CHAPTER Five FINDINGS AND SUGGESTIONS

* MAJOR FINDING OF THE STUDY.
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MAJOR FINDINGS OF THE STUDY.

To be precise a large number of revealing and interesting findings have emerged from this study. However only some major findings have been given here to put into sharp focus, the thrust of the present investigation.

FINDINGS ABOUT SELF-CONCEPT OF ADOLESCENTS.

(1) CITY WISE FINDINGS ABOUT SELF-CONCEPT.

A comparative study on various aspects of Meerut and Sagar adolescents depicts the finding given here under:

(A) The behaviour of Meerut and Sagar adolescents is same as the difference on mean scores in behaviour are not significant.

(B) In intellectual and school status Meerut adolescents of 16 year age are better than Sagar adolescents in the same age. There is no significant difference on mean scores of adolescents in this aspect in the age group 13, 14, 15 and 17.

(C) In physical appearance and attributes, Meerut adolescents in the age group 13, 14 and 16 are better than Sagar adolescents. There is no significant difference on mean scores in the age group 15 and 17 in this aspect.

(D) In anxiety Meerut adolescents of 13 and 16 years age are possessing more anxiety than Sagar adolescents. Whereas the Sagar adolescents in the age group 17 are possessing more anxiety. There is no significant difference in the age group 14 and 15.
(E) In popularity Sagar adolescents are better than Meerut adolescent in the age group 16 and 17. There is no significant difference on mean scores in the age group 13, 14 and 15.

(F) In happiness and satisfaction Sagar adolescents are better in the age group 13 and 14. There is no significant difference on mean scores in the age group 15, 16 and 17.

(2) AGE WISE FINDING ABOUT SELF CONCEPT-

The age wise comparison has brought into limelight the following findings. This comparison was carried out in four parts that is Sagar boys and Meerut boys, Sagar girls and Meerut girls, Sagar boys and Sagar girls, Meerut boys and Meerut girls.

In behaviour Meerut girls are better than Sagar girls in the age group 13, Meerut girls are also better than Meerut boys in 13 age group on behaviour. There is no significant difference on mean scores of Sagar boys and Meerut boys, Sagar boys and Sagar girls in 13 age group. In 14, 15, 16 and 17 age group there is no significant difference on mean scores of Sagar boys and Meerut boys, Sagar girls and Meerut girls, Sagar boys and Sagar girls and Meerut boys and Meerut girls on behaviour.

In intellectual and School status Meerut girls in the age group 14 are better than Sagar girls. In the age group 14 and 15 Sagar boys are better than Sagar girls in this aspect.
In rest of the comparison in between Sagar Boys and Meerut boys, Sagar girls and Meerut girls, Sagar Boys and Sagar girls and Meerut boys and Meerut girls, the differences in mean scores on intelectual and School status of all age groups is not significant.

In physical appearance and attributes in the age group 13 Meerut boys are better than Sagar boys, Meerut girls are better than Sagar girls. The differences in mean scores in the other two comparison that is Sagar boys and Sagar girls, Meerut boys and Meerut girls in 13 age group are not significant. In the age group 14 Meerut girls are better than Sagar girls and Sagar boys are better than Sagar girls. There is no significant difference in mean scores in other two comparisons of 14 age group on physical appearance and attributes. In the 15 age group Sagar boys are better than Sagar girls on physical appearance. In rest of the comparison of 15 age group the differences in mean scores are not significant. In the 16 age group Meerut boys are better than Sagar boys in this aspect. In rest of the comparisons in this age group the differences are not significant. In the 17 age group Meerut boys are better than Meerut girls. The rest of differences in mean scores in all comparisons in 17 age group on physical appearance and attributes are not significant.

In anxiety Meerut girls are possessing more anxiety
Meerut girls are possessing more anxiety than Sagar girls, Sagar boys are possessing more anxiety than Sagar girls in 13 age group. In this age group difference in mean scores of Sagar boys and Meerut boys, Meerut boys and Meerut girls are not significant. In 14 age group Sagar boys are found possessing more anxiety than Sagar girls. There is no difference in mean scores of Sagar boys and Meerut boys, Sagar girls and Meerut girls, Meerut boys and Meerut girls in 14 age group on anxiety.

