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**The Effect of Inquiry-Based Learning Method on Grade VI Students’ Social Studies Performance**

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**Abstract**

*This study explored the effect of Inquiry-Based Learning (IBL) on grade six students' academic performance in social studies in Bhutan. A quantitative design comprising pre-test and post-test was adopted to compare the academic performance of students and focussed group interviews were utilized to gather students' perceptions and experiences about the uses of IBL. The post-test scores showed a significant difference in students’ performance compared to pre-test, indicating the impact of IBL in enhancing students’ learning outcomes. Further, the focussed group interviews revealed that IBL helped them comprehend concepts better. It also increased their engagement and motivation and enhanced their critical thinking and problem-solving skills. The study recommends implementing IBL in educational institutions to enhance students’ learning outcomes. Further research is recommended to explore the long-term effects of IBL and its effectiveness across different subjects and grade levels.*

**Key words:**Academic performance, Inquiry-Based Learning, Social Studies

**Introduction**

The Bhutanese education system has experienced rapid and radical changes due to technological advancement, societal needs and increased focus on personalized and inclusive learning. These transformations impact various aspects of education such as curriculum design, teaching pedagogies, assessment approaches and the roles of educators. Johnson et al. (2015) assert that technological advancements such as utilization of mobile devices and digital resources reshape teaching and learning practices. The study also underscores the importance of personalized learning experiences and incorporation of technology in curriculum development.

One of the important transformations in the Bhutanese education system is in teaching learning pedagogies where there is a shift from teacher-centered classrooms to student-centered experiential learning pedagogies. This includes integrating technology into the classroom, using collaborative learning environment and a greater stress on project-based and IBL methods that focus on developing critical thinking, creativity, and problem-solving skills. The report by the Organization for Economic Cooperation and Development (OECD) on “The future of education and skills 2023” (2018) highlights the need for education systems to adapt to changing societal needs. It stresses the importance of equipping students with skills such as critical thinking, creativity, and collaboration to succeed in the interconnected world.

Bhutan, like other countries such as India, Nepal and Sri Lanka, is also undergoing changes in its education system as outlined in the Bhutan Education Blueprint 2014 to 2024. This official document sets out the goals and strategies for reforming Bhutan’s education system, with a particular focus on improving student learning outcomes to meet international standards (Ministry of Education, 2014). The Ministry of Education and Skills Development (MoESD) is committed to improving students’ learning outcomes, placing a strong emphasis on developing their knowledge, attitude, values, skills, and participation. Additionally, there is a concerted effort to nurture students’ critical thinking, creativity, and problem-solving abilities which are crucial for success in the 21st century. However, achieving these outcomes at par with international benchmarks remains a challenge as it is often hindered by various factors such as infrastructures, pedagogical methods implemented in the classroom and learning environment. An example of such challenges can be found in the place like Tokshingmang Primary School located in a rural area of Trashigang district. The school faces unique challenges such as limited resources, varying student backgrounds, and differing levels of academic preparedness. The school has made efforts in adopting modern teaching methods to improve student engagement and academic performance but despite consistent effort, students’ performance in social studies has remained stagnant.

One possible approach to addressing Tokshingmang Primary School’s situation is the adoption of IBL, a powerful approach that promotes deep understanding, critical thinking, and motivation for life-long learning, all of which prepare students for real-world challenges (Dunn et al., 2002). Research highlights several important benefits of IBL for students. For instance, Buchanan et al. (2016) not only found IBL to be promoting deeper learning, they also found it to be equipping students with skills that made them independent and life-long learners. Likewise, Saunders et al. (2012) identified various positive outcomes of IBL, including knowledge and skills development, increased intrinsic motivation, development of self-efficacy, task commitment, positive attitudes about learning, perceived competence or expertise, and greater creativity. Witt and Ulmer (2010) noted that IBL makes the content more meaningful for students, leading to a better understanding of the world around them. Most of the school subjects including social studies – the focus of this examination – should not be solely driven by policymakers and high-stakes testing requirements. Instead, they should emphasize on fostering students’ personal and meaningful comprehension of the world and empower them to become agents of change within it (Ross et al., 2014). Bhutan’s social studies curriculum incorporates history, geography, and economics from grade four to grade six, and it branches out to history and geography from grade seven. According to Peldon and Chalermnirundorn (2018), students who score 86% – 100% in history, geography and economics in the Bhutan Council for School Examination and Assessment is comparatively low. They argue that the low scores can be attributed to a lack of proper understanding of social studies concepts in lower grades. Thus, to improve the proper comprehension of social studies in lower grades, it is necessary to employ appropriate and adaptable teaching and learning strategies consequently leading to improvement in academic scores. Owing to the aforementioned challenges and issues in social studies in the sixth grade, this study was conducted to examine the effectiveness of an IBL approach. Moreover, although there are adequate studies that examine the impact of an Inquiry-Based Learning on students’ academic scores in other countries, there have been no such studies conducted on the effect of the IBL in social studies in Bhutan. Consequently, this study endeavoured to bridge the gap and contribute to the pool of knowledge.

