



Academic Stress And Self-Efficacy Among Distance Learners

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Abstract

Every child is born with some natural and inherited traits and dispositions. These endowments are modified and conditioned by the environment in which he or she is raised and work towards making the individual child a useful member of society. Adolescence is the most important phase of human development. It is a period of disorientation and discovery, where an individual develops his sense of self, independence and identity. A country's development in all the spheres it can be argued, necessarily depends upon the proper guidance and nurturing of adolescents. It is imperative that all caregivers, teachers and parents become aware of the nature of changes and the challenges that the transition period from childhood to adulthood brings in. They must also know the various issues that crop up with developmental characteristics to deal effectively with problems of adolescents. The knowledge of the causal factor of the problems of adolescents ensures that proper individual, educational and vocational guidance may be provided for the individuals to ensure their adequate adjustment in the society.

Modern age is particularly complex .The growth and development of present day children, most people would argue that being an adolescent today is a vastly different experience from what it was even a few decades ago. The perception of this change as well as actual change is a testimony to the powerful influence of social contexts on Adolescent development. The teens face a real predicament today. If these external forces are in tune with their in-built skills and aspirations their growth becomes natural and exciting

otherwise it can wreak havoc to their already precarious self efficacy. A developing country like India, in particular can ill-afford wasting precious resources to a pandemic of academic stress.

There is an urgent need to unshackle these hapless teens from the vicious grip of academic stress and provide them a congenial environment and give them an opportunity to achieve their true and maximum potential.

The onset of puberty is the highlight of the students in Secondary school, from a developmental perspective. According to Stanley Hall, it is a period that is characterized by “storm and stress”. In this age of fierce, cut-throat competition the overall wellbeing of adolescents is increasingly overlooked.. Educators often underestimate the importance of developing student’s abilities to adapt and get along with people; however, students learning abilities depend on their experience of their ability to adapt and cope with people (Elias, 2001).

It is interesting to note that there are cases where capable learners do not perform up to their potential, despite positive environmental conditions whereas students, who do not compare that favorably on ability with the more talented ones, do end up performing above average on grade expectations. It is an empirical truth that a student with great intellectual and cognitive potential does not always attain success and, Conversely, a student who is not rated that highly on his intellectual abilities manages to do better in life. Many variables interact to produce this phenomenon; self-efficacy is probably the most significant one. Merely, possessing knowledge and skills does not mean that one will use them effectively under difficult conditions (Bandura, 1986). Only those who are more self efficacious about being able to effectively manage and cope with these circumstances are expected to have probability of succeeding even if others have the same inherent ability or skill level.

The concept of self-efficacy is the focal point of Bandura's social cognitive theory. According to this theory, individuals can have control over their thoughts, feelings and actions and behave accordingly. Bandura (1986) states that- “people will be more inclined to take on a task they believe they can succeed in. People generally avoid tasks where their self-efficacy is low but will engage in task where their self-efficacy is high”. A strong sense of academic self-efficacy enhances students' academic accomplishment, quality of functioning and personal well-being (Adeyemo, 2001; Pajares, 1996). Educator Kathy Kolbe observes that

“Belief in innate abilities means valuing one’s particular set of cognitive strengths. It also involves determination and perseverance to overcome obstacles that would interfere with utilizing those innate abilities to achieve goals”. Bandura (1997) stated that a sense of self-efficacy is an important predictor of the accomplishment of further competences and successes .

The above discussion seems to suggest that mere possession of abilities and skills does not guarantee success. Belief in those abilities and the resilience and persistence are a more important factor for success.

CONCEPT OF STRESS

Stress is an inevitable concomitant of organizational life. Its source in an organization is task or role related.

An organization, being a network of roles performed in interconnected positions, is dynamic in nature. The complex and dynamic environment of organization adds to further stress at work.

These environmental forces include: 1. Rapid technological advancements

2. The demands made on employee skills,

3. Increased employee expectations about the quality of work – life and incongruence between these expectations and the perceived organizational outcomes, and

4. Changes in organizations like downsizing, mergers, etc.

These factors influence employment security, social relations at work and upward mobility, which, in turn, will result in stress of the employees.

A number of researches have been conducted about stress over the last hundred years. Some of the theories behind it are now settled and accepted; others are still being researched and debated. During this time, it seems that open warfare between competing theories and definitions does exist.

