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**CONTENTS**

<b>S. No.</b>	<b>Title</b>	<b>Page No.</b>
1	<b>A STUDY ON SELF-CONCEPT OF HIGH SCHOOL STUDENTS</b> <i>Dr. A.R. Anandhakrishnaveni &amp; G .Mariyaselvaviyagulamary</i>	1
2	<b>A STUDY OF PARENTING STYLE ON ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS</b> <i>Dr. V. Kasirajan &amp; K. Rajkumar</i>	6
3	<b>AWARENESS OF COLLEGE STUDENTS TOWARDS COVID-19</b> <i>Dr. C. Meenakshi</i>	10
4	<b>HUMAN RIGHTS AWARENESS AMONG WOMEN STUDENTS OF B.ED. COLLEGES IN MADURAI DISTRICT</b> <i>G. Dhanammal</i>	14
5	<b>STUDY PRACTICES AND ACADEMIC ACHIEVEMENT AMONG X STANDARD PUPILS IN MADURAI DISTRICT</b> <i>R. Indira</i>	20
6	<b>A STUDY ON CRITICAL THINKING ABILITY AND ACHIEVEMENT AMONG SECONDARY SCHOOL PUPILS IN MADURAI DISTRICT</b> <i>T. Chandran</i>	26
7	<b>A STUDY ON ACHIEVEMENT IN CHEMISTRY AND SCIENTIFIC APTITUDE AMONG HIGHER SECONDARY STUDENTS IN PONDICHERRY</b> <i>Dr. S. Anuruba</i>	32



## A STUDY ON SELF-CONCEPT OF HIGH SCHOOL STUDENTS

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### **Abstract**

*The present study was conducted on, self-concept of high school students in Srivilliputtur taluk. The data were collected from a sample of 300 students 171 boys' and 129 girls who were studying in the classes 9<sup>th</sup> and 10<sup>th</sup> standard students selected by using simple random technique. The descriptive survey method was used for data collection using self concept Inventory standardized by investigator and guide. The study reported that, i) the level of Self concept of high school students with respect to the total sample is average. ii) there is significant difference between Tamil and English medium high school students in their Self concept.*

### **Introduction**

Self Concept is an Important Element in the Growth and Development process, for individual human beings adult learners in probing their inner selves to be able to move ahead in their lives. Self Concept implies a person's perception or view of himself. The positive self concept is likely to enable an individual to lead happy, contented and well managed life. His development is an optimum. It is, therefore, important that children are trained to learn from the very beginning to develop a positive self-concept which is socially desirable.

### **Significance of the Study**

Education cannot be static and fixed or unchanging as it has to be planned according to the changing circumstances and needs of a particular society or nation. In today's competing world education needs to fulfill and meet the requirements of society. Education that aims at the overall development of a child or an individual should be imparted in a way that the individual is able to face the challenges of life and is able to solve the emerging problems of life with courage. Self-concept has a significant role to develop an individual. The individuality and personality of the learner with respect to self-concept must be known before he is taught or subjected to behaviour modification. The individual difference in terms of self-concept is very important. Self-concept is what an individual perceives himself about his ways or manners in which he acts for a particular situation, event, phenomenon, idea, thought, situation etc. It is depicting all about perception, thinking, valuing and attempting in a particular situation, event, phenomenon, idea, thought, situation etc. by an individual for himself. Thus it could be said that, self-concept is an idea of an individual towards various aspects related to the self or own perception of an individual regarding any phenomenon that occurs with an individual. High school means the institution in which the adolescents study. In high school the students get the formal education beginning at 14 or 15 years. This

important period of the adolescents deals with adjustment needs and normally the adolescents cater for adjustment with the circumstances or problems they face. In this context the researcher deals self-concept of high school students as an image that an individual has of his own-self, his attitude, beliefs, achievement, Behaviour, interest etc .

### **Review of literature**

Yamuna (2011), Sudhakara Raju, Ch (2013), Nagarjuna, M (2015) and Shaik Md. Iliyas Ahammad (2016) reported that academic cant difference on self achievement of individuals do have significant difference on self concept. However, Padakanti Bal Raju (2012) and Rizwana Begum (2014) reported that academic achievement of individuals do not have cant difference on self concept. □Sudhakara Raju, Ch (2013), Nagarjuna, M (2015) reported that age cant difference on self concept. However, □Yamuna (2011), Padakanti Bal Raju (2012), Rizwana Begum (2014) and Shaik Md. Iliyas Ahammad (2016) reported that age individual do not have significant difference self concept. □

### **Scope of the Study**

The main intention of the present study is to the relation of self concept of 9<sup>th</sup> and 10<sup>th</sup> standard students with medium of instruction.

### **Objectives of the Study**

1. To find out the self-concept among high school students
2. To find out the self-concept among high school students with respect to gender
3. To find out whether there is any significant difference in self-concept of high school students

### **Method**

#### **Sample**

Samples selected for this study was 300 in Srivilliputtur Taluk. In this study the investigator followed Random Sampling Technique. The population for the study was the 9<sup>th</sup> and 10<sup>th</sup> students both boys and girls of Srivilliputtur Taluk.

#### **Tools Used**

A five point self concept scale prepared and validated by investigator and guide (2017) was adopted. The tool was highly reliable for the investigation and it contains 45 items representing the students' attitude towards self concept. Personal data sheet for recording the students' name, medium of instruction was prepared by the investigator.

#### **Analysis of Data**

1. To find out the level of Self concept of high school students with respect to the total sample

**Table 1.1 Level of Self Concept of High School Students**

Low		Moderate		High	
Count	%	Count	%	No.	%
64	21.3	177	59.0	59	19.7

It is inferred from the above table that, 21.3 % of the high school students have low, 59.0 % of them have moderate and 19.7 % of them have high level of Self concept.

2. To find out the level of Self concept of high school students with reference to medium of instruction

**Table 1.2 Level of Self Concept of High School Students with Reference to Medium of Instruction**

Medium of Instruction	Low		Moderate		High	
	No.	%	No.	%	No.	%
Tamil	25	11.0	144	63.2	59	25.9
English	39	54.2	33	45.8	0	0.0

It is inferred from the above table that, 11.0% of the Tamil medium high school students have low, 63.2% of them have moderate and 25.9% of them have high level of Self concept. 54.2% of the English medium high school students have low 45.8% of them have moderate and 0.0% of them have high level of Self concept.

3. There is no significant difference between Tamil medium and English medium high school students in their Self concept.

**Table 1.3 Difference between Tamil and English Medium High School Students in their Self Concept**

Medium of Instruction	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Tamil	228	1.87902	31.24973	6.743	S
English	72	1.61012	23.02387		

(At 5% level of significance, for  $df_{298}$ , the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (6.743) is greater than the table value (1.96) for  $df$  (285) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between Tamil and English medium high school students in their Self concept .

### Major Findings

- 21.3 % of the high school students have low, 59.0 % of them have moderate and 19.7 % of them have high level of Self concept
- 11.0% of the Tamil medium high school students have low, 63.2% of them have moderate and 25.9% of them have high level of Self concept.



3. 54.2% of the English medium high school students have low 45.8% of them have moderate and 0.0% of them have high level of Self concept.
4. There is significant difference between Tamil and English medium high school students in their Self concept.

