Situation is a fundamental fact associated with every actions conducted by the human being. Sum total of different aspects found in a specific field of perception is considered as situation. Combination of different influencing elements of a context of action is known as situation. Situational awareness is an individual comprehension about the situation on the basis of some specific parameters of assessment. It is a fundamental aspect of individual success or failure. It is basically related to the gestalt approach of perception. The concept of whole perception at any point of time is considered as a situational knowledge. In present study, researcher has carried out a study related to the said issue of measurement. It is theoretically found that higher extent of situational awareness will be very effective to design activities. It is a strategy to help for monitoring the individual on the basis of desired change. Malda is an example of educationally backward district in the state of West Bengal. Therefore, performance of the secondary students is not desired level of measurement. To determine the specific point of thought in respect to the situational issue, present study has been designed. A quantitative descriptive model has been followed to carry out the corresponding investigation. 250 secondary students have been selected from Malda city purposively on the basis of present research design. Total sample is gender wise equally distributed in this segment of study. By analyzing the descriptive features of situational awareness of the secondary students, researcher has found that female secondary students are more aware about the perceiving situation than male secondary students. Significant mean difference in respect to the situational awareness has been found in present study.
1. Introduction
Situation is an issue of condition based study of human activities on the basis of cause–effect relationship of stimulating or influencing elements of an environment. Situation is a condition of every action in specific moment of interaction between living components and also non-living components respectively. In an action a lot of factors play vital role to execute or to monitor basic mechanism of interaction in respect to the effect of said action. Lacking of proper comprehension about the situation, a lot of chance factors will play vital roles for influencing the corresponding activities. They will act as extraneous factors related to the corresponding action. Proper experimentation or observation of said factors will help the planning process or corresponding decision making efforts. Proper comprehension about the action will help to increase internal forces for running corresponding activities towards the desired goal. Situational awareness is an effective concept of an individual about the situation of any fact. In Gestalt school of learning, the complete perception has been emphasized more; is related to the situational awareness agenda of study. Human perception is very essential to carry out any type of psychological activities. It is a parameter associated with the individual knowledge development. To assure the desired effect of an action, situational awareness is required. For diagnosis the trend of awareness about the corresponding situation of the secondary students in Malda city, researcher has decided to carry out the present study. Basically, gestalt base of students’ academic activities has been determined in the corresponding researcher.

2. Objectives Of The Study
On the basis of some specific objectives, researcher has designed the present study. After completing the study, researcher intends –

- To assess the descriptive features of the secondary students in respect to the situational awareness.
- To determine strata wise mean difference in the case of situational awareness of the secondary students.
- To find the nature of dimensional features in respect to the predetermined strata of the study.

3. Assumption Of The Study
Researcher has assumed the relevant facts associated with the variables of the study. On the basis of developmental nature of psychological change of the secondary students, it has been assumed that female students have the more ability to aware about the situation. Therefore, female students will be more aware about the perceiving situation.

4. Hypotheses
On the basis of hypothetical thinking ad also thinking associated with the assumptions of the study, following hypotheses have been followed.

- $H_1$: There exists strata wise significant mean difference in respect to the situational awareness of secondary students.
- $H_2$: There exists dimension wise significant mean difference in respect to the situational awareness of secondary students.
5. Research Procedure

In this study, quantitative descriptive method has been followed to carry out the present study. By proper selection of the researcher problem, a data collection tool has been developed by the investigator i.e. Situation Awareness Scale. Researcher, then, administered the scale to collect the representative data in respect to the objectives of the study. By applying the descriptive and inferential statistics, the corresponding data has been analyzed and related result has been after that. In this way the study has been completed. Different fundamental aspects have been analyzed below.

5.1 Problem of the Study

Gender Wise Situational Awareness of Secondary Students in Malda City is the problem of study in this approach of investigation. Gender has been emphasized more in this regard. Malda district is a district of all backward districts of West Bengal; it has selected due to corresponding reason of study.

5.2 Data Identification

For conducting a study related to the pre-determined research problem, researcher has selected the secondary students who are very important in the case of situational awareness based study. Responses against the test item of the Situational Awareness Scale has considered as the data of this study. Representative sample has been selected by administering the judgmental sampling method.

