

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1.0 OVERVIEW

2.2.0 THE 'WHY' OF THE REVIEW

2.3.0 INDIAN STUDIES

2.4.0 FOREIGN STUDIES

2.5.0 SUMMARY

2.6.0 DOCUMENTATION

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1.0 OVERVIEW

The present chapter is devoted to the review of related literature conducted by Indian and foreign researcher related to social value, self-concept and its different aspect.

2.2.0 THE 'WHY' OF THE REVIEW

Human knowledge has the three phases: preservation transmission and advancement. By building upon the accumulated and recorded knowledge in the past, man constantly adds to the vast store of knowledge. The term 'review' means to organize the knowledge of the specific area to evolve an edifice of knowledge to show that the proposed study would be an addition to this field. The term literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and research studies. Its main objectives are: Avoidance of repetition; Identifying variables relevant for research; limiting, delimiting and defining the problem; knowing the tools and the instruments; knowing the recommendation of previous researchers; Avoiding unfruitful and useless problems, synthesis of prior research work; Determining meaning and relationship among variables.

2.3.0 INDIAN STUDIES:

2.3.1. Self concept, values, Gender and Urban area

Saraswat, R. (1982) conducted a research with objectives: to examine the relationship of self- concept measures with adjustment, values, academic achievement and SES of boys and girls. A quota

random sample of 840 students (420 boys and 420 girls) of class IX from 14 schools under the Delhi administration was used. The data were collected by self-concept inventory (developed by researcher), Vyaktitva parakh prashnavali by Saxena, value test by R.K. Ojha SES by S.P. Kulshreshtha and academic achievement by examination marks of the previous class. The data were analyzed with the help of t-test and regression analysis. **The findings were:** The boy's self-concept was positively related to social adjustment, while the girl's self-concept was positively and significantly related to home, health, social, emotional, school as well as total adjustment. Boys and Girls significantly differs on self-concept, girls were found to be higher on physical, social and moral dimension. The boy's self-concept is positively related to political and religious values, while the girl's self-concept was not related to any of these values.

Source : Buch, M.B. (ed) (1991); **Fourth survey of Research in education, Vol II. New Delhi: NCERT** .

Kulshreshtha, R. (1983) Conducted a research with **objectives:** To determine and study the impact of value orientations, interests and peer relations upon the concept of self in both male and female adolescent, to determine the differences in the dynamics of the concept of self as the study related to both the sexes. The sample consisted of 160 High School and intermediate college going student of Aligarh, whose age ranged from 15 to 19 years and who belong to the urban area. The data were collected by value orientation scale by Chauhan test of self-concept by sherry et. al and Chatterjis' Non-language preference record. The data were analysed with the help of factorial design analysis of variance of equal cel size were used. **The findings were:** Value orientation had

a positive affinity with self- concept among male as well as female adolescents under different levels of interests. Promotion or demotion of the concept of self by peer relations in case of both males and females remained different.

Source : Buch, M.B. (ed) (1991); Fourth survey of Research in Education, Vol II, NCERT: New Delhi

2.3.2 Self- Concept and Gender :

Kale, P.S. (1982) conducted a research with **objectives:** To trace the general development of self- concept at the pre-adescent level as a function of age and sex, and to study the sex difference in self- concept development. The sample was of 990 children of three co- educational Marathi Medium schools, The data were collected by self concept inventory, parent child relationship scale, scale of teacher- student relationship, SES scales of Jogvar. The data were analyzed by t-test, ANOVA and multiple correlation regression. The **Findings were:** Boys and girls did not differ significantly in self- concept development Schools factors jointly were significantly associated with self- concept.

Source : Buch, M.B. (ed) (1991) ; Fourth survey of Research in education, Vol II, New Delhi :NCERT

Bharti, G: (1984) conducted a research with **objectives:** to study the aspect of self- concept and the self ideal discrepancy and to observe the interaction effect of age, sex and SES and achievement motivation. The sample consisted of 360 students (180 boys and 180 girls). At each age level there were 60 boys and 60 girls of three SES groups. The data were collected by Rao SES scale, Mehta achievement motivation test and self concept inventory. The **findings were:** Girls were more dissatisfied with their perceived self

than boys. No significance age differences were found in the personal social orientation aspect of self-concept in the real self-concept.

