



## INFLUENCE OF HUMAN VALUES ON SELF CONCEPT OF ADOLESCENTS STUDENTS OF CLASS VI TO XII STANDARDS

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### Abstract

Main objective of the study was to study the influence of Human Value (five eternal values: Truth, Righteous Conduct, Peace, Love, & Non Violence) on Self Concept of Adolescent students. For achieving the objective the Investigator selected all student of class VI to XII of two schools, one is Sri Sathya Sai Vidya Vihar CBSE school Gail, Guna District, M.P., as an Experimental Group, (Total Number of students 504) and other CBSE school of Guna District M.P. as a Control Group (Total Number of students 570). For testing Human Value the Investigator developed Standardized Human Value Test (HVT) and to measure Self Concept Self concept Scale of Mukta Rani Rastogi was used. After categorizing Human values under three categories; high, average and low. The Investigator administered self concept on all adolescent students of both the group, raw scores were analyzed with the help of ANOVA. The result revealed that a significant difference at 0.01 level of significance for group, Human Value and interactional effect of Group and Human Value on Self Concept was found.

**Keywords:** Human Value (five eternal values: Truth, Righteous Conduct, Peace, Love, Non Violence), 3H, Self Concept, SSEHV program.

### Introduction

In existing Education system there is only partial development of the personality. As a result children are not able to adjust themselves to the entire situation in life whether at home or in society. Only heads are overloaded i.e. Cognitive domain is being developed, hearts remain almost untouched i.e. affective domain not developing properly. There is no harmonious coordination between **3H i.e. HEAD, HEART and HAND**. Many commission's recommendations such as Kothari Commission 1964-66, New Education Policy 1986, POA- 1992, NCF- 2000, NCF- 2005, NCFTE- 2009, etc were setup since Independence. All the recommendations are noble but unfortunately no programme has ever completed its objectives. As Vivekananda also believed that " **Education is the manifestation of perfection already in men.**" Investigator being the part and partial of the education system which is providing different trainings, innovations, facilities, policies to the field, different pedagogical approaches to achieve learner's basic competencies but expected outcomes yet not fully achieved. Because of lack of work culture, mutual coordination among different wings of education system, devoted dedicated faculty members. People having human values are scarcely found.

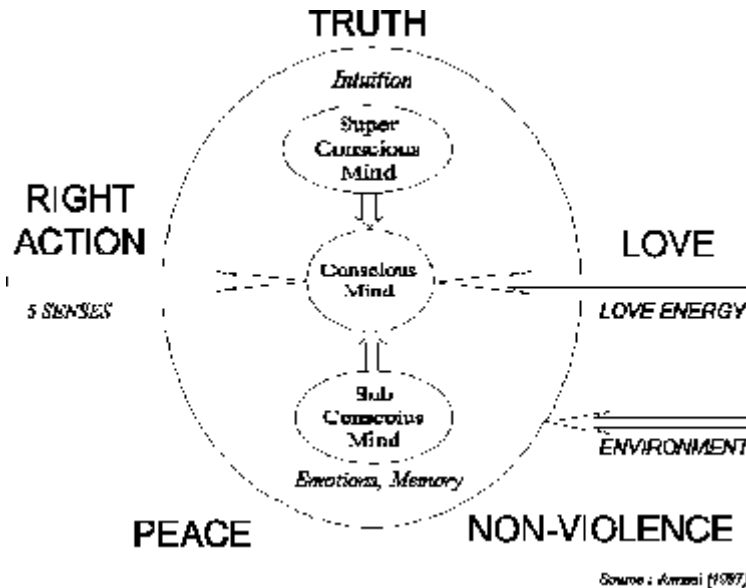
Researcher got an opportunity to observe non government Institutes, but almost the same situation is there even after having sound infrastructure. In 1985 luckily, researcher participated in the conference sponsored by **SCERT** with the collaboration of Sri Sathya Sai Seva Organization on education in human values to achieve Human, Academic and environmental Excellence. So researcher got associated with Sri Sathya Sai Seva Organization in their education wing as one of the faculties and started taking Bal Vikas Classes at home and school.

