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EFFECT OF VALUE BASED INTERVENTION PROGRAM ON SELF CONCEPT OF ADOLESCENTS

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ABSTRACT

The present study was undertaken to investigate the effect of value based intervention program (VBIP) on emotional intelligence of adolescents. To achieve this objective, Value Based Intervention Program for 9th class students named as Touch the light Educational program, which is developed by Rajyoga Education and Research foundation, youth wing (Mount Abu) Rajasthan world spiritual University and Self-Concept Questionnaire (2005) were used. 240 adolescents of IX class from senior secondary schools located in urban and rural area in Ludhiana district of Punjab were taken as sample. The present had an experimental design, included an experimental group (n=120) and a control group (n=120) and used pre-test and post-test measures. The sample was equally categorized in experimental and control group on the basis of value scale. Statistical differences have been found in favour of the experimental group. The finding of study revealed that there was significant difference in self- concept of adolescents treated with Value Based Intervention Program (VBIP). These results strongly support the effectiveness of Value Based Intervention to enhance self-concept of adolescents.

KEYWORDS: Value Based Intervention

Program (VBIP), Self-Concept, Adolescents.

INTRODUCTION

Over the past decades since the inception of our modern school and collegiate system, educators, parents and students have realized there is an area of insufficiency in the system we have instituted. Although academic subjects may be thoughtfully planned and courses have been structured for the maximal suitability and benefit of our youth for career purposes, the topic of personal behavior and

attitudes has not been given due importance or emphasis in educational curriculum. The assumption has been that children imbibe all the values and ethics they need from their home lives. However, as a nation it is now realized the error in this assumption and there is widespread recognition of the need to talk about values in our educational system as they pertain to every sphere of life. Education system should be recognized with certain basic values for restoring harmony and poise human life (Pandya,



1959). Certain community or culturally based values may be relative, but there are attitudes and behaviors based on universal values that unquestionably contribute to the health, happiness and wealth of each person and the society as a whole.

Only a value-based education can give our youth the altruistic and benevolent sense of living for others. Human values and attitudes can be cultivated through education, because values are operative in man, character building is major aim of education. (Nigel, 2001).

The need of values in education have explicitly mentioned in NCERT Curriculum framework (2000), "Value education and education about religion would not form a separate subject of study or examination at any stage of the curriculum. These would be so judiciously integrated with all the subjects of study in the scholastic areas and all the activities and programs in the co-scholastic areas to achieve the objectives." (Jayalakshmi, 2001)

Schools around the world have stressed upon an all-around development of the students by implementing value educational programs. Yet it is a greatest challenge in education to teach how to imbibe values as it is different from imparting knowledge of mathematics or science. Now our young people need to have compassion, adaptability, moral courage, patience, and increased tolerance. (Cavazos, 2002) noted that teaching values in our schools is vital part for creating positive environment and for preparing children for the inevitable challenge and occasional pain of real-life decision making.

Sri Sathya Sai Institution of Education has been working with Human values and stressed on Education for Human Values (EHV) curriculum. In India, the impact of EHV in the 18 schools adopted by the Institute of Sri Sathya Sai Education at Mumbai showed that along with practice of human values taught, academic performance also improved. Children were very much influenced by value education and they had assimilated the values to a great extent (Reddy, 2006).

VALUE BASED INTERVENTION PROGRAM

Value based intervention program is named as Touch the light Educational program of Rajyoga Education and Research foundation Mount Abu, Rajasthan for the Development and Empowerment of adolescents. Value based intervention program is for the children under the age group of 11 to 16 especially studying in class 7th to 9th. This program is the training of heart that helps to develop the right feelings and emotions to create right atmosphere for modeling oneself. This program is a process of developing the human personality in all its dimensions i.e. intellectual, physical, social, emotional, ethical and moral.

