



TEACHERS ATTITUDE TOWARDS SOCIAL INQUIRY MODEL OF TEACHING AT SECONDARY SCHOOL LEVEL

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Abstract

The aim of the present study is to find out the attitude of secondary school teachers towards social inquiry model of teaching. To serve this objective a sample of 100 teachers were selected by stratified random sampling. A attitude towards social inquiry model scale was used to collect data from the sample. The findings revealed that the science teachers had positive attitude towards social inquiry model of teaching as compare to the arts teachers. Further, the female teachers have positive attitude towards social inquiry model of teaching as compare to their male counter parts.

Keywords: *Attitude, Teachers, Social Inquiry Model.*

Introduction

Teacher occupies a central position in delivering learning and mould the students behaviour in the classroom. The effective method teaching has significant relationship with academic achievement of students (Sharma, 2012). So teachers are using different approaches of teaching in the classroom to derive maximum learning among students. But the selection of the appropriate method of teaching is a challenging task for a teachers and it solely also depends on nature of subject. Teacher should have a good positive attitude towards different method of teaching (Bhardwaj (2010). Social Inquiry model of teaching requires extra effort and preparation on the part of a teacher to implement successfully in the classroom. By engaging in learning as a cycle or process, students are more likely to be able to transfer knowledge and skills to new settings and retain more information (Parr & Edwards, 2004). Teachers' attitudes of this shift, their ability to make the changes and learn the strategies themselves, and their success at implementing inquiry-based models in the classroom, must be addressed. Researchers agree that affecting teacher change is a crucial component for enacting any successful change in instruction (Yilmaz, 2008). To affect teacher change, the successes and challenges teachers face when implementing social inquiry-method of instruction in different subject studies must be further researched.

Methodology

The present study is a descriptive survey type of research. The sample consisted of a total of 100 secondary school teachers from Mayurbhanj district of Odisha. An attitude towards social inquiry model scale was administered to measure the attitude of secondary school teachers. This scale is prepared to assess level of attitude towards social inquiry model of teaching. It contains 40 items containing rating scale like strongly agree, agree, undecided, disagree and strongly disagree.

Analysis and interpretation

Table-1, Significance of difference between the means scores of science and arts teachers attitude towards social inquiry model of teaching

Groups	N	M	S.D.	t-ratio	Level of significance
Science Teachers	60	116.77	3.10	5.21	.01
Arts Teachers	40	113.74	3.84		



Table-1 denoted that the mean scores of science and arts teachers on attitude towards social inquiry model of teaching are 116.77 and 113.74 with SDs 3.10 and 3.84. The t-ratio came out from above two groups is 5.21 which is significant at .01 level of significance. That means there is a significant difference exist between these two groups of teachers on attitude towards social inquiry model of teaching. Further, science teachers had more mean scores than arts teachers. That means secondary school science teachers had positive attitude towards social inquiry model of teaching as compare to the arts teachers. The mean scores of secondary school science and arts teachers on attitude towards social inquiry model of teaching depicted in the Table-1 is represented by the bar Fig.-1.

Figure-1, Comparative Bar-graph showing mean values score of science and arts Teachers on attitude towards social inquiry model of teaching

