CHAPTER 2

Review of related studies
REVIEW OF RELATED STUDIES

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2.0 INTRODUCTION

Research work needs a balanced view on the theme for which investigator ever refers available past studies close to the problem. The process for the same should be with a rational view. The sources of past studies should be authentic and contributing to knowledge in terms of addition in the existing knowledge, restructuring of knowledge applicable to newer situations and having good recognition.

A review is a description of the literature relevant to the present study. It gives an overview of what has been discover or established and re-established. It also explores who the key writers are, what area the prevailing theories and hypotheses, what questions are being asked and what methods and methodologies are appropriate and useful. As such, it is not in itself primary research but rather it reports on other findings. The review of related study looks into the past researches done in the specified fields. It provides information related to the type of study and type of design that may be eventually used in conducting research. Research work done in the past serve as solid foundation on which any new investigation firmly rests. Walter R Borg\(^1\) had rightly said that the related literature in any field forms the foundations upon which all future work will be built. The review of literature leads the researcher to conclude his finding with references to past studies. The review of past studies gives direct or indirect direction to make the different stance of understanding. The investigator tried to review the past studies which are representative and well selected. Dr. Sharma R A\(^2\) has rightly said that reporting review of literature makes the research study scientific and up to the date. Lokesh Kaul\(^3\) had rightly said that review of related literature allows the researcher to acquaint with current knowledge in the field in which one is going to conduct research. Besides, the recommendations of previous researches listed in their studies also help for under operation. If the investigator doesn’t study the related literature and earlier researches, one is tempted to start any research right from the beginning rather then pick up the thread at which the earlier researches left. As a result, significant research findings ever draw significant generalizations for practitioners or policy makers. Thus, we can say that the study of the earlier related research is very important by which investigator can understand from when s/he has to start his/her research work to make it more fruitful to the society. In the words of Burge, "Literature created in the past supplements backgrounds to the new research. At how many degrees contribute in
to the field of researches is dependent upon how much that new knowledge adds in the existing knowledge”. In this sense not a single research is completely new but is further based on past research. In other sense proposed research adds new result in above done research. So before doing further research, investigator must analyze research done in past for better understanding.

For setting of hypotheses investigator reads research work carefully so that s/he can carry her/his research in a better way. Investigator can analyze objectives and conclusion in a way that makes the research process appropriate for the scientific. By studying past research investigator can make better and effective planning for research. Hence for keeping following aims in mind analysis of past research is essential.

1. Investigator is able to know the topics of research.
2. By studying past researches investigator is able to know procedure of research method.
3. Able to know tools used in researches.
4. Investigator is able to know error and can avoid it.
5. Investigator grows familiarity with the obstacles coming during the research.
6. Investigator is able to get opportunity to develop insight towards research.

2.1 IMPORTANCE OF THE REVIEW

A review of the related studies helps the investigator in avoiding any duplication of work done earlier. A careful review always aims at interpreting prior studies and indicating their usefulness for the study to be undertaken. Thus, prior studiers serve as the foundation for the present study. In some cases duplication or replications of prior studies become essential. It is especially true when the investigator wants to test the validity of the earlier studies. In such a situation, too, a careful review helps the investigator to getting acquainted with the number and nature of the studies related to the study whose validity is being assessed at present.

A careful review of the related studies enables the investigator to collect and synthesize prior studies related to the present study. This, in turn, helps the investigator in building a better perspective for further research. A Synthesized collection of prior studies also helps the investigator to identify the significant overlaps and gaps among the prior works.
A review enables the investigator in discovering important variables relevant to the area of the present study, where significant variables are discovered, the relationship among them can be identified. Subsequently, the identified relationship is incorporated into different hypotheses. Thus for conducting a scientific study, the relationship between the different variables must be explored by reviewing the related studies so that a good content may be built up for subsequent investigations.

A careful consideration of recommendations for further research in various research studies guides the investigator regarding the suitability of the problem and assist in delimiting his/her research problem. Therefore, the investigator has tried to review the literature of the past studies which correlates with achievement, curiosity, educational aspiration and other related correlates.

Thus the researches are reviews carried out in India and abroad.

2.2 REVIEW OF THE PAST STUDIES IN INDIA

2.2.1 Sharma. K.L. (1978) has done “A study on the self perception of student of std. 10th in schools of Barely”

Objectives were:
1. To find out mutual relation between any two variable out of four variable like intelligence socio- economics status, educational achievement and self-perception.
2. To find out the co-relation in the different field of educational achievement, socioeconomics status & self concept such as aspiration, trust, inferiority, physical appearance and escapist ion.
3. To find out internal co-relation between variable.
4. To check various sexuality in different groups.
5. To speculate of self concept based on intelligence & socio-economic status.
6. To speculate about the achievement of the students regarding six contents of self-concept.
7. To speculate about self-concept on the based of six field of the self-concept according to caste of the person of group of higher & lower achievements.

