



OPINION OF TEACHERS REGARDING TEACHING GEOGRAPHY USING JURISPRUDENTIAL INQUIRY MODEL FOR CREATING AWARENESS AMONG STUDENTS REGARDING PUBLIC POLICY ISSUES

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Abstract

This research paper analyzes the opinion of the Secondary School teachers regarding use of Models of Teaching to teach Public Policy issues. Earlier attempts were made by Hansan (1987), Dubey (1989), Pradhan (2003), in which all have studied effectiveness of Jurisprudential Inquiry Model on different development aspects of students. But the distinctive feature of the present research is teachers were asked to identify content suitable to apply JIM to teacher Geography. In order to collect opinion of teachers researchers have used Survey Method. Our findings show that most of the Geography teachers in urban and rural area use traditional methods of teaching, Teachers in urban area are aware about Models of Teaching and they use the models from the Information Processing Family. However teachers in rural and urban area are able to identify topics / contents related to Public Policy Issues.

Keywords: - Models of Teaching, Jurisprudential Inquiry Model, Public Policy Issues, Awareness



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Introduction:

The central role of education is to prepare citizens to generate integrative democratic behavior, both to enhance personal and social life and to ensure a productive democratic social order. (Joyce B., & Weil M., 2011)

It is an expectation of inventors of social model. These expectations match with the expectations of the democracy. Our democracy facilitates sufficient scope for social dialogue to resolve issues. Models of teaching in social family are quite useful to inculcate democratic values among citizens.

In various stages of development of a human life, adolescence is a crucial stage. Adolescence is a period of social conformity. It is a crucial stage between the ages 13 to 19 years. Growing reasoning ability is the important characteristics of this stage which enables child to present thoughts logically also to exchange ideas. Discussions are fruitful.

(Dandekar, 1976). Child's power of critical thinking and observation is much developed. (Mangal, 2001)

Review of related literature: - Various studies have been conducted on the use of Jurisprudential Inquiry Model of Teaching and its impact on the thinking, value preferences, problem solving ability, etc. of the students. Pederson (1986) modified the original Joyce and Weil Jurisprudential Model to create the Jurisprudential Inquiry STS Model of teaching that effectively lends to the study of science, technology and societal issues in the classroom. Tiwari (1986) applied Jurisprudential Inquiry Model of Teaching and found a shift in value preferences in terms of right to equality and freedom upon VIIth grade students. Hansan (1987) found the effect of JIM, intelligence and their interaction on development of social competence of girls of IXth standard. Agrawal, R. (1987) in his study found JIM effective in development of values. Dubey (1989) in his research found the effectiveness of Jurisprudential Inquiry Model of teaching on development of social problem solving ability and secular mindedness of students. Pandey S.N. (1986) found that using Advance Organizer Model (AOM) and Inquiry Training Model (ITM) for teaching social studies to class VIII students was beneficial in relation to the traditional method of teaching. Pradhan and Mishra (2003) examined the implication of Jurisprudential Inquiry Model in moral education. The study revealed that although social studies courses deal with the values enshrined in our constitution, they are not in the form of issues and leave no space for students to take a stance. The main gaps identified through the review are that though different models have been found useful in teaching of Geography, very few researches have focused on finding the opinion of teachers regarding their use. Also few studies have focused on identifying which models are actually used by the teachers in schools in their teaching. No study was found where teachers were asked to identify content though which public policy issues could be identified.

Need of the study: -

In school curriculum at secondary level Geography has been accorded an important place. Geography is a dynamic subject and it is a golden mean between Natural and Social sciences. Geography considers the 'human' at the center stage. It studies effect of Natural Environment on human life and activities and vice a versa. The various objectives enlisted for teaching Geography at secondary level are: -

1. To enable students to develop an understanding of man and environment, their interrelationship at the global level.
2. To enable students to develop an awareness to protect the environment.
3. To enable students to protect and improve the natural resources including forests, water, soils and wild life.
4. To enable students to understand and appreciate the diversity of land and people of the country with its unity underlying.
5. To enable students to enhance and deepen the knowledge and understanding of Indian environment in its totality. Their interactive processes and effects on the quality of life in future.
6. To enable students to develop and understanding and concern about the growing population and its impact on the environment.
7. To enable students to develop an appreciation of the interdependence of nations and regions of the world in general and India in particular.
8. To enable students to develop scientific knowledge by promoting the spirit of enquiry and following a rational and objective approach.
9. To enable students to develop skills and abilities to read, understand and analyze geographical data presented in various forms such as photographs, graphs, diagrams and charts.

