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Research Paper

Perception of Teachers towards Social Inquiry Model of Teaching

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Key Words – Perception, Teachers, Social Inquiry Model etc.

Abstract

The aim of the present study is to find out the perception of elementary school teachers towards social inquiry model of teaching To serve this objective a sample of 82 teachers were selected by stratified random sampling. A perception 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. Furhter, the teachers having more experience in teaching had also positive perception towards social inquiry model of teaching.

Introduction

Teacher plays an impornat role in the teaching learning process. Teacher used different method of of teaching, various appraoch in the classroom for better understaning of the students. the approach of the teaching some extend depends upon the nature of the subject also. Teacher should have a good positive attitude towards different method of teaching. 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' perceptions 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 82 elementary school teachers from Bhagalpur district of Bihar. An attitude towards social inquiry model scale was administered to measure the perception of elementary school teachers. This questionnaire is prepared to assess level of perception 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 Values Scores of the Experimental and Control Group of Students in Pre-Test

Groups	N	M	S.D.	t-ratio	Level of significance
Arts Teachers	42	116.79	3.10	5.22	.01
Science Teachers	40	113.76	3.87		

Table-1 denoted that the mean scores of science and arts teachers on perception towards social inquiry model of teaching are 116.79 and 113.76 with SDs 3.10 and 3.87. The t-ratio came out from above two groups is 5.22 which is significant at .01 level of significance. That means there is a significant difference exist between these two groups of teachers on perception towards social inquiry model of teaching. Further, science teachers had more mean scores than arts teachers. That means elementary school science teachers had positive perception towards social inquiry model of teaching as compare to the arts teachers.

The mean scores of elementary school science and arts teachers on perception towards social inquiry model of teaching depicted in the Table-1 is represented by the bar Fig.-1.

Figure-1

Comparative bargraph showing mean values score of science and arts eachers on perception towards social inquiry model of teaching

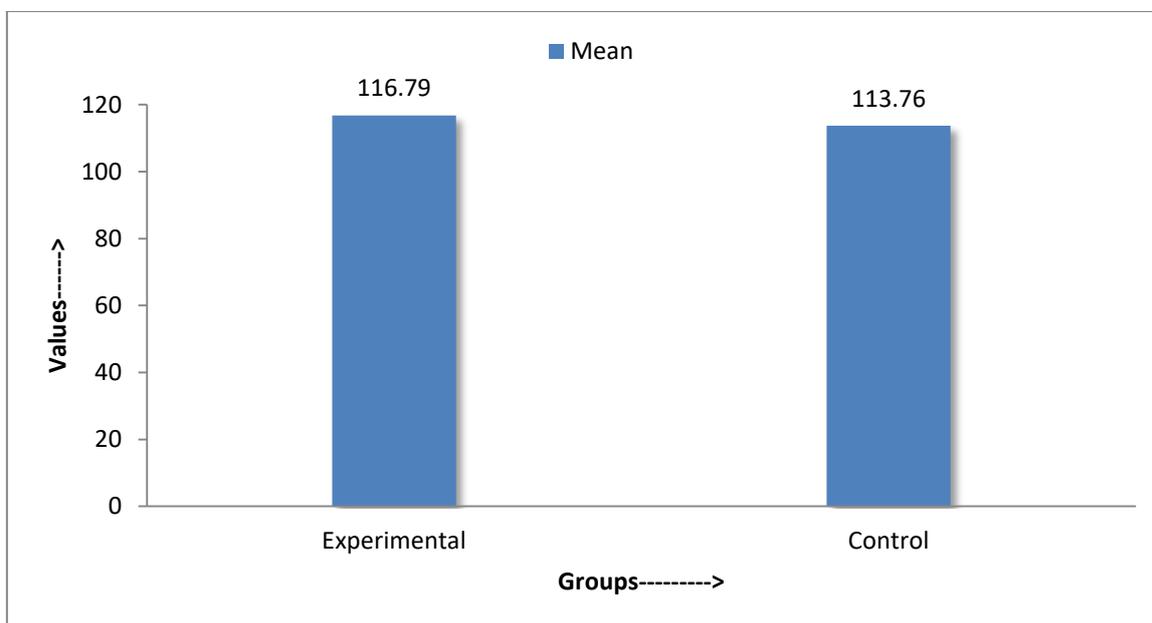


Table-2

Significance of difference between Mean Scores of High and Low Experienced Teacher’s Perception towards Social Inquiry Model of Teaching