Source: Buch, M.B. (ed.) (1991) Fourth survey of educational Research, New Delhi: NCERT

Jain, J. (1990) conducted a research with objectives: To find the relationship between the self concept and the academic goals of adolescent girls and test the relationship between positive self-concept and superior cognitive ability. The sample was consisted of 600 girls studying in grade X in seven high schools in Nagpur. The data were collected by Raven's SPM, achievement motivation test, Nairaashya Maap and frustration test. The data were analyzed by using correlation techniques. **The major findings were:** Girls having high self concept tended to select high academic goals positive self-concept and cognitive abilities went together significantly.

Source : Buch, M.B. (1997) Fifth survey of educational research, New Delhi : NCERT

Ansari, M.S. (2007) Conducted a research with objectives: to study the self-concept of boys and girls from co-educational institutions and to compare the self-concept of boys and girls for co-educational and non co-educational institutes. The sample was consisted of 100 adolescent from co- educational type school and from single gender type schools. The data were collected by using Rasal-Borse. The data were analyzed by t-test. **The findings were:** Aesthetic self concept is high among girls from both groups. The findings were: No significant difference have been found among boys from the

religious self- concept and among girls, no significant difference for physical and religious self- concept have been found.

Source : Full article in *APRC, Agra*, vol 40, No. 1-2 year 2007 page 25-28.

2.3.3 Self- Concept and type of schools

Pareek, D.L. (1990) conducted a research with **objectives:** To explore the self-concept, aspirations and personality traits of the students in different type of schools, and to determine the relationship between self concept personality traits and aspirations of adolescents studying in different schools. The sample was consisted of 750 students studying in different schools (normative survey method). The data were collected by catell's 16-PF questionnaire, Swata bodh prakashan by sherry and Uma and students aspiration test developed by researcher. **The findings were:** 45.2% of the adolescent studying in central schools, 44.% in private schools and 57.5% in government schools, possessed average self concept. Students in government schools were generally practical whereas students in private and central schools were more imaginative.

Source : Ph.D. thesis (education) university of Rajasthan. **Avanija** (1995) conducted a research with **objectives:** To investigate certain correlates (area, sex, SES) of self-concept among students of Navodaya Vidyalayas. The sample was consisted of 320 students of class III in Karnataka. The data were collected by self concept inventory, SES scale, adjustment inventory and school records. The data were analyzed by using ANOVA. **The findings were:** self concept profile of Navodaya Vidyalaya students was far better than the government school students in Karnataka .

Source : Full Article in India Education, abstract 1(1),14
Ramhariya, B (2003) conducted a research with **objective:-** To find the difference between Navodaya and KVS in self- concept, academic anxiety and achievement in mathematics and relationship between three variables. The sample was consisted of 294 students (164 Navodaya Vidyalaya's and 130 KVS students) studying in VII standard. The data were collected by Academic anxiety scale for children and mathematics marks of previous class. The data were analyzed by t-test. **The findings were :** significant difference in self concept between Navodaya and kendriya vidyalayas student was found No significant sex difference in self concept, academic achievement in mathematics of Navodaya and kendriya student were found .

Source: unpublished M.Ed (Ele) dissertation, Bhopal

2.3.4 Values, Area and gender

Mathew (1969) analyzed the personality profiles of students reading in different field of Humanities, commerce engineering etc and observed significant differences in value patterns and vocational interests for males and females.

Source: Buch, M.B. (1982) Fourth survey of Education Research New Delhi: NCERT.

Zaman (1982) studied religious moral and social values among rural / Urban higher secondary students. Rural children were significantly at a higher level thn urban sample in these values.

Source : Buch M.B. (1982) fourth survey of educational Research, New Delhi NCERT,

Chaturvedi (1988) conducted a research with **objectives :** To see how value orientation, personality factors and age level affect the

attitude of people towards social change, separately and interactively . The sample was consisted of 600 male and female adolescents (17-20 yrs), adults (21-60 yrs) and senescent (above 60 yrs) from Agra town . The data were collected by 16-PF questionnaire of S.D. Kapoor attitude scale, value orientation scale of Chauhan and Singh The data were analyzed by t-test ANOVA and Duncan's range test. **The findings were** : Attitudes towards social change was quite sensitive to value orientation , Attitudes was prone to change with age levels of adolescence, adulthood and senescence; usually it declines after adolescence and rose again after adulthood .

Source: Buch , M.B. (1997) Fifth survey of educational Research , New Delhi: NCERT.

