Family income and values as predictors of academic performance of school and college students

■ **SATYENDRA PAL SINGH**

ABSTRACT

Present study investigated the role of economic status of the family and value system of school and college going students in the Delhi-NCR area in India. In this empirical study, differences in the values of male and female students are also compared. It has been found that these two share some types of values and differ markedly on others. Questionnaire to assess the values was administered to 447 students of which 94 were males and 353 were females. Results show that the economic status of parents affects the performance as well as the values of the student. The study between values and academic performances reveal that they are quite independent of each other. The occupation of the parents was found to have a significant relation with religious, social, economic and health values of the students. The Pearson chi square shows that the occupation of parents was found to affect the academic performance in a highly significant manner.

KEY WORDS : Values, Economic status of parents, Occupation of parents, Academic performance

V alues are the deepest beliefs and sentiments we subscribe to. Consciously, they become our ideals. It releases tremendous potential for success, accomplishment and happiness. Values are viewed as differential preferences, which are derived from a range of actual behaviours. Values can range from the commonplace, such as the belief in hard work and punctuality, to the more psychological, such as self- reliance, concern for others, and harmony of purpose.

Values play crucial role in determining human behaviour and social relationships as well as maintaining and regulating social structure and interactions on one hand and giving them cohesion and stability on the other.

Values, therefore, are global beliefs that "transcendentally guide actions and judgements across specific objects and situations". Values are (a) concepts or beliefs, (b) about desirable end states or behaviours, (c) that transcends specific situations, (d) guides selection or evaluation of behaviour and events, and (e) are ordered by relative importance. Values therefore, may be conceptualized as global beliefs about desirable end-states or modes of behaviour that underlie attitudinal processes and behaviour. Behaviour is the manifestation of one's fundamental values and corresponding attitudes.

The behaviour is the most readily observable variable, with attitudes and values progressively more inferential. The interest increased with the publication of Rokeach's landmark 'Beliefs, Attitudes and Values (1968)', leading to a substantial growth in the conceptual and empirical literature on values. Studies have evinced significant relationships between values and occupation, job satisfaction, motivation, leadership style, competence, performance, attitude and health behaviour. Studies have shown that age and sex have their influence over values. The age-factor affects changes in values at various stages.

Adulthood:

A child may have different values which might not remain

━━ **AUTHOR FOR CORRESPONDENCE** ━━

SATYENDRA PAL SINGH, Amity Institute of Behavioural Health and Allied Sciences, Amity University, NOIDA (U.P.) INDIA
Email : colspsingh@amity.edu