If we closely look at all the objectives we realize that there is a link between them and creating awareness among the students regarding the various public policies related to environment, trade, commerce, occupations, culture, etc. Jurisprudential Inquiry Model of Teaching is an important model under social family. This model is based on a conception of society in which people differ in their views and priorities and in which social values legitimately conflict with one another. The process of classifying and resolving issues involves clarifying definitions, establishing facts and identifying values important to each issue. So Jurisprudential Inquiry Model of Teaching is useful to inculcate democratic and other values among students. (Joyce B, &Weil M.,1997)

‘Child-centered’ pedagogy means giving primacy to children’s experiences, their voices, and their active participation. This kind of pedagogy requires us to plan learning in keeping with children’s psychological development and interests. The learning plans therefore must respond to physical, cultural and social preferences within the wide diversity

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of characteristics and needs. Our school pedagogic practices, learning tasks, and the texts we create for learners tend to focus on the socialization of children and on the ‘receptive’ features of children’s learning. Instead, we need to nurture and build on their active and creative capabilities—their inherent interest in making meaning, in relating to the world in ‘real’ ways through acting on it and creating, and in relating to other humans. Learning is active and social in its character. (NCF, 2005).

We can say the Jurisprudential Inquiry Model of Teaching can be one effective way of achieving these objectives and for making students aware regarding the various public policy issues. Considering these aspects, the researcher decided to undertake the study. Some of the questions to be answered were:-

- What methods are currently used by teachers?
- To what extent are the teachers aware regarding Models of teaching?
- Which different Models of teaching are the teachers using in the classroom?
- Are the school teachers using Models of Teaching and J.I.M. of Teaching in their classroom interaction?
- Do the school teachers feel that it will be useful to create awareness among students regarding public policy issues?

The problem was stated as follows:-

Statement of the problem:- To assess the existing status about the opinion of secondary school teachers regarding teaching Geography using Jurisprudential Model of teaching for creating awareness among students regarding public policy issues.

Definition of important terms:-

Conceptual definitions:-

Opinion:- It refers to what you think about somebody or something. (Oxford Dictionary, 1997)

Secondary school teacher:- A secondary school teacher is also known as a high school teacher who teaches students from standard IXth to XIIth in both public and private educational institutions. (Teach Mint, n.d.)

Jurisprudential Inquiry Model :- It is the model belonging to the social family, developed by Donald Oliver and James Shaver, implemented through six phases

1. Orientation to the case
2. Identifying the issue

3. Taking positions
4. Exploring the stances/patterns of argumentation
5. Refining and qualifying the position
6. Teaching factual assumptions behind qualified positions (Joyce B & Weil M, 1997)

Awareness:- It refers to the knowledge, consciousness or interest. (Oxford Dictionary, 1997)

Public policy issues:- A course of action taken by a Government to address an issue or a matter of national importance or resolve a problem or a crisis. (Johnson Peter, 2012)

Operational definitions:-

Opinion: - It refers to the views of the ninth standard Marathi medium teachers regarding teaching Geography using Jurisprudential Model of teaching for creating awareness among students regarding public policy issues.

Secondary school teachers:- It refers to the teachers from Marathi medium schools teaching Geography to IX th standard students.

Public Policy Issues:- It refers to only those public policy issues which are related with the content in the IXth std. Geography textbook published by the Balbharati, Pune.

Awareness:- It refers to the knowledge, understanding and attentiveness of the students regarding public policy issues.

Objectives of the study:-

1. To find out the opinions of the secondaryschool teachers regarding teaching Geography using Jurisprudential Model of teaching for creating awareness among students regarding public policy issues.

The sub objectives of the main objective were:-

- i. To identify the methods currently used by teachers for teaching Geography.
- ii. To assess how school teachers develop awareness among students regarding different public policy issues.
- iii. To identify the models of teaching used by teachers for teaching Geography.
- iv. To explore if the teachers are able to pinpoint topics in Standard IX Geography Text book regarding public policy issues which students could be made aware of.

Scope:-The study focused on the use of Models of teaching at secondary level.

Delimitations:-Following are the delimitations of the study:-

- Only teachers from Marathi medium were included in the study.
- Only IX std. teachers were included in the study.

- Only those public policy issues which are reflected through the content of the Geography textbook published by the Balbharati.
- The study is delimited to the opinions of teachers regarding Models of teaching.
- The study is delimited to the opinions of teachers regarding using Jurisprudential Model of Teaching to create awareness among students regarding public policy issues.

