



Value Priorities and Academic Achievement Among Adolescent Students of Oromia Boarding School in Bishoftu

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Abstract

The major purpose of this study was to examine the value priorities and its relationship with adolescents' academic achievement by studying with sex differences in value priorities among male and female students in ODASBS at Bishoftu town, of Oromia Region. The study assessed the relationship between adolescents' value priorities and their academic achievement based on Schwartz 10 basic universal values as a guiding theoretical framework. To that effect the correlational design of quantitative research approach was employed. Out of 353 student's a total of 286 participants were selected using census approach after excluding 67 non-Afaan Oromo language speakers and those who have participated in the pilot study. The study used quantitative data collection tools in the form of questionnaire to collect the socio-demographic data, including self-report average semester marks was used to determine students' academic achievement and PVQ-21 developed by Shalom Schwartz was adapted through translation was used to measure the ten basic values. To address the research questions formulated in the study, data were analyzed using descriptive statistics mean, standard deviation, frequencies, and percentage, Pearson correlation coefficients, ANOVA, and independent t-test statistical tests. The findings revealed that self-direction with mean of 3.01 (SD = 1.32), security mean of 3.23 (SD = 1.51), stimulation mean of 3.30 (SD = 1.48), benevolence mean of 3.43 (SD = 1.65), and hedonism mean of 3.71 (SD = 1.89) values are the top five preferred values, whereas the study showed that three values such as; power with the mean of 5.70 (SD = 2.38), universalism mean of 5.02 (SD = 1.91), and achievement mean of 4.91 (SD = 2.40) values are the most least preferred values of adolescent students of ODASBS in Bishoftu town. Concerning the academic achievements of adolescents, about 5.6% of the students scored 96 – 100 average marks and 11.9% of them scored below 80 (the minimum cut off score set by the school for promotion to the next grade level). Fathers educational level has shown as it makes significant variation on adolescent's self-direction values, while none of the ten values showed significant variations as a function of mother's educational level and similarly adolescents value priorities didn't showed variation as a function of their parents' economic status. Achievement value is identified as the only value that counted for the differences in value priorities between male and female adolescent students. Adolescents value priorities has showed partial alignment with the expected value preservation by the Ethiopian General Education Curriculum Framework (2020), which indicates further intervention on inculcating socially and nationally desirable values. Moreover, based on the results of the current study, the following conclusion and implications were drawn. Firstly, most adolescent students in ODASBS in Bishoftu town are academically high achievers based on the average marks they have earned while attending grade nine and ten. Secondly, self-direction, security, and stimulation are the most highly preferred values by adolescents while power, universalism and achievement values are the least preferred values where these in turn implies that the Boarding school promotes self-direction values through fostering the act and thought of creativity, exploration and competitiveness among students and the current findings confirmed this as an objective meeting the school strategy in producing academically excelling students. Lastly, adolescents value priorities didn't show significant correlation with their academic achievement, but the type of highly preferred values such as self-direction are considered as one of the implications of the school strategy in driven students to acquire such value.

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Acronyms

ANOVA – Analysis of Variance

E.C- Ethiopian Calendar

LSD – Least Significant Difference

ODASBS-Oromia Development Association Special Boarding School

PVQ-Portrait Value Questionnaire

RQs-Research Questions

SPSS-Statistical Package for Social Science

Chapter one: Introduction

1.1. Background of the study

Schwartz (1992) gave the definition of value as a desirable, trans-situational objective, that have differences in importance, used as a guidance in human life. This research was conducted based on the above definition of values, thereby exploring the value priorities and academic achievement of adolescents, who are a student at ODA Special Boarding high School.

According to Schwartz (1992) there are 10 universally acknowledged basic values that are motivationally distinct. All these 10 values are emanated from three common necessities of human beings: human needs as natural being, of individuals as biological organisms, fundamental of harmonized social interaction, and survival and prosperity need of groups.

Values are thought to direct our actions and persistence throughout adulthood (Bardi & Schwartz, 2003; Vecchione et al., 2016), even if they can although they be adjusted in our reaction to life events (e.g., Sortheix et al., 2019). There is an indication of the development of values starting from childhood to adolescent period with the possibility of less changes in value as the individual gets older (Cieciuch et al., 2016; Daniel & Benish-Weisman, 2019). Adolescence is a complicated development period that varies greatly, both personally and culturally (Hazen, et.al, 2008).

An individual's value system is connected to his social experiences which differ from location to location, culture to culture, person to person in social strata. This is

owing to place of residence; people in rural areas are more conservative by their limited exposure. The extent of one's socialization, economic status, race, and gender affects person's value preference (Feather, 1994).

Research on adolescents' values revealed that sex differences in value priorities observed, where women are preferring benevolence values than men. This difference is compatible with the view that women use a care orientation more than men (Gilligan, 1982).

Compared with their interest in values that will advance the general well-being of society, adolescents have preferred values of personal well-being, self-expression, financial well-being, and physical health well-being over the previous 20 years (Sax et al., 2004; Conger, 1998). They risk self-destruction, loneliness, or alienation if the above-mentioned objectives become their main priorities. Young people should also promote a similar feeling of devotion to the benefits of others.

On the other hand, achievement is a means whereby a person faced with a given task can finish it according to expectation. Academic achievement is defined as to complete, accomplish and get something done (as cited in; Dent, 2004). It is stated that number of siblings, wives, socio-economic factors, home affection, marriage stability, health conditions of parents and significant relationships in their lives are the cause of negative academic achievement (Tanyi, 1991; Okoye, 1994; Forehand, 1998). When a child's initiative to achieve a desired goal is instigated at home and encouraged by the culture, the child will imbibe high desires to achieve in school and overcome his hindrances (Kolesnik, 2001).

According to a study done by Kanika (2016) on adolescent values and their association with academic achievement, the findings showed that there was a sufficient connection between the two. Additionally, it was found that various values significantly influence academic success.

A sample of Italian high school students' basic personal values were examined by Vecchione and Schwartz in 2022 as potential contributing factor of academic performance. They have identified two parts of self-direction values, like the refined value theory (Schwartz et al., 2012). According to their predictions, self-direction-thought positively linked with academic performance, while self-direction-action did not. As was also predicted, grades and conformity values had a positive correlation whereas they had a negative correlation with hedonism. Students who place a high importance on conformity are probably more likely to comply with societal norms and rules. This might make them concentrate more on completing their schoolwork, going to class, and studying for tests and exams. Contrarily, and not surprisingly, students who prioritize enjoying oneself (i.e., those who hold hedonistic values) performed worse academically, perhaps because of their lack of interest in studying. While security and stimulation values had positive and negative correlations with grades, respectively, neither value had a distinctive impact when other values were included as predictors. Achievement values were not associated with academic performance, in contrast to their expectations (Vecchione & Schwartz, 2022).

People who have value preference for education, achieve academic excellence than people who were forced to choose education (as cited in; Dark, 1993). Academic achievement is enhanced by mastery motivation, self-efficacy, expectations, goal setting,

planning and self-monitoring (as was cited in; Deck, 2002; Bandura, 2004; Burchinal, et al, 2002; Lapierre, 2005). Despite geared efforts to mitigate students' wrong value preferences, that cause their poor academic performance, it prevails.

ODA-Special Boarding schools are established with the objective to create professionals that have high level of excellence, talented and problem-solving skills in various disciplines, high level human, moral, ethical qualities, and best fit in the dynamic and competitive world that we are living in now. Besides their academic performance, ODA Boarding schools' pupils are encouraged to develop their individual creative talents through different clubs and personal effort. ODA Boarding school envisioned to become the fountain of best minds to create dedicated future leaders who serve humanity in a diverse national and global society. See the Oromia Development Association Website (<https://wmoda.org.et/index.php/boarding-school>).

To prepare each student for a life of service, the school's objective is to provide high quality education, foster talent, and innovation, and promote each student's moral and spiritual wellbeing.

Most educational institutions around the world and in our country are established with great notion of fulfilling human development needs inculcating social and individual driven values. In the contemporary competitive world academic achievements and consistent value developments are believed to be highly important in determining the person's life success. Moreover, adolescent student's values are crucial and integral part of education systems in Ethiopia and of the ODA Special Boarding School. Therefore, this research aims to explore the relationships among the different sets of value priorities

and academic achievement among adolescent boys and girls of different social classes in ODA Special Boarding School of Bishoftu Branch.

1.2. Statement of the problem

In most communities' various values are conceived, developed, transferred through generations, and expected to be maintained individually and collectively to help guide their actions of continuous development and achievement in life. Among the many social enterprises, educational institutions are broadly publicized as their primary focus is on ensuring students' academic achievements and nurturing positive character. In many cases, adolescent students' value priority is considered as important to excel in their academic performance, being viewed as a potential indicator of life after school. Several studies such as (e.g., Crede et al., 2015; Fan W and Williams, 2018; Koscielniak and Bojanowski, 2019; Gamage et al., 2021) indicated the role of parents, teachers, in-school and out of school communities in the development of adolescent's values in spite of academic success, character shaping and other behavioral competency. There are also assumptions and evidence counted as a factor of differences and communality observed in studying adolescents value priorities such as age, sex, gender, school environment, student's parental socio-economic levels and place of origin resulted as a positively and negatively correlated values, cause their academic achievement.

The objective of ODA Special Boarding School is to create professionals that have high level of excellence, talented and problem-solving skills in various disciplines, high level human, moral, ethical qualities, and best fit in the dynamic and competitive world that we are living in now. As a result, ODA Boarding schools have been registering excellent result both at 10th and 12th grades national examination where 88 %

of students who took national exam at grade 10th scored 4.0 points and 57.3 % of grade 12th students have registered more than 500 points in all consecutive years from 2007 E.C up to 2014 E.C , they took the exam that enable them to join the study field they choose. See the Oromia Development Association Website (<https://wmoda.org.et/index.php/boarding-school>) for additional information about the ODA Boarding School. This can be taken as proof of an adolescent student's high academic achievement resulting from the cumulative efforts made by all parties to the school and the students themselves. However, there is no evidence showing the direct and indirect implications of adolescent student's values that contributed and caused the academic achievements recorded.

Even though, there have been several studies on value preferences and academic achievement of adolescents. Most of these studies were done outside Ethiopia, in private, public and government owned schools and some of them are a cross-cultural study in multi-country and multi nation college students with different parameters of values. Among several research (Vecchione, & Schwartz, 2022) has been done in Italian students using the Schwartz, PVQ comprises 40 items to predict 10 universally common values against its impact on academic achievement of adolescents, but this study focused on two values; self-direction and conformity, whom they consider it will relate with academic achievement and insufficiently studied in the past. However, the current study is different from past research as it measures the special boarding school students value priorities on all the 10 basic values of Shalom schwartz based on self-reported average grade score in Ethiopia context. On the other hand, many national existing research reports and ODA SBS strategy suggested ensuring teachers effectiveness, provision of up to dated

instructional materials and promoting students' creative talents through closely mentoring as a means of addressing quality education and ensuring students' academic achievement in science or innovation, they seem to be less focused on understanding and promoting the student's values as a causal and contributing factors for their academic achievement. Conversely, we can say that they did not emphasize student's value priorities and academic achievement.

High schools and parents play a significant role in transferring values to students. In the Ethiopian General Education Curriculum Framework (2020) the values are defined as to those features of life that have significance and value to individuals, groups, and societies. More specifically, educational systems including the ODASBS attempt to produce individuals who acquire certain major values. There are 7 values to be taught in the Ethiopian General Education Curriculum Framework (2020). There are 10 Universally common values to be taught or developed by adolescents (Shalom Schwartz, 1992). These values must be given by associating them with the acquisitions within the learning areas who are enrolled in secondary school education program. Therefore, those students who reached the ninth and tenth grade are expected to acquire these values. It is recognized that those secondary students who attend ODA boarding schools are not analyzed in terms of the values they have. The aim of the study is to reveal the preferences of the students attending the ninth and tenth grade of the Oromia Boarding Secondary Schools in Bishoftu concerning ten values of shalom Schwartz and in line with 7 values contained in the Ethiopian General Education Curriculum Framework (2020) and their academic achievement.

Research Question:

Thus, this research is designed to address the following research questions.

1. What are the value priority of adolescent students ODASBS
2. What is the academic achievement of adolescent students ODASBS
3. Are there any relationship between the value priority and academic achievement ODASBS students
4. Is there a significant variation between value priority and Academic achievement of ODASBSS as a function of:

-Parental Educational Level

-Parental Income level

-Students Gender

1.3. Objectives of the study

1.3.1. General Objective

The general objective of this study is to explore the significant relationship of value priorities of secondary school adolescent students and their academic achievement.

1.4. Significance of the study

It is believed that a teacher can have a substantial impact on changing students' values in the right and constructive direction. This study will assist principals, school counselors, and teachers in understanding the prevalent values and how to instill those values in their students. In our daily observations, we see kids imitating their teachers' behavior rather than their words.

It will also help the school principals and teachers to know the differences in the values priority of both male and female students, differences resulting from student's

parental background and be able to know the group that needs more help both in values reorientation as well as in motivation for academic achievement.

In general, this study will be significant as the findings from the study will be helpful for the Government, Authorities of the educational institutions, policy makers, parents and others to reinforce preferred values of student's that positively impacting the academic achievement level of student's, to inculcate the basic human values, and to support the preparation of adolescents to walk through their future vision and pathways for the practical duties of manhood or womanhood as this will in turn highly contribute to the overall actions taken in nation building.

1.5. Scope of the study

The study encompassed adolescents whose age range was from 14-18 years from ODA Special Boarding school, Bishoftu Branch Grade nine and ten students of both boys' and girls' students. The study focused on these adolescent students 'value priorities and how it affects their academic achievement. The values to be tested in this study, Schwartz (1992) 10 universally common values namely, power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity, and security against its impact on academic achievement of adolescents pertaining to the student's social background and sex. The academic achievement of students was studied to examine problems of interest in reference to test scores.

1.6. Operational definition

Values: is defined as set of believes, attitudes, criteria, and desired goals distinctive of an individual or characteristic of a group, influenced both internally and externally that guides adolescent students' behaviors and actions.

Value Priorities: defined as the general beliefs and attitudes of adolescent students towards something in their life ordered by importance relative to one another in their relationship with others in society or in the school community. In this study value priorities are a predefined 10 universally common values.

Academic achievement: It pertains to the acquisition of knowledge and skill and engagement in the relevant subjects of a given grade level, for instance how students of grades nine and ten are understanding the subject matters they are learning. In addition, the average score of final examination scores of students at secondary school (grade 9 & 10) treated as achievement scores of students.

Adolescents: Adolescence is one of the important periods of life. A young person who is developing into an adult: This word refers to all things related to teenagers are adolescent, and the adolescent stage is after puberty and before adulthood. Here we consider a boy and girl student at ODA Boarding School whose age falls between 14 to 18 years is called Adolescent.

Chapter Two: Literature Review

This chapter of the proposal includes the up-to-date systematic reviews of the previous works regarding such topics as overview of value and value priorities; theories on value; types of value; adolescent value development and value priorities; academic achievement in adolescence; value priorities and academic achievement; values and parental education and income; values and gender and summary and implication of the review.

2.1. Overview of values and value priorities

Value defined as "something that has a price, something precious, worthwhile, and dear; hence, one is ready to suffer and sacrifice for; if necessary, one is prepared to die for it" (Shah as cited in Bahat and Pandey, 2021, p. 6). Value is often used to refer to moral principles or worldviews, or even just attitudes, interests, preferences, sentiments, needs, and dispositions.

According to Anitha, (in Bahat and Pandey, 2021, p. 71) value can be defined as any human activity, thinking or idea, feelings, sentiments, or emotions that support the individual's self-development in all its aspects. Values are qualities, features, or beliefs that we firmly believe in. Our values have an impact on our decisions, goals, and actions. Values define a person's identity and personality. Values serve as guidelines, instructing him on what should and should not be done. They teach us that who we are is more valuable than what we have. Values can be learned, inherited, or instilled. They represent a way of life, a perspective on life.

Schwartz (1992), who proposed that values are "trans situational goals, varying in importance, that serve as guiding principles in the life of a person or other social entity,"

is the foundation for most psychological research on people's values (Schwartz, 1994, p. 21). In congruence with this, Ethiopian General Education Curriculum Framework (2020), defined values as, "to those features of life that have significance and value to individuals, groups, and societies."

