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A STUDY ON SCHOLASTIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR HUMAN VALUES

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Abstract

The purpose of this investigation is to examine the relationship between Human Values and Scholastic Achievement of secondary school students of Bengaluru District, Karnataka in relation to sex. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 150 secondary school students belonging to Bengaluru district was selected using stratified random sampling technique. Data was collected through Human Values Scale constructed and standardized by Ratnakumari B. (1998) along with personal proforma and scholastic achievement was taken from the office records of respective schools. The collected data was analyzed by 'r' test, independent 't' test and 'F' test and the level of significance was fixed at 0.05 confidence level. From the present study, the 'r' analysis result shows that there was a significant positive relationship between Human Values and Scholastic Achievement of secondary school students; the 't' test analysis results shows that there was a significant difference in the Scholastic Achievement of secondary school boys and girls. Further the 'F' test analysis shows that there was a significant difference in the Scholastic Achievement of secondary school students having low, moderate and high levels of human values. The students having higher level of human values had better scholastic achievement when compared to students having moderate and low levels of human values. The study suggests that make the students awareness of the human values of the individual's own role and contribution to the society. The responsibility of teaching communities is to make aware of the tribal students about their values. It may helpful for teacher, teacher educator, curriculum frame worker, policy maker, administrator, NGOs, etc. to implement various programme to improve human values for students

Keywords: Human Values, Scholastic Achievement, Sex, Levels

INTRODUCTION

Scholastic achievement of secondary school students refers to the academic progress and success of students in middle or high school. It can be measured through grades, test scores, and other forms of assessment. Scholastic achievement of secondary school students refers to the academic progress and success of students in middle or high school. It can be influenced by factors such as quality of instruction, parental involvement, study habits, student attitudes, and socioeconomic status. It can be measured through grades, test scores and other forms of assessment.

Human values refer to the principles, beliefs, and ideals that guide an individual's behavior and decision-making. They include values such as honesty, integrity, respect, responsibility, compassion, and fairness.

The importance of human values with respect to students is that they provide a framework for ethical and moral behavior, which is crucial for personal development and social interaction. When students possess and practice strong human values, they learn to act in ways that are responsible, respectful, and fair, which can help them build positive relationships with others and make good decisions. Additionally, values such as responsibility and integrity are critical for academic success. When students take responsibility for their actions and conduct themselves with integrity, they tend to be more motivated, engaged, and committed to their studies, which can lead to better academic performance and greater scholastic achievement. Human values also play a role in developing a sense of purpose and direction in life, which can be important for students as they navigate the transition from childhood to adulthood. Values such as honesty, compassion, and fairness, can help students understand and appreciate the perspectives of others, and learn to empathize and show kindness.

Scholastic achievement of secondary school students is closely related to their human values. When students possess and practice strong human values, such as honesty, integrity, respect, responsibility, compassion, and fairness, they tend to have higher levels of scholastic achievement. For example, students who possess integrity tend to be honest



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and trustworthy, which can lead to greater trust and respect from their teachers and peers. This can foster a positive learning environment and contribute to better academic performance.

Responsibility is another value that is closely related to scholastic achievement. When students take responsibility for their actions and conduct themselves with integrity, they tend to be more motivated, engaged, and committed to their studies, which can lead to better academic performance and greater scholastic achievement. Values such as compassion and fairness can help students understand and appreciate the perspectives of others, which can foster a more inclusive and collaborative learning environment. This can lead to better academic performance and greater scholastic achievement.

Studies in this area help us to understand how human values, such as responsibility, respect, empathy, and integrity, impact academic achievement. By understanding these relationships, educators can create strategies and interventions to promote positive values and academic success. Studies related to human values and academic achievement are important for improving educational outcomes, promoting social-emotional development, encouraging positive behaviors, and developing better citizens. By understanding the role of human values in academic success, educators can create strategies and interventions that promote positive values and academic achievement in students.

REVIEW OF RELATED LITERATURE

Kalamani S. and Arusamy S. (2019) tried to find out the human value orientation of secondary school tribal students in terms of gender. The result revealed that there was no significant difference among the human value orientation with respect to gender and the private secondary school tribal students have high value orientation dimensions.

Kara and Tekin (2017) investigated the study of Human Values perceived from the use of Social media of Secondary School Students. The research showed that the longer social media usage led to the lower total points from 'human values scale' in certain subscales and the higher points in others; and the gender was determined to be significant in favor of male students in social media usage and satisfaction.

