

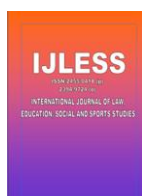


A Study on Reflective Practices of Students of Standard Nine of Mysore Taluk

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Abstract

This descriptive survey study investigated the reflective practices among 400 standard nine students in Mysore Taluk, analyzing variations by gender, location, and school type. Results indicated that reflective practice scores were nearly normally distributed. A significant difference was found based on gender, with girls demonstrating higher reflective practices than boys. Similarly, government school students scored significantly higher than their private school counterparts. However, no significant difference was observed between urban and rural students. The findings highlight the need for targeted educational interventions, particularly for boys and private school students, to enhance reflective thinking and support academic development through improved self-evaluation and feedback mechanisms.

Keywords: Reflective practices, academic achievement, secondary education, gender difference, school.

Introduction

The present study titled “A Study on Reflective Practices of Students of Standard Nine of Mysore Taluk” was a descriptive survey study. In this study the investigator attempted to find out whether the use of reflective practices can help in enhancing academic achievement of students.

Reflective practice is a process of self observation and self evaluation. Oxford dictionary says reflection as thinking, reconsideration”. It is an effective method of practice to develop problem solving and decision-making skill. Reflective practice is “the capacity to reflect on action so as to engage in a process of continuous learning”. According to one definition it involves “paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively”. This leads to developmental insight.

Reflective practices can be an important tool in practice-based professional learning settings where individuals learning from their own professional experiences, rather than from formal teaching or knowledge transfer, may be the most important source of personal professional development and improvement. It is also an important way to be able to bring together theory and practice; through reflection an individual is able to see and label schools of thought and theory within the context of their work. What is important about reflection throughout the practice is that it is not just looking back on

past actions and events, but rather taking a conscious look at the emotions, experiences, actions, and responses, and using that to add to the existing knowledge base to draw out new knowledge, meaning and have a higher level of understanding. As such the notion has achieved wide take-up, particularly in professional development for practitioners in the areas of education and healthcare. The question of how best to learn from experience has wider relevance however, to any organizational learning environment. In particular, people in leadership positions have a tremendous development opportunity if they engage in reflective practices.

Reflective pedagogy is an attempt to understand learners, the teachers and teaching learning process as a whole and help pupil move towards a competency to the extent possible. In a nutshell, reflective practices are a conscious attempt to think before, during and of course after the instruction for the betterment of end production on the pupil.

Reflective Practices are now been widely accepted and used as developmental practices for organisations, networks, and individuals. Reflective Practices can be seen and has been recognized in many teaching and learning scenarios, and the emergence in more recent years of blogging has been seen as another form of reflection on experience in a technological age.

Present Status of the Study

Reflective practices are important because it makes difference in students learning. It includes reflection on various dimensions of activities undertaken by a person.

Reflective practice is a process of learning from experience that allows you to look at and recognize where you need to enhance your own learning so that it gives bigger benefit to academic success. It offers an opportunity to consider one's strength and weaknesses and to determine learning needs. However, even though researches indicate that reflective practices plays a vital role in overall development and academic achievement of pupil but not much importance is given for developing reflective practices among the students by the teachers and school administrations. Most of the studies on this behalf have been found to be conducted in foreign countries. Investigator was not able to find many studies done to analyze the reflective practice behavior in primary and secondary level students in Indian context particularly in state of Karnataka.

Need for the Study

Reflective practices help a teacher to have deeper understanding of their own teaching style and ultimately lead to a higher academic achievement for students. It also helps to develop problem solving and decision making skill in both teachers as well as students and thus plays a greater role in teaching learning process. There are not much study done related to Reflective practices and Academic achievement of students in the state of Karnataka. The related studies made the investigator realize the need to study the reflective practices among the pupils of standard Nine.

Objectives of the Study

1. To study the status of Reflective Practices of Students of Standard Nine of Mysore Taluk.
2. To study whether there is any difference in the status of Reflective Practices of Students of Mysore Taluk in relation to gender, location and type of organization.

Hypotheses of the Study

1. There is a significant difference in Reflective Practices among Boys and Girls of Standard Nine of Mysore Taluk.
2. There is a significant difference in Reflective Practices among Standard Nine Students of Urban and Rural schools of Mysore Taluk.

3. There is a significant difference in Reflective Practices among Standard Nine Students of Government and Private schools of Mysore Taluk.

Variables of the study

1. Reflective Practices

Sample of the Study

Stratified random sampling technique was used for the selection of the sample.

The investigator selected 6 schools 3 from rural area and 3 from urban area. From the entire population of these students 400 hundred ninth standard students of secondary school of Mysore Taluk were selected as the sample of study.

