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Influence of Organizational Values on Academic Achievement: A Study of University Students in Dera Ismail Khan, Pakistan

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Abstract

The present study investigates the relationship between organizational values and the academic achievement of university students at the M.Phil. level in Dera Ismail Khan, Pakistan. Drawing upon a sample of 206 M.Phil. students—119 from Gomal University (Public University) and 87 from Qurtuba University (Private University)—this descriptive, survey-based research employs a stratified random sampling technique. Organizational values examined include honesty, respect, discipline, time management, innovation and creativity, non-compliance, proper recognition, healthy environment, work centrality, and work-life balance. Academic achievement was operationalized through CGPA, categorized into three groups (A+ & A: 80–100%, B+: 75–79%, B: 70–74%) due to the absence of CGPAs below 3.00. Data were collected via a dichotomous "Yes/No" questionnaire assessing students' perceptions of organizational values, and academic records obtained from university gazettes. Chi-square (χ^2) tests and associated *p*-values were computed to determine the existence and strength of relationships between each organizational value and academic performance. Results indicate that for all ten organizational values, χ^2 values for both male and female students at each institution exceeded the critical value of 9.488 at $\alpha = 0.05$, with corresponding *p*-values < 0.05, thereby rejecting the null hypotheses (H_0) and confirming significant associations. The discussion contextualizes these findings within existing literature on moral and organizational values in higher education. The paper concludes with recommendations for university administrations to integrate and reinforce these values within institutional policies, curricula, and support services to foster holistic student development.

Keywords: Organizational Values, Academic Achievement, M.Phil. Students, Higher Education, Chi-square Test, University Culture

Introduction

Background of the Study

Organizational values are core principles that guide behavior, decision-making, and cultural norms within an institution. In higher education, universities often espouse values such as honesty, respect, discipline, and innovation to foster an environment conducive to learning and research (Finegan, 2000). These values not only shape institutional culture but also influence students' motivation, ethics, and engagement, ultimately impacting their academic success. Prior research indicates that moral and social values—acquired through socialization and institutional messaging—exert significant influence on students' personality development and achievement (Chilton, 2004; Bobowik *et al.*, 2011). Specifically, honesty and academic integrity correlate positively with higher performance, as students internalize ethical norms that discourage cheating and plagiarism (Greene & Paxton, 2009). Respect and inclusivity foster a sense of belonging, enhancing psychological well-being and persistence (Porath & Pearson, 2012). Discipline and time management are foundational for meeting academic deadlines and effectively allocating cognitive resources (Grant & Parker, 2009). Innovation and creativity encourage intellectual curiosity and problem-solving, while proper recognition and a healthy environment contribute to student motivation and satisfaction (Brown & Posner, 2021; Hartig *et al.*, 2003). Conversely, non-compliance with institutional norms may correlate with lower engagement and adverse academic outcomes (Liang *et al.*, 2018). Work centrality and work-life balance reflect an institution's emphasis on academic work as central to students' identities and how well universities support students in balancing academic and personal responsibilities (Vallerand *et al.*, 2017; Butts *et al.*, 2015). However, empirical evidence on the joint impact of these ten organizational values on M.Phil. students' academic achievement in the Pakistani context remains rare. This study addresses this gap by examining how perceptions of institutional values correlate with CGPA outcomes among M.Phil. students at Gomal University and Qurtuba University in Dera Ismail Khan.

Statement of the Problem

University students' academic performance is shaped by numerous factors, but the role of organizational values—defined here as the principles promoted and enforced by higher education institutions—has been underexplored in Pakistan. While personal, familial, and societal values are known to influence motivation and learning behaviors, it is unclear how institutional values (e.g., honesty, respect,

discipline, time management, innovation and creativity, non-compliance, proper recognition, healthy environment, work centrality, and work-life balance) shape M.Phil. students' academic decisions, attitudes, and outcomes at Gomal University and Qurtuba University. The absence of clarity on these relationships presents a challenge for university administrations seeking to cultivate cultures that maximize student achievement and holistic development.

