



## “Impact of Personal Values on Academic Achievement of Intermediate Students”

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### Abstract

In order to generate successful students in a society, it also looks into how crucial it is for people to develop their own personal values as part of their broader education. These values must be in line with graduate traits and balanced with knowledge and abilities. The goal of this paper is to look at how students’ personal values affect their academic achievement by taking some demographic variables into consideration. The tool adopted for the study was “Personal Value Scale” by Dr. Madhulika Verma/ Vindeshwari Waxar Pawar. Intermediate students are above average level in their personal values. There is a significant positive relationship between personal values and academic achievement of intermediate students.

**Keywords:** Personal Values, Academic Achievement and Intermediate students.

### Introduction

India is a nation of values of morality. Values serve as compass points that direct a person toward the best option. Value is defined as anything that has a cost, is valuable, dear, and Mittal 204 worthwhile, and consequently something that one is willing to endure hardship and make concessions for. According to Dhinakaran, V. and Sivakumar, R. (2014), values are a collection of guiding principles or standards of conduct.

Values are the most important factor in determining how a person, a community, and a nation develop. An individual's actions and behavior are heavily influenced by his ideals. Values mold his persona and character. Indicating the function of values, according to Kaur, J. and Kaur, H. (2013), are those tenets that direct human activity and give existence a purpose. Values constitute the core concept around which individuals arrange their desires, goals, and way of life. Values have an impact on a person's thoughts, feelings, emotions, and attitude, which in turn has an impact on their actions and conduct. The intent behind a person's action is significantly influenced by their values (Indira, K., 2009). Values are often constant and act as reliable compass points for conduct. However, depending on the context and perception of the present circumstance, their roles can also be somewhat adjusted. This is essential for the hypothesis that, despite the constancy of values that has been seen, values may nevertheless be applied differently by people with various demands and motives. Since poor achievers and high achievers may have quite different motives for their learning techniques, it may be important to separate the value-dishonesty study into these two groups. Therefore, we anticipate that some of the connections between moral principles and propensities for dishonesty will be tempered by students' prior successes (grades). High Security ought to be a poor indicator of academic dishonesty, particularly in low achievers whose desire to avoid failure in the future will be accompanied with a reluctance to take risks. On the other hand, Self-Enhancement values (such as Achievement) should encourage high achievers in particular to abstain from cheating and work toward competence mastery.



Personal values are inextricably linked to the individual's choice. The person is genuinely guided in making decisions by these principles. Since they are formed early in life, personal values are similarly hard to change. These personal beliefs are influenced by political identification, religion, and culture. Personal values vary depending on the individual. An individual's personal values are influenced by their genes, family, country, historical setting, etc. Values are not an international idea. Values differ from person to person and from community to community.

### **Academic Achievement**

Academic achievement refers to an individual's achievement or attained expertise in the performance of a certain skill or body of information. Academic achievement is defined as "knowledge acquired and skill developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both." The importance of academic achievement cannot be overstated because it is a requirement for employment, advancement or recognition in many different spheres of life. The teaching of academic skills is the school's main purpose. Every study on the elements that predict academic achievement placed a heavy emphasis on intellectual and aptitude traits. There is strong evidence that the variation in academic performance is not only explained by IQ. Vernon 1950, Lavin 1967, and Cattell Butcher 1968.

Participants or individuals engaged in that profession tend to have great aspirations in many areas, but notably in education. A person pushes herself to the limit in order to either feel the deepest happiness that comes from feeling their own heartbeat or to receive praise from important people. Achievement is no longer tied to a few select domains, and, according to Paul Bruce, the search for achievement's correlates is not yet completely done. Academic achievement is more crucial for a student's learning and personality development since it allows us to gauge his progress by looking at what he has already accomplished. Learning academic skills is crucial for achieving full fulfillment and is specifically the job of colleges. Because they affect behavior, attitudes, expectations, and many additional personal characteristics and constructions, values are top priorities for researchers in education and many other fields. In order to contribute, this study will evaluate the research on the influence of personal values on learning methods and student accomplishment. The review focuses on the aforementioned objectives.