Tools Used in the Study

The tool used in the study was 'A rating scale on Reflective Practice of standard nine students constructed by the investigator.

Statistical Techniques of the Study

Descriptive Statistics

Descriptive statistics Mean, Median and Standard Deviation and Skewness were computed for different variables in the study.

Inferential Statistics

't' test was employed to find out the significant difference among pupil of Standard nine on the bases of gender, type of school and location.

Analysis and Interpretation of the Data

Analysis and Interpretation of Objective One

The first objective was to study the status of Reflective Practices among the Students of Standard Nine of Mysore Taluk. The analysis of this objective was done using descriptive statistics namely mean, median, standard deviation and skewness. The results were given in below table.

Table-1: Frequency distribution of scores of Reflective Practices among Students of Standard Nine.

Class Interval	Mid Point	Frequency	Smoothed Frequency
90-99	94.5	0	0.00
100-109	104.5	10	7.33
110-119	114.5	12	11.67
120-129	124.5	13	15.33
130-139	134.5	21	35.33
140-149	144.5	72	65.33
150-159	154.5	103	91.33
160-169	164.5	99	84.00
170-179	174.5	50	56.00
180-189	184.5	19	23.33
190-199	194.5	1	6.67
200-209	204.5	0	0.33

Interpretation

The distribution shows that 68.26% of the score on Reflective Practices falls between 68.91% and 85.95% of the scores. This indicate that 15.87% of the score lies above the score of 85.95% and 15.87% of scores lie below the scores of 68.91%.

Table-2: Number(N), Mean(M), Median(Mdn), Standard Deviation(SD) and Skewness (SK) of distribution of score of Reflective Practices.

Variable	N	Max Score	Mean	Median	SD	Skewness
Reflective Practice	400	200	154.85	157	17.04	-0.87

Interpretation

From the above table it is observed that mean value of 154.85 and median value of 157 are close to each other. The skewness was found to be -0.87. This negligible degree of skewness indicates that the score of Standard Nine Students on Reflective Practices in the distribution closely approaches normal distribution.

Conclusion and Findings

Hence it can be concluded that the distribution of scores on Reflective Practices is nearly normally distributed. And scores of middle 50% of the students falls between 68.91% and 85.95% of the scores and hence majority of the student are found to have their scores between the class interval 130 - 169.

Analysis and Interpretation of Objective Two

The second objective of the study was to find out the difference if any in the Reflective Practices of the students of Mysore Taluk in relation to gender, location and type of organizations.

The data was analysed using descriptive statistical tool namely mean, median and standard deviation. Graphical representation was done using Ogive and inferential statistics 't' test was used to test the difference in mean scores of Reflective Practices in Urban and Rural, Government and Private and Boys and Girls students studying in Standard Nine of Mysore Taluk.

Table-3: Gives the details of classified data for descriptive data analysis based on Cumulative Frequency distribution scores of Reflective Practices among Boys and Girls.

Class Interval	UL	Boys				Girls			
		f	cf	cf%	Smcf%	f	cf	cf%	Smcf%
90-99	99.5	0	0	0	0.00	0	0	0	0.00
100-109	109.5	7	7	3.5	3.33	3	3	1.5	2.00
110-119	119.5	6	13	6.5	7.33	6	9	4.5	3.83
120-129	129.5	11	24	12	12.50	2	11	5.5	6.33
130-139	139.5	14	38	19	22.50	7	18	9	14.00
140-149	149.5	35	73	36.5	38.67	37	55	27.5	30.50
150-159	159.5	48	121	60.5	59.83	55	110	55	55.00
160-169	169.5	44	165	82.5	79.67	55	165	82.5	77.17
170-179	179.5	27	192	96	92.67	23	188	94	92.17
180-189	189.5	7	199	99.5	98.50	12	200	100	98.00
190-199	199.5	1	200	100	100.00	0	200	100	100.00

