



# Examining Socio-Educational Factors Influencing Evaluation Practices Among Students And Teachers

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## ARTICLE INFO

## ABSTRACT

**Background:** National Education Policies are important in determining the education system of a nation. NEP 1986 and NEP 2020 can be described as two significant milestones in the education reform process in India and that should be evaluated comparatively in terms of their perception, awareness, and socio-educational influence.

**Objectives:** The research objective was to evaluate NEP 1986 and NEP 2020, check the level of awareness among learners and educators, and assess the perception of policies as determined by institutional and socio-educational factors.

**Methodology:** The research design adopted was descriptive and comparative cross-sectional research. A structured questionnaire was used to collect data on 100 respondents (50 students and 50 teachers) in five classes of educational institutions. Data analysis was done by using descriptive statistics, paired t-test, one-way ANOVA, and t-tests.

**Results:** The evaluation of both NEP 1986 and NEP 2020 was found to be positive and there was no significant difference in the evaluation of the two. The awareness levels were also concluded to be high and consistent among the respondents. There was no significant effect of institutional type on the evaluation practices, whereas socio-educational factors had a strong positive effect on policy perception. There was no significant difference in the way students and teachers perceived it.

**Conclusion:** The paper concludes that NEP 1986 and NEP 2020 are viewed as complementary policy sets, and they are accepted by educational stakeholders and institutions alike.

**Keywords:** *Consciousness, Education Policy, NEP 1986, NEP 2020, Socio-educational Factors.*

## 1. Introduction

Educational research is an area of study that has acquired increased popularity in recent years, becoming one of the forces of the global scientific progress and technological development. Education affects the long-term development path of a nation in a decisive manner as it develops the human capital as well as the intellectual growth. It gained importance again when the 20th National Congress of the Communist Party of China in 2022 saw President Xi Jinping emphasize that development of talents is a strategic priority of the Party and the country. He stressed the reinforcement of independent systems of talent development, the focus on the creation of new and talented people, and at the same time, he enticed the attention of the world talent. To achieve sustainable development, institutions of higher learning, including various academic fields, should continually consider the way they can offer the society steady stream of highly skilled and competent graduates (Gwilliam et al., 2023).

Academic performance (AP) of students is commonly considered one of the main markers of future professional success (Kim, 2020; Peng et al., 2021). It is a detailed indicative of the cognitive capacity of students, their academic interest, motivation towards learning and the dedication to their learning objectives. Good scholastic performance usually gives the students the chance to secure scholarships, competitive jobs, and prestigious postgraduate places. As a result, the determination of the factors that define the academic

performance of college students has become a critical topic of the modern educational studies (Wang et al., 2022). In contrast, low academic performance can limit the career opportunities, (Academic) stress, and in others, result in late and/or incomplete graduation (Zayed et al., 2022). In reaction, researchers in various nations have conducted wide theoretical and empirical studies to determine the most important variables that affect academic performance and to establish intervention programs that reinforce academic growth of students.

The factors that determine academic performance are usually divided into internal and external factors which are individual and environmental factors respectively. A study conducted by Smith et al. (2023) with 302 adolescents revealed that students with attention deficit or hyperactivity symptomatic often had less learning motivation which adversely influenced academic performance. The other internal factors, including the quality of sleep (Boraita et al., 2023), mental health issues like depression, and dysfunctional social media use patterns have also been found to determine academic performance to different extents. Specific attention in the current study is given to the aspects of internal learning that are related to self-efficacy and learning behavior. As stated by Xu et al. (2023), the acquisition of self-efficacy is a critical psychological variable that can substantially impact learning motivation and cognitive-emotional reactions, which, in turn, will have an impact on the achievement in academic performance. Increasing the confidence of the students in their learning skills has been known to have positive academic results. In line with this opinion, Latino et al. (2023) used a structured physical activity intervention on the school breaks and showed significant changes in the level of student attention and self-efficacy after 12 weeks. The findings refer to the significance of effective learning behaviors and self-regulation in the context of academic success. Pedagogically, the promotion of self-directed learning is still a priority of instructional innovation. Lu et al. (2023) also supported this strategy by applying various learning activities to the real classroom settings and empirically confirming the beneficial effect of the approach on students learning autonomy.

