

## CHAPTER – IV

### DATA ANALYSIS

#### 4.1.0 OVERVIEW

The methodology followed in carrying out the present study has been given in the previous chapter. This chapter deals with the presentation of the data and their analysis to draw the conclusion. It also deals with testing of hypothesis. The objective wise results also form the part of this chapter under different headings.

#### 4.2.0 RELATIONSHIP BETWEEN SOCIAL VALUES AND SELF-CONCEPT.

The first objective was to study the relationship between social values and self- concept. Considering both the variable as independent variable, the data were analyzed with the help of Pearson's product moment correlation and the results given in table 4.1.

#### 4.2.1 Relationship of social value with self concept

Form table 4.1, it is evident that the correlation between social values and total self concept is 0.690 which is significant at 0.05 level. So it can be inferred that social values and self-concept significantly influence each other. Hence, the null hypothesis namely, **"There is no significant relationships between social values and self-concept"**, is rejected. It May, therefore be concluded that social values and self- concept are highly correlated

**Table4.1: Summary of correlation 'r' between social values and self concept.**

Correlations

		SV	SC	BEH	IS	PA	ANX	POP	HS
SV	Pearson Correlation	1.000	.690**	-.057	.186*	.478**	.341**	.207*	.472**
	Sig. (2-tailed)	.	.000	.524	.037	.000	.000	.020	.000
	N	126	126	126	126	126	126	126	126
SC	Pearson Correlation	.690**	1.000	-.051	.139	.706**	.604**	.467**	.622**
	Sig. (2-tailed)	.000	.	.570	.120	.000	.000	.000	.000
	N	126	126	126	126	126	126	126	126
BEH	Pearson Correlation	-.057	-.051	1.000	-.024	-.070	-.141	.147	.048
	Sig. (2-tailed)	.524	.570	.	.791	.437	.116	.101	.591
	N	126	126	126	126	126	126	126	126
IS	Pearson Correlation	.186*	.139	-.024	1.000	-.034	.178*	-.032	.096
	Sig. (2-tailed)	.037	.120	.791	.	.705	.046	.722	.284
	N	126	126	126	126	126	126	126	126
PA	Pearson Correlation	.478**	.706**	-.070	-.034	1.000	.366**	.436**	.524*
	Sig. (2-tailed)	.000	.000	.437	.705	.	.000	.000	.000
	N	126	126	126	126	126	126	126	126
ANX	Pearson Correlation	.341**	.604**	-.141	.178*	.366**	1.000	.231**	.185*
	Sig. (2-tailed)	.000	.000	.116	.046	.000	.	.009	.038
	N	126	126	126	126	126	126	126	126
POP	Pearson Correlation	.207*	.467**	.147	-.032	.436**	.231**	1.000	.381**
	Sig. (2-tailed)	.020	.000	.101	.722	.000	.009	.	.000
	N	126	126	126	126	126	126	126	126
HS	Pearson Correlation	.472**	.622**	.048	.096	.524**	.185*	.381**	1.000
	Sig. (2-tailed)	.000	.000	.591	.284	.000	.038	.000	.
	N	126	126	126	126	126	126	126	126

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Also Social values are found significantly correlated with physical appearance and Attributes (moderate correlation); Happiness and satisfaction (moderate correlation); Anxiety (low correlation); popularity (Negligible correlation); Intellectual and school status (negligible correlation) at 0.05 level of significance. Social values are not found significantly correlated with behaviour at 0.05 level of significance.

#### 4.2.2 Relationship among different component of self-concept.

From table 4.1, it is evident that

- (a) Total self-concept is significantly correlated with physical appearance and attributes (High correlation); Anxiety (Moderate correlation); Happiness and satisfaction (High correlation); popularity (moderate correlation) at 0.05 level of significance. While total self-concept is not found significantly correlated with Behaviour; Intellectual and school status.
- (b) Behaviour; Intellectual and school status are not found significantly correlated with any of the component of self-concept. at 0.05 level of significance .
- (c) Physical appearance and attributes is found moderately correlated with, popularity; Happiness and satisfaction at 0.05 level.
- (d) Correlation of anxiety with popularity; physical appearance and attributes is found low at 0.05 level of significance.
- (e) Correlation between popularity; Happiness and satisfaction is found low at 0.05 level of significance.

