CHAPTER SEVEN
CHAPTER – VII
SUMMARY, FINDINGS
AND SUGGESTIONS FOR FURTHER
RESEARCH

INTRODUCTION

Self-concept is the key stone of personality. One cannot imagine a person without self. Self is the essence of personality. Favourable self concept coincides with favourable personality development. Important characteristics such as emotional stability, self-assertion and self-confidence emerge out of the favourable self-concept.

Much of the contemporary theoretical work about self-concept derives from James (1890). According to him ‘self’ has one of the three meanings – a dynamic process, a system of awareness and an interrelated process and awareness. Accordingly, the first meaning incorporated the cognitive process such as perceiving, interpreting, thinking and remembering. The second denoted the objectified form of awareness an individual given to his feeling, evaluation and beliefs about himself. The third gives the body of awareness in terms of its effect upon what is perceived of, how this perception is interpreted and thus of human behaviour learning.

According to Watson (1959) self may be defined as person’s feelings, ideas and attitude about one self. In other words, it is the.
person's total appraisal of his appearance, background and origin, abilities, resources, attitudes, values and feelings which cultivate as directing force in behaviour. According to him, what a person does or how he behaves is determined by his self-concept, self-concept gives meaning to behaviour.

In Dictionary of Education by Good (1973), self-concept is defined as "the individual's perception of himself as a person which include his abilities, appearance, performance in his job and other phases of daily living".

According to Dictionary of Education by Taneja (1989), "self-concept refers to the picture or image a person has of himself".

From the above definitions, it is clear that self-concept plays a major role in the life of a child if it is thought of as a set of expectations and anticipations plus evaluations. There is relationship between the child’s experiences and formation and establishment of his self-concept. Child anticipates a number of areas in which he will not do well and will not gain acceptance and daily anticipation may be confirmed. In other areas, child expects to do well and his performance permits him to feel adequate and accepted. As child has a continuing number of similar experience, he will develop a relatively fixed view of his capacities and expectations in both academic and interpersonal situation. In a sense we have a view of the adult child who may given up easy in some activities and persist in others. Thus experiences and interactions are affecting the self-concept of the individual.

Walsh (1956) conducted a study on two groups of students with different IQ's and found a positive correlation between intelligence and self-concept. Vasantha (1969) predicted a positive relationship between
Goswami (1978) revealed that there is a positive relationship between self-concept and academic achievement. Henderson (1992) supported the relationship between academic and overall self-concept.

Verma (1994) concluded that caste affiliation had a significant effect on self-concept of school students while area of residence i.e. rural - urban did not have any significant effect on self-concept.

Keshishian (1993) found no significant difference between treatment and control group on most of the studies of adjustment-related measures; however, one exception was that treatment children improve more than control group on self-concept measures of negative self-concept. Suleka (2002) also obtained similar results.

**RATIONALE OF THE PROBLEM**

Self-concept may be associated with dysfunction of personal and psychological adjustment. Self-concept is something that can be changes. Jersild (1952) has pointed out the self-concept is composed of person’s feeling, thoughts and since thoughts and feelings are dynamics, therefore, changes in the self-concept are inevitable.

Recognizing the need of boosting the self-concept of adolescents, various researches have been concluded wherein different strategies,
approaches and methods have been developed and compared with traditional approaches in terms of self-concept.

However, from the review of research literature, it is observed that very few studies have been conducted in this area and that too mostly in abroad and elementary school children.

The present study is, therefore, an attempt to see the efficacy of Self-Concept Plan in terms of self-concept of adolescents.

STATEMENT OF THE PROBLEM

"Efficacy of Self-Concept Boosting Plan in Terms of Self-Concept of Adolescents".

OBJECTIVES OF THE STUDY

1. To study the efficacy of Self Concept Boosting Plan (SCBP) in terms of self-concept and its dimensions.
2. To compare the mean scores of self-concept and its dimensions of students belonging to SCBP (i.e. experimental group) with those of conventional approach (i.e. control group) with the help of pre-test-post scores.
3. To compare the mean scores of self-concept of boys and girls.
4. To compare the mean scores of self-concept of students belonging to general and reserved categories.
5. To compare the mean scores of self-concept of students with urban and rural background.
6. To compare the mean scores of self-concept and its dimensions of students belonging to Arts, Science and Commerce streams.
7. To compare the mean scores of adjustment of students of both the groups (i.e. experimental as well as control) on the basis of pre-test – post – test scores.