Distress

When we talk of bad stress (Distress), we're talking about something that directly causes the brain and body to shrink in its working capacity, resulting in low- performance levels. It is caused when a person feels anxious, threatened (may be embarrassed, pressed for time, loss of prestige) or is overwhelmed with feelings of helplessness. This occurs when a person feels him or her:

1. Is being forced to face a challenge that he does not want to ("I do not want to do it");
2. Cannot think of a solution to the challenge ("I do not know how")
3. Lacks the resources (internal, as in brain capacity, or external as in materialistic) to solve the challenge ("I cannot do it");
4. Has little or no control over the situation ("I am helpless").

These perceptions can be real (the person actually has no control or power over changing the situation) or imagined (the person could have influence over the situation) but the effects are the same: the person feels threatened and in danger. This danger could be physical safety or his psychological state of mind.

Theories of Stress –

“Canon (1914) and Selye (1965) were the earliest theorists to offer physiological base for stress. Their model suggests that our SNS and hypothalamus coordinate a physiological stress response that involves the pituitary and adrenal glands and the secretion of catecholamine's and corticosteroids. Later stress researchers expanded and modified the early ideas, for example, in contrast to Selye's theory of general adaptation, mason (1971) argued that stress response are based on the type of stressor that we are dealing with. In all of three theories, psychological aspects did not play major roles.

Cannon suggested that organisms had threshold levels and that if stressors were below these limits, the fight-or-flight response did not activate. He also discussed emotional stressors, suggesting that mental processes played some role. Likewise, both Cannon and Selye believed that events had to be responded. However, even scientist did not explain how this happened.”

“Richard Lazarus (1966) argued that the role of stress differed significantly across individuals, depending on how they interpreted the event and outcome of a specific sequence of thinking patterns called appraisals when one face any potentially stressful event. During primary appraisal, one ascertain whether the event is positive/ negative, or neutral, and if negative, if it is harmful, threatening, or challenging.

A harm (or harmless) appraisal is made when one expect to lose or actually relationship and confidence. After one make primary appraisal, one assesses whether or not one has the necessary resources to cope with the event. During secondary appraisal, one essentially determines whether one can deal with the event and how one cope.”

Types of stress

Survival Stress - When we are afraid that someone or something may physically hurt one. Their body naturally responds with a burst of energy so that they will be better able to survive the dangerous situation (fight) or escape it all together (flight). This is survival stress.

Internal Stress - Internal stress is when people make themselves stressed. This often happens when we are worried about things which we can't control or put ourselves in situations we know that will cause us stressed.

Environmental Stress - This is a response to things around one's that cause stress, such as noise, crowding, and pressure from work or family. Identifying these environmental stresses and learning to avoid them or deal with them will help in reducing your stress level.

Fatigue and Overwork - This kind of stress builds up over a long time and can take a hard toll on your body. It can be caused by working too much or too hard at your job(s), school, or home.

How Does Stress Affect- Stress can have an effect on both one's body and one's mind. Public under large amounts of stress can become weary, ill, and unable to anxiety of the stressful environment.

SELF-EFFICACY

Self-efficacy refers to judgments individual's make about their abilities to perform behaviors at a certain level (Bandura, 1997; Schunk, 1984). The perceptions students hold about themselves and about their academic competence, help to determine what they do with the knowledge and skills they possess (Pajares and Valiante, 1999) and influence their choice of activities, effort expended, and task persistence and task accomplishments (Schunk and Gunn, 1986). Self-efficacy has been defined in a variety of ways: as the belief that one is capable of performing in a certain manner to attain certain goals (Ormrod, 2006) as a person's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. It is a belief that one has the capabilities to execute the courses of actions required to manage prospective situations. It has been described in other ways as the concept has evolved in the literature and in society: as the sense of belief that one's actions have an effect on the environment (Bandura, 1977a) as a person's judgment of his or her capabilities based on mastery criteria; a sense of a person's competence within a specific framework, focusing on the person's assessment of their abilities to perform specific tasks in relation to goals and standards rather than in comparison with others' capabilities. Additionally, it builds on personal past experiences of mastery (Steinberg, 1998). The idea of self-efficacy is one of the center points in positive psychology; this branch of psychology focuses on factors that create a meaning for individuals. It is believed that our personalized ideas of self- efficacy affect our social interactions in almost every way. Understanding how to foster the Development of self-efficacy is a vitally important goal for positive psychology because it can lead to living a more productive and happy life.