#### **4.3.0 INFLUENCE AND INTERACTION OF GENDER AND AREA ON SELF-CONCEPT.**

The second objective was to study the influence and interaction of gender and area on self-concept. On the basis of gender the group was divided into two groups. These were boys and girls. On the basis of area the group was divided into two groups. These were rural and urban area. Thus the data were analyzed with the help of 2x2 factorial Design ANOVA of unequal cell size and the results are given in table.4.2.

**Table 4.2: Summary of 2x2 Factorial design ANOVA for Self-concept (interaction between gender and area)**

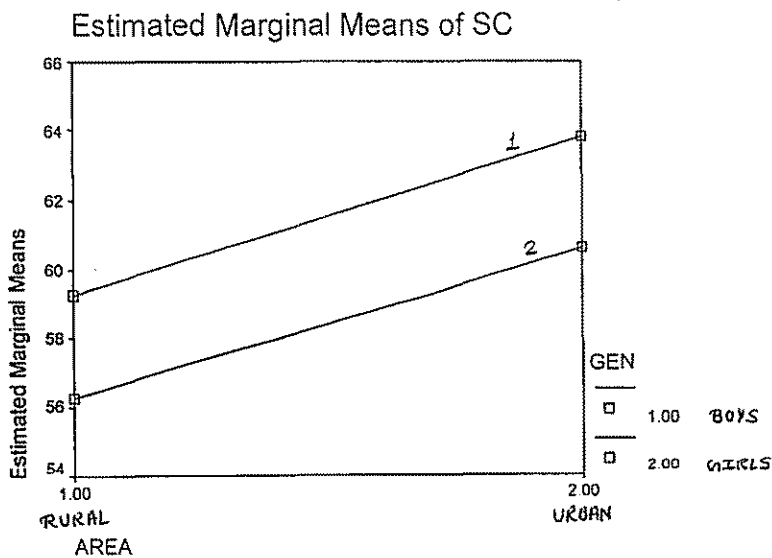
## Tests of Between-Subjects Effects

Dependent Variable: SC

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	888.244 <sup>a</sup>	3	,296.081	11.470	.000
Intercept	447454.158	1	447454.158	17334.764	.000
GEN	299.828	1	299.828	11.616	.001
AREA	608.492	1	608.492	23.574	.000
GEN * AREA	.204	1	.204	.008	.929
Error	3149.129	122	25.813		
Total	461365.000	126			
Corrected Total	4037.373	125			

a. R Squared = .220 (Adjusted R Squared = .201)

### Profile Plots



#### 4.3.1 Influence of gender on self- concept.

Form table 4.2, it is evident that the F-value for gender is 11.616 with d.f. 1/125 which is significant at 0.05 level. It shows that mean score of self- concept of students belonging to two levels of gender i.e. boys and girls, differ significantly. So it can be inferred that the gender significantly influence the self-concept.

Form graph 4.2, it is evident that the boys have higher self-concept than that of girls. Hence the null hypothesis, namely, **"There is no significant influence of gender on self-concept". is rejected.** It may therefore be inferred that the both boys and girls were found to have self- concept to the different extent.

#### **4.3.2 Influence of area on self-concept.**

Form table 4.2, it is evident that the F-value for area is 23.574 with d.f. 1/125 which is significant at 0.05 level. It shows that mean score of self- concept of students belonging to the two levels of area i.e. rural and urban, differ significantly. So it can be inferred that the **area significantly influence the self-concept.**

Form graph 4.2, it is evident that the student of rural area have lower self-concept than the students of urban areas. In this context, the null Hypothesis, **"There is no significant influence of area on self-concept", is rejected.** It may, therefore, be inferred that self-concept was not found independent of area.

#### **4.3.3 Influence and interaction of gender and area on self-concept.**

From table 4.2, it is evident that the F-value far the interaction between gender and area is .008 with d.f. 1/122 which is not significant at 0.05 level. It shows that there is not any significant effect of interaction between gender and area on self concept. In this context the null hypothesis namely, "**There is no significant interaction of gender and area on self- concept" is not rejected.**" It may, therefore, be inferred that ,self-concept of secondary students was found to be independent of interaction between gender and area.

