

Values of Adolescents and Its Relationship with Academic Achievement

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ABSTRACT

The present study was undertaken to investigate the values of adolescents and its relationship with academic achievement. The study was confined to 400 secondary school students studying in different schools of Himachal Pradesh by using random sampling techniques from various government and non government managed schools, from urban and rural areas. Both male and female students were included in the study. Standardized tool developed by R.K Ojha (The Study of Values Test) had been used for the present study to collect data. Examination score of previous class considered as academic achievement of the students

The finding of the study revealed that relationship between values and academic achievement yielded a significant relationship at 0.05 level.

Key Words: *Values, Adolescents, Academic Achievement, Secondary level.*

INTRODUCTION:

Today People irrespective of any background rich and poor, rural and urban, literate and illiterate, male and female, are geared to invest in education of their children. Educated manpower is the emerging need of any nation, as educated and skilled human resource is asset for any country. Values are an essential requirement and an integral part of education. The aim of education is viewed in terms of Values development. Human development cannot be conceived in the absence of Values .

Henderson remarked very beautifully "It has been pointed out that man acts to satisfy his wants, anything which satisfies, a human want becomes thereby a Values." Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct. Values however are either innate or acquired. Innate Values are our inborn divine virtues such as love, peace, happiness, mercy and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty and simplicity. Acquired Values are those external Values adopted at your "place of birth" or "place of growth" and are influenced by the immediate environment.

Values are associated with what fulfils or has the capacity of fulfilling the needs of man, which might be physical, psychological or spiritual. The object that has the capacity of appeasing the hunger of man and nourishing his body is considered valuable as food. Certain objects possess the capacity to cure diseases, so they have medicinal Values. There are certain rules and regulations meant for the moral growth of man, and they are moral Values. Hence Values always refer to human needs. Values are thus inseparable from life of the individual. It permeates the whole life.

The family system in India has a long tradition of imparting Values right from the ancient practice of the 'Gurukul' system. But with modern developments and a fast changing role of the parents, it has not been very easy for the parents to impart relevant Values in their wards. Therefore many institutes today conduct various Values education programs that meet the rising needs of modern society, code of conduct and Values. These activities concentrate on the development of the children, young adults etc. focusing on areas like happiness, humility, cooperation, honesty, simplicity, love, unity, peace etc. Once, we understand our Values in life, we can examine and control the various choices we make in our lives. It's our duty to uphold the various types of Values in life such as Cultural Values, Universal Values, Personal Values and Social Values.

The future destiny of a country rests not in the hands of soldiers and merchants but in those of students and scholars. Dr. Annie Besant beautifully remarks, "The destiny of a nation is folded within its budding youth as is the flower within the close embrace of the petals. That is what our youths think today the nation will think to morrow". Standing on the threshold of budding youth, a student cherishes splendid visions, colorful dreams and buoyant hopes. It is the spring time of his life when his energies are at the highest. It is a season of life when one can either make or mar one's career forever. It has been described rightly as the period of preparatory training for the practical duties of mankind. A student should, therefore, very carefully observe the path he walks upon during this period and make his life a living success by judicious application of his energies into right channels. But it is a fact that now-a-days our students are tossed around like rudderless boats on the rapidly changing waters of modernity.

In educational institutions a teacher can play a significant role in modifying the Values of students towards a constructive and right direction. But to inculcate appropriate Values among students the teacher should also have a ideal Values pattern. For this it is necessary that such Values pattern should be developed among the teachers since the initial teacher-training period (**Kukreti, 1993**). To inculcate Values among students, we need effective teachers who themselves are Values oriented. It is our everyday experience to observe that children imitate their teachers not in words but in their behavior. Another significant aspect of the Values is that Values can never be inserted from outside, but these could be imbibed only when any individual feels convinced towards them. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior and achievement.

In the present competitive world everybody desires for a high level of achievement. Today's modern society expects everyone to be a high achiever. Quality of performance has been regarded as a key factor for personal progress as well as national development. A modern democratic society cannot achieve its aim of economic growth, technical development and cultural advancement without fully harnessing the talents of its citizens, because enlightened citizens are said to be the most valuable assets of society.

Therefore, values correlation with academic achievement draw the attention of researcher.