Bal Vikas is a an educare(**proceedings of Sai Educare international convention 2-4 July 2001 at prashanthi Nilyam**)" All over the world SSEHV program has conjured magical results in the field of education. **SSSEHV program is guided by Sri Sathya Sai Baba he constituted a committee under chairmanship of Prof. V.K.Gokak to Evolve a Curriculum to education in human values suited for introduction in all schools. In the same year, a national seminar was called by Govt. of India to discuss the introduction of Values in the school Curriculum. Its importance and urgency was duly recognized by the Government and the name of Education In Human Value was Given to this program in 1979.**

(As mentioned in a project proposal by B.G.Pitre) Human Value are total some of **5 Human Values, 1. Love**, is a radiation, an illumination that comes from the inner depths of consciousness of man it is an indicator of the psychic development of the Individual. **2. Truth (Love as Thought is Truth) 3. Righteous Conduct (Love as Action is Righteous Conduct) 4. Peace (Love as Feeling is Peace), 5 Non violence (Love as Understanding is Non violence.)** He again explains that **Man is not one but three:** One that he thinks he is, the One what others think he is, and the One he really is, and to know what he actually is, is man's self concept. Inspired by this, to find out what is relation between self concept and human values, the investigator intends to develop deep into the theories of human values and self concept.



Learning process in SSSEHV is as Dr Jumsai has explained in international convention 2001 at Prashanthinilyam-



**Statement of the Problem:** Influence of Human Values on Self Concept of adolescents Students of class VI to XII standards

**Objective of the study:** To compare gender wise individual and joint effect of human values (in reference to Sri Satya Sai Baba's Education in Human Values) on self concept of adolescent students those who will be studying in Sri Satya Sai Vidya Vihar Gail, Guna, M.P.(CBSE School) and those who will be studying in other CBSE School of Guna.

**Hypothesis:** "There is no significant gender wise individual & joint effect of total human values on self concept of those students who are studying in Sri Sathya Sai Vidya Vihar Gail, Guna, Madhya Pradesh (CBSE School) and those who are studying in other CBSE School of Guna".

**Methodology:** Ex-post facto research non equivalent control group design was used.

**Research Design -** One way factorial design with self concept.

**Sample:** 1074 students (boys 582, Girls 492)

**Table 1.1: Name of School and Number of Boys and Girls**

SN	Name of School	Boys	Girls	Total
1	Sri Sathy Sai Vidya Vihar Gail Guna M.P.	263	241	504
2	Other CBSE School of Guna	319	251	570
<b>Total</b>		<b>582</b>	<b>492</b>	<b>1074</b>

**Tools: Independent variable measures** Standardized test to measure Human Values;(Truth ,Righteous Conduct ,Peace Love, Nonviolence) developed by Khare K.

**Dependent variable measures:** Self Concept Scale by Dr. (Miss) Mukta Rani Rastogi.

**Procedure:** After the selection of sample the Investigator administered human value test on both the group i.e. experimental and control group .Then investigator administered self concept scale on the same group after that, raw score was obtained. On the basis of raw scores of Human Value all adolescence students of both the group is divided in to three level that is High value, Average value and Low value, than Self Concept scores were obtained.