Value Priorities is another essential term that requires conceptual clarification. Values can be conceptualized at the individual and group levels, as previously mentioned. Values are internalized social representations or moral convictions that people invoke as the final justification for their behavior at the individual level. Values are an internalization of sociocultural goals that offer a means of self-regulation for impulses that would otherwise cause individuals to come into conflict with the needs of the groups and structures in which they live, even though individuals in a society are likely to differ in the relative importance assigned to a particular value. Discussion of values is therefore closely related to social life. Discussion of values is therefore closely linked to social life. Values are scripts or cultural ideals shared by a group's members; they represent the group's "social mind" at the group level. Different social systems are determined by and distinguished by differences in these cultural ideals, especially those with a moral component (Oyserman, 2015).

In his work of value and peace education, Kapoor (n.d., in press), quoted definitions of values priorities or evaluative aspects of values as articulated by different scholars. John Dewey (1948) a well-known educationalist, said that "To value means to prize, to esteem, but secondary it means to apprise, to estimate, it means act of cherishing something, holding it dear, and an act of passing judgment upon the nature and amount of passing judgment." Similar thinking is held by Carl Rogers (1969), who stated that

"valuing is the tendency of a person to show preferences." All values have cognitive, affective, and directional components; only conceptual and directional qualities are excluded when values are viewed as preferences.

Schwartz (2012) said that:

When we consider our values, we consider the things in life that are meaningful to us. Each of us has a variety of values that are important to varying degrees, such as success, safety, and benevolence. For some people, some value may be extremely important while being unimportant to others.

In this review it's understood that the definition and nature of value and value priorities studied by different scholars has defined values as those socially accepted personal and social aspirations or objectives that serve motivational needs. They are acquired through socialization and have a significant impact on a person's personality. Even though people may share values across societies, it is also noted that people and groups have different values "priorities" or "hierarchies."

2.2. Theories on Values

Several theories and models have addressed different factors in explaining the value development and value priorities of adolescents. These include the Functional theory of values, Expectancy-value theory, Kluckhohn and Strodtbeck's Values orientation theory and Basic human value theory of Schwartz.

1. The Functional Theory of Values

In recent years, psychology research has increasingly centered on the structure of values (e.g., Gouveia, 1998; Rokeach, 1973; Schwartz, 2005). In accordance with Gouveia's functional

theory, values are regarded as serving as a person's compass, as an expression of their needs, and as prerequisites to meeting those needs. (Gouveia et al., 2003; as cited in Marques, Silva, & Taveira, 2018). According to this theory, values are categorized along two main functional dimensions: the type of orientation toward goals and the type of motivator expressing needs (e.g., Gouveia, 2003; Gouveia et al., 2015). Personal, central, and social goals are the three components of the goals orientation function. Two aspects of the motivational function are survival (or more materialistic) needs and thriving (or more idealistic) needs. Six value subfunctions or categories are created by the interaction of these five dimensions: interactive, normative, suprapersonal, existence, exciting, and promotion (Marques, Silva, & Taveira, 2018).

The interactive subfunction states thriving needs like affection, belonging, and support and includes values from a social goal orientation. People who live by these values place a high value on interpersonal interactions and emotional connections. The normative subfunction incorporates values like tradition, obedience, and religion that are also oriented toward a social goal. According to Schwartz (1992), these values cognitively represent the need for security and control as well as the prerequisites for meeting fundamental needs. Normative values put a strong emphasis on social laws that are driven by a survival or more materialistic principle.

The suprapersonal subfunction comprises thriving needs like knowledge, maturity, and beauty and includes values with a central goal orientation. These values direct people to give abstract concepts more weight than they do concrete and material topics. The existence subfunction states needs like health, survival, and personal stability but still reflects a central goal orientation. People who live by these principles concentrate on the necessities for biological and psychological survival (Marques et al., 2018).

The excitement subfunction focuses on thriving needs like sexuality, pleasure, and emotion and is concerned with the principles of a personal goal orientation. People who live by these values are more open to change and innovation in social organization while also being less willing to abide by social rules. The promotion subfunction comprises survival needs like success, prestige, and power but also includes values of a personal goal orientation. People who are motivated by promotion values are typically productive, task-oriented, successful, and competitive (Gouveia et al., 2014; as mentioned in Marques et al., 2018).

2. Expectancy-Value Theory

According to expectancy-value theory, students' expectations of success and the value that students place on a goal attainment will affect their motivation for academic achievement.

This method of thinking about motivation is known as the expectancy-value model of motivation (Wigfield & Eccles, 2002; Wigfield, Tonk, & Eccles, 2004), and it is sometimes expressed mathematically as $\text{expectancy} \times \text{value} = \text{motivation}$. Arduini-Van Hoose et al. (2022) explained expectancy-value theory because motivation depends on having at least a modest expectation of success and giving a task at least some positive value, the relationship between expectation and value is "multiplicative" as opposed to additive.

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Arduini-Van Hoose et al. (2022) remarked that, the answer to the question "Why should I do this task?" is task value. As a result, the expectancy-value theory suggested the following four solutions: Values attained, utility value, cost, and intrinsic value (Wigfield & Eccles, 1992 as cited in Arduini-Van Hoose et al., 2022, p. 679).

Arduini-Van Hoose et al. (2022) underscored that:

The joy a student derives from completing a task is its intrinsic value. Students are willing to participate in each task when they have an intrinsic interest in it. The value of attainment is the significance of succeeding at a task. When a task reflects one's important attributes, it is perceived as important. The perception that a task will be helpful for achieving future objectives, such as taking a Chinese class to land a job in China, is known as utility value. The final element of task value, cost, refers to what a person must overlook to engage in a task, or the effort required to complete a task. Students will be less likely to participate in each task if the cost is too high (p. 678).

While both expectancies and values are ideally supposed to be high in students on any key learning task. It is clear from experience that students don't always value success even when it is possible, nor do they always expect it. Students should be supported and given advice on how to apply thoughtful, appropriate planning, choose reasonable objectives, adjust them based on experience, and find or make available supportive materials to help them achieve this goal. Additionally, it is essential to increase students' value of academic tasks using sound techniques like connecting the task to students' personal interests and prior knowledge, demonstrating the task's utility to students' future goals, and demonstrating the task's value to other respected individuals (Arduini-Van Hoose et al., 2022).

3. Values Orientation Theory Kluckhohn and Strodtbeck

The theory of Kluckhohn and Strodtbeck (1961) on basic human values has had a significant impact. To operationalize a theoretical approach to the values concept developed by Florence Kluckhohn's husband, Clyde Kluckhohn (1949, 1952), Fred Strodtbeck and Florence Kluckhohn

set out. Individuals typically consider their own cultural beliefs and practices are normal and natural, while those of others are strange, or even inferior or abnormal, according to his argument that people share biological traits and characteristics that serve as the foundation for the development of culture. A value, according to him, is "an explicit or implicit conception of the desirable that is distinctive of an individual or characteristic of a group and that influences the choice from available modes, means, and ends of action." (Kluckhohn, 1951, p 395; as cited in Hills.D., 2002).

Kluckhohn and Strodtbeck (1961) proposed the following two dimensions of human nature queries; good, bad, or mixed, and that of mutability, or if we are born the way we are and cannot transform or can learn to transform (in either way). Moreover, they recommended that "mixed" may mean either both good and bad, or neutral.

4. Basic Human Values Theory of Shalom Schwartz

The values theory formulated by Shalom Schwartz, defines values as desirable, trans-situational goals, varying in importance, that serves as guiding principles in people's lives. The mode of motivational goal that each value states is a key component that separates them. Groups and individuals represent these conditions cognitively (linguistically) as specific values that they converse about in order to collaborate with others in the pursuit of the goals that are important to them. Three universal necessities of the human state—needs of individuals as biological organisms, requirements of coordinated social interaction, and survival and welfare needs of groups—are the sources of ten broadly applicable, fundamental values that are motivationally different (Schwartz, 1992).

All the collectively acknowledged core values are meant to be represented by the ten fundamental principles. These ten values encompass the various categories of content

found in earlier value theories, value questionnaires from various societies, and discussions of values in philosophy and religion. Almost all the items found in lists of specific values from various cultures can be grouped into one of these ten essential values that are motivationally diverse.

The Values Theory not only identifies ten essential values that are motivationally discrete, but it also explains a structural aspect of values, namely the dynamic links between them. Any value has psychological, practical, and social repercussions that may be against other values' pursuits or may be consistent with them. For instance, the pursuit of achievement values may conflict with the pursuit of benevolence values; the desire for personal success is likely to prevent people from taking steps to improve the welfare of those who need assistance. The pursuit of power values, however, may correspond with the pursuit of achievement values because actions taken to advance one's own social position and authority over others are likely to reinforce and be reinforced by personal success goals. Another demonstration: The preservation of time-historic traditions is likely to be compromised by the pursuit of innovation and transformation (stimulation values). The pursuit of tradition values, in contrast, is steady with the pursuit of conformity values because both encourage conformity to external outlook.

The search for self-direction values is opposing with the search of conservation values (conformity, tradition, and security), according to the Schwartz value theory. The principles of conservation foster self-control, submission, avoiding risk and transformation, and preserving the status quo. These values are linked to a lack of open-mindedness (Calogero et al., 2009) and fewer years of formal education (Schwartz, 2006). Students who value conservation are undoubtedly less motivated to take on difficult or original learning tasks.

2.3. Types of values

In this literature review we will list out the different types of values formulated by major theorists.

In this literature review we have briefly discussed about types of values based on Rokeach (1973) Terminal and Instrumental Values, Functional Theory of Values, developed by Gouveia (Gouveia, 1998, 2003, 2013) identified, Schwartz (2012) ten basic universal values and most importantly outlined values by Ethiopian General Education Curriculum Framework (2020).

. According to Rokeach (1973), values are "an persistent conviction that a particular course of action or ultimate state is personally or socially preferable to an alternative or converse course of action or ultimate situation." The goals that a person would like to accomplish during their era, and which may differ among different groups of people in different nations are referred to as terminal values, and the preferred modes of behavior are referred to as instrumental values, which are means of achieving the terminal values. He proposed a list with these two sets of values.

Table 1 List of Terminal and Instrumental Values (Rokeach, 1973)

Terminal Values (End-States)	
Social (Focus on Others)	Personal (Self-Focused)
A World at Peace	A Comfortable Life
A World of Beauty	An Exciting Life
Equality	A Sense of Accomplishment
Family Security	Happiness
Freedom	Inner Harmony
Mature Love	Pleasure
National Security	Salvation
Social Recognition	Self-respect
True Friendship	Wisdom
Instrumental Values (Behavioral)	
Moral (Focus on Morality and Relations)	Competence (focus on competence)
Broadminded	Ambitious
Forgiving	Capable
Helpful	Clean
Honest	Courageous
Loving	Imaginative
Cheerful	Independent
Obedient	Intellectual
Polite	Logical
Responsible	Self-Controlled

Note: Adapted from *International Journal of Organizational Leadership* 5(2016) 151–161, by (Tuulik et al. 2016).

Values are grouped along two main functional dimensions, type of orientation concerning goals, and type of motivator expressing needs, according to Gouveia's The Functional Theory of Values (Gouveia, 1998, 2003, 2013). Personal, central, and social

goals are the three sections of the goals orientation function. Two aspects of the motivational function are survival (or more materialistic) needs and thriving (or more idealistic) needs. Six value subfunctions or groupings—interactive, normative, supra-personal, existence, exciting, and promotion—are created by the interaction of these five dimensions.

Table 2 Orientations possible in answering the question on the Nature of Human Nature.

Question	Orientation	Description
Nature of Human Nature	evil/mutable	Born evil but can learn to be good. However, danger of regression always present.
	evil/immutable	Born evil and incapable of being changed. Therefore, requires salvation by an external force.
	mixture/mutable	Has both good and bad traits but can learn to be either better or worse.
	mixture/immutable	Has both good and bad traits, and their profile cannot be changed
	neutral/mutable	Born neither good nor bad, but can learn both good and bad traits
	neutral/immutable	Born neither good nor bad, and this profile cannot be changed
	good/mutable	Basically good, but subject to corruption
	good/immutable	Basically, good and will always remain so.

Note: Adapted from Kluckhohn and Strodtbeck's Values Orientation Theory, by Michael D.

Hills (2002), Copyright © 2002 International Association for Cross-Cultural Psychology.

Schwartz (2012) identified ten fundamental values, each of which can be characterized by elaborating on its primary driving motive: 1. Self-Direction: independent decision-making and action; picking, making, and 2. Stimulation: the thrill

of the new and the challenge of life, 3. Hedonism: Self-indulgent pleasure and sensual gratification 4. Success: demonstrating one's own competence in accordance with social norms, 5. Control or dominance over people and resources, social standing, and prestige 6. Security: societal stability, interpersonal harmony, and self-confidence. 7. Conformity: controlling behaviors, inclinations, and impulses that could annoy, hurt, or violate social norms or expectations. 8. Tradition: is the respect for, dedication to, and acceptance of the practices and beliefs that traditional culture or religion offers the individual. 9. Benevolence: Promoting and preserving the welfare of those with whom one regularly interacts on a personal level (the "in-group"), 10. Universalism: respect for the rights of all individuals as well as the preservation of nature.

"The most important values to be developed by learners consist of quality, collaboration, tolerance, respect, equity, patriotism, and hospitality," according to the Ethiopian General Education Curriculum Framework (2020). The framework remarked that these values, which have stemmed from the wide continuum of life and ways of living of its different people have contributed to its integrity and existence as a nation for centuries. It is the central theme of the curriculum framework to promote these and other universally held values and lay the ground for their development in learners.

2.4. Adolescence value development and values priorities

In this section, the developmental patterns of adolescent's value development, and adolescents value priorities are reviewed.

2.4.1. Adolescent value development

In this literature review, the definition and explanation of adolescent's value developmental means is predominantly made based on the review of different dimensions of development particularly, physiological/physical, cognitive, social, and emotional. The importance they gave to factors influencing adolescent development varies according to the theoretical positions of each theorist. All these theoretical prepositions have a crucial implication in the promotion of positive and sustained development of adolescents in many arrays of their life path, specifically on the development, prioritization of values and of its critical impact on their academic achievement. In this regard, the researcher reviewed major theories dealing with adolescent development such as psychosocial-identity formation and development, moral, and psychodynamic theories.

Puberty is the beginning of the developmental stage known as adolescence, which lasts until the passage to adulthood (roughly between the ages of 10 and 20). History has shown that adolescence has changed, and there is evidence that this stage is lengthening as people enter puberty earlier and enter adulthood later than in the past (Arduini-Van Hoose et al.,2020, p. 1).

Moreover, Arduini-Van Hoose et al. (2020) stated:

Adolescence is a time of social and personal identity formation when various ideologies, roles, and behaviors are investigated. Identity development is a stage in the adolescent life cycle. It can be tricky for adolescents to develop and maintain their identities because of a variety of factors, including social status, environment, and family life. Self-concept and self-esteem are two key facets of identity development. Self-

concept is the idea of self-constructed from opinions and beliefs about oneself.

Adolescents define themselves established on their values, thoughts, and opinions. (pp. 247-249).

Arduini -Van Hoose et al. (2020) famously remarked A person's committed goals, values, and beliefs make up their mature identity. Much of this process is grounded on the assumption that an individual constructs a "theory of self" (Elkind, 1998) based on exposure to footsteps and identity options during adolescence when cognitive development permits this (Erikson, 1980, as cited in Arduini-Van Hoose et al., 2020). Erik Erikson's theory of psychosocial development asserted that the prime psychosocial mission of adolescence was forming an identity. This will be achieved at the fifth stages, as Erikson called "identity versus role confusion" consist of inquiries about a person's appearance, career preferences, educational background, relationships, sexuality, political and social beliefs, personality, and interests. So, in Erikson's opinion, the two most critical queries for adolescents are "Who am I?" and "Who do I want to be?" When adolescents have reexamined the objectives and values of their parents and culture, this crisis is positively resolved with identity achievement and the possession of fidelity (ability to be faithful) as a new virtue. Some teenagers embrace the morals and behaviors that their parents anticipate of them (for further reference see Arduini-Van Hoose et al., 2020, pp. 152-261).