The Content of Value based intervention program is based upon universally accepted four key values. (1) Values are- Honesty, Humility, Simplicity and Unity. (2) Development of inner Powers- Power to discriminate, Power to Accommodate, Power to Change and Enhancing the power of Imagination. (3) Development of Impressive Personality through positive life style, self-confidence, goal achievement and freedom from the fear of exam. (4) Values of life. (5) World of my dreams through Universal Brotherhood. (6) Complete Health and Art of living through Rajyoga. Value based intervention program helps us to understand self, manage self, take right decision, develop personality and expand human relations through the variety of activities and opportunities.

Adolescence being a phase of life characterized by rapid physical and psychological changes, development of adult mental process and a transition from socio-economic dependence towards relative independence need for special care.

Awareness and attainment of human values in individuals of society is possible only when adolescents will flourish to develop individual self-concept, emotional intelligence and spiritual intelligence. If these traits are helpful in development of human value then a question aroused in the mind of researcher that does value educational program affect self-concept?

To find out answer of this question researcher had taken this research work in hand.

Self-Concept

According to Kenneth and Irwin (2001) self-concept is the basic understanding of how we define

ourselves and the resources of information we use: reflected appraisals, social comparison and self-observation. Self-concept is theme around which revolve a large number of major aspects of the persons thoughts and feelings, strivings and hopes, fears and fantasies, his views of what he is, what he has been, what he might become and his attitudes pertaining to his worth. It is the cognitive-affective map on an individual which helps in understanding oneself especially during crises or chances.

Self-concept is the picture that a person has about himself. As the self-concept of an individual is raised, he/she develops the ability to see his/her mistake in a constructive manner and perceive them as building them and making more powerful in future. The term self-concept is used in the field of education, but it needs to be fully recognized and appreciated. Self-concept is of immense importance in education as it helps to make better achievements, as one's self-concept raises, the more is the individual in touch with oneself, the more able to take advantages of the opportunities that he/she have in life and reach greater level of achievements.

According to Saraswat and Gaur (1981) the individual's way of looking at himself and it signifies his way of thinking, feeling and behaving.

According to Lawrence (1996) self-concept as an individual's awareness of her/his own identity. There are three aspects of this concept: self-image (of what the person is), ideal self (what the person wants to be) and self-esteem (what the person feels about the discrepancy between what s/he is and what s/he would like to be).

According to Sanchez and Roda (2003) the self-concept as the set of knowledge and attitudes that we have about ourselves; the perceptions that the individual assigns to himself and characteristics or attributes that we use to describe ourselves.

REVIEW OF RELATED LITERATURE

Zameen (1982) made an attempt to study social, religious and moral values of students and their relationship with moral character traits and personality adjustment. The sample of 560 students (148 urban and 39 rural girls; and 249 urban and 124 rural boys) was selected. Tools used were Value Scale and Character Trait Questionnaire both prepared by the investigator; Major findings of the study were (1) among both the urban and rural samples, religious values were the strongest followed by moral values; the social values were the weakest. (2) The Means of the three values of the students of rural area were consistently higher than those of urban area, both in the case of boys and girls. (3) The Means of all the three values for the girls were higher than those of the boys

Kulshreshtha (1983) conducted a study on value orientation, interests and attitudes as correlates of self-concept among male and female adolescents. The findings were: 1. Value orientations affected the concept of self in adolescents. 2. Value orientation had a positive affinity with self-concept among male as well as female adolescents under different levels of interests

Kaur (2005) conducted a comparative study of value patterns of science and arts students. A sample of 200 students [100 science stream students (50 boys and 50 girls) and 100 arts stream students (50 boys and 50 girls)] of class 10+2 was taken from different schools of Amritsar city. Tool used was Value Test by Ojha. Findings of study were. (1) Boys and girls of science stream differed in their Economic and Social values (2) Boys and girls of arts stream differed their Theoretical value only.