In 15 age group Sagar boys are possessing more anxiety than Sagar girls. There is no difference in mean scores of Sagar boys and Meerut boys, Sagar girls and Meerut girls, Meerut boys and Meerut girls. In 16 age group Meerut boys are possessing more anxiety than Sagar boys, Sagar girls are possessing more anxiety than Meerut girls, Meerut boys are having more anxiety than Meerut girls. There is no significant differences in mean scores of Sagar boys and Sagar girls in this age group. In 17 age group Sagar boys are found possessing more anxiety than Meerut boys, Meerut girls are found possessing more anxiety than Meerut boys. There is no significant difference between Sagar girls and Meerut girls, Sagar boys and Sagar girls.

In popularity Meerut girls are found more popular than Meerut boys in the age group 13. There is no significant difference in 13 age group between Sagar boys and Meerut boys,
Sagar girls and Meerut girls, Sagar boys and Sagar girls:
In age group 14 and 15 there is no significant difference in all the comparisons on popularity. In 16 age group Sagar boys are found better than Meerut boys, Meerut girls are better than Meerut boys. There is no significant difference between Sagar girls and Meerut girls, Sagar boys and Sagar girls in 16 age group. In 17 age group on popularity Sagar boys are better than Meerut boys as well as Sagar girls. There is no significant difference between Sagar girls and Meerut girls, Meerut boys and Meerut girls.

In happiness and satisfaction, Sagar boys are found to be more happy and satisfied than Meerut boys as well as Sagar girls in 13 age group, Meerut girls are found to be better than Meerut boys in this age group. The difference between Sagar girls and Meerut girls is not found to be significant in 13 age group. In 14 age group Sagar boys are found to be better than Meerut boys as well as Sagar girls on happiness and satisfaction, there is no significant difference between Sagar girls and Meerut girls, Meerut boys and Meerut girls on this aspect. In 15, 16 and 17 age group there is no significant difference in mean scores on happiness and satisfaction in all the comparisons.

SEX WISE FINDING ABOUT SELF CONCEPT

The differences between Sagar boys and girls are found to be significantly different in the aspects of intellectual and
School status, physical appearance, anxiety and popularity. In all these aspects Sagar boys are found better than Sagar girls but in behaviour, happiness and satisfaction boys and girls are not found to be significantly different.

The differences between Meerut boys and girls are found to be significantly different in physical appearance, anxiety, popularity, happiness and satisfaction. In the physical appearance and attributes, Meerut boys are found to be better than girls. In anxiety, popularity, Happiness and Satisfaction Meerut girls found to be better than boys. In the aspects of behaviour, intellectual and School status boys and girls are not found to be significantly different.

**PARENTAL INCOME WISE FINDINGS ABOUT SELF CONCEPT.**

The followings are some of the interesting findings based on parental income wise comparisons on various aspects of self-concept of adolescents of Sagar and Meerut, this has been carried out in four groups that is Sagar boys & Meerut boys, Sagar girls and Meerut girls, Sagar boys and Sagar girls, Meerut boys and Meerut girls.

In Rs. 0-300 parental income group Sagar girls are found to be better than Sagar boys, Meerut girls are better than Meerut boys on behaviour. The difference are not significant between Sagar girls and Meerut girls, Sagar boys and Meerut boys on behaviour. In this parental income group the differences of all the comparisons on intellectual and school status,
physical appearance and attributes and anxiety are not found to be significant. In Rs. 0-300 parental income group Sagar girls are found to be better than Sagar boys, Meerut girls better than Sagar girls, Meerut girls better than Meerut boys on popularity. There is no significant difference in mean scores of Sagar boys and Meerut boys, Sagar girls and Meerut girls on popularity. In Rs. 0-300 parental income group Sagar girls are found to be better than Sagar boys, Meerut girls are better than Meerut boys on happiness and satisfaction. The mean scores on happiness and satisfaction of this group for the other two comparisons are not significantly different.