### **Interpretation**

The 't' test result shows that there is significant difference between Tamil and English medium high school students in their Self concept. While comparing the mean scores of Tamil medium students are better than the English medium students in their Self concept. This may be due to the fact that the Tamil medium students may get proper guidance and counselling to manage, self-identity, and self-perspective this may help to develop to self concept among them.

### **Recommendation of the Study**

The investigator has given the following recommendation based on the findings to development of self concept..

1. The parents should encourage a positive (but realistic) attitude among toward themselves, while at the same time behaving responsibly towards others.
2. Teachers could prevent or reduce feelings of low self-concept by reducing social comparison cues in the classroom.
3. The teacher should encourage students to focus on how much they have improved over time instead of focusing on how their peers are doing.
4. The teacher may encourage and help the high school students to set reasonable goals and evaluate realistically.
5. Teaching children to praise themselves helps them to praise others, and praising others often brings praise in return. By learning how to praise others, children will become even better at looking for good things in themselves and in others instead of concentrating on the bad or weak things.
6. The school teacher should provide them with opportunities for success. Given the appropriate tasks based on their age and encourage to complete them at their own risk.
7. Teachers should help in reducing the feelings of failure so that the self confidence of the students can be enhanced. So, teachers as well as parents should observe that student feel confident about themselves and perform better in their life.

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## **A STUDY OF PARENTING STYLE ON ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS**

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### **Abstract**

*The main objective of the study was carried out to find out whether there is any significant correlation between parenting style and academic achievement of high school students. The sample consists of 300 participants at high school students procured from seven schools in Watrap Taluk through a random sampling technique. The collected data was analyzed statistically by using the SPSS package. The findings of the investigation reveal that there is no significant relationship between parenting style and academic achievement of high school students.*

### **Introduction**

A parenting style is a psychological build on behalf of standard approaches that parents use in their child-rearing. Parental investment starts soon after birth. Many parents generate their own style from a blend of aspects, and these may progress as the children develop their own personalities and move through life's stages. Parenting style is exaggerated by both the parent's and children's temperaments and is mainly stand on parents and civilization. "Most parents learn parenting practices from their own parent-some they accept, some they discard." The point to which a child's instruction is fraction of parenting is a additional substance of discuss (Esfandiari, 1995).

The excellence of family interactions has significant associations with children's and adolescents' scholastic motivation and achievement and with youthful adults' eventual educational and occupational attainments (*Thomas Callaghan 1993*). The family environment is the most powerful influence in determining learners' school attainment and educational motivation. States that parents' participation in learning movements has considerable emotional and intellectual proceeds for children. He observes, however, that because helpful and strong families are most important for school success, instructors undertake increasing challenges many children experience harsh family disruption and upheaval. Although it is acknowledged that families are perhaps the most substantial influence on children's school success, it is not clear which family influences are the most significant. Also, research findings are inconclusive about the amount to which associations between family connections and educational performances are independent of a child's family background and family structure (*James Coleman, 1991*).

### **Significance of the Study**

This world today consists of both the best of times and worst of times for adolescents. Their world possesses powers and perspective inconceivable 50 years ago: computers, longer life expectancies, television, satellite, and air travel. So much availability of knowledge through can be chaotic and dangerous.. Most adolescents today successfully negotiate the path from childhood to adulthood; however, too many of today's adolescents are not provided with sufficient possibilities and hold to become competent adults.

Adolescence is the transition period from childhood to adulthood. One can encounter stress and storm during his period due to physical, emotional, intellectual, and social change the concentration diversion would also be the result if they are not studied correctly. To flourish in the academic aspect kids should prepare all efforts to study systematically the external distraction should also be controlled to provide children conducive environment for their study. Hence parents love concerning care involvement, and guidance will make a tremendous change in the behavior of the children.

Researchers have found that parenting styles influence the academic achievement of children. The present study focuses on the parenting style and academic achievement of high school students. The investigator feels on this study is the need of the hour to bring about the desirable improvement and parenting styles perceived by the student's pastoral and educational ministries in his place. The present study is unique to explore how far the parenting style relate to the academic achievement of high school students.

### **Objectives**

1. To find out the level of parenting style of high school students.
2. To find out the level of educational accomplishment of high school students.
3. To find out whether there is any significant relationship between parenting style and academic achievement of high school students.

### **Methodology**

A descriptive survey method was adopted by the researcher to conduct this study.

### **Population for The Study**

The population of the present study is the high school students of Watrap Taluk, Virudhunagar district of Tamilnadu.

### **Sample for the Study**

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 students from high school, seven high schools of Watrap Taluk, Virudhunagar district of Tamilnadu.

### **Tool**

Inventory of Parenting style inventory by investigator and guide (2019)

## Statistical Techniques

Percentage, Mean, standard Deviation, and correlation

## Analysis of Data

1. To find out the level of parenting style of high school students

**Table 1.1 The Level of Parenting Style of High School Students**

Low		Average		High	
Count	%	Count	%	Count	%
45	15.0	212	70.7	43	14.3

15.0% of the students have low, 70.7% of them have average, and 14.3% of them have a high level of parenting learning style of high school students.

2. To find out the level of academic achievement of high school students

**Table 1.2 The Level of Academic Achievement of High School Students**

Low		Average		High	
Count	%	Count	%	Count	%
12	4.0	248	82.7	40	13.3

4.0% of the students have low, 82.7% of them have average and 13.3% of them have a high level of academic achievement of high school students.

3. There is no significant relationship between Parenting Style and Academic Achievement of high School Students.

**Table 1.3 Relationships between Parenting Style and Academic Achievements High School Students**

Parenting style		Academic Achievement		$\Sigma XY$	Calculated value	Remarks
$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma X$			
17764	1057064	95448	30905958	5647607	0.079	NS

The calculated 'r' value (0.079) is less than the table value (0.088) at 5% level of significance. Hence the null hypothesis is accepted. Thus, the result shows that there is no significant relationship between parenting style and academic achievement of high school students.

## Major Findings of The Study

1. 15.0% of the students have low, 70.7% of them have average, and 14.3% of them have a high level of the parenting learning style of high school students.
2. 4.0% of the students have low, 82.7% of them have average, and 13.3% of them have a high level of scholastic achievement of high school students.

3. There is no significant correlation between parenting style and academic achievement of high school students.

### **Educational Implications**

Parents must adopt a democratic parenting style and must use it practically while dealing with their children. The Parents must encourage their children to contribute in activities that match their flairs and work hard by being authentically interested in their activities. Understanding the importance of parenting style in the life of children, schools and administrators should arrange workshops and training for parents to direct the parents about the various strategies which they should use for their child's development.

