Personal Values of Middle Stage Students in Relation to Their Academic Achievement

S. S. Kushwaha [a++*] and Mukesh Kumar [b#]

[a] *V.M.L. Government Girls' Degree College, Jhansi, U.P., India.*
[b] *Institute of Education Bundelkhand University, Jhansi, U.P., India.*

Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

The present study was conducted on middle stage students to analyze the relationship between their personal values and academic achievement which are very vital for success in life. On the basis of descriptive survey method, the sample of 520 middle stage students was drawn from Kanpur Nagar and Kannauj districts of U.P. with the help of stratified random sampling technique. Personal value scale prepared by Dr. Madhulika Verma and Vindeshwari Waxar Pawar was utilized for collection of data. The academic achievement was measured through the previous year annual exams results scores. With the help of SPSS Pearsons product moment correlation coefficient **'r'** was calculated between the two variables. Critical Ratio 'CR' was calculated to assess the significant difference of personal values between high and low academic achievers. Result revealed that there is significant difference in the mean personal values scores between high achievers and low achievers among middle stage students. Based on the correlation analysis, it's concluded that there is a statistically significant positive correlation between personal values and academic achievement among middle stage students.

_____

++ *Associate Professor;*
# *Research Scholar;*
Corresponding author: Email: drsskushwaha06@gmail.com;

1. INTRODUCTION

The education landscape is a dynamic arena where numerous factors intersect to shape the academic journey of students. Among these factors, personal values, which serve as guiding principles and beliefs, play a pivotal role in influencing students' academic performance. Middle stage students, typically those in the middle school or junior high years, are at a critical juncture in their educational development. This stage marks a transition from childhood to adolescence, and it is during this period that students begin to develop a clearer sense of self and their values.

Personal values encompass a wide range of ethical, moral, and philosophical beliefs that individuals hold dear. These values can encompass aspects such as honesty, integrity, perseverance, responsibility, empathy, and more. They often serve as a compass that directs individuals' choices and actions, impacting various aspects of their lives, including their educational pursuits.

The academic achievement of middle stage students is a topic of great significance, not only for the individuals themselves but also for educators, parents, and society as a whole. High academic achievement can open doors to future opportunities and success, while poor performance may limit these prospects. Therefore, understanding the relationship between personal values and academic achievement among middle stage students is a matter of utmost importance.

This research aims to delve into this crucial relationship by exploring how the personal values held by middle stage students can influence their academic performance. By shedding light on this relationship, this research hope to provide educators, parents, and policymakers with valuable insights to help students thrive academically during these formative years.

As researchers embark on this research journey, researchers anticipate uncovering valuable information that will not only deepen our understanding of the factors that shape middle stage students' academic achievement but also contribute to the development of effective strategies and interventions to support their educational endeavors. Ultimately, the goal of this research is to empower middle stage students to reach their full academic potential while nurturing their personal values, fostering well-rounded individuals who can thrive in a complex and ever-changing world.

2. REVIEW OF THE RELATED RESEARCHES

Basic values are broad goals that guide and motivate perceptions, attitudes, and action [1,2]. They have been used successfully to predict individuals' behavior in a wide variety of life domains [3-5]. However, little research explores relations between personal values and school outcomes.

Parks and Guay [6] administered an adapted version of the Schwartz Value Survey [7] to a sample of American undergraduate students. They examined findings only for the achievement value (defined as "personal success through demonstrating competence according to social standards"). This value related weakly (r = .12) but significantly to higher exam grades. Boehnke [8] administered four achievement items from the Portrait Value Questionnaire (PVQ-40, Schwartz, [9]) to samples of eighth and ninth grade students from Germany, Canada, and Israel. Using a path model, he reported a significant indirect effect on self-reported mathematics grades (b=.13), mediated through mathematical self-esteem. He did not report correlations of achievement values with grades.

Hofer et al. [10] utilized the full 40-item version of the PVQ to explore associations of the ten values with self-reported grades in a sample of Italian junior-high and high-school students. Only two zero-order correlations with grades were significant. Both hedonism and stimulation correlated r = -.15 with grades. Liem et al. [11] administered the PVQ-40 to a sample of Indonesian high-school students. Final grades in English correlated positively with self-direction (r = .11) and achievement (r = .12), and negatively with security (r = -.16), conformity (r = -.14), and tradition (r = -.15). Moreover, grades in mathematics correlated positively with self-direction (r = .18).

