CHAPTER THREE
CHAPTER - III

REVIEW OF RELATED STUDIES AND HYPOTHESES

To make any research effective, the knowledge of the related literature is necessary. Though this search for reference material is time consuming yet is very useful and important step in research programmes. Research worker should have an adequate familiarity with the library and other available sources.

Such views help the investigator in many ways. It provides ideas, theories, explanations or hypothesis valuable for formulating problems. So the careful student of education the research worker and investigator, the critical supervisor and administrator and the thoughtful classroom teacher should become familiar with the location and use of the sources of educational information.

Therefore the study of related literature in research is of immense importance because it simulates and encourages the investigator to go deep into various aspects of the problem. It also helps in paving the way for understanding the potentialities of the problem in hand. With these thoughts of eminent researchers and education in mind, the investigator has reviewed the literature which she could gather from all her resources. Before actually switching on the gearing up her research, with the aim of avoiding duplication, difficulties and various pit falls, in this chapter humble efforts are being made by the researcher to review the research literature related to self concept. Review of literature can avoid unintentional duplication of well established findings. It is no use to
replicate a study when the stability and validity of its results have been clearly established. The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into the statistical methods through which validity of results is to be established (Koul, 1997).

3.1 STUDIES RELATED WITH SELF-CONCEPT ENHANCING PROGRAMMES

Several researchers revealed that self-concept can be changed depending upon the experiences one gets in his surroundings.

Smith (1981) studied the impact of specially planned programmes upon the self-concept and revealed that these programmes were helpful in significantly improving the self-concept of participants. However, studies conducted by Brickman (1995), Strough (1993) and Zubrod (1993) did not reveal any significant change in self-concept measures.

Engel (1959) has shown in his research that adolescents with initially positive self-concepts were much more stable over a period of time in their conceptions of themselves than were comparable children with initially negative self-concept.

Gupta and Sansanwal (1996) conducted study on 154 undergraduate female students of Kasturbagram Rural Institute, Indore.

42
The self-concept of undergraduate female students of Experimental and Control Groups was assessed before and after the treatment. The adjusted mean self-concept scores of students belonging to Experimental Group were compared with Control Group by considering adjustment, verbal intelligence, non-verbal intelligence and present scores as covariates.

It was found that the F-values for aesthetic positive, character positive, intellectual positive and overall positive self-concept were 8.20, 15.07, 10.38 and 19.93 respectively. These values were significant at 0.01 level with df=1/148. The F-values for emotional positive and social positive self-concept were 4.92 and 4.39 which were significant at 0.05 level with df=1/148. It showed that adjusted mean aesthetic positive, character positive, intellectual positive, emotional positive, social positive and overall positive self-concept of Experimental group differed significantly from corresponding self-concept scores of control group by considering adjustment, verbal intelligence, non-verbal intelligence and pre-test scores as covariates. Hence, the null hypotheses that there will be no significant difference in adjusted mean aesthetic positive, character positive, intellectual positive, emotional positive, social positive and overall positive self-concept scores of students belonging to SCEP with those belonging to conventional programme by considering adjustment, verbal intelligence, non-verbal intelligence, and pre-test scores as covariates was rejected. Further, the adjusted mean aesthetic positive, character positive, emotional positive, intellectual positive, social positive and overall positive self-concept scores of SCEP group were found to be significantly higher than those belonging to conventional programme. It may, therefore, be said that SCEP was found to be significantly superior.
to the conventional programme in enhancing positive aspects of aesthetic, character, emotional, intellectual, social and overall self-concept when adjustment, verbal intelligence, non-verbal intelligence and corresponding pre-test scores were taken as covariates.

The F-values in respect of character negative, emotional negative, intellectual negative, social negative and overall negative self-concept were not found to be significant indicating that adjusted mean character negative, emotional negative, intellectual negative, social negative and overall negative self-concept scores of students belonging to SCEP did not differ considering adjustment, verbal intelligence, non-verbal intelligence and pre-test scores as covariates. It may, therefore, be said that SCEP was not found to be significantly superior to the conventional programme in changing character negative, emotional negative, intellectual negative, social negative and overall negative self-concept of students when adjustment, verbal intelligence, non-verbal intelligence and pre-test scores were taken as covariates.