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## AWARENESS OF COLLEGE STUDENTS TOWARDS COVID-19

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### **Abstract**

*The study is to find out college students' awareness towards covid-19 on the selected population variables. The investigator has adopted the Survey method of research to find out college students' perception towards covid-19. The sample consisted of 100 college students belong to Government, Government Aided and Private Colleges in Madurai District. The level of awareness of College students towards covid 19 is high and there is significant difference between awareness of College students towards covid-19 on the following population variables like Gender, type of Institution and Location of College.*

**Keywords-** covid-19, awareness

### **Introduction**

The COVID-19 pandemic is also called as corona virus pandemic. The causative agent is severe acute respiratory syndrome coronavirus2 (SARS-CoV-2). The outbreak was first identified in Wuhan, Kubei Province, China in December 2019. The WHO declared the health emergency on 30<sup>th</sup> January 2020. This virus particularly spread through the droplets exit from the positive persons. India is the second highest population Nation with poverty, pollution and employment problems. Also Indian States are having more migrant workers with less economic support and unhygienic living conditions. To avoid the spreading of covid-19 pandemic the Indian Government declared lock down from 25<sup>th</sup> March 2020 onwards. So, all the educational institutions around our nation came to stand still. The outbreak of corona virus disease 2019 (COVID-19) may be stressful for people. Fear and anxiety about a disease can be overwhelming and cause strong emotions in adults and children. Especially people who are helping with the response to COVID-19, like doctors and other health care providers, or first responders are in highly stressful condition. Older people and people with chronic diseases who are at higher risk for COVID-19 also People who have mental health conditions including problems with substance use are in risky level of stress.

### **Significance of the Study**

The outbreak of corona virus disease 2019 (COVID-19) may be stressful for people. Fear and anxiety about a disease can be overwhelming and cause strong emotions in adults and children. Due to the lockdown all educational institutions were closed and students went to their homes, suddenly away from their education, research, projects and exams. This made students community into a stressful condition. Pandemic blocked their smooth travel in their education. The final year students suffered a lot due to their extending of course, undated higher education programmes and lack of placement. The students are the citizens of future India and their understanding and tackling this critical time is very important. The purpose of this study was to investigate college students' awareness towards covid-19.

**Statement of the Problem**

The study is to find out college students awareness towards covid-19.

**Method used for the Study**

The investigator has adopted the Survey method of research to find out college students' awareness towards covid-19.

**Population**

The population selected for this study is college students belong to Madurai.

**Sample**

The sample consisted of 100 college students belong to Government, Government Aided and Private colleges in Madurai.

**Tool Used for the Study**

The self-made Rating Scale prepared and used for collecting the data from the sample chosen. The tool is a five pointer scale and consists of 15 items.

**Statistical Techniques used**

Statistical techniques are very essential for any research. It will help the investigator to analyze and interpret the data. In the present investigation, the following statistical measures used were Mean, Standard Deviation and 't' test .

**Variables of the Study**

**Independent Variables:** Awareness of College students towards covid-19

**Demographic Variables:** Gender, type of Institution and Location of College

**Objectives of the study**

1. To know the level of awareness of College students towards covid-19.
2. To find out the significant difference between College students awareness towards covid-19 on the following population variables like Gender, type of Institution and Location of College.

**Hypotheses of the study**

1. The level of awareness of College students towards covid-19 is not high.
2. There is no significant difference between College students awareness towards covid-19 on the following population variables like Gender, type of Institution and Location of College.

**Analysis and Interpretation**

**H<sub>0</sub> 1** The level of awareness of College students towards covid-19 is not high



**Table 1 Awareness level of College students towards covid-19**

Variable	No. of College Students	Theoretical Mean	Calculated Mean
College students	100	45	60

**Result**

Having analyzed the data the calculated mean score of awareness of College students towards covid-19 is higher than the theoretical mean. So the null hypothesis, “The level of awareness of College students towards covid-19 is not high” is rejected. The awareness of College students towards covid-19 is high may be due to the knowledge they received through awareness programmes conducted by institutions, police department and browsing through internet and special apps in android phones.

**H<sub>0</sub> 2:** There is no significant difference between College students awareness towards covid-19 on the following population variables like Gender, type of Institution and Location of College.

**Table 2 Difference between College Students Level of Awareness towards Covid-19 with Regard to Background Variables**

Background variables	Sub variables	N	Mean	S.D	Calculated 't' Value	Remark
<b>Gender</b>	Male	50	58	2.319	6.34	S
	Female	50	62	3.990		
<b>Type of Institution</b>	Gov	60	68	6.145	18.21	S
	Private	40	52	2.212		
<b>Location</b>	Urban	60	62	2.226	12.46	S
	Rural	40	58.2	2.156		

**(At 5% level of Significance, the table value of 't' is 1.96)**

It is inferred from the above table that there is significant difference between awareness of College students towards covid-19 on the following population variables like Gender, type of Institution and Location of College. This result may be due to the knowledge they received through various resources like media and government awareness programmes.

**Findings of the Study**

The level of awareness of College students towards covid-19 is high. There is significant difference between awareness of College students towards covid-19 on the following population variables like Gender, type of Institution and Location of College.

**Educational Implication**

India is having high young citizens who are going to be the sculptor of world in all areas in the following decades. The human resources in India are priceless and valuable. The

results of this study showed that the awareness level is high among the college students towards the covid-19. The educational system, institutions, Government programmes, print media, social media and police department have taken more responsibilities to achieve this awareness level among college students. Their better understanding towards covid-19 pandemic will lead India in peaceful and healthier way.

### **Suggestions for Further Studies**

1. Similar studies can be extended to the school students of other districts in Tamilnadu.
2. Similar studies can be extended to the college students of other districts in Tamilnadu.

### **Delimitations of the study**

- The data were collected from the Madurai only.
- The data were collected only from college students.

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## HUMAN RIGHTS AWARENESS AMONG WOMEN STUDENTS OF B.ED. COLLEGES IN MADURAI DISTRICT

**G. Dhanammal**

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### **Abstract**

*Naturally, India has been a country of different areas, religions, castes and cultures and these differences can be seen from the face of socio-economic, cultural, and regional aspects. From ancient kingdoms and to the present, government systems are important to give individuals rights and freedom. Worldwide concern within the global society about the contribution of human rights education in ensuring the defense and comprehension of human rights is the need of the hour. International documents on human rights education published during this period, particularly persons of the United Nations, form a significant fraction of the universal educational discourses representing a sequence towards the establishment of a world education system. India has adopted a multipronged strategy for ensuring human rights for its citizens. Human rights education to all, especially people in education, is very much needed as this may solve many problems confronted in the educational field. Therefore this research is necessary to know how far the teachers are aware of Human rights.*

**Keywords:** *Human Rights Awareness and Women Students*

### **Need for the Study**

India is a country of different regions, religions, castes and cultures, and these dissimilarities can be observed from the face of its socio-economic, cultural, and regional aspects. From ancient kingdoms and to the present government systems, importance is given to individuals' rights and duties. Freedom and liberties are considered as fundamental for any development among its citizens. The current events about these are alarming of universal concern in the international community about the contribution of human rights education is the need of the hour. Over the past fifty years, worldwide actions and people's knowledge's have given the search for ensuring harmony through human rights awareness and need for human rights education.

Worldwide documents on human rights education issues during this era, particularly those of the United States, form an imperative element of the global instructive discourses indicating a progression towards establishing of a world education system. India has adopted a multipronged strategy for ensuring human rights education for its citizens. Human rights education to all, especially people in education is very much needed as this may solve many problems confronted in the educational field. Therefore this research is necessary to know how far the B.Ed. Students are aware of Human Rights.

### **Terms and Definitions**

- **Human Rights** - refers to the rights to the life, justice, freedom of residence, religion and culture, freedom of opinion and expression, vote, freedom of assembly

and formation of an association, education, choosing the employment, protection of health, equality, democratic government and against the sexual harassment, etc.

