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CHAPTER – V

SUMMARY

5.1.0   OVERVIEW

The detail of this study has already been presented in the earlier chapters. In the present chapter, the information of the present study has been given in short under headings like Introduction, problem restated, defining the key terms objectives, hypothesis, design , of the study, statistical techniques used, findings, educational Implications, limitations of the study and scope of further research.

5.2.0   INTRODUCTION

We are in an age of "GLOBAL DISASTER". Violence, terrorism, massive exploitation of nuclear resources and extensive use of nuclear weapons has spread out in almost all part of the globe. Due to unbalanced growth of science and technology, materialistic life is gaining more importance than Humanistic value. We are just forcing our children to get ready for mental fight but not for a social life. As a result We are going ahead on the path of economic development but at the same time we are lagging on the path of SELF life. It is quite surprising that school going children are involved in destructive activities. Values are continuously deteriorating in the society.

It simply implies that throughout the society, there must be a positive environment for developing self esteem and thus self concept of the student. We are in need of value education which demands for all the true concept and role of self. The role of education in understanding and developing the SELF in relation to others and divine SELF itself encapsulate the

essence of values. **Kulshreshtha R. (1983)** showed that value orientation has positive affinity with self concept among adolescents. **Linda A Jackson, Carrole N. Hodge and Julie M. Ingram** (1994) found that gender significantly influence the self- concept and boys have higher self – concept them girls while **Saraswat** (1982) found that girls have higher self concept than boys. The finding of different researches does not match. **Patricia L. Smith and Ellwood F. Oakley** found that gender significantly influence the social values. **Dadu, P.** (1982) found that social values are not independent of interaction of gender and area. Avanija (1995) found that self concept profile of Navodaya Vidyalaya student is better than government school student. Sambhi, P (1989) found that type of school significantly influence the social values. In some studies rurals Students showed negative self- concept while in others no significant difference have been found in rural and urban students in this aspect. Boys and girls self concept was found related with different type of values. In most of the studies gender differences in self- concept was found while in some studies gender difference is not found significantly related with self-concept. Thus there exist a variance in the results with no consistency regarding the findings related to different variables covered in all the studies from time to time. Hence the present studies have been taken up by the researcher.

5.3.0 PROBLEM RESTATED

The problem was worded as given below:

" A study of social values and self- concept of secondary student of Shajapur Tehsil".

5.4.0 DEFINING THE KEY TERMS

1. **Self- Concept** – "Self concept is organized, cognitive, unitary configuration of conscious perception, concept and evaluation of individual of his self as he actually is (perceived self) as others are supposed to see him (other self), and as he would most likely to be (Ideal self)" **Zehran**

2. **Social Values-** Social values means concerning the responsibility and the contribution towards the society and its well being.

3. **Rural Area-** An area outside the cities and towns.

4. **Urban Area -** A geographical area consisting a city or town.

5. **Government School** – A secondary or elementary school run and supported by government.

6. **Non government schools-** A secondary or elementary school run and supported by private individuals or a corporation rather than by government.

7. **Gender:** the fact of being male or female.

5.5.0 OBJECTIVES:-

The following were the objectives of this study:

1. To study the relationship between the social values and self-concept of the secondary students. (correlation 'r')

2. To study the influence and interaction of gender and area on self-concept. (2x2 factorial design ANOVA of unequal cell size)

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3. To study the influence and interaction of gender and area on social values. (2x2 factorial design ANOVA of unequal cell size)

4. To study the influence and interaction of gender and type of **school on self-concept.** (2x2 factorial design ANOVA of unequal cell size)

5. To study the influence and interaction of gender and type of school on social values. (2x2 factorial design ANOVA of unequal cell size)

6. To study the influence and interaction of area and type of schools on self-concept. (2x2 factorial design ANOVA of unequal cell size)

7. To study the influence and interaction of area and type of schools on social values. (2x2 factorial design ANOVA of unequal cell size)

5.6.0 HYPOTHESIS

The following were the hypothesis of the study:

1. There is no significant relationship between social values and self- concept.

2. (a) There is no significant influence of gender on self- concept.
   (b) There is no significant influence of area on self- concept.
   (c) There is no significant interaction of gender and area on self-concept.