8. To compare the mean scores of academic achievement of students of both the groups on the basis of pre-test and post-test.

9. To study the efficacy of SCBP in terms of reactions of the students towards SCBP.

10. To study the trend of boosting of self-concept of students treated through SCBP.

HYPOTHESES

1. There will be no significant difference between pre-test and post-test mean scores of self-concept and its dimensions separately of students treated through SCBP.

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

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

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

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

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

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

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

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

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

**NEED AND IMPORTANCE OF THE STUDY**

Self-concept is a major and powerful factor of personality. It helps in adolescent’s personal development and understanding the reasons for his behaviour. A concept of real worth leads to humility whereas lack of a sense of worth leads to contempt for others and bragging. Although some
research studies have been done in the field of self-concept in relation to certain environmental factors e.g. parents, attitude, parents' expectations and the nature of relationship between self-concept and variables of intelligence, creativity, problem solving ability etc. yet the present study is an attempt to reveal the effect of self-concept enhancement programme on the self-concept, adjustment and academic achievement of students.

Seeing the importance of self-concept and need of enhancing it, few researches have been conducted wherein different methods have been tested, but more or less these studies have been conducted in foreign countries and that too on college students. Self-concept which is regarded as one of the important area of personality and research is ignored in our country. An extensive research in the area of self-concept especially boosting of self-concept among adolescents has not been attempted so far. Thus, there is an urgent need to explore this field further.

The findings of the present study will be helpful in building theoretical understating of self-concept especially in Indian settings.

The results will also be helpful to teachers, parents, and principals to improve and facilitate the school programme for building favourable self-concept among adolescents.

DESIGN

This experimental study is designed on the basis of pre-test, post-test control group experimental design. Students are divided randomly into two groups. One group is randomly selected into experimental group and other into control group.
Under Self-Concept Boosting Plan (SCBP), special exercises are planned and each student of Experimental group is to do the exercises for a duration of 2 months. When the Experimental group is busy in doing exercises, control group is busy in their routine work in the class and school.

In both the groups, self-concept is assessed in the beginning as well at the end of the treatment. Apart from this experimental group is assessed after every 15th day in order to see the trend of self-concept and reaction towards SCBP. Reaction of the students of experimental group towards SCBP is assessed with the help of a scale.

**SAMPLE**

As the present study is an experimental study, therefore, a sample of 75 students of 10+1 class (25 students each in Arts, Science and Commerce streams) are selected from one Government Senior Secondary School of Jagraon and selection of Arts, Science and Commerce sections is done randomly. This forms the experimental group.

For control group again a sample of 75 students of 10+1 class (25 students each in Arts, Science and Commerce stream) is selected from another Government Senior Secondary School of Jagraon (Punjab) and in this case also selection of Arts, Science and Commerce sections is done randomly.

Students of both the schools are matched on the variable of intelligence and socio-economic status by administering group Test of General Mental Ability and Socio-Economic Status Scale.
While selecting the sample care is taken that students with urban and rural background, boys and girls and also students of general and reserved categories are taken in the study.

TOOLS

1. Self-concept List (Pratiška Deo, 1985)
2. Self-concept Boosting Plan (This plan in the form of 20 exercises are developed by the investigator herself).
3. Group Test of General Mental Ability (Jalota, 1972)
4. Socio-Economic Status Scale (Kohli, 1988)
5. Reaction Towards SCBP (This scale is developed by the investigator herself).
6. Adjustment Inventory (Mittal, 1976)
7. Academic Achievement of the students is measured with the help of achievement tests (Achievement Test in political science for Arts students, Achievement test in science for Science students; and Achievement Test in Accountancy for Commerce students).

PROCEDURE

For matching the students of experimental as well as control group, Group Test of General Mental Ability and Socio-Economic Status Scale were administered to all the students.