- **Awareness** - refers to the knowledge gained through one's perception or using information.
- **B.Ed. Students** - refers to those who are studying one-year teacher education program under the Tamil Nadu government syllabus in Madurai district.

### **Variables of the Study**

**Dependent Variable** - Human Rights Awareness

### **Independent Variable**

1. Religion: Hindu / Muslim / Christian
2. Social status: ST&SC / MBC / BC&OC
3. College Locality: Rural / Urban
4. College Type: Aided / Unaided
5. College Kind: Unisex / Mixed
6. Optional Subjects: Language / Arts & Commerce / Science
7. Newspaper Reading: Yes / No
8. Television Viewing: Yes / No
9. Residence: Day-scholar / Hosteller
10. Domicile: Rural / Urban

### **Objectives of the Study**

1. To measure human rights awareness among B.Ed. Colleges women students in Madurai district.
2. To find out whether there is a significant difference in human rights awareness among B.Ed. Colleges students in Madurai district in terms of select independent variables.

### **Hypothesis of the Study**

Each of the population variables involved in this study exerts a significant influence on human rights awareness among women students of B.Ed. colleges in Madurai district.

### **Methodology in Brief**

**Design:** Descriptive, **Method:** Normative, **Technique:** Survey

**Sample:** A random sample of 234 women B.Ed. Students from Madurai district with due representation to the variables, viz. Religion, Social status, College Locality, College Type, College Kind, Optional Subject, Newspaper Reading, Television Viewing, Residence, and Domicile.

### **Tools Used**

1. General Information Sheet structured by the Investigator.
2. Human Rights Awareness Inventory developed by the Investigator.

### Statistical Treatments

't' test for the significance of the difference between the means of large independent samples.

### Results and Discussions

#### Human Rights Awareness among women students of B.Ed. colleges in Madurai district.

The **empirical average** of Human Rights Awareness of women students of B.Ed. Colleges in Madurai district is finding to be 34.14, while the **theoretical moderate** is 25.50 only. It shows that Human Rights Awareness among women students of B.Ed. Colleges in Madurai district is found well above the average level.

**Table 1 Results of test of significance of the difference between the mean scores of Human Rights Awareness among women students of B.Ed. Colleges: Population Variables – Wise**

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't' value	Significance at 0.05 level
1.	Religion	Hindu	137	33.74	6.06	1.92	Not Significant
		Muslim	41	36.00	6.79		
		Hindu	137	33.74	6.06	0.99	Not Significant
		Christian	56	32.80	5.83		
		Muslim	41	36.00	6.79	2.43	Significant
		Christian	56	32.80	5.83		
2.	Social status	ST&SC	58	33.72	5.84	1.65	Not Significant
		MBC	82	35.45	6.46		
		ST&SC	58	33.72	5.84	1.06	Not Significant
		BC&OC	94	32.68	5.96		
		MBC	82	35.45	6.46	2.94	Significant
		BC&OC	94	32.68	5.96		
3.	College Locality	Rural	135	33.77	6.39	-0.36	Not Significant
		Urban	99	34.06	5.98		
4.	College Type	Aided	84	33.32	6.46	-1.06	Not Significant
		Unaided	150	34.24	6.05		
5.	College Kind	Unisex	93	34.31	6.69	0.78	Not Significant
		Mixed	141	33.65	5.86		
6.	Optional	Language	71	35.41	6.25	2.09	Significant

	Subject	Arts& Commerce	78	33.36	5.84		
		Language	71	35.41	6.25	2.27	Significant
		Science	85	33.14	6.33		
		Arts & Commerce	78	33.36	5.84	0.23	Not Significant
		Science	85	33.14	6.33		
7.	Newspaper Reading	Yes	181	34.06	6.45	0.76	Not Significant
		No	53	33.39	5.31		
8.	Television Viewing	Yes	198	34.08	6.48	1.25	Not Significant
		No	36	33.00	4.37		
9.	Residence	Day scholar	127	33.32	6.13	1.58	Not Significant
		Hosteller	107	34.61	6.24		
10.	Domicile	Rural	87	33.95	6.44	0.08	Not Significant
		Urban	147	33.88	6.08		

### Human Rights Awareness and Religion

#### Hindu Vs. Muslim

The calculated 't' value (-1.92) is **lesser** than the table value (1.96) at 0.05 level of significance. It observes that there is **no significant difference** in Human Rights Awareness of Hindu and Muslim women students of B.Ed. colleges.

#### Hindu Vs. Christian

The calculated 't' value (0.99) is **lesser** than the table value (1.96) at 0.05 level of significance. It observes that there is **no significant difference** in Human Rights Awareness of Hindu and Christian women students of B.Ed. colleges.

#### Muslim Vs. Christian

The calculated 't' value (2.43) is **greater** than the table value (1.96) at 0.05 level of significance. It shows that there is a **significant difference** in Human Rights Awareness of Muslim, and Christian women students of B.Ed. colleges.

### Human Rights Awareness and Social Status

#### ST & SC Vs. MBC

The calculated 't' value (-1.65) is **lesser** than the table value (1.96) at 0.05 level of significance. It shows that there is **no significant difference** in Human Rights Awareness of ST & SC and MBC women students of B.Ed. Colleges.

#### ST & SC Vs. BC & OC

The calculated 't' value (1.06) is **lesser** than the table value (1.96) at 0.05 level of significance. It shows that there is **no significant difference** in Human Rights Awareness of ST & SC and BC & OC women students of B.Ed. Colleges.

### **MBC Vs. BC & OC**

The calculated 't' value (2.94) is **greater** than the table value (1.96) at 0.05 level of significance. It shows that there is a **significant difference** in Human Rights Awareness of MBC and BC & OC women students of B.Ed. Colleges.

### **Human Rights Awareness and College Locality**

The calculated 't' value (-0.36) is **lesser** than the table value (1.96) at 0.05 level of significance. It shows that there is **no significant difference** in Human Rights Awareness of Rural and Urban women students of B.Ed. Colleges.

### **Human Rights Awareness and College Type**

The calculated 't' value (-1.06) is **lesser** than the table value (1.96) at 0.05 level of significance. It shows that there is **no significant difference** in Human Rights Awareness of Aided and Unaided women students of B.Ed. Colleges.

### **Human Rights Awareness and College Kind**

The calculated 't' value (0.78) is **lesser** than the table value (1.96) at 0.05 level of significance. It shows that there is **no significant difference** in Human Rights Awareness of Unisex and Mixed women students of B.Ed. Colleges.

### **Human Rights Awareness and Optional Subjects**

#### **Language Vs. Arts & Commerce**

The calculated 't' value (2.09) is **greater** than the table value (1.96) at 0.05 level of significance. It shows that there is a **significant difference** in Human Rights Awareness of Language and Arts & Commerce women students of B.Ed. Colleges.

#### **Language Vs. Science**

The calculated 't' value (2.27) is **greater** than the table value (1.96) at 0.05 level of significance. It shows that there is a **significant difference** in Human Rights Awareness of Language and Science women students of B.Ed. Colleges.

#### **Arts & Commerce Vs. Science**

The calculated 't' value (0.23) is **lesser** than the table value (1.96) at 0.05 level of significance. It shows that there is **no significant difference** in Human Rights Awareness of Arts & Commerce and Science women students of B.Ed. Colleges.

