ABSTRACT

The present study was intended to find out the effectiveness of reflective thinking strategy of teaching on certain cognitive and affective variables among secondary school students. Experimental method was adopted for the present investigation. Considering the nature of the study random sampling technique was employed in order to get an adequate and representative sample. The sample selected included 212 students of standard VIII from six classes of three schools. The schools selected for the study belonged to two districts of Kerala viz Ernakulam and Kottayam. Each of the selected school provided one experimental and one control group for the study. The tools used for the study comprised of, lesson transcripts based on reflective thinking strategy of teaching and conventional method of direct instruction, reflective thinking tool, achievement test in chemistry, metacognitive awareness inventory, test on innovative attitude, test on fear of success and test on creativity. The collected data were subjected to analysis employing statistical techniques such as mean, standard deviation, critical ratio, ANOVA, and ANCOVA. Effectiveness of reflective thinking strategy of teaching was established on the basis of analysis and interpretation of the data collected. The conclusions and suggestions were given on the basis of the results of the study.