SUMMARY OF THE THESIS

This study proposes to find out the character of self-concept, it’s width and all significant dimensions that a graduate level boy or girl in his or her shaping years, has. Using some selective but representative and apt subjects the study shall endeavor to encompass how the youth world over perceives itself, it’s past and future, the world around and indeed the total existence of which it is a part, by sharing it, in relation to it, or through interaction-confronting it on conceding.

Self concept, the axis or the study’s central theme, what appears to be just an aspect of the total personality, has unique width and is multidimensional. The self concept is rather the personality’s determinant. Unlike self-esteem which defines a men’s effort acclaiming his personal worth and his satisfaction over it, or self-respect, something which a person is always willing to disclose, and again with a sense of satisfaction, self concept is the total awareness of oneself and the entire existence, amicable or adverse. It is rather the act of a questioning mind seeking, and seeking
incessantly, answers to what one is, what for he is there and how he would fit into the frame which the world around is. Self concept is more profound and better defines a person than all other perceptions or experiences simply because the perception that one holds regarding one’s own self, or in regard to other things around and entire existence in one’s own relation are more intimately made and communicated.

The newborn infant’s state of consciousness is a “big, blooming, buzzing confusion”. The infant is not aware of himself as a person nor does he differentiate himself from environment.

Today’s youth are faced with several hang-ups and are suffering from prejudices of class and caste divisions, corrupting influences of money and power, open defiance of the norms of justice and equity resulting in social chaos and libertarian ideas eating into the sanctity of family relationship. The value-oriented education will make them aware of the implication of these tensions and create in them the resilience of mind to fight those and lead a life of mental equipoise. Education, which does not awaken the
young against moral and social turpitude does not serve its real purpose, however much it may succeed in filling their minds with facts and formulas.

The multiplicity of political, religious and social beliefs notwithstanding, the society can continue if it develops, sustains and perpetuates this penultimate value system which will enable the individual not only to value certain things but also to know whether the things he values are the things he ought to value. All this education can do.

A group-type and its social environs might determine some broad aspects of self concept that it has but there are factors, inherent by birth or acquired over a period of growth from childhood to the present day that often determine a person’s self concept the more important being a person’s value and their adjustment of environment.

Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.
Adjustment is a process for harmonious relationship between a person and his environment. It is process of interaction between a person and his environment. The process consists of two components – (1) Person’s needs or his demands, and (2) His environment, it is physical and social environment.

A person is said to be adjusted when he is relatively happy, efficient and has a ‘proper degree of social feelings’

Human situation is a constantly changing one. New conditions and problems are constantly besetting the individual right from his infancy to his death-bed, and he is invariably engaged in trying to find a satisfactory and pleasurable solution to them by employing his intelligence and other gifts of the mind and body. In order words, life is the name of uneasy process, the process of adjustment. Hence this study seeks to confine itself to examine self concept in context to values and adjustment.

The sample are selected purposely in group where the independent variable does occur and where it does not. As the
present investigation is of the nature of an Ex-Post-Facto research. We have drawn a purposive sample from both sex and value and adjustment and self-concept.

The sample of the present investigation would consist of the following

The sample study would be done for initially 300 (three hundred only) students studying in government or private colleges at graduate level of Gwalior city.

Self concept questionnaire developed by Dr. Mukta Rani Rastogi.

Value test questionnaire developed by Dr. R.K.Ojha and Dr. Mahesh Bhargava.

The adjustment inventory developed by Dr. D.N. Srivastava, Dr. Govind Tiwari.

The main hypothesis formulated for the present study are as following–
1. There is no significant difference between graduate level boys and girls on theoretical values.

2. There is no significant difference between graduate level boys and girls on economic values.

3. There is no significant difference between graduate level boys and girls on aesthetic values.

4. There is no significant difference between graduate level boys and girls on social values.

5. There is no significant difference between graduate level boys and girls on political values.

6. There is no significant difference between graduate level boys and girls on religious values.
7. There is no significant difference between graduate level boys and girls on home adjustment.

