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PERSONAL VALUES AND THEIR IMPACT ON ACADEMIC AND INSTRINSIC MOTIVATION: A CORRELATIONAL STUDY

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ABSTRACT
Personal values are basically principles that influence individual priorities and decision-making which are essential in shaping our daily lives and activities including academic outcomes and fostering intrinsic motivation in teaching and learning. Despite their importance, research on their impact on student performance and motivation in this study context have not been fully explored. This study utilised a quantitative approach that investigated the relationship between personal values, academic performance, and intrinsic motivation among 114 undergraduate students at the University of Kano, Nigeria, using a survey-based method as the instrument. The results indicated positive correlations between personal values and academic performance ($r = 0.342$, $n = 114$, $p = 0.000$) as well as between personal values and intrinsic motivation ($r = 0.442$, $n = 114$, $p = 0.000$). These findings highlight the importance for educators, parents, and communities to cultivate values that encourage uprightness which improves teaching and learning. Schools are encouraged to implement awareness programs aimed at developing and maintaining positive values, thereby ensuring long-term benefits for students' personal and academic development.

Keywords: Academic performance, Instinct motivation, personal values, learning, higher education

INTRODUCTION

Personal values are the moral principles acquired during upbringing that influence one's interactions and behaviour (Feldman, 2021; Siwek et al., 2017). These values, which include justice, freedom, dignity, and kindness, play a meaningful role in modelling behaviour and decision-making in everyday life which include the educational settings. Values encourage prosocial behaviours, such as strong adherence to proper decorum, and a commitment to ethicality in both personal and academic pursuits(Gamage et al., 2021; Scholz-Kuhn et al., 2023). Additionally, personal values can be understood as long-term convictions that prioritise specific goals or behaviours, reflecting both societal and individual preferences ((Matthew, 2007; Rokeach, 1973; Shahid et al, 2016). Ros (1999) described them as desirable standards that guide judgments and choices among behavioural alternatives. Schwartz (1987) identified five key characteristics of values: they are beliefs, relate to desirable end states, transcend specific situations, guide behavior and evaluation, and are organized by importance.

Henderson-King and Smith, (2006), study highlights the diverse and complex aspects of education for students, they point up the importance of understanding their motivations and values to improve teaching and learning.

While personal values have been extensively studied within social and psychological backgrounds, their influence in educational setting particularly regarding their relationship with academic performance and intrinsic motivation remains under explored especially in current study context. Academic success and intrinsic motivation are important for effective learning, yet the extent to which deeply ingrained personal values affect these outcomes is not well understood. It is important to address this gap in knowledge to create educational environments that resonate with students' values, thereby enhancing both their academic performance and intrinsic motivation to learn.

Academic performance

Academic performance is defined as the effectiveness of students in their respective subjects within the educational system (Pandney, 2008). It is one of the indicator of student standing in the classroom, offering opportunities for talent development, grade enhancement, and preparation for future academic endeavours. Academic performance encompasses achievements in various disciplines, including reading or language arts, Islamic studies, mathematics, and science (Ganyaupfu, 2013; Kathryn, 2010).

Richardson et al. (2012), emphasizes the significance of cognitive and non-cognitive factors in predicting academic success and suggests that interventions take these diverse influences into account to enhance student achievement. In addition, another emphasizes the significance of these factors in predicting academic performance and support services be implemented to address these areas, thereby assisting students who may be at risk of academic challenges.

Intrinsic Motivation

According to Afzal et al. (2010), it is crucial to recognize and promote both intrinsic and extrinsic motivation to improve students' academic performance. Pascoe et al. (2018) added that acknowledging individual differences, such as motivation and cognitive abilities, in understanding the factors that influence students learning and performance is important. Intrinsic motivation refers to the internal drive to engage in activities for personal satisfaction or alignment with one's ethical beliefs, which leads to behaviours that are inherently fulfilling (Reena & Rosalia, 2010). This form of motivation is characterised by a focus on the innate reward rather than external gratification (Zeigher, 2016). Students who are intrinsically motivated typically exhibit higher levels of engagement, persistence, and a deeper understanding of the subject matter, which means improved learning outcome (Deci & Ryan, 2000). Furthermore, personal values serve as guiding principles that can significantly bolster intrinsic motivation by aligning students' academic objectives with their core beliefs, thereby promoting a sense of direction and purpose (Locke & Latham, 2002; Morris et al., 2022).