Results of the study clearly indicate that SCEP treatment given to the experimental group to enhance the self-concept of students proved to be very effective as compared to conventional programme of Control Group. This shows that SCEP has the potential to enhance one's sense of identity and to develop a healthy self-concept. Analysis of positive and negative classes of each dimension of self-concept revealed that SCEP significantly improved the positive aspects of aesthetic, character, emotional, intellectual, social and overall self-concept. The probable reason may be that students of Experimental Group got enough exposure during the exercises to focus on their strengths, to hear from others their qualities and abilities which helped them to restore their feelings to
power, their sense of worth evolving and building a positive attitude. Aesthetic positive self-concept might have improved as the students of Experimental Group got the chance to appreciate each other's physical characteristics, appearance and positive features. There were also exercises which encouraged the female undergraduate students to publicly share their accomplishments, successes and achievements, which helped them to gain self-confidence and improve their character positive self-concept. Through the exercises they realized that others share their concerns and feelings which helped them to build a sense of group rapport, trust and support and nurtured the feelings of being loved and cared and thus enlarging their emotional positive and social positive self-concepts. Reason for significant change in intellectual positive self-concept may be inclusion of exercises in the SCEP which reminded them of their potentials, ideals, hopes, goals, missions, and helped them to perceive their capabilities and competencies. It also emerged from the analysis that significant enhancement in positive aspects of aesthetic, character, emotional, intellectual and social dimensions of self-concept in turn enlarged the overall positive self-concept of students of Experimental Group.

On the other side, it may be noted that character negative, emotional negative, intellectual negative, social negative and overall negative self-concept of students belonging to SCEP were also decreased in comparison to students of conventional programme. Hence, SCEP proved to be helpful and effective in improving the negative dimensions of self-concept of students in comparison to conventional programme, despite the decrease in negative expects of self-concept not being significant. The probable reason for the same may be that negative self-
concept is more deep rooted requiring longer duration to decondition them.

In conclusion, it may be said that Self-Concept-Enhancement Programme was capable of enhancing undergraduate females self-concept as compared to Conventional Programme.

An experimental study was conducted by Chaudhari et al. (1999) to determine the effect of three treatments using the Synectics Model, the Gaming Strategy and the Traditional Method of Teaching upon the dependent variables: self-concept, creativity and achievement of the learners. A sample of 162 learners of grade VI were divided into two experimental and one control groups. The experiment was carried out for a period of four months. Intelligence and age were taken as controlled variables, whereas three treatments were taken as independent variables. In three cases (in this study), the Synectics Model and the Gaming Strategy were found superior to the Traditional Method in enhancing self-concept, creativity and achievement of the learners, whereas the Synectics Model (treatment) was found superior than the Gaming Strategy treatment.

3.2 SELF-CONCEPT AND CASTE DIFFERENCES, URBAN-RURAL DIFFERENCES

Ushasree (1986) studied the self-concept of the socially disadvantaged and the socially non-disadvantaged pupils in relation to scholastic achievement. No significant differences were observed in the self-concept of the socially disadvantaged and the socially non-disadvantaged pupils. However, irrespective of the social group they belong to, the high self-concept groups were high achievers scholastically. 
also, Similarly high achievers on school examinations were also found to be high on self concept scale.

Singh (1987), in his study conducted on the urban and rural school students found that self-concept is positively and significantly related to academic performance. The study revealed that students from urban schools posses significantly better self-concept than their counter part from rural schools.

Gupta and Sansanwal (1997) in their study on the influence of caste on self concept while taking a sample of 76 undergraduate females revealed that Self-Concept Enhancement Programme was found to benefit both General as well as Reserved Groups when matched in respect of adjustment, verbal intelligence non-verbal intelligence and pretest scores. Further, it was found that Reserved Group's character negative self-concept decreased significantly more in comparison to General Group. The reason for the same may be that educational level of both the groups was same. Also socio-economic status of Reserved group and General Group was also comparable. Reserved Group includes students from Scheduled Caste (SC), Scheduled Tribe (ST) and Other Backward Classes (OBC). Students from OBC are generally from cultivator families who possess a higher status in their society. Also the students from Reserved Group have the assurance of job in future. All these factors seem to have combined together to improve the overall negative self-concept and character negative self-concept of Reserved Group when they were exposed to SCEP. Hence, it is evident that after the SCEP students belonging to Reserved Group lowered their character negative attributes like carelessness, irresponsible behaviour, suspiciousness, selfishness, crookedness and fussy behaviour as
compared to General Group. However, SCEP was found to be caste free when other aspects of self-concept like aesthetic positive, character positive, emotional positive, emotional negative, intellectual positive and intellectual negative, social positive and social negative, and overall positive were considered.

