
INTEGRAL UNIVERSITY

LUCKNOW



SESSION 218-2020

**A STUDY OF SELF CONCEPT OF B.Ed. AND
M.Ed. STUDENTS IN LUCKNOW CITY**

DISSERTATION

SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF DEGREE OF
MASTER OF EDUCATION
(M.Ed.)

UNDER THE SUPERVISION
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Acknowledgement

First and foremost I would like to express gratitude and heartiest deep-felt thanks to ALLAH (SWT) for His blessings on me. Without the help of ALLAH the completion of my work would not have been possible.

I, express my gratitude even satisfactorily to such an eminent and noble Vice Chancellor Prof. Syed Waseem Akhtar Sir for providing conducive environment facilities for the study.

Now, I take this ace opportunity to register my heartfelt gratitude to Prof. T. Usmani Sir (Dean of faculty), Dr. Adnan Khan Lodi Sir (Department of the Head) and Dr. Ali Imam Sir (Program Coordinator) Faculty of Education, Integral University, Lucknow for their helpful suggestions.

I owe my most sincere gratitude to my Supervisor Dr. Faizia Qamar Ma'am who has inspired, encouraged and supported me throughout my dissertation with her patience and knowledge allowing me the room to work in my own way. I am also thankful for the excellent example she has provided as a successful woman and a teacher. One simply could not wish for ever smiling, better and friendlier supervisor!

I would like to record my gratitude to my co-supervisor Dr. Geetika Nidhi Ma'am for his supervision, advice, and guidance from the very early stage of this dissertation as well as giving me extraordinary experiences throughout the work, which made her a backbone of this dissertation.

I would like to pay my special regards to Dr. Ekhlq Ahmad Sir for their concern and support. In his regard and guidance that he selflessly gave to me without his

support this work would have been impossible. It has been an honor to be his student.

Collective and individual acknowledgments are also owed to all the teachers, Dr. Azkiya Waris Ma'am, Dr. Zaba Aqil Ma'am, Dr. Smita Srivastava Ma'am and Mrs. Diva R Panjwani Ma'am, who have helped and encouraged me.

Where would I be without my family? My parents deserve special mention for their inseparable support and prayers. My Mother, Mrs. Najma Zaidi in the first place is the person who put the fundament, my learning character, showing me the joy of intellectual pursuit ever since I was a child. My Father, Dr. Syed Tasdiqul Hasan Zaidi, is the one who sincerely raised me with his support and gentle love. I am also very thankful to Waseequl Hasan Zaidi, Rana Zaidi and Umair Zaidi for being supportive and caring siblings.

Last but not least, I am extraordinarily fortunate to having Syed Ateequl Hasan Zaidi as my Bade Abbu. Without their encouragement it would have been impossible for me.

I would like to thank a person who is my motivator, friend and guide too. Words fail me to express my appreciation to him Dr. Amit Chaurasia Sir. His encouragement, good advice and persistent confidence in me, has taken the load off my shoulder.

Finally, I express my joyful attitude of gratitude to my classmates for their support.
THANKYOU ALL.

Farheen Fatima Zaidi



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DECLARATION

I, hereby declare that the dissertation titled “**A Study of Self Concept of B.Ed. and M.Ed. Students in Lucknow city**” is an authentic record of the dissertation work carried out by me under the supervision of **Dr. Faizia Qamar Ma’am** and **Dr. Geetika Nidhi Ma’am**, Department of Education, for the period from February 2019 to June 2020 at Integral University, Lucknow. No part of this dissertation has been presented elsewhere for any other degree or diploma earlier.

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Chapter-1

CONCEPTUAL FRAME WORK

1.1 INTRODUCTION:

“Education is the ability to pay attention to nearly while not losing your temper or your self-assurance.”

Our education system is that the oldest within the world and had some particularities that don't seem to be found anyplace within the world and that we square measure pleased with them even these days.

In India, information was gained to achieve salvation.

Dr. R.K. Mukherji says, “Learning in Bharat through the ages had been prized and pursued not for its own sake, if we tend to might thus place it, except for the sake and as a district of faith. It had been sought-after because the means that of salvation.”

Through education, the person tries to hunt new concepts and ways in which of life. It's once more through education that he promotes his intelligence and adds his information with that he will move the worlds permanently or for evil, as in keeping with his desires. Thus, the attempts to grasp him-self to the planet regarding him and to transmit the information gained to succeeding generations.

Etymologically the term education is copied to two completely different sources of derivation. In keeping with one's read, the term “Education” originated from the Latin word “Educare” which implies “to bring up” or “to nourish”.

In alternative words, it means the child is to quote in keeping with bound aims and ends visible a number of the definitions given by our academic thinkers' square measure given below

“Education isn't the filling of a vessel however the kindling of a frame”

Socrates

“Education is that the manifestation of divine perfection already existing in men”

Vivekanand

“Education is the method of living through an eternal reconstruction of experiences. It's the event of all those capacities within the individual which can modify him to manage his atmosphere and fulfill his potentialities.”

John Dewey

After examining the on top of definitions one will make a balanced definition of Education.

As advised by **Redders and Pires** “Education is that the deliberate systematic influence exerted by the mature person upon the photographs through instruction discipline harmonious development of all the powers of creature physical social intellectual and religious. Consequently, to their essential hierarchy by and for individual and social uses and directed towards the union of the educated along with his creators because of the finish.”

The route that means of education is given as referring for hemorrhage out for creating manifest the inherent potentialities during a pupil. Broadly speaking king education refers to any act or expertise that contains a formative impact on the temperament of a private.

Education could be a product of expertise. It's the method by that and thru that the experiences of the race that's information skills and attitudes square measure transmitted to the members of the community. Education issues from birth to death and also the faculty exert a larger influence in educating the child.

Other social agencies like home, religions, press, radio, library, cinema, television, etc. supplement its work. The simplest style of education is that guides the image child to measure his life richly and profusely tributary there would possibly to social betterment.

The Education Commission (1964-66) ascertained that “Education must serve as a powerful instrument of social economic and cultural transformation necessary for the conclusion of the national goals.”

“Education could be a tri-polar method. At the one end stands the pedagogue on the second the educand on the third the content what transpires between the academics and school.”

It affects modification within the natural adamant of the child who is the learner.

The students for learners should have subsequent qualities during a teaching-learning setup -

(1) Qualities Associated With Teaching

(a) Interest within the subject: “The student ought to have an interest within the subject”

(b) The democratic outlook of life: During this age of democracy there's a desire for learners with democratic attitudes, solely a learner will achieve their days.

(c) **Interest in co-curricular activities:** Within the gift day faculty program co-curricular activities occupy a really necessary place. So, he ought to show interest and participate in varied co-curricular activities.

(d) **Ready for self-analysis:** Students ought to ever able to improve themselves through self-analysis.

(e) **Punctual:** These days students ought to be prompt.

(f) **Respecting the teachers:** The scholar ought to show due relevance to each teacher.

(g) **Cooperative angles:** Each student ought to have a Cooperative attitude. He/she ought to be Cooperative with alternative students' academics and master.

(h) **Free from any style of prejudice:** The scholar is predicted to stay over and on top of any style of prejudice.

(i) **A true patriot:** The scholar is a nation builder. He helps in creating true patriots of the state.

(j) **Good relations with the community and others:** He ought to establish an honest report with the community is her Academy downside is also resolved with their facilities. The scholar ought to perceive the community through the kids and create efforts for its improvement.

(2) **Qualities Regarding Personality:**

(a) **Personal look:** In appearance, the scholar ought to sort of a student. Here we tend to cannot limit Darwin his medication and standing.

(b) **Sound mind:** the scholars ought to have AN alert and sound mind that's attainable given that he has healthiness.

(c) **Voice and pronunciation:** A student ought to have a transparent voice the scholar ought to have smart pronunciation.

(d) **High ethical character:** the scholar ought to be someone of high ethical character the scholar mustn't be a slave of passions and emotions.

(e) **Qualities of leadership:** the scholar ought to lead his colleagues in each side.

(f) **A smiling face:** the scholar should have a smiling face and smart gestures.

Besides these qualities of the temperament of learner another necessary quality of temperament affects the learner a great deal that's called self-concept.

Self-Concept:

Self-concept refers to the entire of a posh organized and dynamic system of learner beliefs, attitudes, and opinions that every person holds to be true regarding his or her existence parental upbringing, continuous failure, depression, and internal self-critic square measure factors that influence the event of one's self-concept.

A positive self-structor may be developed through behaving objectively in knowing oneself, forever appreciate oneself, bind to oneself, and forever have positive and rational thinking. Educational psychological science may be mentioned as a definite discipline.

James Crichton - psychology that features each strategy of study and ensuing mental object. It's believed that the event of student's self-concept depends on the main target of educators in academic psychological science in classroom practice.

Definition of Self-Concept:

There are unit a range of the way to have faith in the self. The foremost wide used term is self-concept and customarily refers to the totality of a posh, earth organized and dynamic system of learned beliefs, attitudes, and opinions that every person holds to be true regarding his or her existence.

Franken (1994) states that: “There's an excellent deal of analysis that shows that the self-concept is maybe, the idea for all impelled behavior. It's the self-concept that provides rise to attainable selves, and it is attainable cells that make the motivations for behavior”.

We develop and maintain our self-concept through the method of acting so reflective on what we've done and might kill comparison to our expectation and accomplishment of others. Indeed, self-concept isn't innate however it will develop by the individual through interaction with the surroundings and reflective on the interaction.

There are several different components of self-concept: Intellectual, emotional, social, character and aesthetic. The physical facet of self-concept relates there to that is concrete: What we glance, like our gender, height, area, stream, etc. What reasonably garments we have a tendency to wear, what reasonably automotive we have a tendency to drive, what reasonably home can sleep in, then forth. Our educational self-concepts relate to however we have a tendency toll we have a tendency to kill faculty or however can we learn. There are two levels: A General educational self-concept that's however would we have a tendency to area unit overall and a collection of specific content connected self-concept that describes however sensible we have a tendency to area unit in math, science, languages, arts, science, etc. The social self-concept describes however we have a tendency to relate to people and therefore the transfer personal self-concept describes however we have a tendency to relate to Supernatural

Lecky (1945): Determine the self-concept because the nucleus of personality. Outline personality, in turn, as an associate “organization of values that are a unit in line with one another”. The organization of temperament is taken into account to be dynamic because it involves the continual assimilation of recent concepts. It's assumed that every one concert area unit organized among a unified system, whose reservation is crucial. The self-concept because the nucleus of the temperament, plays a key role in decisive what ideas are a unit acceptable for assimilation into the general temperament organization. There's one major motive, the attempt for Unity. A threat to the organization of the temperament produces feelings of distress. The views of and coms 1949 are a unit kind of like those of Lucky. Define self-concept as - “those components of the exceptional field that the individual has differentiated as definite and fairly stable characteristics of himself”. Thus, the read of self-concept because the nucleus of a broader organization, that contains incidental and changeable yet as a stable temperament characteristic.

Hilgard (1949): During a presidential address to the APA., determine 3 sorts of proof that offer support for the concert of Associate in Nursing inferred self. These are unit continuity of psychological feature patterns, composition patterning of motives, and therefore the social nature of vital human motives. The continuity of psychological feature patterns refers to folks concerning themselves as primarily identical folks they were a year ago, despite superficial changes. The composition patterning of motives refers to the observation that totally different actions will satisfy identical motive which bound motives may be substituted for others. **Hilgard** conjointly noted that the existence of a defense provides robust proof for self-concept, as for there to be a defense, there has got to be some facet of sadly, despite having maid and attention-grabbing case for postulating a self-concept, **Hilgard** didn't arrange to determine it.

Rogers (1951): Outline the self as “An organized whole, however the consistent abstract pattern of perceptions of characteristics and relationship of the attention or theme along that values connected to these concepts”.

He expressed that the self-concept includes solely those characteristics of the person who he's alert to over that he believes he exercises management. There's a basic got to maintain and enhance the self. The threat to the organization of the self-concept producer's anxiety, if the thread can't be defended against, harmful this organization follows. His views have an excellent deal in common with those of luck and shrug and coms.

Self-concept has been referred by love 1961 as once angle towards self, Associate in Nursingd by Pederson (1965) as an organized configuration, of perceptions, beliefs, feelings, attitudes, and values that the individual views as a section of characteristics of himself.

Saraswat and Bibos gaurus (1981): Delineated self-concept as “the self-concept within the individual's approach of staring at himself. Conjointly signifies the simplest way of thinking, feeling, and behaving”.

Lynche, Naren-Hebeisen, and Gergen(1981): Have quoted William fitt's suggestion that spotlight ought to be shifted from international measures of the self-concept to the configuration of responses across self-concept dimensions. Search plan patterns ought to be a lot of sensitive to environmental effects.