Tanriseven and Dilmac (2013) analyzed the predictive Relationships between Secondary School Students' Human Values, Motivational Beliefs, and Self-Regulated Learning Strategies. Results indicated that human values were significant predictor of motivational beliefs and motivational beliefs were significant predictor of self-regulated learning strategies and these results revealed that the values were important variables that effect on students' learning and motivation

Keywords Social

NEED AND SIGNIFICANCE OF THE STUDY

In the present study, human value has been considered as important factors in the learning process. The human value education, aims at character building, refines feelings, and gives strength and purity of character. Its play a greater part in the life of a student; schools are the future builders of country's economy, culture and traditions. Teachers would help students to provide many enhancement programmes to develop their values and reduce the emotional. They can organize such activities in schools, which can develop human value in students. So, this study was definitely developing the student's human values. The review of related literature clearly shows that studies in the area of secondary school students, human values have generated the background for the present study.

Education includes the influences deliberately planned, chosen and employed by the community for the welfare of its coming generations. The purpose is to modify the behavior of the child and to shape his personality in a desirable way. The present research is confined to Human Values. The term Human Values is used in more specific senses. One of them is the value of humanness, feelings of empathy, and sensitivity for human suffering and pain. Humanism uses the term human values to signify the importance, dignity and centrality of human person in the whole scheme of values. The realization of Human values makes Man fully and truly human. The present study intends to explore the factors which influence the Human Values in the Secondary school students. It will help the teachers, parents, administrators, curriculum planners and policy makers to formulate and coordinate activities in an effective way. Therefore our students can have better Human Values after completing their formal education.



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STATEMENT OF THE PROBLEM

The topic identified for the current investigation is on ‘A Study on Scholastic Achievement of Secondary School Students in relation to their Human Values.’

PURPOSE OF THE STUDY

The purpose of this investigation is to examine the study on Scholastic Achievement of secondary school students in relation to sex and human values levels.

OBJECTIVES OF THE STUDY

The following are the objectives for the study

1. To find out the relationship between Human Values and Scholastic Achievement of secondary school students.
2. To find out the significant differences in the Scholastic Achievement of secondary school students with regard to sex.
3. To find out the significant differences in the Scholastic Achievement of secondary school students with regard to different levels of human values.

5. RESEARCH HYPOTHESES

The following hypotheses guided the study:

1. There is no significant relationship between Human Values and Scholastic Achievement of secondary school students.
2. There is no significant difference in the Scholastic Achievement of secondary school boys and girls.
3. There is no significant difference in the Scholastic Achievement of secondary school students having low, moderate and high levels of human values.

METHODOLOGY

The purpose of this investigation is to examine the relationship between Human Values and Scholastic Achievement of secondary school students of Bengaluru District, Karnataka in relation to sex. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 150 secondary school students belonging to Bengaluru district was selected using stratified random sampling technique. Data was collected through Human Values Scale constructed and standardized by Ratnakumari B. (1998) along with personal proforma and scholastic achievement was taken from the office records of respective schools. The collected data was analyzed by ‘r’ test, independent ‘t’ test and ‘F’ test and the level of significance was fixed at 0.05 confidence level.

ANALYSIS AND INTERPRETATION OF DATA

Table-1: Shows variables, mean, standard deviation, ‘r’ value and level of significance on secondary school students’ Scholastic Achievement scores and Human Values.

Variables	Mean	Standard Deviation	Obtained ‘r’ value	Level. of Sig.
Scholastic Achievement	73.780	13.292	0.388	*
Human Values	144.273	42.838		

*Significant at 0.05 level (0.159)

Table-1 shows that correlation results between secondary school students’ Scholastic Achievement and Human Values scores are given. The obtained ‘r’ value of 0.388 (df=148) are greater than table value 0.159 at 0.05 level which shows significant positive relationship between Scholastic Achievement and Human Values. Hence, the stated null hypothesis is **rejected** and alternative hypothesis has been formulated that ‘there is significant positive relationship between secondary school students’ Scholastic Achievement and Human Values.’ It concludes that human values is positively correlated with scholastic achievement of secondary school students. The students who had higher human values had higher scholastic achievement and vice versa.



Table-2: Shows independent ‘t’ test results related to Scholastic Achievement of secondary school students with respect to sex.

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	‘t’ Value	Sig. level
Sex	Boys	75	70.120	13.204	3.50	*
	Girls	75	77.440	12.419		

*Significant at 0.05 level (N=150; df=148, 0.05=1.98)

Table-2 reveals the variables along with groups, number of samples, mean scores, standard deviation, ‘t’ value and level of significance pertaining to Scholastic Achievement of secondary school students due to variations in the sex. From the independent ‘t’ test it was shows that, the obtained ‘t’ value (t=3.50) related to Scholastic Achievement of secondary school boys and girls is higher than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is **rejected** and in its place an alternate hypothesis has been formulated that is ‘there is a significant difference in the Scholastic Achievement of secondary school boys and girls’. The Scholastic Achievement mean scores of girls (M=77.440) is higher than the mean scores of boys (M=70.120). It can be concluded that secondary school girls’ scholastic achievement is better when compared with boys.