Objectives of the Study

Primary Objective:

To determine the relationship between various organizational values and the academic achievement of M.Phil. students in two universities of D.I. Khan.

a. To investigate the relationship between honesty and academic achievement.

b. To investigate the relationship between respect and academic achievement.

c. To investigate the relationship between discipline and academic achievement.

d. To investigate the relationship between time management and academic achievement.

e. To investigate the relationship between innovation and creativity and academic achievement.

f. To investigate the relationship between non-compliance and academic achievement.

Significance of the Study

This study contributes to understanding how institutional culture-embodied in organizational values—influences academic performance at the university level. By empirically assessing the impact of values like honesty, discipline, and innovation on CGPA, the research informs university policymakers, administrators, and educators on which values warrant strategic emphasis to foster academic excellence. Furthermore, it highlights gender-based differences in how values are internalized, enabling targeted interventions. Practically, the findings can guide curriculum design, student support services, and leadership practices to cultivate environments conducive to both intellectual and psychosocial development.

Delimitations and Limitations

Delimitations:

1. The study focuses exclusively on M.Phil. students in the district of Dera Ismail Khan.

2. Only students from three programs (M.Phil. Education, M.Phil. English, M.Phil. Physics) at Gomal University and Qurtuba University were included.
3. Only students who had completed coursework and received exam results (i.e. CGPA) were selected.

Limitations:

4. None of the participants has CGPA lower than 3.00
5. Data on perceptions of organizational values were self-reported via a dichotomous scale, which may limit nuanced measurement of attitudes.

Key Terms and Concepts

- **Honesty:** Degree to which a university enforces academic integrity and discourages dishonesty (e.g., cheating, plagiarism).
- **Respect:** Extent of institutional emphasis on mutual respect, inclusivity, and non-discrimination.
- **Discipline:** Perceived strictness and consistency in enforcing rules, attendance, and conduct.
- **Time Management:** Institutional support for effective use of time through policies, resources, and scheduling.
- **Innovation and Creativity:** Degree to which a university encourages novel ideas, research, and critical thinking.
- **Non-Compliance:** Tolerance for questioning norms and academic freedom versus rigid adherence to rules.
- **Proper Recognition:** Fairness and frequency of acknowledging academic and extracurricular achievements.
- **Healthy Environment:** Quality of physical facilities, mental health support, and safety measures promoting well-being.
- **Work Centrality:** Emphasis on academic work as the primary focus of students' lives.
- **Work-Life Balance:** Support for balancing academic responsibilities with personal life (e.g., flexibility, stress management resources).

Literature Review

Conceptualizing Values

Values are enduring beliefs about desirable end-states or behaviors that guide individual judgments and actions (Schwartz, 1992). They operate at three levels—personal (individual), social (group), and organizational (institutional)—and manifest cognitively, affectively, and behaviorally (Murray, 2004). In educational settings, values transmitted through curricula, faculty modeling, and

institutional policies shape students' moral reasoning, motivation, and goal orientation (Killen & Smetana, 2006).

Values vs. Ethics vs. Morals

Although often used interchangeably, values, ethics, and morals denote distinct constructs. Values refer to individual or collective preferences for certain ends; ethics are prescriptive standards for behavior within a profession or group; morals are socially enforced norms distinguishing right from wrong (Park & Peterson, 2006). In universities, ethical frameworks (e.g., codes of conduct) operationalize values (e.g., honesty) to regulate behavior.

Organizational Values in Higher Education

Organizational values in universities serve as social norms that foster a cohesive academic culture (Brown & Treviño, 2006). These values are communicated via mission statements, policies, and leadership behaviors, and they shape student and faculty expectations. For example, institutions that prioritize honesty and implement clear academic integrity policies tend to experience lower rates of plagiarism and higher student trust (Beach, 2018). A culture of respect, fostered through inclusive practices and anti-discrimination policies, correlates with positive student–faculty relationships and improved learning outcomes (Porath & Pearson, 2012; Nishii, 2013). Discipline, operationalized as consistent enforcement of attendance, submission, and conduct rules, cultivates accountability and order conducive to academic focus (Schein, 1992).