**Research Objectives**

1. To examine the impact of IBL on grade six students’ performance in social studies.
2. To determine the difference between ‘before’ and ‘after’ the implementation of the IBL method in grade six social studies.
3. To explore grade six students’ experiences while implementing IBL in teaching and learning of social studies.

**Literature Review**

**Inquiry-based Learning**

The effectiveness of IBL in enhancing academic performance has garnered significant attention in educational research, particularly in fostering student engagement and critical thinking. The Inquiry-Based Learning is grounded in constructivist theories of education, particularly the work of John Dewey, Jean Piaget, and Lev Vygotsky. It is rooted in constructivism. It is a learning theory that states ‘humans construct their own knowledge and meaning from personal experiences’, emphasizing that knowledge is built by students rather than delivered by the teacher (Tamim & Grant, 2013). Dewey (1938) emphasized the importance of experiential learning and the role of the learner in constructing knowledge. He argued that “students need to be reflective problem solvers, actively engaged in the learning process, and that learning happens through sustained inquiry, where students study, ponder, consider alternative possibilities, and arrive at conclusions grounded in evidence” (Dewey, 1998, as cited in Mapes, 2009, p.11). Piaget’s (1952) theory of cognitive development supports this notion by suggesting that students learn best when they actively engage with their environment. Additionally, Vygotsky’s (1978) Zone of Proximal Development (ZPD) highlights the importance of social interaction and scaffolding in learning. Vygotsky views IBL as an “integral part of creating – a social constructivist classroom” (Powell & Kalina, 2009, p. 244), underscoring the importance of social interaction and critical thinking in the learning process.

Hırça (2014) regards IBL as highly effective in enabling students to actively engage in the classroom. He further asserts that IBL develops awareness of their surroundings, generate diverse solutions to problems, and enhance their learning process significantly. Moreover, Ssempala (2017) defines IBL as an instructional approach that encourages students to investigate scientific problems, issues, and questions using established scientific facts, theories, and laws. The IBL model emphasizes the processes involved in exploration and discovery. In this approach, students take on the responsibility of exploring and discovering their own solutions and explanations for scientific concepts, while the teacher offers guidance and supports the students’ learning. Further, Gomez and Suarez (2020) suggest that among the approaches or strategy for developing intellectual autonomy and complex thought process, IBL has positioned itself to the top. That is to say that IBL is regarded as one of the most highly recommended ‘active’ teaching methodologies that promotes maximum student engagement.

 In the same vein, Williams (2007) highlights that IBL involves progressively supporting the acquisition of knowledge, encompassing activities such as observation, posing relevant questions, critically evaluating concepts and other information sources, planning investigations or experiments, assessing existing knowledge, conducting experiments or procedures using tools to gather, analyze, and interpret data, making predictions and drawing conclusions, and communicating results. The IBL approach is a method employed in scientific education to enable students to develop skills in questioning, problem-solving, and exploring their environment. It requires students to explore and investigate systematically, employing critical, rational, logical, analytical, and reasoned thinking to formulate their scientific hypotheses and conclusions.

**Inquiry-Based Learning and Students’ Academic Performance**

Studies suggest that IBL is beneficial in enhancing the performance of learners. IBL necessitates active learner participation in the learning process. To promote student success and achievement, students must fully understand and apply the course material as IBL fosters student engagement in scientific discovery and links science to real-world issues (Darling-Hammond et al., 2020). In Bailey’s study (2018), IBL led to enhanced comprehension and understanding of the covered content, establishing a strong connection to the central question that resonated throughout the six-week intervention among her students. A similar study by Farooqi (2020) (who applied IBL in teaching mathematics in early childhood) found that the use of IBL provided a strong foundation in mathematics. Many of the participants in the study gave positive feedback on the impact of IBL on student engagement and building a foundation of skills.

