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A STUDY ON THE RELATION BETWEEN PERSONAL VALUE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

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ABSTRACT:

The present study was undertaken to investigate the relation between personal value and academic achievement of higher secondary students. The objectives of the study also include the presentation of gender-wise correlation between personal value and academic achievement of higher secondary students. 800 students were randomly selected from eleven higher secondary schools in Dakshin Dinajpur district of West

Bengal. The Personal Value Scale (PVS) developed by Halder (2018) was adopted and employed in this study to collect the data. The study reveals a positive correlation between personal value and academic achievement of higher secondary students. The gender-wise analysis also shows similar results.

KEYWORDS: Personal Value, Academic Achievement, Higher Secondary Students, Gender.

INTRODUCTION

India is a multicultural country where the diversity in cultural phenomena determines the value pattern of life. The day to day value systems in Indian society also differ due to the locality, caste, religion etc. Value system and value pattern of a society always determines the human activity in social life, education as well as professional life. Academic achievement is the determining index of educational activity of students. Hence, there may be a relation between students' personal value and their academic achievement. On the basis of this assumption, the

present researchers conducted this study to unveil the relation between personal value and academic achievement of higher secondary students.

PERSONAL VALUE AND ACADEMIC ACHIEVEMENT

Personal values are reflected in individual objectives, pledges, relationship, responsibilities and personal inclinations. Personal values are conviction, which is contrasted from individual to individual. According to Torralba (1995), values can be personally defined "to include norm of right conduct and good intellectual and moral habits." Value is a perspective of psychological mien or a frame of mind. Values are the crucial issue of an individual, which manifests the personality character of an

individual. Rapid socio-economic and cultural change in society have contributed to the unusual distortions in our inherited system of human values (Maikhuri and Shah, 2005). The responsibility is on the national builders who can provide the stimulus to develop the much-needed values.

In the field of education, there is a lack of researches on the effect of personal value on academic achievement. Some researches have been conducted in the field of management, business and market entrepreneur and leadership. Ng and Renshaw (2002, 2003) correlated achievement goals with personal values and showed that supremacy goals were associated with motivations or engagement patterns and strategies that were

compatible with a deep approach to learning. Matthews (2004) showed that values were related to different approaches to learning. Anana and Nique (2010) explained that students of some careers are more prone to be classified through their values than others, but in general terms each professional group shows some particularity. Parthiban and Ramkrishnan (2016) found that high school students were found having high standard personal values. Bala (2014) explored that high and low achievers were similar of religious value.

OBJECTIVES OF THE STUDY

Keeping in view the scope and broad objective of the study, the specific objectives of the study are as under:

- i) To find out the relation between personal value and academic achievement.
- ii) To explore the gender-wise relation between personal value and academic achievement of higher secondary students.

HYPOTHESES OF THE STUDY

The null hypotheses of the present study were as follows:

H_{0.1}: There is no significant relation between personal value and academic achievement of higher secondary students.

METHOD OF THE STUDY

Normative survey method of descriptive research was employed in conducting the present study.

POPULATION AND SAMPLES OF THE STUDY

The higher secondary students studying at all H. S. Schools of the Dakshin Dinajpur, West Bengal, were treated as the population of the present research. The total sample of the research was consisted of 800 higher secondary students from eleven higher secondary schools.

VARIABLES OF THE STUDY

In this study, the relation of Personal value and Academic Achievement of higher secondary students was considered as the research variable and the gender and locality of the students were considered as the demographic variable.

TOOLS USED IN THE STUDY

The Personal Value Scale (PVS) developed by Halder, U. K. (2018) was adopted in this research. The scale contained forty statements and specific directions for the respondents. The personal value was measured by identifying seven dimensions, namely, Responsibility, self-controlling, ego-centrism, honesty, social participation, environmental ethics and social relationship.

ANALYSIS AND INTERPRETATION OF THE STUDY

The researchers analysed the data collected from sample groups. Here researchers used descriptive and inferential statistics to analysed the data as follows:

H_{0.1}: There is no significant relation between personal value and academic achievement of higher secondary students.

Table 1 Correlation between personal value and academic achievement of higher secondary students.

Correlations^a

	Responsibility	Self-Controlling	Ego-Centrism	Honesty	Social Participation	Environmental Ethics	Social Relationship	Personal Value
Self-Controlling	.461**	.						
Ego-Centrism	-.201**	-.227**	.					
Honesty	.395**	.274**	-.102**	.				
Social Participation	.365**	.311**	-.121**	.351**	.			
Environmental Ethics	.410**	.305**	-.225**	.322**	.412**	.		
Social Relationship	.300**	.206**	-.129**	.104**	.144**	.153**	.	
Personal Value	.754**	.617**	-.009	.600**	.631**	.636**	.507**	.
Academic Achievement	.582**	.483**	-.231**	.414**	.426**	.386**	.380**	.657**