### **Need and Significance of the Study**

Any person or group must have personal values in order to develop properly. If these principles are disregarded, growth is gradually stifled. Only a values-based existence can make things better and make people happier in the world. Values are increasingly disappearing from daily life as science develops. Modernity, the rapid growth of science and technology, and the resulting industrialization pose a grave threat to our traditional morals and values. Old values seem to be fading away, but new ones have not yet emerged and been implemented. Numerous scientific findings have seriously called into question our ingrained yet often beneficial conventional ideas. Making a thorough account of the changes that these innovations have brought about in modern life is difficult. Man must always adapt to changing circumstances and difficulties.



Our generation of youth is neither Indian nor Western, which puts them in a challenging predicament. By prioritizing financial security over social cohesiveness and wellbeing, we are fostering a society that is only economically driven. Consumption has become more widespread as a result and is the root of many other social evils, such as injustice, exploitation, and violence. It is a fact that religious extremism, linguistic and regional chauvinism, and caste and communal conflicts are on the rise and jeopardizing the very existence of our nation. It's a challenging task, but there is no other option than to look at the nature of the current value crisis in the dismal social context. There are several interwoven levels and dimensions to the pervasive issue. In many facets of student's life, we might see value crises.

In light of the above, it is necessary to conduct a comprehensive investigation into the rising problems and perplexing situations of intermediate students. It is also necessary to investigate their personal values in relation to their academic achievement.

### **Review of Related Literature**

1. Gamage, K. A., Dehideniya, D. M. S. C. P. K., & Ekanayake, S. Y. (2021), studied on "The role of personal values in learning approaches and student achievements". When choosing a learning strategy for their academics, people often consider their personal values. These values, especially in higher education, have a tremendous impact on how people behave within their learning community and, ultimately, on how well they perform academically. The goal of this essay is to look at how one's personal beliefs affect the learning strategies they use and, ultimately, how it affects their academic performance. In order to generate successful graduates in a society, it also looks into how crucial it is for people to develop their personal values as part of their broader education. These values must be in line with graduate traits and balanced with knowledge and abilities. Keywords: student behaviors, learning methods, personal values, attitudes.
2. Wasim Ahmad, Nazli and B. S. Chavan (2015) studied on "Personal Values among B. ED. Special Education (MR) Teacher Trainees: An Analysis" the objective of the study is find out the difference in the personal values among teacher trainees studying B. Ed. Special education (Mental Retardation) with reference to gender, qualification and marital status. As there are many personal values which has been studied in the present study but shows no significant difference on the selected demographical variables such as gender, qualifications and marital status.

### **Statement of the Problem**

*"Impact of Personal Values on Academic Achievement of Intermediate students"*.

### **Operational Definitions of the Key Terms**

#### **1. Personal values**

Personal values are the part of the moral look that guides our actions and defines the personality.

#### **2. Academic Achievement**

Academic achievement represents the students' academic outcomes in the previous examinations.

#### **3. Intermediate Students**

A formal education where students studying XI and XII class of secondary level.



### **Objectives of the Study**

The following objectives were proposed for the present research study.

1. To find out the personal values of Intermediate students and to classify them.
2. To find out the Personal Values of Intermediate students with respect to the following areas
  - a. Honesty
  - b. Love
  - c. Helpfulness
  - d. Courage
  - e. Good Manners
  - f. Faithfulness
  - g. Discipline
  - h. Cleanliness
3. To find out the influence of the following demographic variables on personal values of Intermediate students
  - a)Gender : Male / Female
  - b)Residential Area : Rural / Urban
  - c)Type of Family : Joint / Nuclear
  - d)Siblings : Yes / No
4. To find out the academic achievement of Intermediate students and to classify them.
5. To find out the influence of the following demographic variables on academic achievement of Intermediate Students
  - a)Gender : Male / Female
  - b)Residential area : Rural / Urban
  - c)Type of family : Joint / Nuclear
  - d)Siblings : Yes / No
6. To find out the relationship between personal values and academic achievement of Intermediate students.

### **Hypotheses of the Study**

The following hypotheses were formulated in the present study. They were formulated in null form.

