

A Study of the Correlation Between Educational Aspirations and Personal Values Among Students of Higher Secondary Schools in Raipur District

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Abstract

The present research study investigates the "Correlation between Educational Aspirations and Personal Values among Students of Higher Secondary Schools in Raipur District." For the purpose of this study, the researcher selected a sample comprising 100 students (50 boys and 50 girls) from various higher secondary schools within Raipur District. To collect data, the researcher utilized two standardized instruments: the 'Educational Aspiration Scale,' developed by Prof. V.P. Sharma and Aradhana Gupta, and the 'Personal Values Scale,' developed by Archana Dubey and Mahendra Patidar. The survey method was employed for this research endeavor. The findings of the study revealed a high positive correlation regarding educational aspirations among both male and female students in the higher secondary schools of Raipur District. Furthermore, a high positive correlation regarding personal values was observed among the male and female students of these schools. Overall, a high positive correlation was found between educational aspirations and personal values among the students of the higher secondary schools in Raipur District.

Keywords: Student, Educational Aspiration, Personal Values

INTRODUCTION

Education is regarded as the foundation for the social, cultural, and economic development of any society. In the modern era, the objective of education is no longer limited merely to imparting knowledge; rather, its primary goal has evolved to encompass the holistic development of students' personalities, perspectives, value systems, and future aspirations. The higher secondary level of education, in particular, constitutes a pivotal phase in students' lives—a juncture where they embark upon the process of making critical decisions regarding their academic, professional, and personal futures. At this stage, students' academic aspirations and personal values profoundly influence their behavior, decision-making capabilities, and the trajectory of their future lives.

The higher secondary level marks a transitional period during which students move from adolescence into young adulthood. This phase is characterized by rapid changes in their cognitive, emotional, and social development. Factors such as career selection, options for higher education, the pressure of competitive examinations, and familial and societal expectations collectively shape students' academic aspirations. Academic aspiration refers to the desires, goals, and expectations that students seek to realize through their education. This aspiration not only impacts their academic performance but also provides direction to their self-confidence, motivation, and life goals.

Conversely, personal values serve as the ethical and social bedrock of an individual's behavior, mindset, and decision-making processes. Personal values—such as honesty, responsibility, cooperation, self-respect, discipline, tolerance, and social sensitivity—play a pivotal role in the formation of an individual's personality. Among higher secondary students, the development of personal values is influenced by their family environment, school culture, peer groups, and broader social circumstances. When students cultivate strong personal values, they not only evolve into responsible citizens but also become capable of making balanced decisions in both their academic and social lives.

In the contemporary era, the educational landscape has become intensely competitive. The relentless pursuit of high grades, career uncertainties, and social comparisons have significantly impacted students' academic aspirations. While high academic aspirations often serve as a source of positive motivation for students, excessive expectations can, at times, lead to mental stress, undue pressure, and even ethical compromises. In such a context, the role of personal values becomes of paramount importance. Robust

personal values assist students in distinguishing between right and wrong, setting balanced goals, and realizing their educational aspirations while adhering to an ethical path.

In the field of educational psychology, it is posited that educational aspirations and personal values are mutually interrelated concepts. Students possessing high educational aspirations are generally more goal-oriented, self-motivated, and disciplined. If these students also hold positive and strong personal values, their aspirations tend to be socially acceptable and ethically balanced. Conversely, if educational aspirations are high but personal values are lacking, students may be inclined to resort to inappropriate means. Thus, a balance between educational aspirations and personal values is absolutely essential.

Within the Indian socio-cultural context, education is regarded as a primary vehicle for social advancement. Parental expectations, the desire for social prestige, and the aspiration for economic security all influence students' educational aspirations. Concurrently, the Indian value system emphasizes the cultivation of virtues—such as morality, cooperation, and social responsibility—within students' personalities. In such an environment, it becomes imperative to investigate the nature of the relationship existing between the educational aspirations and personal values of students at the higher secondary level. While previous research has examined educational aspirations and personal values as distinct entities, there is relatively limited research available regarding the correlation between these two variables specifically in the context of higher secondary students. Particularly amidst a changing social and educational landscape, it is crucial to ascertain whether students with high educational aspirations also exhibit a correspondingly high level of personal values. This research gap renders the present study all the more relevant.

