



THE IMPACT OF THE IMPLEMENTATION OF MODERN CURRICULUM
ON THE DEVELOPMENT OF CRITICAL THINKING OF STUDENTS IN THE
SECONDARY SCHOOLS IN SHAMKIR, AZERBAIJAN

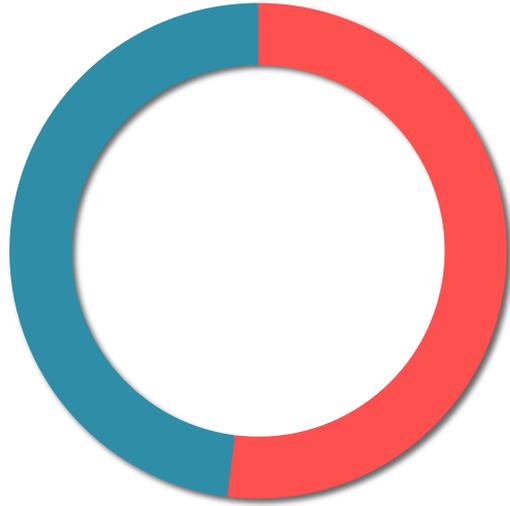
EDUCATION CONFERENCE | TURKAN MAMMADOVA | 7 JUNE 2018

Hypothesis

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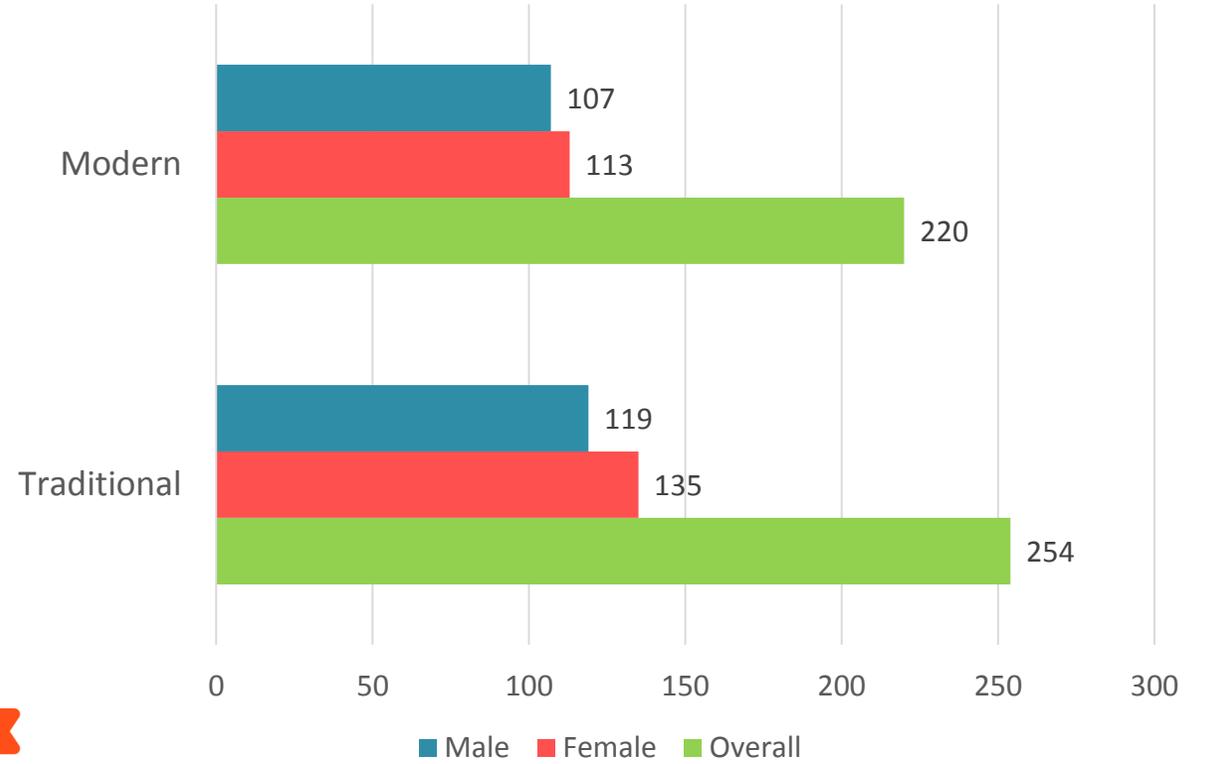
Modern curriculum positively impacts critical thinking ability of the students. Thus students having Curriculum program in the school has the highest Critical Thinking test grades than those having traditional education”