General Self-Efficacy: Self-efficacy is commonly understood as domain-specific; that is, one can have more or less firm self-beliefs in different domains or particular situations of functioning. But some researchers have also conceptualized a general sense of self-efficacy. It refers to the global confidence in one's coping ability across a wide range of demanding or novel situations. This broader construct is most frequently assessed with the General Self-Efficacy Scale.

Social Self-efficacy: Social self-efficacy is "an individual's confidence in her/his ability to engage in the social interactional tasks necessary to initiate and maintain interpersonal relationships" (Smith and Betz, 2000).

As a construct social self-efficacy has been variably defined, described, and measured in the scientific literature as researchers began to generalize Bandura's theory for specific applications. For example, Smith and Betz measured social self-efficacy using an instrument they developed and tested called the Scale of Perceived Social Self-Efficacy (PSSE). This instrument measured six domains: (1) making friends, (2) pursuing romantic relationships, (3) social assertiveness, (4) performance in public situations, (5) groups or parties, and (6) giving or receiving help. Additionally, Matsushima and Shiomi modified an instrument used in a different study in such a way that they felt it captured and measured the construct of social self-efficacy. Some of the item domains for this instrument included Self-confidence about Social Skill in Personal Relationship, Trust in Friends, and Trust by Friends (Matsushima and Shiomi, 2003) Both sets of authors suggest that social self-efficacy is strongly correlated to the constructs of shyness and social anxiety, the measure of self-efficacy having a heavy impact upon that of the others. Moreover, when people lack social support, they may be able to compensate for it by self-efficacy or vice versa.

Academic Self-efficacy: Academic self-efficacy refers to a student's belief that he or she can successfully engage in and complete course-specific academic tasks, such as accomplishing course outcomes, demonstrating competency skills used in the course,

Satisfactorily completing assignments, passing the course, and meeting the requirements to continue on in his or her major (Jimenez, 2006). Various empirical inquiries have also been conducted attempting to measure academic self-efficacy (Bong, 1997; Rushi, 2007).

Teacher Self-Efficacy: Teacher self-efficacy pertains to one's perceived competence to deal with all demands and challenges that are implied in teachers' professional life.

Theoretical Approaches

Social Cognitive Theory Albert Bandura's Social Cognitive Theory emphasizes how cognitive, behavioural, personal, and environmental factors interact to determine motivation and behaviour (Crothers et al., 2008). According to Bandura, human functioning is the result of the interaction of all three of these factors (Crothers et al., 2008), as embodied in his Triadic Reciprocal Determinism model (Wood and Bandura, 1989). While it may seem that one factor is the majority, or lead reason, there are numerous factors that play a role in human

behaviour. Furthermore, the influencing factors are not of equal strength, nor do they all occur concurrently (Wood and Bandura, 1989).

For example, employee performances (behavioural factors) are influenced by how the workers themselves are affected (cognitive factors) by organizational strategies (environmental factors).

The Social Cognitive Theory is composed of four processes of goal realization: self-observation, self-evaluation, self-reaction and self-efficacy. These components are interrelated and each has an effect on motivation and goal attainment (Redmond, 2010).

SIGNIFICANCE OF THE STUDY

It is a world of competition; survival of the fittest is the mantra of the competitive world. Adolescent undergo enormous stress due to the numerous above mentioned reasons. The stress may reform the adolescent into a better one or may make him/her more vulnerable to panic attacks, burnout, nervous breakdown, suicidal tendency and depression. Degree of stress varies from adolescent to adolescent. Adolescent is the future pillars of our nation. They are our pride; they shoulder such responsibilities which can take our nation to new epoch of development.

Some amount of academic stress is undoubtedly required for fulfillment of a students potentialities and a superior performance. It has been conclusively proven that performance clearly deteriorates when there is little or no stress. But prolonged exposure to relentless stress can prove to be an unmitigated disaster. It will have deleterious effects on the physical and mental health and academic achievement of the students.

Studies related to academic stress

N Sasikumar and R Bapitha (2019) studied the stress and academic achievement in students in the district of Pudukkottai, Tamil Nadu.

The study concluded that academic achievement and academic stress have a , significant relationship. Parental educational status, location of the students' homes and their schools made a difference in the academic performance. The study also confirmed the previous studies findings that stressors have to be

identified and eliminated, but it was also discovered that higher academic achievements can be obtained at higher stress levels and this depended on the student's ability to cope.