There are different types of values including theoretical, physical, aesthetic, moral, religious, political.....and so on. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. **Tuckman and Trimble (1997)** conducted a study on the relationship between achievement motivation and level of aspiration and academic achievement. The level of aspiration provided to the students through frequent quizzing help in manifesting higher achievement. In five different studies they provided students with an incentive for studying and it was observed that there existed a significant interaction between aspiration and achievement. **Srivastava (1999)** examined the relations between values and personality traits and self – concept. Result revealed the absence of a significant relationship between values and personality traits. It was also observed that different types of values did not play a significant role in self-concept. **Kobal and Musek (2001)** found self-concept and academic achievement are mutually interdependent. Some investigations also found national differences

concerning the relationship between academic success and self-concept. **Sinha and Tripathi (2002)** concluded moral values occupy a very high place in Indian life but in actual behavior, Indians do not appear to operate in abstract and absolute ethical terms, rather action are conditioned by the exigencies of the situation. **N. Rani (2009)** stated that urban girls have high moral Values than rural girls. Government school students have high moral Values than private school students. **Swati Pant (2009)** stated that Uttaranchal teachers have more religious Values than U.P. teachers. U.P. teachers have more moral Values than Uttaranchal teachers. **Malti (2006)** conducted a study on comparative study of Values, Intelligence and Academic Achievement of students of UP, CBSE, and ICSE Board Schools. The study revealed that the students of UP Board Schools have been found to have higher Social and knowledge Values than the students of CBSE Board Schools. The students of UP Board have been found to have higher Social, knowledge and health Values than ICSE Board students. The students of ICSE Board have been found to have higher Religious, democratic, economic and family prestige value than the students of UP Board. The Male students of CBSE Board have been found to have higher Aesthetic, hedonistic power and health Values than the Male students of ICSE Board. The Male students of ICSE Board have been found to have higher Social and democratic Values than the Male students of CBSE Board. The Male students of UP Board have been found to have higher Social, knowledge and health Values than the Male students of ICSE Board. The Male students of ICSE Board have been found to have higher Religious, democratic and economic Values than the Male students of the UP Board. The Female students of UP Board have been found to have higher than the Male students of UP Board in Aesthetic and economic Values. The achievement of total students of CBSE Board has been found significantly higher than that of UP Board. No significant difference has been found in the achievement of CBSE School students and that of ICSE Board school students. The achievement of total students of ICSE Board has been found significantly higher than that of UP Board. The achievement of Male students of CBSE Board has been found significantly higher than that of the Male students of UP Board. No significant difference has been found in the achievement of CBSE School Male students and that of ICSE Board school Male students. The achievement of Male students of ICSE Board has been found significantly higher than that of the Male students of UP Board. The achievement of Female students of CBSE Board has been found significantly higher than that of the Female students of UP Board. No significant difference has been found in the achievement of CBSE School Female students and that of ICSE Board school Female students. The achievement of Female students of ICSE Board has been found significantly higher than that of the Female students of UP Board.

KEY WORDS:

Values

A value is a conception explicit or implicit, distinctive of an individual or characteristic of a group, which influences the selection from available modes, means and ends an action. Values reflect a person's sense of right and wrong or what "ought" to be. Values tend to influence attitudes and behavior. For the achievement of the aims, men frame certain notations and these notations are called values.

Adolescents

Adolescence is one of the important periods of life. A young person who is developing into an adult: This word refers to all things related to teenagers are adolescent, and the adolescent stage is after puberty and before adulthood. Here a child lying between 13years to 18 years is known as Adolescent

Academic Achievement

It pertains to the acquisition of knowledge and skill in the relevant subjects or course. Hence, the examination scores of students at secondary stage (class X) were treated as achievement scores of students of NIOS.

Secondary Level

IX and X class is known as secondary level. For present study the students of X class are taken under secondary level

OBJECTIVE:

- To find significant relation between different values and academic achievement.

HYPOTHESIS:

1. There is no significant relation between academic achievement of students with respect to their Theoretical Values
2. There is no significant relation between academic achievement of students with respect to their Economic Values
3. There is no significant relation between academic achievement of students with respect to their Aesthetic Values
4. There is no significant relation between academic achievement of students with respect to their Social Values
5. There is no significant relation between academic achievement of students with respect to their Political Values
6. There is no significant relation between academic achievement of students with respect to their Religious Values

METHODOLOGY:

The nature of the problem determines the appropriateness of a method to be used in any research. In the present research work, the researcher used descriptive survey method of research. Main characteristic of descriptive survey method is that researcher has no control over the variables; s/he can only report what has happened or what is happening.