#### 4.4.0 INFLUENCE AND INTERACTION OF GENDER AND AREA ON SOCIAL VALUES.

The third objective was to study the influence and interaction of gender and area on social values. On the basis of gender the group was divided into two groups. These were boys and girls. On the basis of area the group was divided into two groups. These were Rural and urban area. Thus the data were analyzed with the help of 2x2 factorial designs ANOVA of unequal cell size and the results are given in table 4.3.

**Table 4.3: Summary of 2x2 factorial design ANOVA for social value (interaction between gender and area)**

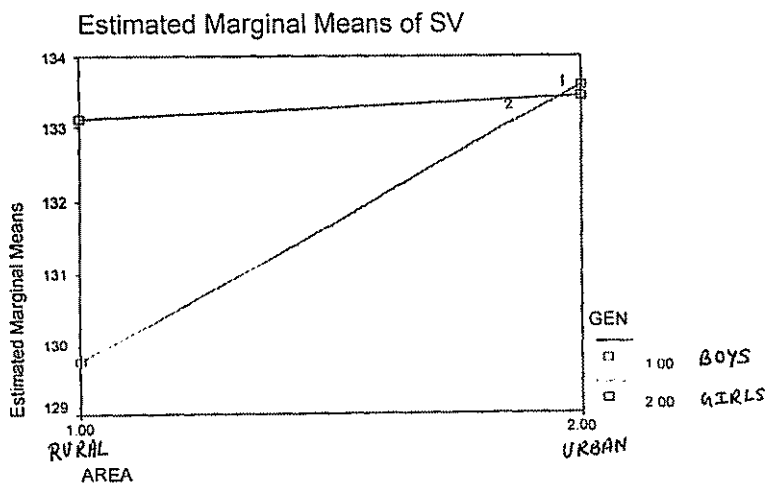
Tests of Between-Subjects Effects

Dependent Variable: SV

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	334.008 <sup>a</sup>	3	111.336	3.085	.030
Intercept	2181985.3	1	2181985.3	60461.354	.000
GEN	79.677	1	79.677	2.208	.140
AREA	135.208	1	135.208	3.747	.055
GEN * AREA	95.130	1	95.130	2.636	.107
Error	4402.849	122	36.089		
Total	2214440.0	126			
Corrected Total	4736.857	125			

a. R Squared = .071 (Adjusted R Squared = .048)

#### Profile Plots



#### 4.4.1 Influence of gender on social values

From table 4.3, it is evident that the F-value for gender is 2.208 with d.f. 1/125 which is not significant at 0.05 level. It shows that mean score of social values of students belonging to two levels of gender i.e. boys and girls did not differ significantly. So it can be inferred that the **gender did not significantly influence the social values.** Hence the null hypothesis namely, **"There is no significant influence of gender on social values", is not rejected.** It may therefore, be inferred that the boys and girls were found to have social values of the same extent.

#### 4.3.2 Influence of area on social values

From table 4.3 it is evident that the F-value for area is 3.747 with d.f. 1/125 which is not significant at 0.05 level. It shows that mean score of social value of students belonging to the two levels of area i.e. rural and urban did not differ significantly. So it can be inferred that the **area did not significantly influence the social value.** In this context, the null Hypothesis, **"There is no significant influence of area on social value", is not rejected.** It may, therefore be inferred that social value was found independent of area.

#### 4.4.3 Influence and interaction of gender and area on social values

From table 4.3, it is evident that the F-value for the interaction between gender and area is 2.636 with d.f. 1/122 which is not significant at 0.05 level. In this context, the null hypothesis namely, **" There is not significant interaction of gender and area on social value", is not rejected.** It may, therefore, be inferred that

social values of secondary students was found to be independent of interaction between gender and area.