## 2. Objectives of the Study

- ❖ To evaluate and compare the perceptions of respondents regarding NEP 1986 and NEP 2020 based on their evaluation scores.
- ❖ To assess the level of awareness of NEP 1986 and NEP 2020 among students and teachers.
- ❖ To examine the influence of institutional type on evaluation practices related to national education policies.
- ❖ To analyse the role of socio-educational factors in shaping the perceptions of students and teachers toward the implementation of NEP 1986 and NEP 2020.

## 3. Materials and methods

### 3.1. Research Design

The research design used in the current study was a cross-sectional and descriptive study. This design was believed to be suitable because the research was to determine and examine the perception of NEP 1986 and NEP 2020, measure the level of awareness and analyse the difference between the epistemic variability of the various institutional types and the different types of respondents at one given time.

### 3.2. Study Area

The research was conducted in Delhi, including government schools, Private Schools, District Institutes of Education and Training (DIETs), Colleges, and the State Council of Educational Research and Training (SCERT). These institutions were selected so that this guarantees the representation of different learning environments that were involved in policy comprehension and execution.

### 3.3. Study Duration

This research project was conducted within three months that encompassed the development of the tool, data collection, data coding, and statistical analysis.

### 3.4. Sample Size

The study involved 100 respondents as a total sample. There were 50 students and 50 teachers who made up the sample; this was done to have an equal representation of both categories of respondents. Moreover, the sample of 20 respondents was taken in each of the types of institutions and there was an equal representation of institutions.

### 3.5. Sample Selection Criteria

#### 3.5.1. Inclusion Criteria

- ❖ Students and teachers with Government Schools, Private Schools, DIETs, Colleges and SCERT.
- ❖ Respondents with basic knowledge or familiarity with NEP 1986 and/or NEP 2020.
- ❖ Whereas the respondents who replied to the 21 questions volunteered.

### 3.5.2. Exclusion Criteria

- ❖ Non-teaching staff and administrative persons.
- ❖ Respondents who were not familiar with education policies.
- ❖ Lack of complete or invalid responses to questions on a questionnaire.

### 3.6. Methods of Data Collection

The researcher developed a structured questionnaire which was used to collect primary data. The questionnaire included questions that were concerned with:

#### 3.6.1. Demographic Information

The demographic part of the questionnaire was to gather the backgrounds of the respondents, which is necessary in order to put their views regarding the national education policies in perspective. The variables included in this section were the age group, gender, type of institution and respondent category (student or teacher). These variables allowed the researcher to analyze the diversity in the sample and also to learn the ways in which demographic factors can impact the awareness and assessment of NEP 1986 and NEP 2020.

#### 3.6.2. Evaluation of NEP 1986 and NEP 2020

The following part of the questionnaire was devoted to the evaluation of the perceptions of the respondents about the applicability and efficiency of NEP 1986 and NEP 2020. Statements were set in a manner that assessed all the important features of the two policies, including education goals, strategies of implementation, inclusiveness, and the overall effects on the education system. The responses were given on a Likert-type scale and evaluation scores between the two policies could be quantitatively compared.

#### 3.6.3. Knowledge of National Education Policies.

The awareness section was used to test the level of knowledge and familiarity of respondents with national education policies especially NEP 1986 and NEP 2020. Questions in this part evaluated policy objectives, structural changes and significant provisions to the respondents. This section assisted in establishing whether the level of awareness was sufficient or not and the importance of awareness to the respondents in the assessment and perception of education policy reforms.

#### 3.6.4. Policy Perception because of Socio-Educational factors.

In this section, the socio-educational considerations that could influence the perception of respondents about the national education policies have been reviewed. The statements were also added to evaluate the effects of other factors like education background, teaching learning experience, exposure to profession, and the expectation of society. The discussion of this paragraph highlighted the role of larger socio-educational environments in endorsing and appraising NEP 1986 and NEP 2020 between students and educators.

### 3.7. Procedure

The research started by identifying the research problem and setting objectives connected to the evaluation and awareness regarding NEP 1986 and NEP 2020. The objectives of the study were then used as the basis of a structured questionnaire that included demographic information, assessment of the two education policies, level of awareness, and socio-educational variables that determine the perception of the policies. The instrument was checked so as to be clear, relevant, and applicable to the target respondents.

The concerned educational institutions were contacted in advance after completing the questionnaire. The objective of the study was made clear to the respondents and informed consent was made prior to data collection. The students and teachers were administered the questionnaire personally to have the correct interpretation of the questions. The respondents were assured of confidentiality and anonymity and they were given ample time to fill the questionnaire.