Self-concept may be a dominant component in temperament pattern, therefore, many terms area unit just about synonyms with self-concept among them area unit “self-image”, the “ego”, “self-understanding” self-perception and “phenomenal self”.

Having reviewed a range of positions on the character of the self-concept, we have a tendency to area unit currently during a position to summaries the characteristics that others have attributed to that. These embrace the following:

1. it's a system of internally consistent, hierarchically organized concepts contained among a broader abstract system.
2. It contains totally different empirical selves, like a body self, my non secular self, and a social self.
3. it's a dynamic organization that changes with expertise. It seems cow amendment Associate in Nursing and exits a bent to assimilate an increasing quantity of data, thereby manifesting one thing sort of a growth principal.
4. It develops out of the expertise, significantly Re out of social interaction important others.
5. Essential for the functioning of the person that the organization of the cell construction is maintained. Once the organization of the cell construct in vulnerable, the visual cases and anxiety and attempts to defend himself against the thread. If the defense is in, stress mounts and is followed by final Lee bye total disorganization.
6. There's a basic want for self-concept that relates to all or any aspects of the self-concept, and as compared, to which, most alternative wants square measure subordinate.

The self-concept has a minimum of two basic functions:-

First: It organizes the information of expertise significantly expertise involving a social interaction into certain sequences of action and reaction.

Second: The self-concept facilitates attempts to satisfy wants whereas avoiding disapproval and anxiety.

Components of Self-Concept:

The dynamic aspects of self-concept (and, by corollary, self-esteem) is very important as a result of it indicates that it will be changed or modified.

Franken 1994 States: “There could be a growing body of analysis that indicates that it's potential to alter the self-concept. Search changes, not one thing that folks will can however rather it depends on the method of self-reflection. Through self-reflection, individuals typically return to look at themselves in an exceedingly new, additional powerful manner, and it's through this new, additional powerful manner of doing the self.

There square measure many different parts of self-concept: Intellectual, emotional, social, character, and aesthetic.

In this study following parts of self-concepts square measure -

- 1. Intellectual:** People's awareness of their Intelligence and capability of problem-solving and judgment.
- 2. Emotional:** Read of their prevailing spirit or predominance of a selected reasonably emotional reaction.
- 3. Social:** Individual sense of labor in social interactions.
- 4. Character:** People read of themselves with college, teachers, and extra-curricular activities.
- 5. Aesthetic:** Individual destination of their ethical value, right and wrong activities.

Factors that influence Self-Concept:

The development of self-concept is through the educational method since childhood. A child close experiences additionally the form of parental upbringing also contribute a big influence on the event of self-concept. A child evaluates, who they're truly the response of their oldsters in each action that taken. If a child lives in an exceedingly confused and negative parental upbringing, as a result, this kid tends to develop negative self-concept. Negative parental upbringing will be shown through beating while not Mercy, neglecting, painless attention, unfairness, demeaning and unacceptable behave towards their child's angle once this happens, they're going to assume these as a penalty caused by their fault or stupid solid ground. On the contrary, positive parental upbringing can develop a positive self-concept.

Self-concepts are some things dynamic modification from time to time some aspects of self-concept stay for an extended amount however others can flip the alternative manner

Factor that influence the method of the event of self-concept. The fashion of parental upbringing that has been mentioned before could be an important issue. Positive parental upbringing and angle browse by their youngsters' positive thinking and self-appreciation to themselves. The negative parental angle creates the idea that its kid isn't appreciated and idolized by their oldsters attributable to his self weakness.

The second issue is a continuous failure in an exceedingly child's life. During this case, failure will be outlined as successful to please their oldsters to themselves. Continuous failure in an exceedingly child's life makes him feel that they're useless. Gradually, negative self-concept is developed within the kid. On the

opposite hand, a positive self-concept, if a toddler sees failure is a chance for him to boost himself in each facet of the higher cognitive process.

The next factor is that depression. People who suffer from depression tend to suppose and respond negatively towards everything together with evaluating themselves. They're curious whether or not they will survive throughout their life. They will be super sensitive to what others say concerning them or act towards them.

Last however not least, internal self-critic is another issue that influences the method of the event of self-concept. We tend to cannot deny that internal self-critic is required to gauge each action and call that we tend to soak up our life. Internal self-critic operated as a regulator in each action taken and the way we tend to behave so that we will be accepted by the society.

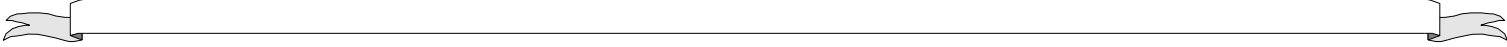
Developing a positive Self-Concept:

As mentioned before that sales concert is some things dynamics few steps will be taken as possess a positive self-concept.

First: we tend to should behave objectively in knowing ourselves. Despite however little the accomplishment of positive expertise that we tend to possess it should be appreciated. We tend to should attempt to enhance our talent and self-potential.

“You can't be all things to all or any peoples, you cannot do all things quickly, and you only do the most effective you sensible in each way”.

Secondly: we tend to should grasp and invariably appreciate ourselves. There's no alternative person who will appreciate North American country quite ourselves. People, who know how to appreciate us more, that our cells are the one that can



see all good and positive things with them and other people. So, if we will appreciate others, we will appreciate ourselves.

Thirdly: Never be an associate enemy to us. People tend guilty of the cells once a conflict arises between ideal expectation and therefore the real self. We will hardly see the nice and positive facet of ourselves. Gradually, they're mentally exhausted pissed off, and develop negative self-concept.

The final step is to possess positive and rational thinking. The Buddha says, “We square measure what we expect. All that we have a tendency to square measure arises with our thought. With our thoughts, we have a tendency to build the globe. However powerful is our mind”?

If we develop positive and national thoughts we tend to are developing a positive self-concept. Opposite stand out the involved person is he's a winner however a negative self-concerned person is often a loser.

In conclusion, self-concept is incredibly vital and essential in developing temperament. Parents need to contemplate varied factors that influence the event of a lot of positive self-concepts. These factors square measure the fashion of parental upbringing.

At school, the event of a student's self-concept depends on the main target of educators in academic psychological science in the schoolroom apply. A positive self-concept creates a positive schoolroom learning atmosphere that believes it will contribute to sensible educational action by students.

Statement of the problem:

The statement of downside the matter is either in question type or as a declarative statement makes an attempt to specialize in a goal and thereby provides direction to the analysis problem. It should be restricted enough in a very scope to form an

exact conclusion that is feasible. A haul suggests a particular answer or conclusion. It's during this line of thought that the matter of the study is expressed as below.

A STUDY OF SELF-CONCEPT OF B.ED AND M.ED STUDENTS

1.2 Operational definition of the key terms:

The operational definition of the vital terms utilized in this study is mentioned and outlined here.

Self-Concept:

Self-concept regard to the perception of a private regarding its temperament and qualities. Solely the subsequent five aspects of student's perceptions are coated within the study.

1- Intellectual

2- Emotional

3- Socials

4- Character

5- Aesthetic

Operational is speaking the upper five subject scores on the self-concept rating scale the upper are his herself-concept and the other way around.

B.Ed. students: the scholars finding out for an academic degree in education square measure thought of for this study.

M.ED. students: the scholars finding out for an academic degree in education square measure thought of for this study.

1.4 Objectives of the study:

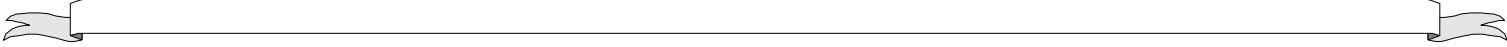
The following object maybe a wireframe for this analysis study.

1. To review and compare the magnitude of the self-concept of B.Ed. and M.Ed. students.
2. To compare the self-concept of male B.Ed. and male M.Ed. students.
3. To compare the self-concept of female B.Ed. and female M.Ed. in students.
4. To compare self-concept of male and female B.Ed. students.
5. To compare the self-concept of male M.Ed. and female M.Ed. students.
6. To compare the self-concept of rural male B.Ed. and female B.Ed. students.
7. To compare the self-concept of urban male M.Ed. and female M.Ed. students.

Hypothesis of the study:

The hypothesis may be a tentative answer to a question. It's an informed guess to be subjected to the method of verification order confirmation hypothesis counsel. Solutions, that square measure expressed as generalization or propositions. They're the statement consisting of parts expressed in associate degree orderly system of relationship that seeks to explain or to elucidate events that haven't however been confirmed by reality. They will give the abstract parts that complete the illustrious information abstract which means and interpretations that specify the unknown phenomena. Biological e relating to loan conditions is created. The hypothesis will extend and enlarge our information.

Best identifies the subsequent four basic characteristics of a decent hypothesis.

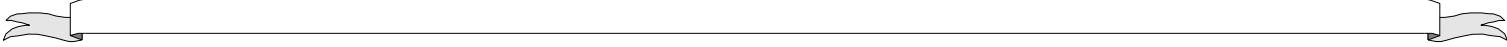
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1. It should be reasonable.
 2. It should be in line with illustrious facts or theories.
 3. It should be expressed in such some way that it is tested and located to be in all probability true or false.
 4. It should be expressed within the simplest doable terms with these criteria as a frame of reference the subsequent operating hypothesis was developed considering the variables and objectives of the present study.

The following null hypotheses have been formulated:

1. There's no significant difference between the self-concept of B.Ed. and M.Ed. students.
2. There exists no significant difference between the self-concept of male B.Ed. and male M.Ed. students.
3. No significant difference exists between the self-concept of female B.Ed. and female M.Ed. students.
4. There exists no significant difference between the self-concept of male and female B.Ed. students.
5. No significant difference exists between the self-concept of male and female M.Ed. students.

1.6 Justification of the problem:

In the present, it's been seen that self-concept is that the mental and abstract understanding and chronic regard that sentient beings hold for his or her existence. It's a primary motivating force in human behavior.



In the choice of any field of a lifetime of a positive self-concept is needed to spice up them-selves. Due to four operations industrialization, modernization, specialization and economic process nature of word work have entirely students wish to pick out the type of education schemes that should facilitate them to form adjustable themselves and present and it's all rely upon their temperament their self-concept however they carry their professions.

A positive self-concept is needed towards them for what they are doing. If they cannot do this they feel frustration and suffer from conflict.

B.Ed. and M.Ed. are bachelor's and a master's skilled degree. This study can facilitate in knowing the self-concept of B.Ed. and M.Ed. students. By doing self-concept it will contribute to sensible educational action by students' optimistic personal Expectations regarding himself or herself and so students would be most productive and would be that is one in every of the most aims of education?

1.7 Delimitations of the study:

The study was delimited in several aspects -

1. The study was delimited to B.Ed. and M.Ed. students only.
 2. The study was confined to male and female B.Ed. and M.Ed. students only.
 3. The sample of the study consists of students studying in the Lucknow city only.
 4. The study was confined to a sample of 200 students only that is 100 B.Ed. and 100 M.Ed. students.
 5. The students were confined to the T (CR) test only.
-

Chapter-2

REVIEW OF RELATED LITERATURE

Review of related literature:

Review of literature: The phrase “review of the literature” consists of two words review and literature “review” implies that in of the past and conjointly the term “literature” refers to the information of a particular house of Investigation.

JW best: “stated the review of the literature “a familiar with the literature in any disadvantage facilitate the scholar to induce that is already acquainted what others are promising or unsatisfying and what problems keep to be solved”.

JW best: “practically all human information is going to be found in books and libraries not like totally different animals that have gotten to start a replacement with each generation, man builds upon the accumulated and recorded information of the past. Is constant another to the massive store of knowledge makes achievable progress altogether areas of human endeavor.

The phases of review of literature:

Reviewing the literature has a pair of faces -

1. Identification and reading: It includes distinctive all the relevant disclosed material at intervals the downside house and reading that part of it there with we tend to are met through familiar. One develops the inspiration of ideas and results that his study is designed.

2. Writing: The second part of the review of literature involves writing with this foundation of ideas into the neighborhood of the analysis report for the joint smart issue concerning. For the investigator, it's disclosed the background at intervals the

sphere. For the Reader, it provides a top-level view of the thinking and analysis necessary for them to grasp the study.

Reasons for review of literature

1. Indication of direction: The review of research done previously in a passing specific house of interest and quantitative and qualitative analysis of this analysis is to grant the directions.

2. Demand for planning study: As demand for actual planning and conducting the study, every investigator should be up to date in his information regarding the literature related to his own problem already done by others.

3. Avoiding duplication: Review of literature awards the duplication of the study of findings to need the advantage of comparable or connected literature as regards, methodology, techniques data collection, procedure adopted and conclusion drawn. Why this one can justify his endeavor at intervals the sphere.

4. Provide of the matter of study: Review of literature provides the matter of study for distinctive and selecting his drawback of study. The investigator developed his hypothesis supported literature that gives the regional for the results and findings of the study are going to be discarded at length.