Despite understanding the importance of intrinsic motivation on academic performance, the specific mechanisms that connect personal values to academic performance and motivation required more investigation. While existing literature highlights the significant role of values in shaping behaviors and decision-making processes (Popa Daniela et al., 2013; Long & Schiffman, 2000), there is a scarcity of empirical studies that directly examine how these values influence educational outcomes. Additionally, many studies have focus on motivation in a general sense, without delving into how personal values may specifically enhance intrinsic motivation and contribute to continued academic endeavour. This study is timely in the current study context due to lack of values and decline in academic performance (Adeyemi & Adeyemi, 2014; Osamika et al., 2021), because it seeks to examines the connection between personal values and academic performance, emphasising the significance of holistic educational approaches. Academic success is influenced not only by the acquisition of skills but also by intrinsic factors such as motivation and values. Gaining insight into this relationship can assist educators and policymakers in formulating strategies that

incorporate value-based interventions. These interventions can improve learning outcomes while also supporting students' personal, social development and nurturing a well-rounded, values-oriented character that promotes lifelong learning and contributions to society.

Research objectives

This study is directed with the following two objectives:

1. To examine the relationship between personal values and academic performance.
2. To examine the relationship between personal values and intrinsic motivation in learning.

Research questions

This study is directed with the following two questions:

1. What is the relationship between personal values and academic performance?
2. What is the relationship between personal values and intrinsic motivation in learning?

Research hypotheses

The following hypotheses were predictably formed to guide the study:

H0: *There is no significant relationship between personal values and academic performance*

H0: *There is no significant relationship between personal values and intrinsic motivation in learning*

METHODOLOGY

This study utilised a quantitative methodology to empirically assess objective by investigating the relationships among various variables. These variables are measurable and are typically assessed using structured instruments, which facilitate the collection of numerical data that can be analysed using statistical methods (Creswell, 2014). For these quantitative designs, a correlational approach was employed to address the research questions. Correlational research involves the application of statistical techniques to assess and describe the degree and direction of relationships between two or more variables or sets of scores (Creswell, 2012).

This study implemented a correlational survey to examine the relationships between personal values and academic performance, as well as between personal values and intrinsic motivation in learning. This survey type is well-suited for the study's objectives, as it not only outlines the characteristics of a specific group but also provides estimates of the proportion of individuals exhibiting particular behaviours or traits, thereby enhancing the understanding of the interconnections among the variables being investigated (Myers et al., 2013; Szapkiw, 2012).

Sample and Sampling Technique

The study included a sample of 114 first- and second-year students from the departments of education at Yusuf Maitama Sule University in Kano, Nigeria. The sample was selected using simple random sampling, which ensures that each member of the population has an equal chance of being selected and eliminates bias and personal error (Cohen et al., 2007), The sample size was determined using the table for determining the sample size of Krejcie and Morgan (1979) with a 95% level of confidence. This sampling technique is appropriate for the study as it provides unbiased information about the participants and ensures that all members of the population have an equal chance of being selected.

Research Instrument

The study comprised a sample of 114 first- and second-year students from the Department of Education at Yusuf Maitama Sule University in Kano, Nigeria. Participants were selected through simple random sampling to guarantee that each member of the population had an equal opportunity to be included, thereby mitigating bias and personal error (Cohen et al., 2007). The sampling procedure involved acquiring a complete list of first- and second-year students from the university registry, assigning a unique identification number to

each student, and utilizing a computer-generated random number table for participant selection. Inclusion criteria stipulated active enrolment as a first- or second-year student in the Department of Education and voluntary consent to participate in the study. The sample size was established according to the guidelines provided by Krejcie and Morgan (1979), ensuring a 95% confidence level to maintain statistical adequacy.

