Extent of Academic Awareness of Secondary Students: a Descriptive Study

Dr. Bapi Mishra

Assistant Professor, Department of Education, University of Gour Banga, Malda,
Email:dr.bapimishra@yahoo.com

Abstract:

Academic awareness is an important parameter to reach the target of educational goals as well as objectives. Awareness represents alertness, effective concept or basic understanding regarding any issue; awareness regarding educational activity will specify specific understanding regarding the educational activities. Academic awareness will help to assure the level of effectiveness as well as corresponding efficiency in respect to conduct teaching and learning as per the objective of education specified for the predetermined courses. Awareness will help an individual to take decision regarding any choice or any decision from different types of choices as per the requirement of the situation. In the education system effective participation of students will be desirable to specify the expected outcome by assuring the effectiveness of teaching as well as learning. Academic awareness of a student will specify the presence of balancing state to conduct psychological operations as per the requirement of learning situation to fulfill the basic objective of a curriculum. Effective development of motivation, attention, and interest will help to perform effectively in the existing education system; by developing awareness regarding educational activities, an education system will be able to specify the level of activeness in respect to regulate the desirable participation in the existing activities. In this study, investigator has design a methodology to describe the situation or corresponding aspects related to the matter of educational effectiveness in terms of appropriate dealings with student's awareness. A descriptive study method has been implemented in this purpose. After completing this study, the investigator has found the presence of below average of awareness regarding academic activities. Insignificant mean difference has been found as per predetermined strata of the study.

Keywords: Awareness, Academic Awareness, Effective Participation.

1.0.   Introduction:

Awareness is an important process to execute any task for the ultimate benefit of a system. Awareness is an important program to develop effective understanding in respect to theoretical as well as practical aspects. Basically, it is an approach to develop clear understanding about a system; it is also considered as a measurable fact which helps to effective use of any efforts as per the direction of a system. through the development of effective awareness regarding any issue an individual will be able to use on acquired knowledge as per the basic characteristics of a situation are the fundamental aspects of an environment it is also related with the basic development of adaptability as per the nature of variation. To consider the basic principle of changeability as per the demand of a situation, appropriate development of awareness regarding own issues or abilities related to own self are considered as very important. Through the development of effective awareness about own abilities as well as capabilities as per the basic consideration of a situation, an individual will be able to design own action plan as per the nature of own probabilities to meet the basic requirement of a situation or adjustment condition. It is an approach to develop adaptability as per the physiological as well as

psychological abilities of an individual; in the case of effective use of psychological ability to meet the basic requirement of a situation for the purpose of fitness through the development of eligibility criteria, an individual needs to perform as an effective organism in the situation of change. It is an approach to grow eligibility criteria as per the nature of change; this criteria will be effective to use own efforts as per the nature of environment. An individual will play an important role as a biotic component within an ecological system; every ecological system needs to get some appropriate interactive behaviour from the living component as per the nature of non-living components within the said system. There is a basic connection between knowledge and awareness, between awareness and attitude, between attitude and behaviour. To convert the knowledge into behaviour, importance to develop appropriate understanding is considered as an important objective of education system; to meet the fundamental aims of education,the development of desirable behaviour pattern of student is considered as the outcome of corresponding learning process. At the time of teaching and learning, effective use of the said awareness will produce a lot of functional aspects to face nature of change; it is related with the process of effective manifestation of school going students. Manifestation of already existed resources is considered as an important outcome or terminal point of educational system. It is an approach to develop effective understanding as per requirement of situational variation to meet the situational demands, individual will be able to develop effective personality pattern for the effective development of adjustment power. Personality is a dynamic organisation of psychological as well as physiological systems of an individual; this integration helps to nurture adaptability to fulfill that requirement of a situation. To develop functional ability, an individual will design own efforts and also to use the same on the basis of corresponding problems of adjustment. To develop the ability for adjust, man will (as per the nature of basic considerations that is changeability) design own personality pattern. To assess the adaptability or the functional aspects of adjustment, present study has to highlight the effective utilization of individual power which is completely dynamic in nature. to develop an effective blueprint for the development of dynamic setup of an individual's personality, learning process will play a functional role to cope with the basic needs of a situation. Dynamic behavioural pattern will help to manage a situation as per the available individual capabilities; development of personality is an important objective of education system, is related with the basic objectives and basic aims of education. Appropriate formation of dynamic personality is considered as an important point of outcome which is more valuable for the effective adjustment. In the development of dynamic behavioral pattern, development of awareness regarding the academic activities will be considered as very important functional agenda. Performing in the academic activities, an individual will be able to receive some valuable messages from the teaching & learning activities. Fulfillment of the educational objectives depends on the development of effective awareness which will be manifested through the effective nurturing of effective probabilities. Appropriate reflection of knowledge or formation of an attitude will be done through the development behaviour of settings; it is considered as an important objective of educational aim. On the basis of that, a system will be designed for appropriate manifestation of human resources. Through the effective development of awareness regarding the academic activities, an individual student will be able to fulfill all desirable behavioral modifiable requirements which are directly related with the individual as well as social demands. Effective manifestation of psychological potentialities as well as emotional potentialities depends on the development of effective awareness regarding the available capabilities. All round development is an important goal of education; it has so many fundamental phases namely physiological phase psychological phase, emotional phase, moral phase, social phase and aesthetic phase respectively.Development of effective awareness will be responsible to regulate all the aspects of all round development of an individual student. Awareness is related with the effective manifestation of learned knowledge in the practical situation as per the requirement for adjustment. There are so many aspects of educational system on which it is needed to develop an