Therefore, the objective of the present research is to investigate the correlation between educational aspirations and personal values among students at the higher secondary school level. This study is expected to not only make a theoretical contribution to the field of educational psychology but also provide useful guidelines for teachers, parents, and educational policymakers regarding the moral and educational development of students. Through this, an understanding can be developed regarding how students' educational aspirations can be balanced with their personal values, so as to ensure their holistic and positive development.

Educational Aspiration

Aspiration is primarily considered to be influenced by environmental and personal factors. Environmental factors include parental aspirations, social aspirations, the influence of successful individuals, culture, social values, competition, and so forth; whereas personal factors encompass desires, personality, prior experiences, values and interests, gender, socio-economic background, and lineage and family background. The success or failure of one's endeavors serves to elevate or lower one's level of aspiration. When a student achieves success in an examination, they perceive the passing of subsequent examinations as an easier task; conversely, if a student encounters failure, they lose their enthusiasm, resulting in a decline in their level of aspiration.

Personal Values

Personal values are those attributes that define and position an individual both within and outside of their environment. These are qualities acquired through the development of individual and collective psycho-emotional capacities. These values are determined by sociological factors—specifically the unique upbringing each individual receives—and, perhaps, by a genetic predisposition. It is hypothesized that, through the guidance of personal values, individuals are able to lead a coherent and consistent existence. Personal values evolve in response to circumstances in the external world and may undergo changes over time. In the application of values, "integrity" refers to their consistency; if an individual consistently applies their values in an appropriate manner—regardless of external arguments or negative reinforcement from others—they are said to possess integrity. Values are deemed to be applied appropriately when they are applied within the correct context or domain.

REVIEW OF PRIOR RESEARCH:

In a study conducted by Singh (2021) titled "A Comparative Study of Life Values, Personal Values, Scientific Temper, and Vocational Interests of Tribal and Non-Tribal Students," the key findings revealed the following: A comparison of the "scientific temper" (scientific nature) between tribal and non-tribal students indicated that non-tribal students exhibited a more pronounced scientific temper. Conversely,

tribal students were found to possess higher "personal values," while a similarity was observed between the two groups regarding their "life values."

Kumar and Yadav (2022) conducted a comparative study of the study habits of students belonging to various educational aspiration groups at the secondary level. The study sample comprised 400 Class 10 students. The findings revealed that there exists a significant difference in the dimensions of 'comprehension' and 'utilization of e-resources' within the study habits of students across different educational aspiration groups; however, no significant difference was observed in the other dimensions of study habits—namely, 'concentration,' 'planning,' 'interaction,' 'study environment,' and 'practice'—among students of these various groups.

Statement of the Problem

"A Study of the Correlation between Educational Aspirations and Personal Values among Students of Higher Secondary Schools in Raipur District"

Objectives

The study has the following objectives:

1. To study the correlation in educational aspirations between male and female students in the Higher Secondary Schools of Raipur district.
2. To study the correlation in personal values between male and female students in the Higher Secondary Schools of Raipur district.
3. To study the correlation between educational aspirations and personal values among the students of the Higher Secondary Schools of Raipur district.

Hypotheses

The study posits the following hypotheses:

1. A significant correlation exists in educational aspirations between male and female students in the Higher Secondary Schools of Raipur district.
2. A significant correlation exists in personal values between male and female students in the Higher Secondary Schools of Raipur district.
3. A significant correlation exists between educational aspirations and personal values among the students of the Higher Secondary Schools of Raipur district.

RESEARCH METHODOLOGY

Sample

For the present research study, the researcher selected a sample comprising 100 students (50 male and 50 female) from the Higher Secondary Schools of Raipur district.

Tools

To collect data for the present study, the researcher utilized the following questionnaires:

❖ **Educational Aspiration:-** The Educational Aspiration Scale a standardized tool developed by Prof. V.P. Sharma and Aradhana Gupta—was employed.

❖ **Personal Values:-** The Personal Values Scale a standardized tool developed by Archana Dubey and Mahendra Patidar was employed.

RESEARCH METHOD

The descriptive survey method was utilized in this research work.

Data Collection

To collect data, the researcher obtained permission from the school principals and administered the Educational Aspiration Scale and Personal Values Scale to the students in a cordial and friendly atmosphere.