3. (a) There is no significant influence of gender on social values.
   (b) There is no significant influence of area on social values.
   (c) There is no significant interaction of gender and area on social values.

4. (a) There is no significant influence of type of school on self-concept.

   (b) There is no interaction of gender and type of school on self-concept.

5. (a) There is no significant influence of type of schools on social values.

6. There is no significant interaction of area and type of school on self-concept.

7. There is no significant interaction of area and type of schools on social values.

5.7.0 DESIGN OF THE STUDY: In the present study, **survey design** was used.

5.8.0 VARIABLES: In the present study the nature of variables vary according the objective

➤ In the first objective both social values and self-concept were considered as Independent variables.

➤ In the second, fourth and sixth objectives the dependent variable was self-concept while independent variables were area, gender and type of schools.

➤ In the third, fifth and seventh objectives the dependent variable was social values while independent variables were area, gender and type of schools.

5.9.0 POPULATION AND SAMPLE:

The students of IX grade studying in Higher Secondary schools of Shajapur Tehsil of M.P. constituted the population of the study. The sample comprising of 126 students (69 boys and 57 girls) were selected by employing Random sampling method the sample was representative of gender area type of schools. Sample details are given in table 3.1.

5.10.0 INSTRUMENTATION:- Out of all the available tools for collecting data for the self- concept 'the investigator chose the children self concept scale (CSCS) developed by **Dr. S.P. Ahluwalia.** The reason for selecting this particular tool was that out of all the available tools, this was the only one pertaining to the study undertaken by the investigator. In the study, the investigator had taken secondary students into consideration. Therefore the tool developed by **Dr. S.P. Ahluwalia** was suitable as per the requirement of the study. Its split-half reliability coefficient was found 0.74 (for mates) and 0.79 for (females) of Higher secondary school (average age of sample 14.5 yrs). Content validity, face validity, concurrent validity, factorial validity was established for the tool. The items are scared through scoring stencil. One score is to be awarded to each statement other for 'Yes' or 'No' as described in table 3.3, CSCS measures self- concept in 6 areas: Behaviour; intellectual and school status; Physical appearances and attributes; Anxiety; Popularity: Happiness and satisfaction, only 15 to 20 minutes are required to administer the test.

As standard tool for measuring social values was not available so the investigator development the tool. It has 30 items on 5 social values: cooperation (item no. 1, 6,13, 18, 23, 20*); Non violence (2, 7, 10, 21, 15*, 26*); kindness and sympathy (3, 8, 14, 16, 22, 25); Honesty (11, 27, 30, 4*, 19*, 24*); Tolerance (5, 12, 17, 9*, 28*, 29*) .Here * denotes negative statements. There are 6 items for each social value. Test-retest reliability coefficient was found 0.658. Face validity, content validity and concurrent validity was being established by the investigator. Only 10 to 15 minutes are required to administer the test as it is a 5 point rating scale so positive statement should be scored as 5, 4, 3, 2, 1 for strongly

agree, agree, neutral, disagree and strongly disagree respectively while negative statement should be scored as 1, 2, 3, 4, 5 for strongly agree, agree, neutral disagree and strongly disagree respectively.

5.11.0 STATISTICAL TECHNIQUES USED.

➤ Correlation between social values and self- concept was found with the help of product moment correlation.

➤ While the interaction effect of different variables on social values and self- concept was analyzed with the help of 2x2 factorial designs **ANOVA** of unequal cell size.

5.12.0 FINDINGS

The following were the findings of the present study :-

1. (a) Social values and self-concept of secondary students was found highly correlated (Positive correlation)

   (b) Social values were found significantly correlated with physical appearance and attributes; Happiness and satisfaction; Anxiety; intellectual and school status. Which are 4 areas of self-concept.