effective awareness by the individual student. How a teacher performs an instruction process as per the norms of variability to meet the educational objectives as per the basic principle of individual differences, it is needed to comprehend. If an individual student will be able to develop an effective awareness or understanding regarding the approach of teaching which is conducted by any teacher to produce corresponding instruction mechanism. It is needed to develop an effective understanding by individual student regarding the strategies applied by individual teacher in the teaching learning system to carry forward the learning process as per the predetermined direction of education. Functional understanding regarding these issues will help to develop an effective concept which will be helpful to produce an effective attitude that will be related with the effective reflection of human behaviour; reflection of said behaviour will help to fulfill the educational objectives as per the demand of society. Teaching aid is an important mechanism which will help to provide an effective instructional program; it is needed to understand the strategy to provide appropriate example as per the desirable changes of instruction mechanism in the corresponding education system forwarded by the individual teacher. Logical explanation or application of logic in respect to verify the learning material by individual teacher in the continuous teaching learning process is required to produce and effective understanding. The development an effective understanding regarding the logical analysis of the teaching and learning activities, all the students of a classroom will be able to design own psychological efforts as per the nature of teachers' behaviour regarding the teaching activities. It is considered as an important to develop an effective understanding regarding the effective participation of students in the teaching learning system. To make an effective teaching, appropriate participation of students will be considered as very important. Student participation is an important agenda of education which will be considered to design teaching activity. To develop an understanding regarding the relationship produced by an individual teacher in the existing education system is desirable to plan for the effective development of educational efficiency. Development of efficiency regarding the fundamental aspects of all round development, are associated with the effective system of relationship produced by an individual teacher in the classroom by which every students of a classroom will be able to perform as per the direction of education system. Therefore it is required for the fulfillment of educational objectives. To develop functional understanding regarding the remedial approaches followed by every individual teacher in the classroom or out the classroom to develop an appropriate understanding on the taught content. There are so many learning activities which are also required to develop an effective understanding for the effective development of educational outcome. Modern education system of India needs to develop an effective personality; it is considered as a considerable issue of man making process. It is needed to develop and functional understanding regarding the role of learners in the classroom in different forms namely the readiness at the time of teaching learning program, students approach to get clarification about the taught instruction, students approach to continue the interaction process with teacher as well as with peer group, students approach to develop new ideas receiving functional messages produced by the teacher in the formal classroom situation, different approaches to produce effective responding and feedback system conducted by individual students in the classroom, the nature of alertness of students in the performed activities, different approaches of discipline maintenance to meet the predetermined educational instruction objectives, different approaches of self-controlling to manifest psychological potentiality through the effective regulation of psychological operation as per the academic variables etc. Through the effective development of understanding or awareness regarding the teaching learning system, in the one side a teacher will be able to design own teaching strategy as per the requirement of the academic situation as well as the requirement of the students; on the other side every student of a teaching learning system will be able to develop an effective understanding about the different approaches to develop desirable personality pattern as well as the dimension of the issue of behavioural modification. To find out the level of academic awareness of secondary students, present

