

Comparative Study

Value Orientation and Academic Achievement of Female Higher Secondary School Students: A Comparative Analysis

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ABSTRACT

The current research aimed to investigate the value orientation and academic achievement of female students in higher secondary schools. The study included a sample of 600 female students, with an equal number of participants from rural and urban areas, attending government and private higher secondary schools in Kashmir. To gather data, the researcher utilized the Value Orientation Scale developed by Shahzada Akhter and Dr. Najmah Peerzada. Additionally, the aggregate marks obtained in the 11th class examination conducted by JKBOSE served as an indicator of academic achievement. Statistical procedures such as mean, standard deviation, t-test, and Pearson's product moment correlation coefficient were employed to analyse the data. Results indicated that urban female higher secondary school students exhibited higher levels of both value orientation and academic achievement compared to their rural counterparts. Furthermore, there was no evident difference between students from government and private schools in terms of value orientation. However, compared to their peers from private schools, female students in higher secondary government schools performed less well academically. Importantly, a significant and positive correlation was found between Value orientation and Academic achievement among female higher secondary school students.

Keywords: *Value orientation, Academic achievement, Female students*

Personality of an individual evolves as a result of education. It is not a transient process that starts at a specific period and ends at a specific point in a man's life. It is obvious that this procedure is comprehensive because it is called "education." We encounter numerous objects, people, institutions, and ideas from birth till death. We get fresh experiences every second. We alter our conduct as a result of these experiences and characteristics. We come into contact with these things on a bigger scale. Getting these experiences comes forth via education. By bringing about the needed changes in accordance with the requirements and demands, it is one of the biggest undertakings for the purpose of the individual's development and progress. Education is the process of acquiring information and fully utilising that knowledge. Moral principles and values, which serve as the nation's aspirations and its cultural legacy, are only transmitted via education from one generation to the next in order to be preserved, purified, and transformed into ever-higher

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accomplishments. Education systems determine how a country would develop. High-quality education nourishes people and works to bring forth their greatest qualities in body, mind, and soul. A richer and better quality of life is possible thanks to education, which inspires optimism. Humanistic, moral, and ethical dimensions of education have received appropriate attention in policy statements on education in free India. It is also commonly accepted that never before the need for value instillation, nurturing, and growth has been felt so much before. Value orientation refers to the set of principles, beliefs and ideas that guide individual's thoughts, actions and decision making processes. It is an essential aspect of human existence as it helps to shape the personal identity, societal cohesion and moral reasoning. Values literally imply something with a price, something valuable, precious, and desirable; hence, something for which one is willing endure hardship and sacrifice. In other words, values are a set of behavioural guidelines. According to Dewey, the value basically implies to price, esteem, assess, and appraise. It refers to the process of acquiring something, holding it, and also giving judgement on the type and quantity of values in comparison to something else. The society in which a person lives regards values as significant, desirable, and extremely valuable. Thus, by having a key place in a person's life, values provide significance and strength to one's character. Values represent one's own attitudes and judgements, decisions and choices, behaviours and relationships, dreams and vision. They have an impact on our ideas, feelings, and behaviours. They direct our actions. Value education involves fostering in students a feeling of humanism and a deep concern for other people's welfare and the welfare of the country. This can be done only if youngsters are imbued with a strong dedication to the values that will help to develop this country and restore people's pride in work that provides order, security, and guaranteed growth. The social, moral, artistic, and spiritual aspects of a person that are frequently undervalued in formal education are developed through value education. Value education helps us to protect the excellent and valuable things that were passed down from our culture. It enables us to respect individuals who think and act differently than we do. The term "academic achievement" is used to describe how well students performed in school. It results from both the teacher and the student achieving their learning goals. It primarily serves as a means of assessing improvement over the course of learning. The process involves comparing a student's academic progress to that of other students in similar fields. The purpose may vary from one person or institution to the other and is assessed through exams or ongoing evaluations.

