

A Comparative Study of the Influence of Self Concept and Moral Values on Achievement of Higher Secondary School Students from Government, Private and Missionary Schools of Bhopal Division

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Abstract

The present study was conducted to compare the influence of self-concept and moral values on the achievement of higher secondary school students from government, private and missionary schools of Bhopal division. The objectives of the study were i) to study the nature of self-concept among secondary school students from different types of schools; ii) to study the nature of moral values among secondary school students from different types of schools; iii) to study the influence of type of school on the self-concept of secondary school students; iv) to study the influence of type of school on moral values of secondary school students; v) To study the relationship between self-concept and achievement of secondary school students; and vi) to study the relationship between moral values and achievement of secondary school students. The study was conducted on a sample of 846 students studying in Class IX from 5 government, private and missionary secondary schools each. For the collection of the data a) Self Concept Inventory developed by Beena Shah; and b) Moral Values Scale developed by the Investigator were utilized. The marks obtained by the students were considered as their achievement. It was found that almost half of the missionary school secondary school students have high level of self-concept and moral values. Self-concept and moral values of missionary secondary school students is the most developed. It was also found that higher the scores of self-concept and moral values of the secondary school students higher will be the scores of achievement of the secondary school students.

Keywords: Self Concept, Moral Values, Achievement, Government, Private and Missionary Schools.

Introduction

In today's scenario, the emphasis is mostly on providing the students with external push in the form of exposure to different methods of teaching, providing experiences of latest technological advances available, utilizing the advantages of group and peer dynamics, etc. Very little effort is made to find the internal motivation and intricacies of the students. In the present study, an effort is made to investigate into the internal aspects of the students and find out how these aspects influence the achievement of the students. The major variables that are taken up in the present study are self-concept, moral values and achievement.

Government schools are known to provide the bare minimum to the students in the form of what is in the syllabus. The private schools are infamous for inculcating a lot more than what is the capacity of the students and preparing students as if they were horses getting ready for a race. The missionary schools are known for providing education with an emphasis on moral development.

Self-concept is the cognition we have of ourselves based on our personal experiences, body image, and thoughts. The decisions we take regarding facing or not facing a challenge depends a lot on our self-concept. The self-concept one has about oneself also decides the outcome of the challenge faced. It is necessary that the students in their adolescence have a positive and high self-concept so as to bloom as a capable citizen of the country. Moral values can be considered as some principles set by an individual to assess their right and wrong situations. Moral values are guiding principles that shape our world outlook, attitudes and conduct. Moral values however are either innate or acquired. A strong focus on morals and values is an extremely important component of the educational model. The problem is that, the neglect of teaching moral values in schools is hurting our students and causing problems in society. In the present study, an effort is made to compare the self-concept and moral values of secondary school students from government, private and missionary schools and to find its influence on their achievement.

Need of the Study

Students at the secondary level are in the prime stage of adolescence. Adolescence is a distinct period of adjustment where a teenager has to face rapid physical, cognitive and social changes (Harris, 1998). It is the crucial period when the self-concept and moral values of the person is developed and these are carried along throughout life (Sattin and Kerr, 2001). Sex difference is seen in self-concept of physical abilities favouring boys and of reading abilities favouring girls (Jaffee & Hyde, 2000). However, these differences were very small (Meece, Parsons, Kaczala, Goff & Futterman, 1982 and Stevenson & Newman, 1986). Malik (2015) found no significant difference between government and private school students and boy and girl adolescent students of working and non-working mothers. Sinha, Sharma and Gupta (2007) and Taneja (2017) found a significant difference between moral values of government and private secondary school students. There is need to conduct more research in this area to find the difference in the self-concept of boys and girls studying in government and private secondary school students. Although a number of studies have been conducted, none have involved the missionary schools separately. There is still no consensus on the topic hence the investigator thought it important to conduct research in this important area.