 An increase in student achievement in math classes that utilized IBL was noticed and reported. Shaheen et al. (2015) concluded that IBL is more effective than traditional teaching methods. The findings also suggested that elementary level students should be taught using innovative methods of teaching like IBL to better understand scientific concepts. It was found that students showed better science performance when taught using Inquiry-based learning. Further, Yilmaz and Çolak (2012) explored how IBL affected students’ academic success rates and attitudes toward social studies. They found that students who learned through IBL strategies had higher scores in social studies examinations and expressed positive attitude toward the subject compared to those who received traditional instructional approaches.

IBL According to Buchanan et al. (2016, p.22), IBL leads to “deeper learning and the propensity and skills for independent lifelong learning”, meaning, students are more immersed in the content. According to the studies by Saunders et al. (2012), there are several positive outcomes associated with using IBL, including the development of knowledge and skills, increased intrinsic motivation, enhanced expertise, notable self-efficacy, commitment to tasks, positive attitudes toward learning, perceived competence, and greater creativity. IBL not only creates more meaning for students but also makes the specific content area more relevant to their lives. This approach helps students better understand the world around them leading to increased motivation to learn.

In addition, research by Gu et al. (2015) found that students engaged in inquiry-based practices exhibited increased levels of academic self-efficacy, demonstrated a higher propensity to resolve conflicts, showed reduced fear of taking risks, and displayed a greater inclination to persevere and try alternative approaches to achieve success after experiencing failures. Marks (2013) suggests that active engagement in inquiry not only helps students’ master content but also master habits of mind. According to Harlen (2013), fostering understanding through students' own thinking and reasoning offers several advantages such as deriving enjoyment and satisfaction from discovering information they seek, experiencing firsthand what is effective instead of solely receiving instructions, satisfying and stimulating curiosity about their environment, and gradually forming more sophisticated ideas about the world around them.

The literatures highlighted the positive impact of IBL on academic achievement of students across various subjects, enhancing essential skills for lifelong learning and fostering positive attitudes towards learning internationally. But there is a lack of specific studies focusing on its application in the teaching of social studies in Bhutanese classrooms. As a consequence of this gap in knowledge, this study aimed to investigate application of IBL in teaching social studies in Bhutanese context which may provide insights into how this approach aligns and supports the country's educational goals that are clearly reflected in the Bhutan Education Blueprint 2014 to 2024, an official document that provides future guidelines to reformation of Bhutan’s education system. Of the many reforms, raising the learning outcomes of students comparable to international standards has been given national importance (Ministry of Education, 2014). The Ministry of Education and Skills Development focused on raising the learning outcomes of students and is focused on knowledge, attitude, values, skills and participation, but achieving these outcomes relative to international benchmarks remains a challenge.

**Overarching Research Question**

Does the application of IBL improve grade six students’ performance in social studies?

**Sub-questions**

1. How does the implementation of IBL method affect grade six students’ performance in social studies?
2. What is the difference between the pre-test and post-test scores of grade six students after the implementation of the IBL method?
3. What do grade six students express about their experiences with the IBL method in social studies?

**Research Methodology**

**Design**

This study was guided by a pragmatic paradigm, which is well-suited for exploring complex phenomena and serves as the philosophical foundation for mixed methods research (Teddlie & Tashakkori, 2003). The pragmatic approach supports the use of both qualitative and quantitative methods to gather data and allows the investigation of complex issues within social and natural contexts (Morgan, 2007). As a result, the study utilized a convergent mixed methods design. The use of this design provided an in-depth understanding of the subject matter through personal experiences, interviews and surveys (Denzin & Lincoln, 2018). In addition, this design provided greater understanding of the research problem by obtaining different complementary data (Creswell, 2018). The quantitative data were gathered from social studies achievement test through pre-test and post-test and satisfaction survey questionnaire. The qualitative data were drawn from semi-structured focussed group interviews on students’ experiences and perception on implementing IBL method in teaching and learning social studies.

**Population and sample**

All 26 students of grade six comprising 13 boys and 13 girls of Tokshingmang Primary School under Trashigang district participated in the action research.