1. There would be no significant difference between male and female Intermediate students in their Personal Values and Academic Achievement.
2. There would be no significant difference between rural and urban Intermediate students in their Personal Values and Academic Achievement.
3. There would be no significant difference between joint and nuclear family Intermediate students in their Personal Values and Academic Achievement.
4. There would be no significant difference between Intermediate students with and without siblings in their Personal Values and Academic Achievement.

### **Variables of the Study**

Dependent variable: Personal Values

Independent Variable: Academic Achievement

Demographic Variable: Gender, Residential Area, Type of Family and Siblings

### **Scope and Delimitations of the study**

The scope of the present study was confined to the personal values and academic achievement of Intermediate students. The study was limited to the 200 Intermediate students only. The study is limited to Guntur district of Andhra Pradesh state only.

**Method of the Study**

Normative survey method is used in the present study.

**Sample and Sampling**

200 Intermediate students were selected by using Simple Random Sampling Technique.

**Tools of the Study**

The tool adopted for the study was Personal Values scale. Personal Value Scale is a standardized tool, prepared by Dr. Madhulika Verma/ Vindeshwari Waxar Pawar.

**Data Collection**

The researcher personally visited the Intermediate Colleges in Guntur District and got permission from the Colleges to collect the data from Intermediate students. Good rapport was established with the students before administering the tool.

**Statistical Techniques**

Mean, S D, % of mean, 't' value and 'r' value was calculated.

**ANALYSIS OF THE DATA****Objective-I**

To find out the Personal Values of Intermediate students and to classify them.

**Table-1**  
**Personal Values -Whole Sample Analysis**

Sample	Mean	SD	% of Mean
200	121.67	14.95	81.11

**Interpretation**

From the above table it is observed that 81.11% of Intermediate students are at high level in their personal values.

**Table-2**  
**Personal Values -Classification Analyses**

Dependent variable	Classification of Intermediate students					
	Low		Moderate		High	
Personal Values	N	%	N	%	N	%
	60	30	110	55	30	15

**Interpretation**

The result indicates that the classification level of personal values, based on the results most of the Intermediate students are at moderate level in their personal values.

**Objective – 2**

To find out the Personal Values of Intermediate students with respect to the following areas

- Honesty
- Love
- Helpfulness



- d. Courage
- e. Good Manners
- f. Faithfulness
- g. Discipline
- h. Cleanliness

**Table-3****Personal Values–Area Analysis**

Area	Mean	SD	% of mean	Rank
Love	62.34	4.96	62.34	VI
Helpfulness	61.56	4.82	61.56	VIII
Courage	64.57	4.79	64.57	II
Good Manners	61.94	4.80	61.94	VII
Faithfulness	65.97	4.16	65.97	I
Honesty	64.43	4.81	64.43	III
Discipline	63.44	4.89	63.44	IV
Cleanliness	62.94	4.94	62.94	V

**Interpretation**

From the above table 2, area wise distribution of personal values of intermediate students is as per rating 1) Faithfulness with mean 65.97, SD 4.16 and % of mean is 65.97% 2) Courage with mean 64.57, SD 4.79 and % of mean is 64.57% 3) Honesty with mean 64.43, SD 4.81 and % of mean is 64.43% 4) Discipline with mean 63.44, SD 4.89 and % of mean is 63.44% 5) Cleanliness with mean 62.94, SD 4.94 and % of mean is 62.94% 6) Love with mean 62.34, SD 4.96 and % of mean is 62.34% 7) Good Manners with mean 61.94, SD 4.80 and % of mean is 61.94% 8) Helpfulness with mean 61.56, SD 4.82 and % of mean is 61.56%.

**Objective – 3**

To find out the influence of the following demographic variables on personal values of Intermediate Students.

**Gender Analysis****Table- 4****Personal Values - Gender Analysis**

Demographic Variable	Categories	N	Mean	% of mean	SD	S.E.D	't' Value
Gender	Male	100	115.67	77.11	14.87	0.74	6.18**
	Female	100	120.43	80.28	15.43		

\*\*Significant at 0.05 level & Table values 1.96 at 0.05 and 2.58 at 0.01 level.