Limitations:-The fatigue, past experiences, mood, motivation, of the school teachers which may affect their responses are beyond the control of the researcher.

Population:-All teachers teaching Geography at secondary level in schools affiliated to SSC Board, in Pune City.

Sample:-100 teachers teaching Geography at secondary level in Marathi medium schools affiliated to SSC Board, in Pune City from rural and urban area.

Methodology of Research:-

Type of research:-This was a descriptive research since the existing status was studied.

Research Method:-Survey method was used for the study.

Procedure of the study:- The following Figure 1 depicts the procedure followed in the study.

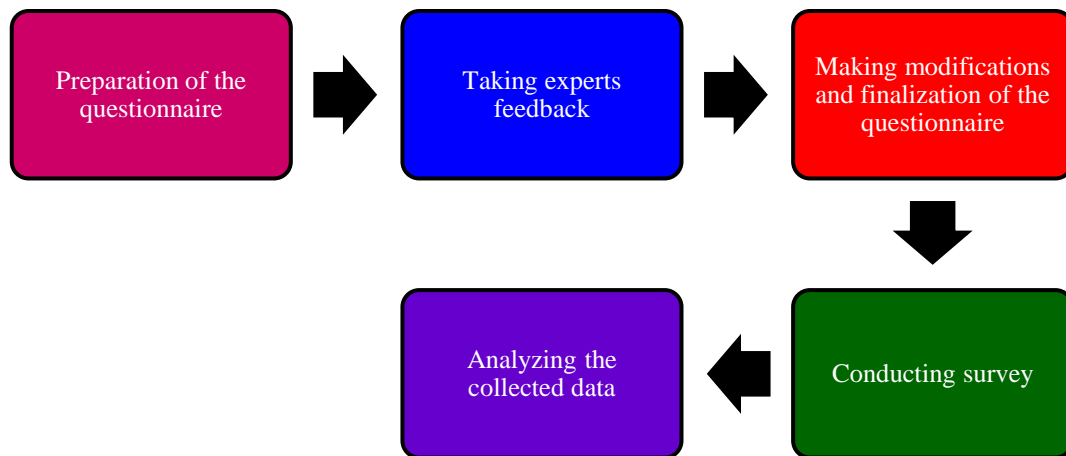


Figure 1:- Steps followed in the study

Tools for data collection:-

Data was collected from Geography Teachers through questionnaire containing 5 questions related to sub objectives.

TABLE 1: Distribution of questions as per objectives

Q. No.	Sub objective	Type of questions
1	Teaching methods currently used by teachers	Closed
2	How school teachers develop awareness among students regarding different public policy issues	Closed
3	Awareness regarding Models of teaching among teachers	Closed
4	Jurisprudential Model of teaching and other models used by teachers	Closed
5	Explore if the teachers are able to pinpoint topics to make students aware of public policy issues	Closed

Analysis of data:-The analysis of the responses received through questionnaire are given below:-

TABLE 2: Methods currently used by teachers

Sr. No.	Method used by teachers	Rural	Urban
1	Regional Method	87	88
2	Observation Method	52	56
3	Comparative Method	38	42
4	Question- answer Method	90	94
5	Journey Method	36	38
6	Excursion Method	34	36

Observation:-From the above table it can be observed that question answer method is used by maximum number of teachers for teaching geography, followed by the regional method. Very few percentages from both rural and urban areas use the other methods like comparative method, journey method or excursion method for teaching geography.

Interpretation:- We can interpret that teachers from both urban and rural areas mainly use traditional methods for teaching Geography.

TABLE 3: Ways to create awareness among students regarding different public policy issues

Sr. No.	Statement	Rural	Urban
1	Encourage students to ask questions	90	86.84
2	Provide problem situation	40	39.47
3	Gives current examples and asks questions	66.67	63.16
4	Discuss news items	26.67	23.68

Observation:- The different ways in which teachers try to create awareness among students regarding different public policy issues in their classroom teaching are:-

- Mainly by encouraging students to ask question (90.00% in rural area and 86.84% in urban area.)
- Secondly by giving current examples and asks questions (66.67% in rural area and 63.16% in urban area)
- Followed by providing problem situation (40% in rural area and 39.47% in urban area)
- Very few by discussing news items (26.67% in rural area and 23.68% in urban area.)

Interpretation:- We can interpret that majority of the teachers teaching geography to standard IX follow the traditional way of asking questions to the students to create awareness among students regarding different public policy issues in their classroom teaching.

