

# A STUDY OF CONSCIOUSNESS OF UNIVERSITY STUDENTS IN RELATION TO THE ACADEMIC ACHIEVEMENT AND LEVEL OF EDUCATION

Sadhna Sharma, Sona Ahuja and Deepika Satsangee

*The present empirical study was designed to study the correlation between the academic achievement and consciousness at two different educational levels of the university. The study was a non-experimental correlation study which was conducted on 150 students (75 graduates, 75 post graduates) of Faculty of Education, Dayalbagh Educational Institute, Agra, Uttar Pradesh, India. The number of male and female students was in the ratio of 65:35. A willing participation of the students in the study was sought. Consciousness Quotient Inventory by Brazdau (2008) was used to assess consciousness quotient of the university students at two different educational levels (i.e. graduation and post-graduation). To measure the academic achievement of the students, students' scores of internal and external assessment at the university were considered. Pearson's Product Moment Correlation was used to find out correlation between the scores of Academic achievement and consciousness quotient. Results indicated a significant positive correlation between academic achievement and Consciousness of the students at the two educational levels at the university. Moreover, results indicated the rise in consciousness level with the rise in the educational level at the University. At the end of the paper, educational implications of the study are provided for the teachers, educators, administrators and other people associated with the field of education.*

**KEYWORDS:** Academic Achievement, Consciousness.

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## INTRODUCTION

Today in the world when we stop for a moment and see all around, we find sufferings, pain, disorder, war, disharmony, distrust, feeling of insecurity and conflict galore. There is enormous selfishness present in human beings which leads to all kinds of miseries and ills in society. We have become narrow minded and self-centred to the extent such that we do not hesitate to torture others for the sake of our happiness. In such a scenario science of consciousness as stated by Satsangi (2007) is required not only to successfully mimic human brain but also mimic human mind and human spirit which transcend it and thereby enable us to solve problems to cure various ills and evils that affect the society. Mahirishi Mahesh Yogi (as cited in Grants and Jones, 2008) pointing to current education states that the current education lacks a missing fundamental – intellectual understanding and experience of pure consciousness. According to him intellectual understanding and experience of pure consciousness are so fundamental that they transform all aspects of the field of education, including foundational concepts, educational practices, and outcomes of education. A blend of spiritual awareness, mindfulness, emotional intelligence is required because it enhances the quality of life—not through trappings, but by adding spice to the small moments of everyday (Goleman,1995).

## SCIENCE OF CONSCIOUSNESS

Tart (1983) in his book 'States of Consciousness' states that there has been a rapid transition in the field of psychology. Once defined as a science it has now emerged as a study of behaviour. According to him 'we cannot shun the study of human experience simply because it is difficult', this proposition has led to the development of interest in the science of consciousness.

Brazdau (2011) refers to consciousness as most mysterious subjective phenomenon ever experienced by human beings. The concept of consciousness and the topic of states of consciousness was highly debated topic in last century in various disciplines such as Science, Psychology, Neuroscience, Psychiatry, Philosophy and Quantum Physics. The conscious processes can be operationally defined as events that: can be reported and acted upon, with verifiable accuracy, under optimal reporting conditions, and which are reported as conscious (Baars, Banks, Newman, as cited in Brazdau & Mihai, 2011). Consciousness is the characteristic of mind generally regarded to comprise qualities such as subjectivity, self-awareness, sentience, sapience and the ability to perceive the relationship between one self and the environment (Trehub, 2006). Although phenomenon of consciousness has been studied from long ago, it has been much recently emerged as a psychological variable

therefore it is the subject of much research in Philosophy of mind, Psychology, Neuroscience and Cognitive science. Because of this today a large number of researches are being done on consciousness in order to develop an understanding of a necessary preconditions for consciousness in the human brain which may help us to address important ethical questions.

### **RESEARCH ORIENTATION**

In his most comprehensive book on this subject, referring to consciousness, Roger Penrose (1994) provides arguments to demonstrate that there are aspects of human understanding, which could not be purely attained by any computational system. Hardly (2010) in the article 'The essential role of consciousness in mathematical cognition' argued that acquisition of human like concepts of countable and non-denumerable infinities and human like comprehension of a particular geometrically motivated proof does require conscious apprehension of the subject matter involved. In his paper *Consciousness, attention and Common sense*, Brigard (2010) provides the argument against the argument provided by Christopher mole (2008) that while consciousness is necessary for attention, vice versa is not true. Consciousness has been also found to affect important aspects of professionalism such as emotional intelligence of teacher trainees (Shivhare, 2007), job satisfaction in bank managers (Usman, A. 2010), meeting various human needs with the evolution of various modes of consciousness (Stewart, J. 2006). Significant efforts are also made to develop Consciousness through transcendental meditation in organizations (Schmidt 1996). Experience of Consciousness enhances receptivity and develops cognitive abilities such as intelligence, memory, alertness and creativity. It also improves affective qualities such as self-concept and well-being (Dillbeck & Dillbeck, as cited in Grant & Jones, 2008). These results together with 600 scientific studies conducted in the field of consciousness based education motivate the researcher to find out the effect of consciousness on academic achievement at various educational levels in Indian settings. Also there has been a gap in this area since consciousness has been a very less researched variable and even lesser in Indian settings.

### **PURPOSE OF THE STUDY**

The present empirical study was designed with the aim of analysing the relationship between consciousness and academic achievement of university students in relation to their level of education. It may reflect the significance of science of consciousness in curriculum for improving students' performance which plays a pivotal role in the development of better society.