Male; 48%

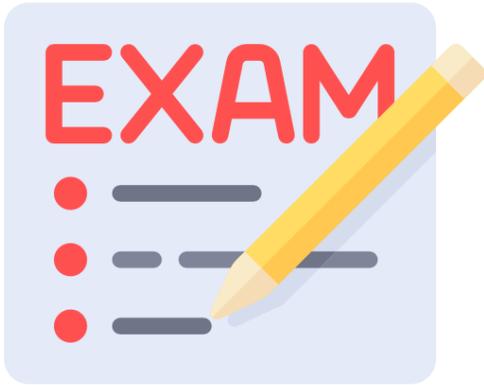


Female Male

Female;
52%



The population for this study consisted of all 8th, 9th, 10th and 11th-grade students enrolled in 3 different schools.



- the test was designed within selected 10 questions
- questions were selected out of approximately 100 questions
- Scores are reported on a scale from 0 to 16

SURVEY



- To find other factors that may have the relationship with CT skills
- These factors consist of math grade, private tutor, time spent on homework, parental factor, literature grade, and literature reading

Variables:

Dependent variable

Dependent variable	Critical thinking
25 %	5.5
Mean	6.59
Median	6.5
75 %	8
Minimum	1
Maximum	12
Standard deviation (Std. Dev)	2.0
Observations (Obs.)	474

Note: Average test score of all 474 participants was 6.5. It means that 50 % of the students scored less than 50% of total grading.

Variables:

Independent variable

	Independent variable	Mean	Median	Min.	Max.	Std. Dev	Obs.
	Modern curriculum	6.59252	6.5	1	12	2.00205	254
	Traditional education	5.981818	6	0	12	2.329018	220

Analysis:

The regression coefficient

Variables	Modern Curriculum
Coefficient	0.61
P-Value	0.003***
Observation	474
R-squared	0.0196
F-value	9.22
*p <0.1; **p <0.05; ***p <0.01	

It shows that if we move from traditional curriculum to modern one, critical thinking score increases by 0.61 point

Independent variable	25 Percentile	Mean	Median	75 Percentile	Min.	Max.	Std. Dev	Obs.
Modern curriculum	5.5	6.59252	6.5	8	1	12	2.00205	254
Traditional education	4	5.981818	6	7.75	0	12	2.329018	220

$r = .6107015$

Variables:

Control variables



Gender



Time spent on homework



Math Grade



Parent's Education



Private tutor



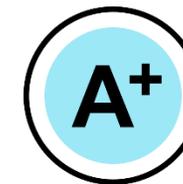
School geography



Parent's Occupation



Literature Reading



Literature Grade

Results:

Regression Analysis of Critical thinking and nine independent/control variables

Variables	Math Grade	Private tutor	School geography	Gender	Literature Grade	Literature reading	Time spent on HW	Parent's education	Parent's occupation
Coefficient	1.689073	1.862984	0.9238289	-0.2586959	-0.0035794	0.6928849	0.3841057	0.0449008	0.1409488
P-Value	0.000***	0.000***	0.001***	0.143	0.977	0.000***	0.095*	0.816	0.635
Observation	371	371	371	371	371	368	371	371	371
R-squared	0.4805	0.2619	0.2619	0.4805	0.4805	0.499	0.2619	0.4805	0.4805
F-value	35.15	18.38	18.38	35.15	35.15	34.01	18.38	35.15	35.15

*p <0.1; **p <0.05; ***p <0.01

Additional results:

Regression Analysis of Critical thinking and control variables within Modern curriculum

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The positive result of the study revealed that if there are two students both are from the modern curriculum, one is taking private tutoring other is not, the student who is taking private tutoring is not as good as in CT than one who is not having private tutoring.

Recommendation

1. Design special tutoring program for students at school
2. Extra curricular activities related with Critical Thinking (Orienteering)
3. Teacher training

Thank you for your attention

This paper was submitted in partial fulfillment of the requirements for the Executive Master in Business Administration (EMBA) degree at the Maastricht School of Management (MSM), {Maastricht}, {The Netherlands}, and ADA University {Baku}, {Azerbaijan}

By

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