5.3 Tool Description

Situational Awareness Scale has been developed in this regard. Corresponding scale has developed by following the techniques associated with the standardization of a test. Corresponding aspects have been presented below.

5.3.1 Dimensions:

The said test has been developed on the basis of some pre-determined dimensions of the study. On the basis of nature of the problem, specific aspects have been considered as dimensions of present study. Dimensions of the test are as follows.

1. Aware through identifying elements of the situation
2. Aware through processing elements of the situation for cognition about it
3. Aware through comprehending elements of the situation

5.3.2 Standardization of the tool:

Through administering the test retest \(r = 0.737\) method and Cronbach Alpha, reliability of the test has been determined. By obtaining the expert judgment, the content validity of the corresponding test has been found.

5.4 Analytical Approach

In this case two approaches of analysis have been followed to carry out the present study. Descriptive approach has used to analyze the descriptive responses against each item of the test; similarly, inferential approach has been followed to test the hypothetical inferences in respect to the issue of situational awareness

6. Analysis & Interpretation

Collected data has been analyzed and obtained result has been interpreted properly one by one
6.1 Descriptive Analysis of Situational Awareness

In this segment, researcher has considered the gender as strata for the corresponding test. Descriptive analysis of situational awareness has been presented below.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum Statistic</th>
<th>Maximum Statistic</th>
<th>Mean Statistic</th>
<th>Std. Error Statistic</th>
<th>Std. Deviation Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAM</td>
<td>125</td>
<td>77.00</td>
<td>128.00</td>
<td>95.8320</td>
<td>.93559</td>
<td>10.46017</td>
</tr>
<tr>
<td>SAF</td>
<td>125</td>
<td>69.00</td>
<td>134.00</td>
<td>99.7840</td>
<td>.90051</td>
<td>10.06798</td>
</tr>
<tr>
<td>TOTALSA</td>
<td>250</td>
<td>69.00</td>
<td>134.00</td>
<td>97.8080</td>
<td>.65996</td>
<td>10.43488</td>
</tr>
</tbody>
</table>

**SAM → Situational Awareness of Male secondary students, SAF → Situational Awareness of Female secondary students, TOTALSA → Situational Awareness of Total secondary students.**

By observing the table 5.1, it has been found that female secondary students are more aware about the situational issues than male secondary students. Least value of SEm has been specified the normality and trustworthiness of the data on corresponding variable. Deviation of individual score from the gravity point of the distribution is similar to each other. The concerned distribution has the properties of normality which basically assured that the corresponding distribution has the eligibility to administer the parametric test for analyzing the quantitative data associated with the situational awareness. This issue has been specified on the figure of normal p-p plot of the distribution.

**Figure 1: Normal P – P Plot of TOTALSA**

The straight line has represented the line of normality and also the plotted pots are individual score of the distribution. Almost all plots have touched the base line of normality. This figure has specified the quality of normality.

6.2 Analysis Of Strata Wise Mean Difference

In consequent segment, researcher has assessed different perspectives of strata wise mean difference within the variable of concerned study. Those are as follows.
From the above analysis, researcher has identified that gender wise mean difference in the case of situational awareness has been found significant at 0.01 level of significant. Therefore, the corresponding null-hypothesis has been rejected on the basis of that context of study. Assumption related to the mean difference in respect to the situational awareness issue has been accepted in this regard.

### 6.3 Dimensional Analysis Of Descriptive Properties And Also Mean Difference Regarding Situational Awareness

In this segment, researcher has specified some aspects of descriptive properties and means difference regarding situational awareness of the secondary students. There are three different dimensions of said variable of the study. Those are as follows.

- Aware through identifying elements of the situation
- Aware through processing elements of the situation for cognition about it
- Aware through comprehending elements of the situation

### Table: 3. Dimension based Descriptive Analysis of Situational Awareness of male students

<table>
<thead>
<tr>
<th>Dimension</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1SAM</td>
<td>125</td>
<td>20.00</td>
<td>46.00</td>
<td>33.160</td>
<td>5.01514</td>
</tr>
<tr>
<td>D2SAM</td>
<td>125</td>
<td>18.00</td>
<td>46.00</td>
<td>30.056</td>
<td>6.08051</td>
</tr>
<tr>
<td>D3SAM</td>
<td>125</td>
<td>22.00</td>
<td>44.00</td>
<td>33.944</td>
<td>5.21676</td>
</tr>
</tbody>
</table>

By observing the table, it has been specified that male students have forecasted less ability to process the situational elements than other dimensional parameters. In the case of dimension 2, slight deviation of individual score has been observed.
In the case of dimension mean difference within the situational awareness of the male secondary students, researcher has found that in the cases of two pairs significant mean difference has been found; in the case of pair 2 insignificant mean difference has been identified.