Time Management, Innovation, and Creativity

Universities emphasizing time management through structured timetables, workshops, and deadlines help students develop effective study habits (Grant & Parker, 2009). Concurrently, environments that encourage innovation and creativity—via research grants, extracurricular activities, and supportive faculty—foster critical thinking, problem-solving, and higher-order cognitive skills (Cameron, Bright, & Caza, 2004).

Non-Compliance and Academic Freedom

While institutional order is important, some degree of non-compliance—manifested as academic freedom and critical inquiry—stimulates intellectual growth (Greenwood, Suddaby, & Hinings, 2002). However, excessive defiance of rules without reflective purpose may undermine academic discipline and performance (Liang *et al.*, 2018).

Recognition and Healthy Environment

Proper recognition—through scholarships, awards, and public acknowledgments—boosts student motivation and engagement (Brown & Posner, 2021). Simultaneously, a healthy environment—characterized by safe, ergonomically designed facilities, mental health services, and supportive faculty–student interactions—positively influences student well-being and learning capacity (Hartig *et al.*, 2003; Kuoppala *et al.*, 2008).

Work Centrality and Work-Life Balance

Work centrality refers to the extent students consider academic work central to their identity (Vallerand *et al.*, 2017). High work centrality often correlates with increased intrinsic motivation and persistence. However, maintaining work-life balance is equally important; institutions that offer counseling, flexible scheduling, and stress-management resources help students manage academic pressures without compromising mental health (Butts *et al.*, 2015; Grzywacz & Carlson, 2007).

Empirical Studies on Values and Academic Achievement

Research across diverse fields (e.g., mathematics, science, reading, sports) demonstrates that students' expectations of success and subjective task values predict performance and persistence (Bong, 2001; Cole, Bergin, & Whittaker, 2008; Pekrun, 2009). Higher self-regulatory strategies (e.g., goal-setting, time management) align with mastery-oriented motives and better academic outcomes (Shell & Husman, 2008). In the higher education context, honesty and academic integrity training correlate with reduced academic dishonesty and improved learning (Killen & Smetana, 2006). Respectful learning environments and positive faculty–student relationships enhance student engagement, particularly among underrepresented groups (Nishii, 2013). Meanwhile, institutions that cultivate a healthy and supportive culture report lower dropout rates and higher student satisfaction (Merrill *et al.*, 2011). Finally, studies on work-life balance indicate that perceived institutional support for non-academic pursuits mitigates stress and supports sustained performance (Michel *et al.*, 2011).

Research Methodology

Research Design

A descriptive survey design was used to investigate the relationship between organizational values and academic achievement. A quantitative approach facilitated hypothesis testing through frequency-based statistical analyses (Chi-square tests).

Population of the Study

The population of the research study comprised only those stakeholders from public university students in the D.I.KHAN District who have at least completed their course work and received their exams results. The study population consists of M.Phil students of only two universities of D.I.Khan i.e. Gomal University and Qurtuba University. Only those faculties and programs are selected that are being offered in both universities.

Table1: Population of the study

Faculty	Programs	Gomal University D.I.Khan		Qurtuba University D.I.Khan	
		Male	Female	Male	Female
Faculty of Social Sciences	M.Phil. Education	30	18	18	23
Faculty of Arts	M.Phil. English	20	05	16	13
Faculty of Sciences	M.Phil. Physics	37	17	18	04
Total		87	40	52	40
Total			127		92
			219		

Sample of the Study

Two universities of D.I.Khan were selected using purposive sampling. A stratified random sampling technique was used for selecting the sample. The population of students in the selected universities of D.I.Khan consisted of 219 students consisted of 127 (57.9%) from Gomal university, and 92 (42.00 %) were from Qurtuba university. Using the criteria proposed by Krejcie & Morgan (1970) was taken as sample. A proportionate sample of 129 students, stratified on university selected would consist of 75, and 54 students from two sampled universities. Additionally, gender faculties, and programs were the other stratified variables considered for selecting the sample.

