ABSTRACT

In the present day world the value orientation among adolescents is the key concern of the educators. The fast changing society is going through erosion of traditional values which has both positive but mostly negative impact. The youth e.g. is becoming alienated from his family, religion, exhibits attributes of irresponsibility, insincerity and dishonesty.

The present study aimed at achieving the following objectives:

- To explore the relationship and effect of value orientation and styles of learning on social behaviour and academic achievement among adolescents.
- To determine the relationship between value orientation and styles of learning with social behaviour and academic achievement among adolescent girls.
- To find out the contribution and relationship of value orientation and styles of learning on social behaviour and academic achievement among adolescent boys.
- To explore the effect of value orientation and styles of learning on social behaviour and academic achievement among adolescent students of science stream.
- To find out the effect of value orientation and styles of learning on social behaviour and academic achievement among adolescent students of non-science stream.

In the light of the objectives of the present investigation, the following null hypotheses were formulated:
• There will be no significant relationship between value orientation and styles of learning with social behaviour and academic achievement among adolescents.

• There will be no significant relationship between value orientation and styles of learning with social behaviour and academic achievement among adolescents girls.

• There will be no significant relationship between value orientation and styles of learning with social behaviour and academic achievement among adolescents boys.

• There will be no significant relationship between value orientation and styles of learning with social behaviour and academic achievement among adolescents students of science stream.

• There will be no significant relationship between value orientation and styles of learning with social behaviour and academic achievement among adolescents students of non-science stream.

In order to achieve the objectives of the present study, the following measures were employed.

For measuring the value orientation of the adolescents personal value questionnaire (PVQ) of Sherry and Verma (1989) was used. Personal value questionnaire is constituted of ten factors namely – Religious value, Social value, Democratic value, Aesthetic value, Economic value, Knowledge value, Hedonistic value, Power value, Family prestige value and Health value.

For measuring the social behaviour of adolescents social behaviour inventory of Joshi and Pandey (1988) was used. For measuring academic achievement, the marks obtained in the previous class have been taken as the academic achievement of the subjects.

The data on all the measures was collected from 12th class students studying in senior secondary schools of A.M.U., Aligarh. A sample of 410 was selected, it consisted of 260 boys and 150 girls.

In the present study correlational research design is used to see the relationship with each variable and also predict the factors that contribute to influence the criterion variables. According to the design of the research the data were analyzed by Pearson’s product-moment correlation and step wise multiple regression analysis. The analysis was carried out on total sample as well as different groups separately.

The findings of the present research revealed that:

⇒ Social value is positively correlated with social behaviour among adolescents but field independent vs. field dependent and short attention
span vs. long attention span learning styles are negatively correlated with social behaviour among adolescents.

⇒ Short attention span vs. long attention span, social value and environment oriented vs. environment free learning styles are found to contribute significantly to social behaviour of adolescents in total sample. Short attention span contributes negatively, however social value and environment oriented made a positive contribution to social behaviour among adolescents.

⇒ Social value, democratic value and economic value are positively correlated with academic achievement among adolescents but hedonistic value and power value are negatively correlated with academic achievements among adolescents.

⇒ Power value, economic value and hedonistic value are found to contribute significantly to academic achievement of adolescents in total sample. Power value and hedonistic value have negatively contributed whereas economic value made a positive contribution to academic achievement among adolescents.

⇒ Social value, democratic value and environment oriented vs. environment free learning style are positively correlated with social behaviour among adolescent girls but aesthetic value and short attention span learning style are negatively correlated with social behaviour among adolescent girls.

⇒ Short attention span vs. long attention span and environment oriented vs. environment free learning styles emerged as the most dominant predictor of
social behaviour among adolescent girls. Short attention span learning style contributes negatively whereas environment oriented learning style made a positive contribution to social behaviour among adolescent girls.

⇒ Social value, economic value and health value are positively correlated with academic achievement among adolescent girls but power value and field independent vs. field dependent learning style are negatively correlated with academic achievement among adolescent girls.

⇒ Power value, field independent vs. field dependent learning style, economic value and social value emerged as the most important predictors of academic achievement among adolescent girls. Power value and field independent learning style contributed negatively to the academic achievement whereas the economic value and social value positively contributed to academic achievement among adolescent girls.

