



## EFFECTIVENESS OF JUDGE JURY TECHNIQUE ON CRITICAL THINKING IN ECONOMICS AMONG SECONDARY SCHOOL STUDENTS

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### ABSTRACT :

*Education is a conducive process which develops children individuality in its entire aspects physical, mental, emotional and social. Education largely suffers from the gap between its content and living experiences of the learners. Judge Jury techniques in economics are a central one among the present scenario of economics education. In almost all the impact of modern trends and technique is seen. Even economics education cannot stay away from them. The need and significance of economics education with regard to judge jury technique may be increase the higher order thinking among students. It attains high involvement of teachers in the recent development. The Judge Jury technique enhances the quality of teachers, helps in professional growth among the economics teachers. This discourse enhances the job and ability of students in participating the controversial issues in the social, economic and political field. This can be done only through class involvement and group activities such as panel discussion, debates etc.*

**KEYWORDS :** Judge Jury Technique, Critical Thinking, Secondary School Students.

### INTRODUCTION

Teaching is both an art and a science; able teachers always find ways and means to improve their teaching techniques. With the change in time the teachers are asked to employ newer methods of teaching their pupils more effectively must be able to cope with the demand of the age. The improvement of the teacher by employing newer methods of teaching and the latest techniques of teaching is a need of the hour.

The individual teacher must design or select each strategy he employs in his instructions and each design or selection should be based on his interpretation of what he thinks will constitute effective instruction for his particular population. His individual interpretation should, whenever possible, be based on empirical evidence, experience and extensive knowledge of methods and materials. An instructional strategy is defined as something a teacher arranges that is designed to establish interaction between the teacher, the students and the subject matter, or any combination of these three dimensions. As a selection of instructional strategies the effective teacher will plan to influence directly or indirectly the learning process by varying his behaviour subject matter to meet the needs and interests of each individual, arrange a variety of media, including book, lecture notes, homework, visual aids, programme discussion and laboratory experience.

The Judge Jury technique enhances the quality of teachers, helps in professional growth among the economics teachers. This discourse enhances the capacity and ability of students in participating the controversial issues in the social, economic and political field. This can be done only through class involvement and group activities such as panel discussion, debates etc.

Judge Jury techniques in economics are a most important one among the present scenario of teaching of economics. The need of the present study cannot be ignored. It attains high involvement of teachers in the recent development. The Judge Jury technique enhances the quality of teachers, helps in professional growth among the economics teachers. This discourse enhances the capacity and ability of students in participating the controversial issues in the social, economic and political field. This can be done only through class involvement and group activities such as panel discussion, debates etc.

Judge Jury technique helps the students to initiate the skill of critical reasoning, judgment and analogical application. This technique creates awareness about the political issues in the present world. Judge Jury technique develops higher order thinking skills among the school students. It creates awareness about the diverse issues of social field or society among the school students. They help a habit of judgment of the issues prevailing and interpretation and analysis of the problems.

Judge Jury technique creates a general inquiry among the school students. It makes them efficient in critical reasoning, creativity, and reading. They search out for new problems in the field of society. They depend upon various sources to find out the diverse issues. This technique develops a sense of court procedure among students.

Judge Jury technique is a cooperative learning strategy. It was developed by Gerard Alford. Judge Jury technique involves students arguing a case on a debatable issue in the setting of a court. It acquires two students to analyze the issue from opposite perspectives and then prepare and present their opposing cases. A third student listens and evaluates both viewpoints and delivers his/ her verdict.

A court is a form of tribunal, often a governmental institution, with the authority to adjudicate legal disputes between parties and carry out the administration of justice in civil, criminal, and administration matters in accordance with the rule of law. In both common law and criminal law legal systems, courts are the central means for dispute resolution, and it is generally understood that all persons have an ability to bring their claims before a court. Similarly, the rights of these accused of a crime include the right to present a defence before a court.

## CRITICAL THINKING

Critical thinking is an important component of most professions. It is a part of the formal education process, and it increasingly significant as student's progress through university to graduate education, although there is debate among educators about its precise meaning and scope.

Critical thinking has been described as "reasonable reflective thinking focused on deciding what to believe or do." It has also been described as "thinking about thinking". It has been described in more detail as intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

Critical thinking clarifies goals, examines assumptions, discerns hidden values, evaluates evidence, accomplishes actions and assesses conclusions

## OBJECTIVES OF THE STUDY

- To select the specific strategies for critical thinking in economics among secondary school students.
- To test the effectiveness of the select teaching strategies for critical thinking in economics among secondary school students.
- To compare the effectiveness of judge jury technique on critical thinking in economics over the prevailing activity oriented methods of teaching among secondary school students.
- To test the significance difference in the pre- test and post-test scores of achievement test in economics in the control group and experimental group.
- To compare the gain scores of achievement in economics between experimental and control group.

## HYPOTHESES

1. Significant difference exists in the pre-test and post-test scores of achievement in economics in control group and experimental group.
2. Significant difference exists in the gain scores of achievement in economics between in experimental group and control group.