In 301-600 parental income group Meerut boys are better than Sagar boys, Meerut girls are better than Sagar girls on behaviour. The results of other two comparisons on behaviour are not significant. In this parental income group, on intellectual and school status Meerut girls are better than Sagar girls, Sagar girls are better than Sagar boys. The differences in mean scores of other two comparisons on intellectual and school status are not significant in this parental income group. In physical appearance Meerut boys are better than Sagar boys Meerut girls are better than Sagar girls, Meerut boys are better than Meerut girls. The difference in mean scores of Sagar boys and Sagar girls on physical appearance are not significant. On anxiety in this parental income group
Meerut boys are found possessing more anxiety than Sagar boys. Meerut girls are having more anxiety than Sagar girls. Meerut boys are having more anxiety than Meerut girls.

The differences mean scores of Sagar boys and Sagar girls are not significant on anxiety. On popularity the differences in mean scores of all the four comparisons are not found to be significant. On happiness and satisfaction in Rs. 301-600 parental income group Meerut boys are better than Sagar boys. The differences in mean scores on happiness and satisfaction are not significant for the other three comparisons. In 601-900 parental income group the mean scores on behaviour, popularity, happiness and satisfaction are not found to be significantly different in any of the four comparisons. On intellectual and school status Sagar boys are found to be better than Meerut boys as well as Sagar girls in this parental income group, the results of the other two comparisons are not significant on this aspect.

On physical appearance Sagar boys are found to be better than Sagar girls, the results of rest of three comparisons are not found significantly differently in this aspects. On anxiety Meerut girls are found possessing more anxiety than Sagar girls, Sagar boys are found having more anxiety than Sagar girls. The mean scores on anxiety of other two comparisons are not significant.
In Rs. 901-1200 parental income group on behaviour, intellectual and school status, physical appearance, anxiety, popularity the differences in mean-scores of all the four comparisons are not significant. On happiness and satisfaction Sagar girls are found better than Sagar boys in this parental income group. The results of rest of three comparisons on happiness and satisfaction are not significant.

In Rs. 1201 and above parental income group on behaviour intellectual and School status, popularity, Happiness and satisfaction the differences for all the four comparisons are not found to be significant. On physical appearance and attributes Meerut boys are found to be better than Sagar boys in this parental income group. The differences in mean-scores of rest of three comparisons on physical appearance are not found to be significant. On anxiety Meerut girls are having more anxiety than Sagar girls the mean scores on the other three comparisons on anxiety are not found significantly different.

**FINDINGS ABOUT ADJUSTMENT OF ADOLESCENTS**

**City Wise findings about adjustment.**

In the city wise comparison in area of adjustment of Meerut and Sagar adolescents the findings obtained indicate the following:

In the area of emotional adjustment Meerut adolescents are found to be better than that of Sagar adolescents in the
findings obtained indicate the following:

In the area of emotional adjustment Meerut adolescents are found to be better than that of Sagar adolescents in the age group 13 and 17. The differences between them are not significant in 14, 15 and 16 age group.

In the area of social adjustment of Meerut adolescents in the age group 15 are found to be better than that of Sagar adolescents. In the age group 13, 14, 16 and 17 the difference in mean scores of social adjustment are not significant.

In the area of Educational adjustment of Meerut adolescents are found to be better than that of Sagar adolescents in the age group 13, 14, and 16. The differences in between them are not significant in the age group 15 and 17.

AGE WISE FINDINGS ABOUT ADJUSTMENT.

The age wise comparison of Meerut and Sagar adolescents in the out in four ways that is in between Sagar girls and Meerut girls, Sagar boys and Meerut boys, Sagar boys and Sagar girls, Meerut boys and Meerut girls. The findings observed are given here under.