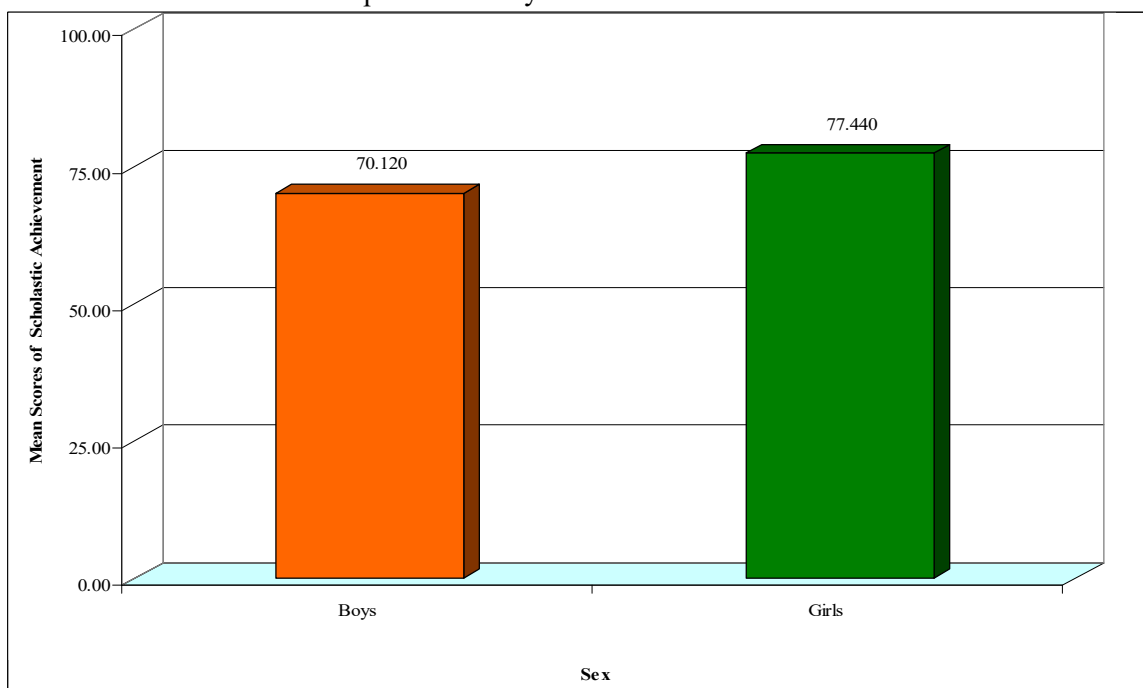


Fig.1: Comparison of Scholastic Achievement scores of secondary school boys and girls.

Table-3: Shows ANOVA results on Scholastic Achievement of secondary school students with regard to different levels of human values.

Levels of Human Values	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
Low	6	62.333	7.339	Between Group	2808.470	2	1404.235	8.78*
Moderate	133	73.188	12.345	Within Group	23517.270	147	159.981	
High	11	87.181	17.690	Total	26325.740	149		

Table value at 0.05(df-2, 147) =3.06



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The table-3 shows Scholastic Achievement of secondary school students with regard to different levels of human values. The obtained 'F' value 8.78 is greater than the table value of 3.06 for df '2 and 147' requested for significance at 0.05 level of significance. The results of the study indicated that 'there exists significant difference in the Scholastic Achievement of secondary school students having different levels (low, moderate and high) of human values.' To determine the significant difference in the Scholastic Achievement of students having different levels of human values these paired mean scores, the 'Scheffe's post hoc test was applied and the results are presented in Table-3(a).

Table-3(a): Scheffe's Post Hoc Analysis on Scholastic Achievement scores of secondary school students having different levels of study habits.

Different levels of Study Habits			Mean Difference
Low	Moderate	High	
62.333	73.188	-	10.855
-	73.188	87.181	13.993*
62.333	-	87.181	24.848*

*Significant at 0.05 level.

Table-3(a) shows significant paired mean difference in the Scholastic Achievement of secondary school students having moderate and high & low and high levels of human values and the mean differences are 13.993 and 24.848 respectively which was greater than the critical difference value. It concludes that 'there exists significant difference in the Scholastic Achievement of secondary school students having moderate and high & low and high levels of human values.' The Scholastic Achievement of secondary school students having low and moderate levels of human values had a similar and it was not proved statistically, since the mean difference is 10.855 is less than the value of critical difference. The students having more human values had better scholastic achievement when compared to students having moderate and low human values.

