

**A STUDY OF SOCIAL VALUES AND SELF-CONCEPT OF
SECONDARY STUDENTS OF SHAJAPUR TEHSIL**

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

A DISSERTATION

Submitted In Partial Fulfillment of the

Requirement for the Degree

Of

MASTER OF EDUCATION (R.I.E.)

To

BARKATULLAH UNIVERSITY, BHOPAL

2008- 2009

Supervisor

**Dr. Ratnamala Arya
Senior Lecturer in Education**

Investigator

**Punam Mehta
M.Ed. (R.I.E.)**

REGIONAL INSTITUTE OF EDUCATION, BHOPAL

(National Council of Education Research and Training)

A STUDY OF SOCIAL VALUES AND SELF-CONCEPT OF
SECONDARY STUDENTS OF SHAJAPUR TEHSIL

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

A DISSERTATION

D-277

Submitted In Partial Fulfillment of the

Requirement for the Degree

Of

MASTER OF EDUCATION (R.I.E.)

To

BARKATULLAH UNIVERSITY, BHOPAL

2008- 2009

Supervisor

Dr. Ratnamala Arya

Senior Lecturer in Education

Investigator

Punam Mehta

M.Ed. (R.I.E.)

REGIONAL INSTITUTE OF EDUCATION, BHOPAL

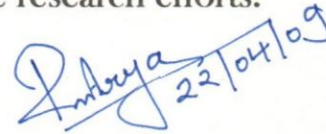
(National Council of Education Research and Training)

CERTIFICATE

This is to certify that Mrs. Punam Mehta, a student of M.Ed. (RIE) Course in the year 2008-09 of Regional Institute of Education, Bhopal has worked under my guidance. Her dissertation "A study of social value and self- concept of secondary student of Shajapur Tehsil", is original and worthy of presentation in partial fulfillment for the requirement of Degree of Master of Education (RIE) of Barktullah University ,Bhopal (M.P.). The present study is an outcome of her sincere research efforts.

Date: 22/04/09

Place: Bhopal

 22/04/09

Dr. RatnaMala Arya
Lecturer in Education
R.I.E., Bhopal

DECLARATION

I do hereby declare that this study entitled" A study of Social Values and Self-concept of secondary students of Shajapur Tehsil ", has been undertaken by me in the partial fulfillment of the requirement for the Degree of Master of Education (RIE). I have completed this piece of research work under the guidance of Dr. RatnaMala Arya, Senior Lecturer in Education, Regional Institute of Education, Bhopal. I further declare that this dissertation has not been submitted earlier by me or by others for any degree either in the Barkatullah University or any other University.

Date: 22/04/09

Place: Bhopal

Mehta
Punam Mehta
M.Ed. (RIE)
RIE, Bhopal

ACKNOWLEDGEMENT

I owe a sincere debt of gratitude to my research guide Dr. **Ratnamala Arya**, Senior Lecturer in education, RIE, Bhopal who has been an indispensable source of motivation and inspiration of my research work. She has left no stone unturned in improving the quality of this work through her critical feedback and constructive support at all stages of the research work.

I am extremely thankful to **Dr. A.B. Saxena** (Principal), **Shri V.K. Sunwani** (Dean), **Dr. S.K. Goyal** (H.O.D.) and **Dr. G.N.P. Shrivastava** (Former H.O.D.) for providing the necessary facilities.

I am also thankful to all staff members of education department, library staff, RIE, Bhopal, for their cordial help and co-operation. I am also thankful to the organizer of research seminar (every Friday) Which helped in clearing the doubts about research methodology . As a final note, my special thanks to my parents, my husband and my friends who had to sacrifice a lot due to my research work and their support at all stages of the study without which it was very difficult for me to complete this work.

Date: 22/04/09

Place: Bhopal

Punam
Punam Mehta
M.Ed. (RIE)
R.I.E. Bhopal

TABLE OF CONTENTS

S.N.	Contents	Page No.
	CERTIFICATE	I
	DECLARATION	II
	ACKNOWLEDGEMENT	III
	<i>Chapter I</i>	
	<i>Conceptual Frame work</i>	
1.1.0	OVERVIEW	2
1.2.0	BACKGROUND OF THE STUDY	2-4
1.3.0	VALUES	4-11
1.4.0	SELF- CONCEPT	11-14
1.5.0	NEED AND SIGNIFICANCE OF THE STUDY	14-15
1.6.0	STATEMENT OF THE PROBLEM	15
1.7.0	DEFINING THE KEY TERMS	15-16
1.8.0	OBJECTIVES OF THE PROBLEM	16-17
1.9.0	HYPOTHESIS OF THE PROBLEM	17
1.10.0	DELIMITATIONS	18
1.11.0	DOCUMENTATION	18
	<i>Chapter II</i>	
2.1.0	OVERVIEW	20
2.2.0	THE "WHY" OF THE REVIEW	20
2.3.0	INDIAN STUDIES	20-27
2.4.0	FOREIGN STUDIES	27-28
2.5.0	SUMMARY	29
2.6.0	DOCUMENTATION	30
	<i>Chapter III</i>	
	<i>METHODOLOGY</i>	
3.1.0	OVERVIEW	32