**Research Instruments**

This study utilized three instruments namely, academic achievement test, satisfaction survey questionnaire and focussed group interview. The academic achievement test was classified into two categories: pre-test and post-test. The test item consisted of 30 multiple-choice items designed to assess students’ academic achievement. Each question had one correct answer and three distractor items. Semi-structured focussed group interviews were conducted randomly on two occasions to gather students’ perceptions and experiences about the use of inquiry-based learning method. The validity of the instrument was assessed by two experts who were experienced social studies teachers with extensive experience in teaching the subject for more than 10 years. The internal reliability (Cronbach’s alpha) of this test was found to be 0.78, reflecting the test’s relatively high level of internal consistency. In other words, it indicated that the questions or items on the test were reliable.

**Data Collection Procedures**

Data were collected through academic achievement tests which were developed based on the learning outcomes outlined in the Royal Education Council (REC) curriculum framework and Bhutan Council of School Examination and Assessments (BCSEA). The test consisted of 30 multiple choice questions each carrying one mark. The pre-test and post-test were conducted to the sample group before and after the treatment to determine students’ achievement. In addition to the academic achievement test and survey questionnaire, focussed group interviews were conducted randomly twice with five students to gather students’ perceptions and experiences of using IBL method in the social studies lessons.

The researcher selected the content from the curriculum framework and instructional guide textbook of 6th grade students prescribed by the REC. The topics chosen were “Social Problems”, “The Impact of Population on Environment” and “Climate and People”. Students in the experimental group were instructed with ‘inquiry-based 5E learning cycle’. The ‘5E Learning Cycle’ is an instructional model developed by Roger Bybee in the 1980s as part of the Biological Sciences Curriculum Study (BSCS). It provides a framework for designing science lessons that promote inquiry-based learning, active engagement, and deeper understanding of concepts. The model consists of five phases – **Engage, Explore, Explain, Elaborate,** and **Evaluate –** which guide both the teacher’s and the student’s learning process. In the 5E learning cycle method, the teaching and learning activities along with the lesson plans, were developed to ensure students’ active engagement in the learning process. For instance, in the engagement phase, the teacher started the lesson by asking students to brainstorm social issues they are aware of and discuss why these issues are important and how they impact individuals and society. Similarly, in the exploration stage, the teacher facilitated and provided resources such as articles, videos, and case studies on various social problems, encouraging them to research a specific problem and present their findings to the class. In the explanation phase, the teacher facilitated a class discussion where students explained the causes and effects of different social problems. Students also compared and contrasted various solutions to these problems.

In the elaboration stage, students were tasked to work in groups and campaign on addressing a social issue of their choice. They also had to design posters or social media campaigns to raise awareness. During the evaluation phase, students had the opportunity to assess their understanding and skills through various activities. These activities were utilized by the teacher for both formative and summative evaluations of student learning. The study was conducted over a period of six weeks with the sample group.

**Data Analysis Techniques**

Both quantitative and qualitative data were analyzed using appropriate methods of analysis (Creswell, 2018). The quantitative data were analyzed using descriptive statistics using the statistical package IBM SPSS V26. The data were analyzed through features such as frequencies, mean, standard deviation and t-test. Focussed group interview data were analyzed thematically as it was seen to be useful in investigating various perspectives of research participants. The interview data were further developed into categories or themes, which became a unit of discussion.

**Significance of the study**

1. Findings from this study would add new knowledge to the existing body of literature on IBL and it would inform teaching practices in social studies as well as guide future research in this area.
2. This research would also offer a basis for improving instructional practices and curriculum development by highlighting the effectiveness of student-centered approaches.
3. The research outcomes would provide insights into how teaching method like IBL influences students’ performance in social studies. These results could guide decision-making and policy development in the MoESD, which in turn, could improve instructions in social studies and boost academic performance.

**Ethical considerations**

Ethical clearance was sought from the Education Office, Trashigang. Sixth grade students were briefed on the ethics and integrity of the research and were assured of no obligation to be part of the research or of any implication in case some of them did not want to participate. All students agreed to be part of the research.

**Findings**

The results of the pre-test and post-test scores for students in the social studies test are summarized in **Table 1**. The test was administered twice: once before the intervention (pre-test), and the other after the intervention (post-test). The individual student’s post-test scores indicated that their performance in social studies had improved. The pre-test scores ranged from 7.5 to 26, while the post-test scores ranged from 12.5 to 27.5, highlighting a significant improvement in post-test performance. **Table 1** also highlights the individual pre-test and post-test scores of the sample group.