Objectives of the study

- 1) To study the nature of self-concept among secondary school students from different types of schools.
- 2) To study the nature of moral values among secondary school students from different types of schools
- 3) To study the influence of type of school on self-concept of secondary school students.
- 4) To study the influence of type of school on moral values of secondary school students.
- 5) To study the relationship between self concept and achievement of secondary school students.
- 6) To study the relationship between moral value and achievement of secondary school students.

Research Questions

- 1) What is the nature of self-concept among secondary school students from different types of schools?
- 2) What is the nature of moral values among secondary school students from different types of schools?

Hypothesis

1. There is no significant difference in mean self-concept scores among students from government, private and missionary secondary schools.
2. There is no significant difference in mean moral value scores among students from government, private and missionary secondary schools.
3. There is no significant relationship between self-concept and achievement of secondary school students.
4. There is no significant relationship between moral values and achievement of secondary school students.

Methodology

The present study is an ex-post-facto study where survey method has been utilized. As sample 15 schools (5 government, 5 private and 5 missionary) were randomly selected. From these schools, 846 students studying in class IX were selected of whom 485 were boys and 361 were girls. In order to collect the data the investigator personally visited all the schools and collected data from the students. The tools used for data collected included a) Self Concept Inventory developed by Beena Shah; and b) Moral Values Scale developed by the Investigator. In order to get information about the level of achievement, the marks obtained by the student in the final exams were collected by the investigator from the school after the declaration of the results.

Analysis and Interpretation

In the lines that follow the analysis and interpretation is done objective wise.

a) Self-concept among Secondary School Students from different Types of Schools

According to the scores obtained by the secondary school students from government, private and missionary schools on the Self Concept Inventory they were categorized as having low, moderate and high level of self-concept. The level-wise self-concept of the secondary level school students is presented in figure 1.1.

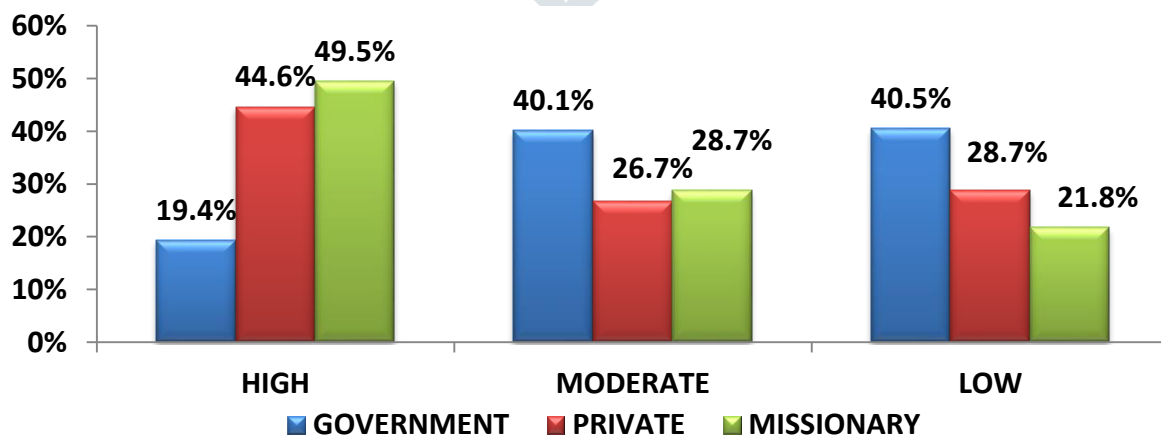


Figure 1.1 Self Concept among Secondary School Students from Government, Private And Missionary Schools

From figure 1.1 it can be seen that among the government school secondary students 19.4% have high level of self-concept, 40.1% have moderate and 40.5% have low level of self-concept. Among the private school secondary students, 44.6% have high, 26.7% have moderate and 28.7% have low level of self-concept. And among the missionary school secondary students, 49.5% have high, 28.7% have moderate and 21.8% have low level of self-concept. From above it can be inferred that almost half of the missionary school secondary school student have high level of self-concept.

b) Moral Values among Secondary School Students from Different Types of Schools

According to the scores obtained by the secondary school students from government, private and missionary schools on the Moral Values Inventory they were categorized as having low, moderate and high level of moral values. The level-wise moral values of the secondary level school from government, private and missionary schools is presented in figure 1.2.