### **Human Rights Awareness and Newspaper Reading**

The calculated 't' value (0.76) is **lesser** than the table value (1.96) at 0.05 level of significance. It proves that there is **no significant difference** in Human Rights Awareness of Newspaper Reading and Non-newspaper Reading women students of B.Ed. Colleges.

### **Human Rights Awareness and Television Viewing**

The calculated 't' value (1.25) is **lesser** than the table value (1.96) at 0.05 level of significance. It shows that there is **no significant difference** in Human Rights Awareness of Television Viewing and Non-viewing women students of B.Ed. Colleges.

### **Human Rights Awareness and Residence**

The calculated 't' value (-1.58) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Human Rights Awareness of Day scholar and Hostel women students of B.Ed. Colleges.

### **Human Rights Awareness and Domicile**

The calculated 't' value (0.08) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Human Rights Awareness of Rural and Urban women students of B.Ed. Colleges.

### **Conclusions**

The main conclusions emerged out of the study are presented below:

1. Human Rights Awareness among women students of B.Ed. Colleges in the Madurai district is high.
2. Human Rights Awareness among women students of B.Ed. Colleges in the Madurai district is dependent upon-Religion (Muslim vs Christian); Social status (MBC vs. BC& OC); and Optional Subject (Language vs Arts & Commerce and Language vs. Science).
3. Human Rights Awareness among women students of B.Ed. Colleges in Madurai district is found independent upon –College Locality, College type, College kind, Newspaper reading, Television viewing, Residence and Domicile.

### **Educational Implications**

Though human rights awareness is high among the women students of B.Ed. colleges in Madurai district there are certain variations among some variables selected for the study. Hence orientation on human rights awareness to women students is essential for their effective functioning as citizens of the country. The educational instructions, especially the government, should take appropriate steps for conducting courses, programs, seminars, conferences, etc., to women students of B.Ed. colleges.

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## STUDY PRACTICES AND ACADEMIC ACHIEVEMENT AMONG X STANDARD PUPILS IN MADURAI DISTRICT

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### **Abstract**

*Study practices and academic achievement are very inter related and interconnected. Academic achievement is the marks scored by individual students measured by an Academic achievement test – Academic achievement test measures what an individual has learnt in school over period of time by formal instruction. Academic achievement tests are common types of tests administered by teachers on the subjects of school curriculum. Socio-economic status, rural, urban differences, school climates, Environment, situations, teaching methods were concentrated one after another in the effort to arrive at a perfect equation of contribution to those factors for predicating academic performance. Academic achievement is generally liked upon from three perspectives moralistic, intellectual and personal social factors of these, the intellectual factors contributes more to education Academic achievement. Academic achievement has always been one of the most important goals for the educational process. It is also a major goal, which the youth are expected to pursue in all culture.*

**Keywords:** Study Practices and Academic Achievement

### **Need for the Study**

Repeated exercise in learning activity requiring the development of certain skills in education is studying practice there is a great demand to evolve certain clear guidelines for the future trends and criteria for considering the development of teaching-learning process. A teacher should not teach without knowing his / her learners doing their study. Hence an effective teacher, is one who keeps in his/her mind the study practices of learners. Low achievers can be improved by discovering their study practices and on paying much attention to those practices during learning.

In other words study habit is a very important characteristic of all human beings who are 'being educated' and are 'educated'. This is more important for secondary school pupils and especially tenth standard pupils. Study habit is rather a rigid term which means "a practice that is hard to give up". Hence the word study practice is used conveniently in this academic paper. There is no need for the study practices at the X<sup>th</sup> standard level for effective learning and enlightened academic achievement.

### **Terms and Definitions**

- **Study Practices** - refers to the learning involving repeated exercises/systematic repetition adopted by the learners to achieve the learning goals.
- **Academic Achievement** - refers to the aggregate of the marks secured in half-yearly examination, December 2012.
- **X Standard Pupils** - refers to those who are studying tenth standard under Tamil Nadu State Board syllabus in Madurai district.

## Variables of the Study

### Dependent Variable - Study Habit

### Independent Variable

1. Sex : Male / Female
2. Religion : Hindu / Muslim / Christian
3. Community : ST&SC / MBC / BC&OC
4. School Locality : Rural / Urban
5. School Type : Aided / Unaided
6. School Kind : Unisex / Mixed
7. Newspaper Reading : Yes / No
8. Television Viewing : Yes / No
9. Nativity : Rural / Urban
10. Food Habit : Vegetarian / Non-vegetarian
11. Participation in Sports & Games : Yes / No
12. Participation in Extra-Curricular Activities : Yes / No

### Objectives of the Study

1. To measure the study habit among X standard pupils in Madurai district.
2. To find out whether there is significant difference in study habit among X standard pupils in Madurai district in terms of select independent variables.

### Hypothesis of the Study

Each of the population variable involved in this study exerts a significant influence on study habit among X standard pupils in Madurai district.

### Methodology in Brief

- **Design:** Descriptive,
- **Method:** Normative,
- **Technique :** Survey
- **Population:** All the pupils' studying in X standard under Tamil Nadu State Board syllabus in Madurai District.
- **Sample:** A random sample of 282 X standard pupils from Madurai district with due representation to the variables, viz. Sex, Religion, Community, School Locality, School Type, School Kind, Newspaper Reading, Television Viewing, Nativity, Food Habit, Participation in Sports and Games and Participation in Extra-Curricular Activities.

### Tools Used

1. General Information Sheet structured by the Investigator.
2. Study Practice Inventory structured by Ramakrishnan,G. (2012).

### Statistical Treatments

't'-test for significance of difference between the means of large independent samples.

### Results and Discussions

#### Study Practices among X standard pupils in Madurai district.

The **empirical average** of Study Practices among X standard pupils in Madurai district is found to be 30.89, while the **theoretical average** is 20 only. This shows that Study Practices among X standard pupils in Madurai district is found well above the average level.

**Table 1 Results of Test of Significance of Difference between the Mean Scores of Study Practices among X Standard Pupils in Madurai District: Population Variables – Wise**

Sl. No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Sex	Male	166	31.70	6.53	2.296	Significant
		Female	116	29.72	7.52		
2.	Religion	Hindu	177	31.15	6.86	0.820	Not Significant
		Muslim	47	30.11	8.00		
		Hindu	177	31.15	6.86	0.421	Not Significant
		Christian	58	30.72	6.67		
		Muslim	47	30.11	8.00	-0.423	Not Significant
		Christian	58	30.72	6.67		
3.	Community	ST&SC	80	29.40	7.61	-0.915	Not Significant
		MBC	64	30.55	7.36		
		ST&SC	80	29.40	7.61	-2.496	Significant
		BC&OC	138	31.91	6.33		
		MBC	64	30.55	7.36	-1.281	Not Significant
		BC&OC	138	31.91	6.33		
4.	School Locality	Rural	149	30.50	7.29	-0.986	Not Significant
		Urban	133	31.32	6.68		
5.	School Type	Aided	123	31.37	6.47	1.037	Not Significant
		Unaided	159	30.52	7.39		
6.	School Kind	Unisex	83	32.07	5.38	2.103	Significant
		Mixed	199	30.40	7.54		
7.	Newspaper Reading	Yes	172	30.85	7.23	-0.108	Not Significant
		No	110	30.95	6.68		
8.	Television Viewing	Yes	96	31.73	6.82	1.465	Not Significant
		No	186	30.46	7.08		
9.	Nativity	Rural	189	30.39	7.63	-1.932	Not Significant
		Urban	93	31.91	5.43		
10.	Food Habit	Vegetarian	37	31.28	7.50	0.387	Not Significant
		Non-vegetarian	245	30.89	6.87		

11.	Participation in Sports and Games	Yes	124	31.21	7.17	0.674	Not Significant
		No	158	30.64	6.89		
12.	Participation in Extra- Curricular Activities	Yes	98	32.07	6.66	2.122	Significant
		No	184	30.26	7.13		

### Study Practices and Sex

The calculated 't' value (2.296) is **greater than** the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in Study Practices of tenth standard male and female pupils.