Chaudhary, Chetanapati and Mani (1997) in their study on 200 children of VI-VII class concluded that popular children excelled in the aggregate self-concept scores compared to the rejected group which indicates that peer rejected children have poorer self-concept than the peer accepted/popular children. Fifty percent (50%) of the popular children were found to spend at least 3 to 4 hours per day with peer group, against 15% of the peer-rejected children who did so. Thirty-five percent (35%) of parents of popular children had enabled them to have outside visits once in a week while only ten percent (10%) parents were allowing such exposures in the case of rejected children.

Most of the above studies have been conducted outside India. Keeping in mind the paucity of research and need to develop programmes for facilitating changes in the self-concepts of the Indian students, the present study was planned and conducted.

3.3 SELF-CONCEPT AND ADJUSTMENT

Deo (1967) conducted a study on “Self-concept of Disciplined and Indisciplined students”, involving 300 disciplined students and 400 indisciplined students. The disciplined students revealed a distinctly different picture of their self-concept indicating a more stable personality as compared to the indisciplined students who gave a picture of maladjustment through high emotions and low estimate of character.
Goswami (1980), in his study of self-concept of Adolescents and its relationship to scholastic achievement and adjustment found that –

(i) The global self-concept of the male adolescents was significantly different from that of the female adolescent. This difference was found both in the urban and rural populations. The sex difference was also found to be significant in respect of all the dimensions of self-concept. It was found that male adolescents had better global self-concept than the female adolescents.

(ii) A positive and significant correlation between self-concept and intelligence was found. The relationship was found to be significant at 0.01 level for the total population as well as for the male-female and urban-rural sub-population of the adolescents.

(iii) The difference between the means of the self-concept scores of the urban and rural adolescents was not significant. This lack of difference existed even when the urban boys were compared with rural boys and urban girls with rural girls.

(iv) It was found that a positive and significant correlation existed between global self-concept and scholastic achievement. Also, this relationship was positive and significant for male-female and urban rural sub-populations of the adolescents. Interestingly, the relationship between self-concept and scholastic achievement was stronger among the girls than among the boys.

(v) A positive and significant correlation between self-concept and adjustment was found. This relationship was significant at 0.01 level for the total population and also for male – female and urban-rural sub-populations separately. It was also found that the correlations of adjustment with all the dimensions of self-concept were positive and
significant at 0.01 level of significance. However, the correlation between the concept of intellectual ability and adjustment was not found to be significant for the sub-population of female adolescents.

Saraswat (1982) explored the relationship between self-concept and adjustment. He took a sample of 840 students (boys and girls) from 14 Govt. Hr. Sec. Schools of Delhi.

The major significant findings of the study were as follows:

(i) In the case of boys, physical self-concept was related with health, social and emotional adjustment, while in the case of girls, it was related with health, social, emotional, school and total adjustment.

(ii) Social self-concept was related with health, social and total adjustments in the case of boys and with home, health, social, emotional and total adjustment, in the case of girls.

(iii) Temperamental self-concept was related with emotional adjustment in the case of boys, while in the case of girls it was found to be related with home, social, emotional, school and total adjustments.

(iv) Educational self-concept was related with school adjustment and total adjustment in the case of boys, while in the case of girls it was related with social and school adjustments.

(v) In the case of boys no significant relationship was found between moral self-concept and adjustment variables, while in the case of girls moral self-concept was found to be related with home, social, and emotional adjustment.
Intellectual self-concept was related with emotional adjustment in the case of boys, and with health, social, emotional and school adjustments in the case of girls.