Expanding on Erikson's theory, Marcia (1966) found that Adolescent identity development is seen as incorporating discovery and dedication regarding ideologies and professions (such as gender roles, politics, religion, and careers). Marcia stated that adolescents who don't discover or devote themselves to any identities are said to be

experiencing identity confusion or diffusion. When someone devotes to an identity without considering other options, foreclosure takes place. Teenagers who are actively considering their options but have not yet made decisions are said to be in a moratorium. As was already mentioned, people who have committed to their identities, found their purpose, and explored various options are in a state of identity achievement.

During high school and college years, teens and young adults move from identity diffusion and foreclosure toward moratorium and achievement. “A great deal of the identity work we do in adolescence and young adulthood is about values and goals, as we strive to articulate a personal vision or dream for what we hope to accomplish in the future” (McAdams & McLean, 2013).

The overall view of Marcia’s Identity Statuses theory asserts that adults can support adolescents to explore and achieve their identity development through affirming notable challenges, exposing them to various role models and giving a space for adolescents to speak out about their values, aims, and identities (Marcia, 1966)

The author of psychoanalysis, Freud (1962, as cited in Arduini-Van Hoose et al., 2020), proposed:

the presence of a conflict between social and personal needs. Freud imagined that moral development occurs when an individual's self-serving desires are suppressed and replaced by the values of substantial socializing figures in their lives, such as their parents.

Although they can alter in response to events or experiences (e.g., Sorthaix et al., 2019), values are deemed to serve as a behavioral compass and remain largely stable

throughout adulthood. There is evidence that values alter less frequently as people get older (Cieciuch et al., 2016; Daniel & Benish-Weisman, 2019) and that values change throughout childhood and adolescence. Young people regularly share values with their family, and the similarity of values among adolescent friends suggests that peer relationships have an impact on value creation (Solomon & Knafo, 2007).

2.4.2. Adolescents Value Priorities

According to (Natasha, 2013), adolescents who are raised up in urban and rural areas prioritized social values because they are both resourceful and competent of implementing virtues like love, sympathy, and kindness into their actions. They placed political values second in importance. It might be because of the sway that state and federal politicians with ties to these regions have. Furthermore, it is a known fact that people who are more social tend to be more political. They prefer the theoretical values in third place. Thus, both are extremely conservative. They are not prepared to accept any alteration to their conventional viewpoint. Both ranked economic values as their third preference. The inhabitants of these areas may be very well-off economically, which could be the cause. The values of beauty and religion are ranked fourth and fifth, respectively. It might be that they lack the time to dedicate to religious and aesthetic pursuits. College students demonstrated very high preferences for economic and power values as well as high preferences for aesthetic and hedonistic values, according to (Nidhi and Jyoti, 2011). The leaning toward religious and family prestige values was average; the inclination toward democratic, knowledge, and health values was lower; and the tendency toward social value was the lowest.

Prioritizing personal values makes young people more likely to demonstrate deviant behaviors, while emphasizing social values, tradition preservation, and social norms makes young people more concerned with the good of the whole and less likely to engage in delinquent behavior (Formiga, 2010; as mentioned in Marques et al., 2018). Therefore, capitalizing in values that encourage behavior into social collectivist norms may contribute to a decrease in antisocial and criminal behaviors among youths, whereas investing in values that encourage behavior into individualism may contribute to an increase in deviant behaviors among youths (Formiga, 2006; Formiga & Gouveia, 2005). On the one hand, people with excitement values are more likely to break social norms. Youths who place a higher priority on normative, interactive, and suprapersonal values, on the other hand, are more inclined to adhere to social norms, exhibit socially constructive behaviors more frequently, and guard against disruptive behaviors (Santos, 2008 as mentioned in Marques et al., 2018). Youths' capacity to internalize prevailing social values and standards in the social groups to which they belong will rise as they become more pledged to adapt to different standards of behavior. However, the most recent cultural alterations in our societies encourage young people to prioritize their own interests and needs over those of others, which could increase the likelihood of disruptive behaviors (Santos, 2008 as cited in Marques et al., 2018).

2.5 Academic achievement in adolescence

Adolescent academic achievement is persuaded by interpersonal (such as parental involvement in their children's education), intrapersonal (such as intrinsic motivation), and institutional (such as school quality) variables. Academic success is significant both because it is a sign of healthy adolescent adjustment and because it paves the way for

future educational and employment opportunities. The greatest risk of unemployment or underemployment in adulthood is the most serious effect of academic failure, especially dropping out of school. High academic achievement can pave the way for college or future career opportunities (Arduini-Van Hoose, et. al., 2020, p. 227).

Teenagers may still require parental support to succeed in school even as they become more independent in managing their academic responsibilities (Horvat, 2004). Although learning is crucial throughout adolescence, many children show a decline in academic achievement and academic motivations starting in the first few years of adolescence (Crosnoe and Benner, 2015). Gaining and maintaining popularity become particularly significant developmental goals during this stage, when adolescents tend to be highly concerned with their social status in peer groups (Lafontana and Cillessen, 2010). As students move from elementary to middle school, their peer groups expand and diversify, and they must reestablish their social standing in the new groups. Middle school students, meanwhile, must put more effort into studying in order to adapt to difficult courses. However, maintaining and pursuing social status appears to be incompatible with, and occasionally even detrimental to, achieving academic success (Mayeux et al., 2008; Troop-Gordon et al., 2011, as cited in Zhang Y, et al., 2019).

Despite evidence that academic accomplishment and motivation (such as achievement goals) have different meanings for adolescents in Eastern and Western cultures, as per many studies have been conducted in Western nations (Liem et al., 2008; Li et al., 2012, as cited in Zhang Y, et al., 2019).

Cultural values and norms could influence the behavioral characteristics that determine social class (Chen and French, 2008, as cited in Zhang Y, et al. 2019).

According to a comparison study, academic engagement not only had a stronger correlation with social status in China than it did in the US, but it was also a better predictor of young people's social status over the long term in China (Zhang Y, et al., 2019).

Likewise, Arduini-Van Hoose et al. (2020), Zhang Y, et al., 2019, emphasized the importance of academic motivation and goal orientation on determining the academic achievement of adolescents. For instance, a study based on a Chinese sample discovered that Chinese adolescents' positive perceptions of their academic efficacy and success were directly related to their performance-approach goals (Xu and Chen, 2011, as cited in Zhang Y, et al., 2019); however, the impact of these goals on their social status stays undistinguishable.

Academic success is commonly correlated with the unique skills and talents of successful students. According to (Díaz-Morales and Escribano 2015, as cited in Al-Abyadh, et. al., 2022), Academic success is the outcome of the intricate interaction of psychological, economic, and social factors that support students' best development. Academic achievement is one of the most crucial indicators of a student's performance, so research into the factors influencing academic achievement has long been highly regarded (Rivkin et al. 2005). Although it is surprising given that the purpose of learning (education) is to support each student in achieving their desired level of growth, there are still few studies on academic success and the factors that should be developed (Kadiyono and Hafiar 2017). According to (Levasseur 2013, as cited in Al-Abyadh, et al. 2022) enhancing educational achievements necessitates the development of soft skills to promote human capacities, which is necessary to encourage the individual's growth.

This study has further explored the core education policy features of Adolescents Value priorities and its relationship between values and academic achievement considered in the next section of the literature review.

2.6. Value priorities and academic achievement

Significant research has attempted to predict and explain academic attainment using psychological variables from a variety of theoretical perspectives (e.g., Deary et al., 2007; Poropat, 2009; Richardson et al., 2012, as mentioned in Vecchione & Schwartz, 2022). This study draws and reviews literature on the Schwartz (1992) basic human value theory. This is presently the most dominant and extensively used theory of values in psychology (Cieciuch et al., 2016).

This theory originally identified ten overarching values that vary in the motivation they express (security, conformity, tradition, benevolence, universalism, self-direction, stimulation, hedonism, achievement, power) The compatibilities and conflicts among the motivations that underlie the ten values are used to arrange them in a circular continuum (Schwartz, 1992, 2015).

According to (Hofer et al., 2011), hedonism and stimulation values had a negative correlation with academic performance. According to data from (Schwartz et al., 2017), both values also had a negative correlation with four self-reported educational behaviors (such as learning for its own sake and watching educational programs). According to (Fries et al., 2007), hedonism negative correlation with grades in math and German. Hedonism values were found to be predictive of low educational aspirations, according to (Knafo and Schwartz, 2004). Hedonistic values aim for pleasurable encounters and

leisure; stimulation values aim for pleasurable risk and excitement. Putting serious effort into schoolwork and homework is probably not appealing to people who place a high value on hedonism and stimulation.

Past research found the weak positive relations of achievement values to school grades (e.g., Liem et al., 2012; Parks & Guay, 2012). Manipulate and dominance of other people and resources is the aim of power values. These objectives are rarely realistically achievable while attending school and pursuing them may even prevent one from giving their full attention to their studies. The final objective of benevolence and universalist values is to advance or safeguard the welfare of others.

Vecchione, & Schwartz (2022) have conducted research on the role of fundamental values in forecasting academic achievement using data from two studies where they have obtained grades as measures of academic achievement in Italian high-school students' samples.

In their study, to obtain a better sense of the processes through which basic values may affect academic performance, Vecchione, & Schwartz (2022) used the Academic Motivation Scale (AMS, Vallerand et al., 1989, 1992) that measures the justifications students respond for going to school. As in the advanced value theory (Schwartz et al., 2012), they have differentiated two parts of self-direction values. They have reported that while self-direction-action was unrelated to grades in school, self-direction-thought did. Additionally, hedonism values and grades had a negative correlation while conformity values had a positive correlation. Their findings revealed that students who place a high value on conformity are likely to adhere to rules and social norms more. They believe

that this may lead students to be more concerned with completing homework assignments, attending lectures, and studying for tests and examinations.

Vecchione, & Schwartz (2022) stated that Students who place a high value on enjoying oneself (i.e., those who hold hedonistic values) performed worse academically, likely because they lacked the drive to put effort into learning. Whereas security values correlated positively and stimulation values negatively with grades but neither had a unique effect when other values were added as predictors. Contrary to their expectations, achievement values were unrelated to school grades (Vecchione, & Schwartz, 2022).

Vecchione, & Schwartz (2022) inferred that “students who value self-direction-thought highly succeed more academically because they are genuinely interested in learning or because they believe learning helps them attain important life goals they desire”. On the other hand, Vecchione, & Schwartz (2022) explained that contrary to their expectations, conformity values correlated negatively rather than positively with external academic motivation. Achievement and power values correlated strongly with introjected and external motivations. Students whose reasons for going to school are to feel successful and competent (introjected motivation AMS items) or to gain material rewards (external regulation items) probably anticipate attaining these goals (Vecchione, & Schwartz, 2022).

2.7. Values and parental education and income

Everywhere in the world, parents want what they think is best for their kids. However, parents from different cultures have different ideas about what is ideal. For instance, American parents place a high value on intelligence, Italian parents place a

similar value on social and emotional skills and having a stable temperament, Dutch parents place a high value on independence, and the Kipsies people of Kenya place a similar value on children who are not only intelligent but also use that intelligence in a responsible and helpful manner (Wikipedia, 2014; cited in, Reda, Kassa, 2014).

According to a study conducted by Marina. (2018) on parent's educational level and adolescents value orientation that focused on two main values Self-direction and conformity findings shows that there was no statistically significant relationship between the father's educational level and grammar students' degree of self-direction, but there was a statistically significant relationship between the mother's level of education and grammar-school students' self-direction ($p < .05$). The results did not show a significant relationship between the parents' (neither mothers nor fathers) educational level and vocational students' degree of self-direction. Similarly, Marina. (2018) reported as there was no statistically significant correlation between the degree of conformity among grammar students and the educational attainment of the parents. The degree of conformity among vocational students and the educational background of the parents did not also show a significant relationship. In general, no correlation between students' degree of conformity and parents' educational background was discovered (Marina 2018).

According to a study conducted by (Keijer, 2021) the degree to which parents value conformity and self-direction in their children was thought to be influenced by their socioeconomic status, which in turn affected children's expectations for their future field of study. Keijer (2021) found that cultural status of parents had a strong negative impact on conformist parenting values while having a positive impact on self-directed parenting values. The parenting values of parents, however, were unaffected by their financial

situation. Thus, rather than their economic status, parents' cultural status influences how they raise their children, emphasizing self-direction or conformity. This is not to say that socializing with adolescent doesn't factor in one's socioeconomic status. Instead, it's possible that a child's economic situation has a greater impact on what they value than on how they should behave. the distinction between terminal and instrumental values made by (Rokeach,1973).

According to a study conducted by (Abera,2014) on childrearing among the Arsi Oromo: Values, Beliefs and Practices, indicated that self-directing parenting values are commonly endorsed by highly educated parents than those parents who are less educated. He mentioned that parents who have a better educational level encourage independence, autonomy, assertiveness, self-help skills, competition, and curiosity in their parenting practices better than less educated parents.

According to the study conducted by (Benish-Weisman et al., 2013) on the process of distinction, which comprises the development of a distinction between parents' own personal values and their socialization values (the values they want their children to adopt), as well as on how much children's values influence their parents' socialization values. with the sample of 603 Israeli adolescents and their parents. The result of the research shows that parents who wish to support their children in their self-development journey assign more self-oriented values and less other-oriented values to their adolescent children than they themselves hold. In addition, adolescents' values were found to relate to parental values, such that parents' socialization values were predicted by children's values over and above the prediction by parents' own personal values. Parents may acknowledge (explicitly or implicitly) that their children have a unique set of values that

differ from their own; thus, they may be willing to adapt their socialization values in a way that fits their children's values. The findings of (Benish-Weisman et al., 2013) are in line with Kuczynski et al.'s (1997; as cited in Benish-Weisman et al., 2013) reciprocal model, which holds that children actively participate in their own socialization rather than being passive recipients of values transmitted by parents during the socialization process. especially in the case of teenagers who develop their own values and ideals (Zentner & Renaud, 2007; cited in Benish-Weisman et al., 2013).

On the other hand, a study conducted by (Jodl et al., 2001) revealed that, parents' values and beliefs directly anticipated adolescences' values and beliefs. Parents who believed that their children had a better chance of success and who had high educational expectations or aspirations for them were more likely to have kids who thought school was crucial for their future. Additionally, higher academic self-concept in adolescents was linked to higher maternal and paternal perceptions of their children's academic abilities. In addition to having higher academic self-concepts and educational expectations/aspires independent of their mothers' and fathers' actual academic values and beliefs, adolescents who strongly identified with both their mothers and fathers tended to place a greater value on school being important for the future.

2.8. Values and gender

According to the findings of a research conducted by Udeoba (2012) in Nigeria, there is a difference in the relationship between male and female schooling adolescent value preferences and their academic achievement problems, while there is negative relationship between males' academic achievement and their values such as; Respect for the worth and dignity of the individual, which consist of obedience, forgiving, true

friendship, punctuality and orderliness and Faith in man's ability to make rational decision, which consists of unity with nature, logical, reliable, positive criticism and trust. On the other hand, home and emotional problems of achievement related positively with their values. The value issues here are family security, national security, social order, helpful and cleanliness varied life, comfort, chastity and loving, which are under our fourth and fifth value clusters (Udeoba, 2012).

Udeoba (2012) indicated that, there is positive relationship between female secondary school adolescents' values and problems of academic while the reverse is the case with their male counterparts.

Schwartz, S. H., & Rubel, T. (2005) in their cross-cultural and multi-dimensional studies on students and adults of the Sex differences in value priorities based on the Schwartz 10 basic values, have reported that men attribute consistently more importance than women do for power, stimulation, hedonism, achievement, and self-direction values; the reverse is true for benevolence and universalism values and less consistently for security values. The values of tradition and conformity are the same for both sexes.

2.9. Summary and Implications of the reviewed literature

The entire reviewed literatures gave much emphasis on the various studies, theories and policies formulated based on human value development, specifically adolescent development characteristics and of the positive and negative relations of values with their academic achievements.

It is broadly discussed in this literature review as values are a common psychological variable that emerges from early childhood period developed throughout

adolescent and of adulthood stages of human development, which often assumed to influence the development and expression of attitudes, beliefs, behavior, and wellbeing of an individual. Though cultural differences in many societies are believed to be the major reasons people may have different values, it is noted that both values and academic achievement during adolescence is predicted by many factors such as interpersonal (e.g., parental engagement in adolescents' education), intrapersonal (e.g., intrinsic motivation), and institutional (e.g., school quality) factors.