In the beginning, students of both the groups are assessed on the variable of self-concept, adjustment and achievement by administering
Self-Concept List and Adjustment Inventory and Achievement Tests as Pre-test.

After the Experimental group is given treatment in the form of 20 exercises for a period of 2 months (2 months x 30 days = 60 days) thus approximately for each exercise two days time is kept at the disposal of student and reaction towards SCBP. In the meantime group is busy in its routine work in the class and school.

Again after a period of 2 months, students of both the groups (i.e. experimental as well as control group) are assessed on the variable of Self-concept, adjustment and achievement as a post test.

For analysis of data mean scores of pre-test and post-test are compared.

STATISTICAL TECHNIQUES TO BE USED

1. In the present study, for the analysis of data, the statistical technique of mean, SD and t-ratio are employed.
2. Graphical representation is also shown for showing the trends of self-concept.

FINDINGS

Following variables are taken up in the present study:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Concept</th>
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<tbody>
<tr>
<td>Variable 1</td>
<td>Intellectual self-concept</td>
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<td>Variable 5</td>
<td>Aesthetic self-concept</td>
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</table>
1(a) Intellectual Self-concept of Students Treated Through SCBP

As per the results, insignificant difference exists in the measure of intellectual self-concept of students treated through SCBP (Self-Concept Boosting Plan) due to pre-test post-test scores at 0.05 level of significance \((t=1.74)\). In other words SCBP is not found to be significantly effective in boosting the intellectual self-concept measure of the students, although mean post-test scores are higher (mean=14.89) as compared to mean pre-test scores (mean=14.15).

1 (b) Emotional Self-concept of Students Treated Through SCBP

On the measure of emotional self-concept of students insignificant difference is obtained in the pre-test post-test scores of students treated through SCBP due to insignificant \(t\)-value \((t=1.78)\) at 0.05 level of significance. Thus SCBP is not effecting the measure of emotional self-concept of the students to a significant level, although post-test scores are higher (mean=17.26) as compared to pre-test scores (mean=16.49).
1 (c) Character Self-concept of Students Treated Through SCBP

According to the results, significant difference is obtained between the pre-test post-test scores on character self-concept of students treated through SCBP, as obtained t-value is significant at 0.01 level (t=5.39). In other words, SCBP is found to be very much effective in enhancing the measure of character self-concept of students. Also when the mean scores of pre-test, post-tests are compared, it is found that post-test scores are much higher (mean = 50.11) as compared to pre-test scores (mean=44.80).

1 (d) Social Self-concept of Students Treated Through SCBP

It is noticed that significant difference in the pre-test post test mean scores of social self-concept of students, treated through SCBP is observed, as t-value (t=5.20) is found to be statistically significant at 0.01 level of significance. Therefore, SCBP is found to be influencing the social self-concept of students upto critical level. When the mean scores of pre-test post-test are compared it is noted that post-test scores are higher (mean=15.73) as compared to pre-test scores (mean=13.45).

1 (e) Aesthetic Self-concept of Students Treated Through SCBP

As shown by the results, significant difference in the aesthetic self-concept of students treated through SCBP is seen due to significant difference in the pre-test post-test scores and significant t-value at 0.01 level. Put it in other way, measure of aesthetic self-concept of students markedly influenced by the SCBP. Also post-test scores (mean = 5.27) are found to be higher than the mean pre-test scores (mean=4.47).
1(f) Self-concept (total scores) of Students Treated Through SCBP

There is statistically significant difference in the mean scores of self-concept (total) due to pre-test post-test scores of students treated through SCBP as obtained t-value is found to be significant at 0.01 level of significance ($t=6.52$). Hence, self-concept of experimental group is certainly increased due to SCBP are much higher ($\text{mean}=102.97$) as compared to pre-test scores ($\text{mean}=93.35$).

Hence, in the light of above results, hypothesis 1 that there will be no significant difference between pre-test and post-test mean scores of self-concept and its dimensions separately of students treated through SCBP is not accepted here.

Results of the present study are in line with the results of Thompson (1995), McKinney (1995), Smith (1995) and Gupta and Sansanwal (1996) who also revealed that specially planned programmes have significant impact on improving the self-concept of students.