**Interpretation**

The result shows that the variable "gender" is showing its influencing on the personal values of Intermediate students. There is significant difference between male and female Intermediate students in their personal values. Based on the results female students are better in their personal values.

**Residential Area Analysis****Table -5**





**Personal Values -Residential Area Analysis**

Demographic Variable	Categories	N	Mean	% of mean	SD	SED	't' Value
Residential Area	Rural	100	118.75	79.16	14.76	0.64	1.75 <sup>NS</sup>
	Urban	100	119.87	79.91	14.03		

NS: Not Significant at 0.05 level & Table vales 1.96 at 0.05 and 2.58 at 0.01 level.

**Interpretation**

The result shows that the variable “Residential Area” is showing its not impact on the personal values of intermediate students. There is no significant difference between rural and urban students in their personal values. Based on the result rural and urban are same in their personal values.

**Type of Family Analysis**

**Table - 6**

**Personal Values -Type of Family Analysis**

Demographic Variable	Categories	N	Mean	% of mean	SD	SED	't' value
Type of Family	Joint Family	100	112.39	74.92	14.76	2.44	3.13**
	Nuclear Family	100	120.04	80.02	14.98		

\*Significant at 0.05 level & Table vales 1.96 at 0.05 and 2.58 at 0.01 level

**Interpretation**

The result shows that the variable “Type of Family” is showing its influencing on the personal values of intermediate students. There is significant difference between joint family and nuclear family of intermediate students in their personal values. Based on the result Nuclear family students are better in their personal values.

**Siblings Analysis**

**Table 4.7**

**Personal Values -Siblings Analysis**

Demographic Variable	Categories	N	Mean	% of mean	SD	SED	't' value
Siblings	YES	100	118.75	79.16	14.97	3.42	4.71**
	NO	100	102.62	68.41	15.03		

\*Significant at 0.05 level & Table vales 1.96 at 0.05 and 2.58 at 0.01 level

**Interpretation**

The result shows that the variable “Siblings” is showing its influencing on the personal values of intermediate students. There is significant difference between siblings ‘Yes’ and siblings ‘No’ of intermediate students in their personal values. Based on the result Siblings ‘Yes’ students are better in their personal values.

**Objective – 4**

To find out the academic achievement of Intermediate students and to classify them.

**Academic Achievement Analysis**

**Table -8**

**Academic Achievement – whole sample analysis**

Whole	Mean	SD	% of mean
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200	62.91	10.59	62.91
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**Interpretation**

The result shows that the Intermediate students are fall at above average level in their academic achievement.

**Table- 9**  
**Academic Achievement- Classification levels Analysis**

Demographic variable	Classification of Intermediate students					
	Low		Moderate		High	
Academic Achievement	N	%	N	%	N	%
	25	12.5	120	60	55	27.5

**Interpretation**

The result indicates from the classification levels of academic achievement, most of the Intermediate students are at moderate level in their academic achievement.

**Objective – 5**

To find out the influence of the following demographic variables on academic achievement of Intermediate Students.

**Gender Analysis**

**Table -10**  
**Academic Achievement - Gender Analysis**

Demographic Variable	Categories	N	Mean	% of mean	SD	S.E.D	't' Value
Gender	Male	100	70.41	70.41	8.01	0.51	3.19*
	Female	100	72.04	72.04	7.69		

\*Significant at 0.05 level & Table vales 1.96 at 0.05 and 2.58 at 0.01 level.

**Interpretation**

The result shows that the variable “Gender” is showing its influencing on the academic achievement of Intermediate students. There is significant difference between male and female intermediate students in their academic achievement. Based on the result female students are better in their academic achievement.

**Residential Area Analysis**

**Table - 11**  
**Academic Achievement -Residential Area Analysis**

Demographic Variable	Categories	N	Mean	% of mean	SD	SED	't' Value
Residential Area	Rural	100	68.10	68.50	8.03	0.50	1.40 <sup>NS</sup>
	Urban	100	67.08	67.80	7.92		

NS: Significant at 0.05 level & Table vales 1.96 at 0.05 and 2.58 at 0.01 level.