There are twelve districts in H.P. and there are total two hundred forty four education blocks in H.P. At present there are ten thousand six hundred thirty three notified Primary Schools out of which ten thousand five hundred thirty four are functional in the State. Research is limited to Kangra District of Himachal Pradesh having eighteen education blocks and one thousand seven hundred fifty six primary schools in district. All the students of 10th class of Kangra district (H.P.) will be considered as population for the present study. The basis for considering Kangra district (H.P.) as a population was, firstly, Himachal

Pradesh is popular for its ethical and spiritual Values; still there is decline in Values. Secondly, it was convenient for the researcher to exploit his resources for gathering genuine research data as the main problem in survey type research is to get genuine and required responses towards data.

The sample here represents the students taken at random from schools of Kangra block, Himachal Pradesh. Thus, 20 schools from Kangra block, Himachal Pradesh were selected (government and non government from rural and urban area). Both male and female students were included in the sample.

Random/probability sampling technique is employed in the present study. Any type of sampling in which every unit of the population has a definite, reassigned probability of being selected in the sample is called random or probability sampling. Here researcher used simple random sampling method.

Table 3.1 SAMPLE STRUCTURE

Gender	Type of School	Locale		Total
		Rural	Urban	
Boy	Government	50	50	200
	Private	50	50	
Girl	Government	50	50	200
	Private	50	50	
Total		200	200	400

Study of Values Test Standardized tool by R.K Ojha, Researcher had been used to collect the views of adolescents regarding their priorities about different values. Tool modified when it was required according to the area. It is a device to assess six value patterns of the Students: Theoretical, Economic, Aesthetic, Social, Political, and Religious

The researcher met personally the students studying in X grade for administration of questionnaires. The aim was that the personal presence of the researcher satisfied the curiosity of the students and also the purpose of the study could be explained to the students in order to ensure reliable responses. At the same time researcher met personally the principle of school for getting academic achievement scores of sample students as per record in previous class.

Pearson coefficient of correlation 'r' had been used for data analysis of the study. Correlation refers to a technique used to measure the relationship between two or more variables. When two things are correlated, it means that they vary together. Positive correlation means that high scores on one are associated with high scores on the other, and that low scores on one are associated with low scores on the other. Negative correlation, on the other hand, means that high scores on the first thing are associated with low scores on

the second. Negative correlation also means that low scores on the first are associated with high scores on the second. Correlation coefficients can vary numerically between -1 and +1. The closer the correlation to 1 is stronger the positive relationship between the two variables. A correlation of 0.0 indicates the absence of a relationship and the correlation closer to -1 means stronger negative relationship between the two variables. A correlation can only indicate the presence or absence of a relationship, not the causes for the relationship. There is always the possibility that a third variable may influence the results.

RESULT AND DISCUSSION

Table 1 Correlation 'r' between achievement and values of adolescents

	Achievement	Theoretical	Economic	Aesthetic	Social	Political	Religious
Achievement 'r'	1	.164	.213	.960	-.482	-.394	.011
Theoretical 'r'	.164	1	-.196	-.169	.111	-.073	-.185
Economic 'r'	.213	-.196	1	.124	-.296	-.256	-.181
Aesthetic 'r'	.960	-.169	.124	1	-.491	-.415	-.084
Social 'r'	-.482	.111	-.296	-.491	1	.033	-.054
Political 'r'	-.394	-.073	-.256	-.415	.033	1	-.068
Religious 'r'	.011	-.185	-.181	-.084	-.054	-.068	1

On perusal of the Table 1 the study has findings as follows:

1. Coefficient of correlation between academic achievement of students with respect to their Theoretical Values were negative and weakly significant at 0.05 level of significance. Hence hypothesis "There is no significant relation between academic achievement of students with respect to their Theoretical Values" is rejected and concluded that there is significant relation between academic achievement of students with respect to their Theoretical Values.
2. Coefficient of correlation between academic achievement of students with respect to their Economic Values were positive and weakly significant at 0.05 level of significance. Hence hypothesis "There is no significant relation between academic achievement of students with respect to their Economic Values" is rejected and concluded that there is significant relation between academic achievement of students with respect to their Economic Values.
3. Coefficient of correlation between academic achievement of students with respect to their Aesthetic Values were positive and highly significant at 0.05 level of significance. Hence hypothesis "There is no significant relation between academic achievement of students with respect to their Aesthetic Values" is rejected and concluded that there is significant relation between academic achievement of students with respect to their Aesthetic Values.