**Table 1**

*Pre-test and Post-test scores of individual student in Social Studies test*

|  |  |  |
| --- | --- | --- |
| **Student No.** |  **Pre-test (30)** |  **Post-test (30)** |
| 1 | 10 | 16.5 |
| 2 | 12 | 19 |
| 3 | 11.5 | 14 |
| 4 | 17 | 19 |
| 5 | 18.5 | 22.5 |
| 6 | 9.5 | 18.5 |
| 7 | 26 | 27.5 |
| 8 | 21.5 | 23 |
| 9 | 7.5 | 12.5 |
| 10 | 8.5 | 18 |
| 11 | 15 | 17.5 |
| 12 | 9 | 17 |
| 13 | 19 | 21 |
| 14 | 22 | 24 |
| 15 | 23.5 | 24.5 |
| 16 | 18.5 | 22 |
| 17 | 9.5 | 13 |
| 18 | 10 | 17 |
| 19 | 13.5 | 13.5 |
| 20 | 18 | 18 |
| 21 | 12 | 20.5 |
| 22 | 14.5 | 14.5 |
| 23 | 8 | 15.5 |
| 24 | 10.5 | 16 |
| 25 | 8.5 | 14.5 |
| 26 | 7.5 | 12.5 |

Table 2 reveals the score of pre-test and post-test of the sample group. The pre-test mean was 53.4 with a standard deviation of 5.48. The post-test mean score was 69.7 with 3.96 standard deviation. The mean difference between the pre-test and the post-test was 16.3, showing an increase in the mean score of the post-test. Furthermore, the significance value, which stands at .000 and is below 0.05 (P<0.05). It signifies a statistically significant improvement in post-test scores compared to the pre-test scores within the sample group.

**Table 2**

 *Comparison of pre-test and post-test score of sample group*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** |  **Pre-test** | **Post-test** | **Mean difference** |  **P Value**  |
| Sample Group | Mean | SD | Mean | SD | 16.3 | .000 |
| 53.4 | 5.48 | 69.7 | 3.96 |

The analysis of the responses obtained from the survey questionnaire indicates that the participants unveiled a high level of satisfaction across all categorized factors. As illustrated in Table 2, a significant portion of learners, specifically 49.1%, expressed “High Satisfaction” regarding their interest in learning social studies through IBL method. Furthermore, 39.8% of the participants conveyed their “High Satisfaction” in the classroom participation aspect, emphasizing that this approach motivated them to actively engage in learning activities through frequent group interactions. Additionally, 46.8% of the respondents indicated “High Satisfaction” in learning the subject's concepts through the IBL method, which encompassed multiple intelligences (MI) activities catering to diverse needs of the learners. Thus, it can be inferred that students exhibited a high level of satisfaction and a positive attitude toward the IBL method employed in social studies education.

**Table 3**

 *Summary of students’ satisfaction in terms of three classified factors*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Least satisfaction | Low satisfaction  | Moderate satisfaction  | High satisfaction | Highest satisfaction  | Total |
| Interest | 3.2 | 2.7 | 16.1 | 49.1 | 28.9 | 100 |
| Participation  | 3.8 | 2.5 | 20.5 | 39.8 | 33.4 | 100 |
| Satisfaction  | 1.9 | 1.5 | 17.8 | 46.8 | 32 | 100 |

**Analysis of Focussed Group Interviews**

The researcher conducted an initial coding of the transcripts. This involved identifying key phrases, sentences, or concepts related to students’ experiences with IBL. For instance, phrases related to improved comprehension, engagement levels, and critical thinking skills were highlighted and categorized. Further, the researcher reviewed the categories and identified overarching themes that best represented the students’ experiences. The themes were refined based on the frequency and significance of the responses. Finally, three major themes discussed below emerged.