LITERATURE REVIEW

Honicke et al. (2022) Academic self-efficacy (ASE) play a mediating role in the connections between both mastery and performance-approach goal-orientations and achievement. **Datu and Valdez (2019)** Value orientation can affect motivation, establishing goals and study habits, ultimately impacting their academic achievement. Students who had a stronger orientation towards intrinsic values, such as learning and personal development, were shown to do better academically. **Starecek et al. (2019)** Value-orientation effect a student's learning performance on an individual basis in addition to how they make decisions. Preferring education value can lead to improved academic performance in a number of school disciplines. **Ekpoh and Nwafor (2018)** Institutional factors such as the availability of educational facilities, curriculum implementation techniques, positive interpersonal relationships with students, and student support services jointly and substantially affected university students' value re-orientation. **Shimzu and Pelletier (2017)** explored the relationship between values and career aspirations in Japanese female university students. The results revealed that value orientation can influence the career

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aspirations of female students **Jabeen (2016)** investigated the impact of cultural values on the career choices of Pakistani women. According to the study's findings, value orientation is influenced by social and cultural norms, which has an impact on how students conduct and make career decisions. The study's conclusions showed that value orientation is influenced by social and cultural norms, which has an impact on how students behave and make professional decisions. **Kumar (2016)** Indicates that the values in urban students are higher than that of the rural students **Abdel Khalek (2015)** Value orientation has an effect on the personal development and happiness of female students.

Objectives

The present study has outlined the following objectives:

1. To examine the differences in value orientation between female higher secondary school students in rural and urban areas.
2. To differentiate the value orientation among female higher secondary school students in government and private schools.
3. To compare the academic achievement of female higher secondary school students from rural and urban backgrounds.
4. To examine the variation in academic achievement between female higher secondary school students attending government and private schools.
5. To explore the potential relationship between value orientation and academic achievement among female higher secondary school students.

Hypothesis

1. There is a significant difference between rural and urban female higher secondary school students on value orientation.
2. There is a significant difference between government and private female higher secondary school students on value orientation.
3. There is a significant difference between rural and urban female higher secondary school students on academic achievement.
4. There is a significant difference between government and private female higher secondary school students on academic achievement.
5. There is a positive correlation between value orientation and academic achievement of higher secondary school students.

METHODOLOGY AND PROCEDURE

Sample Design

For the current study, a total of (600) female higher secondary school students were included in the sample. Utilizing the stratified random sampling technique, these students were chosen from a wide range of higher secondary schools in the districts of Srinagar, Pulwama, and Baramulla. The sample was made up of 300 students from rural areas and 300 students from urban areas, representing the central, south, and north regions of Kashmir division.

Tools used

Value Orientation scale (Akhter, S. and Peerzada, N. (2022)). The self-constructed tool is a 5-Point Scale having 32 items measuring four dimensions of value orientation among students.

In the context of this study, Academic Achievement refers to the total marks attained by the sample students in the preceding academic year (11th class)."

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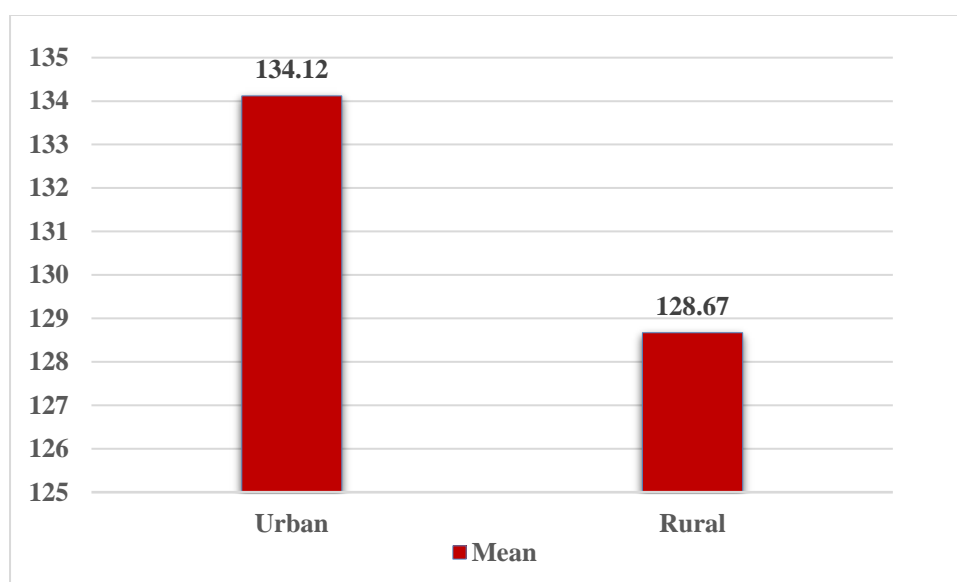
Statistical Techniques Employed for the Data