#### 4.5.0 INFLUENCE AND INTERACTION OF GENDER AND TYPE OF SCHOOL ON SELF- CONCEPT.

The fourth objective was to study the influence of gender and type of school on self-concept. On the basis of gender the group was divided into two groups. These were boys and girls, on the basis of type of school the group was divided into two groups. These groups were government schools and non-government school. Thus the data were analyzed with the help of 2x2 factorial Design ANOVA of unequal cell size and the results are given in table 4.4.

**Table 4.4: Summary of 2x2 factorial designs ANOVA for self-concept (interaction between gender and type of school)**

#### Tests of Between-Subjects Effects

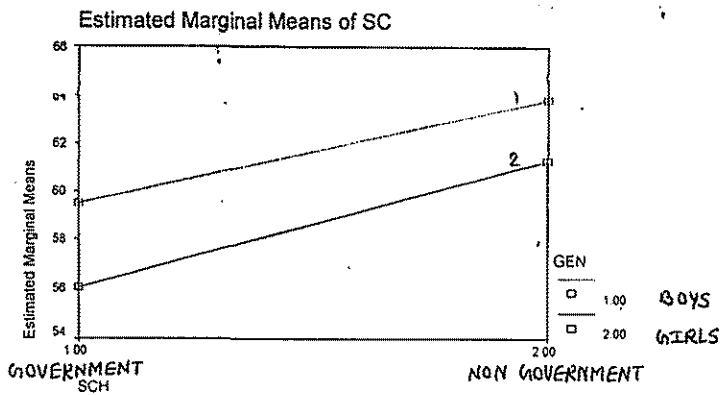
Dependent Variable: SC

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	984.554 <sup>a</sup>	3	328.185	13.115	.000
Intercept	451660.301	1	451660.301	18049.731	.000
GEN	280.062	1	280.062	11.192	.001
SCH	713.246	1	713.246	28.504	.000
GEN * SCH	5.877	1	5.877	.235	.629
Error	3052.819	122	25.023		
Total	461365.000	126			
Corrected Total	4037.373	125			

a. R Squared = .244 (Adjusted R Squared = .225)



## Profile Plots



### **4.5.1 Influence of type of school on self-concept.**

From table 4.4, it is evident that the F-value for type of school is 28.504 with d.f. 1/125 which is significant at 0.05 level. It shows that mean score of self concept of students belonging to the two type of school i.e. government school and non government school, differ significantly. So it can be inferred that the **type of school significantly influence the self-concept.**

From graph 4.4, it is evident that the students of government school have lower self-concept than the students of non-government school. In this context, the null Hypothesis, **"There is no significant influence of type of school on self-concept" is rejected.**

### **4.5.2 Influence and interaction of gender and type of school on self- concept.**

From table 4.4 it is evident that the F-value for the interaction between gender and type is 0.235 of school with d.f1/122 which not significant at 0.05 level . It shows that there is no significant effect of interaction between gender and type of school on self-concept. In this context, the null hypothesis namely, **"There is no significant interaction of gender and type of school on self concept", is not rejected.** It may, therefore, be inferred that

self-concept of secondary students was found to be independent of interaction between gender and type of school.

#### 4.6.0 INFLUENCE AND INTERACTION OF GENDER AND TYPE OF SCHOOL ON SOCIAL VALUES.

The fifth objective was to study the influence of gender and type of school on social values. on the basis of gender, the group was divided into two groups. These were boys and girls. On the basis of type of school the group was divided into two groups. These were government school and non government school. Thus the data were analyzed with the help of 2x2 factorial design ANOVA of unequal cell size and the results are given in table 4.5.