### Study Practices and Religion

#### Hindu Vs. Muslim

The calculated 't' value (0.820) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Study Practices of Hindu and Muslim tenth standard pupils.

#### Hindu Vs. Christien

The calculated 't' value (0.421) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Study Practices of Hindu and Christian tenth standard pupils.

#### Muslim Vs. Christien

The calculated 't' value (-0.423) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Study Practices of Muslim and Christian tenth standard pupils.

### Study Practices and Community

#### ST & SC Vs. MBC

The calculated 't' value (-0.915) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Study Practices of ST & SC and MBC tenth standard pupils.

#### ST & SC Vs. BC & OC

The calculated 't' value (-2.496) is **greater than** the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in Study Practices of ST & SC and BC tenth standard pupils.

**MBC Vs. BC & OC**

The calculated 't' value (-1.281) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Study Practices of MBC and BC tenth standard pupils.

**Study Practices and School Locality**

The calculated 't' value (-0.986) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Study Practices of rural and urban pupils in tenth standard.

**Study Practices and School Type**

The calculated 't' value (1.037) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Study Practices of Aided and Unaided school tenth standard pupils.

**Study Practices and School Kind**

The calculated 't' value (2.103) is **greater** than the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in Study Practices of Unisex and Mixed school tenth standard Pupils.

**Study Practices and Newspaper Reading**

The calculated 't' value (-0.108) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Study Practices of Newspaper Reading and Non-newspaper Reading tenth standard pupils.

**Study Practices and Television Viewing**

The calculated 't' value (1.465) is **greater** than the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in Study Practices of Television Viewing and Non-viewing tenth standard pupils.

**Study Practices and Nativity**

The calculated 't' value (-1.932) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Study Practices of rural and urban tenth standard pupils.

**Study Practices and Food Habit**

The calculated 't' value (0.387) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Study Practices of vegetarian and Non-vegetarian of tenth standard pupils.

### **Study Practices and Participation in Sports and Games**

The calculated 't' value (0.674) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Study Practices of those participating and Non-participating sports and games of tenth standard pupils.

### **Study Practices and Participation in Extra-Curricular Activities**

The calculated 't' value (2.122) is greater than the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in Study Practices of those participating and non-participating in extra-curricular activities of tenth standard pupils.

### **Conclusions**

The major conclusions emerged out of the study are presented below:

1. Study Practices among X standard pupils in Madurai district is well above the average level.
2. Study Practices among X standard pupils in Madurai district is dependent upon-Sex; Community (ST&SC vs BC& OC); School Kind; and Participation in Extra-Curricular Activities.
3. Study Practices among X standard pupils in Madurai district is independent upon-Religion; Community (ST&SC vs MBC, MBC & BC&OC); School Locality; School Type; Newspaper Reading; Television Viewing; Nativity; Food Habit; and participation in Sports and Games.

### **Educational Implications**

Almost all the educationists and parents felt the need for suitable study practices among X Standard pupils in order to make them effective learners. Hence the study attempted to devise effective study practices though it is individualist for all the X standard pupils in Madurai District. Special Course should be designed for practice of suitable methods and techniques at the X Standard level. If not the government the individual schools should organize courses on study practices at X Standard level.

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## **A STUDY ON CRITICAL THINKING ABILITY AND ACHIEVEMENT AMONG SECONDARY SCHOOL PUPILS IN MADURAI DISTRICT**

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### **Abstract**

*Critical Thinking, in other words, is a rational study of decision-making methods and improvement of judgment-skills. It is not only about how we reflect and examine facts, but also how we use those facts to make a decision upon a path of exploit and act upon them. Accomplishment is an imperative pace of grave reasoning, as the whole perception of Critical reasoning turns about acting on solid, indisputable proof. The reasoning is to use obtainable information to development some information connected to it and decide whether it is factual or fake. It is this excellence of reasoning that has made the human contest change from being a gathering of cave-dwellers to obtaining the coveted top spot in the creature world. Though, human reasoning is not forever perfect because it is not always based on logic. It has been frequently observed that human way of thinking is prejudiced by affecting bias. One of these emotional biases is discrimination. People discover it tricky to arrange their thoughts in a rational, reliable and reasoned way. Critical view is a cognitive movement connected with using the various aspects of the mind such as absorption, classification, assortment and judgment. Critically thinking is the effort to request and respond inquiries scientifically. It means asking the most useful questions in the most productive sequence to yield a coherent, and credible story.' Instead of accepting 'at face value' what you read or hear, critical thinkers look for evidence, and appropriate reasons for behaving something to be true. It is very much important in the life and educational activities of senior secondary school students. Through efficient decisive thinking, the students' academic achievement will be enhanced and pave the way for new inventions and discoveries.*

**Keywords:** *Critical Thinking Ability and Achievement*

### **Need for the Study**

Several people can discover it hard to arrange their thoughts in a rational, regular, and reasoned way. Critical thinking is a cognitive motion related with using the various aspects of the mind. Learning to imagine in critically investigative and evaluative ways means using psychological processes such as attention, classification, assortment, and judgment. It is very much important in the life and activities of secondary school pupils. By successful critical thinking, the pupil's academic achievement will be enhanced and cover the way for new creations and discoveries. Development of decisive thinking ability in pupils will lead them not only for the higher academic achievement but also make them useful persons in civilization. It study attempted to determine and measure the critical thinking ability of secondary school pupils and thereby suggest ways and means improve the same.

### **Terms and Definitions**

**Critical Thinking Ability** - refers to a complete mental process such as attention, categorization, selection, and judgment.

**Achievement** – refers to the score obtained by the secondary school pupils in the half-yearly examinations.

**Secondary School Pupils-** refer to those who are studying in IX and X standard under Tamil Nadu State Board syllabus in the Madurai District.

### **Variables of the Study**

#### **Dependent Variables-**

1. Critical Thinking Ability
2. Achievement

#### **Independent Variables**

1. Sex : Male / Female
2. Standard : Ninth std. / Tenth std.
3. Reading Science Fictions : Yes / No
4. Library Visit : Frequently / Rarely
5. Food Habit : Vegetarian / Non-vegetarian

### **Objectives of the Study**

1. To determine the relationship between Critical Thinking Ability and Achievement among Secondary School Pupils in terms of the select population variables.
2. To measure and find out whether there is a significant difference in Achievement among Secondary School Pupils in terms of the select population variables.
3. To measure and determine whether there is a significant difference in Critical Thinking Ability among Secondary School Pupils in terms of the select population variables.