5. A clear image of the matter: The review of the literature indicates a clear image of the matter to be shown. Review of connected literature for this study has been conducted at intervals the subsequent a pair of heads-

1.) Studies conducted in the Republic of India

2.) Studies conducted abroad

- **Studies done in India:**

Saraswat 1982 studies the self-concept to adjustment, values lecturers. Accomplishment standing of women and boys the sample of 840 students (420 boys and 420 girls) that was chosen by a quota random sample shows that the boys' self-concept was completely and significantly related to social adjustment whereas the girls' self-concept was related to home, health, social-emotional, faculties what is more as total adjustment.

R. Kulshrestha 1983 found in their study related to a worth orientation, interest, and perspective as correlates of self-concept among male, female and everybody sense that ethic had a positive affinity with self-concept among male what is more as a feminine adolescent beneath completely different levels of interest, what is more as a result of the expansion of self-concept throughout the quantity of adolescence in every the success depends upon the variation of interest incidence. He to boot found that promotion or modification of the thought of self by peer relationships at intervals the case of every male and females remained different.

PS Kale 1985 has conducted a study on the event of self-concept at Priya adolescent level concerning some family and school factors. He finished that perception of family factors, what is more as a college issue, showed very important development in plan perception of parent's child relationship, teacher-student relationship, he to boot supported teacher-student relationship was foreign in self-concept, a parent-child relationship was significantly associated with self-concept. A peer relationship was necessary and conjointly the event of self-concept.

Pandit I 1985 started the psychological would love and self-concept of adolescence and they are bearing on adjustment and settled that the adjustment of adolescence in home, health emotional and school areas significantly differed altogether cases except as on the case of home and health adjustment and

conjointly the result for self-concept of adolescent boys girls and girls showed that boys had more robust regard for the attributes the qualities that they prove as a post by them than women.

Swami Priyakant 1989 throws light-weight on the adjustment, anxiety, self-concept, associate degreed intelligence of orphan students living in Associate in Nursing orphanage so that orphan students were loads of anxious than ancient students and ancient students' self-concept was above the self-concept of orphan students.

He to boot finished that sex didn't affect the variations at intervals the self-concept of orphan and ancient students.

Jain Jayanti 1990 found that ladies having high self-concept complete to choose out hi Academy courses that were associated with each other suggesting that they reinforce each other, where tutorial

Nayana Nivedita 2005 trusts on the event of self-concept in lecturers and completes that the multivariate analysis values between the self-concept and mental state further as adjustment take along area.

- **Studies conducted abroad:**

Chae, Jung, and rich man 2001 found that kids with a deficient read of their tutorial talents have interaction in delinquent acts as a way to reinforce their self-image.

It is evident from that on top of Review that though several studies are conducted on self-concept nobody has conducted as a comparison of self-concept of graduate students. So, the current study has relevance to the current situation.

C K J Wang Parkins WC 2005 tried a longitudinal study of students' tutorial self-concept in an exceedingly stream setting and complete that the lower ability stream students have a lot of negative tutorial self-concept than the upper ability students straightaway once streaming that they had a lot of positive tutorial self-concept three years once being streamed. Also, it was established that the scholar tutorial self-concept declined from secondary twelve secondary three. The decline was a lot of pronounced for higher ability is to train students than the lower ability stream students. Hence streaming might have a short-run negative impact on lower ability stream is student tutorial self-concept. However, within the long haul, being within the lower ability stream might not be harmful to their tutorial self-concept.

Masha 2006 rumored that self-concept and action have a reciprocal relationship within the sense that positive learning experiences can probably produce a way of confidence that may facilitate offering protection form the students' tutorial development whereas positive previous action additionally results in future higher self-concept.

Othman, N. and Bee Leng 2011 highlight the connection between self-concept, intrinsic motivation self-determination, and tutorial achievements and asserts that correlation between the variable quantity and variable quantity was all considerably low.

Chapter-3

RESEARCH DESIGN

The purpose of this chapter is to supply an outline of the analysis style of the study. Analysis style could be a mapping strategy that's supported the sampling technique.

It primarily includes objectives, sampling, analysis strategy, tools, and techniques for aggregation the proof analyzing the info, and news the findings.

Kerlinger asserts that the analysis style has 2 basic functions.

1. To provide answers to research questions
2. To control the variance.

The design of the present study has been discussed in this chapter under following headings-

- a) Methodology
- b) Population of the study
- c) Sample of the study
- d) Variables
- e) Tool used in the study
- f) Description of self-concept rating scale
- g) Statistical technique

Methodology

The analysis methodology is that the systematic procedure by that the man of science starts from the initial identification of the matter to its conclusion the role of the methodology is to hold on the analysis was scientifically and with validity.

The analysis methodology consists of all general mastery of the analysis methodology invariably enhance understanding of the analysis activities.

The normative survey technique describes and interprets what exists nowadays. In it, we tend to be involved with the conditions of our relationship that exist.

The objective of this study may best be achieved with the assistance of the formative testing of B.Ed. and M.Ed. students.

Population of the study:

A population is any cluster of people that have one or additional characteristics in common. The population could also be all the people of a selected sort or an additional restricted part of the cluster.

In the present study, the complete population refers to all the B.Ed. and M.Ed. students learning in several institutes of education in Lucknow city.

Sample of the study:

A sample could be a tiny proportion of a population chosen for observation and analysis. By perceptive, the characteristics of the sample one will certify inferences concerning the characteristics of the population from that it's drawn.

The size of the sample for this analysis work was determined when considering the subsequent factors-

1. Science and therefore the intensive study was planned a sizable amount of samples weren't chosen. Within the case of Associate in intensive study sizable amount of samples wasn't thus helpful because it involves immense consumption of resources.

2. The dimensions and choice of the samples are influenced by the character of the universe. Is that the universe is consistent even a tiny low size sample could yield dependable and needed results? If the universe is heterogeneous tiny size samples might not be helpful.

3. Sensible thought and accuracy will play an important role in determining the dimensions of the sample. Each study is radio-controlled by sure sensible concerns. Such as, time, resources, accessibility of the date, etc. Generally, it's believed that an oversized size sample is an additional representative and frequently produces correct results. This primarily depends upon the technique of the scientific methods; even tiny size samples will manufacture a dependable and correct result.

4. The dimensions of the sample are additionally given by the dimensions of the tools to be used. Increase the tools are short and therefore the question asked to pertain to sure restricted factors, an oversized sample may be chosen. Just in case the tools are massive and therefore the queries are difficult the sample ought to be tiny in size so, that from administrative point of view the researcher may not be put to unnecessary troubles.

5. The sampling technique conjointly determines the dimensions of the sample once a sampling technique is employed.

On the opposite hand, if samples are chosen through Multi-State sampling the responsibility may be achieved even with the assistance of the little size samples.

In the present study a sample of 200 students a hundred from B.Ed. and 100 from M.Ed. (50 B.Ed. male and 50 B.Ed. female, 50 M.Ed. male and 50 M.Ed. female) has been drawn through multistage sampling, employing Random selection technique from the college & university of Lucknow city only.

Sample of the study-

Table 3.1

SHOWING THE STRUCTURE OF SAMPLE

STREAM	MALE URBAN	RURAL MALE	FEMALE URBAN	FEMALE RURAL	TOTAL
B.Ed.	32	18	36	14	100
M.Ed.	38	12	28	22	100

Variables of the study:

The table is any feature or side of an occurrence, perform the method, that by its presence and nature affects another event or method that is being studied.

Kerlinger says: Variable may be a property that takes on completely different values.

Variables used in the present study are:

Dependent variable: Self-concept (intellectual, emotional, social, character, aesthetic)

Independent variables: B.Ed. and M.Ed.

Tool used in the study:

To measure the self-concept in present study following tool is employed a “self-concept rating scale by Dr. (Mrs.) Pratibha Deo”.

Description of Self-Concept Rating Scale:

The self-concept rating scale provides five separate dimensions of self-concept that is Intellectual, Educational, Social, Emotional, Character and Aesthetic self-

concept. It also gives the total concept score. The operational definition of self - concept dimensions measured by this rating scale:

1. **Intellectual:** People’s awareness of their Intelligence and capability of downside determination and judgments.
2. **Emotional:** People read of their prevailing emotion for predominance of a specific quite emotional reaction
3. **Social:** Individual sense value in social interactions.
4. **Character:** the mental and moral qualities distinctive to an individual.
5. **Aesthetic:** concerned with beauty or the appreciation of the beauty.

Table 3.2 indicates item numbers included in different self-concept dimensions.

TABLE-3.2

SELF-CONCEPT RATING SCALE (SCRS) DIMENSIONS ALONG WITH THEIR ITEM NUMBERS

SELF-CONCEPT DIMENSIONS	CODE.NO.	ITEM NUMBERS
INTELLECTUAL	I	3,11,19,32,33,39,44,45,52,56,56,58,66,67,71
EMOTIONAL	E	2,4,10,15,16,24,30,41,42,55,57,59,62,64,70,82
SOCIAL	S	9,27,28,34,38,43,48,53,65,80,81,83,85
CHARACTER	C	5,6,8,12,13,17,18,20,21,22,23,25,29,31,35,36,40,46,47,49,50,51,54,60,61,63,68,69,72,73
AESTHETIC	A	1,7,14,26,37,90

The rating scale contains 90 items. Each item is provided with five alternatives. Responses are obtained on the check brochure itself. There's no closing date however usually, twenty minutes are found comfortable for responding to all or any the things.

Instructions for administering the SCRS:

1. Let the scholars be expressed with correct sitting arrangement
2. The check starts to let all books and notebooks be unbroken outside or within the table
3. Confirm that the respondent includes a pen or pencil
4. Tell students the aim of the check
5. Assure students that the responses obtained on the check are unbroken secret
6. Any doubt raised by the scholars ought to be answered honestly.
7. Distribute the check brochure of self-concept inventory to the scholars.
8. Let all the entries of the response brochure be stuffed in one by one.
9. Scan the directions clearly from the brochure whereas the people scan taciturnly.
10. And sure, that the directions are understood properly.
11. Invite doubts your queries and clear them before they begin responding to the things.
12. The supervisor cluster takes rounds within the space and confirms that each one are responding within the desired approach.

13.If somebody must apprehend the means of sure words he or she ought to be told. However, the responses need to be determined several by the candidates themselves.

14.The test booklet at the end of the checking and make sure that each one the testing booklet has been coming back.

Instructions to students:

Read the following directions from the SCRS in Hindi or English because the case could also be -

“This is a self-concept rating scale. There are 90 items in it. Against each item there are 5 responses. You have to read each item carefully and respond to it for making a tick. There is no right or wrong answer. The right answer is only what you feel about yourself. Try to give your responses according to what you feel about yourself with reference to that quality. Your answer will be kept confidential.”

Scoring method:

The respondent gave 5 alternatives to administer his responses ranging from most acceptable to the smallest amount acceptable description of his or her self-concept. Scoring of SCRS is fast through the employment of stencil hand scoring keys. There are separate clear keys for the positive and negative scores still as for neutral words. Keys also are accessible for various dimensions.

The neutral words don't provide any weightage and are to be unnoticed within the evaluation

For the rating scale, the weights for positive words for the five points of noticeably like, very similar to unsure, not like that, not in any respect like that are 4,3,2,1 and

zero severally and for a negative word additionally the weight-age is that the same approach. The composite score is obtained by subtracting the whole negative score from the whole positive score. The neutral words are to be unnoticed within the evaluation. If dimension wise analysis is geared toward, solely the words happiness thereto explicit dimension are thought of and also the positive and negative scores for that dimension are obtained. Similarly, negative and composite scores for all the scales are often calculated. This will be in serious trouble every facet individually for comparison.

Place the evaluation keys for every one of the 5 facets one-by-one on the solution sheet and resolve the raw score for every aspect as directed higher than. Then total-up the raw scores for every facet to seek out the whole for the dimensions. This total shall be the Raw Score for the dimensions.

Reliability:

Reliability was estimated by test re-test method. For the 15days' interval, the dependability co-efficient came dead set be .89 (N=595). Taking different time intervals from fifteen days to three months, the co-efficient of correlation ranged from .62 to .86 (N vary from sixty-five to 70). The correlations between consistency scores ranged from .84 to .98. These values indicated a high degree of consistency scores ranged from .84 to .98. These values indicated a high degree of consistency. It did not reveal any marked difference in the self-concept of individual over these periods. This proves that the SCRS gives a stable and reliable measure of self-concept.

Validity:

The convergent and discriminant validity was found over for this SCRS besides establishing the content validity because the other usual methods of finding out

validity did not suit the nature. For obtaining convergent validity, another tool SCRS which had also been standardized was utilized. The results are given in the following Table.