3.2.0	DESIGN OF THE STUDY	32-33
3.3.0	VARIABLES	33
3.4.0	POPULATION AND SAMPLE	34-35
3.5.0	INSTRUMENTATION	35-40
3.6.0	STATISTICAL TECHNIQUES	40
3.7.0	DOCUMENTATION	40
	Chapter IV	
	DATA ANALYSIS	
4.1.0	OVERVIEW	42
4.2.0	RELATIONSHIP BETWEEN SOCIAL VALUE AND SELF-CONCEPT	42-44
4.2.1	Relationship of social value with total self-concept and with components of self-concept	
4.2.2	Relationship among different components of self-concept	
4.3.0	INFLUENCE AND INTERACTION OF GENDER AND AREA ON SELF CONCEPT.	44-46
4.3.1	Influence of gender on self –concept.	
4.3.2	Influence of area on self-concept	
4.3.3	Influence and Interaction of gender and area on self-concept	
4.4.0	INFLUENCE AND INTERACTION OF GENDER AND AREA ON SOCIAL VALUES	47-49
4.4.1	Influence of gender on Social value	
4.4.2	Influence of area on Social value	
4.4.3	Influence and Interaction of gender and area on Social value	
4.5.0	INFLUENCE AND INTERACTION OF GENDER AND TYPE OF SCHOOL ON SELF-CONCEPT.	49-51
4.5.1	Influence of type of school on self-concept	
4.5.2	Influence and Interaction of gender and type of school on self-concept	

4.6.0	INFLUENCE AND INTERACTION OF TYPE SCHOOL ON SOCIAL VALUES.	51-52
4.6.1	Influence of type of school on social values	
4.6.2	Influence and Interaction of gender and type of school on social values	
4.7.0	INFLUENCE AND INTERACTION OF AREA AND TYPE OF SCHOOL ON SELF CONCEPT .	52-54
4.7.1	Influence and interaction of area and type of school on self concept.	
4.8.0	INFLUENCE AND INTERACTION OF AREA AND TYPE OF SCHOOL ON SOCIAL VALUES .	54-55
4.8.1	Influence and interaction of area and type of school on social values	
4.9.0	INFLUENCE AND INTERACTION OF AREA AND TYPE OF SCHOOL ON SOCIAL VALUE.	55-61
4.9.1	Relationship between social value and self-concept	
4.9.2	Relationships among different component of self-concept.	
4.9.3	Influence and interaction of gender and area on self concept.	
4.9.4	Influence and interaction of gender and area on social values	
4.9.5	Influence and interaction of gender and type of school on self-concept.	
4.9.6	Influence and interaction of type school on social values.	
4.9.7	Influence and interaction of area and type of school on social values.	
4.9.8	Influence and interaction of area and type of school on social value.	
4.10.0	FINDINGS	61-63
	Chapter V	
	SUMMARY	

5.1.0	OVERVIEW	65
5.2.0	INTRODUCTION	65-66
5.3.0	PROBLEM RESTATED	66
5.4.0	DEFINING THE KEY TERMS	67
5.5.0	OBJECTIVES	67-68
5.6.0	HYPOTHESIS	68-69
5.7.0	DESIGN OF THE STUDY	69
5.8.0	VARIABLES	69
5.9.0	POPULATION AND SAMPLE	69
5.10.0	INSTRUMENTATION	70-71
5.11.0	STATISTICAL TECHNIQUES USED	71
5.12.0	FINDINGS	71-73
5.13.0	EDUCATIONAL IMPLICATION	73-74
5.14.0	LIMITATIONS OF THE STUDY	74
5.15.0	SCOPE OF FURTHER RESEARCH	74-75
	BIBLIOGRAPHY	
	APPENDICES	
	APPENDIX-I	
	SOCIAL VALUE QUESTIONNAIRE	
	APPENDIX-II	
	CHILDREN SELF CONCEPT SCALE	

LIST OF TABLES

S.N.	Contents	Page No.
3.1	Gender wise distribution of sample	34
3.2	Tool wise developer, target group, language reliability and validity.	35
3.3	Component of self concept	38

3.4	Component of Social value Questionnaire	38
4.1	Summary of correlation are between social values and self concept.	43
4.2	Summary of 2x2 factorial design ANOVA for self concept (Interaction between gender and area)	45
4.3	Summary of 2x2 factorial design ANOVA for social values (Interaction between gender and area)	47
4.4	Summary of 2x2 factorial design ANOVA for self concept (Interaction between gender and type of school.)	49
4.5	Summary of 2x2 factorial design ANOVA for social values (Interaction between gender and type of school)	51
4.6	Summary of 2x2 factorial design ANOVA for self concept (Interaction between area and type of school)	53
4.7	Summary of 2x2 factorial design ANOVA for social values (Interaction between area and type of school)	55