**Table 4.5 Summary of 2x2 factorial design ANOVA For social values (interaction between gender and Type of school)**

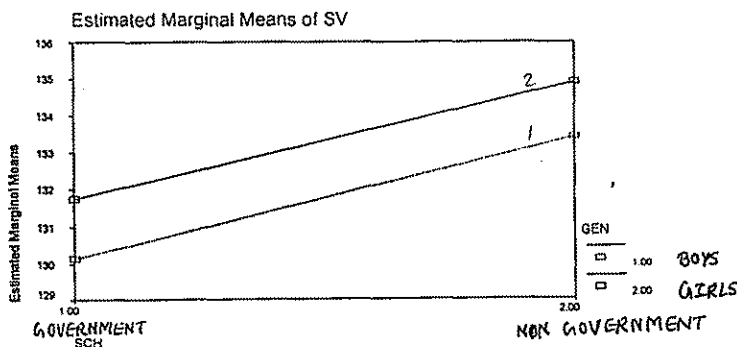
Tests of Between-Subjects Effects

Dependent Variable: SV

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	397.989 <sup>a</sup>	3	132.663	3.730	.013
Intercept	2191530.7	1	2191530.7	61621.318	.000
GEN	74.475	1	74.475	2.094	.150
SCH	315.478	1	315.478	8.871	.003
GEN * SCH	6.748E-02	1	6.748E-02	.002	.965
Error	4338.868	122	35.564		
Total	2214440.0	126			
Corrected Total	4736.857	125			

a. R Squared = .084 (Adjusted R Squared = .061)

#### Profile Plots



#### **4.6.1 Influence of type of school on social values**

From table 4.5, it is evident that the F-value for type of school is 8.871 with d.f. 1/125 which is significant at 0.05 level. It shows that the mean score of social value of students belonging to the two type of school i.e. government school and non government school differ significantly. So it can be inferred that the **type of school significantly influence the social values.**

From graph 4.5 it is evident that Students of government school have lower social values than those of non government school. In this context, the null hypothesis, **"There is no significant influence of type of school on social values"**, is rejected. It may therefore be inferred, that social values was not found independent of type of school.

#### **4.6.2 Influence and interaction of gender and type of school on social values.**

From table 4.5 it is evident that the F- value for area is 0.002 with d.f.1/122 which is not significant at 0.05 level. It shows that there is no significant effect of interaction between gender and type of school on social value. In this context, the null hypothesis namely, **"There is no significant interaction of gender and type of school on social values"**, is not rejected. It may therefore, be inferred that social values of secondary students was found to be independent of interaction between gender and type of school.

#### **4.7.0 INFLUENCE AND INTERACTION OF AREA AND TYPE OF SCHOOL ON SELF CONCEPT.**

The sixth objective was to study the influence and interaction of gender and type of school on self-concept. On the basis of gender the group was divided into two groups. These were

boys and girls. On the basis of type of school the group was divided into two groups. These groups were government and non-government school. Thus the data were analyzed with the help of 2x2 factorial Design ANOVA of unequal cell size and the results are given in table 4.6.

**Table 4.6 Summary of 2x2 factorial design ANOVA for self-concept (interaction between area in type of school)**

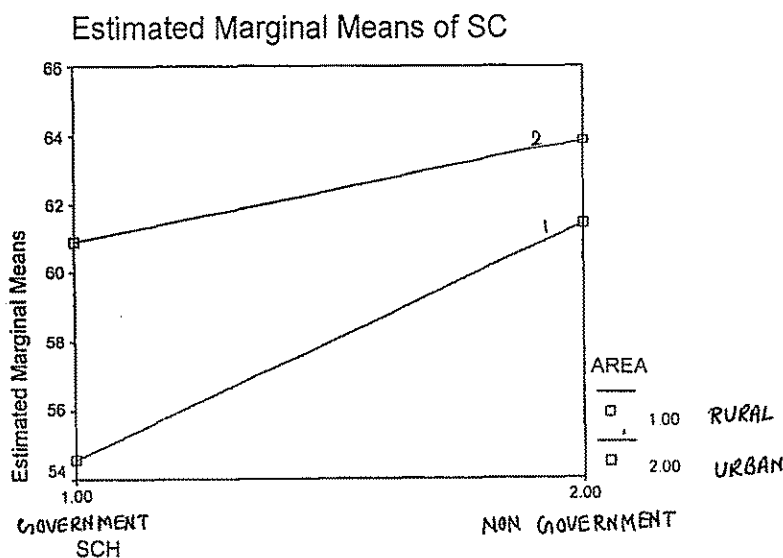
**Tests of Between-Subjects Effects**

Dependent Variable: SC

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1436.554 <sup>a</sup>	3	478.851	22.462	.000
Intercept	454627.514	1	454627.514	21325.803	.000
SCH	761.114	1	761.114	35.703	.000
AREA	610.469	1	610.469	28.636	.000
SCH * AREA	114.203	1	114.203	5.357	.022
Error	2600.819	122	21.318		
Total	461365.000	126			
Corrected Total	4037.373	125			

a. R Squared = .356 (Adjusted R Squared = .340)