As far as total self-concept is concerned its relationship was found with social adjustment in the case of boys, while in the case of girls it was related with all the adjustment variables, viz. home, health, social, emotional, school and total adjustments.

Gupta (1984) conducted a study on self-concept dependency and adjustment factors of adolescents. The result showed that self-concept and adjustment were positively correlated and they had negative correlation with anxiety.

Pandit (1985) conducted a study on the psychological needs and self-concept of adolescents and their bearing on adjustment. The results showed that boys had higher concepts for the attributes and qualities which they perceive as possessed by them than girls. Personality as revealed in terms of basic need structure and self-concept had a significant bearing on adjustment.

Chadha (1988) conducted a study on 400 teachers of high and higher secondary schools of Haryana state and explored the self-concept of teachers and their emotional adjustment.

The main findings drawn from the present study are summarized under:

- The distribution of the scores of self-concept through profile analysis were not normal for the group of teachers as well as for the sub-sample of teachers consisting of male-female rural-urban sub-groups.
- The profile analysis of the emotional adjustment scores reveal that the scores were not normally distributed for the total sample of teachers as well as for the male-female, rural-urban sub-groups of teachers.
- There is no significant difference between the self-concept scores of male-female, rural-urban sub-groups of teachers.
- No significant difference is observed between the emotional adjustment scores of various sub-groups of teachers, viz. male rural, male urban, female rural, female urban, male rural, female rural, male urban and female teachers.
- The self-concept of teachers (total sample) differs significantly from their emotional adjustment and the same has also been observed in respect of male female, rural-urban teachers.
- The value of co-efficient of correlation for the self-concept and emotional adjustment scores has not been found to be high and also statistically significant for various groups of teachers except for urban male teachers. The co-efficient of correlation between the self-concept and emotional adjustment scores for urban male teachers is 0.40, which is relatively higher than other values with a sample of 95.
- There is moderate correlation between self-concept and emotional adjustment for the total male teachers which is 0.26 having a sample of 182.
- There is also moderate correlation between the self-concept and emotional adjustment scores for urban female teachers, which is 0.13 for a sample of 111.
- There is also moderate coefficient of correlation between the self-concept and emotional adjustment scores for total urban teachers, which is 0.28 for sample of 206.
- The coefficient of correlation, between the self-concept and emotional adjustment scores for rural male teachers, with a sample of 87, is 0.09, hence there is zero or no correlation.
- There is zero or no correlation between the scores of self-concept and emotional adjustment for the total female teachers with a sample of 168, whose value is 0.08.
- There is low magnitude correlation, i.e. 0.16 between the self-concept and emotional adjustment of the total sample of 350 teachers.

3.4 SELF-CONCEPT AND ACHIEVEMENT

* Leiky (1945) in one of the studies found that low academic achievement may be related to student's conception of himself as he is unable to learn academic material.

* Coopersmith (1959) in a study of fifth and sixth grade children that a correlation as high as 0.36 could be found between a positive self-concept and school achievement. A considerable body of evidence indicates that a child with a poor self-concept tends to be more anxious and less adjusted, less effective in groups and in the tasks of life than a child with a more adequate self-concept. In another study Roth (1959) has ensured that there is positive association between positive self-concept and academic achievement.

* Balram (1965) found a significant positive correlation between teaching skill, intellectual efficiency and self-concept.
Vasantha (1969) predicted a positive relationship between self-concept and intelligence in his study on 100 college students. Horn (1980) in his study found that there exists a relationship between self-concept and intelligence. Goswami (1978) revealed that there is positive relationship between self-concept and academic achievement. Mohan et al (1975) reported that intelligence as measured by Progressive Matrices Scale is positively related with total educational attainment.

Devoe (1977) observed that self-concept and achievement are related to each other very closely. Students with high self concept see themselves as responsible for their own success or failure. They may be more competitive. Helen Bee (1985) also obtained similar results. As per the findings children with high self-concept get somewhat better grades in school and on achievement tests.