1427 students including 690 boys & 637 girls of std. 10th were selected as a sample for research. Their average age was 14 to 18 yrs.

Conclusions were:
1. Significant relation is not found between intelligence & self-concept.
2. The student belonged to higher socio-economics status were possessing high intellect, high self-concept & achievement and student belongs to lower socio-economics status were possessing lower intelligence, lower self-concept and lower achievement.

3. High co-relation is found in intelligence in six field of self-concept.

4. High co-relation is not found in the contents of socio-economics status & self-concept.

5. High negative & significant relation is found between intelligence and achievement with respect to self-concept.

6. Boys are found superior than the girls regarding all the field of Self-concept.

2.2.2 Goswami P.K. (1978) studied the relation between the self-concept of the teenagers & their educational achievement & adjustment.

Objectives were:
1. Study of the form of self-concept of teenagers.
2. Study of self-concept in the terms of sex, IQ, and area.
3. To find co-relation between self-concept & adjustment of teenager.
4. To find co-relation between self-concept & educational achievement.
5. To prepare inventory for self-concept research.

For research survey method and co-relation method were used. For sample rural students of Tahsil and city students of Agra studying in standard 10th were selected.

Conclusions were:
1. Co-relation was found between self-concept & personality of teenagers.
2. Sexual difference was found in terms of self-concept.
3. In family & society more concentration & self-concept was found in boys than that of girls.
4. Highly intelligent teenagers have more self-concept then that low intelligent teenagers.
5. No relation was found between intelligence & self-concept in terms of area & sex.
6. Effect of family members has been seen in development of self-concept of teenagers.
7. Positive co-relation has been found between self-concept & educational achievement in teenagers i.e. students having high self-concept achieved more achievement then that of students having low self-concept.
8. Good co-relation has been found between self-concept & adjustment in teenagers. Students having high self-concept possess high adjustment while students having low self-concept possess low adjustment.

2.2.3 **Shah J H (1978)** has studied relation of self-concept & educational achievement of students.

**Objectives** were:

1. To find correlation between self-concept and educational achievement.
2. To find whether there was co-relation between self-concept and sex.
3. To study self-concept of students studying in standard 9th and 10th.

From 10 secondary schools of Bhavnagar 1764 students studying in std. 9th and 10th were selected as sample. Finally 718 students were selected as sample from which 368 were boys & 350 girls. From std. 9th 188 boys & 160 girls were selected while reset was of std. 10th. Investigator prepared tool of self-concept and was used to collect data.

**Conclusions** were:

1. There was no significant difference in the students of std. 9th class regarding self-concept in terms of sex while there was significant difference in the students of std. 10th class. The girls have not shown the high positive self-concept.
2. There was no significant difference in mean score of self-concept in the students studying in 9th and 10th class.
3. There was positive & linear co-relation between self-concept & educational achievement significantly.

2.2.4 **Bhatt H.D. (1972)** studied “Implementing the Prepared syllabus on inspiration in view of inspired development at std 10th”

**Objectives** were:

1. To examine inspiration in layer of the students studying the 10th.
2. To develop some content related to inspiration in the mind of the Students based on the syllabi on inspiration.
3. To examine inspiration oriented effect means to examine the effect of the inspiration syllabi on schooling knowledge.
4. The relation between schooling & school inspiration of the inspiration of the students.

**Conclusions** were:
Average inspiration rank was 1.32 of the students of 10th. But after implementation of the syllabus, Inspiration Rank was 26.7

1. The students have begun to come to school regularly. They have been regular in doing homework. They pay attention in the class. They became disciplined. And last, in the words of Mack land that are researches of inspiration have taught me the only thing is that man come form, shape him testing by himself.

2.2.5 K Sangatha (1983)\textsuperscript{9} in his research "Study of self perception, achievement, motivation and academic performance of the prospective secondary school teachers" tested six hypotheses by t-test. He tested self perception, achievement, academic permanence in terms of sex, area, IQ, SES, faculty of education. From 14 colleges and 2000 total population, 410 were selected as sample. Multiple regression analysis was utilized with achievement, SP, IQ, SES, Sex, faculty and academic performance. All statistics were examined for significant at the 0.05 level of confidence.