**Profile Plots**



#### 4.7.1 Influence and Interaction of area and type of school on self- concept.

From table 4.6, it is evident that the F-value for the interaction between area and type of school is 5.357 with d.f.1/122 which is significant at 0.05 level. It shows that there is significant effect of interaction between area and type of school on self- concept. In this context, the null hypothesis namely, "There is no significant interaction of area and type of school on self-concept," is rejected. It may, therefore, be inferred that self-concept of secondary students was not found to be independent of interaction between area and type of school. (Graph 4.6)

#### 4.8 .0 INFLUENCE AND INTERACTION OF AREA AND TYPE OF SCHOOL ON SOCIAL VALUE.

The seventh objective was to study the influence of area and type of school on social value. On the basis of area the group was divided into two groups. These were rural and urban area. On the basis of type of school the group was divided into two groups. These were government school and non-government school. Thus the data were analyzed with the help of 2x2 Factorial designs ANOVA of unequal cell size and the results are given in table 4.7.

Table 4.7: Summary of 2x2 factorial designs ANOVA for social value (interaction between area and type of school)

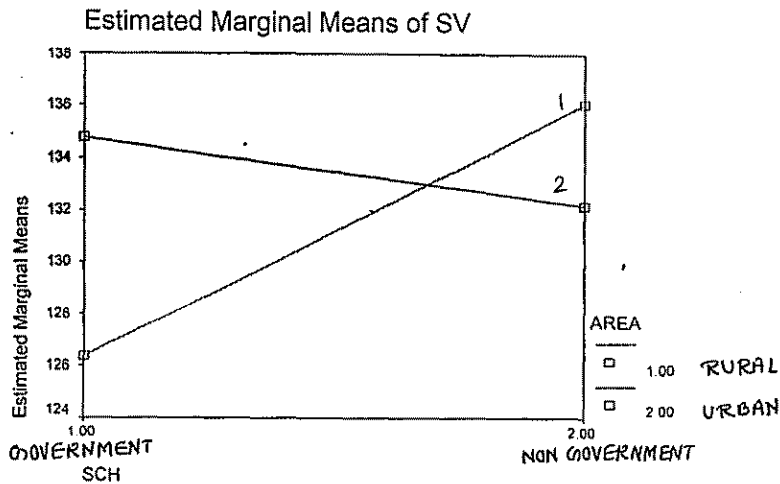
Tests of Between-Subjects Effects

Dependent Variable: SV

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1689.145 <sup>a</sup>	3	563.048	22.539	.000
Intercept	2197698.9	1	2197698.9	87973.933	.000
SCH	397.440	1	397.440	15.910	.000
AREA	156.775	1	156.775	6.276	.014
SCH * AREA	1183.070	1	1183.070	47.358	.000
Error	3047.713	122	24.981		
Total	2214440.0	126			
Corrected Total	4736.857	125			

a. R Squared = .357 (Adjusted R Squared = .341)

## Profile Plots



### 4.8.1 Influence and interaction of area and type of school on social values.

From table 4.7 it is evident that the F-value for interaction of area and type of school is 47.358 with d.f. 1/122 which is significant at 0.05 level. It shows that there is significant effect of interaction between area and type of school on social values. In this context, the null hypothesis namely, "There is no significant interaction of area and type of school on social values", is rejected. It may, therefore, be inferred that social values of secondary students was found to be dependent on interaction between area and type of school (graph 4.7)

### 4.9.0 DISCUSSION

The discussion on results has been presented below.