Soriano, Franco and Sleeter (2011) analysed the effects of values education programme on the feelings of self-realisation, self-concept and self-esteem of Romany adolescents in southern Spain. An experimental group received a values education intervention but a control group did not. The self-realisation, self-concept and self-esteem of both groups were evaluated using the Self-Concept and Realisation Questionnaire. Statistical analyses showed the existence of significant differences between the experimental and control groups on the variables studied

Khera and Khosla (2012) investigated the relationship between self-concept and core life skills on selected randomly 500 adolescents studying in secondary classes of sarvodaya schools situated in south Delhi study revealed a positive co-relation between Core Affective Life Skill and self-concept of adolescents which means those who possess these essential skills are better confident in all aspects.

EMERGENCE OF THE PROBLEM

Today, the educationists are facing too many problems related with youth. Youth are not equipped with such knowledge that should enable them to be peaceful and happy under all circumstances and to face their problems without mental tension. The result is that an increasing number of students adopt unfair means to solve the problems of life and many are becoming drug-addicts. They have not an opportunity or role-model to acquire a set of values in life that should enable them to get through tests of life as persons of clear conscience and principles. This has led to many problems such as stress and a sort of crisis in human character. So, there is a great need for value-based education and value-orientation so that the crisis does not deepen and acquire the form of a social catastrophe.

Researches into human personality have given adequate evidence that the hard core of human conduct and character is formed during fourteen, sixteen or, at the most, eighteen year of life. If therefore, values are not cultivated during this formative period through education, the most valuable opportunity for human resource development has almost been lost.

India kept pace in science and technology with forward nations But we have shown slower pace in our value system even when we have a strong heritage of human values Now, Violence, negative thoughts, anti-social and immoral acts are seen everywhere.

Central Board of Secondary Education (CBSE) released a circular to all its affiliated schools on March 18, 2014 regarding Three Year Value Education-The Awakened Citizen Programme is to be implemented by the school. Teachers attended 3 days of training in 2014 and another 3 days of training in 2015 to be able to run the programme in schools.

However, from the review of related research literature, it is observed that very few studies have been conducted on the effect of Value based intervention program on self-concept.

OBJECTIVES OF THE STUDY

The study was carried out with the following objectives:

1. To investigate the significance difference in the mean gain scores of Self-concept of adolescents treated through value based intervention program with those of control group.
2. To find the significant difference in the mean gain scores of Self-concept of boys and girls of control group.
3. To find the significant difference in the mean gain scores of Self-concept of boys and girls treated through value based intervention program.
4. To find the significant difference in the mean gain scores of Self-concept of adolescents with rural and urban area background of control group.
5. To find the significant difference in the mean gain scores of Self-concept of adolescents with rural and urban area background treated through value based intervention program.

HYPOTHESES OF THE STUDY

The study was designed to test the following hypotheses:

1. There exists significant difference between the mean gain scores of self-concept of adolescents treated through value based intervention program and those of control group.
2. There exists significant difference between the mean gain scores of self-concept of adolescent boys and girls of control group.
3. There exists significant difference between the mean gain scores of self-concept of adolescent boys and girls of experimental group.
4. There exists significant difference between the mean gain scores of self-concept of adolescents belonging to urban and rural area of control group.
5. There exists significant difference between the mean gain scores of self-concept of adolescents belonging to urban and rural area of experimental group.

Sample

In the present study, sample of 240 students (boys and girls) of IX class was selected through the random sampling technique from two schools of Ludhiana district (Punjab), one school from urban area and other from rural area.

Tools

1. Value based intervention program for 9th class students named as Touch the light Educational program developed by Rajyoga Education and Research Foundation (Youth wing) Mount Abu, Rajasthan world spiritual University.
2. Values Assessment Scale (self-constructed) was developed by the investigator to equate the experimental and control groups on values.
3. Self-Concept Questionnaire (Saraswat, 2005).

Procedure

Pre-test post-test true experimental control group design (matched group) was used. For equating the students of experimental as well as control group self-constructed value assessment test was administered to all students. After that students were randomly assigned to experimental group (N=120) and control group (N=120).