   (c) Social value were not found significantly correlated with two areas of self concept (popularity and Behaviour) .

   (d) Self concept was found significantly correlated with physical appearance and attributes; Anxiety; Happiness and satisfaction; popularity.

   (e) Self concept was not found significantly correlated with behaviour; intellectual and school status.

2. (a) Self-concept of Boys was found higher than that of girls.

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(b) Self-concept of rural student was found lower than urban students.

(c) Self-concept of secondary students was found independent of the interaction between gender and area.

3. (a) Social values of girls was not found significant different than that of boys.

(b) Social values of rural students was not found significantly different than that of urban students.

(c) Social values of secondary students was found independent of the interaction between gender and area.

4. (a) Self-concept of government schools students was found lower than that of non government schools students.

(b) Self-concept of secondary student was found to be independent of interaction between gender and type of school.

5. (a) Social values were found significantly influenced by type of school.

(b) Social values of secondary student was found to be independent of interaction between gender and type of schools.

6. (a) Self –concept of secondary student was not found to be independent of area and type of school.

(b) Urban students of government schools have lower self-concept than urban students of non government schools.

(c) Rural students of government schools have lower self-concept than rural students of non government schools.

(d) Urban students of government schools have higher self-concept than rural student of government schools.

(e) Urban students of non government schools have higher self- concept than rural student of non government schools.

7. (a) Social values of secondary student was found to be dependent on interaction between area and type of school.

(b) Urban students of government schools have higher self-concept than Urban students of non government schools.

(c) Rural students of government schools have lower self-concept than rural students of non government schools.

(d) Urban students of government schools have higher self-concept than rural students of government schools.

(e) Urban students of non government schools have lower self-concept than rural students of non government schools.

5.13.0 EDUCATIONAL IMPLICATIONS.

Present study revealed that social values and self concept are positively correlated. It will help the society members, school administrators teachers, parents to understand and orient the concept of self of children to develop a positive sense towards the society. It will also help the policy maker, curriculum designer, while planning to prepare child as a self- reliant person with high concern for society.

Since self-concept of student was found independent of interaction of gender and area; gender and types of school, and the social values was found independent of interaction between gender and area; gender and type of schools. Thus school authorities may plan different activities keeping these findings in view and can help students to achieve a higher self concept which in turns leads to social values of higher order.

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The social values and self-concept were found to be dependent on interaction between area and type of schools. Therefore while deciding for value inculcation, this interaction must be kept in mind.

5.14.0 LIMITATIONS OF THE STUDY

1. Only the student of class IX were taken as a sample for the study.

2. The research was conducted in four schools situated in Shajapur Tehsil.

3. Standard tool for social value was not available so investigator has constructed the tool.

4. The sample was limited to 126 students only.

5. The social value tool was limited to measurement of five social values only.

5.15.0 SCOPE OF FURTHER RESEARCH

Looking to the constraints under which the study was conducted, the findings do not warrant wide generalizations. It is, therefore, felt that replication of this study on a larger sample, is requisite to arrive at precise results. However studies may be undertaken on the following topics and themes.

1. The present study is restricted to major variables: area, type of school and gender, other variables like age, SES, course stream, parents education, etc' can be opted for further research.

2. The study can be done on a large sample.

3. As study is restricted to Shajapur Tehsil only, can be extended to different places.

4. The present investigation has taken the sample of IX grade students. The sample of different grades can be taken.

5. A comparative study can be conducted among missionaries schools, Navodaya schools, central schools.

6. Only five dimensions of social values have been considered in the present study. Other dimensions of social values can be taken for further studies.

7. A comparative study can be conducted on the same topic for delinquent, backward and handicapped children.

8. Same study can be conducted on Hr.Sec. students, college students and employees.

9. For standardization of social value tool, reliability and validity can be established for further studies.