Data were collected using two validated instruments: the Portrait Values Questionnaire (PVQ) and the Intrinsic Motivation Questionnaire (IMQ). The PVQ, developed by Schwartz and Bilsky (1987), assesses personal values through 21 items measured on a 6-point Likert scale. Its reliability was confirmed, with Cronbach's Alpha values exceeding 0.7, indicating robust internal consistency. The construct validity of the PVQ has been well-documented across diverse cultural contexts (Beramendi & Zubieta, 2017; Cieciuch & Davidov, 2012; Costa et al., 2023). The IMQ, adapted from Ubale et al. (2015a), comprises 11 items rated on a 5-point Likert scale. The IMQ has demonstrated strong reliability, with Cronbach's Alpha values above 0.7, alongside validity indicators such as KMO values exceeding 0.6, Eigenvalues above 1.0, and Bartlett's test results below 0.05, underscoring its effectiveness in measuring intrinsic motivation.

To assess academic performance, students' Cumulative Grade Point Average (CGPA) data were obtained directly from student using a self-report measure, students are asked to write down there CGPA. Ethical clearance was secured, and participants provided written consent, facilitating the researcher's access to their academic records. This methodology ensured the precision of the CGPA data and mitigated biases typically associated with self-reported academic performance. These measures collectively affirmed that the sampling technique, instruments, and data collection methods adhered to rigorous standards of reliability and validity, in alignment with the study's objectives.

Statistical Analysis

To address the research questions of the current study, a comprehensive series of statistical analyses were conducted on the collected data. This included the calculation of frequencies and percentages, which provided a detailed overview of the participants' demographic characteristics and revealed key descriptive patterns within the data. Descriptive statistics, such as means and standard deviations, were utilised to summarize the central tendencies and variability of the variables under investigation, thereby enhancing our understanding of the data distribution.

Furthermore, correlational statistics were employed to assess the strength and direction of relationships between variables, specifically examining the associations between personal values and academic performance, as well as between personal values and intrinsic motivation in learning. The application of correlational analysis was methodologically appropriate for this study, as it aligned with the research design's objective of identifying and characterizing the relationships between variables without attempting to infer causality. These statistical approaches facilitated a thorough analysis, effectively addressing the research objectives and providing valuable insights into the interactions among the study variables.

RESULTS AND DISCUSSION

The findings of the study objectives and predicted hypotheses are summarized in Table 1, Table 2, Table 3, Table 4, and Table 5. Table 1 encompasses demographic information of the respondents, while Table 2 and Table 4 contain descriptive statistics of the variables, and Table 3 and Table 5 are the correlation coefficient tables.

Respondents Demography Information

The respondents used in this study comprised 114 first and second-year students from the Department of Education at a university in Kano state. Table 1 illustrates the demographic information of the participants.

Table 1: Respondent Demoghrsphy Information

Students' Gender			Students' level		
	Freq	%		Freq	%
Male	80	70.1	**First year**	65	57
Female	34	29.8	**Second year**	49	43
Total	114	100.0	**Total**	114	100

As shown above, the respondents (students) predominantly consisted of 80 males, representing 70.1% of the sample, while 34 of the participants were female, accounting for 29.8% of the sample. Moreover, 65 first-year students participated in the current study, covering 57% of the sample, while 49 students were second-year students, accounting for 43% of the overall sample.

First Hyphothesis Testing: There is no significant relationship between personal values and academic performance. Table 2 presents the descriptive statistics for personal values and academic performance.

Table 2: Descriptive statistics

	Mean	St.Deviation	N
Personal values	4.2326	5.92226	114
Academic performance	3.2723	4.46330	114

Table 2 indicates the mean and standard deviation of the independent variable (personal values) and dependent variable (academic performance), as well as the number of samples selected for the study. The mean for personal values is 4.2326, while for academic performance it is 3.2723. The mean represents the arithmetic average of the variables. Conversely, the standard deviation measures the variability of each variable. From here, one can see that the mean value of the independent variable is very close to the average value of the dependent variable, indicating how closely the variables are related.

However, a Pearson correlation test was conducted to determine the relationship between students' personal values and academic performance. The outcomes of this test are presented in Table 3 below

Table 3: The Relationship between students' personal values and academic performance

Variables	Personal Values	sig (2-tailed)	N
Academic performance	.342**	.000	114

** Correlation is significant at $p < 0.01$(2-tailed)

From the above Table 3, one can observe that there was a moderate positive correlation between personal values and academic performance ($r = 0.342$, $n = 114$, $p = 0.000$, $p < 0.05$). This means that increases in personal values significantly relate to increases in academic performance. Therefore, the analysis accepted to reject the study's predicted null hypothesis.