Objectives were:

1. To measure Achievement and self perception and to determine the levels of the Achievement and self perception in the students of education.
2. To find the scatter of the Achievement and self perception among the sample.
3. To compare the Achievement level of the sample with available figures of Achievement both Indian and Abroad.
4. To examine the relationship between Achievement and academic performance.
5. Taking SES as independent variable to examine the contribution of SES to Achievement and self perception.
6. Using IQ as independent variable to examine the contribution to the Achievement.
7. To examine whether parent's educational, occupation and income have any effect separately on the Achievement level and self perception.
8. To examine whether prior teaching experience has any effect Achievement level and self perception.
9. To examine whether faculty, sex, age etc. have got any effect on Achievement level and self perception.
To examine how the Achievement and self-perception of the sample influence the academic performance.

Conclusions were:

1. Highly significant difference was found in Achievement scores of Ss from rural and urban area with urban students scoring higher in Achievement.
2. The women students scored higher as expected then men.
3. Significant difference was found in Achievement between the Ss from illiterate parent and high school educated parents.
4. Highly significant difference was found in Achievement measures between the Ss from illiterate parents and university educated parents. These results revealed that there is a positive relationship between the subjects Achievement level and parent’s educational level.
5. Subject from high occupational families were having higher Achievement then from low occupational family groups.
6. Significant difference was found in Achievement level of whose family income was low and whose family income was upper middle.
7. Advantaged Ss seem to have higher Achievement level than the disadvantaged Ss.
8. No significant difference was found in Achievement between the Ss whose general educational background was arts and Ss whose general educational background was science.
9. No significant difference was found in between the graduate and post graduate subject.
10. Significant difference was found in Achievement scores between first class and second class graduation. But no such difference was found in any other combinations.
11. Highly significant difference was found in achievement level between Ss who stayed in the hostel during training and Ss who attended training from home.
12. Highly significant difference was found in Achievement scores between the Ss who were highly intelligent and Ss who were less intelligent. The difference was in the positive direction.
13. Urban climate and culture seem to have positive relationship with the perception of certain aspects of the phenomenal world.
14. Women students were having more positive perceptions than the men students on all aspects of the phenomenal world.
15. Parents’ college education has emerged as a potent factor having significant relationship with the perception of a certain aspects of the phenomenal world of student teachers.

16. Highly significant relationship was found between the total perception and Achievement.

17. Highly significant relationship was found between total academic performance and Achievement.

18. Highly significant relationship was found between the perception of ‘self’ and academic performance.

19. Highly significant relationship was found between ‘work’ and academic performance.

20. Highly significant relationship was found between total perception and academic performance.

21. No significant relationship was found between academic performance and the measures of self perception such as ‘others’ children, authority, reality, parents and hope.

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2.6 Jena L (1989) in study “Curiosity and invulnerability”

Objective was:

To compare four group of children, nominated by their peers as advantaged and competent (Group 1), advantaged and incompetent (Group 2), disadvantaged and incompetent (Group 3), and disadvantaged and competent (Group 4), and see if they differ significantly with regard to their curiosity.

Conclusions were:

1. The mean scores for curiosity of the advantaged and competent group and the invulnerable group did not show a significant difference. The advantaged but incompetent and the disadvantaged and incompetent also did not differ in their curiosity scores. But both the competent groups showed a much higher mean score than the incompetent groups. The result of the first sample was highly influenced by memory while the effect of memory was negligible for the second sample.

2. The four groups differed significantly with respect to their curiosity scores. This showed that the curiosity scores were not influenced by their memory ability. Scheffes method of planned group comparisons revealed that Group-1 and Group-4 differs significantly from Group-2 and Group-3; however, Group 2 and 3 did not differ.
2.2.7 Pareek D L (1990) conducted research “A comparative study of the self-concept, personality traits and aspirations of the adolescents studying in Central schools, state government schools and private schools in Rajasthan”

Objectives were:
1. To explore the self concept, aspiration and personality traits of students in different types of schools.
2. To determine the relationship between self-concept, personality traits and aspirations of ascents studying in different schools

Conclusions were:
I. 45.2% of the adolescents studying in Central schools, 44.4% in private schools and 57.6% in governments schools possessed 'average self-concept'.
II. Adolescents studying in private and Central schools were more intelligent than the adolescents studying in government schools.
III. Students in government schools were generally practical whereas students in private and Central schools were more imaginative.
IV. Adolescents in Central and government schools preferred science subjects while adolescents in private schools preferred arts stream.
V. Students in private schools were more conscientious in comparison to students in Central and government schools.
VI. There existed no significant relationship between personality traits and level of aspiration among students from different types of schools.