## METHODOLOGY

The purpose of the study was to find out the effectiveness of Judge Jury technique on critical thinking in Economics among secondary school students in Kannur district. In order to test the effectiveness of Judge Jury technique, the investigator adopted experimental for the study.

To find out the effectiveness of strategy, the investigator analyzed the student performance of experimental, and control group. In this study the performance test was considered as post-test, it was prepared by the investigator based on strategy and considered the control groups. For the convenience of the analysis, the investigator limited the student sample was 35 and total sample was 70 including experimental and control group.

The present study is designed to test the effectiveness of Judge Jury technique on critical thinking in Economics. In order to test the effectiveness of Judge Jury technique, an experimental study was going to conduct. The design used in the present study was pre test post test non equivalent group design. The study was conducted on two divisions of standard IX. One division was treated as the experimental group and the other as the control group. The experimental group was taught through Judge Jury technique and control group through the existing method of teaching. The effectiveness of both model will be compared on the basis of the achievement on critical thinking of the pupils.

## TOOLS

1. Lesson Transcripts based on Judge Jury Technique.
2. Lesson Transcripts based on Prevailing Activity Oriented Methods.
3. Pre-test and post-test.

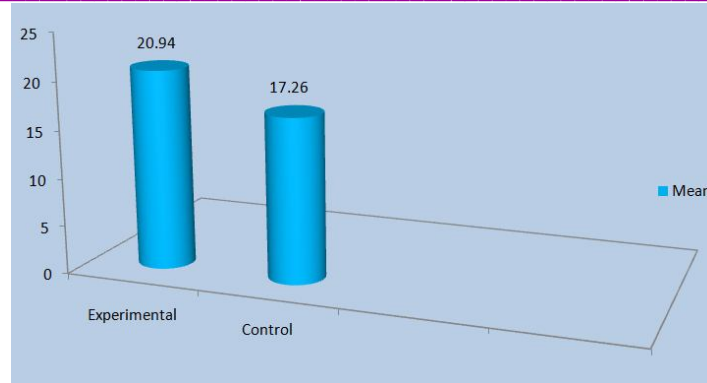
## ANALYSIS AND INTERPRETATION OF DATA

### 1) Comparison of Mean Post-Test Scores of Pupils in the Experimental and Control Groups

**Table 1: Result of the Test of Significance of the Post-Test & Pre-Test Scores of Pupils in the Experimental and Control Groups**

Groups	Test	N	Mean	SD	CR	Level of Significance
Experimental	Pre-test	35	12.2	2.64	1.97	0.05
Control		35	11.88	2.86		
Experimental	Post-test	35	20.94	2.22	3.16	
Control		35	17.26	2.97		

The obtained value of critical ratio is 1.97 the table value is 1.96 at 0.05 level and 2.58 at 0.01 levels, which is also less compare to obtained critical ratio (1.97). Hence there no exists a significant difference between mean pre-test scores of the two groups. The experimental group and control group differ in the achievement after the experiment. The achievement of the experimental group was better than the control group after the experiment.



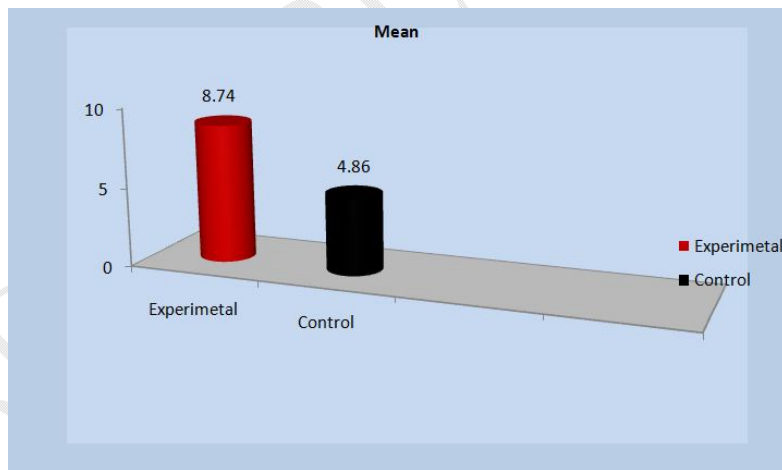
**Figure 1: Post-Test Scores of the Experimental and Control Group**

## 2) Comparison of Gain Scores of Pupils in the Experimental and Control Groups

**Table 2: Result of the Test of Significance of the Gain Scores of Pupils in the Experimental and Control Groups**

Group	N	Mean	SD	CR	Level of Significance
Experimental	35	8.74	2.97	4.97	0.05
Control	35	4.86	3.42		

The obtained value of critical ratio 4.97 is highly greater than the tabled value 1.96 at 0.05 level and 2.58 at 0.01 levels at 68 degrees of freedom. Hence it is significant at both 0.05 and 0.01 level. This shows that there is a significant difference between the mean gain scores of experimental group is higher than the mean gain scores of control group. This shows that Judge Jury technique is more effective teaching method than the existing method.