TABLE-3.3
CONVERGENT AND DISCRIMINANT VALIDITIES FOR
PRECEIVED SELF ON SCRS (N=200)

	I	E	S	C	A	N
Intellectual (I)	.65**					
Emotional (E)	.57**	.69**				
Social (S)	.67**	.55**	.80**			
Character (C)	.45**	.41**	.46**	.89**		
Aesthetic (A)	.43**	.31**	.37**	.18**	.73**	
Neutral (N)	.14*	.12*	.06*	.14*	.12*	.22*

**Sig. at .01 level

*Sig. at .05 level

The table shows that the convergent correlations between the same dimensions in all cases are higher than the discriminant correlation, thus proving the validity of the discriminant correlation, thus proving the validity of the instrument.

Similar results were obtained for Ideal Self and Social Self scores also proving the convergent and discriminant validity of the instrument.

Norms:

To interpret the scale of Self Concept and its three-dimension, viz.

1. Stream wise,
2. Area wise, and
3. Gender-wise for Male and Female z-Score Norms have been given in Table 3.4

For interpretation of each dimension of Self Concept, the Total Raw Scores for the Scale are to be used and converted into z-scores, individually.

For interpreting the z-Scores, Norms for Interpretation and finding out the status of Self-Concept have been given in Table

Table-3.4
Mean and Standard Deviation

Stream	N	Mean	Std. Deviation	Std. Error Mean
SC Score M.Ed.	100	115.26	28.717	2.872
B.Ed.	100	105.86	30.260	3.026

Gender	N	Mean	Std. Deviation	Std. Error Mean
SC Score Male	100	109.14	29.820	2.982
Female	100	111.98	29.861	2.986

Area	N	Mean	Std. Deviation	Std. Error Mean
SC Score Urban	134	113.70	28.257	2.441
Rural	66	104.18	31.989	3.938

Data collection:

After identifying the study population and choosing the scale. The scale is applied to the sample that is a hundred students of B.Ed. and M.Ed. of different colleges of Lucknow city. I have select colleges through lottery method and after that I collect the data through survey method.

Statistical technique:

Having chosen the research methodology that is the Survey method of research the investigator proceeds to select the research technique and Statistical

Techniques. The investigator used to mean, standard deviation, for Analysis of data.

(i) Formula for short cut method of mean

$$M_N = AM + \frac{\Sigma fd}{N} \times CI$$

Where A.M.= assumed mean

CI=size of class interval

Fd=sum of the product of frequency and deviation of class interval

N=size of the group or sample

(ii) Standard deviation formula

$$\text{S.D. or } \sigma = \frac{\text{C.I.} \sqrt{N \Sigma fd^2 - (\Sigma fd)^2}}{N}$$

Where SD = standard deviation

N=size of sample

f= frequency of class interval

d= deviation of mid points from assumed mean

C.I. = size of class interval

(iii) t-value is calculated by the formula

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where

t-value = 't-test' for the difference of two groups

σ^1 = S.D. of first sample

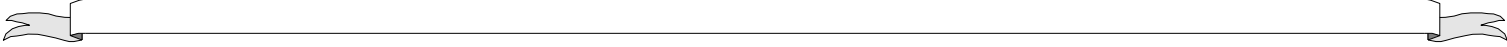
σ^2 = S.D. of second sample

N1 = Size of first sample

N2 = size of second sample

M1 = mean of first sample

M2 = mean of second sample



Chapter- 4

ANALYSIS AND INTERPRETATION

OF DATA

Data analysis:

After the collection of data, the next step in research analysis and interpretation of data.

The analysis and interpretation of data involve the objective material in the position of the researcher and possession reaction and designs to be derived from the data.

Analysis of the data means studying the tabulated material to determine inherent facts for meanings. It involves breaking down the existing Complex factors into simple parts and putting the parts together in new arrangements for purposes of interpretation.

The present chapter “analysis and interpretation of data”, hence included the Different techniques adopted for analysis and interpretation of data and the results that resulted from the Analysis of data.

HYPOTHESIS 1

There is no significant difference between self-concept of B.Ed. and M.Ed. students.

TABLE 4.1.1
SHOWING SIGNIFICANT DIFFERENCE BETWEEN SELF-CONCEPT
OF B.Ed. AND M.Ed. STUDENTS

Student	N	M	SD	SE _D	't' value (df=198)	Significant at 0.05 level
B.Ed.	100	105.86	30.260	3.026	2.253	
M.Ed.	100	115.26	28.717	2.872		

The table 4.1.1 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of B.Ed. and M.Ed. students. It is clear that the mean score of 100 students of B.Ed. was calculated to be 105.86 with standard deviation 30.260 and standard error deviation 3.026 which is slightly higher self concept than the scores of M.Ed. students. The mean score of M.Ed. was 115.26 with standard deviation 28.717 and 2.872. The t-value between B.Ed. and M.Ed. students is observed 2.253 at the 198 degree of freedom. Here the calculated value of t is 2.253 at degree of freedom 198 is not less than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significance difference between B.Ed. and M.Ed. students of self concept is accepted.

It is clear from the above table that calculated t-value is 2.253 which, was not found out to be significant at the 0.05 level of significance. Hence the null hypothesis is accepted.

HYPOTHESIS 1.1

There is no significant difference of B.Ed. and M.Ed. students at gender wise dimension on self-concept.

TABLE 4.1.2

SHOWING SIGNIFICANT DIFFERENCE OF B.Ed. AND M.Ed. STUDENTS AT GENDER-WISE DIMENSION ON SELF-CONCEPT

Student (Gender)	N	M	SD	SE_D	't' value (df =198)	Significant at 0.05 level
Male	100	109.14	29.820	2.982	.673	
Female	100	111.98	29.861	2.986		

The table of the hypothesis 4.1.2 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of male and female students. It is clear that the mean score of 100 male was calculated to be 109.14 with standard deviation 29.820 and standard error deviation 2.982 which is slightly lower self concept than the mean score of female students. The mean score of female was 111.98 with standard deviation 29.861 and 2.986. The t-value between male and female students is observed .673 at the 198 degree of freedom. Here the calculated value of t is .673 at degree of freedom 198 is less than the table value at 0.05 level of significant, so this hypothesis is rejected at 0.05 level of significant. It means there is no significance difference between male and female students at gender wise dimension on self concept found rejected.

So, there is no significant difference between the self-concept of Male students and Female student for the gender wise dimensions of self-concept rating scale.

HYPOTHESIS 1.2

There is no significant difference of B.Ed. and M.Ed. students at stream wise dimension on self-concept

TABLE 4.1.3

SHOWING SIGNIFICANT DIFFERENCE BETWEEN B.Ed. AND M.Ed. STUDENTS AT STREAM WISE DIMENSION ON SELF-CONCEPT.

Student (stream)	N	M	SD	SE_D	't' value (df=198)	Significant at 0.05 level
B.Ed.	100	105.86	30.260	3.026	2.253	
M.Ed.	100	115.26	28.717	2.872		

The table of the hypothesis 4.1.3 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of B.Ed. and M.Ed. students at stream wise dimension on self-concept. It is clear that the mean score of 100 B.Ed. students was calculated to be 105.86 with standard deviation 30.260 and standard error deviation 3.026 which is slightly higher self concept than the score of M.Ed. students. The mean score of M.Ed. student was 115.26 with standard deviation 28.717 and error deviation 2.872. The t-value between B.Ed. and M.Ed. student is observed 2.253 at the 198 degree of freedom. Here the calculated value of t is 2.055 at degree of freedom 198 is higher than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significant difference between B.Ed. and M.Ed. students of self concept found accepted.

So, the null hypothesis was accepted at Stream wise dimension of B.Ed. and M.Ed. students on self-concept rating scale.

HYPOTHESIS 1.3

There is no significant different difference of area wise dimension of B.Ed. and M.Ed. students on self-concept.

TABLE 4.1.4
SHOWING SIGNIFICANT DIFFERENCE IN RURAL WISE DIMENSION OF SELF-CONCEPT OF B.Ed. AND M.Ed. STUDENTS.

Student (Area)	N	M	SD	SE_D	't' value (df=198)	Significant at 0.05 level
Rural	66	104.18	31.989	3.938	2.055	
Urban	134	113.70	28.257	2.441		

The table 4.1.4 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of rural and urban area students. It is clear that the mean score of 66 rural area students were calculated to be 104.18 with standard deviation 31.989 and standard error deviation 3.938 which is slightly higher self concept than the urban area students. The mean score of urban area student was 113.70 with standard deviation 28.257 and 2.441 standard error deviation. The t-value between rural and urban students was observed 2.055 at the 198 degree of freedom. Here the calculated value of t is 2.055 at degree of freedom 64 is higher than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significance difference between rural and urban area students of self concept found accepted.

It shows that rural students have more self-concept than urban student at area wise dimension of self concept rating scale.

Hypothesis 1.4

There is no significant different difference of rural area wise dimension of B.Ed. and M.Ed. students on self-concept.

TABLE 4.1.5

SHOWING SIGNIFICANT DIFFERENCE IN RURAL WISE DIMENSION OF SELF-CONCEPT OF B.Ed. AND M.Ed. STUDENTS.

Student (Rural)	N	M	SD	SE_D	't' value (df=64)	Significant at 0.05 level
B.Ed.	32	96.38	28.247	4.993	1.976	
M.Ed.	34	111.53	33.931	5.819		

The table o 4.1.5 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of rural and urban area students. It is clear that the mean score of 32 rural area B.Ed. students were calculated to be 96.38 with standard deviation 28.247 and standard error deviation 4.993 which is slightly lower self concept than the mean score of rural area M.Ed. students. The mean score of rural area M.Ed. student was 111.53 with standard deviation 33.931 and 5.819 standard error deviation. The t-value between rural B.Ed. and rural M.Ed. students are observed 1.976 at the 64 degree of freedom. Here the calculated value of t is 1.976 at degree of freedom 64 is higher than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significance difference between rural B.Ed. and rural M.Ed. area students of self concept found accepted.

It is clear from the above table that there is significant difference at rural area wise dimension of B.Ed. and M.Ed. students on self concept rating scale.

HYPOTHESIS 1.5

There is no significant difference of B.Ed. and M.Ed. students at urban area wise dimension on self-concept.

TABLE 4.1.6

SHOWING SIGNIFICANT DIFFERENCE OF B.Ed. AND M.Ed. STUDENTS AT URBAN AREA WISE DIMENSION ON SELF-CONCEPT

Student (Urban)	N	M	SD	SE_D	't' value (df=132)	Significant at 0.05 level
B.Ed.	68	110.32	30.342	3.680	1.413	
M.Ed.	66	117.18	25.701	3.164		

The table of 4.1.5 shown relevant statistics i.e. mean, standard deviation (SD), and t-ratio of urban B.Ed. students are 68 and urban M.Ed. students are 66. It is clear that the mean score of 68 urban area B.Ed. students was calculated to be 110.32 with standard deviation 30.342 and standard error deviation 3.680 which is slightly higher self concept than the mean score of urban area students. The mean score of urban area M.Ed. student are 117.18 with standard deviation 25.701 and 3.164. The t-value between urban B.Ed. and urban M.Ed. student is observed 1.413 at the 132 degree of freedom. Here the calculated value of t is 1.413 at degree of freedom 132 is higher than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significant difference between urban B.Ed. and urban M.Ed. area students of self concept found accepted. It is clear from the above table that there is significant difference at urban area wise dimension of B.Ed. and M.Ed. students on self concept rating scale.

HYPOTHESIS-2

There is no significant difference of male B.Ed. and male M.Ed. students on self-concept.

TABLE- 4.2.1

**SHOWING SIGNIFICANT DIFFERENCE IN SELF-CONCEPT OF MALE
B.Ed. AND MALE M.Ed. STUDENTS.**

Student (male)	N	M	SD	SE_D	't' value (df=98)	Significant at 0.05 level
B.Ed.	50	104.88	31.021	4.387	1.436	
M.Ed.	50	113.40	28.235	3.993		

The table of the hypothesis 4.2.1 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of male and female students. It is clear that the mean score of 50 male B.Ed. students were calculated to be 104.88 with standard deviation 31.021 and standard error deviation 4.387 which is slightly higher self concept than the mean score of male M.Ed. students. The mean score of male M.Ed. is 113.40 with standard deviation 28.235 and 3.993 standard error deviation. The t-value between male B.Ed. and male M.Ed. students is observed 1.436 at the 98 degree of freedom. Here the calculated value of t is 1.436 at degree of freedom 98 is not less than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significance difference between male B.Ed. and male M.Ed. students of self concept found not rejected. It is clear that male B.Ed. student have higher self-concept than male M.Ed. student.

HYPOTHESIS 2.1

There is no significant difference of B.Ed. and M.Ed. students at gender wise dimension on self-concept.