⇒ Social value is positively correlated with social behaviour among adolescent boys but hedonistic value and short attention span vs. long attention span are negatively correlated with social behaviour among adolescent boys.

⇒ Hedonistic value and short attention span vs. long attention span learning style emerged as the most important predictors to social behaviour but both are negatively contributers to social behaviour among adolescent boys.

⇒ Social value, democratic value, economic value, knowledge value, field independent vs. field dependent and motivation centred vs. non-motivation centred learning styles are positively correlated with academic achievement
among adolescent boys. Hedonistic value, power value and short attention span vs. long attention span learning style are negatively correlated with academic achievement among adolescent boys.

⇒ Power value, hedonistic value, economic value, motivation centred vs. non-motivation centred, short attention span vs. long attention span and field independent vs. field dependent learning styles are found to be significant contributors to academic achievement among adolescent boys. Power value, hedonistic value and short attention span learning style negatively contribute to academic achievement whereas economic value, motivation centred and field independent learning styles made a positive contribution to academic achievement among adolescent boys.

⇒ Social value is positively correlated with social behaviour among science stream adolescents. Field independent vs. field dependent and short attention span vs. long attention span learning styles are negatively correlated with social behaviour among science stream adolescents.

⇒ Short attention span vs. long attention span learning style significantly contributed to social behaviour among science stream adolescents. Short attention span learning style negatively contributed to social behaviour among science stream adolescents.

⇒ Religious value, power value and individualistic vs. non-individualistic learning style are negatively correlated with academic achievement among science stream adolescents but health value is positively correlated with academic achievement among science stream adolescents.
⇒ Power value emerged as an important predictor of academic achievement among science stream adolescents but power value negatively contributes to academic achievement among science stream adolescents.

⇒ Social value, democratic value, individualistic vs. non-individualistic, environment oriented vs. environment free learning styles are positively correlated with social behaviour among non-science stream adolescents. Aesthetic value and short attention span vs. long attention span learning style negatively correlated with social behaviour among non-science stream adolescents.

⇒ Democratic value, environment oriented vs. environment free and short attention span vs. long attention span learning styles emerged as the most dominant predictors of social behaviour among non-science stream adolescents. Democratic value and environment oriented learning style made a positive contribution to social behaviour whereas short attention span learning style negatively contributes to social behaviour among non-science stream adolescents.

⇒ Religious value and hedonistic value are negatively correlated with academic achievement among non-science stream adolescents but economic value is positively correlated with academic achievement among non-science stream adolescents.

⇒ Economic value and hedonistic value emerged as the most important predictors of academic achievement among non-science stream adolescents. Economic value made positive contribution to academic achievement
whereas the hedonistic value negatively contributed to academic achievement among non-science stream adolescents.

The finding of the present research that economic value emerged as the most important predictor of social behaviour and academic achievement has important implications. Nowadays education is becoming more information centred rather than knowledge centred. Knowledge for the sake of knowledge is becoming a rare phenomena. The students strive for achievement for the sake of material gain. Spiritual values are in opposition to material values. Therefore, some spiritual training is necessary for the students so that knowledge is valued for the sake of knowledge and not only for material gains. This is important as extreme materialism is responsible for many corruptions in the society.

Another important finding of the present study that hedonistic value contributed negatively to social behaviour and academic achievement also has important implications. Students must adopt the non-hedonistic value orientation for better social behaviour or social adjustment as well as academic achievement.

The present study suggested that the students should follow a non-power value orientation in order to have social adjustment and better academic achievement. The persons who have power value orientation want to have authority over others are deeply status conscious and follow moral principles because of others rather than fear of God. These characteristics are hindrance in the way of social behaviour and academic achievement.
Since short attention span learning style contributes negatively to social behaviour and academic achievement, which implies that adolescents must developed long attention span learning style to enhance the capacity of grasping power as well as to do continuous work on a given task.

Motivation centred style of learning contributed positively to academic achievement. The teachers must encourage and motivate adolescents to achieve higher academic goals that fulfil the social, economic, religious and political demands of the present day society.