



A Study Of Academic Achievement As Related To Educational Awareness Of The Students

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Abstract

Academic achievement is determined by the student's capacity to pass tests and exams and varies depending on the lesson plan. This comprehension could be of a certain field of knowledge, like history. Alternately, it might refer to a general academic idea that is used in many disciplines, like critical thinking. Academic success in a classroom is a result of the teaching-learning process. Academic success is influenced by a number of variables, including motivation, morale, intelligence, curiosity, surroundings, family dynamics, etc. In the current study, the researcher made an effort to determine the association between students' academic success and educational awareness. The sample was chosen from various belongingness. On the basis of their academic performance, government and private students were categorized.

Education knowledge plays a crucial role in assisting him in achieving better results. Students who are more aware have higher levels of aspiration, motivation, and openness to learning, which leads to better academic success. Students that possess a high level of mental capacity demonstrate a strong interest in their studies. The study's findings thus indicate a positive relationship between academic success and pupils' educational awareness. Students from government schools displayed greater awareness than those from private schools. The research comes to the conclusion that educational awareness is a crucial concept in the area of academic success.

Introduction

Academic performance, also known as academic achievement, is the result of education that measures how well a student, instructor, or institution has met its educational objectives. Academic achievement is frequently assessed through exams or ongoing evaluation, but there is no consensus on the optimal testing methods or whether components—procedural knowledge like skills or declarative information like facts—are most crucial. According to educational viewpoints, academic accomplishment is the result of the teaching and learning process. **"When we use an achievement test we are interested in determining what a person has learned to after he has been exposed to a specific kind of instruction".-(Thorndike and Hagen)**. The term "achievement motivation" combines the two distinct concepts "achievement" and "motivation." It alludes to the driving force that greatly aids in raising student

accomplishment levels. Describing its concept **Atkinson** and **Feather** stated that **“the achievement motive is conceived as a latent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.”**

“Achievement motive is defined in terms of the way an individual orients himself towards objects or conditions that he does not possess .he values those objects and conditions and he feels that ought to possess them he may be regarded as having an achievement motive.” (Irving Sanoff)

The students' behaviour is related to their motivation for success. "Achievement motivation may be associated with a range of goals, but in general, the behaviour undertaken will include action," McClelland and Atkinson claimed in their study.

Education can help the child develop a sense of maturity and responsibility by bringing about the desired changes in him in response to his needs and the demands of the rapidly changing society in which he lives. In all seriousness, education offers children a wealth of advantages. It rears the child much like a parent would. It leads him like a loving father and provides for him consistently like a wife. An educated person is highly known throughout the area. He has the capacity to overcome all of the problems and contradictions that come his way on a daily basis. In addition to this, education cultivates the individual and supports him in meeting his needs globally.

Academic Achievement

Academic achievement is the level of actual accomplishment or competency one has attained in a subject area as opposed to one's potential as determined by examinations for educational goals. The main focus of educational policy makers in every nation is academic accomplishment. It is well acknowledged that the environment a child grows up in—both within and outside of school—has a significant impact on the academic performance of the children. Socioeconomic status, social anxiety, learning difficulties, parental parenting methods, learning styles, classroom atmosphere, and others are a few of these variables. Therefore, attention should be taken to raise the rate of achievement and identify the obstacles that cause the rate to decline.

Academic achievement is the degree of real accomplishment or proficiency one has attained in a field of study, as opposed to one's potential as determined by examinations for educational goals (Lawrence & Deepa, 2013). The degree to which a student, instructor, or institution has met their educational objectives is the result of education.

Education and awareness

The equitable and sustainable exploitation of biodiversity and its preservation depend on education. Furthermore, it is essential for mainstreaming biodiversity. Threatening biodiversity and ecosystem services as well as communities' contributions to achieving SDG 4 is the erosion of indigenous and local knowledge and the decline in sustainable traditional land use that goes along with it (inclusive and quality education). Therefore, including biodiversity into curricula for learning and teaching is crucial.

There is a general lack of understanding of biodiversity and its significance, and

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biodiversity is occasionally seen as a resource to be exploited, such as through excessive logging or the hunting of wild species. The process of national growth and development is accelerated by the effective tool known as education. Additionally, it is only with the aid of education that people and children who are socially and economically oppressed can free themselves from their afflictions and become active members of their country.

Objectives

After having gone through the various reviews and studies, the investigator framed the following objectives –

- To find out the academic achievement in relation to students.
- To aware about the achievement motive in their academic situation.
- To study the educational awareness of the students.
- To suggest out the correlation among academic achievement and educational awareness of the students.

Hypotheses

1. There is a significant difference between the academic achievement scores of children from public and private schools.
2. There is significance difference in educational awareness scores between pupils in public and private schools.
3. There is no discernible difference between the academic achievement and educational awareness scores of children in government and private schools.

