"A study of the influence of values on the self-concept of secondary level students"

Deepti Rai [1] Dr. (Mrs.) Pragya Jha [2]

[1] Researcher, Ph.D. Scholar, School of Education, MATS University, Raipur, Chhattisgarh.

[2] Research Guide, Professor, School of Education, MATS University, Raipur, Chhattisgarh.

Abstract

Summary - The perception or thoughts developed by any person about himself and his abilities, capabilities etc. are known as self-concept. As the child grows up, he develops an understanding of himself. This identity reflects the relation of the person with various social groups. It includes the religion of the person, the area of residence, local group etc. As the person interacts with the society, his self-concept gradually develops. It can be both positive and negative. This identity includes the name of the person, his special abilities and characteristics. All these make the person different from others. The decisions that the person takes regarding his abilities and capabilities come under self-esteem. It is at different levels in every person. In whichever of these areas the child's self-concept (self-esteem) is at a high level, he performs well in that area. If the child's self-esteem is low in all these areas, then that child remains stressed or anxious. Such children often become victims of depression and start taking drugs or get involved in anti-social activities.

Keywords:- Secondary level, self concept, values, student.

Introduction:- The self-concept is made up of a self-schema, and interacts with self-esteem, self-knowledge, and the social self to form the self as a whole. It includes future selves where past, present, and future selves represent individuals' ideas of what they might become, what they want to become, or what they are afraid of becoming. Possible selves can act as incentives for certain behaviors. The self-concept is our total image. It is our overall picture of our abilities and qualities. It is basically the cognitive construct that determines

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how we feel about ourselves and guides our actions. The self-concept is a person's description and evaluation of themselves, including psychological and physical characteristics, traits, skills, roles, etc. The self-concept contributes to the person's sense of identity over time.

The temporal self-evaluation theory argues a tendency for people to distance themselves from their negative self and maintain a positive self-evaluation by paying more attention to their positive one. In addition, people have a tendency to experience themselves as valid. Psychologists Carl Rogers and Abraham Maslow are known for establishing the concept of self-concept. According to Rogers, everyone strives to reach the "ideal self". Rogers also argues that mentally healthy people actively move away from roles created by the expectations of others, and instead seek validation within themselves. They are afraid to accept their own experiences as valid, so they try to distort them, either to protect themselves or to win approval from others.

A society, nation and individual are identified by their values. Value education develops moral values in us. It develops our personality along with learning. American psychologist Lawrence Kohlberg believed that children need to live in an environment that allows for open and public discussion of day-to-day conflicts. The importance of Value Education is helpful in our personality development and develops the qualities of a student. It also tells us the importance of discipline in our life. Not only this, it develops the ability to understand the importance of time in us. Understanding the importance of sports also plays a major role in understanding value education and personality development in an interesting way.

Self-Concept - Self-Categorization Theory developed by John Turner Self-concept consists of at least two "levels": a personal identity and a social identity. In other words, a self-evaluation depends on self-views and how they are experienced. Self-concept can alternate rapidly between personal and social

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identity. Assessing their status among their peers helps children integrate social identity into their self-concept in elementary school. As early as age 5, children's sense of acceptance from their friends affects their behavior and academic success. As children grow older, what continues to develop in them is a fundamental cognitive part of the self, known as the self-concept. The self-concept is a knowledge representation that includes knowledge about ourselves, including our personality traits, physical characteristics, abilities, values, goals, and roles, as well as the knowledge that we exist as individuals.

The specific content of our self-concept powerfully influences the way we process information related to ourselves. But how can we measure that specific content? One way is to use self-report tests. One of these deceptively simple yet diverse measures has been widely used by many scientists to get a picture of self-concept (Reis & Nicholson, 1994). All 20 items in the measure are exactly the same, but the individual is asked to fill in a different response for each statement. This self-report measure, known as the Twenty Statements Test (TST), can reveal a lot about a person because it is designed to measure the most accessible—and thus most important—parts of a person's self-concept.

Physical features are an important component of self-concept, and they are mentioned by many people when they describe themselves. Our physical features are important to our self-concept because we feel that other people use them to judge us. People often list physical features that make them different from others in positive or negative ways.

