

CHAPTER - VIII
IMPLICATIONS AND SUGGESTIONS FOR
FURTHER RESEARCH

Results of the present research suggests new lines of investigation of which a few are considered below.

Public and Private aided school students are not included in the study. The representation of students from all types of schools may yield more meaningful results. It is recommended that this study should be taken up on these school students also where the school environment is quite different.

School marks which have been used here are based on traditional method of examinations. Therefore the reliability of the scores may not be very high. It is therefore necessary to study the relationship of marks obtained on standardized academic tests and scores on self-concept measures.

It is possible that this study may also be replicated on a larger sample comprising of subjects from diverse socio-economic backgrounds.

Since the present study was restricted to ninth class students, it is recommended that additional studies be made on younger and older students in an

attempt to identify the importance of age as a contributing factor towards the development of self-concept and its measures. The study would have been more useful if teachers' ratings about the students would have been also incorporated for their adjustment in schools. This would have given us a better picture of the students.

In epitome it can be said that the self-concept is such a phenomenon which is influenced by many variables and as such there is a need for further studies which could throw more light on the self-concept measures and its relationship with other variables. The following studies can be conducted which ultimately can give more insight in understanding the relationship of those variables like intelligence, anxiety, caste etc. with self-concept measures.

1. Relationship between intelligence and self-concept measures.
2. Relationship between anxiety and self-concept measures.
3. Relationship between level of aspirations and self-concept measures.
4. Role of caste in the formation of self-concept measures.
5. Relationship between different values and self-concept measures need further detailed investigations.

A very striking findings of the existence of a negative correlation between social self-concept and religious values in the present study in case of girls proves only a causal relationship. The assumption that religion causes negative and antisocial behaviour is not justified. Hence more studies are needed before reliable conclusions can be drawn regarding the relationship of personality with religion.

School adjustment and emotional adjustment are found to be the common predictors of educational and intellectual self-concept respectively for both boys and girls. Thus the efforts to improve the school program for adolescents must proceed on a wider perspective like teacher-pupil relationship methods, curriculum and guidance techniques. This must be improved by a continuous evaluation of effects produced by these.

The basic principle which should guide teaching learning strategy is that better ways should be found to meet students' needs. Teacher pupil relationship has emerged as the most significant factor in the development of students' self-concept.

The school must help the student in maintaining an adequate concept of himself. If an individual is to develop a healthy self-concept, he must view himself as

reasonably successful. School must also help the student to get along with others. This **requires a classroom** conducive to healthy interpersonal relationships. School must assist each student to be active instead of passive. School experience should permeate a feeling of progress and growth. Student should be given training to evaluate themselves so that they can appreciate their achievement.