**Figure 2: Mean Gain Scores of Pupils in the Experimental and Control Groups**

## 3) Effectiveness of Judge Jury Technique for Teaching over the Existing Method with respect to the Achievement in Economics between Experimental and Control Group

**Table 3: Summary of the Analysis of Pre-Test and Post-Test Scores of Pupils in Experimental and Control Group on the Achievement in Economics for Whole Sample**

Source of Variation	Df	SS <sub>x</sub>	SS <sub>y</sub>	MS <sub>x</sub>	MS <sub>y</sub>	F <sub>x</sub>	F <sub>y</sub>
Among means	1	1.73	237.72	1.73	237.72	2.62	34.50
Within groups	68	612.14	468.58	9.00	6.89		
Total	69	613.87	706.3				

From Table-3,

df (1, 68)

F at 0.05 level = 3.92

F at 0.01 level = 6.85

F<sub>x</sub> is not significant at 0.05 and 0.05 level.

F<sub>y</sub> is significant at both 0.05 and 0.01 level.

**Table 4: Summary of the Analysis of Co-Variance of Pre-Test and Post-Test Scores of Pupils in Experimental Group and Control Group on the Achievement in Economics**

Source of Variance	Df	Ssx	Ssy	Ssxy	Ssyx	Msyx	Sdyx	Fyx
Among Means	1	1.7	237.7	20.3	225.7	225.7	2.48	36.6
Within groups	68	612.1	468.6	173.4	419.4	6.17		
Total	69	613.9	706.3	193.7	645.2			

From Table-4,

df (1, 68)

F at 0.05 level = 3.92

F at 0.01 level = 6.85

F is significant at both 0.05 and 0.01 level

b total = 0.32

b among = 20.27

b within = 0.28

**Table 5: Adjusted Mean for the Post-Test Scores of Pupils in Experimental and Control Group on the Achievement in Economics as a Whole**

Group	N	M <sub>x</sub>	M <sub>y</sub>	M <sub>yx</sub>
Control	35	11.88	12.2	12.95
Experimental	35	17.26	20.94	20.19
General Mean		14.57	16.57	16.57

SD<sub>yx</sub> = 2.48

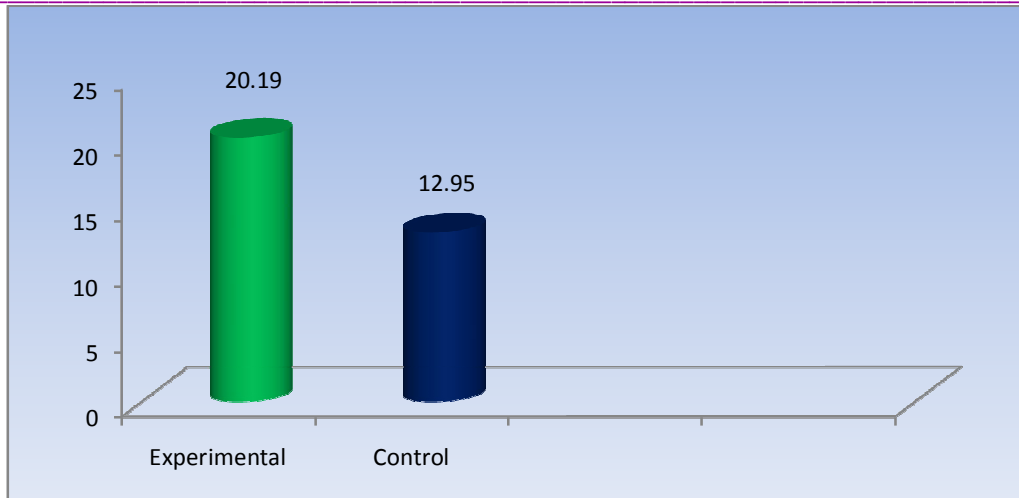
SED = 0.59

t = 12.27

t at 0.05 level = 1.98

t at 0.012.35 level = 2.35

The calculated F-value 3.59 is greater than the table value 3.92 at 0.05 levels and 6.85 at 0.01 levels. The t-value 12.27 is greater than table value 1.98 at 0.05 level and 2.35 at 0.01 levels. It can be inferred that the experimental group differ significantly from control group. The mean achievement score of 20.19 for experimental group was greater than mean achievement score of 12.95 for control group. This shows that judge jury technique was effective teaching method than the existing method of teaching.



**Figure 3: Achievement in Economics Taught through Judge Jury Technique for Teaching and Existing Method of Teaching**

### CONCLUSION

Judge Jury technique enables learning through exploration, discovery, and experience. That role belong to the learning needs of students with Judge Jury technique, the process of learning can become more participatory, flexible in time and space, unaffected by distance and tailored to individual learning styles and increase collaboration between teachers and students. Judge Jury technique enables learning to become fun and friendly, without fear of inadequacies or failure. The findings of the study are not only effective at secondary level but also equally effective at primary, higher secondary and also at higher education field. While admitting some of the limitation that have centered in to the study, the investigator hopes for that the findings elucidated by the present study well be of immense use for curricular experts and those interested in the field of education for consideration for improvement in the system of education.

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