In phase-I, Both the groups were given pre-test of Self-concept Questionnaire. In phase-II, experimental group was exposed to treatment through Value based intervention program for a period of approximately 42 sessions whereas control group was busy in general moral education period. In phase-III, a post test of Self-concept inventory was given to both the groups. The analysis was carried out on the basis of gain scores (difference of pre- test and post-test).

PROCEDURE

Phases	Experimental group	Control group
Phase-I (pre-test)	Test of Self-Concept as pre-test	Test of Self-Concept as pre-test
Phase-II (treatment)	Value based intervention program	General moral values
Phase-III (post-test)	Test of Self-Concept as post-test	Test of Self-Concept as post-test

RESULTS AND DISCUSSION

To investigate the significant difference between the mean gain scores (pre-test, post-test) of self-concept of adolescents treated through value based intervention program and those of control group, t-ratio test was applied.

Hypothesis 1: There exists significant difference between the mean gain scores of self-concept of adolescents treated through value based intervention program and those of control group.

Table-1
Mean, SD and t-ratio to locate difference in the mean gain scores of self-concept of adolescents of experimental group (treated through VBIP) and control group.

Variable	Group	N	Mean gain scores	SD	SE _D	Df	t-ratio	Significant level
Self-concept	Experimental group	120	20.61	9.18	0.84	238	20.34	.01
	Control group	120	3.38	1.38				

As per the results of Table-1, there is statistically significant difference between the mean gain scores of self-concept between the adolescents of experimental group (group who have treated by VBIP) and the control group due to significant t-value ($t=20.34$) at .01 level. Further there is huge difference of mean gain scores of experimental group (mean=20.61) and control group (mean=3.38). Thus there is significant positive effect of value based intervention program (VBIP) in enhancing the self-concept of adolescents.

The result may be due to the fact that probably treatment given through meditation and others self-based activities.

Hence Hypothesis1: There exists significant difference between the mean gain scores of self-concept of adolescents treated through value based intervention program and those of control group stands accepted.

Hypothesis 2: There exists significant difference between the mean gain scores of self-concept of adolescent boys and girls of control group.

Table-II
Mean, SD and t-ratio to locate difference in the mean gain scores of self-concept of boys and girls adolescents of control group.

variable	group	N	Mean gain scores	SD	SE _b	df	t-ratio	Significant level
Self-concept	Boys	60	3.45	1.45	0.25	118	0.594	.05
	Girls	60	3.30	1.31				

Table-II showed that in the case control group, insignificant difference is found in the mean gain scores of boys and girls in their self-concept as obtained t-value ($t=0.594$) is insignificant at .05 level. As it was assumed, there is negligible difference in the mean gain self-concept score of boys (mean=3.45) and girls (mean=3.30). It can therefore, be said that equal facilities and opportunities are provided in both without any partiality. They do not feel any difference in perceived perception about self.

Hence Hypothesis2: There exists significant difference between the mean gain scores of self-concept of adolescent boys and girls of control group stands rejected.

Hypothesis-3 There exists significant difference between the mean gain scores of self-concept of adolescent boys and girls of experimental group.

Table-III
Mean, SD and t-ratio to locate difference in the mean gain scores of self-concept of boys and girls adolescents of experimental group (treated through VBIP).

Variable	group	N	Mean gain scores	SD	SE _D	df	t-ratio	Significant level
Self-concept	Boys	60	20.28	9.27	1.68	118	0.387	.05
	Girls	60	20.93	9.16				

Table-III results depicts insignificant difference in the mean gain scores of boys and girls in their self-concept when treated through value based intervention program (VBIP) as obtained t-value ($t = 0.387$) is insignificant at .05 level. Difference between the mean gain scores of boys and girls on self-concept scale is also negligible (mean of boys=20.28 and mean of girls=20.93). It means after going through value based intervention program (VBIP) there is hardly difference between boys and girls in their self-esteem and sense of personal worth.