Second Hyphosesis Testing: There is no significant relationship between personal values and intrinsic motivation in learning. Table 4 presents the descriptive statistics for personal values and academic performance.

Table 4: Descriptive statistics

	Mean	St.Deviation	N
Personal values	31.5526	7.94126	114
Intrinsic Motivation in learning	20.9123	7.41030	114

Table 4 indicates the mean and standard deviation of the independent variable (personal values) and dependent variable (intrinsic motivation in learning), as well as the total number of samples selected for the study. The mean for personal values is 31.5526, while for intrinsic motivation in learning it is 20.9123. The mean represents the arithmetic average of the variables. However, the standard deviation measures the variability of each variable. From here, one can see that the mean value of the independent variable is very close to the average value of the dependent variable, indicating how closely the variables are related.

To determine the type of relationship between the two variables, personal values and intrinsic motivation, the researchers conducted a Pearson correlation test. The results of the test are shown below in Table 5.

Table 5: The Relationship between students' personal values and intrinsic motivation in learning

Variables	Personal Values	sig (2-tailed)	N
intrinsic motivation in learning	.442**	.000	114

** Correlation is significant at $p < 0.01$(2-tailed)

From the above Table 5, one can realize that there was a moderate positive correlation between personal values and intrinsic motivation in learning ($r = 0.442$, $n = 114$, $p = 0.000$, $p < 0.05$). This means that increases in personal values significantly relate to increases in intrinsic motivation in learning. Therefore, the analysis accepted to reject the study's predicted null hypothesis.

The present study aimed to investigate the relationship between personal values and academic performance, as well as the relationship between personal values and intrinsic motivation in learning. The findings indicated a positive correlation between personal values and academic performance, as well as between personal values and intrinsic motivation in learning. This suggests that an increase in personal values is significantly related to an increase in academic performance. Conversely, personal values also reinforce students' motivation to learn and facilitate better performance in the school setting. Additionally, the findings suggest that an increase in personal values is significantly related to an increase in intrinsic motivation in learning. It is important to note that intrinsic motivation in learning leads to more effective and fruitful learning experiences, as personal values serve as broad, desirable goals that inspire individuals to act according to guiding principles in their daily lives. Personal values also have an impact on individuals' opinions and behavior across different contexts and over time (Schwartz, 1987).

The present study partially aligns with a study conducted by Koscielniak and Bojanowska (2019), who argued that the relationship between certain values (such as achievement and security) and academic dishonesty is significantly moderated by students' academic performance. This suggests that personal values may not always result in positive outcomes, as evidenced by a study conducted by Mbagwu et al. (2018), which found that personality type strongly influences truancy among pupils. These findings imply that the positive outcomes of personal values may depend on the nature of how children are trained and oriented to have positive attitudes and inclinations towards certain phenomena.

CONCLUSION

The study revealed the impact of personal values on academic performance and intrinsic motivation. The results demonstrated a positive correlation between personal values and academic performance, as well as a positive correlation between personal values and intrinsic motivation in learning. In conclusion, when examining various academic deficiencies and problems such as demotivation in learning, it becomes evident that personal values play a significant role, to the extent that they pose a clear threat to academic performance and motivation in learning.

RECOMMENDATIONS

Based on the positive relationship between personal values and academic performance, as well as the relationship between personal values and intrinsic motivation in learning, the following recommendations are made for practice and further research:

1. In the school setting, teachers, parents, and community stakeholders should establish and encourage personal values that are geared towards educational development and success among students. Efforts should be made to help students develop positive values about education.
2. Recognizing the importance of personal values, schools from elementary to tertiary levels should create spaces or establish regular sensitization programs throughout the academic years to boost and maintain students' positive values, as these

values have been found to be effective throughout their lifespan.

3. Teachers and parents should ensure that their children's personal values are incorporated into social, religious, and school settings.
4. Further research should be conducted to examine the effect of human values, particularly in the form of peer groups, on academic performance and intrinsic motivation in learning.
5. Another study should explore the relationship between personal values and extrinsic motivation in learning.
6. Research should be conducted to identify factors that may weaken personal values, particularly those related to academic performance and intrinsic motivation in learning. This research can help identify possible solutions to address these factors.

DISCLOSURE STATEMENT

(No potential conflict of interest was reported by the authors).

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