At the end of data collection, the questionnaires that had been filled were examined in regard to completeness and consistency. The valid answers were also created in a coded format and inserted into statistics software to be analysed. The data were then tabulated and made ready in use of relevant statistical methods as per objectives of the study.

### 3.8. Statistical Analysis

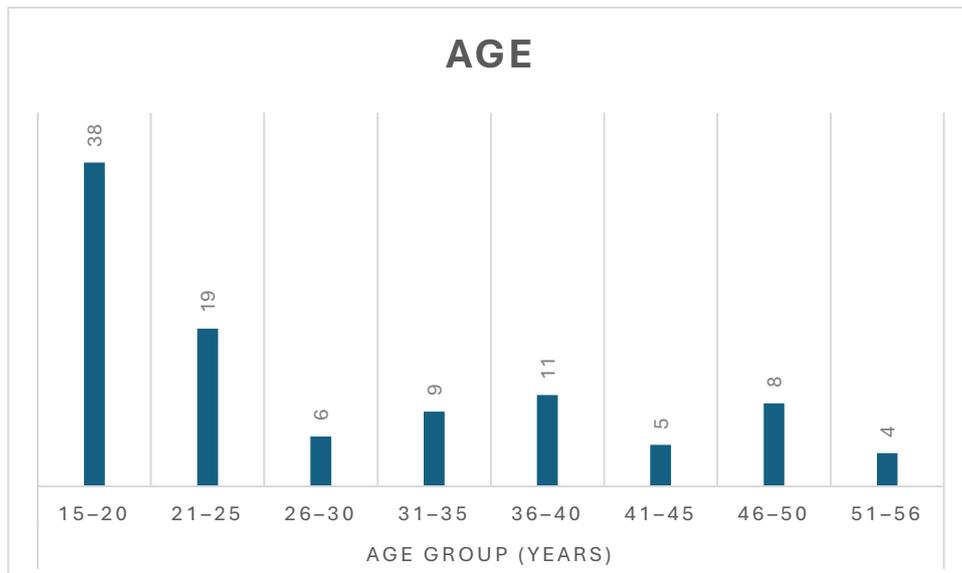
The obtained data were coded and examined in the Statistical Package of the Social Sciences (SPSS). A summary of the demographic variables and the evaluation scores, the awareness levels, and socio-educational factors was provided using descriptive statistics like frequency, percentage, mean, and standard deviation. The paired t-test was a form of inferential statistical analysis used to compare the scores of the evaluation of NEP 1986 and NEP 2020, with the one-way ANOVA being used to compare the scores of the evaluation practices between various types of institutions. Moreover, t-tests were used to determine socio-educational factors and the differences in perceptions of students and teachers. The p-value of below 0.05 was regarded as significant.

#### 4. Results

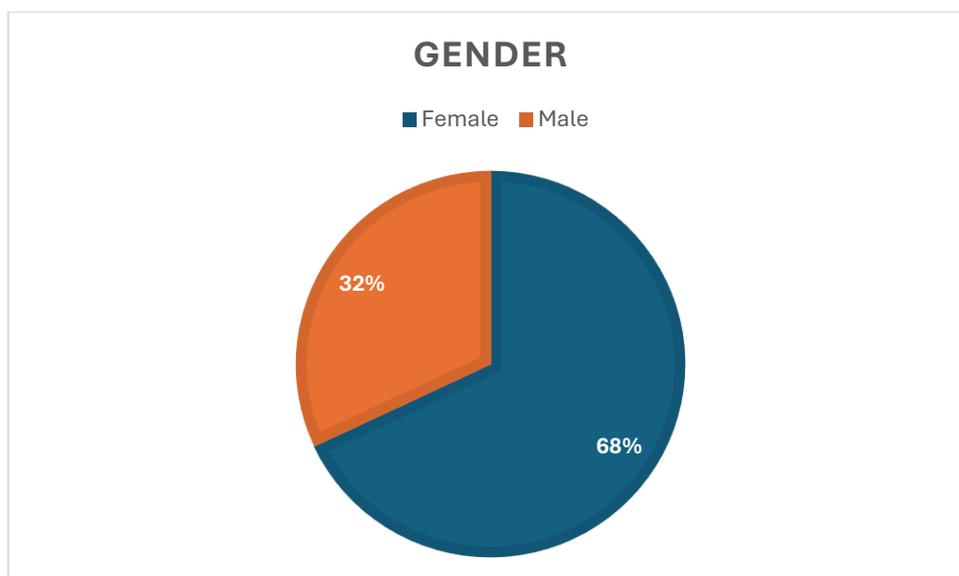
Table 1 shows the demographic of the 100 respondents that were used in the study. The age distribution indicates that the highest percentage of respondents were in the 15-20 years age group (38-percent), 21-25 years age group (19-percent), which means that there was a high representation of the younger respondents, and the rest of the respondents were fairly spread across the higher age categories to 51-56 years. Gender wise, females were the majority (68 percent) as compared to male (32 percent). In terms of the nature of the institution, there was equal representation in that, 20 percent of the respondents were sampled in each category that included Government Schools, Private Schools, DIETs, Colleges and SCERT. On the same note, the respondent population was well balanced with 50 percent students and the other 50 percent teachers. In general, the population sample is a diverse and balanced one, and it gives an adequate foundation to the research of the perceptions and awareness of national education policies.