2.2.8 Srivastava N (1988) conducted study “A study of aggression in adolescent boys and girls in relation to their self-concept, achievement motivation and performance”

Objectives were:
A. To find out the relationship of aggression with selected variables viz. self-concept, achievement motivation and academic and non-academic performance, separately.
B. To compare male subjects with female subjects on self-concept, achievement - motivation and performance.
C. To study the effect of achievement - motivation and performance and self-concept and their interaction on aggression.
D. To study the effect of academic and non-academic performances and their interaction on aggression.
Conclusions were:
1. There was no correlation of aggression with self-concept, achievement - motivation and performance. (both academic and non-academic) However, there was a curvilinear relationship of aggression with self-concept and academic and non-academic performance, but no correlation of this sort was found between aggression and achievement – motivation.
2. The girls showed a curvilinear relationship aggression and achievement – motivation while the boys showed no relationship between these two variables.
3. Both academic and non-academic performance did not contribute anything to aggression either independently or in combination.
4. Boys were higher on aggression scores than girls.
5. More high aggression subjects had more frustration as compared low aggression subjects.

2.2.9 Parekh Heena J (2008) in her research “The effects of childhood obesity on self-confidence”

Objectives were:
1. The purpose of this study is to examine the effects of and extent to which obesity has on childhood self-esteem.
2. To analyze obese children’s individual perceptions, as related to physical appearance.
3. To find correlation between obesity and low self-esteem will be found.
4. To examine the effect obesity has on children’s self-esteem, as rated by the Piers-Harris Children’s Self-Concept scale second edition.

Conclusions were:
1. Obesity is a growing health problem affecting children. The prevalence of obesity has increased dramatically over the past 10 years across virtually all populations and age groups.
2. Obese children are at risk for significant health problems, but also face many psychological and social consequences, including low self-esteem.
3. Children who are obese face an increased risk of emotional problems lasting well into adulthood. Factors such as peer rejection, weight-related teasing, and internalized social standards play a major role in diminishing an obese child’s self-esteem.
4. Self-esteem affects numerous aspects of health and behavior including social adjustment, activity engagement, goal direction, and the presence of anxiety.

5. Low self-esteem has been associated with depression and suicidal ideas.

2.2.10 Shrivastava Anita (1972) conducted research on "A Study of the effect stimulus complexity on the curiosity behavior of children." The sample was 60 girls of Baroda city. Curiosity was measured by a tool prepared by the investigator. The present investigation was undertaken to determine the effect of stimulus complexity on the curiosity behavior attempt made in this investigation to study experimentally how some variables pertaining to stimulus presented, affected the responses manifested in curiosity strength.

**Hypotheses:**

1. That there is a relation between perceptual response and the complexity of the stimulus.

2. The incongruous, meaningless and surprising stimuli will elicit more curiosity behavior than will congruous, meaningful and non-surprising stimuli.

3. That incongruity conflict will invoke highest degree of curiosity drive, a surprise conflict will invoke least of curiosity drive.

**Analysis of hypotheses:**

1. 60 girls were randomly divided in three groups for the 3 conditions of the Latin square design and the mean time for each subject was arranged in 3 squares for Latin square design which was subjected to analysis of variance technique. The effect of the treatments i.e. the stimulus complexity was found to be highly significant beyond 0.1 level. Thus, the first hypothesis was retained.

2. Mean score for more complex stimuli and less complex stimuli in each series were worked out separately. The difference between the more complex stimuli and less complex stimuli in the incongruity conflict and meaningful sequence series were found to be highly significant but the difference was not found to be significant in surprise conflict series.

3. Means of L.S. D gap test was calculated. It was not found that incongruity conflict series did not differ significantly from meaningful sequence series, but differed very significantly from surprise series. It was also found that meaningful sequence series differed very significantly from surprise conflict series.
Conclusions were:
Complexity of the stimulus materials or more generally of the environment is very effective in arousing a curiosity drive in children.
1. The degree of curiosity drive varies with the variations in the level of complexity.
2. Curiosity drive tends to decrease if the stimuli are too complex and confusing.
3. In educational situations other things being equal, complexity of the task is the far better tool than easy and familiar task to motivate girls to work and make them curious for knowledge.
4. Incongruous and meaning objects arouse higher degree of curiosity behavior.
5. Girls are not motivated by surprising objects.
6. Too long a task tends to be boring and decreases the degree of curiosity in girls.
7. The environment of home, school, and neighborhood should be complex enough to arouse curiosity in adolescent girls for full development of their personality.