**Statistical Analysis:** Mean, Standard Deviation, ANOVA was computed to analyze the data and for verification of hypothesis

**Result:**



**Table No 2` . Gender And GroupWise Number, Mean, And Standard Deviation of Self Concept for Human Value of Adolescent Student**

Gender	group	Human value	N	Mean	Std Deviation
Boy	Experimental	High	31	181.9355	17.89029
		Average	182	149.8297	33.80736
		Low	49	115.4694	31.22973
		Total	262	147.2023	36.68674
	Control	High	13	182.0000	17.73885
		Average	228	143.7939	31.32671
		Low	79	128.3544	27.97070
		Total	320	141.5344	31.85703
	Total	High	44	181.9545	17.63843
		Average	410	146.4732	32.54969
		Low	128	123.4219	29.81032
		Total	582	144.0859	34.20239
Girl	Experimental	High	26	176.8462	20.22215
		Average	180	152.6889	31.50300
		Low	35	113.6857	40.36289
		Total	241	149.6307	35.90637
	Control	High	7	145.8571	12.26687
		Average	185	136.5838	35.67813
		Low	58	118.1034	41.93424
		Total	250	132.5560	37.58309
	Total	High	33	170.2727	22.65402
		Average	365	144.5260	34.59058
		Low	93	116.4409	41.18502
		Total	491	140.9369	37.71291
Total	Experimental	High	57	179.6140	18.98849
		Average	362	151.2514	32.66798
		Low	84	114.7262	35.10238
		Total	503	148.3658	36.29913
	Control	High	20	169.3500	23.64491
		Average	413	140.5642	33.49748
		Low	137	124.0146	34.80745
		Total	570	137.5965	34.74151
	Total	High	77	176.9481	20.63906
		Average	775	145.5561	33.51866
		Low	221	120.4842	35.13191
		Total	1073	142.6449	35.86882

**Table No 3 Summary of 2 X 2Factorial Designs ANOVA f or Self Concept of Adolescent Students**

Source	Type III Sum of Squares	df	Mean Square	F
Gender	8507.497	1	8507.497	1.324
Group	3277.547	1	3277.547	18.284**
Human value	167270.340	2	83635.170	35.874**
gender * group	6302.030	1	6302.030	2.509
gender * Total value	4645.531	2	2322.765	1.303
group * Total value	16546.067	2	8273.033	6.489**
gender * group * Total value	1506.267	2	753.134	0.914
Total	23212152.000	1073	1064.537	

\*\*=significant at 0.01 level of significance



**Table No 4 Duncan Multiple Range Test for All Three Groups of Human Values**

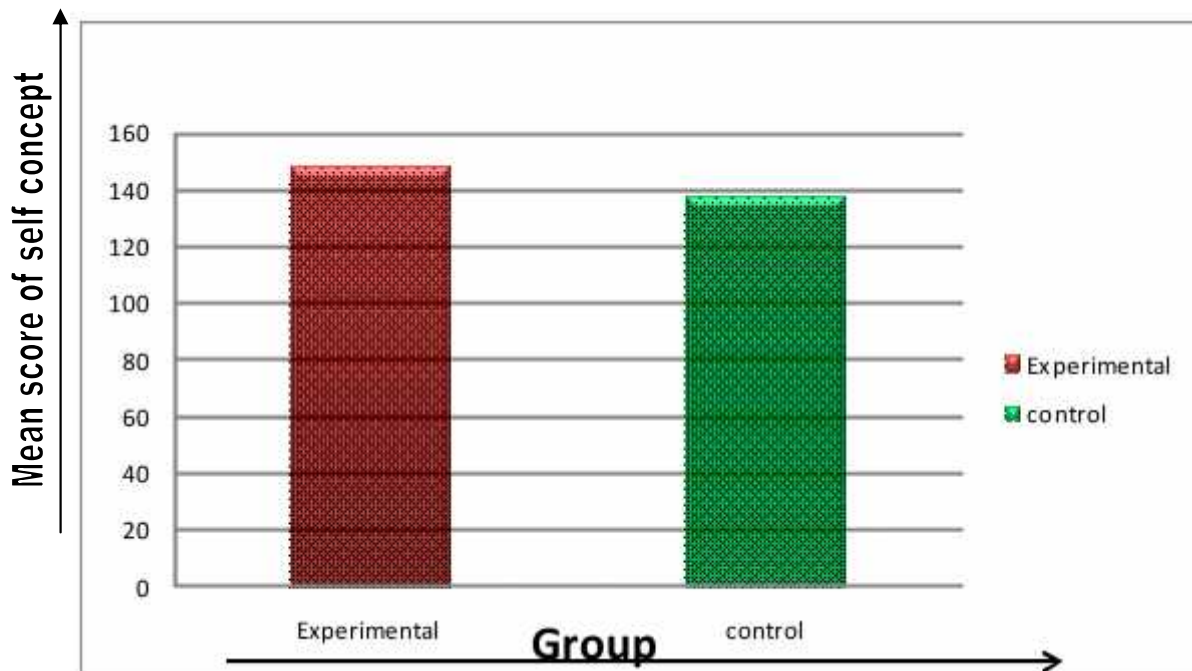
SNo	Human Value Non Violence	Number	Mean	Average	High
1	Low	221	120.48	**	**
2	Average	775	145.5561	--	**
3	High	77	176.94	--	-