Data Analysis

In the present study, the collected data were analyzed using the Karl Pearson Correlation Coefficient to test the hypotheses.

RESULTS AND DISCUSSION:

1. To study the correlation in educational aspirations between male and female students in the Higher Secondary Schools of Raipur district.

The objective of the research study was to investigate the correlation in educational aspirations among male and female students in the Higher Secondary Schools of Raipur District. The collected data were analyzed using Karl Pearson's Coefficient of Correlation. The details of the data analysis are presented in Table 01.

Table 01 Summary of Correlation Coefficients for Educational Aspirations Among Male and Female Students in the Higher Secondary Schools of Raipur District

Educational Aspirations	N	M	SD	r	Inference
Male Students	50	31.92	4.39	0.92*	Significant
Female Students	50	35.53	11.67		

*Level of Significance: .01

Table 1 reveals that the correlation coefficient (r) regarding educational aspirations among male and female students in the Higher Secondary Schools of Raipur District is 0.92, which is significant at the 0.01 level of significance. Therefore, the null hypothesis "A significant correlation exists in educational aspirations among male and female students in the Higher Secondary Schools of Raipur District" is accepted.

Thus, a significantly positive correlation was found in the educational aspirations of male and female students in the Higher Secondary Schools of Raipur District, constituting a high positive correlation. In conclusion, it can be stated that a high positive correlation was observed in the educational aspirations of male and female students in the Higher Secondary Schools of Raipur District.

2. To study the correlation regarding personal values among male and female students in the Higher Secondary Schools of Raipur District.

The objective of this research study was to investigate the correlation regarding personal values among male and female students in the Higher Secondary Schools of Raipur District. The collected data were analyzed using the Karl Pearson correlation coefficient. The details of the data analysis are presented in Table 02.

Table 02 Summary of Correlation Coefficients Regarding Personal Values Among Male and Female Students in the Higher Secondary Schools of Raipur District

Personal Values	N	M	SD	r	Inference
Male Students	50	33.92	3.39	0.94*	Significant
Female Students	50	34.53	10.67		

*Level of
of

Significance: 0.01

Table 2 reveals that the correlation coefficient (r) regarding personal values among male and female students of Higher Secondary Schools in Raipur District is 0.94, which is statistically significant at the 0.01 level of significance. Consequently, the null hypothesis "A significant correlation exists in personal values among male and female students of Higher Secondary Schools in Raipur District" is accepted.

Thus, a significantly positive correlation was found in personal values among the male and female students of Higher Secondary Schools in Raipur District, constituting a high positive correlation. In

conclusion, it can be stated that a high positive correlation regarding personal values was observed among the students of Higher Secondary Schools in Raipur District.

3 .To study the correlation between educational aspirations and personal values among students of Higher Secondary Schools in Raipur District.

The objective of this research study was to investigate the correlation between educational aspirations and personal values among students attending Higher Secondary Schools in Raipur District. The collected data were analyzed using the Karl Pearson correlation coefficient. The details of the data analysis are presented in Table 03.

Table 03 Summary of Correlation Coefficients between Educational Aspirations and Personal Values among Students of Higher Secondary Schools in Raipur District

Students	N	M	SD	r	Inference
Educational Aspirations	100	32.78	5.43	.88*	Significant
Personal Values	100	47.49	8.59		

*Level

of Significance: .01

Table 3 reveals that the correlation coefficient between educational aspiration and personal values among students of Higher Secondary Schools in Raipur District is $r = 0.88$, which is significant at the 0.01 level of significance. Therefore, the null hypothesis "A significant correlation is found between educational aspiration and personal values among students of Higher Secondary Schools in Raipur District" is accepted.

Thus, a significantly positive correlation was observed between educational aspiration and personal values among students of Higher Secondary Schools in Raipur District, constituting a high positive correlation. In conclusion, it can be stated that a high positive correlation was found between educational aspiration and personal values among students of Higher Secondary Schools in Raipur District.

CONCLUSIONS

1. A high positive correlation was found in educational aspiration among male and female students of Higher Secondary Schools in Raipur District.
2. A high positive correlation was found in personal values among male and female students of Higher Secondary Schools in Raipur District.
3. A high positive correlation was found between educational aspiration and personal values among students of Higher Secondary Schools in Raipur District.

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