- Mean
- S.D
- t-test
- Correlation Coefficient

Analysis and Interpretation

Table 'a': shows a comparison of the mean values for value orientation among female higher secondary school students from rural and urban areas (N=300 each group).

Residence	Mean	Std. Deviation	t-value	Level of significant
Urban	134.12	8.25	6.98	Significant at 0.01
Rural	128.67	10.95		



The table above provides a mean comparison of female students in higher secondary schools from rural and urban areas in terms of value orientation. The calculated t-value is 6.98, and it indicates a substantial difference in value orientation between female higher secondary school students in rural and urban areas that is significant at 0.01 level. According to the above table, urban female high school students are more value-oriented than rural counterparts. Consequently, the first hypothesis, "There is a significant difference between rural and urban female higher secondary school students on value orientation," stands accepted.

Table 'b': Shows comparison of the mean values for value orientation between female higher secondary school students from government and private schools (N=300 each group).

Type of School	Mean	Std. Deviation	t-value	Level of significant
Private	130.12	8.25	1.85	Not significant
Government	128.67	10.95		

The table above illustrates the mean comparison of value orientation among female higher secondary school students in government and private schools. The results indicate that there is no significant difference between the two groups in terms of value orientation. The

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calculated t-value came out to be 1.85 which could not establish any significant difference. It can be inferred that both private and government school students school students have same value orientation. Hence, no conclusion can be drawn.

Table 'c': shows a comparison of the mean values for academic achievement among female higher secondary school students from rural and urban areas (N=300 each group).

Residence	Mean	S.D	t-value	Level of significance
Urban	439.21	42.38	15.81	Significant at 0.01 level
Rural	372.95	59.05		