TABLE 4.2.2

SHOWING SIGNIFICANT DIFFERENCE IN DIMENSION OF SELF-CONCEPT OF MALE B.Ed. AND MALE M.Ed. STUDENTS.

Student (Gender)	N	M	SD	SE_D	't' value (df=198)	Significant at 0.05 level
Male	100	109.14	29.820	2.982	.673	
Female	100	111.98	29.861	2.986		

The table of the hypothesis 4.2.2 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of male and female students. It is clear that the mean score of 100 male was calculated to be 109.14 with standard deviation 29.820 and standard error deviation 2.982 which is slightly lower self concept than the mean score of female students. The mean score of female was 111.98 with standard deviation 29.861 and 2.986. The t-value between male and female students is observed .673 at the 198 degree of freedom. Here the calculated value of t is .673 at degree of freedom 198 is not less than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significance difference between male and female students at gender wise dimension on self concept found accepted.

HYPOTHESIS 2.2

There is no significant difference between male B.Ed. and male M.Ed. students at stream wise dimension on self-concept

TABLE 4.2.3

SHOWING SIGNIFICANT DIFFERENCE BETWEEN IN SELF-CONCEPT OF MALE B.Ed. AND MALE M.Ed. STUDENTS.

Student (Stream)	N	M	SD	SE_D	't' value (df=98)	Significant at 0.05 level
B.Ed.	50	104.88	31.021	4.387	1.436	
M.Ed.	50	113.40	28.235	3.993		

The table of 4.2.3 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of B.Ed. and M.Ed. students. It is clear that the mean score of 50 B.Ed. students were calculated to be 104.88 with standard deviation 31.021 and standard error deviation 4.387 which is slightly higher self concept than the score of M.Ed. students. The mean score of M.Ed. is 113.40 with standard deviation 28.235 and 3.993 standard error deviation. The t-value between B.Ed. and M.Ed. students is observed 1.436 at the 98 degree of freedom. Here the calculated value of t is 1.436 at degree of freedom 98 is not less than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significance difference between B.Ed. and M.Ed. students of self concept found not rejected.

HYPOTHESIS 2.3

There is no significant difference between B.Ed. and M.Ed. students at rural area wise dimension on self-concept.

TABLE 4.2.4
SHOWING RURAL AREA WISE DIMENSION OF SELF-CONCEPT ON
MALE B.Ed. AND MALE M.Ed. STUDENTS.

Student (Rural)	N	M	SD	SE_D	't' value (df=64)	Significant at 0.05 level
B.Ed.	32	96.38	28.247	4.993	1.976	
M.Ed.	34	111.53	33.931	5.819		

The table o 4.2.4 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of rural and urban area students. It is clear that the mean score of 32 rural area B.Ed. students were calculated to be 96.38 with standard deviation 28.247 and standard error deviation 4.993 which is slightly lower self concept than the mean score of rural area M.Ed. students. The mean score of rural area M.Ed. student was 111.53 with standard deviation 33.931 and 5.819 standard error deviation. The t-value between rural B.Ed. and rural M.Ed. students are observed 1.976 at the 64 degree of freedom. Here the calculated value of t is 1.976 at degree of freedom 64 is higher than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significance difference between rural B.Ed. and rural M.Ed. area students of self concept found accepted.

It is clear from the above table that there is significant difference at rural area wise dimension of B.Ed. and M.Ed. students on self concept rating scale.

HYPOTHESIS 2.4

There is no significant difference of B.Ed. and M.Ed. students at urban area wise dimension on self-concept.

TABLE 4.2.5

SHOWING SIGNIFICANT DIFFERENCE OF B.Ed. AND M.Ed. STUDENTS AT URBAN AREA WISE DIMENSION ON SELF-CONCEPT

Student (Urban)	N	M	SD	SE_D	't' value (df=132)	Significant at 0.05 level
B.Ed.	68	110.32	30.342	3.680	1.413	
M.Ed.	66	117.18	25.701	3.164		

The table of 4.1.5 shown relevant statistics i.e. mean, standard deviation (SD), and t-ratio of urban B.Ed. students are 68 and urban M.Ed. students are 66. It is clear that the mean score of 68 urban area B.Ed. students was calculated to be 110.32 with standard deviation 30.342 and standard error deviation 3.680 which is slightly higher self concept than the mean score of urban area students. The mean score of urban area M.Ed. student are 117.18 with standard deviation 25.701 and 3.164. The t-value between urban B.Ed. and urban M.Ed. student is observed 1.413 at the 132 degree of freedom. Here the calculated value of t is 1.413 at degree of freedom 132 is higher than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significant difference between urban B.Ed. and urban M.Ed. area students of self concept found accepted. It is clear from the above table that there is significant difference at urban area wise dimension of B.Ed. and M.Ed. students on self concept rating scale.

HYPOTHESIS 3

There is no significant difference in self-concept of female B.Ed. and female M.Ed. students.

TABLE 4.3.1
SHOWING SIGNIFICANT DIFFERENCE IN SELF-CONCEPT OF
FEMALE B.Ed. AND FEMALE M.Ed. STUDENTS.

Student (Female)	N	M	SD	SE_D	't' value (df=98)	Significant at 0.05 level
B.Ed.	50	106.84	29.762	4.209	1.739	
M.Ed.	50	117.12	29.358	4.152		

The table 4.3.1 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of B.Ed. and M.Ed. students. It is clear that the mean score of 50 students of B.Ed. was calculated to be 106.84 with standard deviation 29.762 and standard error deviation 4.209 which is slightly higher self concept than the mean scores of M.Ed. students. The mean score of 50 M.Ed. students was 117.12 with standard deviation 29.358 and standard error deviation 4.1522. The t-value between B.Ed. and M.Ed. students is observed 1.739 at the 98 degree of freedom. Here the calculated value of t is 1.739 at degree of freedom 98 is not less than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significance difference between B.Ed. and M.Ed. students of self concept is accepted. It is found that significant at both level of has not rejecting the hypothesis it is concluded that female B.Ed. students have higher self-concept than female M.Ed. students.

HYPOTHESIS 3.1

There is no significant difference between B.Ed. and M.Ed. students at gender wise dimension on self-concept.

TABLE 4.3.2
SHOWING SIGNIFICANT DIFFERENCE IN GENDER WISE
DIMENSION OF SELF-CONCEPT ON B.ED AND M.ED STUDENTS

Student (Gender)	N	M	SD	SE_D	't' value (df=198)	Significant at 0.05 level
Male	100	109.14	29.820	2.982	.673	
Female	100	111.98	29.861	2.986		

The table of the hypothesis 4.2.2 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of male and female students. It is clear that the mean score of 100 male was calculated to be 109.14 with standard deviation 29.820 and standard error deviation 2.982 which is slightly lower self concept than the mean score of female students. The mean score of female was 111.98 with standard deviation 29.861 and 2.986. The t-value between male and female students is observed .673 at the 198 degree of freedom. Here the calculated value of t is .673 at degree of freedom 198 is less than the table value at 0.05 level of significant, so this hypothesis is rejected at 0.05 level of significant. It means there is no significance difference between male and female students at gender wise dimension on self concept found rejected.

So, it is found that there is no significant difference at gender wise dimension of male and female on self-concept.

HYPOTHESIS 3.2

There is no significant difference of B.Ed. and M.Ed. students at stream wise dimensions on self-concept.

TABLE 4.3.1

SHOWING SIGNIFICANT DIFFERENCE IN SELF-CONCEPT OF FEMALE B.Ed. AND FEMALE M.Ed. STUDENTS.

Student (Stream)	N	M	SD	SE_D	't' value (df=98)	Significant at 0.05 level
B.Ed.	50	106.84	29.762	4.209	1.739	
M.Ed.	50	117.12	29.358	4.152		

The table 4.3.1 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of B.Ed. and M.Ed. students. It is clear that the mean score of 50 students of B.Ed. was calculated to be 106.84 with standard deviation 29.762 and standard error deviation 4.209 which is slightly higher self concept than the mean scores of M.Ed. students. The mean score of 50 M.Ed. students was 117.12 with standard deviation 29.358 and standard error deviation 4.1522. The t-value between B.Ed. and M.Ed. students is observed 1.739 at the 98 degree of freedom. Here the calculated value of t is 1.739 at degree of freedom 98 is not less than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significance difference between B.Ed. and M.Ed. students of self concept is accepted. It is found that significant at both level of has not rejecting the hypothesis it is concluded that female B.Ed. students have higher self-concept than female M.Ed. students.

Hypothesis 3.3

There is no significant difference between female B.Ed. and M.Ed. students at rural area wise dimension on self-concept.

TABLE 4.3.4

SHOWING SIGNIFICANT DIFFERENCE IN RURAL WISE DIMENSION OF SELF-CONCEPT OF FEMALE B.ED AND FEMALE M.ED STUDENTS

Student (Rural)	N	M	SD	SE _D	't' value (df=64)	Significant at 0.05 level
B.Ed.	32	96.38	28.247	4.993	1.976	
M.Ed.	34	111.53	33.931	5.819		

The table of 4.3.4 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of rural and urban area students. It is clear that the mean score of 32 rural area B.Ed. students were calculated to be 96.38 with standard deviation 28.247 and standard error deviation 4.993 which is slightly lower self concept than the mean score of rural area M.Ed. students. The mean score of rural area M.Ed. student was 111.53 with standard deviation 33.931 and 5.819 standard error deviation. The t-value between rural B.Ed. and rural M.Ed. students are observed 1.976 at the 64 degree of freedom. Here the calculated value of t is 1.976 at degree of freedom 64 is higher than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significance difference between rural B.Ed. and rural M.Ed. area students of self concept found accepted. It is clear from the above table that there is significant difference at rural area wise dimension of B.Ed. and M.Ed. students on self concept rating scale.

HYPOTHESIS 3.4

There is no significant difference of B.Ed. and M.Ed. students at urban area wise dimension on self-concept.

TABLE 4.3.5

SHOWING SIGNIFICANT DIFFERENCE OF B.Ed. AND M.Ed. STUDENTS AT URBAN AREA WISE DIMENSION ON SELF-CONCEPT

Student (Urban)	N	M	SD	SE_D	't' value (df=132)	Significant at 0.05 level
B.Ed.	68	110.32	30.342	3.680	1.413	
M.Ed.	66	117.18	25.701	3.164		

The table of 4.3.5 shown relevant statistics i.e. mean, standard deviation (SD), and t-ratio of urban B.Ed. students are 68 and urban M.Ed. students are 66. It is clear that the mean score of 68 urban area B.Ed. students was calculated to be 110.32 with standard deviation 30.342 and standard error deviation 3.680 which is slightly higher self concept than the mean score of urban area students. The mean score of urban area M.Ed. student are 117.18 with standard deviation 25.701 and 3.164. The t-value between urban B.Ed. and urban M.Ed. student is observed 1.413 at the 132 degree of freedom. Here the calculated value of t is 1.413 at degree of freedom 132 is higher than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significant difference between urban B.Ed. and urban M.Ed. area students of self concept found accepted. It is clear from the above table that there is significant difference at urban area wise dimension of B.Ed. and M.Ed. students on self concept rating scale.

HYPOTHESIS 4

There is no significant difference between male and female B.Ed. students on self-concept.

TABLE 4.4.1

**SHOWING SIGNIFICANT DIFFERENCE IN SELF-CONCEPT OF MALE
B.Ed. AND FEMALE B.Ed. STUDENTS.**

Student (B.Ed.)	N	M	SD	SE_D	't' value (df=98)	Significant at 0.05 level
Male	50	104.88	31.021	4.387	.322	
Female	50	106.88	29.762	4.209		

The table 4.4.1 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of B.Ed. and M.Ed. students. It is clear that the mean score of 50 students of male B.Ed. was calculated to be 104.88 with standard deviation 31.021 and standard error deviation 4.387 which is slightly higher self concept than the mean scores of female B.Ed. students. The mean score of female B.Ed. student was 106.88 with standard deviation 29.762 and 4.209 standard error deviation. The t-value between male B.Ed. and female B.Ed. students are observed .322 at the 98 degree of freedom. Here the calculated value of t is .322 at degree of freedom 98 is less than the table value at 0.05 level of significant, so this hypothesis is accepted at 0.05 level of significant. It means there is significance difference between male and female B.Ed. students of self concept. It is evident from the above table that which is found insignificant and both level of significant in hands accepting the null hypothesis.

Hypothesis 4.1

There is no significant difference between at gender wise dimension of male and female B.Ed. students on Self-concept.