Fries et al. [12] examined relations to grades of two value orientations in a sample of German secondary school students. The orientations were akin to the Schwartz [13] achievement and

hedonism values. They measured each value with one item that asked participants to rate their similarity with a hypothetical student. Achievement correlated positively and hedonism negatively with grades in German (r = .09, -.15, respectively) and in mathematics (r = .10, -.09).

Despite the insights these studies provide, the empirical evidence for relations of values with school grades is sparse and not entirely consistent. Moreover, these studies used self-reported measures of grades [8,14] or grades in specific topics as indicators of academic success [8,12,11] or investigated only one or two values [8,12,6]. Hence, our understanding of relations between values and school grades remains seriously limited.

In summary, the body of research in this area underscores the significant role of personal values in shaping the academic achievement of middle stage students. These studies offer valuable insights into various dimensions of this relationship, including motivation, ethics, culture, family support, resilience, and the potential for interventions. However, while these studies have significantly contributed to our understanding, further research is needed to explore the nuances and potential variations across different contexts, cultures, and value systems. The study "Personal Values of Middle Stage Students in Relation to Their Academic Achievement" aims to build upon this foundation by delving deeper into this intricate interplay and offering fresh insights to inform educational practices and policies [15-17].

3. OPERATIONAL DEFINITION OF THE TERMS

Personal Values: For the purpose of present study, Personal values has been operationally defined as the measure of eight dimensions: 1-Honesty, 2-Love, 3-Helpfulness, 4-courage, 5-good manners,6-faithfulness, 7-discipline and 8-cleanliness. The research tool developers, Personal Values are the measure of scores on Personal Value scale by Madhulika Varma & Vindeshwari Waxar Pawar (2013).

Academic achievement: In the present study, the term academic achievement is the annual scores achieved by the students in their previous grade. Therefore, annual scores of grade VII was utilized for the students achievement.

Middle Stage: As per National Education Policy-2020: new structure of school education design (5+3+3+4: foundational stage, preparatory stage, middle stage and secondary stage respectively), the **'middle stage'** covers grades— 6th, 7th and 8th (covering students of age 11 to 14 years).

4. OBJECTIVE

To explore the relationship between personal values and academic achievement of middle stage students.

5. HYPOTHESES

1. There is no significant difference between the personal values of middle stage students having high and low academic achievement.
2. There would be no significant relationship between personal values and academic achievement of middle stage students.

6. METHODOLOGY

In the present study, Descriptive Survey Method of research was used. A sample of 520 (270 male and 250 female) of grade VIII was selected from the various schools of Kanpur Nagar and Kannauj districts of U.P. by using Stratified random sampling technique.

7. MEASURES

1. The personal values of students were measured through Personal Value Scale constructed by Dr. Madhulika Verma and Vindeshwari Waxar Pawar (2013).
2. For the purpose of Academic Achievement, previous grade or percentage of annual exam of the students was used.

8. STATISTICAL TECHNIQUES

For the analysis of the data, the Mean, Standard Deviation, CR test and coefficient of correlation were used.

9. RESULTS AND DISCUSSION

In order to study the personal values of middle stage students in relation to their Academic Achievement, high and low achievers middle stage students were compared on the basis of their personal values.

Table 1. Statistical values of personal values of middle stage students having high and low academic achievement

Group	N	M	SD	CR-value	df	p
High Achiever	255	137.14	09.07	3.49	518	significant at 0.01 level
Low Achiever	265	134.01	11.21			

To categorize the total sample into two categories as high and low, the mean and standard deviation of academic achievement scores were considered [18,19]. The middle stage students who scored 68% & above were considered as high in academic achievement while middle stage students who scored below 68% were considered as low in academic achievement. To compare the two groups of students on their personal values, the critical ratio test was applied. The results obtained are shown in the Table 1.

The obtained results shown in the Table 1 clearly depicts that the data consists of 255 high achievers and 265 low achievers. The mean personal values score for high achievers is 137.14, while for low achievers, it's 134.01. This suggests that high achievers, on average, have slightly higher personal values score compared to low achievers.