The second aspect of self-concept related to personal characteristics is made up of personality traits. Distinctive and stable personality characteristics that describe a person. These individual differences are important determinants of behavior, and this aspect of the self-concept varies among people. The remainder of the self-concept refers to its more external, social components.

These are an important part of the self-concept because they provide us with our social identity—our sense of self that includes our belonging in social groups.

Values - Values are entirely related to the mind. The real value is the fulfilment of a desire, the means by which that desire is fulfilled is only the means. Values are always related to experience, not to any object. Expressing one's educational objectives is actually expressing one's educational values. Values are those standards of conduct, beauty, skill or importance which people support, live by and maintain. Values are those ideals, beliefs or standards which are accepted by the society or most of the members of the society. Values are those which satisfy human desires. Desires themselves have no value. Values are the things which satisfy desires. Happiness is achieved by the fulfilment of desires. Hence, there is a feeling of value in the feeling of happiness. The values established in any society do not develop in a short time but long experiences are required for their formation. As a result of long experiences, various principles, beliefs, ideals, morals, models and practical standards are established in the society. Values are accepted by the society. Values are generally the various norms present in a society under which social ideals, practical norms, moral rules, principles etc. are included and accepted. These values have been generally accepted and given importance by the individual. Every individual performs practical activities in the society on the basis of values. Values control and guide his behaviour. In this way, values determine behaviour in the society. A person actively participates in various activities like economic, social, cultural, religious and political etc. Values develop from this participation.

Justification and importance of the study - When a system does not match the circumstances and requirements, then changing that system is necessary for the progress of the society. With this ideology, the need for change in the educational aspirations and self-concept of the students was felt.

- Developing personality development programmes for the students.

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- Increasing the self-concept of the students.

- Developing achievement tests for both experimental and control groups.

- Determining various programmes for increasing educational values among the students. ꙅ To fulfill educational aspirations through skill testing after teaching through traditional teaching.

The data obtained from the study will present a background of personality development, creativity and problem solving of students studying in secondary schools in different areas, on the basis of which educationists and education policy makers will be helped in studying the impact of self-concept, educational aspirations and values in economic and educational terms and to prepare a format so that necessary counseling related to values can be provided to the students in future.

Objective of the study:-

1. To do a correlational study of moral values of secondary school students and their self-concept.

2. To do a correlational study of the dimensions of moral values of secondary school students, honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness and their self-concept.

3. To study the impact of the dimensions of moral values of secondary school students, honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness on their self-concept.

Hypothesis of the study:-

H_{01} The moral values of the students of secondary schools will not have a significant effect on their self-concept.

H_{02} The dimensions of moral values of the students of secondary schools, honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness will not have a significant effect on their self-concept.

Area of study:- The area of the present research study is Raipur district of Chhattisgarh state.

Method of study:- Survey method has been used in the present research study.

Sample:- For the present research study, 600 students studying in secondary schools operating in Raipur district have been selected. Different areas have been selected for the students of secondary schools in Raipur district. Different urban and rural areas related to Raipur district are included for work under this district. The selection of sample in the study was done using purposive homogeneous sampling method.

Verification of hypothesis:- According to hypothesis H_{01}, the moral values of the students of secondary schools will not have a significant effect on their self-concept. This hypothesis was verified by calculating the correlation coefficient between the two variables using Pearson's formula. The value of the correlation coefficient is given in Table 1.

Table No. 1

Correlation coefficient between moral values and self-concept of secondary school students

Variable	**Number** (N)	'r'
Moral Values	600	0.371, p<.01
Self Concept	600	

r(df=598) at .05 level 0.07 and 0.10 at .01 level

The value of Pearson correlation coefficient t = 0.371 obtained from calculation in Table 1 is proved at 0.01 level of significance which shows a

positive correlation between moral values and self-concept of secondary school students.

It is clear from the correlation coefficient between the two variables that promotion of moral values also increases the self-concept of secondary school students.

Thus, those secondary school students who give more importance to moral values also have a higher level of self-concept.

To understand the effect of moral values on the self-concept of secondary school students, the coefficient of determination (CPI(R)) was calculated from the diagram (Diagram 4.5).

In diagram 4.5, the value of coefficient of determination (R) is 0.137, hence, moral values are causing 13.7% variability in the self-concept of students. On this basis, it can be assumed that the moral values of students have a positive but weak correlation with their self-concept.