2 (a) Intellectual Self-concept of Students of Experimental and Control Groups.

As stated by the results, insignificant difference in the mean gain intellectual self-concept of students of experimental group and control group is found due to insignificant t-value at 0.05 level of significance. In other words SCBP of the experimental group has no impact in improving the intellectual self-concept of the experimental group.
2 (b) Emotional Self-concept of Students of Experimental and Control Groups

Insignificant difference in the mean gain emotional self-concept scores of students of experimental and control groups is calculated as t-value is found to be insignificant at 0.05 level (t=1.44). Thus SCBP of the experimental group failed to generate any significant impact on the emotional self-concept of students, although there is little difference in self-concept of experimental group (mean=1.40) as compared to control group (mean=0.15).

2 (c) Character Self-concept of Students of Experimental and Control Groups

According to the results, significant difference in the mean gain character self-concept of students of experimental and control group is obtained due to significant t-value (t=2.46) at 0.05 level of significance. After comparing their mean gain scores, it is revealed that students of experimental group has higher mean gain scores (mean=7.69) as compared to the students of control group (mean=2.93). Thus SCBP given to the students of experimental group is found to be superior as compared to the students of control group to whom no programme is given.

2(d) Social Self-concept of Students of Experimental and Control Groups

Based on the results, it is noticed that significant difference in the mean gain social self-concept of students of experimental and control groups is found to significant t-value at 0.05 level of significance (t=1.98).
After comparing the mean gain social self-concept of students of both the groups, it is revealed that students who are treated with SCBP got higher mean gain scores as compared to control group. Therefore, SCBP has succeeded in boosting the social self-concept of students.

2 (e) Aesthetic Self-concept of Experimental and Control Groups

Results indicate insignificant difference in the mean gain aesthetic self-concept of students of experimental and control group due to insignificant t-value at 0.05 level of significance (t=0.27). Thus SCBP given to experimental group is failed to show its critical impact in improving the aesthetic self-concept of students. Also there is not much difference in the mean gain aesthetic self-concept scores of experimental and control groups.

2 (f) Self-concept (Total) of Experimental and Control Groups

As stated by the results, significant difference in the mean gain self-concept scores of experimental and control groups is observed due to significant t-value (t=2.37) at 0.05 level. When the mean gain scores of experimental and control groups are compared, it is revealed that mean gain score of experimental group is higher (mean = 13.07) as compared to the mean gain score of control group (mean=6.19). This implies clearly surpassing of experimental group by way of SCBP as compared to control group in building, developing and raising the self-concept of adolescents.

Hence, hypothesis 2 that there will be significant difference in the mean score of self-concept and its dimensions separately of students belonging to SCBP with those of conventional approach on the basis of pre-test post-test scores is not retained in the present investigation.
Results of the present study were similar to the results of Thomon (1995), Smith (1995) and Gupta and Sansanwal (1996) in which they discovered that specially planned programmes have significant impact on enhancing the self-concept level of the adolescents.

3 Self-concept (Total scores) of Boys and Girls Treated Through SCBP

Results indicate insignificant difference between the mean scores of self-concept of boys and girls treated through SCBP, as t-ratio is found to be insignificant at 0.05 level of significance (t=1.22). In other words no significant difference is obtained in the mean scores of Self-concept of boys and girls who are treated through SCBP. However, after comparing the mean gain scores it is observed that mean score of self-concept of boys are somewhat higher (Mean=15.19) as compared to the mean score of girls (Mean=11.00). Thus Self-Concept Boosting Plan has not created any significant difference in the self-concept of boys and girls.

In case of control group also no significant difference is observed in the mean Self-concept scores of boys and girls (t=0.20). However, while comparing their mean scores it is found that mean scores of girls (Mean=6.79) are somewhat higher as compared to the mean scores of boys (Mean=5.80).

Therefore, hypothesis 3 that there will be no significant difference in the mean score of self-concept of boys and girls of experimental and control groups on the basis of Pre-test Post-test scores is accepted in the present study.
4. Self-concept (Total scores) of Reserved and General Categories of Students Treated Through SCBP

From the results, it is noticed that insignificant difference is obtained between the mean Self-concept scores of reserved and general categories of students treated through SCBP in case of experimental group as the obtained t-value is insignificant at 0.05 level (t=0.60). However, it is noticed that mean self-concept score of students belonging to reserved category is higher (Mean=14.21) as compared to general category (Mean=12.12). Therefore, SCBP has not generated any critical difference between the students of reserved and general categories.