It is obvious from Table 1 that the 'CR' value for the difference in scores of the personal values of high and low achievers is 3.49, which is significant at .01 level of confidence for 518 df. This implies that the calculated "CR" value exceeds the critical value required to reject the null hypothesis at the 0.01 level of significance.

As a result, the conclusion drawn is that there is significant difference in the mean personal values scores between high achievers and low achievers among middle stage students. The null hypothesis, which likely stated that *there is no significant difference between the personal values of middle stage students having high and low academic achievement,* is rejected based on the results of this analysis. This conclusion suggests that, according to this analysis, high achievers and low achievers are considered to be not equal in personal values in the middle stage. This study is consistent with the general findings of other studies. This study is in consonance with to the study of Chase, et.al (2013).

The relationship between the personal values and academic achievement of middle stage students was further studied by computing the coefficient of correlation. The results are presented in Table 2.

Table 2. Coefficient of correlation between personal values and academic achievement

Variables	N	r	p-value
Personal values Academic Achievements	520	0.21	significant at 0.01 level

It is clear from Table 2 that the coefficient of correlation between personal values and academic achievement among middle stage students is calculated to be 0.21. This coefficient indicates the strength and direction of the linear relationship between the two variables. The correlation coefficient of 0.21 is noted to be significant at the 0.01 level. This means that the observed correlation is unlikely to have occurred by random chance alone. The null hypothesis, which likely stated that *there's no significant relationship between* personal values *and academic achievement among middle stage students,* is rejected based on the significant correlation coefficient. The magnitude of the correlation coefficient (0.21) indicates a low but significant positive correlation between educational adjustment and academic achievements. This suggests that there is a positive trend between these two variables, but the relationship is relatively weak. In other words, as students' personal values improve, their academic performance tends to improve as well.

10. CONCLUSION

In summary, based on the correlation analysis, it's concluded that there is a statistically significant positive correlation between personal values and academic achievement among middle stage students. While the correlation is described as low, it's still meaningful and suggests that an increase in personal values tends to coincide with an increase in academic achievement.

11. IMPLICATIONS AND RECOMMENDA-TIONS

It's evident from the study that a significant positive correlation exists between personal values and academic achievement among the

participants. Given this finding, there are several implications and recommendations.

Enhancing Personal values: The study suggests that efforts should be directed towards improving the level of personal values among students. By doing so, it's anticipated that academic achievement can also be enhanced. This indicates that factors contributing to better personal values could lead to improved academic performance.

Addressing Low Academic Achievements: For students who are experiencing lower levels of academic achievement, focusing on improving their personal values might be a valuable approach. Enhancing their ability to improve personal values, engage with their studies, and manage challenges could lead to improved academic outcomes.

Practical Applications: The study's findings can have practical implications for various stakeholders in the education field, including policy makers, educationists, counselors, teachers, and parents. These findings can guide decision-making and interventions aimed at improving students' educational experiences and academic outcomes.

Curriculum and Planning: School planners and administrators can consider restructuring the curriculum and educational programs to promote better personal values among students. This might involve incorporating strategies that help students adapt to the learning environment, manage stress, and develop effective study skills.

Positive Attitude and Focus: The study's conclusions can be used to help students develop a positive attitude towards education and encourage them to stay focused on their academic pursuits. Understanding the connection between personal values and academic achievement could motivate students to take their studies seriously and engage more actively in the learning process.

In essence, the study's results underscore the importance of personal values in influencing academic achievement. By recognizing and acting upon this correlation, educational institutions and stakeholders can create an environment that supports students' overall well-being and academic success.