2.2.11 Kaur Takhar Harjit (1977) conducted research on “Educational aspiration of drop-outs among rural adolescence girls and factors responsible for dropping out of school”.
The aspirations in the present study were identified in the terms of strength and number of expectations of certain benefits of education. To study the expectation of drop-out and their satisfaction in fulfilling those expectations a comparison was made between the expectations and satisfaction of dropout with that of school going girls. To have the comparison a sample 52, equal in number to the population of dropout, was drawn from the 11th standard school going girls. The area selected was Vadodara district.
The main objective of the study was to identify the educational aspirations of rural adolescent drop outs among girls and to see the reasons associated with their dropping out of schools.
Conclusions were:
1. The typical dropout was 17 to 18 year old and not married. The type of family that the typical dropout belonged to was the joint family and the level of monthly income of the family was below Rs500.
2. The typical dropout was a Hindu and the most likely belonged to the Patel caste.
3. The typical dropout was most likely from 11th standard since the percentage of dropouts increased in class in school. It may be that with the increase in standard in schools the students found it difficult to cope-up with the studies and simply left the studies. Many students expressed poor academic performance or failure in studies as reasons responsible for their dropping out of school. As nearly 60 percent of the respondents among dropouts were Patel’s. It may be that there was a lack of motivation for girls’ education this caste and girls’ education in this caste and girls left studies in between. Among school going nearly 29 percent respondents were Patel.

4. On the basis of number of items selected to be gained the dropouts had lower level of expectations than that of school going girls. Since the school-going were continuing their expectations were likely to be increased. It may be that their current expectations also were expressed at the time of checking the expectation to some extent.

5. The school going gained satisfaction very closed to their expectations, but in the case of dropouts there was a wide gap between their expectations and fulfillments of these which was much lower then that of the school going.

6. Approximately 71%, the highest percentage of dropouts, ‘fairly strongly’, wished for the following educational benefit in terms of economic gains to be able to plan and keep household accounts’ while in the case of school going near 79%, the highest percentage, ‘fairly strongly’, wished for the following educational benefit in terms of economic gains. ‘To develop the skill in embroidery and knitting.’ The respondents in both the groups were ‘dissatisfy’ in fulfilling their expectation of above give benefits.

7. In the area of social skill, near 54% of dropouts, the highest percentage ‘fairly strongly’, wished for the following ‘to know how to behave with men and women ‘Nearly 54%, the highest percentage of school going girls ‘fairly strongly’, wished for the following ‘to be aware of once own rights and responsibilities ‘.Both the dropouts and school going groups were satisfied in fulfilling their expectation of above give benefits.

8. In the area of personal development both the highest percentage of dropouts and school going 73 and 79 respectively ‘fairly strongly’, expected to gain the following benefit. ‘To learn to three more languages other than my mother tongue’. The dropouts were ‘satisfied ‘but school going were ‘dissatisfied ‘in fulfilling their expectation of this benefit. It may be because the strength of expectation was higher in the case of dropouts then school going girls.
9. Among dropouts nearly 35% of respondents in the case of school going approximately the 73%, more then double of dropout, expected in complete higher secondary education. Similarly among dropouts only 15% of the respondents and in the case of school going 38% expected to complete the graduation. Since low percentage expected to complete the graduation, a large percentage among dropouts dropped in between as many of them did not have any challenge to complete higher secondary education.

10. The findings showed that drop-outs were less satisfied in fulfilling their educational expectations then school going girls.

11. Non fulfillment of educational aspirations was associated with dropping out of school along with other reasons expressed by drop-outs.

12. Drop-outs were not satisfied in fulfilling their expectations of educational benefits a provision should be made through the curriculum, for the drop-outs to fulfill their expectations.

2.12 Maheshwari Payal (1994) conducted research on “Relationship between children’s perception of competition and their achievement beliefs”

The sample comprised of 90 fifth grade children from two schools of Baroda city. Thirty parents and four teachers were included in addition to the children. The sample belonged to middle and lower socio economic status families.

Objectives were:

1. To study the relationship between children’s perception of competition and their perception of emphasis placed on competition by parents and teachers, and

2. to study the relationship between children’s perception of competition and their achievement beliefs, that is

a. level of differentiation of ability v/s effort,

b. self perception of ability and

C. Causal attribution for academic success and failure.

Tools: Following tools were used to study children’s, parents’, and Teacher’s perception of various aspects.