TABLE 4: Awareness regarding Models of teaching

Teachers from rural area		Teachers from urban area	
Yes	No	Yes	No
76.67	23.33	89.47	10.53

Observation: 76.67% teachers in rural areas and 89.47% teachers in urban areas are aware about Models of Teaching.

Interpretation: Majority of the teachers have stated that they are aware about models of teaching.

TABLE 5: Models of teaching used by teachers

Teachers from rural area		Teachers from urban area	
Name of Model	Percentage of teachers using it	Name of Model	Percentage of teachers using it
Concept Attainment Model of teaching	5.67	Concept Attainment Model of teaching	8
Inquiry Training Model of teaching	5.73	Inquiry Training Model of teaching	6.9
Advance Organizer Model of teaching	2	Advance Organizer Model of teaching	4.6
Jurisprudential Model of teaching	----	Jurisprudential Model of teaching	1.8

Observation:- Though the teachers are aware about the Models of teaching, they rarely use them in their classroom teaching. Also the models mainly used are the information processing models. Jurisprudential model of teaching is not used at all in rural areas and the percentage of teachers from urban areas who use them is very negligible.

Interpretation: The proportion of teachers using Models of Teaching to teach Geography subject is very less. In addition, the models which they use are from information processing family. Jurisprudential Model of teaching is used by a very negligible percentage of teachers from both rural and urban areas.

TABLE 6 A: Topics from school texts to make students aware of public policy issues

Chapter No. and Title	Sub unit	Involves social problems	Involves Environment problems	Involves public policy issues	Involves ethical issues	Involves cultural issues	Involves debatable issues
1. Concept of a Region	Factors for deciding region	18.42	5.26	0.00	0.00	0.00	21.05
2. Natural Resources	Land Resources and Land utilization	78.95	73.68	84.21	0.00	0.00	86.84
	Water Resources	89.47	92.11	84.21	76.32	0.00	89.47
	Soil Resources	10.53	68.42	10.53	0.00	0.00	84.21
	Forest and Wild life	71.05	78.95	68.42	65.79	23.68	73.68
	Mineral resources	68.42	89.47	65.79	68.42	0.00	68.42
Occupations	Primary	26.32	23.68	31.58	0.00	0.00	47.37
	Secondary	7.89	18.42	0.00	0.00	0.00	21.05
	Tertiary	18.42	0.00	10.53	0.00	0.00	13.16
	Quaternary	26.32	0.00	31.58	0.00	7.89	0.00
Agriculture	Types	31.58	21.05	68.42	0.00	0.00	42.11
	Important crops	0.00	71.05	57.89	34.21	0.00	68.42
Industries	Agro based industries	0.00	57.89	55.26	0.00	0.00	60.53
	Other industries	21.05	26.32	28.95	0.00	0.00	42.11
	Industrial pollution	86.84	81.58	9.47	63.16	0.00	86.84
Transport, communication, and tourism	Transport	10.53	31.58	44.74	0.00	0.00	55.26
	Means of commu.	81.58	39.47	86.84	78.95	86.84	89.47
	Tourism	68.42	89.47	81.58	63.16	68.42	86.84
Population	Growth	18.42	0.00	21.05	0.00	15.79	18.42
	structure	21.05	0.00	15.79	0.00	15.79	39.47
	Migration	44.74	39.47	42.11	0.00	0.00	44.74
Regional Development	Concept	0.00	15.79	0.00	0.00	0.00	10.53
	Reg.Dev.	0.00	15.79	0.00	0.00	0.00	10.53
	Indicator of Reg.Dev.	13.16	10.53	5.26	0.00	0.00	21.05
	Reg.Dev. in Maharashtra	21.05	21.05	23.68	0.00	0.00	28.95
Practical		0.00	15.79	0.00	0.00	0.00	0.00

Observation:- From above Table it can be noticed that more than 60% teachers from urban area opined that for subunits viz. water resources, land resources and land utilization, forest and wild life, mineral resources, industrial pollution, means of communication, tourism and important crops, there exist social problems, environmental problem, public policy issues and debatable issues. In addition to this majority of teachers also opined that there exist cultural issues in sub units and forest and wild life, means of communication and tourism.

Interpretation:- It can be stated that, total 8 subunits from six lessons in Std IX Geography text book are related to various issues in day to day life. All lessons had some issues but the maximum issues are indicated from chapter 2. Chapter 9 does not indicate any public policy issue. Among these 8 subunits most of issues stated by teachers are related to Chapter 2 i.e. Natural Resources. Chapter No 3 i.e. Occupations, Chapter No 4 i.e. Agriculture, Chapter No.5 i.e. industries, and 2 subunits from Chapter 6 i.e. Transport, communication and tourism.