** . Correlation is significant at the 0.01 level (2-tailed).

a. N = 800

Table 1 shows significant correlations between responsibility and self-controlling ($r = .461, p < 0.01$); responsibility and ego-centrism ($r = -.201, p < 0.01$); responsibility and honesty ($r = .395, p < 0.01$); responsibility and social participation ($r = .365, p < 0.01$); responsibility and environmental ethics ($r = .410, p < 0.01$); responsibility and social relationship ($r = .300, p < 0.01$); responsibility and personal value ($r = .754, p < 0.01$); responsibility and academic achievement ($r = .582, p < 0.01$); self-controlling and ego-centrism ($r = -.227, p < 0.01$); self-controlling and honesty ($r = .274, p < 0.01$); self-controlling and social participation ($r = .311, p < 0.01$); self-controlling and environmental ethics ($r = .305, p < 0.01$); self-controlling and social relationship ($r = .206, p < 0.01$); self-controlling and personal value ($r = .617, p < 0.01$); self-controlling and academic achievement ($r = .483, p < 0.01$); ego-centrism and honesty ($r = -.102, p < 0.01$); ego-centrism and social participation ($r = -.121, p < 0.01$); ego-centrism and environmental ethics ($r = -.225, p < 0.01$); ego-centrism and social relationship ($r = -.129, p < 0.01$); ego-centrism and personal value ($r = -.009, p < 0.01$); ego-centrism and academic achievement ($r = -.231, p < 0.01$); honesty and social participation ($r = .351, p < 0.01$); honesty and environmental ethics ($r = .322, p < 0.01$); honesty and social relationship ($r = .104, p < 0.01$); honesty and personal value ($r = .600, p < 0.01$); honesty and academic achievement ($r = .414, p < 0.01$); social participation and environmental ethics ($r = .412, p < 0.01$); social participation and social relationship ($r = .144, p < 0.01$); social participation and personal value ($r = .631, p < 0.01$); social participation and academic achievement ($r = .426, p < 0.01$); environmental ethics and social relationship ($r = .153, p < 0.01$); environmental ethics and personal value ($r = .636, p < 0.01$); environmental ethics and academic achievement ($r = .386, p < 0.01$); social relationship and personal value ($r = .507, p < 0.01$); social relationship and academic achievement ($r = .380, p < 0.01$); personal value and academic achievement ($r = .657, p < 0.01$) of higher secondary students and only the correlation between ego-centrism and

personal value were found statistically insignificant. Besides, ego-centrism is negatively correlated with all other dimensions of personal value as well as with academic achievement.

Table 2 Correlation between personal value and academic achievement of higher secondary male students.

Correlations^a

	Responsibility	Self-Controlling	Ego-Centrism	Honesty	Social Participation	Environmental Ethics	Social Relationship	Personal Value
Self-Controlling	.436**	.						
Ego-Centrism	-.269**	-.258**	.					
Honesty	.416**	.323**	-.205**	.				
Social Participation	.374**	.323**	-.123*	.319**	.			
Environmental Ethics	.419**	.274**	-.255**	.323**	.386**	.		
Social Relationship	.356**	.201**	-.185**	.107*	.153**	.224**	.	
Personal Value	.768**	.606**	-.094	.592**	.624**	.646**	.545**	.
Academic Achievement	.600**	.520**	-.298**	.428**	.453**	.398**	.374**	.673**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

a. Gender = Male (N = 400)

Table 2 shows significant correlations between responsibility and self-controlling ($r = .436$, $p < 0.01$); responsibility and ego-centrism ($r = -.269$, $p < 0.01$); responsibility and honesty ($r = .416$, $p < 0.01$); responsibility and social participation ($r = .374$, $p < 0.01$); responsibility and environmental ethics ($r = .419$, $p < 0.01$); responsibility and social relationship ($r = .356$, $p < 0.01$); responsibility and personal value ($r = .768$, $p < 0.01$); responsibility and academic achievement ($r = .600$, $p < 0.01$); self-controlling and ego-centrism ($r = -.258$, $p < 0.01$); self-controlling and honesty ($r = .323$, $p < 0.01$); self-controlling and social participation ($r = .323$, $p < 0.05$); self-controlling and environmental ethics ($r = .274$, $p < 0.01$); self-controlling and social relationship ($r = .201$, $p < 0.05$); self-controlling and personal value ($r = .606$, $p < 0.01$); self-controlling and academic achievement ($r = .520$, $p < 0.01$); ego-centrism and honesty ($r = -.205$, $p < 0.01$); ego-centrism and social participation ($r = -.123$, $p < 0.01$); ego-centrism and environmental ethics ($r = -.255$, $p < 0.01$); ego-centrism and social relationship ($r = -.185$, $p < 0.05$); ego-centrism and personal value ($r = -.094$, $p < 0.01$); ego-centrism and academic achievement ($r = -.298$, $p < 0.01$); honesty and social participation ($r = .319$, $p < 0.01$); honesty and environmental ethics ($r = .323$, $p < 0.01$); honesty and social relationship ($r = .107$, $p < 0.05$); honesty and personal value ($r = .592$, $p < 0.01$); honesty and academic achievement ($r = .428$, $p < 0.01$); social participation and environmental ethics ($r = .386$, $p < 0.01$); social participation and social relationship ($r = .153$, $p < 0.01$); social participation and personal value ($r = .624$, $p < 0.01$); social participation and

