



CRITICAL THINKING ABILITY OF HIGHER SECONDARY STUDENTS

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ABSTRACT

The purpose of this study was to find out the critical thinking ability of higher secondary students. Survey method was conducted on a sample of 300 students in Alappuzha District, Kerala. Data was analyzed percentage and t-test. Result found that there is significant difference in critical thinking ability of higher secondary students with reference to gender.

KEYWORDS: Critical Thinking, Higher Secondary Students.

INTRODUCTION

Thinking skills can be developed in the classroom by providing an intellectual environment that encourages the spirit of discovery. Critical thinking is a mode of reflective thinking that attempts to reason a problem or any situation at its highest level of quality. Critically thinking people are keenly aware of their surroundings and make use of intellectual tools to analyze and assess them.

SIGNIFICANCE OF THE STUDY

The attitude in approaching problems and challenges of life decides the quality of life. But young people are not sufficiently equipped with life skills to help the deal with the increased demands and stresses they experience. Life skills education lays the foundation for learning and thinking skills that are in great demand in today's job markets. It will be effective only when youth are trained to act and think critically on what they learned. The ability to reason logically and critically is a fundamental skill of rational agents, hence educational system should be modified to include innovative ways to improve critical thinking.

OBJECTIVES

- To assess the level of critical thinking ability among higher secondary students.
- To find out the difference in critical thinking ability of higher secondary students based on gender.

HYPOTHESES

1. There is no significant difference in critical thinking ability of higher secondary students in terms of gender.

METHOD & SAMPLE

Survey method was adopted for this study. A sample of 300 students (150 boys and 150 girls) was selected from 6 schools.



Tool

- Critical Thinking Ability Test prepared and standardized by the Investigator.

Data Analysis**Table-1**

N	Mean	SD	M + σ	M - σ
300	8.577	2.380	11.0615	6.093

Table-1 shows that the mean score of critical thinking ability test of higher secondary students is 8.577 which lies between M+ σ and M- σ values. This means that mean score of critical thinking ability test lies in the average level.

Table-2

Level	High	Average	Low
Norm	M + σ	M + σ to M - σ	M - σ
Boys	35	108	7
Percentage	23%	72%	5%

Table-3

Level	High	Average	Low
Norm	M + σ	M + σ to M - σ	M - σ
Girls	30	95	25
Percentage	20%	63%	17%

Table-2 depicts that 23% of them have high level of critical thinking, 72% have medium level and only 5% have very critical thinking ability.

Table-3 shows that 20% of them have high level of critical thinking, 63% have medium level and 17 % have very critical thinking ability.

From Table-2 & 3, it is clear that level of critical thinking ability of boys is greater than girls.

Table 4: Critical Thinking Ability of Higher Secondary Students based on Gender

Gender	N	Mean	SD	t-value	Level of Significance
Boys	150	9.07	2.484	2.16	p<0.05
Girls	150	8.085	2.277		

From Table-4, the calculated t-value 2.16 is greater than the table value (1.96) at 0.05 level of significance. Hence the hypothesis-1 is rejected. Thus there is significant difference in critical thinking ability of higher secondary students based on gender. Comparing the mean scores, boys are better than girls with respect to their critical thinking ability.

FINDINGS AND CONCLUSIONS

- 72% of boys have average critical thinking ability and 23% have high level of critical thinking ability.
- 63% of girls have average critical thinking ability and only 20% have high level of critical thinking ability. It should be noted that 17% of them are very poor in their thinking level.

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- There is significant difference in critical thinking ability of higher secondary students based on gender.

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