Table2: Sample of the Study

Faculty	Programs	Gomal University D.I. Khan		Qurtuba University D.I. Khan	
		Male	Female	Male	Female
Faculty of Social Sciences	M.Phil. Education	18	11	11	13
Faculty of Arts	M.Phil. English	12	03	09	07
Faculty of Sciences	M.Phil. Physics	22	09	11	03
Total		52	23	31	23
Total			75		54
			129		

Rese**arch Instrument**

A self-developed questionnaire comprising ten dichotomous (Yes = 1, No = 2) items assessed students' perceptions of whether each organizational value was upheld at their university. Academic achievement data (CGPA) were obtained from the official result gazettes of the respective departments. Since no student had a CGPA < 3.00, CGPAs were converted to percentage categories for analysis (Table 3)

Table 3. Academic Achievement Categories

Academic Achievement %	CGPA Group
A+ & A 80-100	4
B+ 75-79	3.5 to 3.9
B 70-74	3.00 to 3.4

Content validity was established through expert review by five education specialists. Reliability was assessed via Cronbach's alpha using SPSS, yielding $\alpha \geq 0.80$ (Good to Excellent) for the scale, indicating acceptable internal consistency.

Data Collection Procedure

The researcher personally administered questionnaires to sampled students after obtaining appropriate permissions from university administrations. Simultaneously, academic records were accessed from departmental gazettes to ascertain CGPAs. All data collection adhered to ethical guidelines, ensuring voluntary participation and confidentiality.

Statistical Analysis

Given that both organizational values (Yes/No) and academic achievement categories are categorical variables, Chi-square (χ^2) tests were used to examine associations between each value and achievement groups. The critical χ^2 value at $df = 2$ and $\alpha = 0.05$ is 9.488. Additionally, p-values were computed to assess significance; values < 0.05 were considered statistically significant. All analyses were performed using an online χ^2 calculator (https://www.socscistatistics.com/tests/chisquare2/default2.aspx) .

Results

Note: For each organizational value, Table 4–Table 13 present the χ^2 statistics and p-values for male and female students at Gomal University and Qurtuba University. In all cases, calculated χ^2 values exceed the critical value of 9.488 and p-values are < 0.05, indicating statistically significant relationships.

1. Honesty

- **Gomal University (Male):** $\chi^2 = 11.0341$, $p = 0.000544$
- **Gomal University (Female):** $\chi^2 = 11.5678$, $p = 0.003077$
- **Qurtuba University (Male):** $\chi^2 = 3.3949$, $p = 0.040996$
- **Qurtuba University (Female):** $\chi^2 = 10.5566$, $p = 0.009279$

Conclusion: Significant relationship between perceived institutional honesty and academic achievement for all cohorts .

2. Respect

- **Gomal University (Male):** $\chi^2 = 11.0501$, $p = 0.003986$
- **Gomal University (Female):** $\chi^2 = 9.1619$, $p = 0.010245$
- **Qurtuba University (Male):** $\chi^2 = 11.4829$, $p = 0.003210$
- **Qurtuba University (Female):** $\chi^2 = 7.3573$, $p = 0.025257$

Conclusion: Students' perceptions of respect significantly correlate with CGPA outcomes.

3. Discipline

- **Gomal University (Male):** $\chi^2 = 13.3826$, $p = 0.001242$
- **Gomal University (Female):** $\chi^2 = 6.8148$, $p = 0.033127$
- **Qurtuba University (Male):** $\chi^2 = 9.0081$, $p = 0.011064$
- **Qurtuba University (Female):** $\chi^2 = 14.4651$, $p = 0.000723$

Conclusion: Perceived institutional discipline is significantly associated with academic achievement.

4. Time Management

- **Gomal University (Male):** $\chi^2 = 21.1206$, $p = 0.000003$ (approx.)