#### 4.9.1 Relationships between social values and self.-concept

The study revealed that social value and self concept are highly correlated. The finding is supported by

**Gayle L. Zieman and Gerald P. Benson (1983)** who found that self esteem and social values are correlated. This finding is also

supported by **Kulshreshtha** (1983) who found that value orientation has positive affinity with self concept among adolescents. The finding of the present study shows that positive self concept leads to positive social values. This may be due to the reason that social values contribute to the sound moral character, a sense of community and competence in responding to the personal, social and cultural aspect of life and thus forming a positive concept of self. In other words, a person having positive self-concept works according to the social values, belief and cultures. (Looking glass theory of mead).

Social values are found significantly correlated with physical appearance and attributes; happiness and satisfaction; intellectual and school status. This may be due to the reason that these attributes leads to a dynamic, intellectual and satisfied person. Such people have more concern for well being of others.

Also social values are found significantly correlated with anxiety. It may be due to the reason that people who are very anxious about their personal and social life shows themselves more concerning towards others.

Behaviour is not found significantly correlated with social values. It may be due to reason that what people are showing through their behaviour they are not such in actual. There are people around us showing extremely good behaviour but on the other hand they are lacking many social values like honesty, tolerance, Non-violence etc.

#### **4.9.2 Relationship among different component of self-concept.**

Self concept is found significantly correlated with four components and not significantly correlated with two components. It may be due to reason that three of those four component (Physical appearance and attributes; happiness and satisfaction; popularity) are positive attributes and leads towards positive concept of self. While the fourth component anxiety can be justified as persons having higher self- concept are more conscious and anxious about their image.

#### **4.9.3 Influence and interaction of gender and area on self-concept.**

This study revealed that gender significantly influences the self-concept and the boys have higher self-concept than girls. This finding is supported by **Linda A. Jackson, Carrole N. Hodge and Julie M. Ingram** (1994). While this finding is not supported by **Saraswat** (1982) who found girls self-concept higher than those of boys Kale found that boys and girl's do not differ significantly in self-concept. Similar results were found by **Ramhariya** (2003). From the findings of the present study we can say that **self concept depends on gender**. It may be due to reason that child develops his self- concept as defined by other (looking glass theory of mead). Since in our society, boys are enjoying more status than girls so the boys develops better self-concept than that of girls.

This study also showed that the area significantly affects self-concept and the students of rural area have lower self concept than the student of urban area. This study is supported by **Una Mae Lange Reck** who found that rural Appalachian children possess



significantly more negative self-concept than urban children. From the finding of the present study we can say that **self-concept depends on area**. It may be due to reason that in urban areas, Parents and society members are more concerned about the child development than in rural areas. In view of modern psychology, in urban areas, parents and teachers look children positively and help them to develop a positive image of self, optimistic nature, willingness to work and ready to take challenges. On the other hand rural children are poorly defined by their parents and community members. They have very little exposure of the world and thus can not feel themselves self-sufficient and self reliant.

This study also reveals that self-concept was independent of interaction between gender and area. The finding of the present study showed that the rural boys and rural girls do not differ significantly in their self-concept. In the same way, urban boys and urban girls do not differ significantly in their self-concept.

#### **4.9.4 Influence and Interaction of gender and area on social values.**

This study revealed that gender did not significantly influence the social values. This finding is not supported by **Patricia L. Smith and Elwood F. Oakley (1997)** who found significant differences in male and female responses concerning social values. It is also supported by **George J. and Rajendran K.** who found values of adolescent significantly differ based on their gender. The finding of the present study reveals that social values are gender depended. It may be due to the reason that girls are more sensitive, emotional and caring for others than the boys of the same age group.

This study revealed that the area did not significantly affects the social values. This finding was not supported by **Zaman (1982)** who found that rural children were significantly at a higher level than the urban children in social values. The finding of the present study reveals that social values are not area dependent. It may be due to the reason that urban children as well as rural children belongs to same culture that is Indian culture, which has its own set of defined social values that are taught to every children in both rural and urban areas.

This study also revealed, that social value was independent of interaction between gender and area. **Dadu, P. (1982)** found that rural male and female, differs in aesthetic, religious vales and urban male and females also differ in these values. But these finding was not obtained for social values. The present study reveals that the rural boys and rural girls did not differ significantly in their social values. In the same way, urban boys and urban girls did not differ significantly in their social values.