study has been designed to describe the actual situation regarding the measurable variable of present study. A descriptive research approach has been designed in this regard. Students' awareness is an important factor to regulate the process of research based teaching as well as learning; through the effective development of relevant awareness regarding any academic issue namely development of experiences, development of perceptions will be regulated properly (*Turner, N., Wuetherick, B., Healey, M.,2008*). To develop an effective attitudinal system of students will help to practice the basic principles as well as policies regarding the research based teaching; in the case of effective development academic performance, this type of awareness will help to reshape appropriately. In the study of academic awareness, it has been observed that effective awareness of students regarding academic activities will help to develop an appropriate connection between teaching and corresponding research activities; it has also been proved that said type of awareness will help to develop an effective nexus between perceptions and experiences (*Healey, M., Jordon, F., Pell, B., Short, C., 2010*). In the development of effective perception regarding academic issues or effective understanding regarding any academic agenda, effective practice of awareness will help to redirect individual efforts as per the academic objectives. Students' awareness on metacognitive aspects will help to develop an approach of self-regulation that will be responsible to develop students' personality; the said type of awareness will develop communicative abilities in respect to develop students' conditional awareness (*Negretti, R., 2012*). In the classroom situation, practice of effective awareness will help to regulate communicative performance that will be directly related with the approaches to control the academic activities. Academic awareness through effective cognition from multiple directions will help to regulate the approach of strategic reading or performing strategically on academic activities; corresponding awareness will help to solve academic problems appropriately by implementing strategic approaches in the sector of academic activities (*Yuksel, I., Yuksel, I., 2012*). In the development of metacognitive habit among students in respect to academic activities, corresponding awareness will play an important role.

2.0.   Objectives of the Study:

At the end of the study, investigator wants –
- To measure academic awareness of secondary students.
- To find out the extent of academic awareness of secondary students.
- To find out the mean difference in respect to academic awareness.

3.0.   Significance of Study:

This study will help to find out some relevant aspects associated with the academic activities offered or designed for any predetermined course. Through the practice of said issues related to the problem of present study, it will be specified the importance of awareness development regarding the academic activities among secondary students.

4.0.   Analysis and Interpretation:

Collected data has been analyzed to reach into a specific response against the matter of academic awareness of secondary students. To describe reality as well as to test the assumption, following analysis has been done.

Table -1 Descriptive Analysis of Academic Awareness by Locality Plus Gender Parameter

	AAUB	AAUG	AARB	AARG
N	50	50	50	50
Mean	87.8800	86.3000	84.1200	91.6600
Std. Error of Mean	1.52118	1.74993	1.96804	1.39170
Std. Deviation	10.75637	12.37385	13.91613	9.84079
Skewness	-.654	.099	-.464	-.048
Std. Error of Skewness	.337	.337	.337	.337
P25	83.0000	78.7500	77.0000	83.0000
P50	88.5000	87.0000	83.5000	93.0000
P75	94.2500	96.2500	95.0000	99.0000

By observing the table -1, it has been specified that selected sample is 50 whose responses against the measurable variable of present study has been recorded as well as analyzed to describe the basic features. Mean value has been found higher in the response of rural girls students and lower response has been found in the case of rural boys students reading academic awareness. But in every case, below average performance regarding the said type of awareness has been recorded. Above group has been framed on the basis of locality plus gender parameter to describe the desirable issues related to academic awareness responded by secondary students. Deviation value has been found in lower level; lower level of deviation in respect to the matter of percentile assessment has been observed in this case. In all cases lower level of error value has been found against the matter of academic awareness of secondary students.