**Table 1. Demographic Profile of Respondents (N = 100)**

Variable	Category	Frequency (n)	Percentage (%)
<b>Age Group (years)</b>	15-20	38	38.0
	21-25	19	19.0
	26-30	6	6.0
	31-35	9	9.0
	36-40	11	11.0
	41-45	5	5.0
	46-50	8	8.0
	51-56	4	4.0
<b>Gender</b>	Female	68	68.0
	Male	32	32.0
<b>Type of Institution</b>	Government School	20	20.0
	Private School	20	20.0
	DIET	20	20.0
	College	20	20.0
	SCERT	20	20.0
<b>Respondent Category</b>	Student	50	50.0
	Teacher	50	50.0



**Fig 1. Age distribution**



**Fig 2. Gender Distribution**

Table 2 illustrates the descriptive statistics of the evaluations of NEP 1986 and NEP 2020 of respondents. The average score of NEP 1986 in assessing the policy was 4.07 and the average score of NEP 2020 was 4.03, which means that overall respondents had a positive perception of both education policies. The fact that the mean scores are more than in the mid-point of the scale is indicative of a strong level of congruence in terms of agreement on the relevance and effectiveness of both the policies. The standard deviation of NEP 1986 (0.210) and NEP 2020 (0.216) are quite low as they indicate uniformity in the judgment of the respondents. On the same note, the low values of standard error of mean depict reliability and stability of the mean scores. On the whole, the findings indicate that the respondents assessed NEP 1986 and NEP 2020 in a rather similar and positive way.

**Table 2. Descriptive Statistics for Evaluation Scores (NEP 1986 & NEP 2020)**

Policy	N	Mean	Std. Deviation	Std. Error Mean
NEP 1986 Evaluation	100	4.07	0.210	0.021
NEP 2020 Evaluation	100	4.03	0.216	0.022

The paired t-test carried out to test the presence of the significant difference between the evaluation scores of NEP 1986 and NEP 2020 is summarized in Table 3. The average variation between the two policies was 0.042 which showed that there was a slight difference in the assessment of respondents. The t value of 1.618 at 99 degrees of freedom was found to be not statistically significant ( $p = 0.109$ ) since the p value is more than the level of significance (0.05). In addition, the 95% interval (-0.010 to 0.094) entails zero which supports the lack of a significant difference. These findings indicate that the respondents did not feel that there is a statistically significant difference between NEP 1986 and NEP 2020 based on overall evaluation.

**Table 3. Paired t-Test Results for NEP 1986 and NEP 2020 Evaluation Scores**

Mean Difference	Std. Deviation	Std. Error Mean	95% CI Lower	95% CI Upper	t	df	Sig. (2-tailed)
0.042	0.260	0.026	-0.010	0.094	1.618	99	0.109

Table 4 provides the descriptive statistics associated with the awareness of NEP 1986 and NEP 2020 with respect to the respondents. The average awareness of 16.02 and standard deviation of 1.310 indicate that the awareness of the respondents on the national education policies is quite high. The minimal range of scores indicates that there was a relative similarity in the level of awareness among the sample. On the whole, the results indicate that learners and educators had sufficient knowledge and acquaintance with NEP 1986 and NEP 2020.