Diagram No. 1

Diagram between moral values and self-concept of secondary school students
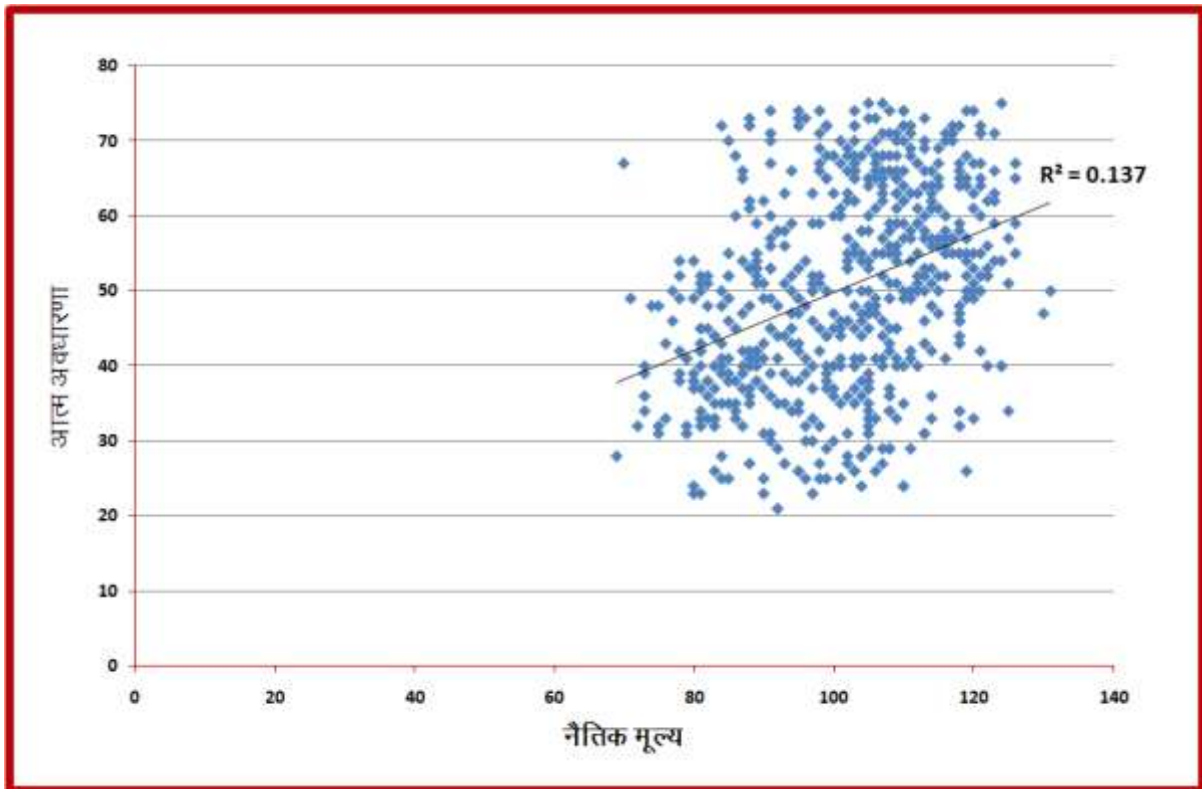
In view of this result, Hypothesis 1 that moral values of secondary school students will not have a significant effect on their self-concept is rejected.

According to Hypothesis 2, the dimensions of moral values of secondary school students, honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness will not have a significant effect on their self-concept. This hypothesis was verified by calculating the correlation coefficient between the two variables using Pearson's formula. The value of the correlation coefficient is given in Table 2.

Table No. 2

Calculation of correlation coefficient between the dimensions of moral values of secondary school students and self-concept

Dimensions of Moral Values	Number (N)	Self Concept
Honesty	600	r = .255, p<.01
Love	600	r =.206, p<.01
Helpfulness	600	r =.196, p<.01

Courage	600	r =.191, p<.01
Good manners	600	r =.158, p<.01
Faithfulness	600	r =.235, p<.01
Discipline	600	r =.240, p<.01
Cleanliness	600	r =.186, p<.01

r(df=598) at .05 level 0.07 and 0.10 at .01 level

The following facts are confirmed by the observation of Table 2 -

- The value of Pearson correlation coefficient = 0.255 obtained from the calculation in Table 2 is proved at the significance level of 0.01, which shows a positive correlation between honesty and self-concept, the dimension of moral values of secondary school students. Honesty as a moral value positively affects the self-concept of students by promoting the feeling of integrity and authenticity. The quality of honesty creates a positive self-image in students on the basis of reliability, due to which the self-concept of students also gets enhanced by the enhancement of this dimension.