As indicated in the literature, the aim of education is viewed in terms of student's values development where these values are believed to influence learning through creating motivation for innovation in school. Educated manpower is the emerging need of any nation, as educated and skilled human resource is asset for any country. Values are an essential requirement and an integral part of education.

As studied and reported by several scholars across many countries, it has been found out that variation and commonality of a certain values evidenced in having both negative and positive correlation with academic achievements of adolescent students.

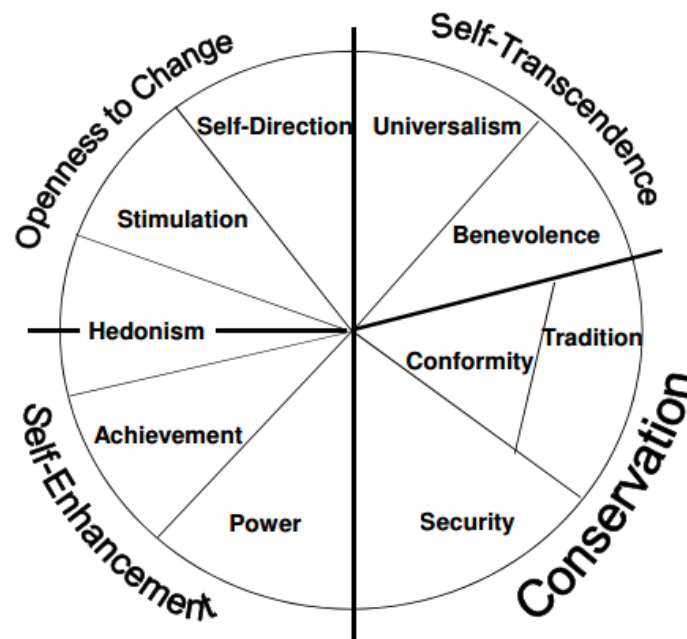
In conclusion, what the above-mentioned theoretical perspectives also makes explicit is that value priorities of adolescents in terms of its implication on academic achievement was not given much attention and supported by empirical evidence in the context of Ethiopia, particularly ODA Special Boarding school. In the present study, the emphasis was given to understanding the role of parental education and income level and the gender of adolescents in the development of adolescent's value priorities. In particular, the role of parental income level on adolescent's value priority was not sufficiently studied and reported in the existing literature. For this reason, the variation of

adolescent's value priorities as a function of their parent's income level was well assessed and reported.

Since the objective of the study is to investigate the relationship of value priorities of secondary school adolescent students and their academic achievement, the conceptual framework will attempt to portray the type of value priorities adolescents may have developed based on the 10 universal values of Schwartz and their motivation for academic achievement will be analyzed and lastly, the framework will illustrate the roles of socioeconomic factors (gender, parental, education and income on adolescent's' values priority).

Figure 1.

Theoretical model of relations among ten motivational types of value



Note: this figure illustrates the Schwartz 10 Universal Values in a circle with its four basic motivations in a continuum, in which the conceptual framework of this research is embarked on. Adopted figure (see Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. *Online Readings in Psychology and Culture*, p.9).

Chapter Three: Methods

This chapter discusses the research design, area of the study, population of the study, sample, and sampling technique. It also discussed instruments for data collection, construction and administration of the instrument, method of data collection and method of data analysis.

3.1. Research Design

The research design used in this study was the correlational design of quantitative research approach which sought to establish the relationship of value priorities and academic achievement of adolescents in ODA Boarding High school students, in Bishoftu City of Oromia Region. This design was primarily selected for it allows to measure and assess relationship between the two variables (value priorities and academic achievement). Since the current study intended to collect, analyze, and interpret data based on the different socio-demographic characteristics of respondents and makes comparisons between male and female respondents, quantitative research approach was employed. The design is appropriate for identifying adolescents' values priority and academic achievement based on Schwartz's 10 Universal Value priorities that seeks to examine and establish relationships with Adolescents Academic achievement and socio-demographic characters or variables. In addition, the researcher did not have control over these variables of interest and therefore cannot manipulate them.

3.2. Research Setting

The study was carried out in ODA Special Boarding High school students, in Bishoftu town of Oromia Region. The school is considered as one of the centers of excellence as a special boarding School for academically well performing students drawn from various schools of Oromia Region. Education programs are one of the key thematic

areas that ODA has paid due attention to which remarkable achievements have been registered within the strategic plans. The main objective of this effort is to promote access and quality of education in complementary to the government effort through filling the critical gaps that the government could not address the overwhelming demand of the education service. Accordingly, in 2006 E.C, ODA Boarding School was established in accordance with Article 6(c) of the Oromia Development Association regulation. The Boarding School aspires to be center of change and development, a catalyst for progress in science and technology, addressing the immediate and long-term demand of national economy, innovative research, and education. ODA Boarding school has opened at East Showa of Adama and Bishoftu town giving full package services besides providing quality education. Adama Boarding school started in Adama town in February 2014G.C/2006 E.C. Since then, it has been developed to be a successful boarding school providing a first-class education to students from across Oromia. Both schools have been working to assure quality of education since its establishment. The schools are using the government's education curriculum, except providing foreign languages such as Chinese, French, and Arabic as a compulsory subject. It also facilitated scholarship opportunities for students to Korea, UAE, China, and USA. The school provides accommodation, meals, health, and entertainment services free of charge built in the compound. Students who have scored high marks on grade 8 regional examination will sit for the entrance exam and then if they scored the pass mark of the entrance exam, they will be enrolled to ODA Boarding school. Teacher's recruitment follows the same pattern: minimum master's degree for the necessary field of study, high university cumulative GPA and minimum of 5 years teaching experience to sit for entrance exam.

The teachers and the school leadership have attractive top-ups in addition to their salary. The teachers are teaching and supporting the students even after school time without additional payment.

The researcher has conveniently selected Bishoftu Branch Boarding School for its suitability of the target study groups which means adolescents aged 14-18 years old, whose residence places are in different parts of Oromia Region with diversified family backgrounds of socio-economic status, with divergent value priority which might impact on their academic achievement.

3.3. Population of the study

The study population comprised all the 353 adolescent students at ODA Special Boarding secondary school, in Bishoftu town during the academic year.

3.4. Sample Size and Sampling Techniques

The sample for this study was selected all 286 male (173) and female (113) Afaan oromo language speaker adolescent students at ODA Boarding School whose age range from 14-18 years old and are currently studying at grade nine and ten. From the total number of students 353, the researcher excluded 67 (35 who participated on pilot study and 32 who are not Afaan oromo language speaker). To determine the sample size of the current study, the researcher used census approach for the reason that the study population are small, the chance of eliminating sampling error by providing data on all the individuals in the population, and its advantage in achieving a desirable level of precision.

3.5. Instruments of Data Collection

The instruments used for data collection were two types; The first one was the socio-demographic data that contains; respondent's sex, age, grade level, father's and mother education level and family monthly income level filled in blank spaces and selected from provided response options.

The second data collection tool was adapted value scale called the Portrait Values Questionnaire (PVQ; Schwartz, 2003; Schwartz, Lehmann, & Roccas, 1999; Schwartz, Melech, Lehmann, Burgess, & Harris, 2001). The PVQ was designed to measure the same ten basic value orientations measured by the Schwartz Value Survey. The PVQ includes short verbal portraits of 21 different people, sex will be matched with the respondent. Each portrait describes a person's goals, aspirations, or wishes that point implicitly to the importance of a single value type. By describing each person in terms of what is important to him or her—the goals and wishes he or she pursues—the verbal portraits capture the person's values without explicitly identifying values as the topic of investigation.

Regarding each portrait, respondents were requested to answer the 21-value question: Six labeled responses (Likert Scale) range from 1 (very much like me) to 6 (not like me at all). The score for the importance of each value is the mean response to the items that measure it. Two portraits operationalize each value, with three for universalism because of its very broad content. To eliminate individual differences in use of the response scale, we will center each person's responses on his or her own means.

The past semester average marks scored were used to measure academic achievement of adolescent students at ODA Special Boarding school at Bishoftu Branch.

Both the Socio-demographic data and Schwartz PVQ-21 questionnaire translated from English to Afaan Oromo language and back translated to fit all students and to guarantee a full understanding of the questionnaire statements.

3.5.1. Validity of the instrument

The instrument was face and content validated by three experts in social psychology, one from academic sector and two from international humanitarian organizations working in Ethiopia. These experts were required to review the items in terms of clarity of the instrument/questionnaire items, to assess the appropriateness of the questionnaire items for collecting the required information from the subjects, to assess the extent the questionnaire items cover the research topic, language utilization in Afaan oromo translated version and to make recommendations for amendments or additions if any, for making the instrument a more valid one. And the validators kindly fulfilled the above requests thereby making the instruments genuine for this study.

3.5.2. Reliability of the Instrument

Before launching the full research data collection, a pilot study was conducted to test the reliability of the instrument which as administered on 35 (26 male and 9 female) respondents who were from ODA Special Boarding School, Bishoftu Branch grade- 10 students. The number of respondents of the pilot study is determined based on (Machin et al. (2018) the flat rule of thumb that stated in a single study the minimum number of sample size of the pilot study should be 30. As indicated in the sampling technique section of this study the researcher has excluded those 35 students who participated in the pilot study from the main study subjects. Cronbach's Alpha statistics were used to measure the internal consistency Co-efficient of the Value Priority Questionnaires termed as Schwartz's Portrait Value Questionnaire (PVQ-21) using the data obtained. The

rational for the use of Cronbach's Alpha was confirmed by the fact that the items have no right or wrong answers, as they were not dichotomously scored. It is found that the overall reliability score for the instrument was at 0.825 these results indicated that the items of the instrument was reliable.

3.6. Procedures of Data Collection

Firstly, the researcher collected formal letter from Addis Ababa University College of Education and Behavioral Studies School of Psychology and contacted and discussed with ODA Boarding school principal about the purpose of the research and get approval to proceed the study in the school compound.

The researcher employed the direct delivery and retrieval system to administer the questionnaire with the help of one research assistant and provided detail orientation for both the assistant data collector and the respondents about the purpose of the study, the tools, and the process of the response. Finally, the researcher and his assistant collected and recorded all the data properly to facilitate effective and efficient collection of data.

3.7. Methods of Data Analysis

After a successful collection of the data the researcher proceeded to data Analysis. For the current correlational quantitative data, the researcher used SPSS version 27 software to enter the data. The questionnaires generated two types of data: a nominal and ratio. Based on those data a researcher used descriptive statistics to describe the Research question 1 and 2, with Mean scores, standard deviation, and Pearson Correlation coefficient for the research question number 3 for the reason that the variables are measured on continuous interval level, there are no missing data on both variables and each observation in the data set have a pair of values, and for the research question

number 4 used One-way ANOVA due to having more than three categorically independent variables in studying the differences of value priority as a function of adolescents family income and educational level and to study the difference of male and female respondents value priority independent sample t-test used for its appropriateness in observing each study subjects only once at a time as either male or female (Independence of observation).

3.8. Ethical Consideration

Ethical consideration is one of the most important activities in every data collection phenomenon. So, in this study the researcher or data collectors strictly respected and agreed consent along with the respondents. Similarly, the researcher ensured that the respondents have freedom to choose whether to be participating or not in the study. Likewise, the researcher did not force anyone to participate or withdraw from the study. In addition to the above, the researcher has given guarantee to the respondents to secure their response not to give for the third person. The researcher would not release any information regarding the participants without the respondents' permission.

Chapter Four: Findings

In this study with the general objective exploring the relationship of value priorities of secondary school adolescent students and their academic achievement the following RQs were formulated:

RQ1. What are the value priorities of adolescent students ODASBS?

RQ2. What is the academic achievement of adolescent students ODASBS?

RQ3. Are there any relationships between the value priority and academic achievement of ODASBS students.

RQ4. Is there a significant variation between value priority and Academic achievement of ODASBSS as a function of:

- Parental Educational Level
- Parental Income level
- Students Gender

The data collected from 286 Oromia Development Association Special Boarding (ODASBS) high school adolescents at Bishoftu town was analyzed using both descriptive and inferential statistics of correlational type. Analyses were conducted to provide descriptive information about the relationship and descriptive characteristics of major study variables. As part of these descriptive analyses, socio-demographic characteristics of the respondents are presented. In addition, value priorities of adolescents and academic achievements are described by the 10 value types in their 6- Likert scales and average scores in interval scale are indicated. Furthermore, the mean and standard deviation of the value priorities and academic achievements are included.

To understand the relation between the value priorities and academic achievement of adolescent students' bivariate correlation of Pearson correlation coefficient was used after indexing and centering the mean score of each value. Additionally, One-way ANOVA and independent sample t-tests analyses were run to examine the mean differences between value priorities and parent's educational level, parental income and sex differences in value priorities of among adolescents respectively.

4.1. Socio-demographic Characteristics of the Respondents

Table 3

Socio-demographic characteristics of the respondents by Sex (n = 286)

Socio-demographic characteristics		Frequency (n, %)		
		Male	Female	Total
Age	14	4 (2.3)	5 (4.4)	9 (3.1)
	15	30 (17.3)	43 (38.1)	73 (25.5)
	16	75 (43.4)	55 (48.7)	130 (45.5)
	17	44 (25.4)	9 (8.0)	53 (18.5)
	18	20 (11.6)	1 (0.9)	21 (7.3)
	Total	173 (60.5)	113 (39.5)	286 (100)
Grade level	Grade 9	97 (56.1)	75 (66.4)	172 (60.1)
	Grade 10	76 (43.9)	38 (33.6)	114 (39.9)
	Total	173 (60.5)	113 (39.5)	286 (100)

The above table 3 depicts the socio-demographic characteristics of the respondents broken down by sex, Age, and grade level. The proportion of male adolescent participants were (60.5%). The highest proportion of respondents' age who participated in this study was 16 years old (45.5%). Regarding the respondent's grade level about 60.1% are grade nine students and the remaining 39.9% are grade 10 students. The socio-demographic data of respondent's fulfill the required information in terms of the age and grade level in which the current study aim to focus on.

Table 3 (continued)

Socio-demographic characteristics of the respondents by Sex (n = 286)

Socio-demographic characteristics		Frequency (n, %)		
		Male	Female	Total
Father's education	Graduate school degree: master's or Doctorate degree (MD, and PhD)	50 (28.9)	24 (21.2)	74 (25.9)
	Degree (BA or BSc degree)	23 (13.3)	14 (12.4)	37 (12.9)
	Some college Diploma/ Technical school training certificate	12 (6.9)	5 (4.4)	17 (5.9)
	Secondary school completed	38 (22.0)	40 (35.4)	78 (27.3)
	Elementary school completed	30 (17.3)	26 (23.0)	56 (19.6)
	Can not read and write	20 (11.6)	4 (3.5)	24 (8.4)
	Total	173 (60.5)	113 (39.5)	286 (100)
Mother's education	Graduate school degree: master's or Doctorate degree (MD and PhD)	42 (24.3)	23 (20.4)	65 (22.7)
	Degree (BA or BSc degree)	21 (12.1)	23 (20.4)	44 (15.4)
	Some college Diploma/ Technical school training certificate	18 (10.4)	9 (8.0)	27 (9.4)
	Secondary school completed	26 (15.0)	42 (37.2)	68 (23.8)
	Elementary school completed	8 (4.6)	4 (3.5)	12 (4.2)
	Can not read and write	58 (33.5)	12 (10.6)	70 (24.5)
	Total	173 (60.5)	113 (39.5)	286 (100)

As shown on the above table 3 with regards to the respondents' fathers' educational background, most of them (27.3%) have completed secondary education followed (25.9%) have graduate school degree: master's or Doctorate degree (MD and PhD) educational levels. The two lowest proportion (5.9%) of the fathers attended some form of college diploma/technical school training certificate and (8.4%) of fathers didn't attend any formal education/are illiterate. Unlike the respondent's fathers the respondents 'mothers with no formal education/illiterate constituted the highest proportion (24.5%) and secondary school completed (23.8%) as the second highest, whereas the least proportion (4.2%) of respondents' mothers had elementary school completed educational levels. Likewise, the other socio-demographic characteristics, the educational background of the respondent's parent showed that the participants of the current study can qualify as primary sources of data to fill in the questionnaire scale. This means that there is a reasonable representation of samples of participants from each of the categories.