TABLE 6 B: Topics from school texts to make students aware of public policy issues

Chapter No. and Title	Sub unit	Involves social problems	Involves Environmental problems	Involves public policy issues	Involves ethical issues	Involves cultural issues	Involves debatable issues
Concept of a Region	Factors for deciding region	16.67	23.33	6.67	0.00	0.00	33.33
	Natural Resources						
	Land Resources and Land utilization	76.67	66.67	63.33	0.00	0.00	76.67
	Water Resources	86.67	86.67	90.00	76.67	0.00	86.67
	Soil Resources	13.33	86.67	13.33	0.00	0.00	83.33
	Forest and Wild life	76.67	80.00	66.67	66.67	63.33	76.67
	Mineral resources	63.33	80.00	66.67	26.67	0.00	76.67
Occupations	Primary	36.67	33.33	43.33	.00	0.00	53.33
	Secondary	0.00	13.33	33.33	0.00	0.00	36.67
	Tertiary	13.33	0.00	6.67	0.00	0.00	13.33

	Quaternary	0.00	0.00	43.33	0.00	0.00	0.00
Agriculture	Types	40.00	53.33	73.33	0.00	0.00	70.00
	Important crops	63.33	83.33	63.33	26.67	0.00	80.00
Industries	Agro based industries	13.33	66.67	53.33	0.00	0.00	73.33
	Other industries	23.33	36.67	36.67	0.00	0.00	53.33
	Industrial pollution	83.33	76.67	80.00	63.33	0.00	83.33
Transport, communication, and tourism	Transport	6.67	26.67	43.33	0.00	0.00	53.33
	Means of communication.	76.67	36.67	83.33	80.00	86.67	83.33
	Tourism	6.67	73.33	76.67	63.33	66.67	83.33
Population	Growth	13.33	0.00	23.33	0.00	16.67	13.33
	Structure	6.67	0.00	23.33	0.00	33.33	33.33
	Migration	63.33	26.67	86.67	0.00	0.00	33
Regional Development	Concept	0.00	13.33	0.00	0.00	0.00	16.67
	Reg. Dev.	0.00	26.67	0.00	0.00	0.00	13.33
	Indicators of Reg. Dev.	13.33	10.00	16.67	0.00	0.00	33.33
	Reg. Dev. in Maharashtra	23.33	20.00	23.33	0.00	0.00	33.33
Practical		23.33	0.00	0.00	0.00	0.00	0.00

Observation: From above Table it can be observed that more than 60% teachers from urban area opined that for subunits viz. water resources, land resources and land utilization, forest and wild life, mineral resources, industrial pollution, means of communication, tourism and important crops, there exists social problems, environmental problem, public policy issues and debatable issues. In addition to this majority of teachers also opined that there exist cultural issues in sub units like forest and wild life, means of communication and tourism.

Interpretation: It can be stated that, total 8 subunits from six chapters in Std IX Geography text book are related to various issues in day to day life. Among these 8 subunits, the issues stated by teachers are related to Chapter 2 i.e. Natural Resources, Chapter 3 Occupations, Chapter 4 Agriculture, Chapter 5 i.e. Industries and 2 subunits from Chapter 6 i.e. Transport, communication and tourism.

Comparison with the Findings of Previous Research:-

From the table 6 A & 6 B it is evident that teachers were able to identify public policy issues. The early researches done by Pederson (1986) and Dubey (1989) show similar findings with the present study. Research done by Dubey show that JIM is effective for developing problem solving ability. In the present study the opinion of teachers clearly shows that the teachers can create awareness among students regarding public policy issues. Pederson attempted to modify original JIM useful to the study of science, technology and societal issues. Finding of Pradhan and Mishra (2003) differs from the present study.

Major findings:-

1. Most of the Geography teachers from rural and urban areas use traditional method of teaching. (Table 2)
2. Though the teachers from rural and urban areas are aware of Models of teaching their rarely use them in their day to day teaching. (Table 4)
3. The use of Models of teaching by teachers from rural and urban areas includes models from the Information processing family. (Table 5)
4. Jurisprudential Model is used by a negligible percentage of teachers from rural and urban area. (Table 5)
5. Teachers from rural and urban areas are able to identify the topics from school texts to make students aware of public policy issues. (Table 6 A & B)

Conclusion:- The teachers from urban and rural areas are aware of different models of teaching, can identify public policy issues from the content in the text but they rarely used Jurisprudential Model of teaching for geography.

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