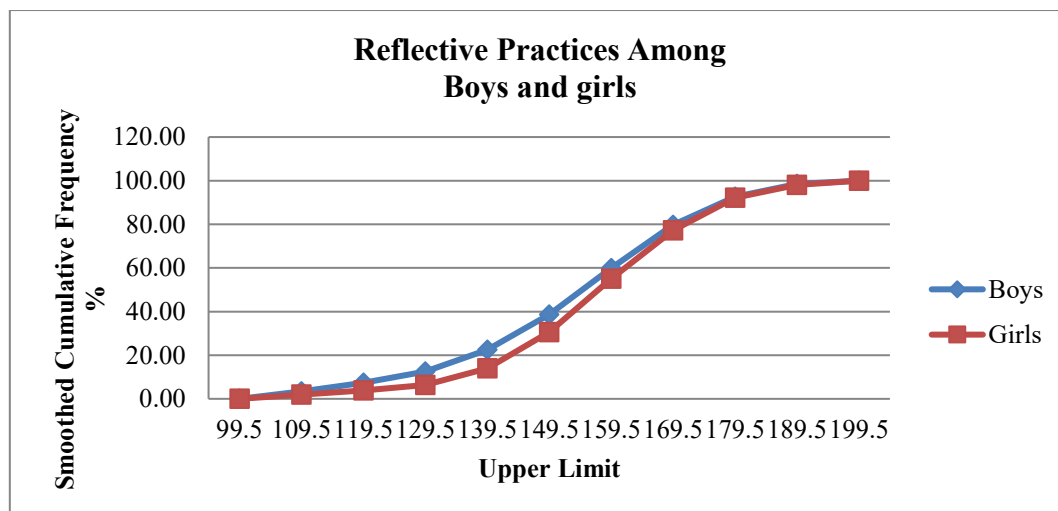


Figure-1: The Ogive representation of the scores of Reflective Practices of Boys and Girls.

Interpretation

The Ogive represents the scores of Reflective Practices of Boys and Girls of Standard Nine of Mysore Taluk. From the above figure it is observed that the cumulative frequency curve of Girls on Reflective Practices lies right of the cumulative frequency curve of Boys on Reflective Practices. This shows that the scores obtained by the girls are higher than that of the scores obtained by boys.

The distance between two curves shows the difference between the two set of scores. The graph shows that there is difference in the scores obtained by Boys and Girls on Reflective Practices. The significance of the difference was tested using the inferential statistics.

In order to test the significance of difference in the scores of Reflective Practices among Boys and Girls of Standard Nine of Mysore Taluk the investigator formulated a research hypothesis.

Hypothesis One

H₁: There is a significant difference in Reflective Practices among Boys and Girls of Standard Nine of Mysore Taluk.

In order to test the hypothesis it was changed to null hypothesis.

H₀: There is no significant difference in Reflective Practices among Boys and Girls of Standard Nine of Mysore Taluk.

't' test was employed to test the null hypothesis with a level of significance at 0.05 level with a theoretical 't' value of 1.97 for 398 degree of freedom.

Table-4: Number(N), Mean(M), Standard Deviation(SD) and 't' value of distribution of score of Reflective Practices among Boys and Girls.

Gender	N	Mean	SD	't' value	Result
Boys	200	152.93	18.48	2.09	Significant at 0.05 level
Girls	200	156.76	15.26		

Interpretation

From the above table reveals the that obtaine d't' value of 2.09 with respect to the scores of Reflective Practice among Boys and Girls of Standard Nine for the degree of freedom 398 is significant at 0.05 level.

Hence the formulated null hypothesis "There is no significant difference in the Reflective Practices among Boys and Girls of Standard Nine of Mysore Taluk" was rejected and Alternate hypothesis "There is a significant difference in the Reflective Practices among Boys and Girls of Standard Nine of Mysore Taluk" was accepted.

It is also observed from the table that the mean scores of Reflective Practices of Boys (152.93) is less than the mean scores of girls (156.76). This indicates that the Girls score on Reflective Practices is significantly higher than that of Boys. Hence it can be concluded that the Reflective Practices of Girls of Standard Nine of Mysore Taluk is higher than that of Boys.

Conclusion and Findings

Boys and girls of Standard Nine of Mysore Taluk differ significantly in their Reflective Practices. Girls are found to be better than Boys in relation to Reflective Practices.

Hypothesis Two

H2: There is a significant difference in Reflective Practices among Urban and Rural Students of Standard Nine of Mysore Taluk.

In order to test the hypothesis it was changed to null hypothesis.

H0: There is no significant difference in Reflective Practices among Urban and Rural Students of Standard Nine of Mysore Taluk.

't' test was employed to test the null hypothesis with a level of significance at 0.05 level with a theoretical 't' value of 1.97 for 398 degree of freedom.

Table-5: Number(N), Mean(M), Standard Deviation(SD) and 't' value of distribution of score of Reflective Practices among Urban and Rural School Students

Location	N	Mean	SD	't' value	Result
Urban	200	154.68	15.71	0.08	Not Significant at 0.05 level
Rural	200	155.02	18.33		

Interpretation

From the above table it is revealed that the obtained 't' value of 0.08 with respect to the Reflective Practices among Urban and Rural Students of Standard Nine for the degree of freedom 398 is not significant at 0.05 level.

Hence the formulated null hypothesis "There is no significant difference in Reflective Practices among Urban and Rural Students of Standard Nine of Mysore Taluk" was accepted and Alternate hypothesis "There is a significant difference in Reflective Practices among Urban and Rural Students of Standard Nine of Mysore Taluk" was rejected.