\*\*=significant at 0.01 level of significance

1 From Table No. 3 it can be seen that F value for gender is 1.324 which was not significant at level of 0.05 level of significance with  $df=1/1073$  it indicates that the mean score of self concept of boy and girl adolescent students were not differ significantly from each other. Therefore formulated **Null Hypothesis No. 1(i)** " There is no significant gender wise effect of Human Values on mean score of Self concept of adolescent boys & girls of Guna District " **is not rejected**.

2.From Table No.3 it is clear that F value for group was 18.284, which was significant at 0.01 level of significance with  $df=1/1073$  it indicates that the mean score of self concept of adolescent students who were studying in Sri Sathya Sai Vidya Vihar CBSE school and those who were studying in other CBSE were differ significantly from each other. Therefore formulated **Null Hypothesis No.1(ii)** " There is no significant group wise effect of Human Values on Self concept of those Adolescent student who are studying in Sri Sathya Sai Vidya Vihar and those who are studying in other CBSE school of Guna District " **is rejected**. Further mean score of self concept of those adolescent students who were studying in Sri Sathya Sai vidya Vihar CBSE school was 148.3658 and those who were studying in other CBSE was 137.5965 (10.7693)[vide Table No.1 and Graph No 1 shows it clearly]. Therefore it can be said that self concept of Sri Sathya Sai Vidya Vihar CBSE adolescent students is significantly higher than that of other CBSE school.