K Jayashankara Reddy, Karishma Rajan and Anjana Thattil (2018). This study was undertaken to understand the level of academic stress faced by students and the various sources that contribute to the same. Gender differences and streamwise differences were analysed on the basis of data collected from undergraduate students from various streams. The study concluded that while prevalence of stress was a non-stream specific situation, medical and engineering students reported higher level of stress. Understanding the source of stress and application of psychotherapies, yoga and mindfulness was considered effective in addressing this problem.

P Jayanthi , Thirunavukarasi and R Rajkumar (2015)

undertook a study on students from select secondary schools in Tamil Nadu and concluded that academic stress is associated with teenage depression. The chief causes of stress are self expectations and perceived pressure, as also expectations from teachers and parents. It was also found that academic stress in adolescent girls was higher than that of boys.

STATEMENT OF THE PROBLEM:

The research statement for the present study was a comparative study on academic stress and self-efficacy among distance learners

VARIABLES INVOLVED IN THE STUDY

Dependent variable: Academic Stress and academic self efficacy

Independent variable: Male and female distance learner

OPERATIONAL DEFINITIONS OF THE TERMS USED

ACADEMIC STRESS

Academic Stress is mental distress with respect to some anticipated frustration associated with academic failure or an awareness of possibility of such failure.

SELF-EFFICACY

Self-efficacy is a person's beliefs or conviction that they can successfully achieve at a designated level on an academic task or attain a specific academic goal.

OBJECTIVES OF THE STUDY

The following objectives are formulated for the present study: -

- To study the academic stress and self-efficacy among distance learners
- To study the significant difference between male and female distance learners on their academic stress and self-efficacy.
- To study the relationship between academic stress and self-efficacy among distance learners
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HYPOTHESES OF THE STUDY

The following hypotheses are formulated for the present study: -

H1 There is a significant difference between male and female distance learners on their academic stress and self-efficacy.

H2 There is significant relationship between academic stress and self-efficacy among distance learners.

Research Method

Evaluative research technique of Descriptive Research design was employed.

Population

Distance learners pursuing their graduation from IGNOU, Delhi Regional Centre was constitute the population of the study.

Sample & Sampling techniques

For the present study, 200 students of IGNOU, Delhi Regional Centre were constituted the sample. Out of which 100 was male and 100 female of age group 18 to 22 years. Purposive sampling technique was adopted to draw the sample

Inclusion or Exclusion

- Only Distance learner of IGNOU, Delhi Regional Centre was included in the study.
- Only 200 students was included in the study.
- The age group of the sample was restricted to 18-22 years only.
- Disabled children was excluded from the study.

TOOL USED

SCALE FOR ASSESSING ACADEMIC STRESS (SAAS)

The Scale developed by Sinha, Sharma and Nepal (2001) has been used to measure Academic stress among adolescents. A 30-item self-report measure is designed to assess all probable main pointers of academic stress in terms of their existence or nonexistence. The SAAS measures five independent factors that are five components of academic stress indicating expression of academic stress through various channels: cognitive, affective, physical, social, interpersonal and motivational. All the items under each of the five factors have fairly high loading ranging from 0.60 to 0.85. The subject has to select one out of two alternative responses 'yes' and 'no' for each item of the scale.

RELIABILITY

The test- re-test reliability of SAAS over the period of one month is 0.88 and split-half reliability is 0.75 indicating adequate reliability of the scale. Internal consistency of the scale is also adequate being in a range of 0.30 and 0.81. When the pattern of distribution of SAAS scores of all the subjects as analyzed, the mean score was 5.06 with standard deviation of 2.78.

VALIDITY

The correlation coefficient of the SAAS is .54 with Academic Anxiety Scale for Children which are statistically significant at .05 level. All the items under each dimension were found to have fairly high factor loading ranging from 0.60 to 0.85 indicating high strength of items in measuring these dimensions. Because

of these characteristics, SAAS has adequate content validity.

SCORING OF THE SCALE

All yes responses are given 1 point each and summed-up to get a total stress score. High scores on the scale indicate high Academic Stress's index was calculated, which indicated high validity on account of being 0.93.