## RESEARCH METHODOLOGY

### SAMPLE OF THE STUDY

The present study is a non-experimental correlational study which was conducted on 150 students (75 graduates, 75 post graduates) of Faculty of Education, Dayalbagh Educational Institute, Agra, Uttar Pradesh, India. The number of male and female students was in the ratio of 65:35. Students were asked to fill a consent form and those who were willing to participate were made to undergo the study. A simple random sampling approach was used to select students from faculty of education.

### MEASUREMENT

A standardized tool (Reliability = 0.92) developed by Brazdau (2008) entitled the Consciousness Quotient inventory was selected for the study. The measure is first ever Standard Psychological tool to measure consciousness on a scale. The CQi measures 6 dimensions of consciousness (i.e. physical, emotional, mental, spiritual, social- relational and self). The consciousness quotient inventory contains 62 items. The primary six factors of the Consciousness Quotient refers to the following aspects: (1) Physical Consciousness: refers to the ability of being conscious of the body and organism, and of the physical elements of the environment (8 items); (2) Emotional Consciousness: describes the ability of being conscious of your own emotions and feelings, and generally, to be conscious of any emotional feeling (10 items); (3) Mental (Cognitive) Consciousness: refers to the ability of being conscious of your own ideas, of the mental stream generally (9 items); (4) Spiritual Consciousness: refers to the ability of being conscious about yourself as a part of the universe, and describes the ability of being conscious about the multiple connections with the surrounding life (13 items); (5) Social - Relational Consciousness: refers to the ability of being conscious about human relationships and the connections with the people you interact with (9 items); (6) Self-Consciousness: Consciousness of Self or Self-Awareness refers to the ability of being conscious about your own person, your own self; this factor describes the ability of the reflexivity of the human being, of being able to look upon itself in an objective way (13 items). The tool also measures the 9 secondary factors. The inventory uses a likert scale with 5 degrees, from 1 to 5 points, showing the gradual agreement of the subject for each item: Strongly disagree, disagree, neutral, agree, and strongly agree. The rating on CQi is in descriptive terms. Responses to the open ended questions were coded into the categories and the frequency of the students' responses in each category was determined. For measuring the Academic achievement of the students the academic scores of students obtained through

internal and external assessment were considered.

**RESEARCH ANALYSIS**

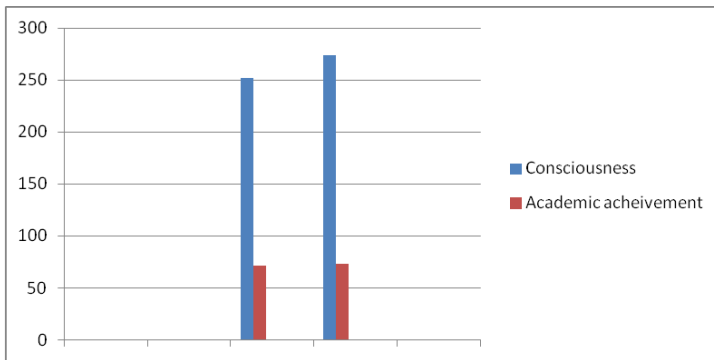
The correlation between academic achievement and consciousness was calculated using Pearson's product moment correlation. The results are summarized as follows:

**Table 1**

**Correlation between Consciousness and Academic Achievement of University Students.**

Variables	Graduate Students			Post Graduate Students		
	Mean	SD	Correlation	Mean	SD	Correlation
Academic Achievement	71.19	9.08	0.73	73.28	9.35	0.86
Consciousness	251.79	29.8		273.64	25.99	

The computed value of coefficient of correlation between consciousness and academic achievement of university students of different levels of education i.e. graduate and postgraduate students are 0.73, 0.86, respectively. It indicates that the post graduate level students have a higher correlation between their consciousness and academic achievement as compared to the correlation between academic achievement and consciousness of graduate students. The analysis of the results shows that there is significant correlation between academic achievement and consciousness of University students and also the correlation increases with the level of education at the university (Figure 1).



**Figure 1. Showing the trend between the academic achievement and Consciousness at the Graduate and Post-graduate level of Education.**

## RESULTS AND DISCUSSION

The findings of the study show that the consciousness of different levels of university students was found to be above average. There is significant positive relationship between the academic achievement and consciousness of university students. It was observed that the value of the coefficient of correlation 'r' between consciousness and academic achievement of different levels of education was positive. A high positive correlation was found between the consciousness and academic achievement of graduates ( $r = 0.73$ ) and post graduates ( $r = 0.86$ ). A study conducted by Brazdau (2011) on 138 participants from the ecological university of Bucharest, Romania, confirms the influence of consciousness coefficient in the academic performance appraisal. Present study also confirms the fact that consciousness increases with the increase in the level of education. Hence it is proved that there is significant amount of correlation between academic achievement and consciousness of university students.

## IMPLICATIONS OF THE STUDY

Researches are required in the direction of consciousness based education. A provision for technologies for experiencing consciousness must be made in our educational institutions. Courses including the thorough knowledge of concept of consciousness must be introduced in the educational system. There is a need of evolving consciousness based tools and strategies for teaching all the subjects. For teachers and educators in-service and pre-service training programs must be organized so as to make them aware about the concept of consciousness and its relationship with all aspects of human life including academic life. More and more researches are required which take consciousness as a psychological variable into the consideration.

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