In one of the studies, Josselson et al. (1977) found that among the boys those with low self-esteem were heavily focused on the here and now. They made few plans for the future and their behaviour was guided by what other people thought of them or did for them. Some else decided whether they should go to the college or get a job after high school. Their self-concept was dependent on being liked by their friends. In contrast, high esteem boys were very future oriented. Among girls who were seen as popular and as leader. These girls differed from the high self-esteem boys in their attitude about the future.

Sharma (1978) conducted a study to find out the relationship of academic achievement, intelligent and SES with different areas of self-concept, namely aspiration, confidence, emotionality inferiority, physical appearance and the withdrawing tendency in various groups. The result
revealed that self-concept showed high positive and significant relationship with the achievement and intelligence.

Saraswat (1984) while conducting his study on a sample of 840 students of Delhi revealed that intellectual self-concept was positively and significantly related to academic achievement in both the sexes.

Adhikari et al. (1986) found that above average students do possess an integrated personality pattern and balanced emotion because of their perception about self and their perception about the whole is also well organized.

Kaile (1987) revealed that self-concept and intelligence are significantly related to each other.

There was significant positive relationship between high self-concept and school achievement in a group of 102 fifth and sixth grade children as cited by Pandey (1988). In other words self-concept research points to simple conclusion that under achievers badly under estimate themselves.

Jyoti (1992) concluded that students with high self-concept achieved better than students with low self-concept.

Singh (1994) concluded that variable of intelligence was found to be significantly correlated with self-concept. Verma (1994) concluded that caste affiliation had significant effect on self-concept of school students while area of residence i.e. rural-urban did not have any significant effect on self-concept.

Krishnan (1993) conducted a study on a sample of 150 students (90men and 60 women). He found that there exists a significant coefficient of correlation of the order of 0.78 between self-concept and academic achievement of the college students.
Verma (1994) concluded that caste affiliation had significant effect on the self-concept of senior secondary school students while area of residence i.e. rural-urban did not have any significant effect on self-concept.

Khullar (1997) in her study on a sample of 1050 girl students of +1 class studying in senior secondary schools of Punjab State concluded that variable of intelligence, creativity and achievement were significantly correlated with all measure of self-concept. Also mean score of self-concept of high achievers was more as compared to low achievers. More intelligent urban girls possess higher self-concept as compared to low intelligence girls.

Rajnish (1998) in his study found that self-concept of senior secondary students was insignificantly correlated with the scientific creativity of the students.

However, studies of Ram Kumar (1972) concluded that higher achievement associated with negative self-concept. Similarly, studies of Nicholas (1978) and Vasishtha (1990), Dutta and Kumar (1996) explored that there is no significant correlation between academic achievement and self-concept. Sulekha (2002) found insignificant difference in self-concept of hostlers and non-hostlers.

3.5 HYPOTHESES
1. There will be no significant difference between pre-test and post-test mean scores of self-concept and its dimensions separately of students treated through SCBP.
2. There will be no significant difference in the mean score of self concept and its dimensions separately of students belonging to SCBP with
those of conventional approach on the basis of pre-test post-test scores.

3. There will be no significant difference in the mean scores of self-concept of boys and girls of (a) experimental (b) control groups on the basis of pre-test, post test scores.

4. There will be no significant difference in the mean scores of self-concept of students belonging to general and reserved categories of (a) experimental (b) control groups on the basis of pre-test, post test scores.

5. There will be no significant difference in the mean scores of self-concept of students belonging to urban and rural areas of (a) experimental (b) control groups on the basis of pre-test, post test scores.

6. There will be no significant difference in the mean scores of self-concept of students belonging to Arts, Science and Commerce streams of (a) experimental (b) control groups on the basis of pre-test, post test scores.

7. (a) There will be no significant difference between pre-test, post-test mean scores of adjustment of students treated through SCBP.
   (b) There will be no significance difference in the mean scores of adjustment of students belonging to experimental group with those of control group on the basis of pre-test, post-test.

8. (a) There will be no significant difference between pre-test, post-test mean scores of academic achievement of students treated through SCBP.
(b) There will be no significance difference in the mean scores of academic achievement of students belonging to experimental group with those of control group on the basis of pre-test, post-test.

9. There will be no favourable reaction of students towards SCBP treated through SCBP.

10. There will be no change in the trend of self-concept of students treated through SCBP.