TABLE 4.4.2

**SHOWING SIGNIFICANT DIFFERENCE IN SELF-CONCEPT OF
GENDER WISE DIMENSION ON MALE AND FEMALE B.Ed.
STUDENTS.**

Student (Gender)	N	M	SD	SE_D	't' value (df=98)	Significant at 0.05 level
Male	50	104.88	31.021	4.387	.322	
Female	50	106.88	29.762	4.209		

The table 4.4.1 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of B.Ed. and M.Ed. students. It is clear that the mean score of 50 students of male B.Ed. was calculated to be 104.88 with standard deviation 31.021 and standard error deviation 4.387 which is slightly higher self concept than the mean scores of female B.Ed. students. The mean score of female B.Ed. student was 106.88 with standard deviation 29.762 and 4.209 standard error deviation. The t-value between male B.Ed. and female B.Ed. students are observed .322 at the 98 degree of freedom. Here the calculated value of t is .322 at degree of freedom 98 is not less than the table value at 0.05 level of significant, so this hypothesis is accepted at 0.05 level of significant. It means there is significance difference between male B.Ed. and female B.Ed. students of self concept. It is significant at both level of significance and found accepting the null hypothesis.

HYPOTHESIS 4.2

There is no significant difference in stream wise dimension of self-concept of male and female B.Ed. students.

TABLE 4.4.3

SHOWING SIGNIFICANT DIFFERENCE OF MALE AND FEMALE B.ED STUDENTS AT STREAM WISE DIMENSION ON SELF-CONCEPT

Student (Stream)	N	M	SD	SE_D	't' value (df=98)	Significant at 0.05 level
Male	50	104.88	31.021	4.387	.322	
Female	50	106.84	29.762	4.209		

The table 4.4.3 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of B.Ed. and M.Ed. students. It is clear that the mean score of 50 students of male B.Ed. was calculated to be 104.88 with standard deviation 31.021 and standard error deviation 4.387 which is slightly higher self concept than the mean scores of female B.Ed. students. The mean score of female B.Ed. student was 106.88 with standard deviation 29.762 and 4.209 standard error deviation. The t-value between male B.Ed. and female B.Ed. students are observed .322 at the 98 degree of freedom. Here the calculated value of t is .322 at degree of freedom 98 is not less than the table value at 0.05 level of significant, so this hypothesis is accepted at 0.05 level of significant. It means there is significance difference between male B.Ed. and female B.Ed. students of self concept. It is significant at both level of significance and found accepting the null hypothesis.

HYPOTHESIS 4.3

There is no significant difference in rural area wise dimension of male and female B.Ed. students on self-concept.

TABLE 4.4.4

SHOWING SIGNIFICANT DIFFERENCE OF MALE AND FEMALE B.ED STUDENTS AT RURAL AREA WISE DIMENSION ON SELF-CONCEPT

Student (Rural)	N	M	SD	SE_D	't' value (df=64)	Significant at 0.05 level
Male	30	104.00	34.927	6.377	.041	
Female	36	104.33	29.826	4.971		

The table of 4.4.4 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of rural area male and female B.Ed. students. It is clear that the mean score of 30 rural male B.Ed. students were calculated to be 104.00 with standard deviation 34.927 and standard error deviation 6.377 which is slightly higher self concept than the score of rural female B.Ed. students. The mean score of rural female B.Ed. student was 104.33 with standard deviation 29.826 and 4.971 standard error deviation. The t-value between rural male and female B.Ed. students was observed .041 at the 64 degree of freedom. Here the calculated value of t is .041 at degree of freedom 64 is lower than the table value at 0.05 level of significant, so this hypothesis is rejected at 0.05 level of significant. It means there is no significant difference between rural male and female B.Ed. students of self concept found rejected.

HYPOTHESIS 4.4

There is no significant difference of male and female B.Ed. students at urban area wise dimension on self-concept.

TABLE 4.4.5

SHOWING SIGNIFICANT DIFFERENCE OF MALE AND FEMALE B.Ed. STUDENTS AT URBAN AREA WISE DIMENSION ON SELF-CONCEPT

Student (Urban)	N	M	SD	SE_D	't' value (df=132)	Significant at 0.05 level
Male	70	111.34	27.326	3.266	1.008	
Female	64	116.28	29.237	3.655		

The table of 4.4.5 shown relevant statistics i.e. mean, standard deviation (SD), and t-ratio of urban male B.Ed. students are 70 and urban female B.Ed. students are 64. It is clear that the mean score of 70 urban male B.Ed. students was calculated to be 111.34 with standard deviation 27.326 and standard error deviation 3.266 which is slightly lower self concept than the score of urban female B.Ed. students. The mean score of urban female B.Ed. student are 116.28 with standard deviation 29.237 and 3.655. The t-value between urban male and female B.Ed. student is observed 1.008 at the 132 degree of freedom. Here the calculated value of t is 1.008 at degree of freedom 132 is higher than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significant difference between urban male and female urban B.Ed. area students of self concept found accepted.

HYPOTHESIS 5

There is no significant difference in self-concept of Male M.Ed. and Female M.Ed. students.

TABLE 4.5.1
SHOWING SIGNIFICANT DIFFERENCE IN SELF-CONCEPT OF MALE
M.Ed. AND FEMALE M.Ed. STUDENTS

Student (M.Ed.)	N	M	SD	SE_D	't' value (df=98)	Significant at 0.05 level
Male	50	113.40	28.235	3.993	.646	
Female	50	117.12	29.358	4.152		

The table 4.5.1 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of Male and Female students of M.Ed. It is clear that the mean score of 50 students of Male was calculated to be 113.40 with standard deviation 28.235 and standard error deviation 3.993 which is slightly lower self concept than the mean scores of Female M.Ed. students. The mean score of Female was 117.12 with standard deviation 29.358 and standard error deviation 4.152. The t-value between Male and Female M.Ed. students is observed .646 at the 98 degree of freedom. Here the calculated value of t is .646 at degree of freedom 98 is higher than the table value at 0.05 level of significant, so this hypothesis is also not rejected at 0.05 level of significant. It means there is significance difference between male and female M.Ed. students of self concept.

It is significant that null hypothesis is accepted that female M.Ed. student higher self concept than male M.Ed. students in self-concept rating scale.

HYPOTHESIS 5.1

There is no significant difference between in Male and Female M.Ed. students at gender wise dimension on self-concept.

TABLE 4.5.2

SHOWING SIGNIFICANT DIFFERENCE IN SELF-CONCEPT OF MALE AND FEMALE M.Ed. STUDENTS AT GENDER WISE DIMENSION

Student (Gender)	N	M	SD	SE_D	't' value (df=98)	Significant at 0.05 level
Male	50	113.40	28.235	3.993	.646	
Female	50	117.12	29.358	4.152		

The table 4.5.2 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of Male and Female students of M.Ed. at gender wise dimension. It is clear that the mean score of 50 Male student of M.Ed. was calculated to be 113.40 with standard deviation 28.235 and standard error deviation 3.993 which is slightly lower self concept than the mean scores of Female M.Ed. students. The mean score of Female was 117.12 with standard deviation 29.358 and standard error deviation 4.152. The t-value between Male and Female M.Ed. students is observed .646 at the 98 degree of freedom. Here the calculated value of t is .646 is higher than the 0.05 level of significant, so this hypothesis is also not rejected at 0.05 level of significant. It means there is significance difference between male and female M.Ed. students of self concept. So, It is clear that null hypothesis is accepted of female students have higher self concept than male M.Ed. students at gender wise dimension on self-concept rating scale.

HYPOTHESIS 5.2

There is no significant difference between stream wise dimension of Male and Female M.Ed. students on self-concept.

TABLE 4.5.3

**SHOWING SIGNIFICANT DIFFERENCE IN SELF-CONCEPT OF MALE
M.Ed. AND FEMALE M.Ed. STUDENTS**

Student (Stream)	N	M	SD	SE_D	't' value (df=98)	Significant at 0.05 level
Male	50	113.40	28.235	3.993	.646	
Female	50	117.12	29.358	4.152		

The table 4.5.3 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of Male and Female students of M.Ed. at stream wise dimension of self concept. It is clear that the mean score of 50 students of Male M.Ed. was calculated to be 113.40 with standard deviation 28.235 and standard error deviation 3.993 which is slightly lower self concept than the mean scores of Female M.Ed. students. The mean score of Female M.Ed. was 117.12 with standard deviation 29.358 and standard error deviation 4.152. The t-value between Male and Female M.Ed. students is observed .646 at the 98 degree of freedom. Here the calculated value of t is .646 at degree of freedom 98 is higher than the table value at 0.05 level of significant, so this hypothesis is also not rejected at 0.05 level of significant. It means there is significance difference between male and female M.Ed. students of self concept. It is significant that null hypothesis is accepted that female M.Ed. student higher self concept than male M.Ed. students in self-concept rating scale.

HYPOTHESIS 5.3

There is no significant difference in rural area wise dimension of self-concept of male and female M.Ed. students.

TABLE 4.5.4

SHOWING SIGNIFICANT DIFFERENCE OF MALE AND FEMALE M.Ed. STUDENTS AT RURAL AREA WISE DIMENSION OF SELF-CONCEPT

Student (Rural)	N	M	SD	SE_D	't' value (df=64)	Significant at 0.05 level
Male	30	104.00	24.927	6.377	.041	
Female	36	104.33	29.826	4.971		

The table of 4.5.4 shows relevant statistics i.e. mean, standard deviation (SD), and t-ratio of rural area male and female M.Ed. students. It is clear that the mean score of 30 rural male M.Ed. students were calculated to be 104.00 with standard deviation 34.927 and standard error deviation 6.377 which is slightly higher self concept than the score of rural female M.Ed. students. The mean score of rural female M.Ed. student was 104.33 with standard deviation 29.826 and 4.971 standard error deviation. The t-value between rural male and female M.Ed. students was observed .041 at the 64 degree of freedom. Here the calculated value of t is .041 at degree of freedom 64 is lower than the table value at 0.05 level of significant, so this hypothesis is rejected at 0.05 level of significant. It means there is no significant difference between rural male and female M.Ed. students of self concept found rejected. It is clear from the above table that there is no significant difference at rural area wise dimension of male and female B.Ed. students on self concept rating scale.

HYPOTHESIS 5.4

There is no significant difference of male and female M.Ed. students at urban area wise dimension on self-concept.

TABLE 4.5.5

SHOWING SIGNIFICANT DIFFERENCE OF MALE AND FEMALE M.Ed. STUDENTS AT URBAN AREA WISE DIMENSION ON SELF-CONCEPT

Student (Urban)	N	M	SD	SE_D	't' value (df=132)	Significant at 0.05 level
Male	70	111.34	27.326	3.266	1.008	
Female	64	116.28	29.237	3.655		

The table of 4.4.5 shown relevant statistics i.e. mean, standard deviation (SD), and t-ratio of urban male M.Ed. students are 70 and urban female M.Ed. students are 64. It is clear that the mean score of 70 urban male B.Ed. students was calculated to be 111.34 with standard deviation 27.326 and standard error deviation 3.266 which is slightly lower self concept than the score of urban female M.Ed. students. The mean score of urban female M.Ed. student are 116.28 with standard deviation 29.237 and 3.655. The t-value between urban male and female M.Ed. student is observed 1.008 at the 132 degree of freedom. Here the calculated value of t is 1.008 at degree of freedom 132 is higher than the table value at 0.05 level of significant, so this hypothesis is not rejected at 0.05 level of significant. It means there is significant difference between urban male and female urban M.Ed. area students of self concept found accepted.

Chapter-5

GENERALIZATION

(CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH)

Conclusions:

HYPOTESIS-1

There is no significant difference between self-concept of B.Ed. and M.Ed. students.

Conclusion: Accepting the null hypothesis it was concluded that there is significant difference in the self-concept of B.Ed. and M.Ed. students and B.Ed. students have higher self-concept than M.Ed. students. It means there is significance difference between B.Ed. and M.Ed. students of self concept is accepted.

HYPOTESIS-1.1

There is no significant difference between of B.Ed. and M.Ed. students at gender wise dimension on self-concept.

Conclusion: Rejecting the null hypothesis it was concluded that there is no significant difference in gender wise dimension of self-concept of male-female B.Ed. and M.Ed. students. It means there is no significance difference between male and female students at gender wise dimension on self concept found rejected.

HYPOTESIS-1.2

There is no significant difference of B.Ed. and M.Ed. students at stream wise dimension on self-concept.

Conclusion: It was concluded that there is significant difference found in stream wise dimension of B.Ed. and M.Ed. students on self-concept, and the null hypothesis is accepting. It means there is significant difference between B.Ed. and M.Ed. students of self concept found accepted.

HYPOTESIS-1.3

There is no significant difference of area wise dimension of self-concept on B.Ed. and M.Ed. students.

Conclusion: Accepting the null hypothesis it was concluded that there is significant difference in area wise dimensions of self-concept of B.Ed. and M.Ed. students. It means there is significance difference between rural and urban area students of self concept found accepted.

HYPOTESIS-1.4

There is no significant difference in rural area wise dimension of B.Ed. and M.Ed. students on self-concept.