4. Coefficient of correlation between academic achievement of students with respect to their Social Values were negative and weakly significant at 0.05 level of significance. Hence hypothesis “There is no significant relation between academic achievement of students with respect to their Social Values” is rejected and concluded that there is significant relation between academic achievement of students with respect to their Social Values.
5. Coefficient of correlation between academic achievement of students with respect to their Political Values were negative and weakly significant at 0.01 level of significance. Hence hypothesis “There is no significant relation between academic achievement of students with respect to their Political Values” is rejected and concluded that there is significant relation between academic achievement of students with respect to their Political Values.
6. Coefficient of correlation between academic achievement of students with respect to their Religious Values were negligible to zero. Hence hypothesis “There is no significant relation between academic achievement of students with respect to their Religious Values” is accepted.

Result of the study concluded that the hypotheses no 1, 4, and 5 related to Theoretical, Social, and Political values were rejected and having negative relation with achievement. Also the study concluded that the hypotheses no 2 and 3 related to Economic and Aesthetic values were rejected and having positive relation with achievement. Here hypotheses 6 related to Religious value was accepted and having no relation with achievement.

The correlational analysis revealed from Table 1 that Theoretical, Economic and Aesthetic values positively related to academic achievement whereas, social and political values are negatively related to academic achievement of adolescents. Present finding also revealed that Aesthetic values have strong positive impact on academic achievement of adolescents whereas Theoretical and Economic values have weak positive impact on academic achievement of adolescents. Religious value has no relation with academic achievement of adolescents at all.

These relationships indicated that young people are living in a more complex society, full of paradoxes and contradictions so their academic achievement is positively related to some values and negatively related to other values. Result revealed the presence of a sufficient relationship between values and academic achievement. It was also observed that different types of values play a significant role in academic achievement.

It was observed that there is positive correlation between achievement and values of adolescents that is Economic Value and Aesthetic Value. It is found that there is very high positive correlation between Aesthetic value and achievement ($r = 0.96$) at the level of 0.05 level of significance. In other words it is found that achievement will be high if Aesthetic value of adolescents' students is high and vice versa. In the case of Economic value, there is statistically significant very weak positive relationship between Economic value and achievement ($r = 0.113$) at the level of 0.05. In other words Economic value has very low effect on the achievement of students.

On the other side negative correlation is found between achievement and Theoretical Value, Social Value and Political Value. It is found that there is weak negative correlation between achievement and Theoretical value ($r = -0.164$), Social value ($r = -0.482$) and Political value ($r = -0.394$). In other words it is found that Theoretical value, Social value and Political value have very little negative effect on the achievement of adolescents' students i.e. with the increase of these values there is decline in the achievement and vice versa. In the case of Religious value, there is statistically significant very weak or negligible negative relationship between Religious value and achievement ($r = -0.011$) at the level of 0.05. In other words Religious value has no effect on the achievement of students.

CONCLUSION

From above discussion it is concluded that values have impact on achievement whether it is negative or positive. From observation it is also concluded that values have impact on behavior and life too. The results concluded that the impact of value education is significant in relation to the achievement. Research is supported by another project in Australia aimed to provide quantifiable and defensible data about links between Values Education practices and quality teaching outcomes. The research addressed the following main question: *Can the impact of values education on teaching and school ethos, as well as student achievement and behaviour, be tested empirically and observed reliably?* The observations of the report indicate the "profound potential of value education to transform the learning environment, ethos, coherence and inclusiveness of a school and, in so doing, to stimulate student social development by strengthening relationships between students, and students and teachers (Lovat and Clement, 2008, Impacts of Value Education, 2009).

Education, in its aims, curriculum and methods, is inseparably linked with values (Seshadri, 2005). However, these days, colleges and institutions are devoting energy and resources to a wide range of educational programmes and initiatives explicitly designed to promote character values and behaviors in their students. Value education forms a part of the curriculum in different educational settings across the globe. Countries like India and Australia lay a strong emphasis on imparting value education through well defined curricula and syllabi.

Even though the above mentioned studies strongly indicate the positive impacts of value education, there is a need to carry out more such studies in different educational settings across the globe for ascertaining the positive impact of values education on the academic achievements of the students and overall environment of the academic institutions.

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