**Table 4. Descriptive Statistics for Awareness of NEP 1986 & NEP 2020**

Variable	N	Mean	Std. Deviation
Awareness of NEP 1986 & NEP 2020	100	16.02	1.310

Table 5 illustrates the findings of the one-way ANOVA used to test the differences in the practices of evaluation in various types of institutions. The F value of 0.117 that was obtained with a significance level of 0.976 signifies the fact that there is no statistically significant difference between evaluation practices amongst respondents of Government Schools, Private Schools, DIETs, Colleges, and SCERT. As the p-value is significantly greater than the level of significance of 0.05, it can be concluded that the institutional type did not have a significant effect on the evaluation of NEP 1986 and NEP 2020 by respondents.

**Table 5. One-Way ANOVA for Evaluation Practices Across Institutions**

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.052	4	0.013	0.117	0.976
Within Groups	10.537	95	0.111	—	—
Total	10.589	99	—	—	—

Table 6 presents the evaluation of the socio-educational factors and their comparison between the groups of respondents. The mean score of 4.05, upon comparison with the test value 3, resulted in a t-value that is very significant ( $t = 39.785$ ,  $p < 0.001$ ) hence showing that the socio-educational factors had an influential positive effect on the perceptions of respondents. The comparison between students and teachers however showed that there was no statistically significant difference ( $t = 0.794$ ,  $p = 0.600$ ) to imply that both students and teachers had a similar perception as far as socio-educational aspects as pertaining to education policy implementation is concerned.

**Table 6. Socio-Educational Factors: Overall Assessment and Group Comparison**

Group / Test	N	Mean	t-value	df	Sig. (2-tailed)
Overall (Test Value = 3)	100	4.05	39.785	99	0.000
Students	50	4.07	0.794	98	0.600
Teachers	50	4.04	—	—	—

## 5. Discussion

The results of the current research, which show that the assessment of NEP 1986 and NEP 2020 are not statistically significantly different, are consistent with previous academic literature, which focuses on persistence of education policy changes in India. Author Tilak (1994) contended that NEP 1986 provided a robust philosophical base that was based on equity, access, and quality that still applies to subsequent policy mechanisms. Equally, the findings of the research by Aggarwal (2007) showed that the following education policies have intensified and not supplanted the previous goals. Considering this, more recently, NEP 2020 is presented as structural and curricular modernization and still preserves the main vision of the previous policies (Kumar, P., & Wiseman, A. W., 2021). The similar evaluation scores that were evident in the current study hence confirm the opinions of these authors that the reforms in India regarding education are evolutionary.

The effectiveness of this study in terms of the high awareness of national education policies among students and teachers is consistent with the results of other researchers who indicated that policy awareness participated in different teacher training programs and academic activities. Research by Jain (2022) also highlighted that using digital platforms, webinars and institutional orientations extensively upon the implementation of NEP 2020 has contributed greatly to creating awareness among the educational stakeholders. The current results support these conclusions and indicate that policy communication and dissemination mechanisms have enhanced with time to the extent that there is a common understanding of education reforms between the students and the teachers.

In addition, the limited differences between evaluation practices based on the type of institution and the high importance of the socio-educational factor can be referred to the sociological views promoted by Lamaison, P., & Bourdieu, P. (1986) who insisted on the power of the social and cultural capital to create perceptions. It was also discovered that convergent viewpoints within the various stakeholder groups are brought about by the institutional environment and professional exposure as empirical studies by Careemdeen et al., (2021). The fact that the perceptions of students and teachers used in the current work are similar, suggests that the common socio-educational context is one of the key factors to influence the attitude towards NEP 1986 and NEP 2020.

## 6. Conclusion

The current research gives empirical support to the idea that NEP 2020 and NEP 1986 have equal influence on the overall perception of the students and teachers, as the results of the overall assessment are equal without any significant difference. The results suggest that NEP 2020 is mostly perceived to be an energetic continuation of NEP 1986 instead of a total breakthrough which represents the continuity of educational ideology and progressive changes.

Also, the paper emphasizes the importance of socio-educational factors in policy perception and the significance of awareness of the educational stakeholders in the implementation of policy. The homogeneity of the perceptions among the types of institutions and groups of responders means that national education policies are accepted on a large scale. The results of these studies can be useful to the policy makers, educators and researchers who want to get an insight into how the stakeholders reacted to their educational reforms and be able to enhance their future policy execution plans.

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