Conclusion: It was concluded that there is significant difference in rural area dimension of self-concept of B.Ed. and M.Ed. students and it is also concluded that B.Ed. students have higher self-concept at rural area wise dimensions than M.Ed. students. It means there is significance difference between rural B.Ed. and rural M.Ed. area students of self concept found accepted.

HYPOTESIS-1.5

There is no significant difference in urban area wise dimension of self-concept on B.Ed. and M.Ed. students.

Conclusion: It was concluded that there is significant difference in urban area dimension of self-concept of B.Ed. and M.Ed. students and it is also concluded that B.Ed. students have higher self-concept than M.Ed. students. It means there is significant difference between urban B.Ed. and urban M.Ed. area students of self concept found accepted. It is clear from the above table that there is significant difference at urban area wise dimension of B.Ed. and M.Ed. students on self concept rating scale. It means there is significant difference between urban B.Ed. and urban M.Ed. area students of self concept found accepted.

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HYPOTESIS-2

There is no significant difference between male B.Ed. and male M.Ed. students on self-concept.

Conclusion: Accepting the null hypothesis, it was concluded that there is significant difference in the self-concept of male B.Ed. and male M.Ed. students. It is clear that male B.Ed. student have higher self-concept than male M.Ed. student. It means there is significance difference between male B.Ed. and male M.Ed. students of self concept found not rejected.

HYPOTESIS-2.1

There is no significant difference of male B.Ed. and male M.Ed. students at gender wise dimension on self-concept

Conclusion: Accepting the null hypothesis it was concluded that there is significant difference in gender wise dimension of self-concept of male B.Ed. and male M.Ed. students. It means there is significance difference between male and female students at gender wise dimension on self concept found accepted.

HYPOTESIS-2.2

There is no significant difference between self-concept of male B.Ed. and male M.Ed. students at stream wise dimension.

Conclusion: It was concluded that significant difference is found at stream wise dimension of self-concept of male B.Ed. and male M.Ed. students. It means there is significance difference between B.Ed. and M.Ed. students of self concept found not rejected.

HYPOTESIS-2.3

There is no significant difference between self-concept of male B.Ed. and male M.Ed. students at rural area wise dimension

Conclusion: It was concluded that significant difference is found at rural area wise dimension of self-concept of male B.Ed. and male M.Ed. students. It means there is significance difference between rural B.Ed. and rural M.Ed. area students of self concept found accepted.

HYPOTESIS-2.4

There is no significant difference of B.Ed. and M.Ed. students at urban area wise dimension on self-concept.

Conclusion: Accepting the null hypothesis it was concluded that there is significant difference at urban area wise dimension of self-concept of male B.Ed. and male M.Ed. students. It means there is significant difference between urban B.Ed. and urban M.Ed. area students of self concept found accepted.

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HYPOTESIS-3

There is no significant difference in self-concept of female B.Ed. and female M.Ed. students.

Conclusion: Accept the null hypothesis it was concluded that there is significant difference in the self-concept of female period and female M.Ed. students and it is also concluded that female B.Ed. higher self-concept than female M.Ed. students. It means there is significance difference between B.Ed. and M.Ed. students of self concept is accepted.

HYPOTESIS-3.1

There is no significant difference in gender wise dimension of self-concept of female B.Ed. and female M.Ed. students.

Conclusion: Rejecting the null hypothesis it was concluded that there is no significant difference at gender wise dimension of self-concept of female B.Ed. and female M.Ed. students. So, it is found that there is no significant difference at gender wise dimension of male and female on self-concept.

HYPOTESIS-3.2

There is no significant difference at stream wise dimension of self-concept on female B.Ed. and female M.Ed. students.

Conclusion: Accepting the null hypothesis it was concluded that there is significant difference at stream wise dimension of self-concept of female B.Ed. and female M.Ed. students. It is found that significant at both level of has not rejecting the hypothesis it is concluded that female B.Ed. students have higher self-concept then female M.Ed. students.

HYPOTESIS-3.3

There is no significant difference in rural area wise dimension of self-concept of female B.Ed. and female M.Ed. students.

Conclusion: It was concluded that significant difference is found at rural area wise dimension of self-concept of female B.Ed. and female M.Ed. students. It means there is significance difference between rural B.Ed. and rural M.Ed. area students of self concept found accepted.

HYPOTESIS-3.4

There is no significant difference in urban area wise dimension of self-concept on female B.Ed. and female M.Ed. students.

Conclusion: Accepting the null hypothesis it was concluded that there is significant difference at urban area wise dimension of self-concept of female B.Ed. and female M.Ed. students. It means there is significant difference between urban B.Ed. and urban M.Ed. area students of self concept found accepted.

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HYPOTESIS-4

There is no significant difference in self-concept of male and female B.Ed. students.

Conclusion: Accepting the null hypothesis it was concluded that there is significant difference in the self-concept of male and female B.Ed. students. It is evident that which is found significant and both level of significant in hands accepting the null hypothesis.

HYPOTESIS-4.1

There is no significant difference between at gender wise dimension of male and female B.Ed. students on Self-concept.

Conclusion: Accepting the null hypothesis it was concluded that there is significant difference in the self-concept of male and female B.Ed. students at gender wise dimension of self-concept. It is evident that which is found significant and both level of significant in hands accepting the null hypothesis.

HYPOTESIS-4.2

There is no significant difference in stream wise dimension of self-concept of male and female B.Ed. students.

Conclusion: Accepting the null hypothesis it was concluded that there is significant difference in the self-concept of male and female B.Ed. students at stream wise dimension of self-concept. It is evident that which is found significant and both level of significant in hands rejecting the null hypothesis.

HYPOTESIS-4.3

There is no significant difference in rural area wise dimension of self-concept of male and female B.Ed. students.

Conclusion: It was concluded that no significant difference is found in rural area wise dimension of self-concept of female and male B.Ed. students. It means there is no significant difference between rural male and female B.Ed. students of self concept found rejected.

HYPOTESIS-4.4

There is no significant difference of male and female B.Ed. students at urban area wise dimension on self-concept.

Conclusion: Accepting the null hypothesis it was concluded that there is significant difference in urban area wise dimension of self-concept of female B.Ed. and male B.Ed. students. It means there is significant difference between urban male and female urban B.Ed. area students of self concept found accepted.

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HYPOTESIS-5

There is no significant difference in self-concept of Male and Female M.Ed. students.

Conclusion: Accepting the null hypothesis, it was concluded that there is significant difference in the self-concept of male and female M.Ed. students. It is significant that null hypothesis is accepted that female M.Ed. student higher self concept than male M.Ed. students in self-concept rating scale.

HYPOTESIS-5.1

There is no significant difference between in Male and Female M.Ed. students at gender wise dimension on self-concept.

Conclusion: Accepting the null hypothesis, it was concluded that there is significant difference in the self-concept of male and female M.Ed. students at gender wise dimension. It is significant that null hypothesis is accepted that female M.Ed. student higher self concept than male M.Ed. students in self-concept rating scale.

HYPOTESIS-5.2

There is no significant difference between stream wise dimension of Male and Female M.Ed. students on self-concept.

Conclusion: Accepting the null hypothesis, it was concluded that there is significant difference in the self-concept of male and female M.Ed. students at stream wise dimension. It is significant that null hypothesis is accepted that female M.Ed. student higher self concept than male M.Ed. students in self-concept rating scale.

HYPOTESIS-5.3

There is no significant difference in rural area wise dimension of self-concept of male M.Ed. and female M.Ed. students.

Conclusion: It was concluded that no significant difference is found in rural area wise dimension of self-concept of female and male M.Ed. students. It means there is no significant difference between rural male and female M.Ed. students of self concept found rejected.

HYPOTESIS-5.4

There is no significant difference of male and female M.Ed. students at urban area wise dimension on self-concept.

Conclusion: Accepting the null hypothesis it was concluded that there is significant difference in urban area wise dimension of self-concept of female M.Ed. and male M.Ed. students. It means there is significant difference between urban male and female urban B.Ed. area students of self concept found accepted.

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Discussion of result

From the results obtained as earlier it may be concluded that B.Ed. students have better self-concept as compared to M.Ed. students. B.Ed. students have higher self-concept of gender wise dimension and area wise dimensions of self-concept rating scale. With no significant difference was observed on remaining dimensions of self-concept and in present scenario girls and boys are similar aware about their self-concept for no difference is found in self-concept of male B.Ed. and female B.Ed. and male M.Ed. and female M.Ed. students. It is also evident by the study conducted by Mrs. Mousumi Kausar who compare the self-concept among adolescent students, she found out that both boys and girls do not differ significant on behavior, social status, intellectual, physical appearance and attributes or popularity. The reason behind conclusion of this is study maybe that M.Ed. students have less educational base at the time when the take admission in Master degree of Education while B.Ed. students take admission in bachelor degree of education after completing their graduation.

***** ***** *****

Educational implications of the study:

The results of the present study can we use fully employed in the colleges. The present study has following important implications related to education.

1. On the basis of study it was evident that students of different class (B.Ed. and M.Ed.) have difference self concept. The students can analysis that which dimension is most important according to their need and if any one of these dimensions they can improve it by knowing it.
2. The study can be helpful for teachers in guiding the students about their self-concept.
3. Present study can also be helpful to students as well as for the Teachers to select that kind of education program which must help them to make adjustable their self in present time.
4. Various courses have various needs regarding to their personality and their self-concept and present study can help to measure it to improve the desired one.
5. The study can contribute to good academic achievement also by development students optimistic personal Expectations about himself or herself.

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Suggestions for further research:

The search for truth is a never-ending process. Research process is also search for truth, facts, to establish new hypothesis for the development of any particular discipline.

One of the outcomes of conducting any research study should also be to generate a venue for future researches or two points out the areas it opens for further researches.

Some suggestions are given below with regard to methodology and widening of the scope.

1. I study can be undertaken on larger sample areas.
2. The study in hand was conducted only in Lucknow city, Lucknow district, UP state it may be extended to other states and districts in India.
3. Study may be conducted on the self-concept of in students of different professional courses.
4. A study can be conducted on self-concept of learning-disabled children also.

Coming up the present study the investigator would like to acknowledge the fact that a scientific research in any field of the study is an ongoing process.

Hence propose to claim any finality in regard to other two facts gather or inference drawn. If the study succeed in provoking for the research in the field and investigator will feel obliged.

Chapter-6

SUMMARY

Our education system is that the oldest within the world and had some particularities that don't seem to be found anyplace within the world and that we square measure pleased with them even these days.

Education could be a product of expertise. It's the method by that and thru that the experiences of the race that's information skills and attitudes square measure transmitted to the members of the community. Education issues from birth to death and also the faculty exert a larger influence in educating the child.

Self-concept refers to the entire of a posh organized and dynamic system of learner beliefs, attitudes, and opinions that every person holds to be true regarding his or her existence parental upbringing, continuous failure, depression, and internal self-critic square measure factors that influence the event of one's self-concept.

A positive self-structor may be developed through behaving objectively in knowing oneself, forever appreciate oneself, bind to oneself, and forever have positive and rational thinking. Educational psychological science may be mentioned as a definite discipline.

Self-concept may be a dominant component in temperament pattern, therefore, many terms area unit just about synonyms with self-concept among them area unit “self-image”, the “ego”, “self-understanding” self-perception and “phenomenal self”. Having reviewed a range of positions on the character of the self-concept, we have a tendency to area unit currently during a position to summaries the characteristics that others have attributed to that. These embrace the following:

1. it's a system of internally consistent, hierarchically organized concepts contained among a broader abstract system.

2. It contains totally different empirical selves, like a body self, my non secular self, and a social self.

3. it's a dynamic organization that changes with expertise. It seems to amend and associate in Nursing and exists a bent to assimilate an increasing quantity of data, thereby manifesting one thing sort of a growth principle.

4. It develops out of the expertise, significantly Re out of social interaction important others.

5. Essential for the functioning of the person that the organization of the cell construction is maintained. Once the organization of the cell construct is vulnerable, the visual cases and anxiety and attempts to defend himself against the threat. If the defense is in, stress mounts and is followed by final Lee bye total disorganization.

6. There's a basic want for self-concept that relates to all or any aspects of the self-concept, and as compared, to which, most alternative wants square measure subordinate.

This study is focusing on self concept on B.Ed. and M.Ed. students on several dimensions like Intellectual, Emotional, Social, Character and Aesthetic.