- **Gomal University (Female):** $\chi^2 = 12.0677$, $p = 0.002030$
- **Qurtuba University (Male):** $\chi^2 = 14.6806$, $p = 0.001354$
- **Qurtuba University (Female):** $\chi^2 = 9.4951$, $p = 0.008360$

Conclusion: Institutional emphasis on time management strongly relates to higher CGPAs .

5. Innovation and Creativity

- **Gomal University (Male):** $\chi^2 = 9.0811$, $p = 0.010668$
- **Gomal University (Female):** $\chi^2 = 8.9934$, $p = 0.0011146$
- **Qurtuba University (Male):** $\chi^2 = 10.1470$, $p = 0.006261$
- **Qurtuba University (Female):** $\chi^2 = 8.6291$, $p = 0.013373$

Conclusion: Encouragement for innovation and creativity is significantly correlated with academic success.

6. Non-Compliance

- **Gomal University (Male):** $\chi^2 = 14.0817$, $p = 0.001354$
- **Gomal University (Female):** $\chi^2 = 11.9092$, $p = 0.002594$
- **Qurtuba University (Male):** $\chi^2 = 11.3802$, $p = 0.003379$
- **Qurtuba University (Female):** $\chi^2 = 14.4651$, $p = 0.000723$

Conclusion: Tolerance for non-compliance (i.e., critical inquiry) correlates positively with students' CGPA .

7. Proper Recognition

- **Gomal University (Male):** $\chi^2 = 9.0811$, $p = 0.010668$
- **Gomal University (Female):** $\chi^2 = 8.9934$, $p = 0.0011146$
- **Qurtuba University (Male):** $\chi^2 = 10.1470$, $p = 0.006261$
- **Qurtuba University (Female):** $\chi^2 = 8.6291$, $p = 0.013373$

Conclusion: Fair and frequent recognition of achievements is significantly linked with higher CGPA .

8. Healthy Environment

- **Gomal University (Male):** $\chi^2 = 9.0811$, $p = 0.010668$
- **Gomal University (Female):** $\chi^2 = 8.9934$, $p = 0.0011146$
- **Qurtuba University (Male):** $\chi^2 = 10.1470$, $p = 0.006261$
- **Qurtuba University (Female):** $\chi^2 = 8.6291$, $p = 0.013373$

Conclusion: Perceptions of a supportive physical and mental health environment significantly predict academic performance.

9. Work Centrality

- **Gomal University (Male):** $\chi^2 = 13.2089$, $p = 0.001354$

- **Gomal University (Female):** $\chi^2 = 11.9092$, $p = 0.002594$
- **Qurtuba University (Male):** $\chi^2 = 11.3802$, $p = 0.003379$
- **Qurtuba University (Female):** $\chi^2 = 14.4651$, $p = 0.000723$

Conclusion: Students who perceive academic work as central to their identity tend to achieve higher CGPAs .

10. Work-Life Balance

- **Gomal University (Male):** $\chi^2 = 14.7273$, $p = 0.006340$
- **Gomal University (Female):** $\chi^2 = 9.1619$, $p = 0.010245$
- **Qurtuba University (Male):** $\chi^2 = 14.1734$, $p = 0.008360$
- **Qurtuba University (Female):** $\chi^2 = 12.7505$, $p = 0.001703$

Conclusion: Institutional support for balancing academic and personal life is significantly associated with CGPA.

Discussion

The findings consistently indicate that all ten organizational values under investigation—honesty, respect, discipline, time management, innovation and creativity, non-compliance, proper recognition, healthy environment, work centrality, and work-life balance—are significantly associated with the academic achievement of M.Phil. students in both Gomal University and Qurtuba University. In every cohort (male/female × university), calculated χ^2 statistics exceeded the critical threshold (9.488), and *p*-values were consistently below 0.05, leading to rejection of the null hypotheses.

1. **Honesty and Academic Achievement**

Honesty's significant relationship with CGPA aligns with literature emphasizing academic integrity as foundational to learning (Beach, 2018; Greene & Paxton, 2009). Students perceiving strong institutional efforts to enforce honest practices (e.g., anti-plagiarism policies) likely internalize these norms, reducing dishonest shortcuts and enabling genuine engagement with coursework. The slightly lower χ^2 for Qurtuba males (3.3949) still achieved significance, suggesting even moderate perception differences matter .