TABLE-1: NORMS OF SAAS ACROSS GRADES AND GENDER

Grades	Mean (Males)	Mean (Females)
VIII	3.80	4.75
IX	5.12	4.86
X	5.75	5.03
XI	5.52	4.96
XII	5.63	4.85

The stress level vary according to the grades, lower grades having chances of more stress and higher grades having chances of more stress. Similarly, gender also accounted for difference in normal academic stress levels across the grades.

2. SELF-EFFICACYSCALE (GENERAL SELF-EFFICACY SCALE (GSE) BY RALF SCHWARZER AND MATTHIAS JERUSALEM, 1993).

This scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaption after experiencing all kinds of stressful life events. This is the belief that one can perform a novel or difficult task or cope with adversity in various domains of human functioning. Self-efficacy facilitates goal setting, effort investments, persistence in face of barriers and recovery from setbacks. It can be regarded as positive resistance resource factor. There are ten items in this scale. Each item refers to successful coping and implies an internal stable attribution of success.

The statements given in the test describe how you might think about in your daily life. Circle the number that best corresponds to how often you did what is described in the statement.

1-Not at all true, 2-Hardly true, 3-Moderately true, 4-Exactly true

The scale is usually self-administered, as part of a more comprehensive questionnaire. It requires 10 minutes on average.

Responses are made on a four point scale; sum up the responses of all 10 items to yield the final composite score with a range from 10 to 40.

To adapt this scale in Indian setting, it was administered on group of 45 Indian 12th grade students to ascertain the reliability of the tool. The scale was administered on two occasions of interval of one month. The test-retest reliability coefficient was found to be 0.76, which was quite high. Hence, the scale was considered reliable for specified sample.

Procedure for Data Collection

To ensure better response, co-operation, genuine interest and personal contact, the investigator was go personally to each school. Principals of these schools were contacted and their help was sought for the administration of the tools and collection of data and dates was fixed for the collection of data. The investigator was tried his best to build a report with all respondents. All the two set of tests was given to each student and the instructions was given to the students so that they can finish up their tests at right time and without facing any problem.

Statistical Analysis

In this proposed study, various statistical tool and techniques was used according to the requirement of the study. Percentage, Mean, S.D., t-test and Pearson Coefficient of correlation was calculated.

DELIMITATIONS OF THE STUDY

- The study was limited to distance learner only.
- The study was further delimited to 200 Distance learner in studying in IGNOU, Delhi Regional Centre having an age group 18 to 22 years.

The differential analysis provides inference involving determination of statistical significance of difference between categories with reference to the selected variables. In the present investigation the investigator applied t-test.

Table 4.1: Mean, S.D., N and t-Value to locate difference in stress level Scores of students

Academic stress	N	Mean	SD	t	Level of Significance	Result
Male	100	18.20	4.17	2.52	1.96	Significant
Female	100	17.84	4.27			

Table 4.2: Mean, S.D., N and t-Value to locate difference in self -efficacy Scores of students

Academic stress	N	Mean	SD	t-Test	Level Of Significance	Result
Male	100	34.68	4.94	2.45	1.96	Accepted
Female	100	35.05	5.84			

Interpretation: The results of above table indicate that there is a significant difference in the self-efficacy of male and female students. The mean values of self-efficacy score obtained by male were 34.68 whereas the mean scores of the female were 35.05. The t-value for was significant at 0.05. The calculated 't' value is 2.45 which is more than the table value at 0.05 level i.e. 1.96 with df 198. It means the Hypothesis which read as There is a significant difference male and female Distance learner on their self-efficacy is accepted.

Hypothesis 2: There is significant relationship between academic stress and self-efficacy among distance learners.

Correlation analysis is used to find out the relationship between two variables. The correlation coefficient is valued in the field of education as the measure of relationship between test scores and other measures of performance. In the present study, the correlation analysis is used to find out the strength of relationship between stress level and self-efficacy.

Table 4.3: Relationship between stress and self-efficacy

Variable	N	Df	Calculated value of 'r'	Level of significance
stress	200	198	-0.48	Significant
self-efficacy				

Interpretation: It is inferred from the above table that there is a negative significant statistical relationship at (0.01 level of significance) between stress level and academic self-efficacy among school going adolescent. Through presenting the result of the first Hypothesis, it indicates the existence of negative statistical linking relationship between stress level and self efficacy. The calculated r value for stress level and academic anxiety is 0.-48, $p < .01$.. A stressed person cannot show efficiency in this adjustment and so failure becomes inevitable.