Hence Hypothesis-3 There exists significant difference between the mean gain scores of self-concept of adolescent boys and girls of experimental group stands rejected.

Hypothesis-4 There exists significant difference between the mean gain scores of self-concept of adolescents belonging to urban and rural area of control group.

Table-IV
Mean, SD and t-ratio to locate difference in the mean gain scores of self-concept of adolescents having urban and rural background of control group.

Variable	group	N	Mean gain scores	SD	SE _D	Df	t-ratio	Significant level
Self-concept	urban	60	3.15	1.80	0.25	118	1.80	.05
	rural	60	3.60	0.69				

Table-IV indicated that Insignificant difference exists in the mean gain scores of control group of adolescents with urban and rural background in their level of self-concept due to insignificant t-value ($t = 1.80$) at .05 level. Also there is not much difference in the mean gain self-concept scores of adolescents with urban and rural background

Hence Hypothesis 4 There exists significant difference between the mean gain scores of self-concept of adolescents belonging to urban and rural area of control group stands rejected.

Hypothesis-5 There exists significant difference between the mean gain scores of self-concept of adolescents belonging to urban and rural area of experimental group.

Table-V
Mean, SD and t-ratio to locate difference in the mean gain scores of self-concept of adolescents having urban and rural background of experimental group (treated through VBIP).

variable	group	N	Mean gain scores	SD	SE _D	Df	t-ratio	Significant level
Self-concept	urban	60	18.58	7.44	1.64	118	2.47	.05
	rural	60	22.63	10.31				

Table-5 indicated that Significant difference exists between the adolescents with urban and rural background in their mean gain scores on self- concept due to significant t-value ($t=2.47$) at .05 level. . Also there is much difference in the mean gain scores of adolescents with urban background (mean=18.58) and adolescents with rural background (mean=22.63) in their level of self-concept after going through VBIP. The high level of self-concept of rural adolescents as compared to urban adolescents may be change in their thinking, feeling and behaviour.The finding is supported by the studies conducted by Zameen (1982).

Hence Hypothesis 5 There exists significant difference between the mean gain scores of self-concept of adolescents belonging to urban and rural area of experimental group stands accepted.

FINDING

The following findings have been drawn on the basis of obtained results of investigation.

1. There exists significant difference between the mean gain scores of self-concept of adolescents treated through value based intervention program and those of control group.
2. There exists no significant difference between the mean gain scores of self-concept of adolescent boys and girls of control group.
3. There exists no significant difference between the mean gain scores of self-concept of adolescent boys and girls of experimental group.
4. There exists no significant difference between the mean gain scores of self-concept of adolescents belonging to urban and rural area of control group.
5. There exists significant difference between the mean gain scores of self-concept of adolescents belonging to urban and rural area of experimental group.

Implications

The results of the present study show a significant effect on the self-concept of adolescents who were treated with value based intervention program. The net effect of value based intervention program and general moral value program showed significant difference in mean gain scores. The present study showed significant effect on self-concept of adolescents irrespective of sex. It enhanced level of self-concept of adolescents. Individuals those having high self-concept are better able to respond flexibly to changes in their life and build supportive networks. The task of exploring the inner abilities of the adolescents lies with teachers and parents. Another important finding of the present study is no significant difference on self-concept of boys and girls treated with value based intervention program due to warm, congenial, disciplined and supportive environment equal opportunities were provided by teachers and parents it helps boys and girls to know their personal worth and self- esteem. Last finding of this study is significant effect of value based intervention program on the self-concept of adolescents belonging to rural area. It means value based intervention program is helpful to improve the feeling, thinking and behaviour of adolescence of rural area.. Thus values based intervention programs assisted adolescents in the discovery of their 'selves' so that the road to their future will remain clear to them and they will realize the relevance of social world in their lives. This program was favourably accepted by the school teachers and they find it very useful and suitable for adolescents.

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