Questionnaire: The questionnaire was used to assess children’s perception of competition and their perception of competition and their perception of importance placed on competition by parents and teachers.
To assess the development of differentiation of the concept of ability versus effort, a set of five photographs with six questions identified by the previous researchers (Nicholls and Miller, 1984; Miller and Nicholls, 1986) was used.

To assess children’s perception of their ability in academic tasks, a seven point scale represented diagrammatically in the form of ladder was used.

Bared on the modified version of EAX scale (Kaur, 1988), an attribution questionnaire was developed, to access the attributions for academic success and failure.

Separate interview guidelines were prepared for parents and teachers to find out their perception of competition in relation to children’s academic behavior.

Analysis
Correlations were done to find out the relationship between children’s perception of competition with

1) their perception of emphasis placed on competition by parents and teachers and,
2) Their achievement belief.

Conclusions were:

1. Chi-square revealed significant difference in children’s perception of competition in the two schools, under study (X=8.85, P<0.05), with more children perceiving competition as high in school as compared to the number of children in school 2, where more children perceived themselves as low on competition.

2. Positive significant correlations were found between children’s perception of competition and their perception of importance placed on competition by parents and teachers.

3. A significant positive correlation was found between children’s perception of competition and their level of differentiation of ability (r=0.22, p<0.05).

4. Children’s self perception of ability was also positively correlated with their perception of competition (r=0.25; p<0.5)

5. Attributions for academic success were positively correlated with children’s perception of competition (r=0.34; p<0.5). Children attributed their success more than internal factors that is, ability and effort, compared to the external factors.

6. In case of failure children’s perception of competition was not found to be significantly correlated with their attribution of failure to
external factor ($r=0.137, p>0.05$). Results revealed that internal factors were predominantly help more responsible for failure.

7. Children’s achievement beliefs were also found to be positively inter-correlated.

2.2.13 Bhanu V L (2006)\textsuperscript{16} conducted study on “Aspirations of rural youth and their attitude towards rural development activities in Dharwad district of Karnataka state”

Conclusions were:

1. 26.67 per cent of the rural youth were aspired for education up to SSLC, followed by 25.00 per cent aspired for education up to degree, 20.83 per cent of the respondents aspired for education up to PUC and 15.83 per cent of them aspired for education up to master’s degree.
2. Majority of the rural youth (60.83%) aspired to take up farming followed by 17.50 per cent of the rural youth aspired to take up office work as their occupation.
3. Majority of rural youth ranked agriculture (Crop production) as I dairy as II, poultry as III and piggery had been ranked last in order of priority to different enterprises.
4. A large percentage (65.00%) of the respondents had medium level of general aspirations. And about 19.17 per cent of the respondents had low general aspirations, while the remaining 15.83 per cent had high general aspirations.
5. A majority of the rural youth (72.50%) had favorable attitude, while 15.00 and 12.50 per cent of them had less and more favorable attitude respectively towards rural developmental activities.
6. Nearly fifty per cent of the respondents were regularly participated in social and cultural programs (46.67%) followed by construction of temple (32.50%) and planting of trees (27.50%), while more than 90 per cent of the respondents have never participated in various rural developmental activities like road repairs (93.34%), construction of school building (93.34%), tank or well repair (91.57%), construction of community buildings (90.83%) and making drainages (90%). However, majority of the respondents opined that, almost all the rural developmental activities were implemented in their villages.
7. 32.50 per cent of the rural youth had education up to PUC followed by 25.00 per cent of them had educated up to high school and 24.17 per cent educated up to graduate and above level.
8. Majority (45.00%) of the respondents belonged to low income category (up to Rs. 11000) followed by 25.83 per cent of them belonged to semi-medium income category (Rs. 11001-22000).

9. More than half of the respondents utilize, all the mass media like radio (agricultural programs) (70.00%), TV (agricultural programs) (79.17%), newspaper (56.67%) and farm magazines (69.17%) occasionally and 35.83 per cent of the respondents read newspaper regularly.

10. Majority of the respondents contacted Bank officials (71.67%), Agriculture Assistants (65.00%), veterinary department officials (61.67%), KMF extension worker (56.67%) and officials of watershed (45.00%) occasionally.

11. More than 80.00 per cent of the respondents never participated in extension activities like field days (90.00%), educational tours (87.50%), trainings (83.34%) and discussion meetings (83.34%), but 62.50 per cent of them participated in general meetings followed by demonstrations (57.50%) and film shows (56.67%) occasionally.