**Graph Number 1. Group wise mean score of Self Concept**

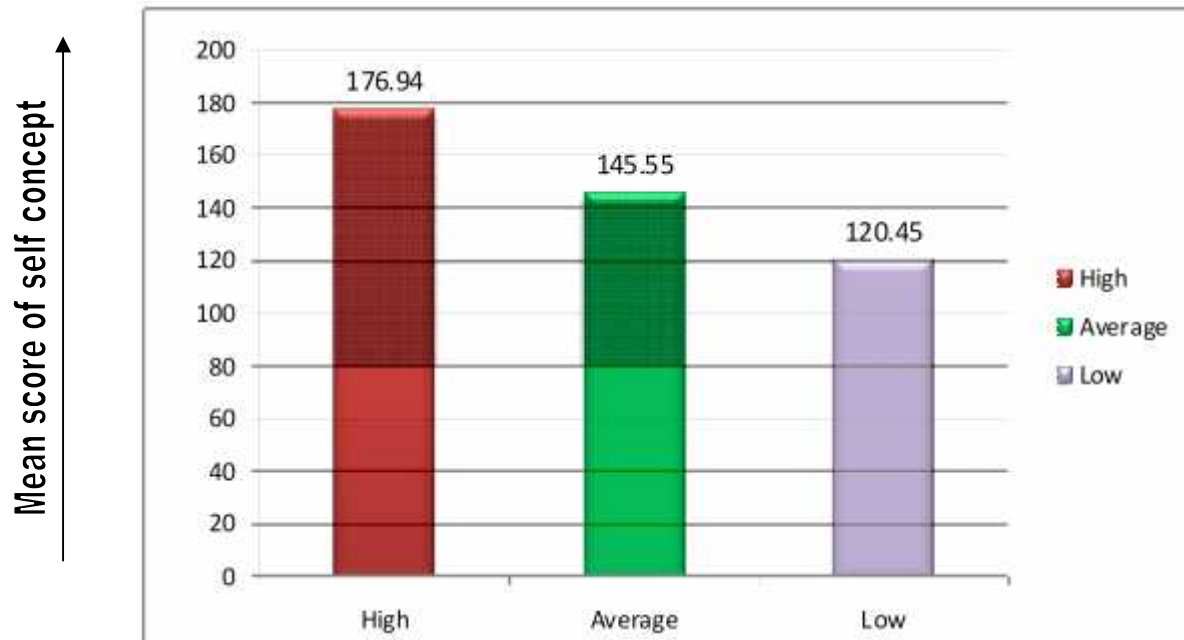


3.From Table No.3 it is exhibited that that F value for Human Values was 35.874, which was significant at 0.01 level of significance with  $df=2/1073$  it means that mean score of self concept of adolescent students who belong to high, average and low human Values differ significantly, therefore formulated **Null Hypothesis No. 1(iii)** "There is no significant effect of high, average and low human Values on Self concept of adolescent students"those who are studying in Sri Sathya Sai Vidya Vihar and those who are studying in other CBSE school of Guna District " **is rejected** . Further the Duncan multiple range test was used to test for difference among the group means of all three groups of human Values. A significant difference using 0.01 level of significance was found between low and average human Values , similarly significant difference using 0.01 level of significance was found between low and high human Values and a significant difference using 0.01 level of significance was found between average and high human Values also, but over all adolescent student who have high human



Values showed significantly better self concept than adolescent student who have average and low human Values [vide Table NO 4]. As it is clearly shown in Graph no 2 that mean score of self concept of adolescent students gradually decreasing from high human Values to low human Values.

Graph 2 Value Wise Mean Score of Self Concept



4. From Table No.3 it is observed that F value for joint effect of gender and group was 2.509 which was not significant at 0.05 level of significance with  $df=1/1073$  it indicates that mean score of self concept of adolescent boy and girl belonging to experimental and control group do not differ significantly. Therefore formulated **Null Hypothesis No 1(iv)** "There is no significant gender and group wise interactional effect of Human Values on Self concept of those student who are studying in Sri Sathya Sai Vidya Vihar and those who are studying in other CBSE school of Guna District" **is not rejected**

5 From Table No.3 it is observed that F value for joint effect of gender and Human Values was 1.303 which was not significant at 0.01 level of significance with  $df=2/1073$  it means that adolescent boy and girl belonging to high average and low Human Values do not differ significantly, Therefore formulated **Null Hypothesis No.1(v)** "There is no significant interactional effect of gender and high, average and low Human Values on Self concept of adolescent students of Guna District" **is not rejected.**