Sample

The sample taken consists of 100 government and private school students from various schools.

Tools

The following standardized tools have been taken for collecting the required information and data:-

(I)- Achievement Motivation Test (ACMT)

Bhargava, U.P. (1984) is the author of this. It is based on lines drawn according to Dr. B. N. Mukherji's pattern and the sentence completion test method. There are 50 unfinished sentence items on this test, and the subject must complete each one by checking one of the three possible answers. While using the test-retest approach, the reliability coefficient is calculated as 87. In contrast to the Educational Achievement Test (General), which had a 75 percent agreement rate, B.N. Mukherji discovered an 80 percent agreement.

(II) Educational Awareness Scale:

Name of Test : Educational Awareness Scale

Developed by : Trilok Chand, Om singh and Dr. R.S. Mishra (2001)

The current awareness includes the following aspects of awareness: self-awareness, family awareness, and national awareness. After determining on the awareness regions, the researcher chose a relevant object from each category. There were only 70 items in the initial stage when these items were prepared before specialists they rejected 15 items from the list. The awareness scale now includes 26 items for self-awareness, 6 for family awareness, and 18 for nation awareness, both positive and negative sorts of items. As a result, only 15 articles were left. There were five questions on the pre-tryout scale that not a single student responded to when it was given to a small group of candidates. Thus, only 50 items were left after 5 items were also discarded. The last awareness scale item is as follows.

Test description: There are 50 questions about educational awareness, some of which are positive and some of which are negative. The student is contacted by the researcher, who gives them the impression that their answers will be kept private. This examination lasts one hour. Students must place an X in the box provided before the question to indicate whether they entirely agree, are unsure, disagree, or fully disagree. Score: For positive questions with a positive answer of 4, 3, 2, 1, and for negative questions with a negative answer of 0, 1, 2, 3, 4, points are given; the highest score is 200 and the minimum is 0.

Administration & Scoring

The tools were applied to the full sample that was chosen, and scoring was carried out in accordance with the manuals for the scales. By dividing by 50% above and 50% below the mean, the high and low achievers were separated (Kelley).

Results & Discussions

Table -I There is a significant difference between the academic achievement scores of children from public and private schools.

Government school			Private school			t	Level of Significance
N	M	S.D.	N	M	S.D.		
50	12.3	5.08	50	11.02	4.17	0.87	P<.05

Df=98

The Mean & S.D. values for government and private school students are 12.3 & 5.08 and 11.02 & 4.17, respectively, in the preceding table. When these numbers are compared to one another, the crucial ratio (t-value), which is less than the tabulated value (p2.58), is calculated to be 0.87. It demonstrates that the difference is large at the .05.

So the non-directional null hypothesis that **“There is a significant difference between the academic achievement scores of children from public and private schools.”** is accepted.

Table -II There is significance difference in educational awareness scores between students in public and private schools.

Government school			Private school			t	Level of Significance
N	M	S.D.	N	M	S.D.		
50	10.20	3.14	50	12.15	5.1	1.8	P<.01

Df=398

According to the above table, the mean and standard deviation values are 10.20, 3.14, 12.15, and 5.1, respectively. The mean value of students in government schools is lower than that of students in private schools, and the C.R. value is computed at 1.8. This value is also lower than the tabulated value, which indicates a significant difference at the.05 level.

Therefore, the null hypothesis that “**There is significance difference in educational awareness scores between students in public and private schools.**” is accepted.

Table -III There is no discernible difference between the academic achievement and educational awareness scores of children in government and private schools.

Achievement Motivation			Educational Awareness			t	Level of Significance
N	M	S.D.	N	M	S.D.		
100	64	5.7	100	64.25	5.78	0.32	P<.05

Df=198

According to the above table, the Mean and S.D. values are 64 and, respectively, 64.25 and 5.7 and 5.78. The C.R. value is calculated as being 0.32 and indicates that the mean value of accomplishment motivation is lower than the mean value of educational awareness. It is also lower than the tabular value, which indicates a significant difference at the.05 level.

Therefore, the null hypothesis that “**There is no discernible difference between the academic achievement and educational awareness scores of children in government and private schools.**” is accepted.

Results & Conclusions

The major findings of the study is mentioned clearly in point wise as following manner –

- It was discovered that private school children had higher academic achievements than child at public schools.
- As compared to child at government schools, private school students are more driven and attentive of their study.
- Educational success is positively related to students' awareness of education.

Based on the aforementioned conclusions, it can be inferred that the more educated students contributed to their better academic performance. This suggests a moderate way of thinking and is consistent with Mukherjee's (1966) study, which found that "there is a need for achievement and learning as well as the speed of performance." The students of private elementary schools outperform those of government primary

schools in terms of overall academic proficiency and have a higher level of awareness. Additionally, there is a strong correlation between academic success and child' awareness of education.

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