Table: 5. Dimension based Descriptive Analysis of Situational Awareness of female students

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1SAF</td>
<td>125</td>
<td>22.00</td>
<td>46.00</td>
<td>34.5200</td>
<td>4.61170</td>
</tr>
<tr>
<td>D2SAF</td>
<td>125</td>
<td>23.00</td>
<td>41.00</td>
<td>31.3120</td>
<td>4.09251</td>
</tr>
<tr>
<td>D3SAF</td>
<td>125</td>
<td>22.00</td>
<td>47.00</td>
<td>34.5280</td>
<td>4.90322</td>
</tr>
</tbody>
</table>

By observing table 5, it has been specified that female students have forecasted less ability to process the situational elements than other dimensional parameters. In the case of dimension 2, slight deviation of individual score has been observed.

Table: 6. Dimension based Analysis of Mean Difference of Situational Awareness of female students

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1SAF - D2SAF</td>
<td>3.2080</td>
<td>5.80364</td>
<td>.51909</td>
<td>2.18057 - 4.23543</td>
<td>124</td>
<td>.000</td>
</tr>
<tr>
<td>D1SAF - D3SAF</td>
<td>-0.0080</td>
<td>6.07281</td>
<td>.54317</td>
<td>-1.08308 - 1.06708</td>
<td>124</td>
<td>.988</td>
</tr>
<tr>
<td>D2SAF - D3SAF</td>
<td>-3.2160</td>
<td>6.48520</td>
<td>.58005</td>
<td>-4.36409 - 2.06791</td>
<td>124</td>
<td>.000</td>
</tr>
</tbody>
</table>

In the case of dimension mean difference within the situational awareness of the female secondary students, researcher has found that in the cases of two pairs significant mean difference has been found; in the case of pair 2 insignificant mean difference has been identified. Therefore, corresponding null-hypothesis has to be accepted in a single case of said analysis.

Table: 7. Dimension based Descriptive Analysis of Situational Awareness of total sample

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1TOTALSA</td>
<td>250</td>
<td>20.00</td>
<td>46.00</td>
<td>33.8400</td>
<td>4.85600</td>
</tr>
<tr>
<td>D2TOTALSA</td>
<td>250</td>
<td>18.00</td>
<td>46.00</td>
<td>30.6840</td>
<td>5.21045</td>
</tr>
<tr>
<td>D3TOTALSA</td>
<td>250</td>
<td>22.00</td>
<td>47.00</td>
<td>34.2360</td>
<td>5.06071</td>
</tr>
</tbody>
</table>

On the basis of descriptive analysis of the situational awareness presented by total sample of the study, it has been found that higher level of performance has been observed in the case of dimension no 3.
Significant mean difference has been found in the case of pairs 1 and 3; similarly, in the case of pair 2 insignificant mean difference in situational awareness has been identified. Corresponding null hypothesis has been rejected in this segment.

7. Conclusion

On the basis of above analysis, it has been concluded that gender wise difference in respect to the descriptive nature of the study has been found; on the basis of strata and dimension of the study significant mean difference in respect to the gender has been found. The corresponding analysis has specified the gender wise difference about the situational awareness among the secondary students in Malda City.

8. Reference


About Author:

1st. Dr. Bapi Mishra is an Assistant Professor, Department of Education, University of Gour Banga, Mokdumpur, Malda, West Bengal. He is intended to discover the unidentified facts related to the different activities performed in the education system in all over the country. He was served as Assistant Teacher in Maniknagar High School, Beldanga, Murchidabad; was also served as Assistant Professor, Nahata J.N.M.S Mahavidyalaya, His area of interest to research the new thought or undiscovered facts. He is interested in Spiritual Exercises.

2nd. Jhumur Das is a student of P.G section of said university. He intends to study more through research mode.