Table 3 (continued)

Socio-demographic characteristics of the respondents by Sex (n = 286)

Socio-demographic characteristics		Frequency (n, %)		
		Male	Female	Total
Family income	Above 35,000 birrs	27 (15.6)	1 (0.9)	28 (9.8)
	20,000 - 35,000 birr	32 (18.5)	13 (11.5)	45 (15.7)
	10,000 - 19,999 birr	51 (29.5)	43 (38.1)	94 (32.9)
	3001 - 9,999 birr	41 (23.7)	37 (32.7)	78 (27.3)
	1001 - 3000 birr	13 (7.5)	12 (10.6)	25 (8.7)
	Less than 1000 birr	9 (5.2)	7 (6.2)	16 (5.6)
Total		173 (60.5)	113 (39.5)	286 (100)

Lastly, the demographic data presented above reveals that about (9.8%) and (15.7%) of the adolescent respondents came from families with the two higher categories of monthly income level. Slightly, equal proportions of the respondents were living with families with middle level income; monthly earnings 10,999.00 – 19,999.00 birr (32.9%) and 3001.00 – 9,999.00 birr (27.3%). The lowest proportion (14.3%) levels of income below 3000.00 birr per month. Having adequate representatives of respondents from each category of the respondent's parents' income level will qualify the required socio-demographic data for the current study.

4.2. Value priorities of adolescent students

Table 4

Descriptive Statistics of Adolescent's Value Priority

Value types	N	Minimum	Maximum	Mean	SD
Achievement	286	2	12	4.91	2.40
Power	286	2	12	5.70	2.38
Self-direction	286	2	10	3.01	1.32
Stimulation	286	2	11	3.30	1.48
Hedonism	286	2	11	3.71	1.89
Universalism	286	3	12	5.02	1.91
Benevolence	286	2	12	3.43	1.65
Conformity	286	2	12	4.12	1.92
Tradition	286	2	12	4.14	2.02
Security	286	2	11	3.23	1.51
Total Values	286	21	77	40.57	9.76

The minimum and maximum scores, means, and standard deviations of the frequency of total value priorities and types of preferred values of adolescents were examined. The above table 6

show that mean of the overall value priorities was found to be 40.57 ($SD = 9.76$). The actual maximum score for the total values was 77, while the minimum was 21. Since the number of items for the overall 10 value types are 21 items, the maximum score is 126. The above descriptive data interpreted by using the lowest mean and standard deviation score as the most preferred value types and the highest mean and standard deviation being the least preferred values. Findings showed that self-direction with mean of 3.01 ($SD = 1.32$), security mean of 3.23 ($SD = 1.51$), stimulation mean of 3.30 ($SD = 1.48$), benevolence mean of 3.43 ($SD = 1.65$), and hedonism mean of 3.71 ($SD = 1.89$) values are the top five value priorities of adolescent students of ODASBS in Bishoftu town. On the other hand, the study shows, that power with mean of 5.70 ($SD = 2.38$), universalism mean of 5.02 ($SD = 1.91$), achievement mean of 4.91 ($SD = 2.40$) are the least preferred values.

Table 5

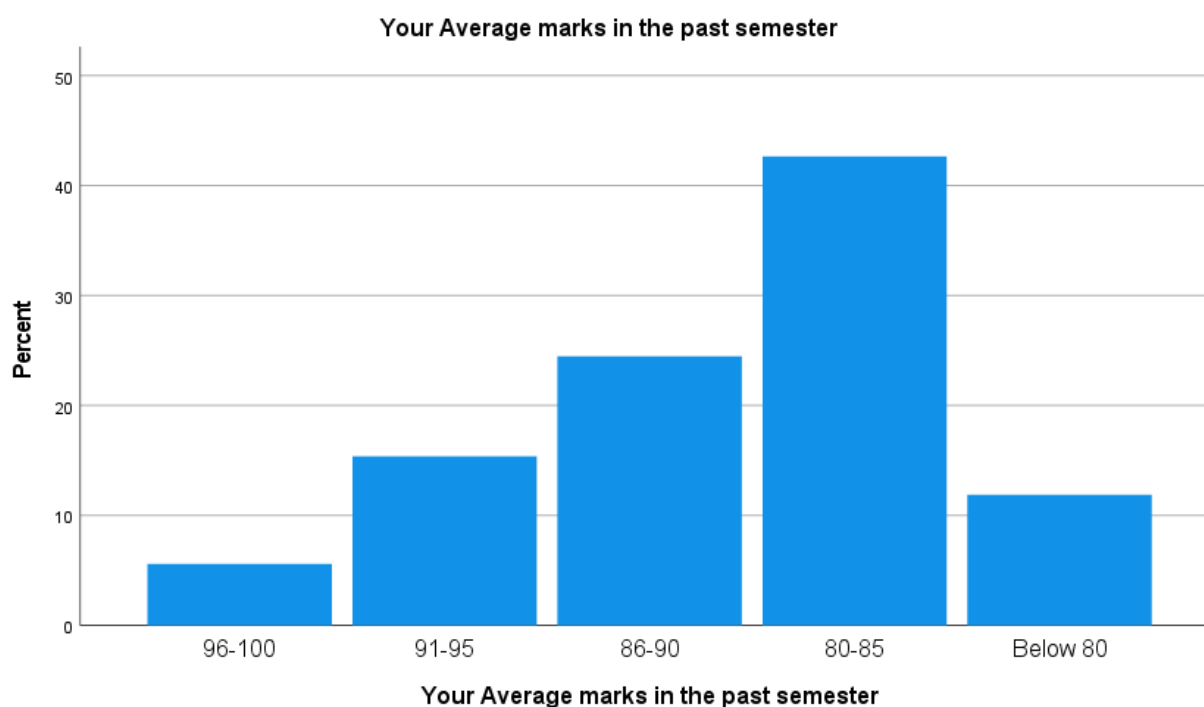
Value priorities of adolescent's/Respondent's (n = 286)

Value types	Response scales					
	1 = Very much like me	2 = Like me	3 = Somewhat like me	4 = A little like me	5 = Not like me	6 = Not like me at all
Achievement	48 (16.8)	100 (34.9)	61 (21.3)	50 (17.5)	20 (7)	7 (2.4)
Power	23 (8)	71 (24.8)	96 (33.5)	60 (21)	25 (8.7)	11 (3.8)
Self-direction	138 (48.3)	111 (38.8)	30 (10.4)	6 (2)	1 (0.3)	0 (0)
Stimulation	104 (36.4)	137 (47.9)	35 (12.2)	6 (2)	3 (1)	1 (0.3)
Hedonism	101 (35.3)	108 (37.7)	49 (17.1)	21 (7.3)	6 (2)	1 (0.3)
Universalism	63 (22)	134 (46.8)	58 (20.3)	20 (7)	10 (3.4)	1 (0.3)
Benevolence	102 (35.7)	128 (44.8)	34 (11.9)	20 (6.9)	2 (0.6)	0 (0)
Conformity	68 (23.8)	121 (42.3)	61 (21.3)	28 (9.8)	6 (2)	2 (0.6)
Tradition	73 (25.5)	115 (40.2)	51 (17.8)	40 (14)	5 (1.7)	2 (0.6)
Security	120 (42)	124 (43.3)	30 (10.5)	8 (2.8)	4 (1.3)	0 (0)

According to the results shown on the above table 5, self-direction (138), security (120) and stimulation (104) are the top three values selected by majority of the respondents as it is very much like them whereas power (23) and universalism (63) are the least responses recorded under Likert scale 1= “very much like me”. On the other hand, self-direction, security, and benevolence values didn’t have any respondents who selected Likert scale 6= “not like me at all”. The findings generally revealed that there was an orderly ranked preferences of values among adolescent student’s whereas subjective meanings and priorities are given for each of the ten values (see table 5 for frequencies and percentage of responses per each scale)

4.3. Academic achievement of adolescent students

Graph 1



The minimum averages marks of the respondent student are 67, maximum 98 with mean of 88.5 and $SD = 1.061$. As shown on the above graph 1, about 5.6% of the students scored 96 – 100

average marks, followed by 15.4% of them scored 91-95, 24.5% from 86 – 90, 42.7% from 80 – 85 and 11.9% of them scored below 80. This result indicates that the students enrolled in ODA Boarding school are high achiever with highly competitive score observed in the above data.

4.4. The relationship between adolescent's value priorities and academic achievement

Table 6

Correlational analysis of adolescent's value priorities and academic achievement

Values	Academic achievement
Self-direction	-.032
Power	.051
Achievement	.008
Universalism	-.026
Security	.035
Stimulation	.004
Conformity	.094
Tradition	-.004
Hedonism	.016
Benevolence	-.075

To identify the relationship between adolescent's value priorities and academic achievement Pearson Product – moment Correlation coefficient was performed because the variables are measured on continuous interval level, there are no missing data on both variables and each observation in the data set have a pair of values. The above table 6, indicates that there is no statistically significant relationship between any of the 10 values and academic achievement of adolescent students of the study group.

4.5.Value Priorities as a Function of Socio-demographic Characteristics

4.5.1. Differences in Value Priorities by Adolescent's Father's Educational level

Table 7

ANOVA for testing variation in value priorities by the educational levels of Fathers (n = 286)

<i>Type of values</i>	<i>Father's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Self-direction	Graduate school degree: master's or Doctorate degree (MD and PhD)	74	0.919	1.201	2.436	.035
	Degree (BA or BSc degree)	37	0.798	1.194		
	Some college	17	0.774	1.160		
	Diploma/ Technical school training certificate					
	Secondary school completed	78	1.363	1.387		
	Elementary school completed	56	1.336	1.555		
	Can not read and write	24	0.651	0.881		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 7 (continued)

ANOVA for testing variation in value priorities by the educational levels of Fathers (n = 286)

<i>Type of values</i>	<i>Father's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Power	Graduate school degree: master's or Doctorate degree (MD and PhD)	74	3.838	2.261	.594	.705
	Degree (BA or BSc degree)	37	3.663	2.619		
	Some college	17	4.362	2.339		
	Diploma/ Technical school training certificate					
	Secondary school completed	78	3.709	2.186		
	Elementary school completed	56	3.890	2.413		
	Can not read and write	24	3.151	3.006		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 7 (continued)

ANOVA for testing variation in value priorities by the educational levels of Fathers (n = 286)

<i>Type of values</i>	<i>Father's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Achievement	Graduate school degree: master's or Doctorate degree (MD and PhD)	74	2.757	2.526	1.149	.335
	Degree (BA or BSc degree)	37	3.419	2.530		
	Some college	17	2.068	2.031		
	Diploma/ Technical school training certificate					
	Secondary school completed	78	3.273	2.483		
	Elementary school completed	56	2.836	1.926		
	Can not read and write	24	3.026	2.645		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 7 (continued)

ANOVA for testing variation in value priorities by the educational levels of Fathers (n = 286)

<i>Type of values</i>	<i>Father's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Universalism	Graduate school degree: master's or Doctorate degree (MD and PhD)	74	3.203	1.988	.426	.831
	Degree (BA or BSc degree)	37	2.987	1.906		
	Some college	17	2.950	2.288		
	Diploma/ Technical school training certificate					
	Secondary school completed	78	2.978	1.715		
	Elementary school completed	56	3.336	2.111		
	Can not read and write	24	2.818	1.511		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 7 (continued)

ANOVA for testing variation in value priorities by the educational levels of Fathers (n = 286)

<i>Type of values</i>	<i>Father's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Security	Graduate school degree: master's or Doctorate degree (MD and PhD)	74	1.230	1.434	.574	.720
	Degree (BA or BSc degree)	37	1.338	1.710		
	Some college	17	1.186	1.728		
	Diploma/ Technical school training certificate					
	Secondary school completed	78	1.273	1.390		
	Elementary school completed	56	1.550	1.737		
	Can not read and write	24	0.985	1.018		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 7 (continued)

ANOVA for testing variation in value priorities by the educational levels of Fathers (n = 286)

<i>Type of values</i>	<i>Father's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Stimulation	Graduate school degree: master's or Doctorate degree (MD and PhD)	74	1.45	1.622	1.440	.210
	Degree (BA or BSc degree)	37	0.83	1.200		
	Some college	17	1.38	1.370		
	Diploma/ Technical school training certificate					
	Secondary school completed	78	1.59	1.477		
	Elementary school completed	56	0.82	0.944		
	Can not read and write	24	1.45	1.622		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 7 (continued)

ANOVA for testing variation in value priorities by the educational levels of Fathers (n = 286)

<i>Type of values</i>	<i>Father's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Conformity	Graduate school degree: master's or Doctorate degree (MD and PhD)	74	2.01	1.827	.802	.549
	Degree (BA or BSc degree)	37	1.96	1.868		
	Some college	17	2.66	1.734		
	Diploma/ Technical school training certificate					
	Secondary school completed	78	2.34	1.978		
	Elementary school completed	56	2.37	2.148		
	Can not read and write	24	1.82	1.622		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 7 (continued)

ANOVA for testing variation in value priorities by the educational levels of Fathers (n = 286)

<i>Type of values</i>	<i>Father's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Tradition	Graduate school degree: master's or Doctorate degree (MD and PhD)	74	2.284	1.981	.383	.860
	Degree (BA or BSc degree)	37	2.068	2.173		
	Some college	17	1.774	1.404		
	Diploma/ Technical school training certificate					
	Secondary school completed	78	2.363	2.193		
	Elementary school completed	56	2.068	1.926		
	Can not read and write	24	2.360	1.967		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 7 (continued)

ANOVA for testing variation in value priorities by the educational levels of Fathers (n = 286)

<i>Type of values</i>	<i>Father's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Hedonism	Graduate school degree: master's or Doctorate degree (MD and PhD)	74	2.028	2.174	.615	.689
	Degree (BA or BSc degree)	37	1.555	1.677		
	Some college	17	1.892	1.776		
	Diploma/ Technical school training certificate					
	Secondary school completed	78	1.850	1.978		
	Elementary school completed	56	1.568	1.673		
	Can not read and write	24	1.526	1.560		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 7 (continued)

ANOVA for testing variation in value priorities by the educational levels of Fathers (n = 286)

<i>Type of values</i>	<i>Father's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Benevolence	Graduate school degree: master's or Doctorate degree (MD and PhD)	74	1.43	1.5926	.259	.935
	Degree (BA or BSc degree)	37	1.74	2.0283		
	Some college	17	1.66	1.8728		
	Diploma/ Technical school training certificate					
	Secondary school completed	78	1.43	1.6512		
	Elementary school completed	56	1.46	1.3709		
	Can not read and write	24	1.57	1.6940		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

As shown on the above table 7. A one-way analysis of variance was conducted to test the comparison between adolescent's value priorities and their fathers' educational level. The result indicates that except for the Self-direction values that revealed significant difference as a function of father's educational level [$F(5, 280) = 2.436, p < .05, = .035$], while the rest of the analysis reveal there is no significant difference in adolescent's value priorities as a function of fathers' educational level [$F(5, 280) = .594, p = .705$], for Power; $F(5, 280) = 1.149, p = .335$), for Achievement; $F(5, 280) = .426, p = .831$), for Universalism; $F(5, 280) = .574, p = .720$), for Security; $F(5, 280) = 1.440, p = .210$), for Stimulation; $F(5, 280) = .802, p = .549$), for Conformity; ; $F(5, 280) = .383, p = .860$), for Tradition; $F(5, 280) = .615, p = .689$), for Hedonism; $F(5, 280) = .259, p = .935$), for Benevolence]. The result indicates that adolescents value priorities did not differ significantly by the educational level of their father. However, significant difference showed on adolescent's value priorities for self-direction value because of their father's educational level. For the Self-direction value, post-hoc analysis was done using the LSD as shown in in the below table 7.1.

Table 7.1

Post hoc analysis of self-direction values based on Father's educational level

Types of Values	(I) What is your father's highest level of education	(J) What is your father's highest level of education	MD (I-J)	SE	P
Self-direction	Graduate school degree: master's or Doctorate degree (MD, PhD, JD)	Secondary School completed	-.44352*	.21186	.037
		Secondary School completed	-.56514*	.26061	.031
	Degree (BA or BSc degree)	Can not read and write	.71154*	.30474	.020
		Graduate school degree: master's or Doctorate degree (MD, PhD, JD)	.44352*	.21186	.037
	Secondary School completed	Degree (BA or BSc degree)	.56514*	.26061	.031
		Can not read and write	.68452*	.31851	.032
	Elementary School completed	Secondary School completed	-.71154*	.30474	.020
		Elementary School completed	-.68452*	.31851	.032

Note: $n = 286$; MD = Mean difference; SE = Standard error; $p = < .05$

The post-hoc analysis in the above table 7.1 revealed that there were significant mean differences between graduate school degree master's or Doctorate degree (MD, PhD, JD) and secondary education completed; Degree (BA or BSc degree) and Secondary School completed; Secondary

School completed and cannot read and write; elementary school completed and cannot read and write. In general, the results indicates that, adolescent's self-direction value tends to be promoted in a similar way by well-educated and less and non-educated fathers.