Similar results are also obtained in case of Control Group where insignificant difference in the mean Self-concept scores of students at 0.05 level is obtained (t=0.93).

Thus, hypothesis 4 that there will be no significant difference in the mean score of self-concept of students belonging to reserved and general categories of experimental and control group on the basis of Pre-test, Post-test scores is also accepted.

Above results of the present study are contrary to the results of Verma (1994) in which he found that caste affiliation had significant effect on the self-concept of students.

5. Self-Concept (Total scores) of Urban and Rural Students Treated Through SCBP

According to the results, insignificant difference in the mean Self-concept scores of students of urban and rural areas treated through SCBP is observed due to insignificant t-value at 0.05 level (t=0.48). Further, when their mean self-concept scores are compared it is found
that students of urban area obtained somewhat higher mean scores (Mean=13.85) as compared to the students of rural areas (Mean=12.17).

In case of control group also insignificant difference in the mean Self-concept scores of students of urban and rural areas is observed due to insignificant t-value at 0.05 level (t=0.55).

Therefore, hypotheses 5 that there will be no significant difference in the mean score of Self-concept of students belonging to urban and rural areas of experimental and control group on the basis of pre-test, post-test scores is also retained.

Verma (1994) has also obtained similar results where in his study on rural urban areas did not have any significant effect on the Self-concept of school students.

6 (a) Self-concept (Total) of Students belonging to Arts, Science and Commerce Streams (Experimental group)

As per the results, there exist insignificant differences between the mean self-concept scores of students of arts and science; arts and commerce; science and commerce streams due to insignificant t-values at 0.05 level of significance (t=0.34, 0.83, and 0.46 respectively). In other words students of arts, science and commerce streams are not significantly different in their self-concept. Also there are not much differences in the values of their mean gain self-concept scores (mean=11.40, 12.96, 14.84 respectively).
6 (b) Self-concept (total) of students Belonging to Arts, Science and Commerce Streams (Control group).

From the results, it is also revealed that insignificant differences are found between the mean gain self-concept scores of students belonging to Arts, Science and Commerce streams as obtained t-values are insignificant at 0.05 level (t=0.94, 0.42, 1.15 respectively). Thus students of Arts, Science and Commerce streams are not found to be significantly different in their self-concept. Their mean gain scores also do not differ significantly (mean=5.60, 10.04 and 2.94 respectively).

Above results of the present study are similar to the results of Zubord (1993) and Brickman (1995).

Therefore, hypotheses 6 that there will be no significant difference in the mean scores of self-concept among students belonging to Arts, Science and Commerce streams of
c) Experimental
d) Control groups
on the basis of pre-test, post-test scores is accepted.

7 (a) Adjustment of Students Treated through SCBP

From the results of present study, it is found that significant difference exists between the mean scores of post-test, pre-test adjustment scores of students treated through SCBP, as t-value is significant at 0.01 level (t=4.85). Thus SCBP has significant force in increasing the adjustment level of students. When their mean scores are compared, it is found that mean post-test scores are higher (mean=178.64) as compared to the mean pre-test scores (mean=171.61).
7 (b) Difference in the Adjustment of Students of Experimental and Control groups

According to the results, significant difference is observed between the mean gain scores of experimental and control groups on the variable of adjustment due to significant t-value at 0.01 level (t=4.13). It is also found that mean gain adjustment scores of experimental group are higher (mean=12.72) as compared to mean adjustment scores of control group (mean=1.35). Therefore, from the results, it is clearly seen that with the SCBP students' adjustment level is increased.

Above results of the present study are similar to the results of Chadha (1988).

Hence, hypothesis 7 (a) that there will be no significant difference between pre-test post-test mean scores of adjustment of students treated through SCBP and hypothesis 7 (b) that there will be no significant difference in the mean scores of adjustment of students belonging to experimental and control group on the basis of pretest post-test are not retained in the present study.