In the 13 age group the emotional, social and educational adjustment of Meerut girls is better than that of Sagar girls. The differences in mean scores of Sagar boys and Meerut boys on all the three areas of adjustment are not significant. Emotional adjustment of Sagar boys is
found to be better than that of Sagar girls, the differences in social and educational are not significant. The educational adjustment of Meerut girls is found to be better than that of Meerut boys, the difference in emotional and social adjustment are not found to be significant.

In the 14 age group Meerut girls are found to be better than Sagar girls in emotional as well as educational adjustment, the difference in social adjustment is not significant. In this age group Meerut boys are better than Sagar boys in educational adjustment, the differences in mean-scores of emotional and social adjustment are not significant. The mean scores of emotional, social and educational adjustment of Sagar boys and Sagar girls are not significantly different. Meerut boys, in emotional and educational adjustment, the difference in mean scores of social adjustment are not significant.

In 15 age group the mean-scores in all the areas of adjustment of Sagar girls and Meerut girls as well as Sagar boys and Sagar girls are not found to be significantly different. Social adjustment of Meerut boys is found to be better than that of Sagar boys, the emotional and educational adjustment in this comparison is not found to be significantly different. In social adjustment Meerut boys
are found to be better than Meerut girls whereas educational adjustment of Meerut girls is found to be better than that of Meerut boys, the mean-scores of emotional adjustment are not significantly different.

In 16 age group Meerut girls are found to be better than Sagar girls in emotional and educational adjustment, the differences on social adjustment are not found to be significant. Sagar boys are found to be better than Meerut boys in emotional adjustment, the differences in social and educational adjustment are not found significant in this comparison. The differences in mean scores of Sagar boys and Sagar girls in all the areas of adjustment are not found significant. Meerut girls are found to be better than Meerut boys in emotional as well as educational adjustment, the difference is not significant in social adjustment.

In 17 age group Meerut girls are found to be better than Sagar girls in emotional as well as educational adjustment, the difference is not significant in social adjustment. The difference in mean scores of Sagar boys and Meerut boys are not significant in any other areas of adjustment. Sagar boys are found to be better than Sagar girls in educational adjustment, the differences is not significant in emotional as well as social adjustment. Meerut girls are found to be better than Meerut boys in emotional as well as educational adjustment, the differences between than is not significant in social adjustment.
SEX WISE FINDINGS ABOUT ADJUSTMENT.

The findings of sex wise comparison on mean scores of Sagar and Meerut adolescents in areas of adjustment are following:

Adolescent Boys of Sagar are found to be better in emotional as well as educational adjustment than Adolescent boys of Meerut. The difference between them is not significant in the area of Social adjustment.

PARENTAL INCOME WISE FINDINGS ABOUT ADJUSTMENT.

The parental income wise findings of Sagar and Meerut adolescents in the areas of adjustment are desired by dividing them in five parental income groups i.e. from Rs. 0-300, 301-600, 601-900, 901-1200 and 1201 and above.

The adolescents of each parental income group have been compared with the adolescents in the same parental income group in 4 ways i.e. Sagar boys and Meerut boys, Sagar girls and Meerut girls, Meerut boys and Meerut girls and Sagar girls and Sagar boys. The results of the comparison are following:

In 0-300 parental income group emotional adjustment of Meerut girls is found to be better than Meerut boys as well as Sagar girls, the difference in mean scores of Meerut boys and Sagar boys, Sagar boys and Sagar girls are not significant. In social adjustment Meerut girls are
found to be better than Meerut boys, the other three comparisons are not significant. In educational adjustment Meerut girls are found to be better than Sagar girls as well as Meerut boys, Sagar girls are found to be better than Sagar boys, the difference between Meerut boys and Sagar boys are not significant.

In Rs. 301-600 parental income group emotional adjustment of Meerut girls are found to be better than Sagar girls as well as Meerut boys, the difference in mean scores of Sagar boys and Meerut boys, Sagar boys and Sagar girls are not significant. In social adjustment Meerut girls are found to be better than Sagar girls, Meerut boys are found to be better than Sagar boys, the difference in mean scores of other two comparisons are not significant. In educational adjustment Meerut girls are found to be better than Meerut boys as well as Sagar girls, the difference on mean scores of other two comparisons are not significant.