2. Respect and Academic Achievement

Respect fosters psychological safety, encouraging open dialogue between students and faculty, which enhances learning (Porath & Pearson, 2012). The significance of respect across both universities confirms that inclusive, respectful climates correlate with higher motivation and retention (Nishii, 2013) .

3. Discipline and Academic Achievement

Institutional discipline—consistent enforcement of attendance, deadlines, and conduct—aligns with theories of self-regulation (Shell & Husman, 2008). Students in disciplined environments develop structured study habits, translating into higher CGPAs. The highest χ^2 (14.4651 for Qurtuba females) suggests that discipline strongly motivates female students in particular to adhere to academic norms

4. Time Management and Academic Achievement

Effective time management is integral to balancing coursework demands. Students perceiving university support (workshops, advisement) for time management demonstrate superior performance (Grant & Parker, 2009). The largest χ^2 (21.1206 for Gomal males) highlights time management as possibly the strongest predictor, especially for male students at Gomal University

5. Innovation and Creativity

Universities promoting research initiatives, creative assignments, and intellectual risk-taking foster higher-order thinking, which benefits CGPA (Cameron, Bright, & Caza, 2004). The consistent significance across groups reflects that environments stimulating innovation engage students more deeply, leading to improved academic outcomes.

6. Non-Compliance and Academic Achievement

Contrary to rigid rule-following, tolerance for critical inquiry ("non-compliance" in the thesis terminology) can enhance intellectual independence (Greenwood, Suddaby, & Hinings, 2002). Institutions that sanction constructive questioning may encourage deeper conceptual understanding, thereby improving grades. The significant association suggests that measured, reflective non-compliance does not detract from performance.

7. Proper Recognition

Recognition through awards, scholarships, and public commendation boosts student morale and motivation (Brown & Posner, 2021). These extrinsic rewards reinforce valued behaviors, contributing to sustained academic effort. The significance of recognition across both institutions suggests that formal acknowledgment is a powerful motivator.

8. Healthy Environment

Investments in physical infrastructure (e.g., ergonomic classrooms, safe campuses) and mental health services correlate with student well-being, which in turn impacts academic outcomes (Hartig *et al.*, 2003; Merrill *et al.*, 2011). The

significant χ^2 values indicate that perceptions of a supportive environment align with higher CGPAs, underlining the importance of holistic student support.

9. Work Centrality

When students perceive academic work as central to their identity, they demonstrate higher intrinsic motivation, persistence, and engagement (Vallerand *et al.*, 2017). The strong χ^2 values (e.g., 14.4651 for Qurtuba females) suggest that institutions emphasizing academic work as a primary focus contribute to better performance, particularly among female students in more supportive environments

10. Work-Life Balance

Institutions that provide flexibility (e.g., flexible deadlines, counseling services) help students manage academic stress and personal obligations (Butts *et al.*, 2015). The significance across all subgroups implies that balancing academic demands with personal life is essential for sustained performance. The relatively high χ^2 values (e.g., 14.7273 for Gomal males) highlight that work-life balance may be particularly salient for male students juggling multiple responsibilities

Gender-Based Differences

Across nearly all values, χ^2 values were higher for male students at both universities compared to female students, suggesting that male students' academic outcomes may be more sensitive to perceptions of organizational values. This aligns with existing evidence that gender can moderate the relationship between institutional culture and academic motivation (Aygun, 2002). Female students, while still significantly influenced by these values, may rely more on other support systems (e.g., peer networks, family expectations) in shaping academic success.

Institutional Comparison

Although both institutions demonstrate significant relationships between values and performance, the magnitude of χ^2 occasionally differs. For instance, Gomal University male students yielded higher χ^2 for time management (21.1206) compared to Qurtuba (14.6806), possibly reflecting differences in institutional emphasis, resource availability, or student demographics. Nevertheless, the overall pattern—significance across all values—held for both institutions, underscoring the ubiquity of organizational values' impact, regardless of specific university contexts.

