

CRITICAL CONSCIOUSNESS OF SECONDARY SCHOOL STUDENTS: AN INVESTIGATIVE SURVEY

Jasna P. Varijan

Senior Research Fellow, Farook Training College, Research Centre in Education, Calicut.
University of Calicut, jasnajarijan@gmail.com

Abstract

The whole human race is travelling through an age of exploitation, social, political, economic, cultural and so on. All these ill-treatments influence the daily life of the common man as a considerable issue. Critical consciousness of a person significantly affects the situation. It enables man to critically analyze the structural oppression and to change inequalities within their sociopolitical environments (Freire, 1973, 1993) through critical reflection and critical action. At the same time it keeps them away from victimization. The society expects rattling renovations from the new generation which is the only way for structural improvement of the milieu. All that depends on the critical consciousness of the imminent generation. Hence the study focuses on the mensuration of critical consciousness of secondary school students who represent the impending generation. At the same time the study values the effectiveness of prevailing educational system of the state in developing critical consciousness as the system is said to be rooted in Freirian ideas and concepts and giving prominence to the development of critical consciousness. The present study attempts to chalk out the level of Critical Consciousness among secondary school students of Kerala. Survey method is adopted for the study. Sample constitutes 125 students of standard eighth. Critical consciousness Scale developed by the investigators is used for the data collection. The survey reveals mediocrity of Critical Consciousness among the secondary school students.

Key words: *Conscientization, Critical Consciousness, Critical Reflection, Critical Action, Secondary School Students*



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

The whole human race is travelling through an age of exploitation, social, political, economic, cultural so on. The ultimate cause of oppression is found to be all kinds of inequalities in the society. The major demand of the human world is that they need a more tolerant society where all plays an equal role and all fellow beings are considered with due care, love and respect. The unbearable ill-treatments increase day by day in the present society and the condition of the oppressed going worse. The cardinal reason for this kind of injustice is that the people who preyed on are not aware of their rights, in other words they are not critically conscious. Critical consciousness of a person significantly affects the situation. It enables man to critically analyze the structural oppression and to change

inequalities within their sociopolitical environments (Freire, 1973, 1993) through critical reflection and critical action.

Taylor (1993) denotes that Conscientization is a process of developing consciousness, but consciousness that is understood to have the power to transform reality. When people develop such a consciousness they attain the capacity to face and solve the problems of real life. They can critically think about the possibilities and alternative aspects of a social issue and can alter the situation more favorably. Because critical reflection leads to critical action (Freire, 1970, 1972 & 1974). Sanders (1968) reminds that conscientization is an awakening of consciousness, a change of mentality involving an accurate, realistic awareness of one's locus in nature and society; the capacity to analyze critically its causes and consequences, comparing it with other situations and possibilities; and action of a logical sort aimed at transformation. Psychologically it entails an awareness of one's dignity.

Education is a powerful weapon that can be used significantly for the renovation of a contaminated society as education can awake people and tempt them to think of their rights and realize the inequalities and injustice in their social reality. It also plays a key role in organizing people's attitudes to change the social settings to make it more magnanimous. Kerala being one of the most literate states of India give apt importance to education and the present educational system of the state is rooted in the Freirean educational ideas and concepts which is found to be still of value. One of the major aims of the present educational system of the state is declared as the development of critical consciousness among students. The curriculum of the state is planned and prepared to achieve this major goal regarding conscientization and it is expected to create critically conscious generations. This study aims to achieve two major tasks. One direct and one indirect. The direct one is concerned with the mensuration of Critical consciousness among secondary school students of Kerala. The indirect aim is to value the effectiveness of prevailing system of education of the state in the development of Critical consciousness among imminent generation.

Methodology

Participants

The study focuses the secondary school students of Kerala. The sample selected from the two districts of the Kerala state, Thrissur and Calicut and it constitutes 125 students of 8th standard from three different schools, two from Thrissur and One from Calicut.

Instrument

Data were collected with a Critical Consciousness Scale prepared by the investigators. Critical consciousness Scale is a five point Lickert type scale constituting 40 statements including both positive and negative statements. The statements are based on two components of Critical Consciousness, Critical Action and Critical Reflection. The maximum score is 200.

Procedure

This research study aims to build a robust understanding of the level of Critical consciousness among secondary school students of Kerala. The scales with necessary instructions were given to 125 8th standard students of three different schools from Thrissur and Calicut districts to get a representative sample.

Result

To find the extent of Critical consciousness among the secondary school students of Kerala. The collected data were analyzed.

The extent of Critical consciousness among Secondary school students of Kerala

To find the extent of Critical Consciousness among Secondary school students of Kerala the Percentile analysis and Percentage analysis of the total sample have done and is given below.