8. There is no significant difference between graduate level boys and girls on educational adjustment.

9. There is no significant difference between graduate level boys and girls on emotional adjustment.

10. There is no significant difference between graduate level boys and girls on social adjustment.

There is no significant difference between graduate level boys and girls with regard to their self-concept.

The various types of variable of the present investigations are given below :-
(a) **Independent Variables** –

(i) **Values**

- Theoretical
- Economic
- Aesthetic
- Social
- Political
- Religious

(ii) **Adjustment**

- Home
- Educational
- Emotional
- Social

(iii) **Sex**

- Boys
- Girls
(b) **Dependent Variables –**

(iv) **Self-concept –**

Dependent Variables in this study is 10 levels of self-concept of graduate level students. The 10 areas of self-concept are:

- a. Health and Sex appropriate (HSA)
- b. Abilities (A)
- c. Self-confidence (SC)
- d. Self-acceptance (SA)
- e. Worthiness (W)
- f. Present, past and Future (PPF)
- g. Beliefs and convictions (B&C)
- h. Feelings of shame & guilt (FOSG)
- i. Sociability (So)
- j. Emotional (Em)

Since the proposed topic of research work does not convey any experimental variables in the design as this research work is
exploratory in nature. Thus K x L x M factorial design (6 x 4 x 2) would be utilized in this research work.

The finding of this research demonstrate that the obtained scores of boys and girls on theoretical values indicates that they do not differ significantly in their theoretical values (Table 1). The obtained result confirm the hypothesis mentioned above. It seems that sex does not play its discriminative role as theoretical values is concerned.

It was found on the basis of obtained scores of boys and girls on economic values that they do not differ significantly in their economic value (Table 2). The obtained result confirm the hypothesis mentioned above. It seems that sex does not play its discriminative role as economic values is concerned.

It was found on the basis of obtained scores of boys and girls on social values that they do not differ significantly in their Aesthetic value (Table 3). The obtained result confirm the hypothesis mentioned above. It seems that sex does not play its discriminative role, as Aesthetic values is concerned.
It was found on the basis of obtained scores of boys and girls on social values that they do not differ significantly in their social value (Table 4). The obtained result confirm the hypothesis mentioned above. It seems that sex does not play its discriminative role as social values is concerned.

It was found on the basis of obtained scores of boys and girls on political value, that they do not differ significantly in their political value (Table 5). The obtained result confirm the hypothesis mentioned above. It seems that sex does not play its discriminative role as political values is concerned.

It was found on the basis of obtained scores of boys and girls on religious values that they do not differ significantly in their religious value (Table 6). The obtained result confirm the hypothesis mentioned above. It seems that sex does not play its discriminative role as religious values is concerned.

It was found on the basis of obtained scores of boys and girls on home adjustment that they do not differ significantly in their home adjustment (Table 7). It seems that sex play its discriminative role as
Home adjustment is concerned. Therefore, the framed null hypothesis is rejected and significant difference are obtained at .05 level of significant.

It was found on the basis of obtained scores of boys and girls on Educational adjustment that they do not differ significantly in their Educational adjustment (Table 8). It seems that sex play its discriminative role as Educational adjustment is concerned. Therefore, the framed null hypothesis is rejected and significant difference are obtained at .05 level of significant.

It was found on the basis of obtained scores of boys and girls on Emotional adjustment that they do not differ significantly in their Emotional adjustment (Table 9). The obtained result confirm the hypothesis mentioned above. It seems that sex does not play its discriminative role as Emotional adjustment. Hence the framed null hypothesis no. 09 is excepted.

It was found on the basis of obtained scores of boys and girls on Social adjustment that they do not differ significantly in their Social adjustment (Table 10). The obtained result confirm the hypothesis
mentioned above. It seems that sex does not play its discriminative role as Social adjustment. Hence the framed null hypothesis no. 10 is excepted.

It was sound on the basis of obtained result score of boys and girls on self concept that they do not differ significantly in their self concept (Table 11). The obtained result confirm the hypothesis mentioned above. It seems that sex does not play its discriminative role as self concept. Hence the framed null hypothesis no. 11 is excepted.