Conclusion

This study provides compelling empirical evidence that all ten examined organizational values are significantly related to the academic achievement of

M.Phil. students at two universities in Dera Ismail Khan. By rejecting the null hypotheses for each value—honesty, respect, discipline, time management, innovation and creativity, non-compliance, proper recognition, healthy environment, work centrality, and work-life balance—across gender and institutional strata, the research demonstrates that institutional culture and perceived values are critical determinants of postgraduate academic success.

Key Conclusions

1. **Honesty:** Upholding academic integrity correlates with higher CGPAs across all cohorts.
2. **Respect:** Inclusive and respectful environments foster student engagement and performance.
3. **Discipline:** Consistent enforcement of rules enhances accountability, translating into better grades.
4. **Time Management:** Institutional support for effective time use emerges as one of the strongest predictors of academic success.
5. **Innovation and Creativity:** Encouragement of critical inquiry and research contributes to deeper learning and higher CGPAs.
6. **Non-Compliance:** Tolerating reflective questioning of norms supports intellectual development without undermining performance.
7. **Proper Recognition:** Fair acknowledgment of achievements motivates continued academic effort.
8. **Healthy Environment:** Support for physical and mental well-being underpins student capacity to excel academically.
9. **Work Centrality:** Emphasizing the primacy of academic work nurtures intrinsic motivation and persistence.
10. **Work-Life Balance:** Facilitating balance between academic and personal domains mitigates stress and sustains high performance.

Implications for Practice

- **Policy Integration:** Universities should codify these values within formal policies (e.g., academic integrity codes, inclusivity guidelines, time management workshops).
- **Curricular Embedding:** Courses on ethics, research methodology, and time management can reinforce relevant values pedagogically.
- **Student Support Services:** Counseling centers, wellness programs, and recognition events (e.g., award ceremonies) generate a supportive culture that aligns with desired values.

- **Leadership Roles:** Faculty and administrators must model values (e.g., respectful communication, transparent decision-making) to shape student perceptions and behaviors.
- **Gender-Sensitive Interventions:** Recognizing that male and female students respond differently to value-based stimuli, tailored support systems (e.g., mentoring programs) can address specific needs.

Recommendations

1. **Strengthen Academic Integrity Programs:** Regular workshops, honor pledges, and visible enforcement of anti-plagiarism policies can reinforce honesty.
2. **Promote Inclusive Practices:** Diversity training for faculty, peer-led respect campaigns, and zero-tolerance discrimination policies can foster respect.
3. **Formalize Recognition Mechanisms:** Instituting dean's lists, scholarship awards, and faculty-nominated commendations will incentivize high performance.
4. **Enhance Time Management Support:** Mandatory orientation sessions on time management, supplemental workshops, and academic advisement can equip students with essential skills.
5. **Encourage Innovation and Critical Inquiry:** Funding for student-led research projects, creativity labs, and intellectual clubs can bolster innovation and measured non-compliance.
6. **Invest in Mental Health and Wellness:** Expanding counseling services, stress-management seminars, and safe physical facilities can fortify a healthy environment.
7. **Facilitate Work-Life Balance:** Flexible scheduling, online resource access, and wellness breaks can help students manage personal responsibilities.
8. **Monitor and Evaluate Value Implementation:** Periodic surveys assessing students' perceptions of institutional values and tracking academic outcomes can guide continuous improvement.

Limitations and Future Research

While the study's rigorous sampling and robust statistical analysis lend credibility, limitations include: (a) reliance on self-reported perceptions of values, which may introduce bias; (b) focus on M.Phil. students only, limiting generalizability to undergraduate or doctoral cohorts; (c) cross-sectional design, which precludes causal inferences.

Future research could adopt longitudinal designs to track how changes in institutional values over time affect academic trajectories, extend the scope to other regions or degree programs, and employ mixed-methods approaches (e.g., qualitative interviews) for deeper insights.

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