1. Percentile Analysis of the Scores on Critical Consciousness of Secondary school students.

The scores were subjected to percentile analysis and 10th, 20th, 30th, 40th, 50th, 60th, 70th, 80th and 90th percentiles were tabulated.

Table 1. Percentile analysis of the scores on critical consciousness among secondary school students

Sl. No	Percentiles	Scores
1	Percentile 10	121
2	Percentile 20	127
3	Percentile 30	132
4	Percentile 40	139
5	Percentile 50	143
6	Percentile 60	146
7	Percentile 70	148
8	Percentile 80	156
9	Percentile 90	163

The percentile analysis shows that 90 % of the total sample scores below 163 in the Critical Consciousness Scale. Only 10 % scores above 163. 80 % of the total sample scores

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

below 156 and 20 % scores above 156. At the same time 70 % of the sample scores below 148 and 30% scores above 148. 50 % Of the sample score below 143 and 50% of the sample scores below 143. 40 % of the sample scores below 139 and 60 % of the sample scores below 139. 30 % of the sample scores below 132 and 70 % of the total sample scores above 132. 20 % of the sample scores below 127 and 80 % scores above 127. 10 % scores below 121 and 90 % scores above 121.

2. Percentage analysis of the scores on Critical Consciousness among secondary school students

The scores were subjected to percentage analysis. They are categorized to high, average and low categories. The following table shows the distribution of scores and sample in the categories

Table 2. Percentage analysis of scores on critical consciousness among secondary school students

category	No. of Students	Percentage
High	23	18.4
Average	81	64.8
Low	21	16.8

The percentage analysis shows that among total 125 students 81 scores comes in the average category. 21 scores come in the low category and 23 scores in the high category. 64.8 % of the total sample occupies the average category. Only 18.4 % of the total sample shows an above average performance and 16.8 % shows below average performance.

It can be graphically represented with a pie diagram for more clarification. Figure 1. Shows the magnitude of the three categories evidently.

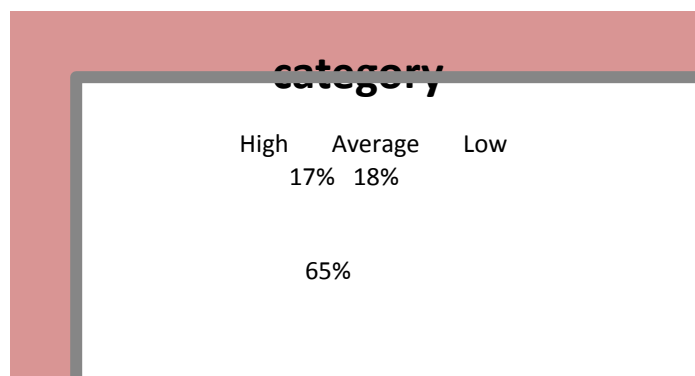


Figure 1. Graphical Representation of the Categories

Conclusion

The result reveals the mediocrity of Critical Consciousness among Secondary school students of Kerala. Most of the population i.e., 64.8 % lies in the average category. A

significant percentage i.e., 16.8% of the total sample lies in the below average category and it indicates a significant percentage of the total population still lacks critical consciousness. The process of conscientization during education is not up to the mark. The education they follow is not much effective in creating critically conscious generation. It may be due to ineffective transaction of the curricula, or due to the strategies used were not appropriate to develop critical consciousness in children or sometimes may be due to the imperfection of the curricula itself. Any way it is acute to find the faultless reason for the present situation as the secondary school students represent both the present and future generations.

As the lack of critical consciousness among a significant percentage of secondary school students is a major issue. They are the architects of future society. They all need an above average level of critical consciousness. The education should provide a proper environment for the conscientization. Further researches can be done in different areas like content, concept, methodologies, strategies etc. to find out the lacking factor which cause scarcity of critical consciousness among the young ones. If it can find out the genuine cause of the situation it is easy to renew the system just like when the diagnosis is perfect the curing will be also absolute. The future researches may help to find the faultless cause of the paucity of critical consciousness among the imminent generations for the proper rectification of the educational system.

Reference

- Freire, P. (1970). Pedagogy of the Oppressed, New York: The Seabury Press.*
Freire, P. (1972) Cultural Action for Freedom, New York: Penguin Books.
Freire, P. (1973). Education for critical consciousness. New York: Continuum.
Freire, P. (1974). Education for Critical Consciousness. London: Sheed and Ward Ltd.
Freire, P. (1993). Pedagogy of the oppressed. New York: Continuum.
Sanders, T.G. (1968). The Paulo Freire Method: Literacy Training and Conscientization, West Coast South America Series Chile, 15(1), 1 – 17.
Taylor, P.V. (1993). The Texts of Paulo Freire. Buckingham: Open University Press.