academic achievement ($r = .453, p < 0.01$); environmental ethics and social relationship ($r = .224, p < 0.01$); environmental ethics and personal value ($r = .646, p < 0.01$); environmental ethics and academic achievement ($r = .398, p < 0.01$); social relationship and personal value ($r = .545, p < 0.01$); social relationship and academic achievement ($r = .374, p < 0.01$); personal value and academic achievement ($r = .673, p < 0.01$) of higher secondary female students and only the correlation between ego-centrism and personal value were found statistically insignificant. Besides, ego-centrism is negatively correlated with all other dimensions of personal value as well as with academic achievement.

Table 3 Correlation between personal value and academic achievement of higher secondary female students.

Correlations^a

	Responsibility	Self-Controlling	Ego-Centrism	Honesty	Social Participation	Environmental Ethics	Social Relationship	Personal Value
Self-Controlling	.473**	.	.	.	.	.	.	.
Ego-Centrism	-.124*	-.189**	.	.	.	.	.	.
Honesty	.375**	.232**	.000	.	.	.	.	.
Social Participation	.349**	.289**	-.114*	.383**	.	.	.	.
Environmental Ethics	.412**	.355**	-.200**	.322**	.444**	.	.	.
Social Relationship	.215**	.173**	.058	.101*	.119*	.091	.	.
Personal Value	.736**	.618**	.083	.613**	.634**	.644**	.451**	.
Academic Achievement	.552**	.428**	-.156**	.405**	.393**	.391**	.363**	.632**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

a. Gender = Female (N = 400)

Table 3 shows significant correlations between responsibility and self-controlling ($r = .473, p < 0.01$); responsibility and ego-centrism ($r = -.124, p < 0.05$); responsibility and honesty ($r = .375, p < 0.01$); responsibility and social participation ($r = .349, p < 0.01$); responsibility and environmental ethics ($r = .412, p < 0.01$); responsibility and social relationship ($r = .215, p < 0.01$); responsibility and personal value ($r = .736, p < 0.01$); responsibility and academic achievement ($r = .552, p < 0.01$); self-controlling and ego-centrism ($r = -.189, p < 0.01$); self-controlling and honesty ($r = .232, p < 0.01$); self-controlling and social participation ($r = .289, p < 0.01$); self-controlling and environmental ethics ($r = .355, p < 0.01$); self-controlling and social relationship ($r = .173, p < 0.01$); self-controlling and personal value ($r = .618, p < 0.01$); self-controlling and academic achievement ($r = .428, p < 0.01$); ego-centrism and social participation ($r = -.114, p < 0.05$); ego-centrism and environmental ethics ($r = -.200, p < 0.01$); ego-centrism and academic achievement ($r = -.156, p < 0.01$); honesty and social participation ($r = .383, p < 0.01$); honesty and environmental ethics ($r = .322, p < 0.01$); honesty and social relationship ($r = .101, p < 0.05$); honesty and personal value ($r = .613, p < 0.01$); honesty and academic

achievement ($r = .405, p < 0.01$); social participation and environmental ethics ($r = .444, p < 0.01$); social participation and social relationship ($r = .119, p < 0.05$); social participation and personal value ($r = .634, p < 0.01$); social participation and academic achievement ($r = .393, p < 0.01$); environmental ethics and personal value ($r = .644, p < 0.01$); environmental ethics and academic achievement ($r = .391, p < 0.01$); social relationship and personal value ($r = .451, p < 0.01$); social relationship and academic achievement ($r = .363, p < 0.01$); personal value and academic achievement ($r = .632, p < 0.01$) of students of class XI and only the correlation of ego-centrism with honesty, social relationship and personal value and also the relation between social relationship and Environmental Ethics were found statistically insignificant. Besides, ego-centrism is negatively correlated with all other dimensions of personal value as well as with academic achievement.

From Table 1 to Table 3, it is pertinent to interpret that the null hypothesis ($H_{0.1}$) is rejected and a statistically significant and positive correlation between personal value and academic achievement of higher secondary students was found.

DISCUSSION

The study reveals that personal value and academic achievement are positively related with each other. The correlation between personal value and academic achievement of male and female students are also significant, positive, large and also similar ($z = 1.01, p > .05$) in nature. In case of the dimensions of personal value, ego-centrism is consistently related with all the other dimensions as well as with personal value and academic achievement negatively, the other six dimensions are positively related with each other as well as with personal value and academic achievement and the values of correlations are moderate and, in some cases, large. Hence, it may be interpreted that, personal value and its all the dimensions have positive role in determining the high academic achievement except ego-centrism.

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