**Improved Understanding**

The analysis of the data revealed thatIBL has helped students to understand social studies concepts better since it allowed them to ask questions and explore topics in-depth. For instance, one of the students said:

“*I feel like I understand the topics better now because I got to explore them in more depth. Instead of just reading about them, I got to do research and ask questions.” Another student said, “I've noticed a significant shift in my understanding of Social Studies concepts since starting IBL. Before, I would just memorize facts and dates, but now, I'm able to connect these facts to real-world scenarios and analyze their significance”.*

**Engagement and Motivation**

An analysis of the finding showed that students were more motivated and engaged in social studies learning because of IBL. They appreciated the freedom and choice they had in IBL since it made the topics more interesting and meaningful to them. One of the students shared:

*“Yes, I feel much more motivated because I feel like I have more control over my learning. I also find the topics more interesting because I get to explore them in a way that is meaningful to me.”*

Further, another student responded: *“The hands-on method of Inquiry-Based Learning has made Social Studies much more engaging for me. I feel more connected to the topics because I'm actively involved in researching, discussing, and problem-solving. It's not just about memorizing facts anymore; it's about understanding and applying them in real-life situations.”*

**Enhanced Critical Thinking and Problem-Solving Skills**

Students reported that IBL has enhanced their critical thinking and problem-solving skills. They have learned to view at issues from different perspectives, evaluate information, and consider all sides before coming to a conclusion. One of the students said:

*“It has definitely made me a better problem solver. I've learned to look at issues from different perspectives and consider all the information before coming to a conclusion."* In addition, another student mentioned that *“Inquiry-Based Learning has improved my critical thinking and problem-solving skills. It taught me to analyze problems from various angles and gather all relevant information before making decisions.”*

**Discussion**

The findings of the quantitative analysis revealed that after implementing IBL within the sample group, their post-test scores increased significantly compared to pre-test scores. In contrast with conventional approaches, the research findings indicated that the IBL intervention was effective at increasing academic performance in social studies. This outcome supports the findings of Yilmaz and Çolak (2012) who explored how IBL affected students’ academic success rates and attitudes toward social studies. Students who learned through IBL strategies had higher scores in social studies examinations and expressed positive attitude toward the subject compared to those who received traditional instructional approaches. In addition, Shaheen et al. (2015) support these finding and emphasize the effectiveness of IBL compared to traditional teaching methods. The study recommends that elementary level students should be taught using innovative methods of teaching like IBL method to help them better understand specific concepts.

The survey questionnaire results revealed that students had high level of satisfaction with the IBL method. The majority of students expressed “High Satisfaction” levels in various aspects, including interest, classroom participation and satisfaction with the subject. This suggests that students found the IBL method engaging and enjoyable. This finding corresponds with the result of Arthur (2004) who found that inquiry-based instruction helps students work collaboratively, fostering a sense of teamwork and shared responsibility. It was also found that IBL provides richer learning experiences as students engage with diverse perspectives and ideas.

Further, the focussed group interviews revealed three main themes: improved understanding, increased participation and motivation, and improved critical thinking and problem-solving skills. Students felt that IBL helped them understand social studies concepts better. They also felt that it made learning more engaging and meaningful and improved their ability to think critically and solve problems. These findings are consistent with previous research, which has shown that IBL led to deeper learning, increased motivation, and enhanced critical thinking skills. For instance, a study by Johnson and Cuevas (2016) found a strong correlation between IBL and students’ motivation and critical thinking skills. The experimental group exposed to IBL tactics displayed more motivation and engaged with their development of critical-thinking skills compared to the control group. Furthermore, the present study finding also aligns with Lawson’s (2010) theory which portrays IBL as an effective teaching approach in education with significant impacts on various aspects of student development. This approach fosters creativity, academic success, critical thinking skills, and problem-solving abilities among students, making it a comprehensive method for promoting holistic learning outcomes.

**Conclusion**

The present study examined the impact of IBL method on grade six students’ academic performance in social studies. The findings showed significance increase in students’ academic performance in social studies, indicating the positive impact of IBL interventions. The focussed group interviews further unveiled the benefits of IBL, including improved understanding, increased engagement and motivation, and enhanced critical thinking and problem-solving skills among students. These findings support the use of IBL as a pedagogical approach to enhance learning outcomes in social studies and potentially in other subject areas. In short, IBL engages students in active learning, fosters greater comprehension, enhances teamwork and collaboration, motivates and equips them with good problem-solving skills. These skills are crucial if students are to be life-long learners and responsible citizens of the country.

**Recommendations**

Based on the findings of this study, the following recommendations are suggested:

1. Educational institutions should consider implementing IBL in social studies and other subjects to enhance students' learning outcomes and engagement.
2. Teachers should be provided professional development and training on how to effectively implement IBL in their classrooms to maximize its benefits.
3. Further research should be conducted to explore the long-term effects of IBL on students' academic performance and compare its effectiveness across different subjects and grade levels.

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