



THINKING ABILITY AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN THANJAVUR DISTRICT

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ABSTRACT Thinking Abilities can affect learning hence styles of thought are important in education from several points of view. The theory of mental self-government provides different modes of rendering teaching more effective through style differentiated instruction for those who teach and assess students at any level. The key principle is that for students to benefit the most from instruction, at least some part of the instruction should match their styles of thinking even though it is not possible to provide a perfect match all the time. If we want students to show what they truly can do, a match of instruction and assessment to styles is essential. Overall the present study of concluded that, there is a significant relationship between thinking ability and academic achievement in History of High school students. Also it is necessary to conduct periodic teachers and students meeting in schools to improve the thinking ability and academic achievement.

KEYWORDS : Thinking ability, Academic achievement.

INTRODUCTION:

Thinking Abilities are defined as the preferred ways of using the abilities that one has. To manage the activities, individuals choose styles with which they feel comfortable and the styles are distinct from abilities, and involve preferences, not necessarily conscious, in the use of whatever abilities one has. Styles are not connected solely with ability, but rather, preferred ways of expressing or using one or more abilities (Sternberg, 1997). Individuals have a style profile, meaning that they show varying amounts of each style, but they are not locked into any one profile. People can vary their styles to suit different tasks and situations. Styles further vary over the course of a lifetime, and change as a result of the role models they emulate at different points in their lives. People do vary in their flexibility to shift styles, and in the strengths of their preferences. Thus, when we speak of individual differences in Thinking Abilities, we are speaking only of differences, not of better and worse.

STATEMENT OF THE PROBLEM :

“THINKING ABILITY AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN THANJAVUR DISTRICT”

REVIEW OF LITERATURE:

Rai et al,(2018) Student's thinking ability were differently related to total academic attainments

Edward,(2015) Attempted to determine whether or not any relationship exists between chemistry problem performance and field dependent-independent thinking ability, logical reasoning ability, mental capacity, age, gender and academic level and compared the problem solving strategies employed by advanced notices and experts in chemistry.

Bagachi,(2011) Studied scholastic achievement in life science in relation to thinking ability of social disadvantaged group of secondary students

METHOD OF THE STUDY:

The present study attempts to find out the thinking ability and academic achievement in History of High school students. Since the problem is concerned with "Survey" type, the investigator has selected the normative survey method for conducting the study.

The word 'survey' indicates the gathering of the data regarding current conditions. The word "normative" is used because surveys are frequently made for the purpose of ascertaining which is the normal or typical condition or practice. "Normative Survey" is applied in order to suggest the two closely related aspects of study. The descriptive or normative survey method of educational research is very common. It is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, attitudes, beliefs etc. It is concerned with the phenomena that are typical of the normal conditions. It is an organized attempt to analyze, interpret, report the present status of social institution, group or area.

SAMPLE AND SAMPLING TECHNIQUES:

Nine schools are selected through stratified random sampling technique. The sample for the present study consisted of 300 High school students in Thanjavur district. The students of both sexes coming from both rural and urban areas were included in the study.

TOOL USED IN THE STUDY:

The data are essential for carrying out research investigation. The data are collected with the help of the special apparatus called as tools. The success of a research must be received by selecting a proper tool for the research. So, that the investigator used the following tool i.e. thinking ability and academic achievement

DATA COLLECTION:

In Thanjavur district, the investigator selected three government schools, three government aided schools and three self-financed schools using stratified random sampling technique. A set of management students from each school was selected in a random manner. Thus the researcher used stratified random sampling technique for collection of data from the vast area of Thanjavur district.

FINDINGS OF THE STUDY:

THINKING ABILITY :

- It is found that, there is no significant difference in the thinking ability of High school students in respect of their gender.
- It is found that, there is no significant difference in the thinking ability of High school students in respect of their locality of school.
- It is found that, there is no significant difference in the thinking ability of High school students in respect of their medium of instruction.
- It is found that, there is a significant difference in the thinking ability of High school students in respect of their type of management.
- It is found that, there is a significant difference in the thinking ability of High school students in respect of their staying.
- It is found that, there is no significant difference in the thinking ability of High school students in respect of their father's educational qualification.
- It is found that, there is no significant difference in the thinking ability of High school students in respect of their father's occupation.
- It is found that, there is no significant difference in the thinking ability of High school students in respect of their mother's occupation.

ACADEMIC ACHIEVEMENT IN HISTORY:

- It is found that, there is no significant difference in the Academic Achievement in History of High school students in respect of their gender.
- It is found that, there is no significant difference in the Academic Achievement in History of High school students in respect of their locality of school.
- It is found that, there is no significant difference in the Academic

Achievement in History of High school students in respect of their medium of instruction.

- It is found that, there is a significant difference in the Academic Achievement in History of High school students in respect of their type of management.
- It is found that, there is a significant difference in the Academic Achievement in History of High school students in respect of their staying.
- It is found that, there is no significant difference in the Academic Achievement in History of High school students in respect of their father's educational qualification.
- It is found that, there is no significant difference in the Academic Achievement in History of High school students in respect of their father's occupation.
- It is found that, there is no significant difference in the Academic Achievement in History of High school students in respect of their mother's occupation.
- It is found that, there is a no relationship between thinking ability and Academic Achievement in History of High school students.

CONCLUSION:

Overall the present study of concluded that, there is a significant relationship between thinking ability and academic achievement in History of High school students. Also it is necessary to conduct periodic teachers and students meeting in schools to improve the thinking ability and academic achievement.

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