1.9.8 Effect of Extrovert Personality Factors on Development of Democratic Value:
The effect of Extrovert personality factors on development of democratic values of students was found significant. Therefore we may say that extrovert personality factors affect the development of democratic values of students when taught through JIM.

1.9.9 **Effect of High Academic Achievement on Development of Democratic Value:**

The effect of high academic achievement on development of democratic values of students was found significant. Therefore we may say that high academic achievement affect the development of democratic values of students when taught through JIM.

1.9.10 **Effect of Low Academic Achievement on Development of Democratic Value:**

The effect of low academic achievement on development of democratic values of students was found significant. Therefore we may say that low academic achievement affect the development of democratic values of students when taught through JIM.

1.9.11 **Educational implications of the study:**
The findings of the study are relevant and suggestive to education in many ways.

1.9.12 **Significance for Democratic Values**:

Finding of this study suggest that this model can be used as a programme for development of democratic values because students attitude towards democratic values was developed significantly when they were exposed to 60 jurisprudential inquiry teaching session.

1.9.13 **Significance for Personality Development**:

Students ability to participate in social activities and social discussions is one of the very important aspect of their personality. As a model, jurisprudential inquiry model provides a base for changing the personality. The unaccepted can become accepted and this will certainly reduce the stress among students who may they improve their self concept and self esteem.

1.9.14 **Significance for Citizenship Education**:

Jurisprudential inquiry model is very much useful for citizenship education. The teaching through this model develops social values and participatory skills, it can be good approach to citizenship education.
1.9.15 Suggestions for Further Research:

In the light of present study following broad area are recommended for further research:

1. The same study may be replicated on a large sample to verify the findings presented in this study.

2. Other factors such as creativity, sociometry, intelligence, self concept, social value etc. may also be correlated with jurisprudential inquiry model of teaching.

3. Study should be conducted to develop dialogue skill among students by applying jurisprudential inquiry model.

4. Study should be conducted to see the effectiveness of jurisprudential inquiry model of teaching for delinquent, mentally retarded, truent and socially alienated children.

5. Studies relating to development of moral awareness, attitude towards fundamental right etc. can also be conducted through JIM.

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