12. Majority of (74.16%) the respondents belonged to medium level of achievement motivation category followed by 16.67 and 9.17 per cent belonged to low and high achievement motivation category, respectively.

13. Majority of (46.67%) the respondents belonged to medium economic motivation category followed by 33.33 and 20.00 per cent who belonged to high and low economic motivation category, respectively.

14. Majority of (65.83%) the respondents belonged to medium innovativeness category followed by 21.67 and 12.50 per cent belonged to low and high innovativeness category, respectively.

15. Significant relationship was observed between dependent variables like educational aspiration, occupational aspirations and enterprise aspirations of rural youth with independent variables like education, mass media utilization, annual income, economic motivation at one per cent level of probability.

16. Positive and significant relationship was also observed between dependent variable like general aspirations of rural youth and independent variables like extension contact and achievement motivation at 5 per cent level of probability.

17. Negative and significant relationship was observed between educational aspirations of rural youth and age at one per cent level of probability.
18. There was positive and significant relationship between enterprise aspirations and extension agency contact at 5 per cent level of probability.

19. Cent per cent of the respondents expressed the constraints for participation in rural developmental activities like 'rural developmental activities are risky and time consuming' and 'no recognition or awards for participation' followed by 'most of the rural developmental activities are benefited to few people and not for all' and 'groups/conflicts among people in the village' are the other important constraints faced by them for participating in rural developmental activities.

20. Majority of the respondents suggest 'daily wages have to be given to every individual who participate in the activities', followed by 'rural developmental activities have to be taken up during off season/summer season' and leaders who are in the front have to be faithful and true to their sole' for better participation of rural youth in rural developmental activities.

2.2.14 Vijayalakshmi R (1991) conducted research “Relationship between self-concept and personality adjustment of family-reared and institution-reared children”

Objectives were:
1. To assess the self-concept of family-reared and institution-reared children
2. To assess their level of personality adjustment.
3. To find out whether family-reared and institution-reared children differ in their self-concept and personality adjustment.
4. To find out the relationship between self-concept and personality adjustment of children at home and those who are institutionalized.

Conclusions were:
1. Family-reared and institution-reared children were similar in their self-concept.
2. They were similar in their personality adjustment.
3. The self-concept of these children was related to their personality adjustment.
Pastey Geeta S. and Vijayalaxmi A (2003) conducted their research on “Impact of Emotional Maturity on Stress and Self Confidence of Adolescents”

Hypotheses were:
1. Adolescents with higher emotional maturity will have significantly lower stress.
2. Adolescents with higher emotional maturity will have significantly higher self confidence.
3. The personal factors such as sex, number of siblings, birth order of, parental education and family income will have differential significant influence on stress and self confidence of adolescents.
   3.1 Adolescent girls have significantly higher stress and self confidence than boys.
   3.2 The adolescents with more number of siblings will have significantly higher stress and less self confidence.
   3.3 First born adolescents will have significantly higher stress whereas the middle born will have higher self confidence than their counter parts.
   3.4 Adolescent with parents who are illiterate, completed SSLC and completed degree differ significantly among themselves in their stress and self confidence.
   3.5 Adolescents with high family income will have low stress and high self confidence.

Conclusion was:
The analyzed and interpreted findings of the study have led to the following conclusions.
Adolescents with high emotional maturity have significantly higher stress and self confidence than those with lower emotional maturity. Sex of the adolescents has not influenced their stress and self confidence. Having more number of siblings has influenced positively the self confidence of adolescents when compared to those having less number of siblings. Whereas number of siblings have not influenced significantly their stress. Order of birth of adolescents has no significant impact on their stress and self confidence. Varying educational level of adolescents’ fathers has significantly influenced the stress experience of their adolescent children. Whereas the educational level of parents has not influenced the self confidence of their adolescent children. Income of family has no significant impact on the stress and self confidence of adolescents.
Hangal Suneetha and Vijayalaxmi A. (2005) have conducted a study on "Self-Concept, Emotional Maturity and Achievement Motivation of the Adolescent Children of Employed Mothers and Homemakers"

Objectives were:
1. To investigate the impact of employed mothers on the self-concept, emotional maturity and achievement motivation of their children.
2. To study the sex differences in children of employed mothers and children of homemakers in relation to self-concept, emotional maturity and achievement motivation.
3. To determine the differential impact of mothers employed in high, middle and lower level occupations on the variables under study.