Table -2 Descriptive Analysis of Academic Awareness by Locality and Gender Parameter

	AAURBAN	AARURAL	AAMALE	AAFEMALE	AATOTAL
N	100	100	100	100	200
Mean	87.0900	87.8900	86.0000	88.9800	87.4900
Std. Error of Mean	1.15619	1.25753	1.25175	1.14442	.85246
Std. Deviation	11.56195	12.57534	12.51746	11.44418	12.05556
Skewness	-.225	-.594	-.623	-.106	-.421
Std. Error of Skewness	.241	.241	.241	.241	.172
P25	80.2500	80.0000	80.0000	80.0000	80.0000
P50	87.5000	89.0000	86.0000	90.0000	88.0000
P75	95.0000	97.0000	94.7500	97.0000	96.0000

By observing the table -2, it has been specified that selected sample is 100 whose responses against the measurable variable of present study (i.e. academic awareness) has been assessed and recorded as well as analyzed to describe the realistic conditions regarding the variable. Mean value has been found higher in the response of female students and lower response has been found in the case of male students reading academic awareness. But in every case, below average performance regarding the said type of awareness has been recorded. Above group has been framed on the basis of locality and gender parameter to describe the corresponding reality related to academic awareness responded by secondary students. Deviation value has been found in lower level; lower level of deviation in respect

to the matter of percentile assessment has been observed in this case. In all cases lower level of error value has been found against the matter of aca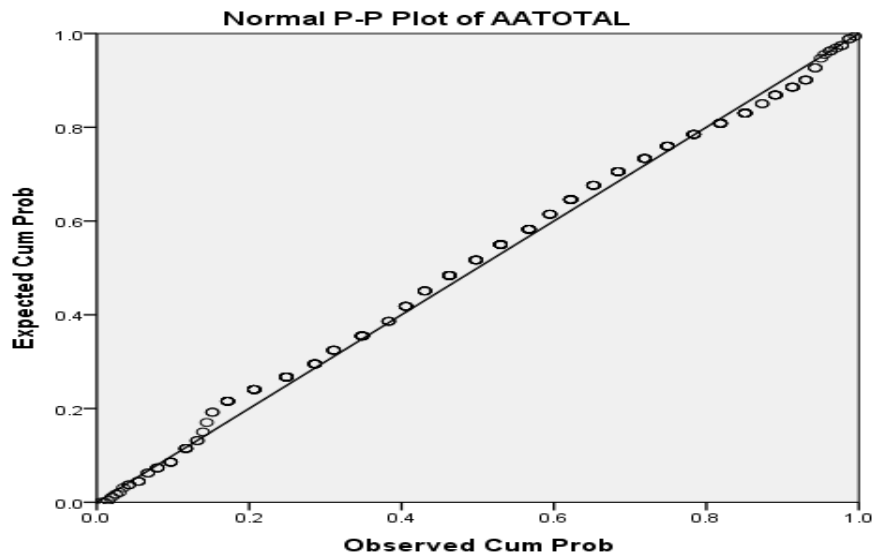demic awareness of secondary students. To find out the normality of the distribution, following assessment has been done.

Figure -1 Normal P – P Plot of AATOTAL

By observing the figure -1, it has been specified that the corresponding distribution has the normality; plotted points are directly attached with the straight line of normality.

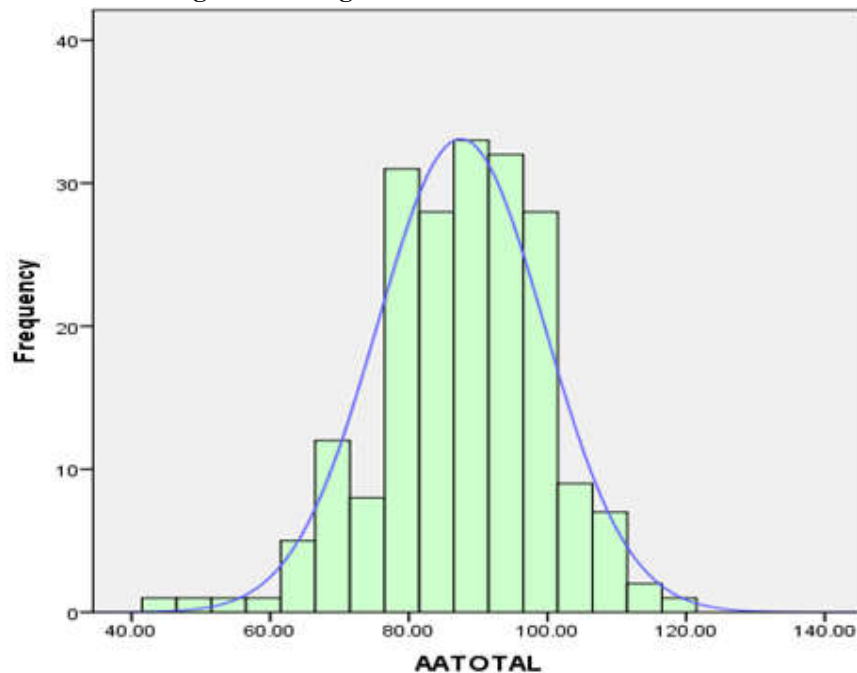**Figure -2Histogram with NPC of AATOTAL**