#### **4.9.5 Influence and interaction of gender and type of school on self-concept.**

This study revealed that type of school significantly influence the self-concept and the students of government school have lower self-concept than the students of non government school This finding is supported by **Avanija (1995)** who found that profile of **Navodaya Vidyalaya** students was far better than the government school students . From the findings of the present study we can say self-concept depends on type of school. It may be due to reason that in government schools the students are not viewed in a positive manner by teachers and authorities. Also in society, people looked at them with hatred or pity. Thus they develop a

lower self concept as compared to students of non-government schools who are viewed respectfully and treated positively by teachers, peers and society members.

This study also reveals that self- concept was independent of interaction between gender and type of schools. The finding of the present study shows that the boys and girls of government schools did not differ significantly in their self-concept. In the same way the boys and girls of non government schools did not differ in their self-concept.

#### **4.9.6 Influence and Interaction of gender and type of schools on social values.**

This study revealed that type of school significantly influence the social values. This findings is supported by sambhi (1989). The findings of the present study showed that social values are not independent of school type. students of government schools have lower social values than students' of non government schools It may be due to the reason that in non government schools more emphasis is being given on social activities and almost all students are the members of different socio- cultural clubs while this is not the case with government school students.

This study also showed that social values was independent of interaction between gender and type of school. The finding of the present study showed that the boys and girls of government schools did not differ significantly in their social values. In the same way, boys and girls of non-government schools did not differ significantly in their social values.

#### **4.9.7 Influence and Interaction of area and type of school on self concept.**

This study reveals that self-concept was not independent of interaction between area and type of school. The finding of the present study showed that urban students of government schools have lower self- concept than urban students of non government schools. Rural students of government schools have lower self- concept than rural students of non government schools.

#### **4.9.8 Influence and Interaction of area and type of school on social values.**

This study reveals that social values was not independent of interaction between area and type of school. Urban students of government schools have higher self- concept than Urban students of non government schools. Rural students of government schools have lower self- concept than rural students of non government schools.

#### **4.10 FINDINGS**

The following were the findings of the present study :-

1. (a) Social values and self-concept of secondary students was found highly correlated ( Positive correlation)
- (b) Social values were found significantly correlated with physical appearance and attributes; Happiness and satisfaction; Anxiety; intellectual and school status. Which are 4 areas of self-concept.
- (c) Social value were not found significantly correlated with two areas of self concept (popularity and Behaviour) .

- (d) Self concept was found significantly correlated with physical appearance and attributes; Anxiety; Happiness and satisfaction ; popularity.
  - (e) Self concept was not found significantly correlated with behaviour; intellectual and school status.
2. (a) Self-concept of Boys was found higher than that of girls.
- (b) Self-concept of rural student was found lower than urban students.
- (c) Self-concept of secondary students was found independent of the interaction between gender and area.
3. (a) Social values of girls was not found significantly different than that of boys.
- (b) Social values of rural students was not found significantly different than that of urban students.
- (c) Social values of secondary students was found independent of the interaction between gender and area.
4. (a) Self-concept of government schools students was found lower than that of non government schools students.
- (b) Self-concept of secondary student was found to be independent of interaction between gender and type of school.
5. (a) Social values were found significantly influenced by type of school.
- (b) Social values of secondary student was found to be independent of interaction between gender and type of schools.

6. (a) Self –concept of secondary student was not found to be independent of area and type of school.
  - (b) Urban students of government schools have lower self-concept than urban students of non government schools.
  - (c) Rural students of government schools have lower self-concept than rural students of non government schools.
  - (d) Urban students of government schools have higher self-concept than rural student of government schools.
  - (e) Urban students of non government schools have higher self- concept than rural student of non government schools.
7. (a) Social values of secondary student was found to be dependent on interaction between area and type of school.
  - (b) Urban students of government schools have higher self-concept than Urban students of non government schools.
  - (c) Rural students of government schools have lower self-concept than rural students of non government schools.
  - (d) Urban students of government schools have higher self-concept than rural students of government schools.
  - (e) Urban students of non government schools have lower self-concept than rural students of non government schools.