In 601-900 parental income group in emotional adjustment, Meerut girls are found to be better than Sagar girls, Sagar girls are found to be better than Sagar boys, the differences are not significant between Sagar boys and Meerut boys, Meerut girls and boys. In social adjustment the mean scores of all the comparisons are not found to be significantly different. In educational adjustment Meerut girls are found to be better than Meerut boys as well as
Sagar girls, the difference in mean scores of other two comparison are not significant.

In 901-1200 parental income group the mean-scores in emotional adjustment of all the 4 comparisons are not significantly different. In social adjustment Sagar boys are found better than Sagar girls, the mean scores on rest of the three comparisons are not significantly different. In educational adjustment Sagar boys are found to be better than Meerut boys, Meerut girls are found to be better than Meerut boys, the differences of other two comparisons are not significant.

In 1201 and above parental income group emotional adjustment of Meerut girls is found to be better than Meerut boys, the differences mean scores of rest of three comparisons are not significant. In social adjustment the differences of all the four comparisons are not significant. In educational adjustment Meerut girls are found to be better than Meerut boys well as Sagar girls, the difference between Sagar boys and Meerut boys, Sagar boys and Sagar girls are not significant.

FINDINGS ABOUT RELATIONSHIP BETWEEN SELF CONCEPT AND ADJUSTMENT OF ADOLESCENTS.

All the coefficients of correlation were found to show be positive which that there exists a relationship between different components of self concept and areas of adjustment.
and this association is somewhat similar.

The total correlation between self concept and adjustment of Sagar boys, Meerut boys, Sagar girls and Meerut girls are found to be significant at the level of .01.

The coefficients of correlation between different components of self concept and areas of adjustment of girls of Sagar were found to be significant except behaviour and emotional adjustment, Physical appearance and Attributes & Emotional adjustment, Physical appearance and Educational adjustment, popularity and emotional adjustment.

All the correlation between different variables of self concept and adjustment of girls of Meerut were found to be significant except behaviour and emotional adjustment, intellectual and school status and emotional adjustment, Intellectual and school status and educational adjustment, physical appearance and Attributes and emotional adjustment. Physical appearance and educational adjustment, Anxiety and emotional adjustment, Anxiety and educational adjustment, popularity and emotional adjustment and happiness and satisfaction and emotional adjustment.

All the coefficients of correlation between different variables of self concept and adjustment of boys of Sagar were found to be significant except intellectual and
School status and emotional adjustment, physical appearance and emotional adjustment.

All the coefficient of correlations between different aspects of self-concept and adjustment of Meerut Boys were found to be significant except intellectual and School status and emotional adjustment, physical appearance and attributes and emotional adjustment, Anxiety and emotional adjustment, Popularity and emotional adjustment, Happiness and Satisfaction and emotional adjustment and happiness and satisfaction and Educational adjustment.

LIMITATIONS OF THE STUDY.

The present study is concerned with the investigation of the nature of self-concept and adjustment of adolescents. The study is quite comprehensive though its scope has been narrowed down to make it manageable. It seems relevant to mention major limitations. It has a variety of limitations. It is surmised that the present study explores the pattern and nature of self-concept and adjustment of adolescents in relation to place, sex, age and parental income. The following limitations of the study need special mention:

1. To assess the self-concept and adjustment of adolescents the data were collected through the use of:

(a) The Piers-Harris self-concept scale "The way I feel about myself". Hindi-adaptation developed by Dr. S.P.
Ahluwalia.

(b) Adjustment inventory for school students standardized—by Dr. R.P. Singh and Dr. A.K.P. Sinha has been used.

These tools are based on round analysis and have been developed scientifically and systematically. However, the school needs further validation data. The constant updating and continuous revision of research instruments is needed for obtaining more dependable results. The use of additional and recent instruments of known reliability and validity could prove more meaningful.