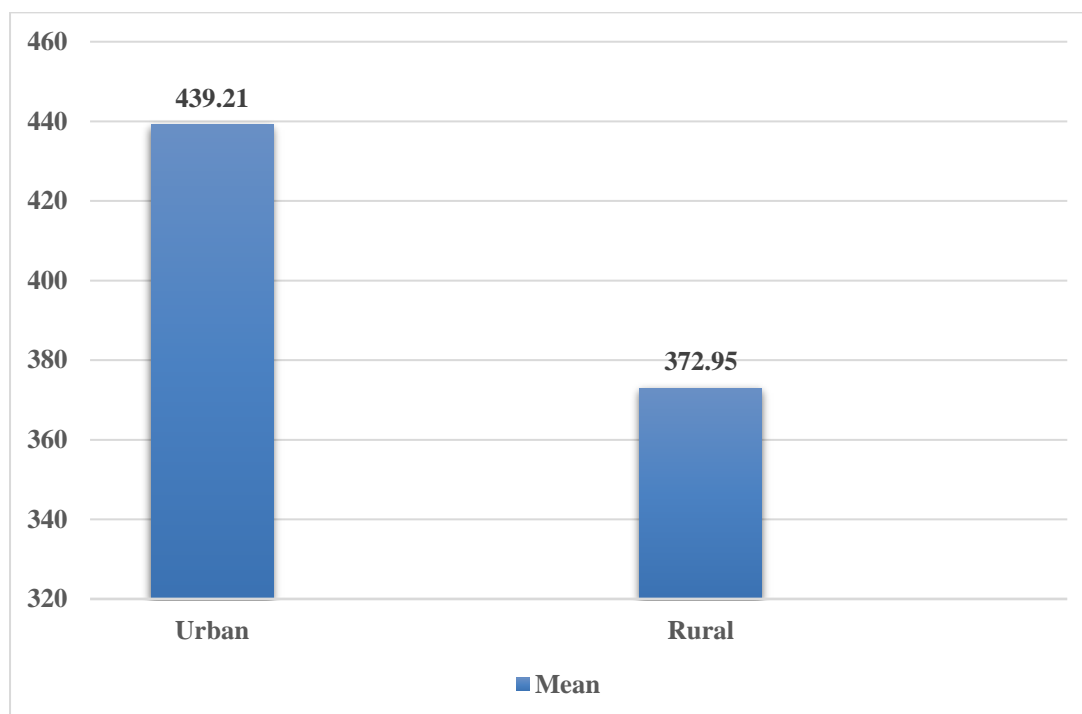


Table 'c' compares the academic achievement of rural and urban female higher secondary school students. It reveals that urban students differ significantly on academic achievement as the calculated t-value is 15.81 which is significant at 0.01 level. This reveals that urban female higher secondary school students have better academic achievement than rural female secondary school students. Hence, the hypothesis no.3 which reads as “*There is a significant difference between rural and urban female higher secondary school students on academic achievement*” is accepted.

Table 'd': Shows comparison of the mean values for academic achievement between government and private schools female higher secondary school students (N=300 each one).

Residence	Mean	S.D	t-value	Level of significant
Private	417.12	56.04	4.40	Significant at 0.01 level
Government	395.45	64.25		

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Table 'd' demonstrates a mean comparison of academic success between female students attending higher secondary government and private schools. The computed t-value is 4.40, which shows a significant difference in academic achievement between government and private schools at the 0.01 level. It demonstrates that female students attending private higher secondary schools perform better academically than those attending public schools. Accordingly, the hypothesis no. 4 "*There is a significant difference between government and private female higher secondary school students on academic achievement*" is accepted in light of the validation of the aforementioned table.

Table 'e': depicts the correlation between value orientation and academic achievement among female higher secondary school students.

Variables	Correlation 'r'	Level of significant
Value Orientation Vs. Academic Achievement	0.36	Significant at 0.01 Level

After examining the above table, it becomes apparent that there is a relationship between value orientation and academic achievement among female higher secondary school students. The table indicates a positive correlation ($r=0.36$) between value orientation and academic achievement, which is statistically significant at the 0.01 level. This implies that higher value orientation is linked to higher academic achievement. Therefore, the hypothesis no.5 which reads as "*There is a positive correlation between value orientation and academic achievement of higher secondary school students*" is accepted.

CONCLUSION

1. The results showed a significant disparity in value orientation among the rural and urban female higher secondary school students. Urban students demonstrated a higher level of value orientation compared to their rural counterparts.

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2. The study revealed no discernible difference in value orientation among the government and private female higher secondary school students. Both groups exhibited similar levels of value orientation.
3. Urban female higher secondary school students showed a significant variation in academic achievement, with higher mean scores favoring urban students. This suggests that urban female students tend to achieve higher academic scores compared to their rural counterparts.
4. A considerable gap in academic achievement was found between students from private and public schools. Female higher secondary school students from private schools achieved higher academic performance than those from government schools.
5. The analysis identified a positive correlation between value orientation and academic achievement between female higher secondary school students. This suggests that higher levels of value orientation are associated with better academic performance, contributing to students' academic success.

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Conflict of Interest

The author(s) declared no conflict of interest.

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