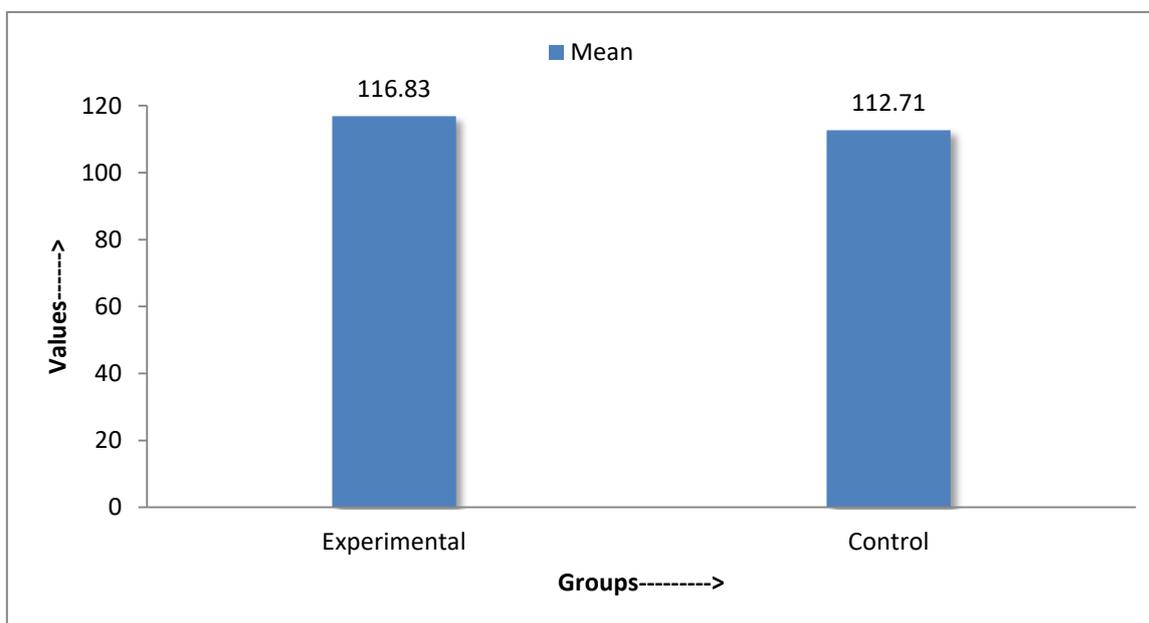
Groups	N	M	S.D.	t-ratio	Level of significance
High Experience	42	116.82	3.11	4.06	.01
Low Experience	40	112.71	3.83		

Table-2 denoted that the mean scores of high and low experience teachers on perception towards social inquiry model of teaching are 116.82 and 112.71 with SDs 3.11 and 3.83. The t-ration came out from above two groups is 4.06 which is significnat at .01 level of significance. That mans there is significant difference between high and low experience teacher on the perception towards social inquiry model of teaching. As per their mean scores it is indicated that teachers having more experiences had positive perception towards using social inquiry model of teaching in the classroom.

The mean scores of high and low experience teachers on perception towards social inquiry model of teaching depicted in the Table-2 is represented by the bar Fig.-2.

Figure-2

Comparative bargraph showing mean values score of science and arts teachers on perception towards social inquiry model of teaching



Discussion and Conclusion

The purpose of this study was to determine the perception of elementary school teachers on the perception towards social inquiry model of teaching. Result of the study shows that science teachers had positive perception towards social inquiry model of teaching as compare to the arts teachers. Further, teachers having more experience in teaching had good perception towards social inquiry model of teaching as compare to their counter parts. So it is suggested to the school teachers, school authority, administration that they should adopt a good teaching strategies like social inquiry model to promote academic achievement among students. The curriculum should also be framed in such a way that that enhance learning among students.

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