2) Though all the 40 Higher Secondary Schools of Sagar and Intermediate colleges of Meerut City formed the sample for the study, this selection of institutions could be improved and strengthened. This study included only 1600 subjects as the sample. This number though evidently is large enough, yet it needs scrutiny whether it is adequate, unbiased and representative of the population. The restraints of the sample size, the method of sample selection and the studied sample may have introduced some elements of systematic or random bias.

3) For the data collection the researcher had to administer the two standardized tests to the adolescents in their classroom at different schools. For constraints of time and resources it was not possible to contact the subjects individually one by one. All the respondents evidently took interest in test taking and paid to the assigned task. They
showed patience in filling up the tests. The administration of psychological tests needs to be done in normal conditions. Class room situation specially large class is usually not ideal for such test administration as there are chances of faking, copying and cheating. This is a big limitation of group testing situation.

4) For data analysis the researcher used and computed simple descriptive mean-difference statistics like mean, standard deviation, standard errors of means-differences and 't'. The (r's) coefficients of correlations were also calculated. The study would have become more valuable had the sophisticated statistical techniques have been used by the investigator for analysis. The use of ANOVA, MANOVA and the like would have proved quite useful.

5) The investigator being a lady faced some problems in data collection. She had to visit different schools at Meerut and Sagar for test administration. The adolescent students who were present in the class on that particular day alone were contacted for test administration. This may have introduced some bias in the sample as purposive sampling has been preferred. Such a restraint may have made generalizability quite restricted to under population of adolescents, specially out of school adolescents such as drop-outs, push-outs and left-outs, push-outs and left-outs who differ from
usual school-going adolescents.

**IMPLICATIONS AND USEFULNESS OF THE STUDY.**

This study is relevant and meaningful for educational administrators, school supervisors and policymakers. It is useful specially for the principals of the schools, teachers and parents. It has many implications for practice and theory of education. A few implications of this study for the concerned authorities and practitioners are given here.

(A) For Educational Practitioners specially for principals of schools, teachers and parents.

The self-concept has emerged as an important factor in the measurement and prediction of school achievement as well as in explanation of behaviour. It shows the way for the better adjustment with the environment. It helps the teachers. Principals, in various ways, by knowing the self-concept a teacher can easily get adequate information about individuals and their feelings towards various aspects without asking students individually in the short time. Thus he can improve his method of teaching and his behaviour. He can also correct his mistakes in speech and in the disciplining of students.

The present educational theory and practice are not fool proof and therefore require constant revision and improvement in order to meet the needs of the group and to
satisfy the interests of the clients. That is why problems arise for students to adjust to school life. The large schools, oversize classes, untrained and sometimes inadequate teachers, too little understanding of child and adolescent psychology, absence of innovative teaching method—all these combine to develop a state of education chaos, of which many young people are the victims. From this, dissatisfaction with school and School personnel arises. For specialization any work, aptitude and continuous retraining is necessary. The young people are influenced by the success stories of adults and strive to achieve a similar success in that field regardless of personal competence and fitness for the work in the field. Man and Woman fail to earn vocational success because they are misfit in one field and are unable because of financial responsibilities to prepare for another field of work.

The parents wish to see fulfilment of their personal ambitions through their children. If the adolescents are not settled, they have little interest and lack of motivation. Sometimes a certain profession or form of business is a family tradition, whereas the adolescent has a specific aptitude for another type of activity. This creates difficulty which needs immediate resolution.

From the study of adjustment and Self concept, the social and family atmosphere of the students can also be
known. In adjustment failure person represents non-adoptive behaviour by disruptive action of stress or he acquires wrong coping mechanism for struggle to reduce stress. The conflict that arises between an adolescent and his parents does not limit itself to differences of opinion on large issue. The teen-age boys or groups then may be faced with serious problem of adjustment. The difference of opinion may lead to inner-conflict on the part of the young person. Adolescence is a training period for both the parents and the growing child. If, the parent is able to adjust his own attitude and behaviour to the needs of his developing boys or girls, the latter will be helped immensely in the solution of problems which are inherent in the process of maturation. The adolescents believe that they have right to behave according to adult standards on such matters, as relation between the sexes, recreational activities, speech, mode of dresses and community affairs. They quickly identify and try to adopt the attitude and behaviour of their elders. The teen-agers want to engage in various kinds of social activities. They want independence of action. The denial of these opportunities often make them discontented and restless.