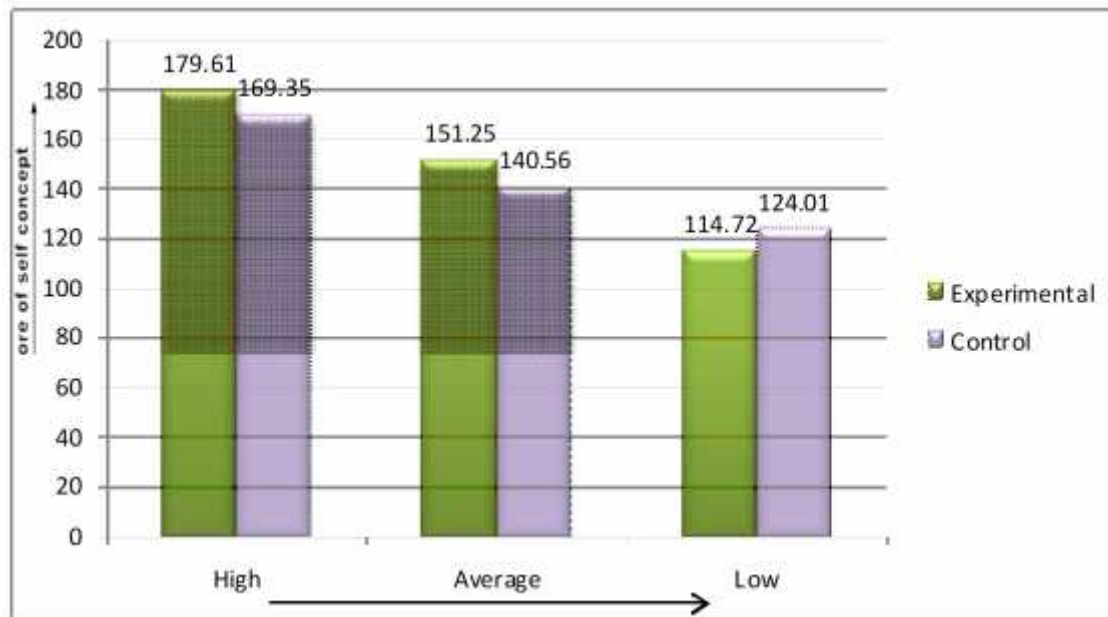
6. From Table No.2 it is obvious that F value for joint effect of group and Human Values was 6.489 which was significant at 0.01 level of significance with  $df=2/1073$ , it means that experimental and control group adolescent belonging to high average and low human Values differ significantly, therefore formulated Null Hypothesis no 1(vi) "There is no significant interactional effect of group and high average and low human Values on Self concept of those student who are studying in Sri Sathya Sai Vidya Vihar and those who are studying in other CBSE school" **is rejected.**

Further from Table No.2 it is clearly seen that mean score of High, Average and Low human value belonging to experimental and Control group were 179.6140, 151.2514 and 114.7262 respectively, similarly mean score of High, Average and Low human value belonging to control group 169.3500, 140.5642 and 124.0146 respectively, differ significantly as clearly shown in **graph no 3**. It is noticeably found that adolescent students of experimental group belonging to high human value showed significantly better self concept in comparison to adolescents of control group belonging to high Human Value.





Graph number 3 Value and Group Wise Mean Score of Self Concept



7. From Table No. 3 it is clearly seen that 'F' value for interactional effect among gender, group and total value was ,0.914, which was not significant at 0.05 level of significance with  $df = 2/1073$ . It means that adolescent boy and girl of experimental and control group belonging to High Average and Low Total human Values do not differ significantly, therefore formulated **Null Hypothesis No. 1(vii)**" there was no significant interactional effect of gender, group and high average and low Total human Values on self concept-of those student who are studying in Sri Sathya Sai Vidya Vihar and those who are studying in other C.B.S.E. school of Guna District .

#### Interpretation And Discussion (Table No 2 to 4 and Graph no 1 to 3 )

From Table Number 3 it is exhibited that A significant effect for Human values, Group and joint effect of group & Human Values at 0.01 level of significance were found of adolescent student who belong to high, average and low Human Values. The Duncan Multiple Range Test was used to test for difference among the group means of all three groups of Human Values. A significant difference using 0.01 level of significance was found between low and average Human Values, similarly significant difference using 0.01 level of significance was found between low and high Human Values and a significant difference using 0.01 level of significance was found between average and high Human Values also, but over all adolescent student who have high Human Values showed significantly better self concept than self concept of adolescent student who have average and low Human Values [vide Table No. 4 ] it is clearly shown in Graph Number 2. Which is gradually decreasing from high Human Values to low Human Values for self concept of adolescent Similarly Experimental and Control group adolescent belonging to high average and low Human Values differ significantly[Vide Table No.3]. Further from Table Number 2 it is clearly seen that mean score of High ,Average and Low human value belonging to experimental group were 179.6140 151.2514 and 114.7262 respectively, similarly mean score of High, Average and Low human Values belonging to control group 169.3500,140.5642 and 124.0146S respectively differ significantly as clearly shown in graph number 3 It is noticeably found that adolescents students of experimental group belonging to high Human Values showed significantly better self concept in comparison to adolescents of control group belonging to high Human Values.

