

Relationship between Critical Thinking Dispositions, Study Organizational Climate of Higher Secondary Students and their Achievement in Commerce

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Abstract - This article is about the relationship between critical thinking dispositions, study organisational climate of higher secondary students and their achievement in commerce. In this study, the sample consisted of 810 higher secondary commerce students in Chennai. The critical thinking disposition of higher secondary commerce students is significantly correlated with their achievement in commerce. Similarly, the dimensions of critical thinking dispositions- engagement and innovativeness of higher secondary commerce students are also correlated with their achievement in commerce. But, the dimensions of critical thinking dispositions- maturity is not significantly correlated with the achievement in commerce. The study organizational climate in commerce of higher secondary commerce students is significantly correlated with their achievement in commerce. The dimensions of study organizational climate- (a) Goal Orientation, (b) Infrastructural Facilities, (c) Delivery of Instruction, (d) Credibility of Teacher, (e) Peer Relations, (f) Study Practices, (g) Instructional Facilities, (h) Parenting, (i) Teacher-Student Interaction and (j) School Discipline shows the significant correlation with the achievement in commerce.

Key Words: Critical Thinking Dispositions, Study Organisational Climate of Higher Secondary Students and Achievement in Commerce.

I. INTRODUCTION

Ever since the start of this new millennium, “21st century skills” has been a catch phrase ricketing around educational and commercial world. Since science is developing in such a tremendous way that life in 2050 would completely be different from all kinds of lives that man has ever known. In the presence scenario, commerce constitutes an important component of higher secondary school curriculum. Several researches have been undertaken to study the factors that may have significant impact over the learning of commerce. After it has been reported that factors such as motivation, self-esteem, attitude, aptitude and so on, so forth or influential enough to accelerate the learning outcomes of students in commerce.

More recently, the partnership of 21st century skills has identified critical thinking as one of the several learning and innovation skills necessary to prepare students for higher secondary level and work force. Any individual in the 21st century can get the ability to think critically about the complex results out of actions or events towards the environment as a crucial skill. The commerce education must be included to critical thinking disposition, study organizational climate for the 21st century learners and strive hard to develop critical thinking skills and enable problem solving.

Over the last two decades, the study organizational climate, the quality and character of school life, fosters or undermines the student’s development, learning and achievement. The claim of parents and teachers is a safe and supportive school environment where students can get positive school relationships, respect, and engagement in their work and feel competent.

The foundation of study organizational climate for 21st century school and life success must be formed in reducing achievement inequities, enhancing healthy development and promoting the skills, knowledge and dispositions that provide the foundation for 21st century school and life success.

Study organizational climate needs to activity created and sustained by members of the student, parent, and supported by the community. To understand and improve the school climate, it can work together for underlying skills and dispositions for healthy student relationship and capacity to work and participation in a democracy.

Objectives of the Study

The following objectives have been set in the present study.

1. To find out whether there is any significant correlation between the critical thinking dispositions of higher secondary students and their achievement in commerce.

- To find out whether there is any significant correlation between the study organizational climate as perceived by the higher secondary students and their achievement in commerce.

Hypotheses of the Study

The following hypotheses have been set in the present study.

- There is no significant relationship between the critical thinking dispositions of higher secondary students and their achievement in commerce.
- There is no significant relationship between the study organisational climate as perceived by the higher secondary students and their achievement in commerce.

II. METHODOLOGY

Method Selected

The investigator selected descriptive survey method for the study.

Population and Sample for the study

The population of the present study consisted of higher secondary commerce students studying in standard XI in Government, Government Aided and Private Schools. From the population, the investigator has taken 810 higher secondary commerce students through random sampling technique.

Tool for the Study

- Critical Thinking Disposition Assessment developed by **John C. Ricketts (2003)**.
- Study Organisational Climate in Commerce Scale prepared and validated by the investigator.
- Achievement in Commerce - To access the students' achievement in commerce, school records have been referred and marks obtained in commerce by each student in the sample during quarterly examinations held on September 2012 have been taken and converted into 100%.

Pilot Study

Pilot study was conducted in the month of June 2012 on 60 XI Grade Commerce Students drawn from each school selected randomly from the whole sample to establish reliability and validity of the various tools used in the study. For establishing reliability of the scales, the investigator used test-retest method. The two scales, (1) Critical Thinking Dispositions Assessment, (2) Study Organisational Climate in Commerce Scale were first administered to a sample of 60 higher secondary commerce students selected from the population. After an interval of 10 days, the same tools were administered to the same sample.

III. STATISTICAL ANALYSIS AND INTERPRETATION

The collected data were analyzed using the relevant statistical procedures, the details of which are given in the following tables.

Critical Thinking Dispositions and Achievement in Commerce

The number of students with the three critical thinking dispositions categorized by **John.C.Ricketts** falling under each of the three levels of achievement in commerce (low, average and high) have been identified and the relationship between the variables 'achievement in commerce' and critical thinking dispositions of higher secondary students, the details of which are to be found in Table 1.

