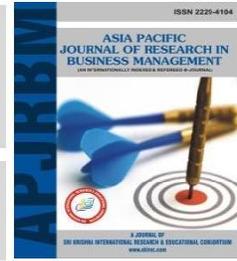




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A STUDY OF ACADEMIC ACHIEVEMENT AS RELATED TO EDUCATIONAL AWARENESS OF THE STUDENTS

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ABSTRACT

Academic achievement in the classroom situation is the product of teaching-learning process. There are various factors which impact on academic achievement i.e. motivation, morale, intelligence, curiosity, environment, family climate etc. In the present study the investigator made an attempt to find out the relationship among academic achievement and educational awareness of the students. The sample was selected from different belongingness. The government and private students was classified on the basis of their procurement in their academic achievement

Educational awareness also provides a key role to boost him for better result. The more aware students possess more sense of aspiration, motivation and prone to learn which is caused to their better educational achievement. The students with high level of mental ability show a keen interest in their education. Thus, the result of the study shows that the academic achievement is positively related to educational awareness of the students.

The govt. school students showed more awareness then the private school students. The paper concludes that educational awareness is very important construct in the field of educational achievement.

INTRODUCTION

Academic achievement or (academic) performance is the outcome of education-the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts. The academic achievement in educational points of views defined as the output 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 Achievement motivation, the term, is a combination of the two separate words -achievement and motivation. It refers the motive which assists us in the achievement level of the students in a great extent. 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)

Achievement motive is associated with the behaviour adopted by the students. **McClelland and Atkinson** purported in their study that ***“Achievement motivation may be associated with a variety of goals, but in general, the behaviour adopted will involve activity.”***

Students in these areas of academic achievement as related to personality and adjustment are reported by Bhatnagar (1966 a, 166 b,1967,1968,1969a 1969b). Rao (1963b), George et.al.(1967)and Rao (1963),George and Abraham (1967b)report a study on ‘order of birth and certain personality traits ,adjustment of secondary school pupil.

Education is able to instill in the Child a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands of ever changing society of which he is an integral part. Speaking more frankly, education bestows upon the child immense benefits. It brings up the child as the parents do. It guides him like an affectionate father and serves him faithfully like a wife. A well educated person is known all over the region. He is able to meet the conflicting challenges and tide over all the difficulties which confront him in day to day living. Not only this, education culturists the individual and helps him in his needs all over the world.

OBJECTIVES

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

- To find out the academic achievement.
- To find out the achievement motive in their academic situation.
- To find out the educational awareness of the students.
- To find out the correlation among academic achievement and educational awareness of the students.

HYPOTHESES

In order to achieve the above objectives, the following non directional null hypotheses have been adopted:-

- 1- That there exists any Significance Difference between the score of government and private school students in terms of their Educational achievements.
- 2- That there exists any significance Difference between the score of government and private school students in terms of their Educational awareness.
- 3- That there does not exist any significance Difference between the scores of government and private school students in terms of their Academic Achievement and Educational Awareness Method.

SAMPLE

The sample 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)

This is developed by Bhargava, U.P. (1984) .It is based on lines following the pattern of Dr.B.N.Mukherji and the method of sentence completion test .This test consists of 50 items of incomplete sentence which are to be completed by the subject putting a checkmark on any one of the three alternative responses given each items. Reliability coefficient is computed 87 but test –retest method validity. B.N.Mukherji found an agreement of 80 and with Educational Achievement Test (General) it had been agreement 75.

(II) Educational Awareness Scale:

Name of Test : Educational Awareness Scale

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

Following areas of awareness have been included in the present awareness (1) Self-awareness (2) Family awareness (3) Nation awareness. After deciding the areas of awareness researcher has selected relative item from each area. 26 item of self-awareness, 6 items for family awareness and 18 items of nation awareness both positive and negative types of items have been included in awareness scale thus 17 items have been included in this awareness scale there were only 70 items in the initial stage when these item were produced before specialist they rejected 15 items from the list. Thus only 15 items were remained. Under pre tryout when scale was administered to a small group of students then there were 5 items which was not answered even by a single student. So there 5 items were also rejected and only 50 items were remained. The final item of awareness scale is as under.

Description of the test: 50 questions relate to educational awareness some are positive and some are negative in it. The researcher makes contact with student and they are made to believe the answers given by them would be confidential. This test takes one hour. The students is to mark (X) (fully agree, uncertain, disagree, fully disagree) in the box given before the question.

Score: There is no answer right or wrong for positive question 4, 3, 2, 1, 0 and for negative question 0, 1, 2, 3, 4, points are given, maximum score may be 200, and minimum may be zero.

ADMINISTRATION & SCORING

The tools were administered on the entire sample selected and the scoring was done as per the guidelines of manuals of the scales. The high and low achievers were categorized by dividing 50% above and 50% below the mean (Kelley).

RESULTS & DISCUSSIONS

Table –I

Significance Difference between the score of government and private school students in terms of their Educational achievements.

Government school			Private school			t	Level of Significance
N	M	S.D.	N	M	S.D.		
50	11.3	4.08	50	12.02	4.15	0.83	P<.05

Df=98

In the above table, the Mean & S.D. values as recorded for **government and private school students** are 11.3 & 4.08 and 12.02 & 4.15 respectively. When these values are compared with each other, the critical ratio (t- value) is computed as 0.83, which is less than the tabulated value ($p < 2.58$). It shows the difference is significant at .05 level.

So the non-directional null hypothesis that “**there exists Significance Difference between the score of government and private school students in terms of their Educational achievements.**” is accepted.

Table –II

Significance Difference between the score of government and private school students in terms of their Educational awareness.

Government school			Private school			t	Level of Significance
N	M	S.D.	N	M	S.D.		
50	11.20	4.14	50	12.13	4.1	1.7	P<.01

Df=398

On the basis of above table, it shows that the Mean & S.D. values are 11.20 , 4.14 & 12.13, 4.1 respectively; the mean value of **government school students** are less than the values of **private school students** and the C.R. value is computed as 1.7 ; it is also less than the tabulated value, which shows significantly differ at .05 level .

Therefore, the null hypothesis that “**Significance Difference between the score of government and private school students in terms of their Educational awareness.** ” is accepted.

Table –III

Significance Difference between the scores of government and private school students in terms of their Academic Achievement and Educational Awareness

Achievement Motivation			Educational Awareness			t	Level of Significance
N	M	S.D.	N	M	S.D.		
100	63	5.6	100	63.25	5.67	0.31	P<.05

Df=198

On the basis of above table, it shows that the Mean & S.D. values are 63 & , 63.25 & 5.6 , 5.67 respectively. The mean value of achievement motivation is less than the mean value of educational awareness and the C.R. value is computed as 0.31; it is also less than the tabulated value which shows significantly differ at .05 level.

Therefore, the null hypothesis that “**Significance Difference between the scores of government and private school students in terms of their Academic Achievement and Educational Awareness**” is accepted.

RESULTS & CONCLUSIONS

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

- That the educational achievements of the private school students were found more than that of government school students.
- That the private school students are more motivated and have educationally awareness seen than the government school students.
- The educational achievement relates positively with educational awareness of the students.

On the basis of the above derived findings, it may be concluded that the more educationally aware students caused their better educational achievement; which indicates towards a moderate thinking and in line with the findings of the study of **Mukherjee (1966), in which he found that ‘there is a need for achievement and learning and the speed of performance’**. The students of private primary schools are superior in total academic achievement to the students of government prathamik schools and also have the more aware than the government school students. Also the educational achievement relates positively with educational awareness of the students.

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