- The value of Pearson correlation coefficient = 0.206 obtained from the calculation in Table 2 is proved at the significance level of 0.01, which shows a positive correlation between affection and self-concept, the dimension of moral values of secondary school students. Affection enhances the self-concept of students by increasing their sense of self-worth. When students receive love from family, classmates and teachers, they feel respected and their self-concept is enhanced in this nurturing environment.

- The Pearson correlation coefficient (P = 0.196) obtained from Table 2 is significant at 0.01 level of significance, which indicates a positive correlation between the moral value dimension of benevolence and self-concept of secondary school students. Beneficence develops in students a sense of purpose, self-esteem and attachment. When students engage in helping behaviour, they

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feel the satisfaction of having a positive impact on others, which also develops their self-concept.

- The Pearson correlation coefficient (P = 0.191) obtained from Table 2 is significant at 0.01 level of significance, which indicates a positive correlation between the moral value dimension of courage and self-concept of secondary school students. Courage is a trait of self-confidence and efficacy in students. When students have the courage to face challenges boldly, they also develop a tendency to believe in their own abilities. This quality of facing difficulties also develops their self-concept.

- The value of Pearson correlation coefficient = 0.158 obtained from the calculation in Table 2 is proved at 0.01 level of significance which shows a positive correlation between the dimension of moral values of secondary school students, culture and self-concept. Good values strengthen the self-concept of students by promoting positive self-image and strengthening social relationships. When students practice good behaviour, they get positive feedback and recognition from their classmates, teachers and society, which also improves their self-concept.

- The value of Pearson correlation coefficient d = 0.235 obtained from Table 2 is significant at 0.01 level of significance indicating a positive correlation between the dimension of moral values discipline and self-concept of secondary school students. The loyal and dedicated students have higher commitment towards academic activities which also indicates a sense of determination to fulfill their educational aspirations. Integrity as a moral value affects the self-concept of students because when students are consistently loyal in relationships and commitments, their self-esteem increases which is also reflected in their better self-concept.

- The value of Pearson correlation coefficient d = 0.240 obtained from Table 2 is significant at 0.01 level of significance indicating a positive correlation

between the dimension of moral values discipline and self-concept of secondary school students. Discipline reflects a sense of responsibility and self-control which play an important role in shaping self-concept. When students behave in a disciplined manner, it helps them in setting goals and also continuously improves their academic achievement which is reflected in their better self-concept.

- The value of Pearson correlation coefficient = 0.186 obtained from calculation in Table 2 is proved at 0.01 level of significance which shows a positive correlation between cleanliness and self-concept of secondary school students in the dimension of moral values. Self-responsibility towards cleanliness and being aware of the many benefits associated with it is a part of self-concept. When students consider it their responsibility to keep the environment around them and public places clean, it reflects their sense of responsibility towards the society which is an integral component of self-concept.

In view of this result, Hypothesis 02 that the dimensions of moral values of secondary school students such as honesty, affection, benevolence, courage, civility, loyalty, discipline and cleanliness will not have a significant effect on their self-concept is rejected.

Findings of the hypothesis: Higher moral values among students studying in secondary schools are associated with higher educational aspirations and more positive self-concept, indicating the importance of moral education in promoting students' educational aspirations and self-concept in secondary schools.

Suggestion –

1. Assessment of the effect of personality of secondary school students on their educational aspirations is possible in the future.

2. Assessment of the effect of teaching effectiveness on the educational aspirations of secondary school students is possible in the future.

3. Assessment of the effect of mental health on the self-concept of secondary school students is possible in the future.

4. Assessment of the effect of medium of instruction on the self-concept of secondary school students is possible in the future.

5. Assessment of the effect of cognitive skills on the educational aspirations and self-concept of secondary school students is possible in the future.

6. Assessment of the effect of cultural environment on the educational aspirations and self-concept of secondary school students is possible in the future.

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