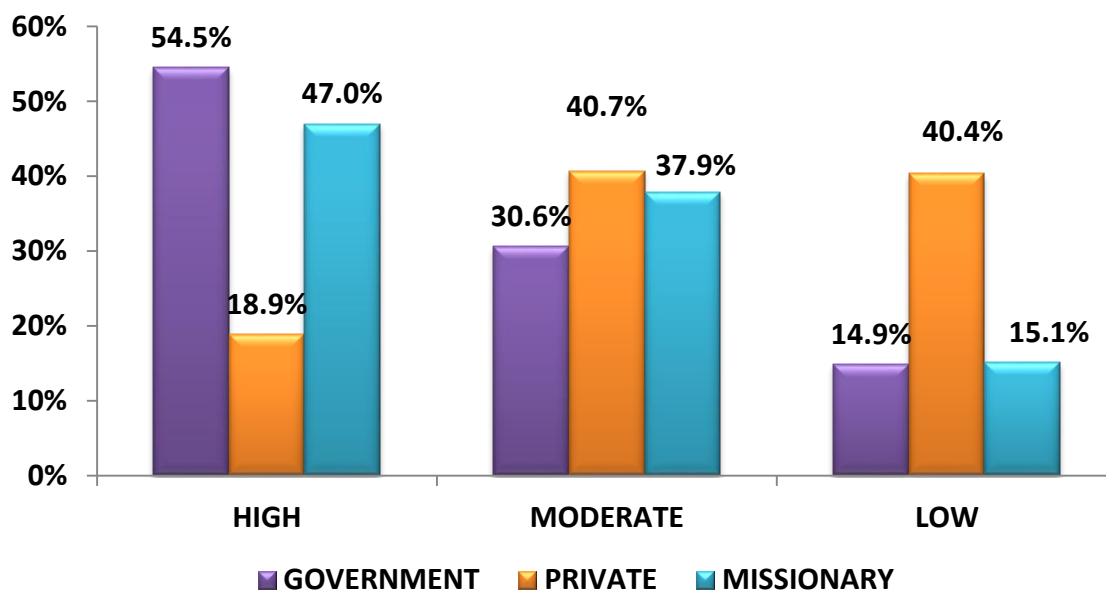


Figure 1.2 Moral Values among Secondary School Students from Government, Private and Missionary Schools

From figure 1.2 it can be seen that among the government school secondary students 54.5% have high level of moral values, 30.6% have moderate and 14.9% have low level of moral values. Among the students from the private schools, just 18.9% have high, 40.7% have moderate and 40.4% have low level of moral values. When it comes to students from the missionary schools, 47% have high, 37.9% have moderate and 15.1% have low level of moral values. From above it can be seen that more than almost half of the students from the government and missionary school have high level of moral values while just one-fifth of the students from the private schools have high level of moral values.

c) Influence of Type of School on Self-Concept of Secondary School Students

In order to find the influence of type of school on the self-concept of secondary school students, the mean self-concept scores of students belonging to different types of schools (government, private and missionary) were compared with the help of one-way ANOVA. The results are presented in Table 1.1.