**The reason for better result in Experimental Group seems** to be the effectiveness of Sri Sathya Sai Education based on Human Values (SSSEHV) model which is being implemented along with CBSE Curriculum. **SSSEHV** also called Sai Educare Program which focuses not the learning from books by rote, to be vomited in the examination halls, but it is the learning from life, which is absorbed into living and transforming Educare. This gives a new meaning to dull mathematics and geography, a new vitality to language, cosmic understanding to science and an enhanced beauty to music and art. It is not to be stuffed from without into the ears of innocent children. Rather it comes from within. It is the release of the inherent intuition and divinity, which is within every individual. **Dr jumsai showed it in his reaserch work** It is the blooming of the Divine Lotus and which is there within every single person in this world. Sri Sathya Sai Baba said that "complete knowledge is within us but unfortunately we do not look inward but always look outward"



In SSSEHV values are inculcated through five techniques and experiential learning program. The program of Sathya sai Education fills the value based education need by providing an all comprehensive curriculum as 'Madhavi Majmudar, SSEHV, Scotland has mentioned in Her Paper presented at the Scottish Educational Research Association Annual Conference, (September 24-26 1998).' It is the first curriculum project in the recorded history complete with all components of curriculum- foundations of educational sciences, course, content, activities, techniques, instructional methodology, evaluation procedures and a very effective teacher training module. The pedagogy of instruction is holistic. In **International convention 2001 Dr jumsai presented his paper** In Experimental group, the integration of values with academic subjects and co curricular activities are being conducted such as students editorial board, value festivals, Anand utsav in which all members of the school and trustees (without any discrimination of post and status) participate, annual day celebration based on cultural values, annual sports meet in which yoga, athletics and other wellness activities along with various sports. But special feature of the school is community service where students themselves contribute to the betterment of the community by contributing their own savings and time to buy things that a poor person is usually bereft of such as shelter for the homeless and tricycles for the little kids whose parents couldn't afford. The researcher had never witnessed such activity all over M.P at school level. The curriculum relates teaching to life's real situations; thus students and teachers receive continual affirmation of its message during the course of schooling. Spread over several years at the formative age of students, the curriculum has been sequenced hierarchically from simple to complex, from a single to multiple sub values.

Sri Sathya Sai Baba always said to the students “ **Care not for marks but for remarks** “ **Help ever hurt never.**” “**Love All Serve all.**” **Do good, see good, hear good, speak good and be good.**” “**There is only one cast-The cast of humanity. There is only one Language- The language of Heart. There is only one Religion- Religion of Love. There is only one God-He is Omnipresent.**” And as Dr Art Ong Jum Sai ( Science at Naasa ) in his article and paper showed that all these practices improves the learning level of children by removing, erasing all negativity from sub conscious mind and there by filling the mind with positivity , so that children are raised at higher level (super conscious mind) and it induces intuition in them Which Help them at each domain of personality.

Due to this fact the students of experimental group scored higher on the self concept score because their values are constantly being groomed more than the students belonging to the control group where the sole focus of education is mainly on the syllabus to get good results in exams and comparatively less focus on other value based activities . That's why their cognitive domain is developed more than their affective and psychomotor domain. The researcher's experience as a Bal Vikas Guru also supports the above findings. The researcher found that students retain only upto 30% of the material taught during lectures. But they learn 30 – 60% through peer learning involving group activities and 90 -100% through self learning and meditative thinking.

### Conclusion

1. Significance was found at group level.
2. Significance was found High Average and Low Human values.
3. Significance was found on interactional effect of group and High Average Human Values.

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