



## **SOCIAL AWARENESS AND ACADEMIC ACHIEVEMENT OF KASHMIRI AND DOGRI STUDENTS – A CROSS CULTURAL STUDY**

**Shabir Ahmad Bhat<sup>1</sup>, Ph.D. & Amina BanoQuari<sup>2</sup>, Ph.D**

<sup>1</sup>*Assistant Professor, Department of Education, University of Kashmir*

<sup>2</sup>*Principal Govt. Degree College Kargil J&K*

### **Abstract**

*The present investigation was designed to assess the social awareness and academic achievement among Kashmir and Dogri secondary school students. The purpose was to compare the Kashmiri and Dogri students on the level of social awareness and academic achievement. The research was conducted on a sample of 200 secondary school students (100 Kashmir and 100 Dogri). The investigators used simple random sampling to select the sample from different schools of Kashmir and Jammu. The investigators used Nadeemljal Social awareness Scale. The findings of the study reveal that there is no significant difference between Kashmiri and Dogri Secondary School students on social awareness and academic achievement.*

**Keywords:** *Social Awareness, Academic Achievement, Kashmiri, Dogri, Secondary School Students.*



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

### **INTRODUCTION**

Social awareness as a readiness to see the whole situation in which one finds oneself and not only to orientate one's action on immediate tasks and purposes but to base them on a more comprehensive vision. Awareness does not convey the mere accumulation of rational knowledge. It means the readiness to see the whole situation in which one finds oneself in the life of the individual and in that of community. Awareness does not emphasize ones action on immediate tasks and purpose but to base these on a comprehensive vision. Awareness is not knowledge, but an attitude of mind. Its development does not depend on instructions only but also on the removal of certain obstacles such as fear, unconscious etc. Social awareness refers to the factual knowledge about important aspects of social system and its allied problems. It also refers to the capacity on the part of the individual to make proper diagnosis and thereby develop an attitude of mind.

Social awareness is a consciousness shared within a society in pursuit of social change, social justice and to improve the quality of life of the people. A high degree of social awareness is

to be constantly maintained for accomplishing a task, for maintaining a comfortable social climate in the learning community or group and for functioning effectively in both working and social activities. There exist a number of different definitions of social awareness in the literature. In a first group of definitions, Social awareness is defined as awareness about social situation of other people, i.e. what they are doing. Whether they are engaged in a conversation and can be disturbed, and of who is around and what is up. All these definitions consider mostly events that happen at a certain moment of time. Definitions in a second group are more general and assume a broader context. An example is a group structural awareness defined by Gutwin, C., Greenberg, S., Roseman, M. (1996) as knowledge about people's roles, positions, status, responsibilities and group processes. Similarly, according to Goldman, S.V. and Gutwin, C., Stark, G., Greenberg, S (1995), social awareness is awareness about the social connections within a group. Social awareness is the active process of seeking out information about what is happening in the communities around you greater awareness of social norms, and problems leading better understanding and better solutions. Social awareness is the knowledge of what is going on in society.

## **OBJECTIVES**

1. To compare Kashmiri and Dogri Secondary School Students on Social Awareness
2. To compare the Kashmiri and Dogri Secondary School Students on academic achievement.

## **HYPOTHESES**

The following hypotheses were formulated.

1. Kashmiri and Dogri Secondary School Students do not differ significantly on social awareness.
2. Kashmiri and Dogri Secondary School Students do not differ significantly on academic achievement.

## **DEFINITION OF VARIABLES**

**1. Social Awareness:** Social awareness refers to the factual knowledge about important aspects of social systems and its allied problems. It also refers to the capacity on the part of the individual to make proper diagnosis and thereby develop an attitude of mind. For the purpose of the present study the operation definition refers to the scores obtained by administering NademIjlal Social Awareness Scale.

**2. Academic Achievement:** For the purpose of the present study academic achievement has

been operationally defined as the scores obtained by the sample subjects in their previous two examinations.