**Interpretation**

The result shows that the variable “Residential Area” is not showing its influence on academic achievement of Intermediate students. There is no significant difference between rural and urban intermediate students in their academic achievement. Based on results rural and urban intermediate students are same in their academic achievement.

**Type of Family Analysis**

**Table - 12**

**Academic Achievement -Type of Family Analysis**





Demographic Variable	Categories	N	Mean	% of mean	SD	SED	't' value
Type of Family	Joint Family	100	71.24	71.24	8.01	1.96	4.67*
	NuclearFamily	100	62.08	62.08	8.03		

\*Significant at 0.05 level & Table vales 1.96 at 0.05 and 2.58 at 0.01 level.

### Interpretation

The result shows that the variable “Type of Family” is showing its influencing on academic achievement of Intermediate students. There is significant difference between joint family and nuclear family of intermediate students in their academic achievement. Based on results Joint family of intermediate students are better in their academic achievement.

### Siblings Analysis

**Table – 13**  
**Academic Achievement -Siblings Analysis**

Demographic Variable	Categories	N	Mean	% of mean	SD	SED	't' value
Siblings	YES	100	71.76	71.76	8.02	2.02	4.36*
	NO	100	62.94	62.94	8.05		

\*Significant at 0.05 level & Table vales 1.96 at 0.05 and 2.58 at 0.01 level.

### Interpretation

The result shows that the variable “Siblings” is showing its influencing on academic achievement of Intermediate students. There is significant difference between sibling ‘Yes’ and sibling ‘No’ of intermediate students in their academic achievement. Based on results sibling ‘Yes’ of intermediate students are better in their academic achievement.

### Objective – 6

To find out the relationship between personal values and academic achievement of Intermediate students.

**Table –14**  
**Correlation between Personal Values and Academic Achievement**

S. No.	Variables	N	Mean	S.D	'r' Value
1	Personal Values	200	158.133	30.21	0.15** (p=0.00)
2	Academic Achievement	200	62.71	10.597	

\*\*Significant at 0.05 level & Table value 0.06.

### Interpretation

There is a significant positive relationship between Personal Values and Academic Achievement of Intermediate students.

### Findings

1. The findings from the whole sample, 81.11% of Intermediate students are at high level in their personal values.
2. The result indicates that the classification level of personal values, based on the results most of the Intermediate students are at moderate level in their personal values.
3. Area wise distribution of personal values of intermediate students is as per rating 1) is Faithfulness second is Courage with mean 64.57, SD 4.79 and % of mean is 64.57%.



4. There is significant difference between male and female Intermediate students in their personal values.
5. There is no significant difference between rural and urban students in their personal values.
6. There is significant difference between joint family and nuclear family of intermediate students in their personal values.
7. There is significant difference between siblings 'Yes' and siblings 'No' of intermediate students in their personal values.
8. The result shows that the Intermediate students are fall at above average level in their academic achievement.
9. The result indicates from the classification levels of academic achievement, most of the Intermediate students are at moderate level in their academic achievement.
10. There is significant difference between male and female intermediate students in their academic achievement.
11. There is no significant difference between rural and urban intermediate students in their academic achievement.
12. There is significant difference between joint family and nuclear family of intermediate students in their academic achievement.
13. There is significant difference between sibling 'Yes' and sibling 'No' of intermediate students in their academic achievement.
14. There is a significant positive relationship between Personal Values and Academic Achievement of Intermediate students.

### **Conclusion**

The aforementioned results lead to the conclusion that personal values affect accomplishment, whether in a good or bad way. It is also inferred from observation that values have an effect on behavior and daily life. The findings indicated that value education had a major effect on success. Values are inextricably tied to education through its goals, curriculum, and teaching strategies. However, schools and other educational institutions are now investing time and money on a variety of activities and programs that are specifically meant to encourage students to act with integrity and respect for others. Value education is an element of the curriculum of a variety of educational institutions across the world. A nation like India placed a high priority on delivering value education through well-defined curriculum and syllabi. Even though the studies mentioned above clearly show the benefits of value education, more such investigations are required in various educational contexts around the world to determine the positive effects of personal values education on students' academic success and the general atmosphere of academic institutions.

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