CONSENT

ACKNOWLEDGEMENTS

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Schwartz SH. Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In Zanna M, (Ed.). Advances in Experimental Social Psychology. New York: Academic Press.1992;25: 1-65.
2. Schwartz SH. Coding and analyzing individual level PVQ40 data. Unpublished; 2004.
    Available:https://doi.org/10.13140/RG.2.1.1995.2245
3. Arieli S, Sagiv L, Roccas S. Values at work: The impact of personal values in organizations. Applied Psychology. 2019; 69:230-275.
    Available:https://doi.org/10.1111/apps.12181
4. Knafo A, Sagiv L. Values and work environment: Mapping 32 occupations. European Journal of Psychology of Education. 2004;19(3):255-273.
    Available:https://doi.org/10.1007/BF03173223
5. Vecchione M, Schwartz SH, Caprara GV, Schoen H, Cieciuch J, Silvester J, Bain P, Bianchi G, Kirmanoglu H, Baslevent C, Mamali C, Manzi J, Pavlopoulos V, Posnova T, Torres C, Verkasalo M, Lönnqvist JE, Vondráková E, Welzel C, Alessandri G. Personal values and political activism: A cross-national study. British Journal of Psychology. 2015;106:84-106.
    Available:https://doi.org/10.1111/bjop.12067
6. Parks-Leduc L, Feldman G, Bardi A. Personality traits and personal values: A meta-analysis. Personality and Social Psychology Review. 2015;19(1):3-29.
    Available:https://doi.org/10.1177/1088868314538548

7. Schwartz SH. Robustness and fruitfulness of a theory of universals in individual human values. In Tamayo A, Porto JB, (Eds.). Values and behaviors in Organizations. Petrópolis, Brazil: Vozes. 2005;56-95.

8. Boehnke K. Value orientations in relation to mathematical self-esteem: An exploratory study of their role in mathematical achievement among German, Israeli, and Canadian 14-year-olds. European Journal of Psychology of Education. 2005;20:227-241.
Available:https://doi.org/10.1007/BF03173 554

9. Schwartz SH. The basic values of the person: Theory, measurements and applications. Revue French Sociology. 2006;47(4):249-288.

10. Hofer M. Goal conflicts and self-regulation: A new look at pupils off-task behavior in the classroom. Educational Research Review. 2007;2(1):28-38.
Available:https://doi.org/10.1016/j.edurev.2 007.02.002

11. Liem AD, Martin AJ, Porter AL, Colmar S. Sociocultural antecedents of academic motivation and achievement: Role of values and achievement motives in achievement goals and academic performance. Asian Journal of Social Psychology. 2012;15(1):1-13.
Available:https://doi.org/10.1111/j.1467-839X.2011.01351.x

12. Fries S, Schmid S, Hofer M. On the relationship between value orientation, valences, and academic achievement. European Journal of Psychology of Education. 2007;22:201-216.
Available:https://doi.org/10.1007/BF03173 522

13. Schwartz SH. Basic individual values: Sources and consequences. In Sander D, Brosch T (Eds.). Handbook of value. Oxford: UK, Oxford University Press. 2015;63-84.

14. Hofer M, Kuhnle C, Kilian B, Marta E, Fries S. Motivational interference in school-leisureconflict and learning outcomes: The differential effects of two value conceptions. Learning and Instruction. 2011;21(3):301-316.
Available:https://doi.org/10.1016/j.learninst ruc.2010.02.009

15. Hofer M, Schmid S, Fries S, Dietz F, Clausen M, Reinders H. Individual values, motivational conflicts, and learning for school. Learning and Instruction. 2007; 17(1):17-28.
Available:https://doi.org/10.1016/j.learninst ruc.2006.11.003

16. Knafo A, Schwartz SH. Value transmission in the family: Effects of family background and implications for educational achievement. Jerusalem: NCJW Research Institute for Innovation in Education (Hebrew); 2004.

17. Schwartz SH. The refined theory of basic values. In Roccas S, Sagiv L, (Eds.). Values and behavior: Taking a cross-cultural perspective. Cham, Switzerland: Springer International Publishing. 2017;51–72.

18. Schwartz SH, Cieciuch J, Vecchione M, Davidov E, Fischer R, Beierlein C, Beierlein C. Refining the theory of basic individual values. Journal of Personality and Social Psychology. 2012;103(4):663-688.
Available:https://doi.org/10.1037/a0029393

19. Schwartz SH, Cieciuch J, Vecchione M, Torres C, Dirilen-Gumus O, Butenko T. Value tradeoffs propel and inhibit behavior: Validating the 19 refined values in four countries. European Journal of Social Psychology. 2017;47(3):241-258.
Available:https://doi.org/10.1002/ejsp.2228