Figure -2 has specified the normality of the distribution through presenting the data position within the distribution in terms of academic awareness responded by secondary students.

To find out the nature of descriptive characteristics regarding the problem of academic awareness, bootstrapping technique has been implemented in this study to find out the acceptance of result in respect to large sample responses. Corresponding aspects of analysis have been presented below.

Table -3 Descriptive Analysis of Academic Awareness by Locality and Gender Parameter on Bootstrapped Data

		Statistic	Bootstrap[a]			
			Bias	Std. Error	BCa 95% Confidence Interval	
					Lower	Upper
Mean	AAURBAN	87.0900	.0189	1.1357	84.8900	89.3500
	AARURAL	87.8900	.0307	1.2477	85.2800	90.4567
	AAMALE	86.0000	.0247	1.2239	83.4500	88.4100
	AAFEMALE	88.9800	.0385	1.1322	86.7200	91.2800
	AATOTAL	87.0900	.0189	1.1357	84.8900	89.3500
Median	AAURBAN	87.5000	.1817	1.1373	85.5000	89.5000
	AARURAL	89.0000	.0083	2.1784	85.0000	92.0000
	AAMALE	86.0000	.2430	1.4282	84.5000	88.5000
	AAFEMALE	90.0000	-.0289	1.5492	87.5000	92.0000
	AATOTAL	87.5000	.1817	1.1373	85.5000	89.5000
a. Unless otherwise noted, bootstrap results are based on 5000 bootstrap samples						

From the table -3, it has been found that below average awareness has been found in respect to deal with academic activities done by the secondary students. Value of biasness has been found in lower level. Difference between lower level confidence and upper level confidence has been found in lower level. The corresponding result is more acceptable due to the presence of lower level of error value found from the 5000 bootstrapped data. Calculated error value has been indicated the normality of the distribution in respect to academic awareness regulated by secondary students.

Table -4 Error Analysis of Academic Awareness by Locality and Gender Parameter on Bootstrapped Data

		Statistic	Bootstrap[a]			
			Bias	Std. Error	BCa 95% Confidence Interval	
					Lower	Upper
Std. Error of Mean	AAURBAN	1.15619				
	AARURAL	1.25753				
	AAMALE	1.25175				
	AAFEMALE	1.14442				
	AATOTAL	1.15619				
Skewness	AAURBAN	-.225	.004	.235	-.686	.242
	AARURAL	-.594	.066	.341	-1.207	.280
	AAMALE	-.623	.043	.306	-1.177	.155
	AAFEMALE	-.106	-.008	.198	-.484	.251
	AATOTAL	-.225	.004	.235	-.686	.242
Std. Error of Skewness	AAURBAN	.241				

		Statistic				
	AARURAL	.241				
	AAMALE	.241				
	AAFEMALE	.241				
	AATOTAL	.241				
Kurtosis	AAURBAN	.378	-.037	.421	-.253	1.054
	AARURAL	1.192	-.248	.830	-.494	2.070
	AAMALE	1.282	-.137	.709	.118	2.203
	AAFEMALE	-.177	-.019	.286	-.665	.333
	AATOTAL	.378	-.037	.421	-.253	1.054
Std. Error of Kurtosis	AAURBAN	.478				
	AARURAL	.478				
	AAMALE	.478				
	AAFEMALE	.478				
	AATOTAL	.478				
a. Unless otherwise noted, bootstrap results are based on 5000 bootstrap samples						

To find out the biasness and corresponding error related to the three fundamental percentile points, following analysis has been done in respect to the 5000 bootstrapped data related to the academic awareness responded by the secondary students. Percentile gaps have been found in lower level which specifies the symmetrical responses in terms of academic awareness. In the table -5, corresponding picture has been presented.