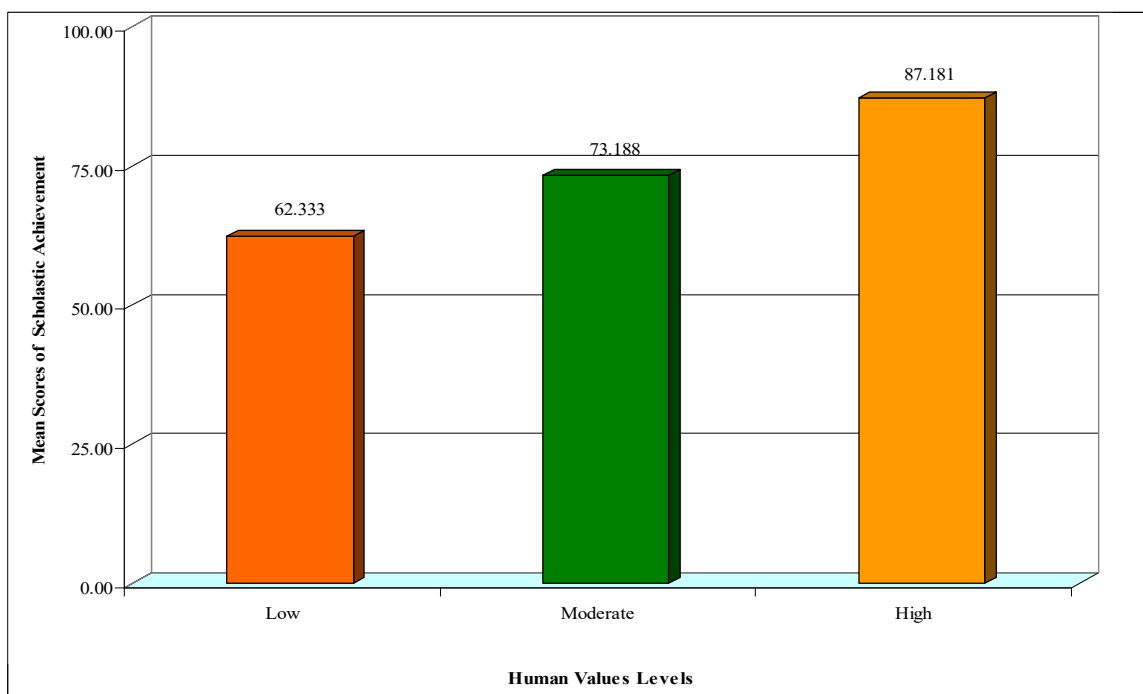


Fig.2: Bar graph shows comparison of Scholastic Achievement of secondary school students having different levels of human values.



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RESULTS

1. There was a significant positive relationship between Human Values and Scholastic Achievement of secondary school students.
2. There was a significant difference in Scholastic Achievement of secondary school boys and girls.
3. There was a significant difference in Scholastic Achievement of secondary school students having low, moderate and high levels of human values.

CONCLUSION AND EDUCATIONAL IMPLICATIONS

Human values play an important role in academic achievement at secondary education level. By promoting human values in the secondary education environment, teachers can help students to develop the skills and attitudes needed to achieve academic success, as well as become responsible, ethical, and compassionate individuals. This will not only benefit them academically, but also in their personal and professional lives. From the present study, the correlation result shows that there was a significant positive relationship between Human Values and Scholastic Achievement of secondary school students. Make the students awareness of the human values of the individual's own role and contribution to the society. The responsibility of teaching communities is to make aware of the tribal students about their values. It may helpful for teacher, teacher educator, curriculum frame worker, policy maker, administrator, NGOs, etc. to implement various programme to improve human values for students.

The 't' test results shows that there was a significant difference in the Scholastic Achievement of secondary school boys and girls. The achievement of girls is higher than boys. Create a classroom environment that values respect, kindness, honesty, responsibility, and perseverance. Encourage boys to support and help each other and develop social-emotional skills, such as empathy, self-awareness, self-regulation, and relationship-building skills. These skills will help students to manage their emotions, build positive relationships and communicate effectively. The teachers and NGO persons help to boys to understand the importance of shared belief in the human values and achievability of the goals of education.

The 'F' test results shows that there was a significant difference in Scholastic Achievement of secondary school students having low, moderate and high levels of human values. The students having higher human values level had higher achievement when compared to students having moderate and low human values levels. The study suggests that the responsibilities of teachers, headmasters, supervisors, community members to upgrade the physical facilities and human relationships in the schools. In order to develop human values among school student, teachers, researchers and NGO's need to comprehend the factors that affect human values.

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