Table 1.1
Summary of ANOVA for Self Concept of Secondary School Students from different Types of Schools

	SS	Df	MSS	F-Value
Among	50393.681	2	25196.841	19.889**
Within	1067997.691	843	1266.901	

** Significant at 0.01 level

Table 1.1 indicates that that the F-value for study habits of secondary level school students is 19.889, which is significant at 0.01 levels with df equal to 2/843. Therefore, the hypothesis, namely, ‘there is no significant difference in mean self-concept scores among students from government, private and missionary secondary schools, is rejected. Thus, it can be inferred that the self-concept of secondary level school students is dependent upon the type of school they are studying in. The mean self-concept scores of government schools is 69.59, privates schools is 82.94 and missionary schools is 89.11. Hence it can be inferred that the self-concept of missionary secondary schools is the most developed.

d) Influence of Type of School on Moral Values of Secondary School Students

In order to find the influence of type of school on the moral values of secondary school students, the mean moral values scores of students belonging to different types of schools (government, private and missionary) were compared with the help of one-way ANOVA. The results are presented in Table 1.2.

Table 1.2
Summary of ANOVA for Moral Values of Secondary School Students from different Types of Schools

	SS	Df	MSS	F-Value
Among	443576.646	2	221788.323	49.389**
Within	3785633.335	843	4490.668	

** Significant at 0.01 level

Table 1.2 indicates that that the F-value for moral values of secondary level school students is 49.389, which is significant at 0.01 levels with df equal to 2/843. Therefore, the hypothesis, namely, ‘there is no significant difference in mean moral values scores among students from government, private and missionary secondary schools’, is rejected. Thus, it can be inferred that the moral values of secondary level school students is dependent upon the type of school they are studying in. The mean moral value scores is government schools is 198.21, private schools is 167.76 and missionary schools is 213.20. Hence it can be inferred that the moral value of missionary

secondary school student is the most developed.

e) Relationship between Self Concept and Achievement of Secondary School Students

The relationship of the self-concept to achievement of secondary school students was found out using Pearson's product moment correlation. The value of r is presented in Table 1.3.

Table 1.3
Value of 'r' for Self Concept and Achievement

Variable	N	Mean	SD	r
Self Concept	846	81.75	36.380	0.171**
Achievement	846	63.60	18.722	

** Significant at 0.01 level.

Table 1.3 shows that the value of ' r ' is 0.171 which is significant at 0.01 level. Since the value is significant hence the hypothesis namely 'there is no significant relationship between self-concept and achievement of secondary school students' is rejected. There is found to be significant positive correlation between self-concept and achievement of secondary school students. Therefore it can be inferred that higher the scores of self-concept of the secondary school students higher will be the scores of achievement of the secondary school students.

f) Relationship between Moral Values and Achievement of Secondary School Students

The relationship of the moral values to achievement of secondary school students was found out using Pearson's product moment correlation. The value of r is presented in Table 1.4.

Table 1.4
Value of 'r' for Moral Values and Achievement

Variable	N	Mean	SD	r
Moral Values	846	63.60	18.722	0.143**
Achievement	846	198	70.746	

** Significant at 0.01 level.

Table 1.4 shows that the value of ' r ' is 0.143 which is significant at 0.01 level. Since the value is significant hence the hypothesis namely 'there is no significant relationship between moral values and achievement of secondary school students' is rejected. There is found to be significant positive correlation between moral values and achievement of secondary school students. Therefore it can be inferred that higher the scores of moral values of the secondary school students higher will be the scores of achievement of the secondary school students.

Conclusion

From the above it can be inferred that –

1. Almost half of the missionary school secondary school student has high level of self-concept.
2. More than almost half of the students from the government and missionary school have high level of moral values while just one-fifth of the students from the private schools have high level of moral values.
3. Self-concept of secondary school students from missionary schools is the most developed.
4. Moral value of secondary school students from missionary schools is the most developed.
5. Higher the scores of self-concept of the secondary school students higher will be the scores of achievement of the secondary school students.
6. Higher the scores of moral values of the secondary school students higher will be the scores of achievement of the secondary school students.

Educational Implications

Efforts should be made to impart activities that lead to development of self-concept and moral development among secondary school students as it leads to enhance the achievement of the students. The missionary schools are imparting moral values among the students through their curricular and co-curricular activities, the same can be adopted by the government and the private secondary schools.

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