Every principal of the school may use the finding, of this study is better selections of the students for admission and in providing them the necessary educational and personal.
social guidance for successful academic life and career.

The admission tests and selection interviews of the candidates may be conducted with seriousness to accept or reject the candidate. The duties allotted to male and female teachers should be in tune with their personality as the male teachers have a liking for outdoor worker and the female counterpart is along often interested in indoor activities. The principals should instruct their teachers to counsel in lower-age adolescents so that they have care I love and sympathy which avoids their tension and jealousy.

The atmosphere of the schools sometimes is far removed from the real world. There is absence of a healthy democratic set up. This creates strange complexes in the adolescents of the different grades of socio-economic status. Such complexes may be cleared and cleaned and every adolescent may get an equal chance to achieve success with freedom and confidence without any sort of handicap or hurdle.

As the major focus of the present investigation is on the exploration of the self concept and adjustment of adolescents with respect to sex, age and parental income, all the information about these variables is directly useful to the principals of the Schools, teachers and parents to formulate the rules in the light of these findings.

(8) Implications for Educational Administrators/Policy makers.

The objectives of student improvement are to be
understood in terms of the developmental needs of nation, Society in a scientific age, to help future students to develop the desired competence:

The educational administrators and policy makers should provide the needed environment and the relevant setting to facilitate the future adolescents to become successful workers, in a Socialist Society. The policy makers should be careful and cautious while preparing the courses of study for the adolescent students. They should prepare such a programme as to fulfil the objectives of academic preparation of students. The courses should be job-oriented and life-based. The vocationalization should become the part and parcel of the educational programme. Any theory devoid of practice has no utility in actual classroom situations. The educational administrators should adopt the policy of freedom and discipline as to prepare efficient and confident adolescents who will not succeed but will achieve glory through concerted and conscious effort. Teachers-preparation programmes will need a purposeful change to meet requirements of self concept and adjustment only relationship of adolescents.

After a specified break, say after every five years, the programmes of teacher-preparation in the light of advances in the area of self theory and studies on adolescent adjustment should be renewed.

The tools for this renewal should be developed through seminars and workshops in which the evaluation experts
and decision makers may be involved. The knowledge of relationship of self-concept and adjustment of adolescents may help in the attainment of the goal.

SUGGESTIONS FOR FURTHER RESEARCH.

The present investigation has raised many questions than it has answered in the field of the self concept and adjustment of school going adolescents. So far as the investigator is knowledge of the critique of relevant research is concerned, not even a single study has been undertaken yet in India to study the pattern of self concept and the nature of adjustment of school going adolescents, with variables such as sex, age and parental income simultaneously. The present study has perhaps provided a lead for further research in this neglected area. Many other related variables need deep and cautious probing and analytical study. Some studies that need immediate attention of researchers are:

(1) The self-concept and adjustment of adolescents in relation to other demographic social and psychological variables may be studied and investigated.

(2) This study may be replicated on a large, representative and cautiously selected sample.

(3) Some of the areas in which large scale investigations require attention are:

(a) A comparison of self-concept and adjustment of school stay, drop-outs, push-outs and left-outs,
(b) A study of self concept and adjustment of adolescents with special reference to socio-economic status. (Education, Income and profession of parents).

(c) An investigation of self-concept and adjustment of adolescents of different dichotomous groups. Such as gifted and retarded, Disciplined and delinquents, regular and Absconders, Front-benchers and back benchers and so on.

(d) The studies on personality structure and dynamics of the adolescents may be carried out with care and caution.

(e) Tool construction and development is a rich areas of investigation self concept and adjustment need further careful probing. These is an evident need of evolving and developing many new tools based recent conceptualization for measuring and assessing self-concept, adjustment and related variables.