It is also observed from the table that the mean scores of Reflective Practices of Rural Students (155.02) are slightly higher than the mean scores of Urban Students (154.68). It shows that Reflective Practices of Rural students are slightly higher than that of Urban students. Hence it can be concluded that there is not much difference in the Reflective Practices among Urban and Rural School Students of Standard Nine of Mysore Taluk.

Conclusion and Findings

Urban and Rural Students of Standard Nine of Mysore Taluk do not differ in their Reflective Practices. Rural school students have slightly higher Reflective Practices than that of Urban school students.

Hypothesis Three

H3: There is a significant difference in Reflective Practices among Government and Private school Students of Standard Nine of Mysore Taluk.

In order to test the hypothesis it was changed to null hypothesis.

H0: There is no significant difference in Reflective Practices among Government and Private school Students of Standard Nine of Mysore Taluk.

't' test was employed to test the null hypothesis with a level of significance at 0.05 level with a theoretical 't' value of 1.97 for 398 degree of freedom.

Table-6: Number(N), Mean(M), Standard Deviation(SD) and 't' value of distribution of score of Reflective Practices among Government and Private School Students

Type of Organisation	N	Mean	SD	't' value	Result
Government	200	157.69	15.82	3.38	Significant at 0.05 level
Private	200	152.01	17.76		

Interpretation

From the above table it is revealed that the obtained 't' value of 3.38 with respect to the mean scores of Reflective Practices among Government and Private school students of Standard Nine for the degree of freedom 398 is significant at 0.05 level.

Hence the formulated null hypothesis "There is no significant difference in Reflective Practices among Government and Private school Students of Standard Nine of Mysore Taluk" was rejected and Alternate hypothesis "There is a significant difference in Reflective Practices among Government and Private school Students of Standard Nine of Mysore Taluk" was accepted.

It is also observed from the table that the mean scores of Reflective Practices of Government school students (157.69) are greater than the mean scores of Private school students (152.01). This indicates that the Government school students score on Reflective Practices is significantly higher than that of Private school students. Hence it can be concluded that the Reflective Practices of Government school students of Standard Nine of Mysore Taluk is higher than that of Private school students.

Conclusion and Findings

Government and Private School Students of Standard Nine of Mysore Taluk differ significantly in their Reflective Practices. Government school students are found to be better than Private school students in relation to Reflective Practices.

Major Findings of the Study

- The Reflective Practice of Students of Standard Nine of Mysore Taluk is nearly normally distributed
- Boys and girls of Standard Nine of Mysore Taluk differ significantly in their Reflective Practices. Girls are found to be better than Boys in relation to Reflective Practices.
- Urban and Rural Students of Standard Nine of Mysore Taluk do not differ in their Reflective Practices.

- Government and Private School Students of Standard Nine of Mysore Taluk differ significantly in their Reflective Practices. Government students are found to be better than Private students in relation to Reflective Practices.

Educational Implications

- The Reflective Practice behaviors need to be improved in teaching learning situations at ninth standard level.
- Private school students in general and boy students in particular are found to have less reflection on their personal activities. Hence these students should be encouraged to do self evaluations through reflective practice and work on their weaknesses.
- Special attention should be given to boys and private students to improve their Reflective Practices.
- Students should be made to understand the need of setting proper priorities of their life.
- Students should be encouraged to go in a planned manner while attempting their homework.
- Students need to take timely feedback from teachers and work on suggestions provided to them.
- Urban and girl students were found to be less reflective in their co-curricular activities. Hence they should be encouraged to reflect more on the ways to improve their co curricular skills.
- Students should be encouraged to be more reflective on ways to improve their abilities in sports and arts particularly in club activities and outdoor games.
- Students should be trained to contemplate more on the feedbacks of teachers and develop appropriate learning strategies.
- Students should be encouraged to use Reflective Practices as an element of self appraisal.
- Schools should provide maximum exposure to students in their curricular and co-curricular activities to develop the Reflective Practices which lead to higher academic success.

Limitations of the Study

- The study has some limitation with respect to sample selected, explanation process and treatment applied.
- Tool used in the study was constructed by the investigator and was not standardised due to time constraint.
- Study was confined to the students of standard nine only.
- The sample was limited to only 400 students of standard nine of Mysore Taluk.
- Study was limited only to Mysore Taluk for the generalisation of the result.

Suggestions for Further Research

- This study can be extended among students at different level such as Primary, Higher Secondary and College level.
- A comparative study of Personality Development, Reflective Practices and Academic Achievement of higher secondary students can be taken up.
- Experimental study could be conducted to explore in depth the need for Reflective Practices among the students of secondary level.

- The study can be extended with large population and sample as study on the relationship between Reflective Practices and Students achievement.
- There is scope to study effect of different components of Reflective Practices.

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