4.5.2. Differences in Value Priorities by Adolescent's Mothers Educational level

Table 8

ANOVA for testing variation in value priorities by the educational levels of Mothers (n = 286)

Type of values	Mother's educ. Level	N	Mean	SD	F	P
Self-direction	Graduate school degree: master's or Doctorate degree (MD and PhD)	65	1.053	1.329	1.646	.148
	Degree (BA or BSc degree)	44	0.727	1.098		
	Some college	27	1.031	1.531		
	Diploma/ Technical school training certificate					
	Secondary school completed	68	1.421	1.433		
	Elementary school completed	12	1.151	1.240		
	Can not read and write	70	0.982	1.225		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 8 (continued)

ANOVA for testing variation in value priorities by the educational levels of Mothers (n = 286)

<i>Type of values</i>	<i>Mother's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Power	Graduate school degree: master's or Doctorate degree (MD and PhD)	65	4.237	2.212	1.506	.188
	Degree (BA or BSc degree)	44	4.023	2.468		
	Some college	27	3.216	1.955		
	Diploma/ Technical school training certificate					
	Secondary school completed	68	3.598	2.409		
	Elementary school completed	12	4.485	2.314		
	Can not read and write	70	3.411	2.570		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 8 (continued)

ANOVA for testing variation in value priorities by the educational levels of Mothers (n = 286)

<i>Type of values</i>	<i>Mother's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Achievement	Graduate school degree: master's or Doctorate degree (MD and PhD)	65	2.930	2.567	1.134	.343
	Degree (BA or BSc degree)	44	3.636	2.472		
	Some college	27	2.476	2.135		
	Diploma/ Technical school training certificate					
	Secondary school completed	68	3.112	2.282		
	Elementary school completed	12	2.735	1.231		
	Can not read and write	70	2.725	2.507		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 8 (continued)

ANOVA for testing variation in value priorities by the educational levels of Mothers (n = 286)

<i>Type of values</i>	<i>Mother's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Universalism	Graduate school degree: master's or Doctorate degree (MD and PhD)	65	2.960	1.946	.418	.836
	Degree (BA or BSc degree)	44	2.955	2.126		
	Some college	27	3.253	1.415		
	Diploma/ Technical school training certificate					
	Secondary school completed	68	3.318	2.010		
	Elementary school completed	12	2.735	2.015		
	Can not read and write	70	3.082	1.798		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 8 (continued)

ANOVA for testing variation in value priorities by the educational levels of Mothers (n = 286)

<i>Type of values</i>	<i>Mother's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Security	Graduate school degree: master's or Doctorate degree (MD and PhD)	65	1.191	1.386	1.420	.217
	Degree (BA or BSc degree)	44	1.545	1.935		
	Some college	27	0.957	1.281		
	Diploma/ Technical school training certificate					
	Secondary school completed	68	1.583	1.579		
	Elementary school completed	12	0.818	1.055		
	Can not read and write	70	1.168	1.353		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 8 (continued)

ANOVA for testing variation in value priorities by the educational levels of Mothers (n = 286)

<i>Type of values</i>	<i>Mother's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Stimulation	Graduate school degree: master's or Doctorate degree (MD and PhD)	65	1.391	1.426	1.501	.190
	Degree (BA or BSc degree)	44	1.318	1.572		
	Some college	27	1.105	1.091		
	Diploma/ Technical school training certificate					
	Secondary school completed	68	1.700	1.515		
	Elementary school completed	12	1.735	1.969		
	Can not read and write	70	1.097	1.444		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 8 (continued)

ANOVA for testing variation in value priorities by the educational levels of Mothers (n = 286)

<i>Type of values</i>	<i>Mother's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Conformity	Graduate school degree: master's or Doctorate degree (MD and PhD)	65	2.037	1.776	1.312	.259
	Degree (BA or BSc degree)	44	2.341	1.969		
	Some college	27	1.513	1.188		
	Diploma/ Technical school training certificate					
	Secondary school completed	68	2.509	1.856		
	Elementary school completed	12	2.568	3.030		
	Can not read and write	70	2.111	2.039		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 8 (continued)

ANOVA for testing variation in value priorities by the educational levels of Mothers (n = 286)

<i>Type of values</i>	<i>Mother's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Tradition	Graduate school degree: master's or Doctorate degree (MD and PhD)	65	2.299	1.975	.113	.989
	Degree (BA or BSc degree)	44	2.045	1.947		
	Some college	27	2.290	1.888		
	Diploma/ Technical school training certificate					
	Secondary school completed	68	2.259	2.268		
	Elementary school completed	12	2.068	1.809		
	Can not read and write	70	2.182	1.982		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 8 (continued)

ANOVA for testing variation in value priorities by the educational levels of Mothers (n = 286)

<i>Type of values</i>	<i>Mother's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Hedonism	Graduate school degree: master's or Doctorate degree (MD and PhD)	65	2.053	2.110	.811	.543
	Degree (BA or BSc degree)	44	1.818	1.740		
	Some college	27	1.401	1.494		
	Diploma/ Technical school training certificate					
	Secondary school completed	68	1.598	1.824		
	Elementary school completed	12	1.318	1.422		
	Can not read and write	70	1.897	2.036		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

Table 8 (continued)

ANOVA for testing variation in value priorities by the educational levels of Mothers (n = 286)

<i>Type of values</i>	<i>Mother's educ. Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Benevolence	Graduate school degree: master's or Doctorate degree (MD and PhD)	65	1.514	1.572	1.513	.186
	Degree (BA or BSc degree)	44	2.023	1.988		
	Some college	27	0.994	1.174		
	Diploma/ Technical school training certificate					
	Secondary school completed	68	1.509	1.661		
	Elementary school completed	12	1.318	1.545		
	Can not read and write	70	1.382	1.602		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

As shown on the above table 8 A one-way analysis of variance was conducted to test the comparison between adolescent's value priorities and their mothers' educational level. The result indicates there is no significant difference in adolescent's value priorities

and mothers' educational level [$F(5, 280) = 1.646, p = .148$), for Self-direction; $F(5, 280) = 1.506, p = .188$), for Power; $F(5, 280) = 1.134, p = .343$), for Achievement; $F(5, 280) = .418, p = .836$), for Universalism; $F(5, 280) = 1.420, p = .217$), for Security; $F(5, 280) = 1.501, p = .190$), for Stimulation; $F(5, 280) = 1.312, p = .259$), for Conformity; ; $F(5, 280) = .113, p = .989$), for Tradition; $F(5, 280) = .811, p = .543$), for Hedonism; $F(5, 280) = 1.513, p = .186$), for Benevolence]. The result indicates that adolescents value priorities did not differ significantly by the educational level of their mother.

4.5.3. Differences in Value Priorities by Adolescents Parent's Income level

Table 9

ANOVA for testing variation in value priorities by the parent's income levels (n = 286)

<i>Type of values</i>	<i>Parent's Monthly Income Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Self-direction	Above 35,000 birrs	28	0.747	0.983	1.566	.170
	20,000 - 35,000 birr	45	1.090	1.373		
	10,000 - 19,999 birr	94	1.047	1.209		
	3001 - 9,999 birr	78	1.068	1.319		
	1001 - 3000 birr	25	1.028	1.620		
	Less than 1000 birr	16	1.881	1.682		
Power	Above 35,000 birrs	28	3.497	3.072	1.142	.338
	20,000 - 35,000 birr	45	4.468	2.692		
	10,000 - 19,999 birr	94	3.632	2.008		
	3001 - 9,999 birr	78	3.748	2.349		
	1001 - 3000 birr	25	3.748	2.479		
	Less than 1000 birr	16	3.131	2.112		
Achievement	Above 35,000 birrs	28	2.747	2.450	.628	.678
	20,000 - 35,000 birr	45	3.024	2.907		
	10,000 - 19,999 birr	94	2.792	2.240		
	3001 - 9,999 birr	78	3.222	2.163		
	1001 - 3000 birr	25	3.428	2.691		
	Less than 1000 birr	16	2.506	2.337		

Table 9 (continued)*ANOVA for testing variation in value priorities by the parent's income levels (n = 286)*

Type of values	Parent's Monthly Income Level	N	Mean	SD	F	P
Universalism	Above 35,000 birrs	28	2.890	1.701	.518	.763
	20,000 - 35,000 birr	45	3.113	1.930		
	10,000 - 19,999 birr	94	3.185	1.934		
	3001 - 9,999 birr	78	3.158	2.040		
	1001 - 3000 birr	25	2.588	1.531		
	Less than 1000 birr	16	3.318	1.983		
Security	Above 35,000 birrs	28	0.961	1.031	1.127	.346
	20,000 - 35,000 birr	45	1.246	1.435		
	10,000 - 19,999 birr	94	1.143	1.297		
	3001 - 9,999 birr	78	1.427	1.675		
	1001 - 3000 birr	25	1.668	2.000		
	Less than 1000 birr	16	1.693	1.784		
Stimulation	Above 35,000 birrs	28	1.104	1.401	.758	.581
	20,000 - 35,000 birr	45	1.068	1.297		
	10,000 - 19,999 birr	94	1.440	1.495		
	3001 - 9,999 birr	78	1.504	1.508		
	1001 - 3000 birr	25	1.428	1.381		
	Less than 1000 birr	16	1.506	1.999		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p < .05

Table 9 (continued)*ANOVA for testing variation in value priorities by the parent's income levels (n = 286)*

Type of values	Parent's Monthly Income Level	N	Mean	SD	F	P
Conformity	Above 35,000 birrs	28	1.425	1.420	1.782	.117
	20,000 - 35,000 birr	45	2.024	1.930		
	10,000 - 19,999 birr	94	2.345	1.942		
	3001 - 9,999 birr	78	2.119	1.913		
	1001 - 3000 birr	25	2.428	2.039		
	Less than 1000 birr	16	3.006	2.081		
Tradition	Above 35,000 birrs	28	2.318	2.137	.597	.702
	20,000 - 35,000 birr	45	2.024	1.846		
	10,000 - 19,999 birr	94	2.398	2.167		
	3001 - 9,999 birr	78	1.953	1.993		
	1001 - 3000 birr	25	2.468	1.871		
	Less than 1000 birr	16	2.318	1.770		
Hedonism	Above 35,000 birrs	28	1.711	1.948	.556	.733
	20,000 - 35,000 birr	45	2.090	2.231		
	10,000 - 19,999 birr	94	1.568	1.670		
	3001 - 9,999 birr	78	1.889	1.959		
	1001 - 3000 birr	25	1.828	1.786		
	Less than 1000 birr	16	1.631	1.931		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p < .05

Table 9 (continued)

ANOVA for testing variation in value priorities by the parent's income levels (n = 286)

<i>Type of values</i>	<i>Parent's Monthly Income Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Benevolence	Above 35,000 birrs	28	1.532	1.575	.295	.915
	20,000 - 35,000 birr	45	1.557	1.740		
	10,000 - 19,999 birr	94	1.377	1.524		
	3001 - 9,999 birr	78	1.581	1.836		
	1001 - 3000 birr	25	1.388	1.345		
	Less than 1000 birr	16	1.818	1.807		

Note: n = 286; SD = Standard deviation; F = Critical value of F; p = < .05

As observed on the above table 9, the A one-way analysis of variance was conducted to test the comparison between adolescent's value priorities and their parents' monthly income level. The result indicates there is no significant difference in adolescent's value priorities and parental income level [$F(5, 280) = 1.566, p = .170$], for Self-direction; $F(5, 280) = 1.142, p = .338$), for Power; $F(5, 280) = .628, p = .678$), for Achievement; $F(5, 280) = .518, p = .763$), for Universalism; $F(5, 280) = 1.127, p = .346$), for Security; $F(5, 280) = .758, p = .581$), for Stimulation; $F(5, 280) = 1.782, p = .117$), for Conformity; ; $F(5, 280) = .597, p = .702$), for Tradition; $F(5, 280) = .556, p = .733$), for Hedonism; $F(5, 280) = .295, p = .915$), for Benevolence]. The result indicates that adolescents value priorities did not differ significantly by their parent's monthly income level.

4.5.4. Differences in value priorities of adolescent students by sex.

Table 10

Independent Samples T-Test

Values	Respondent's sex	N	Mean	SD	t (286)	Sig. (2-tailed)
Achievement	Male	173	2.727	2.349	-2.231	.026
	Female	113	3.369	2.423		
Self-direction	Male	173	1.005	1.356	-1.118	.265
	Female	113	1.183	1.266		
Security	Male	173	1.201	1.355	-1.310	.191
	Female	113	1.440	1.712		
Universalism	Male	173	3.080	1.830	-.142	.888
	Female	113	3.112	2.024		
Benevolence	Male	173	1.496	1.600	-.074	.941
	Female	113	1.511	1.721		
Power	Male	173	3.577	2.396	-1.647	.101
	Female	113	4.050	2.349		
Conformity	Male	173	2.166	1.860	-.225	.822
	Female	113	2.219	2.010		
Stimulation	Male	173	1.247	1.354	-1.724	.086
	Female	113	1.555	1.643		
Tradition	Male	173	2.224	1.954	.132	.895
	Female	113	2.192	2.118		
Hedonism	Male	173	1.768	1.792	-.115	.909
	Female	113	1.794	2.041		
Total values	Male	173	20.490	9.205	-1.644	.101
	Female	113	22.424	10.479		

An independent t-test was performed to test the differences in values priorities of adolescents as a function of their sex. The achievement value of adolescent student's

male mean (2.727) is < the female achievement value mean (3.369). This indicates that there are statistically significant differences between male and female in the value of achievement [$t(284) = -2.23, p = 0.026$]. except the achievement value there is no significant value difference in terms of sex among nine values. This means that male and female students are differently prioritize achievement value, in which male students give high priority to achievement value than the female students do.

Chapter Five: Discussions

In this chapter, the major findings of the study are discussed based on evidence from the literature of value priorities and academic achievement of adolescents. The main topics of discussion are the reported value priorities and academic achievement of adolescent students in ODA Boarding school, the relationship of socio-demographic factors with adolescences value priorities and academic achievement, and the differences in adolescents value priorities as a function of their parent's educational level and income status. Finally, discussions on the differences in value priorities adolescence due to their gender.

5.1. Value priorities of adolescent students

To rank the value priorities of the respondent's the researcher used the Likert scale (with 6 scale) in which response are measured based on the relative importance of the ten values to an individual. The cut off point is 3 labeled as (somewhat like me) by computing frequency and percentage of response given at each point transformed in to centered mean responses starting from very much like me (1), somewhat like me (3) and not like me at all (6). Accordingly, the number of responses given on the scale of 1 was considered to rank the value priorities of the respondents. Findings of the present study showed that self-direction with mean of 3.01 (SD = 1.32), security mean of 3.23 (SD = 1.51), stimulation mean of 3.30 (SD = 1.48), benevolence mean of 3.43 (SD = 1.65), and hedonism mean of 3.71 (SD = 1.89) values are the top five value priorities of adolescent students of ODASBS in Bishoftu town. This finding is moderately consistent with the findings of (Natasha 2013) who reported that adolescents from urban and rural areas gave first preference to social values because both are resourceful and can translate virtues like love, sympathy, and kindness into their behavior. In both the present study and (Natasha,

2013) benevolence value is compatible as it is highly preferred values as it represents the self-transcendence aspects of the value model as described (Shalom Schwartz, 2012) motivational value types and Higher order value domains. However, unlike the past research findings of (Nidhi and Jyoti, 2011) who revealed that the adolescent students showed very high preferences for economic, and power values, and high preferences for aesthetic, and hedonistic values. Except for the hedonistic values, the present study shows that power with the mean of 5.70 (SD = 2.38), universalism mean of 5.02 (SD = 1.91), and achievement mean of 4.91 (SD = 2.40) values are the most least preferred values of adolescent students.