### **Hypotheses of the Study**

1. Critical Thinking Ability and Achievement are significantly correlated.
2. Each of the population variables exerts a significant influence on Secondary School Pupils' Achievement.
3. Each of the population variables exerts a significant influence on Secondary School Pupils' in Critical Thinking Ability.

### **Methodology in Brief**

- **Design:** Descriptive,
- **Method:** Normative,
- **Technique:** Survey
- **Sample:** A random sample of 232 Secondary School Pupils from the Madurai district with due representation to the select population variables, viz. Sex, Standard, Reading Science Fictions, Library Visit, and Food Habit.



### Tools Used

1. General Information Sheet structured by the Investigator.
2. Critical Thinking Ability Scale developed by Ramakrishnan.G (2013).

### Statistical Treatments

1. Test of significance of Pearson's product-moment correlation (r).
2. 't' test for significance of the difference between the means of large independent samples.

### Results and Discussions

#### 'Correlation between Critical Thinking Ability and Achievement

The 'r' between Critical Thinking Ability and Achievement is found to be -0.205. This is found to be higher than that of the table value at 0.05 level is 0.129. Hence there is a negligibly negative relationship between Critical Thinking Ability and Achievement.

#### Critical Thinking Ability among Secondary School Pupils in Madurai District

The **empirical average** of Critical Thinking Ability among Secondary School Pupils in Madurai district is found 70.41, while the **theoretical average** is 50 only. This shows that Critical Thinking Ability among Secondary School Pupils in the Madurai district is found to be well above the average level.

**Table 1 Results of test of significance of difference between the mean scores of critical thinking ability among secondary school pupils in the Madurai district: Population Variables - Wise**

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't' value	Significance at 0.05 level
1.	Sex	Male	76	69.00	11.20	-1.357	Not Significant
		Female	156	71.09	10.72		
2.	Standard	Ninth std.	168	72.74	10.62	5.993	Significant
		Tenth std.	64	64.29	9.16		
3.	Reading Science Fictions	Yes	162	72.19	10.38	3.826	Significant
		No	70	66.27	11.02		
4.	Library Visit	Frequently	177	71.73	10.64	3.381	Significant
		Occasionally	55	66.15	10.73		
5.	Food Habit	Vegetarian	52	64.02	9.74	-5.270	Significant
		Non-vegetarian	180	72.26	10.53		

#### Critical Thinking Ability and Sex

The calculated 't' value (1.357) is **lesser than** the table value (1.96) at 0.05 level of significance. It shows that there is **no significant difference** in Critical Thinking Ability between male and female Secondary School pupils in the Madurai district.

### Critical Thinking Ability and Standard

The calculated 't' value (5.993) is greater **than** the table value (1.96) at 0.05 level of significance. It shows that there is a **significant difference** in Critical Thinking Ability between ninth and tenth standard pupils in the Madurai district.

### Critical Thinking Ability and Reading Science Fictions

The calculated 't' value (3.826) is greater **than** the table value (1.96) at 0.05 level of significance. It shows that there is a **significant difference** in Critical Thinking Ability between pupils reading science fiction and not reading science fiction in secondary schools in the Madurai district.

### Critical Thinking Ability and Library Visit

The calculated 't' value (3.381) is greater **than** the table value (1.96) at 0.05 level of significance. It observes that there is a **significant difference** in Critical Thinking Ability between pupils visiting the library frequently and occasionally of secondary schools in the Madurai district.

### Critical Thinking Ability and Food Habit

The calculated 't' value (5.270) is greater **than** the table value (1.96) at 0.05 level of significance. It shows that there is a **significant difference** in Critical Thinking Ability between vegetarian and non-vegetarian pupils of secondary schools in the Madurai district.

### Achievement among Secondary School Pupils in Madurai District

The **empirical average** of Achievement among Secondary School Pupils in the Madurai district is found 58.77, while the **theoretical moderate** is 50 only. It shows that Academic Achievement among Secondary School Pupils in the Madurai district is found, just above the average level.

**Table 2 Results of Test of Significance of the Difference between the Mean Scores of Achievement among Secondary School Pupils in the Madurai district: Population Variables – Wise**

Sl. No.	Variable	Sub-Variables	N	M	S.D.	't' value	Significance at 0.05 level
1.	Sex	Male	76	58.12	7.67	0.199	Not Significant
		Female	156	58.33	7.17		
2.	Standard	Ninth std.	168	57.43	7.88	3.417	Significant
		Tenth std.	64	60.42	5.03		
3.	Reading Science Fictions	Yes	162	57.08	8.06	4.869	Significant
		No	70	60.99	4.12		
4.	Library Visit	Frequently	177	57.68	7.55	2.420	Significant
		Occasionally	55	60.13	6.21		
5.	Food Habit	Vegetarian	52	59.58	5.52	1.773	Not Significant
		Non-vegetarian	180	57.88	7.73		

### **Achievement and Sex**

The calculated 't' value (0.199) is **lesser than** the table value (1.96) at 0.05 level of significance. It shows that there is **no significant difference** in Achievement between male and female Secondary School Pupils in the Madurai district.

### **Achievement and Standard**

The calculated 't' value (3.417) is greater **than** the table value (1.96) at 0.05 level of significance. It shows that there is a **significant difference** in Achievement between ninth and tenth standard Secondary School Pupils in Madurai district.

### **Achievement and Reading Science Fictions**

The calculated 't' value (4.869) is greater **than** the table value (1.96) at 0.05 level of significance. It shows that there is a **significant difference** in Achievement between pupils reading science fictions and not reading science fictions in secondary schools in the Madurai district.

### **Achievement and Library Visit**

The calculated 't' value (2.420) is greater **than** the table value (1.96) at 0.05 level of significance. It shows that there is a **significant difference** in Achievement between pupils visiting library frequently and occasionally of secondary schools in the Madurai district.

### **Achievement and Food Habit**

The calculated 't' value (1.773) is lesser **than** the table value (1.96) at 0.05 level of significance. It shows that there is **no significant difference** in Achievement between vegetarian and non-vegetarian secondary school pupils in the Madurai district.

### **Conclusions**

The main conclusions emerged out of the study are presented below:

1. The relationship between Critical Thinking Ability and Academic Achievement is negligibly negative among Secondary School Pupils.
2. The Critical Thinking Ability among Secondary School Pupils in the Madurai district is well above the average level.
3. Critical Thinking Ability among Secondary School Pupils in the Madurai district is dependent upon standard; Reading Science Fictions; Library Visits; and Food Habit.
4. Critical Thinking Ability among Secondary School Pupils in the Madurai district is independent upon Sex only.
5. The Academic Achievement is just above the average level.
6. Achievement among Secondary School Pupils in the Madurai district is dependent upon- Standard; Reading Science Fictions; and Library Visits.
7. Achievement among Secondary School Pupils in the Madurai district is independent upon- Sex; and Food Habit.

### **Educational Implications**

Though there is no relationship between Critical Thinking Ability and Academic Achievement among the pupils of secondary schools, there is a significant difference in respect of the variables: standard (9<sup>th</sup> and 10<sup>th</sup>), reading science fiction, library visits, and food habit. But, in to, the Critical Thinking Ability is well above the average level.