Dadu, P. (1992) conducted a research with **objectives** : To study the impact of SES, location and sex upon personality traits , values and religious attitudes The sample was collected by Random Sampling method . It was consisted of 300 male and female college going students in the range of 18 to 25 years. The data were collected by SES scale , 16 PF scale and religious attitude tool . The data were analyzed by t-test. **The findings were** : Rural and urban male students did not differ in their personality trails and values; these groups differ significantly in religious information, orthodoxy and hostility.

Source: Ph.D. thesis (Education) Agra University.

George .J and Rajendran, K (2007) conducted a research with **objectives** : To study the gender difference in values of adolescent . The sample was consisted of 400 males and female late adolescent of Kanpur district. The data were collected using C.V.S.

by Agrawal. The data were analyzed using K.W. test. **The findings were;** The values of adolescent significantly differ based on their gender, class of study, place of living.

Source : Journal of psychological Researches,2007 Vol.51, No.2 P, 102 -106

2.3.5 values and type of schools

Sambhi ,P (1989) conducted a research to study the value patterns of student of Institutions – Sri sathya sai H.S.S., Missionary school and central school in A.P. The sample was of 33 students of class IX and X (incidental sampling). The tools used were cattell's HSPQ self concept inventory. **The data were:** catalyzed by t-test and factor analysis. **The Findings were :** The value patterns of three groups were found to be significantly different .

source : Buch M.B. (ed.) (1997), Fifth survey of Educational Research, New Delhi: NCERT

2.4.0 FOREIGN STUDIES

Mckenzie: (1980) carried out two fold study to see the effect of value clarification intervention with moral dilemma on moral reasoning and development of self concept within English curriculum The data were collected using issue test and the Tennessee self concept scale. It was found that combination of value clarification strategies and discussion on moral dilemmas has no significant effect on total positive self concept .

source: w.w.w springerlink. com

Una Mae Lange Reck (1980) conducted a research with **objectives:** To study the ability of schools to enhance student self-concept either as a means to the end of academic achievement

or as an educational end itself . The sample was consisted of 86 rural Appalachian and 80 urban Non Apalachian sixth graders The data were collected by using the Piers Harris CSCS. **The Findings were:** The rural Appalachian children possess a significantly more negative self concept, particularly in school related and intellectual activities than urban children.

Source : w.w.w springerlink. com

George L. Zieman and Gerald P. Benison shaded the role of self esteem and social values in delinquency . value orientation and self esteem were assessed using an individually administered test battery with male delinquent , marginal and non delinquents . No Value orientation on value or overall self –esteem differences were found ,

Source: www. Springer link .com

Linda A, Jackson, Carrole N. Hodge and Julie M, Ingram (1994) examined gender differences in overall self evaluation and in specific dimensions of self concept in primary white Caucasian college and H.S. students , **findings** indicated gender differences in overall self evaluation that favoured males, and gender differences in specific self concept dimensions that were consistent with gender stereotypes .

Source: w.w.w springerlink. com

Patricia L. smith and Ellwood F. Oakley III (1997) studied gender related differences in ethical and social value of business student . **The findings were :** The significant differences in male and female responses concerning ethics in social and personal relationships were found .

Source: w.w.w springerlink. com

2.5.0 summary of the related studies:

1. In maximum no of studies, gender differences in self concept was found. while some studies showed that gender difference did not affect self – concept .
2. Changing value patterns were found in different type of schools like Navodaya Vidyalayas ,KVS, Missionaries and govt. schools.
3. Theoretical, religious, aesthetic values are found different for male and females.
4. In some studies no significant effect of value on self concept while in other self – Concept is found positively affected by values for Boys and girls self concept was found related with different type of values.
5. In some studies rural students showed negative self concept and high social and moral values. While in others no significant differences have been found in rural and urban students regarding personality traits and values
6. self–concept profile of different type of schools differ significantly.

From the related studies mentioned above it can be inferred that there exist a variance in the results with no consistency regarding the finding related to the different variables covered in all the studies from time to time. In this fast changing world, students require the positive concept of self and a high concern for society. Hence, the investigator is interested to study the correlation between social values and self concept.

2.6.0 DOCUMENTATION

1. Best, J.W. and Khan, James V. (2006), Research in Education, Dorling Kindersley (India) Pvt. Ltd. south Asia, P.S.
2. WWW. springerlink.com.