### **SAMPLE**

The sample for the present investigation was consisted of 200 secondary school students (100 Kashmiri and 100 Dogri). The sample for the present study was selected randomly to ensure that each unit of the population could get equal chance to be selected. The sample were collected from the different schools of Kashmir and Jammu Divisions.

### **SELECTION AND DESCRIPTION OF TOOLS**

The tools for the present study were selected in a manner to achieve an optimum level of confidence by the investigator.

Following tools were used to collect the relevant data:

1. Nadeemjhal's Social Awareness Scale (NISAS).
2. Aggregate marks of pervious two year examinations.

### **ANALYSIS AND INTERPRETATION**

**Table 1.0: Mean comparison between Kashmiri and Dogri Secondary School Students on Social Awareness**

Category	N	Mean	S.D	t-value	Level of Significance
Kashmiri	100	462.01	20.23	1.79	Insignificant
Dogri	100	456.12	26.01		

The perusal of the above table shows the mean compression of Kashmiri and Dogristudents on over-all dimensions of social awareness viz. Knowledge (k), Diagnosis (D), Attitude (A). The table indicate that Kashmiri students possess high mean score (462.01) but fails to reaches any level of significance. Therefore, the statistical data reveals that both Kashmiri and Dogrisecondary school students show somewhat similar awareness about the society.

On the basis of this experimental evidence the hypothesis No. 1 which reads as "*Kashmiri and DogriSecondary School Students do not differ significantly on social awareness*" stands accepted.

**Table 1.1: Showing mean difference between Kashmiri and Dogri Secondary School Students on Academic Achievement**

Group	N	Mean	SD	t-value	Level of Significance
Kashmiri	100	60.79	12.01	1.50	Insignificant
Dogri	100	58.01	14.21		

The perusal of the above table reveals that there is no significant difference between Kashmiri and Dogri students on academic achievement. The Statistical data reveals that both Kashmiri and Dogri Secondary School Students have almost somewhat similar academic achievement. Though the main difference favours Kashmiri Students but the difference failed to arrive any level of significance.

Thus from the confirmation of the results from the above table the hypotheses No. 2 which reads as, “*Kashmiri and Dogri Secondary school Students do not differ significantly on academic achievement.*” stands accepted.

## **CONCLUSION**

On the basis of analysis, interpretation and of the data, certain meaningful conclusions have been drawn which are reported as:

1. It was found that there is no significant difference between Kashmir and Dogri secondary school students on Social Awareness. The Kashmiri and the Dogri Secondary School Students were found to have almost similar Knowledge about the Society and the societal problems.
2. It has been found that there is no significant difference between Kashmiri and Dogri Secondary School Students on Academic Achievement. The Kashmiri and the Dogri students were found to almost similar academic performance.

## **REFERENCES**

- Greenberg, S., Gutwin, C., & Cockburn, A. (1996, May). Awareness through fisheye views in relaxed-WYSIWIS groupware. In *Graphics interface* (Vol. 96, pp. 28-38).
- Gogate.S.B.(1985) *Creating Social awareness among college students* If, Pune.
- Gutwin, C., Stark, G., & Greenberg, S. (1995, October). Support for workspace awareness in educational groupware. In *CSCL* (Vol. 95, pp. 147-156).
- Hau Jen-Tsung (2008) *Influences of the Academic Self-concept on Academic Achievement: From a Perspective of Learning Motivation (Draft)* National Taiwan Normal University National Chengchi University.
- Kinjaran (1998) *thinking styles; influence on academic achievement.* An international journal experimental educational psychology.
- Ragozzino, K., Resnik, H., Utne-O'Brien, M., & Weissberg, R. P. (2003). Promoting academic achievement through social and emotional learning. *Educational horizons*, 81(4), 169-171.
- Shanawaz, H (1988) *A study of Social Awareness among Students (14-35) of Community Centers in Srinagar.* Unpublished thesis, University of Kashmir.
- Sharmistha Roy (2008) *A comparative study of factors affecting academic achievement of school going adolescent boys and girls.*