The relationship of academic stress, self-efficacy and depression with academic performance of high school students of Iran has been established (Ali Kanekeshi, 2012). Academic stress has negative correlation with academic achievement and mental health of the adolescents (Anjna Agarwal, 2011).

FINDINGS

- There is a negative significant statistical relationship at (0.01 level of significance) between stress level and academic self- efficacy among school going adolescent.
- Through presenting the result of the first Hypothesis, it indicates the existence of negative statistical linking relationship between stress level and self efficacy. The calculated r value for stress level and academic anxiety is 0.-48, $p < .01$).
- There is a significant difference in the stress level of male and female students. The mean values of stress obtained by male were 18.20 whereas the mean scores of the female were 17.84. The t-value for was significant at 0.05. The calculated 't' value is 2.52 which is more than the table value at 0.05 level i.e. 1.96 with df 98.
- There is a significant difference in the self-efficacy of male and female students. The mean values of self-efficacy score obtained by male were 34.68 whereas the mean scores of the female were 35.05. The t-value for was significant at 0.05.

CONCLUSION

Self-efficacy of a student is actually the belief of that student that he or she can perform some behavior or task successfully. This belief of the student influences his course of action he pursues and so it becomes gradually the factor of individual difference of the students. It highly affects the efficiency and competency of the student in coping with the problems of life. Social cognitive theory postulates that the human functioning is the resultant of the interaction of the personal factors and behaviors with the environmental conditions. Self-efficacy is one of such personal factor. It controls the individual's task choice, effort, persistence and achievement. The student with high self efficacy believes that he or she can deal every event and situation effectively and has high confidence of succeeding in any task and overcoming any obstacle. This confidence level of the students continuously supplies power in them to succeed and overcome any situation. So self-efficacy of the students is a very important factor of development in life.

Academic stress paves the way of poor academic performance, diminishing peer popularity, depression, attention difficulties, somatic complaints, substance abuse etc, (Sinha, 2000). The stressed children show the

sign of emotional disabilities, shyness, aggressive behavior, social phobia and lack of interest in otherwise enjoyable activities. Academic stress induces anxiety and fear among children which affects the academic performance of the students. It is a regular activity of person to adjust between the internal state and external environment. The failure of a person in this adjustment leads that person to fail everywhere. A stressed person cannot show efficiency in this adjustment and so failure becomes inevitable.

The present study was conducted on academic stress and self –efficacy of distance learners. Thus, it may be concluded that there is a negative relationship between academic stress and self-efficacy of the distance learners. The study further stated that there is a significant difference between male and female students on academic stress and self-efficacy.

IMPLICATION OF THE STUDY

In educational research, the selection of the problem is generally conditioned by the scope of improvement in the field of education, but the problem was selected, must have an impact for improvement on the academic as well as education side. The most outstanding characteristics of any research is that it must contribute something new to the development of the area concerned. So the investigator has to find out the educational implication of her study. The study has its implication for parents in particular and school, college authorities in general.

It has its implication for the parents. Parents influence the children by their action. Anything the parents do to a child or with a child has its aim to control the child, to change or to maintain a particular form of behaviour and this influence the a child's action. If a child has a good relationship with his/her parents and obeying and following his/her parents, he/she eager to act according to the expectation of his/her parents. If he/she gets proper guidelines and help in his study from his/her parents he/she will be able to achieve success in the school as compared to his/her peers.

SUGGESTION OF THE STUDY

This study may have following suggestions: -

1. It is scientifically proved that the success of individuals' work is 80% dependent on emotional intelligence and only 20% on intelligent quotient.
2. The study will help in understand the impact of stress on self efficacy of the students.
3. Overburden may cause high Anxiety. Thus students should not be loaded with extra Burdon.
4. It helps students to overcome anxiety proneness and adjust for emotional, educational and social situations.
5. It helps psychologists, parents, college, guidance workers and counselors and also for educational administrators.
6. The study as confined only to IGNOU, Delhi Regional Centre, it is therefore suggested that study may be conducted on other states also to increase comprehensiveness of its conclusions.
7. The sample of only 200 adolescent girls and boys was considered in the study. A study may be conducted on large sample to search at very definite conclusions regarding self concept.
8. Such a study can be conducted on the sample of rural adolescent boys and girls at senior secondary level and college level also.

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