Given the fact that the Ethiopian General Education Curriculum Framework (2020) and Oromia Development Association Special Boarding School (ODASBS) gave much emphasis on promoting students' behavior through fostering a school learning environment towards increased creativity and self-exploration, it is highly assumed that the priority of adolescent's self-direction value is followed by security value which stands for safety, harmony, and stability of society, of relationships, and of self are the two most preferred values of adolescent students.

Contrarily, achievement values that stand for personal success through demonstrating competence according to social standards as defined by (Schwartz 2012) is ranked as the third least or (8th preferred) values by adolescent students of the study group. The researcher has taken into consideration the main reason for the achievement value to be the least might be because of the nature of the school the study was conducted the study as the enrollment criteria is for only high achiever students, this value might have been practically acquired, but not seen as top priority due the much focus on

creativity and competitiveness of the learning process. On the other hand (Liem et al., 2012; Parks & Guay, 2012) reported that the power value has an aim of controlling and dominating other people and resources. School provides little legitimate opportunity to attain these goals and pursuing them may even distract from devoting oneself to study. Likewise, it is stated in the literature review of the it is not surprising that, power value is the least preferred value by ODASBS adolescent students as it is one of the school environments that gives less opportunity for the students to pursue such value.

The researcher has found the current study findings correspond with the Schwartz (2012) basic human theory that explains a structural aspect of values, or the dynamic relations among those of 10 values. In both the current study and the Schwartz explanation shows that some of the values are congruent while others are conflicting, For example, the current study revealed that while adolescents' put achievement value low priority whereas they gave higher importance to benevolence value which is in line with Schwartz (2012) view point that "the pursuit of achievement values may conflict with the pursuit of benevolence values - seeking success for self is likely to obstruct actions aimed at enhancing the welfare of others who need one's help". In addition, Schwartz (2012) stated that, "the pursuit of achievement values may be compatible with the pursuit of power values - seeking personal success for oneself is likely to strengthen and to be strengthened by actions aimed at enhancing one's own social position and authority over others", Similarly the current study confirms this theoretical assumption supported by the findings showing that adolescents have least prioritized both achievement and power values. Lastly, the current study has also observed that stimulation and tradition values are set on different levels of importance (high and low) respectively, which is strongly

aligned with Schwartz (2012) report; “The preservation of tradition value- which emphasize on time honored customs undermines stimulation values- which give much emphasis on pursuit of innovation and transformation.

5.2. Academic achievement of adolescent students

Even though an average mark of 50% is a pass mark for secondary education in Ethiopia, the ODA SBS has set an average score of 80% in a given academic year for any students who has enrolled to this school will only be attending their study if they fulfill this major criterion of the academic achievement. The fate of those students who score below 80% average mark will be termination from the school and will be returned to their home to continue their study in government or any other schools they prefer with no further support of the ODSBS. According to the results of the current study out of the total number of 286 respondents 76.3% of the students scored above the minimum requirement score (80%), while about 11.9% of students have scored below 80% (they are expected to improve their score by the end of this year academic calendar). While there are only 5.6% of students who score an average mark from 96-100, nearly half of the students (42.7%) score from 80 – 85. As stated on demographic table of these study (under Chapter Four-Findings) there is proportionally slightly higher number of male students on both high achievement score (96-100) and low achievement (below 80%) than female students.

According to Díaz-Morales and Escribano (as cited in Al-Abyadh et al., 2022), academic achievement is frequently related to successful students’ particular talents and abilities. Also, Rivkin et al., (2005) stated as student’s best performance in the school is indicated by their academic achievement. Similarly the results of the current study agrees

with the above mentioned literatures explanations of academic achievement, as those students of the majority of ODASBS are top scorers based on self-report average marks collected in the research questionnaire and also the announcements made by Ministry of Education confirmed the fact that ODSBS Students are one of the six schools in Ethiopia whose student's fully scored both high and pass mark on the 2015 (E.C) University entrance national examination.

5.3. Relationships between adolescent's value priorities and academic achievement

In contrary with the previous research findings by (Hofer et al, 2011) who indicated that stimulation and hedonism values correlated negatively with grades and (Fries et al., 2007) who stated that hedonism correlated negatively with student's marks in German and mathematics, the present study revealed that there is no statistically significant relationship between any of the 10 values and academic achievement of ODASBS adolescent students. Even though in the past study conducted by (Vecchione, & Schwartz, 2022) on academic achievement and value priorities, reported that, self-direction-thought, conformity, security values correlated positively with grades/academic achievement, hedonism and stimulation values negatively correlated with students' grades/marks, whereas, they have reported as self-direction-action, and achievement values was uncorrelated correlated with school grades/marks. Despite all these past and present findings, the present study shows that adolescent students highly prioritized self-direction and security values and least prioritized achievement and power values irrespective of the present study result showing its nonsignificant correlation between academic achievement and 10 values.

In general, the present study findings are contrary to the common view held that high achiever students might have high preference to achievement value. The researcher assumes the main reason for the inconsistency of the present study with the past study findings might be due the reason that since the respondents of this study are academically excelling students who are enrolled to the ODA SBS based their high achievement in the 8th grade regional examination score and of the schools entrance exam they might assume that their next level of motivation will focus on creativity, innovative and being special on self-supporting knowledge and skills.

5.4. Variation in adolescent's value priorities by parents' educational level and parent's income level

5.4.1. Variation in adolescent's value priorities by fathers' educational level

The current study depicts the presence of significant mean differences between ODA SBSS adolescent students' self-direction value and their father's educational level. The analysis done within each educational levels of fathers' (from higher to middle-lower to non-educated) implies that the self-direction value of adolescents is endorsed by their fathers. The biggest difference was observed between those who completed secondary school education and those who can't read and write (-.71154) and between those who can't read and write and those who completed secondary school education (.71154). However, there was less difference observed between those of Graduate school degree: master's or Doctorate degree (MD, PhD, JD) and secondary school completed (-.44352) and between those who completed secondary school education and those of Graduate school degree: master's or Doctorate degree (MD, PhD, JD) educational level (.44352).

These findings were not in line with the findings of a study conducted by (Marina, 2018) on parent's educational level and adolescents value orientation that focused on two main values Self-direction and conformity findings shows that there is no statistically significant relationship between the father's educational level and grammar students' degree of self-direction. On the other hand, the current study is partially consistent with the research findings of (Abera, 2014) who reported that well educated parents (that he referred both mother and father) endorsed self-directing values of their children, but contrary to the correct study his findings revealed that self-directing value is less approved by less educated parents.

Besides the statistically significant mean differences reported on the self-direction priority of adolescent students it is noted that adolescent student's value (the rest of nine values as indicated on table 7 of this research report) didn't vary as result of the student's fathers' educational level.

In general, the current study identified that self-direction value is evidenced as both the first value priorities and the only value that showed meaningful variance in relation to the student's father's educational level. This implies that those adolescents who are enrolled to the special boarding school of ODA has a well-supported and approved values by their fathers to strive for more creative, innovative, and self-lead exploration of life with pathways to ensure their educational attainment in congruence with their father's expectation.

5.4.2. Variation in adolescent's value priorities by mothers' educational level

Unlike the fathers' educational level that resulted in the preservation of self-direction value by adolescent students of ODA SBSA, there was no significant variation observed in adolescents' value priority as a function of their mother's educational level. However, except the above mentioned one value (self-direction) it is also evidenced that the rest of nine values of adolescent didn't show any meaningful variation with both fathers' and mother's educational level.

According to the literature review of this study, the previously conducted research findings by (Keijer, 2021) reported that there was a statistically significant relationship between the mother's level of education and grammar-school students' self-direction value. In this case the present study is didn't align with (Keijer 2021) finding. However, the current study results are partly in line with the report of (Keijer 2021) in which there was not significant relationship between the parents' (neither mothers nor fathers) educational level and vocational students' degree of self-direction. Similarly, (Marina, 2018) reported that there was no statistically significant relationship found between the parents' educational background and students' degree of conformity.

Based on the findings of the current study where none of Schwartz (2012) 10 values investigated in this study didn't result in the existence of the adolescent students' values because of their mothers' educational level. This might indicate that unlike the student's fathers' mothers may have less engagement or influence their children to develop or preserve a certain value. It is also assumed that since the adolescence period is mostly characterized by the age of self- exploration, identity formation with self-supporting knowledge and peer support is dominant factor that influence adolescent

behavior and value priority, it is obviously understood that both mother and fathers have lesser influence on shaping adolescent behavior particularly on the value preference.

5.4.3. Variation in adolescent's value priorities by parent's income level

According to the literature review of this study, the previous study conducted by (Keijer, 2021) Parents' socioeconomic level was believed to have an impact on their parenting practices, including how much value they placed on self-direction and conformity.

The cultural prestige of parents, however, had a positive effect on self-directed parenting values while having a strong negative influence on conformist parenting values, according to (Keijer, 2021). The parenting values of parents, however, were unaltered by their financial condition. Thus, rather than their economic status, parents' cultural status influences how they raise their offspring, emphasizing self-direction or conformity. This is not to say that socializing with kids doesn't factor in one's socioeconomic status. Instead, it could be that economic level influences what children value more than how they should act (Rokeach, 1973) difference between instrumental and terminal values. In partially, consistently with the above-mentioned findings by (Keijer, 2021), the present study shows that there is no significant variation in adolescents value priorities as a function of their parents income level.

5.4.4. Differences in value priorities of adolescent students by gender of students.

The past study conducted by (Schwartz, S. H., & Rubel, T., 2005) in their cross-cultural and multi-dimensional studies on students and adults on the Sex differences in

value priorities based on the Schwartz 10 basic values, who have reported that men consistently place more value on things like power, hedonism, achievement, and self-direction than women do; the opposite is true for values like benevolence and universalism, and less consistently for values of security. There is no variation of sexes Values of tradition and conformity. The present study shows that male students with mean (2.727) prefer achievement value than female students mean (3.369). However, opposing to the findings by (Schwartz, S. H., & Rubel, T., 2005) the present study except the achievement value there is no significant value difference in terms of sex among nine values. The sex differences observed in achievement values might indicate that the differences observed in grade score/marks men being both the high and low mark scorer as depicted on the demographic data of table 3.

The brief summary of the study findings is provided under chapter six of this research report.

Chapter Six: Summary, Conclusions and Recommendations

In this final chapter, summary, conclusions, and recommendations of the study are presented.

The research questions and respective findings of the study were considered in identifying major points of the summary, conclusions, and recommendations.

6.1. Summary

The current study had aimed to investigate the relationship of value priorities and academic achievement of Oromia Development Association Special Boarding school adolescent students. It also set out a specific objective of identifying the value priorities of and academic achievement of adolescent students in relation with their socio-demographic characteristics such as their age, sex, average marks score, parental educational level, and income status. Lastly it has examined and compare the value priorities of male and female adolescent students to learn if there is any difference of value priorities.

Pertaining to the purposes of the research and discussion of the results done above, the researcher draws the following summary.

Firstly, the findings of the current research revealed that majority of the adolescent students in ODA SBS have put high priority for self-direction, security, stimulation, benevolence, and hedonism values. These five values are categorized under three (Conservation, Openness to change and self-transcendence) of the four higher-order values is only corresponds to benevolence value as with the study findings reported by Natasha (2013). On the other hand, the current study finds out that, power, universalism, and achievement values are the most least preferred values for the power and

achievement values being the same category of the fourth value dimension called self-enhancement and while universalism falls under self-transcendence. The finding implies that there are more tendencies among adolescents in search of independence, pleasure seeking and as well as caring for others particularly of those who are referred as a group or close friends or relatives. This is more of a potential indication that the main aspects of adolescent's life revolve around self-oriented and of immediate relationships.

As indicated in the discussion part of this study, the researcher has found the current study findings highly corresponded with the Schwartz (2012) basic human value theory that explains a structural aspect of each of the 10 values has dynamically related as both congruently and conflictingly. Those values in adjacent priority are shares nearly similar or compatible motivations or actions as was given examples by Schwartz, achievement, and power values both are lastly preferred values by adolescent's actions among those of 10 values. In both the current study and the Schwartz explanation shows that some of the values are congruent(sits in closer order of preferences) while others are conflictling(stays at opposing edges of order of priority), for example, the current study revealed that while adolescents' put power and achievement value low priority- which is characterized by actions aimed at enhancing one's own social position and dominance on other as a means of seeking personal success, whereas they gave varying importance to stimulation and tradition values which are mainly characterized by self-driven and imposed goal fulfillments or aspirations respectively.

It is also noted that, the types of values highly preferred by ODASBS adolescent students are insufficiently meet the value standards set by the Ethiopian ministry of education as denoted in (Ethiopian General Education Curriculum Framework 2020)

which broadly gave much emphasis on the need to inculcate social-focused values (equality, collaboration, tolerance, respect, equity, patriotism, and hospitality) on student's, only security and benevolence values which shares common features of caring for self and others through maintaining some degree of social interaction are prioritized and found matched with the policy framework, but the vast majority of values such as conformity, universalism, achievement and tradition values are not uphold by adolescent students' and not incongruent with the policy framework.

Secondly, the study findings revealed that majority of the adolescents' students of ODA SBS are high achiever in terms of their academic performance, with only 34 students (11.9%) of them scored average marks of below 80, which is still considered as the best achievement with regards to the regular pass marks set by the Ethiopian Ministry of Education. This implies that, there is high competitiveness among adolescent students whose focus is on excelling on their academic task, where the best performers are at the center of the school's mission and driving interest for retaining only qualified students. As cited in the literatures review section of this study, besides the meaningful support given by parents' adolescents having intrinsic motivation for learning and the presence of schools who provides quality education are a key contributing factor for better academic achievement during adolescent period.

Thirdly, the current findings concerning the relationship between value priorities and academic achievements of ODA Special Boarding School adolescent students indicate that none of the 10 human values proposed by Schwartz (2012) show significant correlation with academic achievement of adolescents. It is remarked as the current study result are in contradiction with several theoretical and empirical evidence mentioned in

the literature review of this study. For instance, the main essence of expectancy-value theory, which dictates that students' expectations of success and the value that students place on a goal attainment will affect their motivation for academic achievement didn't confirm by the current study. Furthermore, empirical evidence by several researchers such as (Hofer et al., 2011) reported negative correlation stimulation and hedonism values with student's grades and (Fries et al., 2007) reported negative correlation of hedonism value with grades in German and mathematics subject, while another study conducted by (Knafo and Schwartz, 2004) reported that hedonism values predicted low educational aspirations. Based on the results of their study, (Knafo and Schwartz, 2004) stated that for those students who are highly valuing hedonism and stimulation is it is unpleasant to invest seriously in their schoolwork and homework assignments. However, even though the current study didn't find any significant correlations between adolescents' value and their academic achievement, it is noted that hedonism and stimulation values are the most preferred values of ODA SBS students who are also referred as the highest achiever based on the data collected in this study.

Fourthly, the findings of the current study stated that adolescent student's fathers with middle level educational status are engaged on the development and preference of self-direction value by most adolescent's whereas mothers' educational status didn't show any significant impact on the development of values by adolescent students. Another socio-demographic characteristic of respondent's parents studied was parents' monthly income that showed no significant variation in value priorities of adolescents as a function of their parent's income level. In consistently with the current findings, literatures from the past studies indicated as there was no variation in adolescents value

priorities because of their parents' economic status. In general, results of the present study imply that while educational level of Fathers has some importance in adolescents value priority for self-direction values, mothers' educational level didn't have importance in validating any of the ten values. Likewise, the economic status of parents has no importance in the determining adolescents value priority.

Lastly, the study revealed that, despite achievement value is reported as one of the least preferred values by adolescents, it has become the only value that showed differences between male and female students. Even though this study revealed that there is no significant relationship of value priority and academic achievement, the fact that male students have greater preference for achievement value than female students might imply that the findings of academic achievement as the male student's observed as higher achiever than females. Notwithstanding the empirical evidence that indicated the existence of differences between male and female adolescents on several values, that was justified by the different roles and expectations set by the student's family and society leading to have different values the current study didn't find significant difference between male and female on nine values out of ten values.

6.2. Conclusions

Pertaining to the purposes of the research findings, discussion of the results and summary done above, the researcher draws the following conclusions.

Most of the adolescent students of ODASBS in Bishoftu town are academically high achievers based on the average marks they have earned while attending grade nine and ten. Among the ten values priorities as proposed by Shalom Schwartz, self-direction,

security, and stimulation are the most highly preferred values by adolescents while power, universalism and achievement values are the most least preferred values. The implication is the Boarding school promotes self-direction values through fostering the act and thought of creativity, exploration and competitiveness among students and the current findings confirmed this as an objective meeting the school strategy in producing academically excelling students.