8 (a) Academic Achievement of Students Treated Through SCBP

As indicated by the results, significant difference in the mean post test pre-test academic achievement scores of students of experimental group is obtained at 0.01 level (t=6.98), while treated through SCBP. Further, from their mean scores, it is observed that mean academic achievement scores of post-test are higher (mean=55.13) as compared to mean pre-test scores. In other words, SCBP is certainly found to be effective in enhancing the academic achievement of students.
8(b) Difference in the Academic Achievement of Students of Experimental and Control Groups

Here also similar results are obtained as t-value is found to be significant at 0.01 level (t=6.2) due to significant difference in the mean gain achievement scores of experimental and control groups. Also mean gain achievement scores of experimental group are higher (mean = 11.48) as compared to the control group (mean = 0.84). Thus, as per the findings of the present study, SCBP is found to be very much superior and effective in increasing the level of academic achievement of the students.

Above results of the present study are in agreement with the results of Balram (1965), Sharma (1978), Jyoti (1992) and Khullar (1997).

In the light of above results, therefore, hypothesis 8(a) that there will be no significant difference between the pre-test post-test mean scores of academic achievement of students treated through SCBP and hypothesis 8 (b) that there will be no significant difference in the mean scores of academic achievement of students belonging to experimental and control groups on the basis of pre-test, post-test are retained in the present investigation.

EDUCATIONAL IMPLICATIONS

The findings of the present experimental study have very wide educational implications for the education of the adolescents. These findings will help the teachers, administrations, parents, curriculum framers, policy-makers and guidance workers to prepare themselves to...
meet the need of the adolescents. Some of the important educational implications are given below:

1. One of the important implications of the study is that since self-concept is an important component to build the personality of the adolescents, therefore, the importance should be given to this area by the teachers in order to achieve the goal of quality of education in terms of academic achievement of the adolescents.

2. Findings of the study reveal that self-concept boosting plan is an effective strategy to enhance the self-concept of adolescents, therefore, teachers should be trained in the use of such type of programmes. In order to apply such a programme, principals should provide appropriate freedom to the teachers in organizing their classes as per the requirement of this strategy.

3. As per the results of the present study self-concept boosting plan is found to be very much effective in raising the level of self-concept of adolescents, therefore, theory and practice of self-concept may be incorporated in the teacher education programme at B.Ed. and M.Ed levels.

4. As self-concept boosting plan has raised the adjustment and academic achievement level of adolescents, therefore, teachers should be motivated to apply this programme in order to improve the adjustment and achievement levels of the adolescents.

5. As per the outcomes of the present study, SCBP is very helpful in enhancing the intellectual, social, aesthetic, emotional and overall self-concept of the adolescents, therefore, in order to provide to the society, the individual with high and positive self-concept to enable
them to contribute for the progress of society and nation at large, emphasis should be given to such programmes.

SUGGESTIONS FOR FURTHER RESEARCH

1. The study may be conducted by taking the self-concept of different exceptional children e.g. gifted, backward, physically handicapped, mentally handicapped, problem children and delinquent children.

2. A comparative study of self-concept of urban and rural boys, model and public school children, traditional and Navodaya school children may be taken up.

3. Instead of taking present cognitive variables, other variables such as social factors, motivational factors or some non-cognitive variables may be explored in relation to self-concept of the students.

4. An exploratory study of self-concept of boys and girls may be taken up by taking into consideration the different age level or some socio-demographic variables into consideration.

5. An exploratory study of self-concept of students residing in slum areas may be taken up.

6. A study of bright students may be taken up by taking into consideration their self-concept and learning problems and difficulties.

7. Instead of selecting sample of students from some Govt. Sec. School, the sample may be taken from some Denominational institution.

8. Instead of taking adjustment and academic achievement the variables taken in the present study, some other variables like creativity, mental health and intelligence may also be taken.
9. The study may also be conducted by taking the self-concept of Hostellers and Non-Hostellers in relation to intelligence, creativity and mental health.

10. Replicative studies involving larger and different sample, as also the follow-up studies may be taken up to establish the validity of findings of the present study.