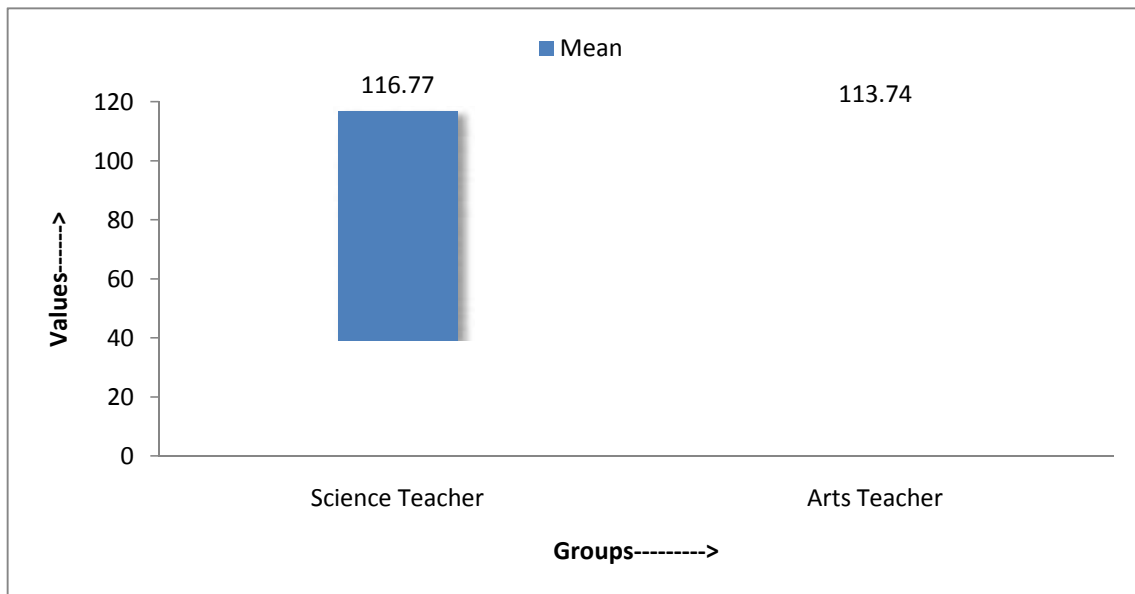


Table-2, significance of difference between mean scores of male and female teacher’s attitude towards social inquiry model of teaching

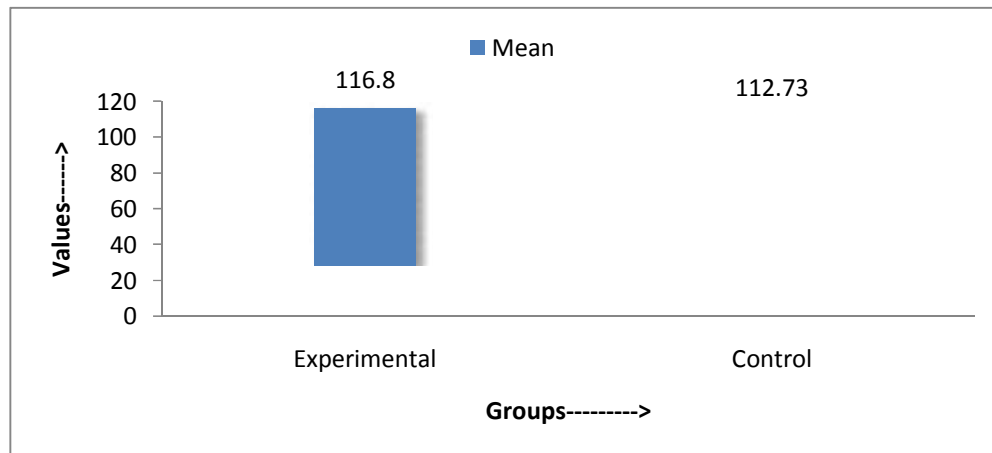
Groups	N	M	S.D.	t-ratio	Level of significance
Male	65	116.80	3.10	4.05	.01
Female	35	112.73	3.82		

Table-2 denoted that the mean scores of male and female teachers on attitude towards social inquiry model of teaching are 116.80 and 112.73 with SDs 3.10 and 3.82. The t-ratio came out from above two groups is 4.05 which is significant at .01 level of significance. That means there is significant difference between male and female teacher on the attitude towards social inquiry model of teaching. As per their mean scores it is indicated that male teachers had positive attitude towards using social inquiry model of teaching in the classroom.

The mean scores of male and female teachers on attitude towards social inquiry model of teaching depicted in the Table-2 is represented by the bar Fig.-2.



Figure-2, Comparative bar graph showing mean values score of male and female teachers on attitude towards social inquiry model of teaching



Discussion and Conclusion

The objective of the study was to determine the attitude of secondary school teachers towards social inquiry model of teaching. Result of the study shows that science teachers had positive attitude towards social inquiry model of teaching as compare to the arts teachers. Further, male teachers had positive attitude towards social inquiry model of teaching as compare to their female counter parts. So it is suggested that training programme and workshop on social inquiry method should be organised at school level to train teachers to adopt this method for better academic achievement. As per the findings, it is suggested that arts teachers should be encouraged to use social inquiry model for better academic achievement of students. The curriculum should also be framed in such a way that promote to using social inquiry model of teaching among teachers.

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