Despite the presence of several past research findings showing correlation between adolescent's value priorities and academic achievement, the current study revealed that there was no correlation found between adolescent's value priorities and academic achievement. There is a need to consider in further exploring reasons of such absence of correlation among these major study variables.

The socio-demographic data indicated that the only variations of values priorities among adolescents were reported under the self-direction value as a result of the adolescents' fathers' educational level, whereas there are no differences observed in terms of adolescent's value priorities as a result of mothers' education level and parental income level.

Adolescents Gender showed significant variation only under achievement values, in which male students showed higher preference for achievement value than their female counterparts.

To put in a nutshell, adolescents value priorities didn't show significant correlation with their academic achievement, but the type of highly preferred values such

as self-direction are considered as one of the implications of the school strategy in driven students to acquire such value.

6.3. Recommendations

Based on the major study findings and discussion, summary and conclusion made above, the researcher forwards the following recommendations.

1. Teachers, Psychologists, and educational experts working with adolescent students are advised to familiarize themselves with several theories and empirical studies on adolescents' value development and priorities, to be able to understand effective means of engagement with adolescents in a way they can assist them to identify and maintain a required types of values that will have a positive implication on their growth in both academic and social-soft skills. This can be done through providing a brief training and mentorship on the self-development that incorporated value identification and modification and incorporate in co-curricular activities, such transmitting messages to promote preferred values through sports and arts events organized by the school.
2. As identified in this study findings, adolescents have least priority for some key values that are expected by the Ethiopian Ministry of Education, such as Tradition, patriotism, Achievement, collaboration, whereas it is highly required from Psychologists, Educational policy makers and Academicians working with students' parents to set up appropriate platforms to provide such information to promote the preservation of socially validated values in to adolescents life as stipulated in revised General education frameworks producing well mannered citizens are under the focus of the countries community development programs.

3. Parents are highly required to increase their engagement in providing guidance for their children so that social values will be transmitted to the adolescent generation in harmony with acquisition of new values from the present-day world views and civilization. Even though the adolescent period is characterized by the search for independent thought and action with limited influence of parents for adolescents of ODA SBS who are living in one compound far from their family at the minimum age of 14, they need remote guidance and supervision to ensure they are intact with their social identity and values.
4. The current study has implications for future research. Firstly, it is required to expand the scope of the research variables by incorporating other socio-demographic factors (religion and place of residence), focusing study across other type of school (government, private and public owned) and on non-student adolescents. Secondly, to re-examine the relationship between value priorities and academic achievement of adolescents and try to understand the causal factors for some of the result findings of the present study (e.g, what the sex difference in value priorities)

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Appendices

APPENDIX A : Socio-demographic measure

INSTRUMENT FOR DATA COLLECTION

Value priorities and academic achievement questionnaire

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

General Instruction

The purpose of this questionnaire is to gather data on value priorities and academic achievement of Oromia Development Association Special Boarding school (ODASBS) adolescents in Bishoftu town. The questionnaire has two parts that include measures of **socio-demographic characteristics and value priorities of participants**. You are selected and requested to participate in this study. It is hoped that you will provide adequate information which is vital for the successful completion of the study. Before responding to the questions, please note the following points.

1. You are not required to write your name in any page of the questionnaire
2. The questions do not have correct or wrong answers, instead they address something that you think describes you best.
3. You will participate in this study only if you are voluntary and willing

Do you agree to participate in the study?

1. Yes: Signature: _____

2. No

Part I: SOCIO-DEMOGRAPHIC MEASURE

The purpose of the socio demographic measure is to gather information regarding your socio demographic characteristics. For the question number 1-4 please write the response that you think is right on **the blank space provided** and for question number 5 - 7 with alternatives, please **circle the number** with your choice items.

1	Sex	_____
2	Age	_____
3	Grade Level	_____
4	Your average marks in the past semester	_____
5	What is your father's highest level of Education?	1. Graduate school degree: master's or Doctorate degree (MD, PhD, JD) 2. Degree (BA or BSc degree) 3. Some college Diploma/ Technical school training certificate 4. Secondary school completed. 5. Elementary school completed. 6. Can not read and write
6	What is your mother's highest level of education?	1. Graduate school degree: master's or Doctorate degree (MD, PhD, JD) 2. Degree (BA or BSc degree) 3. Some college Diploma/ Technical school training certificate 4. Secondary school completed. 5. Elementary school completed. 6. Can not read and write

7	What is your parent's/guardian's total monthly income for the past 1-year period, from all sources, wages, public assistance/benefits, help from relatives, and so on? If you don't know your parent's/guardian's exact income, please estimate.	1. Above 35,000 birrs 2. 20,000 - 35,000 birr 3. 10,000 - 19,999 birr 4. 3001 - 9,999 birr 5. 1001 - 3000 birr 6. Less than 1000 birr
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APPENDIX B : Instrument II-PVQ 21 (Portrait Value Questionnaire 21 items) of Shalom Schwartz.

The purpose of the **value priority assessment questions** is to find out more on students' life especially concerning the values held by them, to be able to help them understand themselves and hopefully achieve better in their academic study.

Direction: Below are some statements that describe a person. Read them carefully and respond to how much each statement **matches with you as a person. Please rate your responses by ticking (✓) on a scale** of 1-6, where '1' means 'very much like me,' and '6' implies 'not at all like me.':

1 = Very much like me

2 = Like me

3 = Somewhat like me

4 = A little like me

5 = Not like me

6 = Not like me at all

s/n	Question Items	Response					
		1	2	3	4	5	6
1	Thinking up new ideas and being creative is important to me. I like to do things in my own original way.						
2	It is important to me to be rich. I want to have a lot of money and expensive things.						
3	I think it is important that every person in the world should be treated equally. I believe everyone should have equal opportunities in life.						
4	It's important to me to show my abilities. I want other people to admire what I did.						
5	It is important to me to live in a secure surrounding. I avoid anything that might endanger my safety.						
6	I like surprises and always looking for new things to do. I think it is important to do lots of different things in life.						
7	I believe that people should do what they are told. I think people should always follow rules, even when no-one is watching.						
8	It is important to me to listen to people who are different from me. Even when I disagrees with						

	them, I still wants to understand them.						
9	It is important to me to be humble and modest. I try not to draw attention to myself.						
10	Having a good time is important to me. I like to “spoil” myself.						
11	It is important to me to make my own decisions about what I did. I like to be free and not depend on others.						
12	It's very important to me to help the people around me. I want to care for their well-being.						
13	Being very successful is important to me. I hope people will recognize my achievements.						
14	It is important to me that the government ensures my safety against all threats. I want the state to be strong so it can defend its citizens.						
15	I look for adventures and like to take risks. I want to have an exciting life.						
16	It is important to me always to behave properly. I want to avoid doing anything people would say is wrong.						

17	It is important to me to get respect from others. I want people to do what I says.						
18	It is important to me to be loyal to my friends. I want to devote myself to people close to me.						
19	I strongly believe that people should care for nature. Looking after the environment is important to me.						
20	Tradition is important to me. I try to follow the customs handed down by my religion or my family.						
21	I seek every chance I can to have fun. It is important to me to do things that give me pleasure.						

APPENDIX C : Safarraa hawaasaa-dimograafii (Afaan Oromo Version)

UUNKA ODEEFFANNOO ITTIIN FUNAANAN

Gaaffilee dursa duudhaa fi ga'umsa barnootaa

Yuunivarsiitii Addis Ababatti

Kolleejjii Barnootaa fi Qo'annoo Amala

Mana Barumsaa Xiin-sammuu

Qajeelfama Waliigalaa

Kaayyoon gaaffilee kanaa ragaa dursa duudha fi ga'umsa barnootaa dargaggoota mana barumsaa bultii addaa Waldaa Misooma Oromiyaa (ODASBS) magaalaa Bishooftuu keessatti argaman walitti qabuudha. Gaaffiin kun kutaalee lama kan qabu yoo ta'u, **isaanis safartuuwwan amala hawaas-dimoogiraafii fi dursa duudha hirmaattotaa kan hammatedha.** Issin kan Filatamtan qorannoo kana irratti akka hirmaattan isin gaafatama.

Odeeffannoo gahaa kan qorannichi milkaa'inaan xumuramuuf murteessaa ta'e akka kennitan abdii guddaan qaba.

Gaaffilee deebisuun dura qabxiilee armaan gadii hubadhaa.

1. Fuula gaaffilee kamiyyuu irratti maqaa keessan barreessuun sirraa hin barbaachisu.
2. Gaaffiiwwan eeraman deebii sirrii ykn dogoggoraa hin qaban, kanaaf yaada karaa keessan akka gaariitti ni ibsa jettanii yaadan nuuf keena.
3. Qo'annoo kana irratti kan hirmaattan feedhi keessan guutuudhaan yoo ta'e qofa.

Qorannicha irratti hirmaachuuf walii galtuu?

1. Eeyyee _____Mallattoo_____

2. Lakki_____

Kutaa I: SAFARRAA HAWAASAA-DIMOGRAAFII

Kaayyoon safartuu hawaas-dimoogiraafii amala hawaas-dimoogiraafii keessan ilaalchisee odeeffannoo walitti qabuudha. Gaaffii lakkoofsa 1-4 tiif deebii sirrii jettanii yaaddan **bakka duwwaa kenname irratti** barreessaa. Gaaffii lakkoofsa 5 - 7 filannoowwan waliin ammoo deebii filannoo keessaniin **lakkoofsa Sana itti naannessaa.**

1	Saala	
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2	Umurii	
3	Sadarkaa Barnootaa	
4	Qabxii giddu galeessaa semestera darbe keessa argatte	
5	Sadarkaan Barnootaa abbaa keetii maali?	1. Mana barumsaa digirii lammaffaa: digirii lammaffaa ykn Doktoreetii (MD fi PhD, JD) 2. Digirii (BA ykn BSc degree) 3. Dippiloomaa kolleejjii tokko tokko/ Ragaa leenjii mana barumsaa teeknikaa kan xumure 4. Manni barumsaa sadarkaa lammaffaa xumure. 5. Manni barumsaa sadarkaa tokkoffaa xumure. 6. Dubbisuu fi barreessuu kan hin dandeenye
6	Sadarkaan barnootaa haadha keetii maali?	1. Mana barumsaa digirii lammaffaa: digirii lammaffaa ykn Doktoreetii (MD fi PhD) 2. Digirii (BA ykn BSc degree) 3. Dippiloomaa kolleejjii tokko tokko/ Ragaa leenjii mana barumsaa teeknikaa kan xumure 4. Manni barumsaa sadarkaa lammaffaa xumure. 5. Manni barumsaa sadarkaa tokkoffaa xumure. 6. Dubbisuu fi barreessuu kan hin dandeenye
7	Galiin waliigalaa warri/guddistuu kee ji'a ji'aan yeroo waggaa 1 darbee hagam, madda hunda irraa (mindaa, gargaarsa/faayidaa ummataa, gargaarsa fira irraa, fi kkf? Yoo galii sirrii warra/guddistuu keetii hin beekne ta'e, tilmaami deebisi.	1. Qarshi 35,000 ol 2. Qarshi 20,000 - 35,000 tti 3. Qarshi 10,000 - 19,999 tti 4. Qarshi 3001 - Birrii 9,999 tti 5. Qarshi 1001 - 3000 tti 6. Qarshi 1000 gadi

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APPENDIX D : Uunka II-PVQ 21 (Gaaffii Ibsaa Duudha 21 qabxiilee) kan Shalom Schwartz (Afaan Oromo Version).

Kaayyoon gaaffilee madaallii dursa duudha jireenya barattootaa keessattuu duudhaa ofii addaan baasuu, of hubachuu isaanii fi ga'umsaa barnootaa isaanii fooyya'iinsa akka argatan gochuudha.

Kallattii: Himoonni nama tokko ibsan muraasni armaan gaditti dhiyaataniiru. Isaan kana sirriitti dubbisiitii tokkoon tokkoon hima akka nama tokkootti **hammam akka si wajjin walsimu deebii kenni. Maaloo deebii keessan lakkoofsa 1-6 irratti mallattoo (√) kaa'uudhaan madaali,** bakka '1' jechuun 'baay'ee na fakkaata,' fi '6' jechuun 'tasumaa akka koo miti.' jechuudha.

1 = Baay'ee na fakkaata

2 = Akkuma kooti

3 = Hamma tokko akka kooti

4 = Xiqqoo akka kooti

5 = Akka koo miti

6 = Tasumaa/Gonkummaa akka koo miti

T/L	Gaaffiiwwan	Deebii					
		1	2	3	4	5	6
1	Yaada haaraa yaaduu fi kalaqaan hojjechuun anaaf barbaachisaa dha. Waan tokko karaa jalqabaa mataa kootiin hojjechuu nan jaalladha.						
2	Sooressa ta'uun anaaf barbaachisaa dha. Maallaqa baay'ee fi wantoota qaaliin qabaachuu nan barbaada.						
3	Addunyaa kanarratti namni hundi wal qixa ilaalamuu qaba jedheen yaada. Jireenya keessatti namni hundi carraa walqixa argachuu qaba jedheen amana.						

4	Dandeettii koo agarsiisuutu anaaf barbaachisaa dha. Namoonni biroo waanan hojjedhe akka dinqisiifatan nan barbaada.						
5	Naannoo nageenya qabu keessa jiraachuun anaaf barbaachisaa dha. Waan nageenya koo balaadhaaf saaxilu kamirraayyuu nan fagaadha.						
6	Waan nama ajaibsiisu nan jaalladha yeroo hunda waan haaraa hojjechuuf barbaada. Jireenya ofii keessatti waan adda addaa hojjechuun barbaachisaa natti fakkaata.						
7	Namoonni waan itti himame raawwachuu qabu jedheen amana. Namoonni yeroo hunda seera hordofuu qabu jedheen yaada, yeroo namni tokkollee hin ilaallettillee.						
8	Namoota narraa adda ta'an dhaggeeffachuun anaaf barbaachisaa dha. Yeroon isaan waliin walii hin galle illee ammallee isaan hubachuu barbaada.						
9	Nama gaarii tauuf tasgaabahaa tauun anaaf barbaachisaa dha. Xiyyeeffannoo ofikooti akka hin laanee nan yaala.						
10	Yeroo boqonnaa gaarii dabarsuun anaaf barbaachisaa dha. Of bashanansiisuu/boharsuu nan jaalladha.						
11	Waan hojjadhe irratti murtoo ofikoo dabarsuu barbaachisaadha jedheen yaada. Bilisa ta'uu fi nama irratti hirkachuu dhiisuu nan jaalladha.						
12	Namoota naannoo koo jiran gargaaruun anaaf baay'ee barbaachisaadha. Nageenya isaanii kunuunsuun barbaada.						
13	Baay'ee milkaa'uun anaaf barbaachisaa dha. Namoonni milkainakoo akka mirkaneessan nan abdadha.						
14	Mootummaan nageenya koo mirkaneessuun doorsisa kam irraayyuu bilisa na gochuun anaaf barbaachisaa dha. Mootummaan cimaa akka ta'u nan barbaada yoos lammii isaa balaa irra ittisuu						

	danda'a waan ta'eef.						
15	Fuula duratti deemuu barbaada, rakkoo na mudatu dandau fudhachuus nan jaalladha. Jireenya gammachiisaa qabaachuu nan barbaada.						
16	Yeroo hundumaa amala gaarii qabaachuun anaaf barbaachisaa dha. Namooni waanta dogogorra jedhani yaadan irraa fagachuun barbaada.						
17	Kabaja namoota biraa argachuun anaaf barbaachisaa dha. Namoonni waanan jedhu akka raawwatan nan barbaada.						
18	Hirriyoota koof amanamaa ta'uun anaaf barbaachisaadha. Nammoota natti dhiyoo dhama'uun barbaada.						
19	Namoonni uumamaaf kunuunsuu qabu jedheen cimsee nan amana. Kununsa naannoo gochuun anaaf barbaachisaadha.						
20	Aadaan anaaf barbaachisaa dha. Safuu amantiin koo ykn maatiin koo naaf dabarsan hordofuuf nan yaala.						
21	Carraa bohaarsaa argachuu danda'u hunda nan barbaada. Waantoota gammachuu naaf kennu hojjechuun anaaf barbaachisaa dha.						