Table -5 Percentile Analysis of Academic Awareness by Locality and Gender Parameter on Bootstrapped Data

		Statistic	Bootstrap[a]		BCa 95% Confidence Interval	
			Bias	Std. Error	Lower	Upper
25	AAURBAN	80.2500	.3278	1.4021	78.2500	83.0000
	AARURAL	80.0000	-.1554	1.0384	79.2500	80.0000
	AAMALE	80.0000	-.0889	1.3171	78.2500	81.2500
	AAFEMALE	80.0000	.4791	1.5079	79.0000	83.0000
	AATOTAL	80.2500	.3278	1.4021	78.2500	83.0000
50	AAURBAN	87.5000	.1817	1.1373	85.5000	89.5000
	AARURAL	89.0000	.0083	2.1784	85.0000	92.0000
	AAMALE	86.0000	.2430	1.4282	84.5000	88.5000
	AAFEMALE	90.0000	-.0289	1.5492	87.5000	92.0000
	AATOTAL	87.5000	.1817	1.1373	85.5000	89.5000
75	AAURBAN	95.0000	-.0821	1.4412	92.0000	97.0000
	AARURAL	97.0000	.1013	1.4135	94.7500	99.0000
	AAMALE	94.7500	-.2066	1.4361	91.7500	97.0000
	AAFEMALE	97.0000	.2168	1.1580	95.0000	99.0000
	AATOTAL	95.0000	-.0821	1.4412	92.0000	97.0000
a. Unless otherwise noted, bootstrap results are based on 5000 bootstrap samples						

To test the assumption related to the mean difference in terms of academic awareness, following analysis has been done.

Table -6 Analysis of Mean Difference regarding Academic Awareness

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
AAUB - AAUG	1.5800	17.12986	2.42253	-3.28825	6.44825	.652	49	.517
AARB - AARG	-7.540	16.95758	2.39816	-12.35929	-2.72071	-3.144	49	.003
AAURBAN - AARURAL	-.8000	17.18233	1.71823	-4.20935	2.60935	-.466	99	.643
AAMALE - AAFEMALE	-2.980	17.56603	1.75660	-6.46548	.50548	-1.696	99	.093

From the above table -6, it has been found that significant mean difference has been found in the case of rural boys and rural girls secondary students. But in other cases, insignificant mean difference has been found. Therefore, it has been interpreted that gender and locality are not basic determinant to regulate the awareness level on academic activities.

Table -7 Analysis of Mean Difference regarding Academic Awareness on Bootstrapped Data

	Mean	Bootstrap[a]				
		Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
					Lower	Upper
AAUB - AAUG	1.58000	.01591	2.42433	.519	-3.39117	6.28000
AARB - AARG	-7.54000	.06890	2.35994	.002	-12.34280	-2.62000
AAURBAN - AARURAL	3.76000	-.02823	2.32964	.116	-.86000	8.23440
AAMALE - AAFEMALE	1.58000	.01591	2.42433	.519	-3.39117	6.28000

a. Unless otherwise noted, bootstrap results are based on 5000 bootstrap samples

To find out the mean difference regarding the academic awareness in respect to the large sample, insignificant men difference has been found. Therefore, corresponding assumption regarding the difference in terms of gender and locality issue has been rejected.

5.0.   Conclusion:

From this study, it has been found that academic awareness is an important factor to regulate the effectiveness in respect to the teaching and learning. Among secondary students of selected area, below average level of awareness has been found. Similarly, gender wise as well as locality wise mean difference has been found as insignificant. Therefore, gender and locality are not considered as the determinant of mean difference in respect to regulate the academic awareness. In the case of effective development of existing education system, a symmetrical picture has been found in connection to the 5000 bootstrapped samples.

Reference:

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