Hence, a systematic orientation to the pupils to enhance their critical thinking ability in their academic subjects is needed. It will pave the way for new inventions and discoveries that are wanted for developing the society of India.

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## **A STUDY ON ACHIEVEMENT IN CHEMISTRY AND SCIENTIFIC APTITUDE AMONG HIGHER SECONDARY STUDENTS IN PONDICHERRY**

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### **Abstract**

*The present study is an attempt to find out the Achievement in Chemistry and Scientific Aptitude among higher secondary students in Pondicherry. Simple random sampling technique has been used in the selection of the sample. As many as 600 higher secondary students were selected for this purpose and Achievement test in Chemistry and Scientific Aptitude test battery were distributed to them and their responses were collected and computed according to the objectives framed. Results found that majority of the higher secondary students showed positive and significant relationship of Achievement in Chemistry and Scientific Aptitude and the same trend has been seen in respect of the sub-samples too.*

**Keywords:** *Achievement in Chemistry, Scientific Aptitude, higher secondary students.*

### **Introduction**

Achievement is a task oriented behaviour that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others or otherwise some standard of excellence-(Smith). Scientific Aptitude is a potentiality of future accomplishment in Science without regard to past training and experience. Without right Aptitude towards a subject one cannot achieve or show any interest in a subject. Like-wise without good Scientific Aptitude an individual does not achieve much in Science.

### **Objectives of the Study**

1. To find out the significant relationship between Achievement in Chemistry and Scientific Aptitude among Higher Secondary Students.
2. To find out the significant difference between Achievement in Chemistry and Scientific Aptitude among Higher Secondary Students with respect to their sub-samples.

### **Hypotheses of the Study**

1. There is no significant difference between Achievement in Chemistry and Scientific Aptitude among Higher Secondary Students.
2. There is no significant difference between the Achievement in Chemistry and Scientific Aptitude among Higher Secondary Students with respect to their sub-samples.

### **Methodology**

In the present study Normative Survey Method has been used, since it deals with present condition.

### Sampling Technique Used in This Study

Simple Random Sampling Technique has been used in this study. Among the various regions in the Union Territory of Pondicherry, only Pondicherry region has been fixed as the field for this study.

### Tool

1. An achievement test in Chemistry for XI standard students was constructed and standardized by the researcher.
2. Scientific Aptitude test battery by K.K. Agarwal Bareilly and Saroj Aurora (2005).

### Statistical Techniques Used in this Study

In the present study Correlation Analysis has been used

### Data Analysis and Findings

**Table No. 1 Correlation Co – Efficient between the Scores of Achievement in Chemistry and Scientific Aptitude of Higher Secondary Students**

Variables	N	Correlation Co-efficient ('r')	Level of Significance
Achievement in Chemistry	600	0.628**	S
Scientific Aptitude	600		

The correlation coefficient is 0.628 found between Achievement in Chemistry and Scientific Aptitude among Higher Secondary students, which is significant at 0.01 level for 599 df. It is concluded that there is a positive and significant relationship between Achievement in Chemistry and Scientific Aptitude among Higher Secondary students.

**Table No. 2 Coefficient of Correlation between Achievement in Chemistry and Scientific Aptitude of Students with Regard to Sub - Samples**

S.No	Sub Sample	Number	r	Table value	Level of significance
1	<b>Gender</b>				
	Male	291	0.033	3.29	Significant at 0.01 level
	Female	309	0.024	0.09	Not Significant at 0.05 level
2	<b>Type of Management</b>				
	Government	301	0.026	2.99	Significant at 0.01 level
	Private	299	0.030	0.00	Not Significant at 0.05 level
3	<b>Nature of school</b>				
	Boys School	90	0.031	1.49	Not Significant at 0.05 level
	Girls School	90	0.015	6.49	Significant at 0.01 level
	Co-Education School	420	0.065	0.01	Not Significant at 0.05 level

4	<b>Location of School</b>				
	Urban	302	0.040	0.99	Not Significant at 0.05 level
	Rural	298	0.010	3.59	Significant at 0.01 level
5	<b>Type of Family</b>				
	Nuclear	335	0.038	13.79	Significant at 0.01 level
	Joint	265	0.138	4.69	Significant at 0.01 level
6	<b>Father's Education</b>				
	Illiterate	215	0.018	3.39	Significant at 0.01 level
	Matriculate	216	0.034	3.09	Significant at 0.01 level
	Degree	118	0.031	1.99	Significant at 0.01 level
	Professional Degree	51	0.020	0.02	Not Significant at 0.05 level
7	<b>Mother's Education</b>				
	Illiterate	285	0.056	2.79	Significant at 0.01 level
	Matriculate	212	0.028	5.69	Significant at 0.01 level
	Degree	82	0.057	0.07	Not Significant at 0.05 level
	Professional Degree	21	0.032	0.06	Not Significant at 0.05 level
8	<b>Community</b>				
	FC	59	0.090	0.69	Not Significant at 0.05 level
	BC	205	0.007	0.29	Not Significant at 0.05 level
	MBC	210	0.003	9.49	Significant at 0.01 level
	SC	108	0.053	2.39	Significant at 0.01 level
	ST	18	0.024	0.09	Not Significant at 0.05 level
9	<b>Religion</b>				
	Hindu	519	0.036	0.04	Not Significant at 0.05 level
	Muslim	44	0.047	0.08	Not Significant at 0.05 level
	Christian	37	0.001	3.16	Significant at 0.01 level

By using the Spearman Brown Prophecy formula, the Zero order Correlation has been computed and the values are given in Table No. 2. It may be inferred from the above Table No. 2 that there is a positive significant relationship between Achievement in Chemistry and Scientific Aptitude among Higher Secondary students. It is also observed from the obtained results that the following sub samples: Gender (Male), Type of management (Government), Nature of school (Girls), Location of the School (Rural), Type of Family (Nuclear/Joint), Father's Educational Qualification (Illiterate/ Matriculate/ Degree), Mother's Educational Qualification (Illiterate/ Matriculate), Community (MBC/SC), Religion (Christian) are significantly correlated. But the sub samples such as Gender (Female), Type of management (Private), Nature of school (Boys/ Co-Education), Location of the school (Urban), Father's Educational Qualification (Professional Degree), Mother's Educational Qualification

(Degree/ Professional Degree), Community (FC/BC/ST), Religion (Hindu/Muslim) are not significantly correlated.

Therefore it may be concluded that there is a significant relationship between Achievement in Chemistry and Scientific Aptitude among sub samples, Gender (Male), Type of management (Government), Nature of school (Girls), Location of the school (Rural), Type of Family (Nuclear/Joint), Father's Educational Qualification (Illiterate/ Matriculate/ Degree), Mother's Educational Qualification (Illiterate/ Matriculate), Community (MBC/SC), Religion (Christian) are significantly correlated. But the sub samples Gender (Female), Type of management (Private), Nature of school (Boys/ Co-education), Location of the school (Urban), Father's Educational Qualification (Professional Degree), Mother's Educational Qualification (Degree/ Professional Degree), Community (FC/BC/ SC), Religion (Hindu/Muslim) are not significantly correlated.

### **Conclusion**

From the above analysis, it is concluded that there is a positive and significant relationship between Achievement in Chemistry and Scientific Aptitude among Higher Secondary students and the same trend has been seen in respect of the sub-samples too.

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