Table 1 Showing the relationship between the critical thinking dispositions of higher secondary students and their achievement in commerce

| Critical Thinking Dispositions | N | Calculated 'r' Value | Table Value | Remark |
|--------------------------------|------------|----------------------|--------------|----------|
| Engagement | 810 | 0.617 | 0.072 | S |
| Maturity | 810 | 0.044 | 0.072 | NS |
| Innovativeness | 810 | 0.571 | 0.072 | S |
| Total | 810 | 0.784 | 0.072 | S |

The above table clearly indicates that the obtained values of 'r' (0.617, 0.571 and 0.784) with that of table value (0.072) at 0.05 level, it is found that critical thinking dispositions in toto and its dimensions – engagement and innovativeness of higher secondary students and achievement in commerce are significantly correlated.

Comparing the obtained value of 'r' (0.044) with that of table value (0.072) at 0.05 level, it is found that the dimension of critical thinking dispositions – maturity of higher secondary students and achievement in commerce are not significantly correlated.

Hence Hypothesis stating that "There is no significant relationship between the critical thinking dispositions along with its dimensions of higher secondary students and their achievement in commerce" is partially verified.

Study Organizational Climate in Commerce and Achievement in Commerce

The influence of the study organizational in commerce of pupils in discriminating their levels of achievement in commerce has been analyzed and the obtained findings are presented in Table 2.

Table 2 Showing the relationship between the study organizational climate in commerce of higher secondary students and their achievement in commerce

| Study Organisational Climate | N | Calculated 'r' Value | Table Value | Remark |
|------------------------------|-----|----------------------|-------------|--------|
| Goal Orientation | 810 | 0.504 | 0.072 | S |
| Infrastructural Facilities | 810 | 0.528 | 0.072 | S |
| Delivery of Instruction | 810 | 0.510 | 0.072 | S |
| Credibility of Teacher | 810 | 0.561 | 0.072 | S |

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|-----------------------------|-----|-------|-------|---|
| Peer Relation | 810 | 0.544 | 0.072 | S |
| Study Practices | 810 | 0.554 | 0.072 | S |
| Instructional Facilities | 810 | 0.363 | 0.072 | S |
| Parenting | 810 | 0.353 | 0.072 | S |
| Teacher-Student Interaction | 810 | 0.472 | 0.072 | S |
| School Discipline | 810 | 0.586 | 0.072 | S |
| Total | 810 | 0.830 | 0.072 | S |

It is found from the above table that the obtained values of 'r' with that of table values at 0.05 level, it is found that study organizational climate in commerce in toto and all its dimensions of higher secondary students and achievement in commerce are significantly correlated.

Hence Hypothesis stating that "There is no significant relationship between the study organisational climate in commerce along with its dimensions as perceived by the higher secondary students and their achievement in commerce" is rejected.

IV. FINDINGS OF THE STUDY

Critical Thinking Dispositions and Achievement in Commerce

The critical thinking dispositions of higher secondary commerce students along with its dimensions are significantly correlated with their achievement in commerce. Similarly the engagement and innovativeness of higher secondary commerce students are also correlated with their achievement in commerce. But, their maturity is not significantly correlated with the achievement in commerce.

Study Organizational Climate in Commerce and Achievement in Commerce

The study organizational climate in commerce along with its dimensions of higher secondary commerce students is significantly correlated with their achievement in commerce. In all the dimensions, the same significant correlation is observed between the dimensions and the achievement in commerce.

Educational Implications

The present study reveals that critical thinking dispositions, study organisational climate in commerce and self-efficacy are significant predictors of achievement in commerce. Hence, various strategies and techniques are to be evolved to promote critical thinking dispositions, study organisational climate in commerce and self-efficacy of higher secondary students in order to improve their academic efficiency in commerce.

The following technologies may be used to develop innovative thinking among commerce students.

1. Multimedia Learning Process
 - Slide based Method
 - Movie based Method
 - Book based Method
2. Problem –based Method
3. Mind map Method in commerce

4. Vision Learning Approach
5. Role playing and Scenario Analysis based Teaching
6. Project based Learning in commerce

There is growing demand for training the parents and the teachers in developing good study organizational climate in commerce among the children. Following is a list of recommendations for the parents and the teachers.

- ❖ The parents should have family meals together as often as possible. During the meal time, the parents should hear the words of the children regarding their personal as well as academic problems. Proper solutions should also be given to their children.
- ❖ The parents should be made aware of child psychology; it will help them in understanding their children.
- ❖ The parents should not force their children to do something beyond their ability. This develops unwanted fear of failure among the children.

V. CONCLUSION

The study of relationship between the Critical Thinking Dispositions, Study Organisational Climate of Higher Secondary Students and their Achievement in Commerce has proved that students could reach and achieve their individual heights. It also shows us that success of learning commerce lies in reducing achievement inequities, enhancing healthy development and promoting the skills, knowledge and dispositions that provide the foundation for 21st century school life.

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