



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

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### ABSTRACT

The present study is explored to find out the relationship between thinking ability and academic achievement in English of high school students. A random sample of 300 students is selected in Thanjavur District. Data is analyzed by t-test and correlation coefficient. Result revealed that there is significant relationship between thinking ability and academic achievement in English of high school students. Finding also showed that there is no significant difference between male and female students in terms of thinking ability and academic achievement in English.



**KEYWORDS :** Thinking Ability, Academic Achievement in English, High School Students.

### 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.

### OBJECTIVES

- To study the significant difference in thinking ability and academic achievement in English of high school students with respect to gender.
- To examine the significant relationship between thinking ability and academic achievement in English of high school students.

### HYPOTHESES

1. There is no significant difference in thinking ability and academic achievement in English of high school students with respect to gender.
2. There is no significant relationship between thinking ability and academic achievement in English of high school students.

**METHOD AND SAMPLE**

"Normative Survey Method" is used for this study. The sample consists of 300 students in Thanjavur district form 9 high schools.

**TOOL**

- Thinking Ability Scale developed by the investigator.

**DATA ANALYSIS**

**Table 1: Thinking Ability and Academic Achievement in English of High School Students based on Gender**

	Gender	N	Mean	SD	t-value	Remark
Thinking Ability	Male	120	56.10	7.85	0.235	Not Significant
	Female	180	54.81	7.33		
Academic Achievement in English	Male	120	44.24	4.65	0.958	Not Significant
	Female	180	45.23	4.74		

From Table-1, the calculated t-value 0.235 and 0.958 are less than the table value 1.96 at 0.05. level. Hence the hypothesis-1 is accepted.

**Table 2: Relationship between Thinking Ability and Academic Achievement in English of High School Students**

Variables	N	'r' value	Remark
Thinking Ability	300	0.203	Significant
Academic Achievement in English			

Table-2 shows that the calculated 'r' value 0.203 is greater than the table value 0.139 at 0.05 level. Thus the hypothesis-2 is rejected.

**FINDINGS**

- There is no significant difference in thinking ability of high school students based on gender.
- There is no significant difference in academic achievement in English of high school students in terms of gender.
- There is relationship between thinking ability and academic achievement in English of high school students.

**CONCLUSION**

The present study concluded that there is a significant relationship between thinking ability and academic achievement in English 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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