1. Intellectual: People's awareness of their Intelligence and capability of problem-solving and judgment.

2. Emotional: Read of their prevailing spirit or predominance of a selected reasonably emotional reaction.

3. Social: Individual sense of labor in social interactions.

4. Character: People read of themselves with college, teachers, and extra-curricular activities.

5. Aesthetic: Individual destination of their ethical value, right and wrong activities.

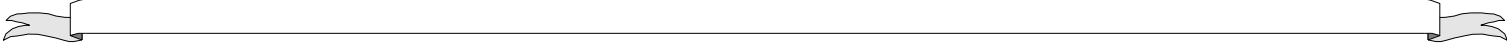
The development of self-concept is through the educational method since childhood. A child close experiences additionally the form of parental upbringing also contribute a big influence on the event of self-concept. A child evaluates, who they're truly the response of their oldsters in each action that taken. If a child lives in an exceedingly confused and negative parental upbringing, as a result, this kid tends to develop negative self-concept. Negative parental upbringing will be shown through beating while not Mercy, neglecting, painless attention, unfairness, demeaning and unacceptable behave towards their child's angle once this happens, they're going to assume these as a penalty caused by their fault or stupid solid ground. On the contrary, positive parental upbringing can develop a positive self-concept. Self-concepts are some things dynamic modification from time to time some aspects of self-concept stay for an extended amount however others can flip the alternative manner

Operational definition of the key terms:

The operational definition of the vital terms utilized in this study is mentioned and outlined here.

Self-concept: Self-concept regard to the perception of a private regarding its temperament and qualities. Solely the subsequent five aspects of student's perceptions are coated within the study.

1- Intellectual



2- Emotional

3- Socials

4- Character

5- Aesthetic

Operational is speaking the upper five subject scores on the self-concept rating scale the upper are his herself-concept and the other way around.

B.Ed. students: the scholars finding out for an academic degree in education square measure thought of for this study.

M.ED. students: the scholars finding out for an academic degree in education square measure thought of for this study.

I have taken following objective maybe a wireframe for this analysis study.

1. To review and compare the magnitude of the self-concept of B.Ed. and M.Ed. students.
2. To compare the self-concept of male B.Ed. and male M.Ed. students.
3. To compare the self-concept of female B.Ed. and female M.Ed. in students.
4. To compare self-concept of male and female B.Ed. students.
5. To compare the self-concept of male M.Ed. and female M.Ed. students.
6. To compare the self-concept of rural male B.Ed. and female B.Ed. students.
7. To compare the self-concept of urban male M.Ed. and female M.Ed. students.

The hypothesis may be a tentative answer to a question. It's an informed guess to be subjected to the method of verification order confirmation hypothesis counsel. Solutions, that square measure expressed as generalization or propositions.

The following null hypotheses have been formulated:

1. There's no significant difference between the self-concept of B.Ed. and M.Ed. students.
2. There exists no significant difference between the self-concept of male B.Ed. and male M.Ed. students.
3. No significant difference exists between the self-concept of female B.Ed. and female M.Ed. students.
4. There exists no significant difference between the self-concept of male and female B.Ed. students.
5. No significant difference exists between the self-concept of male and female M.Ed. students.

In the present, it's been seen that self-concept is that the mental and abstract understanding and chronic regard that sentient beings hold for his or her existence. It's a primary motivating force in human behavior.

A positive self-concept is needed towards them for what they are doing. If they cannot do this they feel frustration and suffer from conflict.

B.Ed. and M.Ed. are bachelor's and a master's skilled degree. This study can facilitate in knowing the self-concept of B.Ed. and M.Ed. students. By doing self-concept it will contribute to sensible educational action by students' optimistic personal Expectations regarding himself or herself and so students would be most productive and would be that is one in every of the most aims of education

I was delimited my study to B.Ed. and M.Ed. students only on the dimensions of gender, stream, and rural and urban area. I also confine my study to Lucknow city only.

Review of literature has a pair of faces. This study was conducted in the republic of India and also in abroad.

Analysis style could be a mapping strategy that's supported the sampling technique. It primarily includes objectives, sampling, analysis strategy, tools, and techniques for aggregation the proof analyzing the info, and news the findings. The analysis methodology consists of all general mastery of the analysis methodology invariably enhance understanding of the analysis activities.

The normative survey technique describes and interprets what exists nowadays. In it, we tend to are involved with the conditions of our relationship that exist. The objective of this study may best be achieved with the assistance of the formative testing of B.Ed. and M.Ed. students.

In the present study, the complete population refers to all the B.Ed. and M.Ed. students learning in several institutes of education in Lucknow city. But I confine my present study on sample of 200 students 100 from B.Ed. and 100 from M.Ed. (50 B.Ed. male and 50 B.Ed. female, 50 M.Ed. male and 50 M.Ed. female) has been drawn through multistage sampling, employing Random selection technique from the college & university of Lucknow city only.

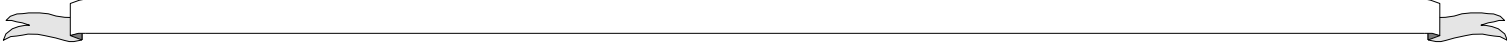
In my study dependent variable is self concept and independent variables are B.Ed. and M.Ed. students. In my study I used self concept rating scale tool which was developed by Mrs. Pratibha Deo. The self-concept rating scale provides five separate dimensions of self-concept that is Intellectual, Educational, Social,

Emotional, Character and Aesthetic self-concept. It also gives the total concept score.

The rating scale contains 90 items. Each item is provided with five alternatives. Responses are obtained on the check brochure itself. There's no closing date however usually, twenty minutes are found comfortable for responding to all or any the things. The respondent gave 5 alternatives to administer his responses ranging from most acceptable to the smallest amount acceptable description of his or her self-concept. Scoring of SCRS is fast through the employment of stencil hand scoring keys. There are separate clear keys for the positive and negative scores still as for neutral words. Keys also are accessible for various dimensions.

After identifying the study population and choosing the scale. The scale is applied to the sample that is a hundred students of B.Ed. and M.Ed. of different colleges of Lucknow city. I have select colleges through lottery method and after that I collect the data through survey method.

After the collection of data, the next step in research analysis and interpretation of data. The analysis and interpretation of data involve the objective material in the position of the researcher and possession reaction and designs to be derived from the data. In the interpretation I, adopted different techniques for analysis and interpretation of data and the results the which I, found that B.Ed. students have higher self concept than M.Ed. students in every dimension either we analysis in gender dimension, stream dimensions and area wise dimension. So, B.Ed. students have higher self concept than M.Ed. that's why student take more admission in B.Ed. than the M.Ed. course in present days.



But the search for truth is a never-ending process. Research process is also search for truth, facts, to establish new hypothesis for the development of any particular discipline. So we have lots of scope to do further research in this field.

In conclusion, self-concept is incredibly vital and essential in developing temperament. Parents need to contemplate varied factors that influence the event of a lot of positive self-concepts. These factors square measure the fashion of parental upbringing.

At school, the event of a student's self-concept depends on the main target of educators in academic psychological science in the schoolroom apply. A positive self-concept creates a positive schoolroom learning atmosphere that believes it will contribute to sensible educational action by students.

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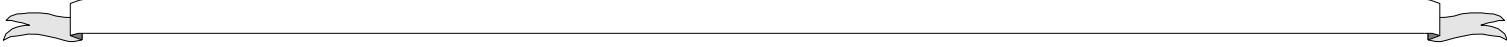
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APPENDIX - A TOOL



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Dr. (Mrs.) Pratibha Deo (Pune)

**Consumable Booklet
of
S C R S-D
(Hindi Version)**

कृपया निम्न सूचनाएँ भरिये :-

नाम _____

पिता का नाम _____

विद्यालय _____

ग्रामीण / शहरी _____

दिनांक

लिंग : पुरुष स्त्री

कक्षा _____

विभाग _____

जन्मतिथि _____

निर्देश

इस प्रपत्र पर लिखने से पहले सभी निर्देशों को ध्यानपूर्वक पढ़िये :

- कोई भी उत्तर देने से पूर्व प्रथम पृष्ठ पर दिये गये विवरण को भरिये।
- प्रपत्र के आगामी पृष्ठ पर कुछ विशेषण दिये गये हैं ; इनके द्वारा आप जो कुछ अपने बारे में सोचते हैं, हमें जानने में सहायता मिलेगी।
- इस सूची के द्वारा प्राप्त जानकारी को पूर्णतया गुप्त रखा जायेगा और आपको हानि पहुँचाने में कभी भी उपयोग में नहीं लाया जायेगा। इस प्रपत्र का उद्देश्य आपकी सहायता करना है।
- कृपया उत्तर स्पष्टता और ईमानदारी से दें, क्योंकि यह आपके जीवन की सुव्यवस्था में लाभकारी है।
- प्रत्येक शब्द पर बिना देर तक रुके शीघ्रता से उत्तर दें।
- समय की कोई पाबन्दी नहीं है और न ही कोई उत्तर गलत या ठीक है।
- पहला शब्द पढ़कर सोचिये कि वह आप पर कितना लागू होता है। यदि आप सोचते हैं कि आप बहुत कुछ उस जैसे हैं तो पहले खाने में निशान लगाइये। यदि आप कुछ उस जैसे हैं तो दूसरे खाने में निशान लगाइये। यदि आप निश्चित नहीं हैं तो तीसरे खाने में निशान लगाइये। यदि आप सोचते हैं कि आप जैसे नहीं हैं तो चौथे खाने में निशान लगाइये। यदि आप बिल्कुल भी उस जैसे नहीं हैं तो पाँचवें खाने में निशान लगाइये। इसी प्रकार अन्य शब्दों का उत्तर दीजिए।

फलांकन तालिका

Score	Intellectual	Emotional	Social	Character	Aesthetic
Positive Score					
Negative Score					
Composite Score					

INTERPRETATION TABLE

Grand Total of Composite Raw Score	Dimension & z-Scores		
	Perceived Self	Ideal Self	Social Self
Grade			
Status			

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2 | Consumable Booklet of SCRS-o

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क्रमांक	विशेषण	बहुत कुछ उम कैसा	कुछ उम कैसा	अनिश्चित	उम कैसा नहीं किन्तु नहीं	उम कैसा किन्तु नहीं	क्रमांक	विशेषण	बहुत कुछ उम कैसा	कुछ उम कैसा	अनिश्चित	उम कैसा नहीं किन्तु नहीं	उम कैसा किन्तु नहीं	क्रमांक	विशेषण	बहुत कुछ उम कैसा	कुछ उम कैसा	अनिश्चित	उम कैसा नहीं किन्तु नहीं	उम कैसा किन्तु नहीं
1.	सुशोभित	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31.	विश्वसनीय	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	61.	महत्वाकांक्षी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	प्रसन्नचित्त	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32.	सतर्क	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62.	झगड़ालू	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	बुद्धिमान	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33.	साधनशील	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	63.	स्वतन्त्र	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	आक्रामक	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34.	विनीत/हठी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64.	तनावपूर्ण	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	दयालु	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35.	उपद्रवी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65.	तत्पर	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	कठोर	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36.	जिद्दी/नम्र	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	66.	कार्यु शल	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	कलापूर्ण	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37.	नाजुक	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	67.	विचारवान	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	बहादुर	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38.	मित्रतापूर्ण	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	68.	गम्भीर	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	सबका प्यारा	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39.	अस्पष्ट	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	69.	शक्की	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	खुश/सुखी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40.	साहसी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70.	सहानुभूतिपूर्ण	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	नियमबद्ध	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41.	चंचल	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71.	आविष्कारी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	कन्जूस	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42.	चिन्तित	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	72.	ईमानदारी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	गैरजिम्मेदार	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43.	मिलनसार	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	73.	कमजोर	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	आकर्षक	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44.	श्रेष्ठ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	74.	सन्तुष्ट	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	घबड़ाहटवाला	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45.	उत्सुक	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75.	सहनशील	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	चिड़चिड़ा	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46.	लोभी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	76.	आदर्शवादी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	उत्साही	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47.	स्पष्टतावादी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	77.	सख्त	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	लापरवाह	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48.	प्रभावशाली	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	78.	आज्ञाकारी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	आलोचक	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49.	शान्त	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	79.	कामचोर	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	शेखीखोर	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50.	आशावादी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	80.	विनोदपूर्ण	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	सादा	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	51.	शक्तिवान	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	81.	शरारती	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	आत्मविश्वासी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52.	बेवकूफ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	82.	बेचैन	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	निष्पक्ष	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	53.	क्रियाशील	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	83.	रौबदार	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	उतावला	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	54.	कपटी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	84.	स्वार्थी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	दुष्ट	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55.	उत्तेजनापूर्ण	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	85.	असभ्य	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	साफ-सुथरा	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	56.	चतुर	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	86.	दृढ़निश्चयी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	शिष्टाचार पूर्ण	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	57.	शर्मीली	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	87.	समयबद्ध	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	बातूनी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	58.	बहसी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	88.	विशाल हृदयी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	आलसी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	59.	ईर्ष्यालु	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	89.	धोखेबाज	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	स्नेहपूर्ण	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60.	अनुशासनबद्ध	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90.	चुस्त	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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