Conclusions were:
The children of homemakers have significantly higher self-concept in various dimensions of self-concept such as intellectual and school status, anxiety, happiness and satisfaction, as well as in overall self-concept compared to children of employed mothers. Children of employed mothers have significantly higher self-concept in the area of physical appearance and attributes in comparison to their counterparts. Children of employed mothers have significantly high emotional maturity compared to their counterparts. Children of homemakers have significantly higher emotional instability, emotional regression and personality disorganization compared to children of employed mothers. The children of employed mothers are more socially maladjusted and lacked independence to a very highly significant level compared to the children of homemakers. Female children of homemakers have significantly higher emotional maturity compared to male children. Female children of employed mothers have significantly higher achievement motivation compared to the male children of employed mothers. The children of employed mothers working at the upper, middle and lower levels of occupations do differ significantly among themselves with regard to their emotional maturity.

Jain S P and Shah J M (1974) have studied "Socio-Cultural Background, and Educational Aspirations"

Objectives were:
(i) To describe the pattern of educational aspiration of the people.
(ii) To examine the extent to which socio-cultural variables such as religion, age, education, occupation and type of family of the people were related to their educational aspirations.
Conclusions were:

(i) The school-going male adolescents were significantly more modern than non school-going respondents in rural setting.

(ii) The students of urban schools were significantly more modern than their counterparts in the rural schools and out of the urban schools, the students of the high ranking school scored significantly higher on the modernity scale.

(iii) The results clearly indicated that it was not the denominational character, but the school rank which brought about differences in the modernity scores of the students.

(iv) The level of education, when considered independently of intervening variables, such as sex, age, domicile, SES, urban experience, and media exposure, was positively related to student modernity, irrespective of the setting (rural or urban), but the yearly average modernity gain was more in case of the high-ranking school.

(v) The dimension wise analysis showed that education was a good promoter of universalistic and civic dimensions, whereas it was not so conducive to the development of secular and independence orientations among student, both in the rural and the urban settings.

(vi) Out of five indicators of school rank, two, namely, the dues at the time of admission, and the monthly tuition fee, were found to be indirectly related to the modernity scores of students.

(vii) The third indicator, namely the teacher-pupil ratio, was not found to related to the student modernity scores.

(viii) The fourth indicator, which was the medium of instruction, was found to significantly positively related, with the English-medium students scoring higher than their Hindi-medium counterparts.

(ix) The fifth indicator, namely, the results of annual examinations of the school, was positively related to the modernity scores.

(x) Participation in extra-curricular activities, particularly in academic and cultural activities, was positively associated with the modernity scores, more so in the high-ranking school.

(xi) The school organizational climate was found open in the higher-ranking school, and closed in the low-ranking schools.

(xii) Boys were found to be more modern than girls.

(xiii) The father’s high income and the parents’ English-medium schooling were positively related to the students’ modernity scores.

(xiv) Mass media were not found to have any significant effect on the students modernity.
2.2.18 **Bedi H S (1982)** conducted research on “A study of the aspiration of the adolescent with a special reference to socio-economic status and caste”.

Hypotheses were:
(i) There will be no significant correlation between aspiration of the adolescent and their socio-economic status.
(ii) There will be no significant correlation between aspiration of the adolescent and their intelligence.
(iii) There will be no significant effect of aspiration of the adolescent with their caste.

Conclusions were:
1. There was significant correlation between professional and educational aspiration of the adolescent with intelligence. Caste and residential area did not have significant impact on intelligence and educational aspiration.
2. There was significant correlation between intelligence and professional aspiration in relation to caste and residential area.
3. There was significant impact of social aspiration on intelligence, residential area and caste.
4. No effect of intelligence and residential area was observed on individual aspiration. No effect of caste was observed on individual aspiration.
5. There was significant correlation between educational, individual and professional aspiration adolescent with socio-economic status but no socio-economic effect was observed on social aspiration.
6. There was no significant difference observed on caste and residential groups with social aspiration.
7. Economic status had no significant difference with the social aspiration of the adolescent of urban and rural area.
8. Significant inter action was observed between residential area and socio-economic status of the caste therefore different social aspiration were observed in the social status of the adolescent of the rural and urban area.

2.2.19 **Gupta A (1979)** conducted research on “Study of psychological stress on educational aspiration and achievement motivation”

Objectives were:
1. To find out relation between achievement motivation and educational aspiration with psychological stress.
2. To find out relation of psychological stress with reference to age level, caste, educational experiences, career trends, socio-economic status, groups, caste and residence.

Conclusions were:
1. High positive significant correlation was observed among different psychological independent variables like achievement motivation, educational aspiration and professional aspiration. This inter relation was linear.
2. Groups having high achievement motivation, high educational aspiration and professional aspiration were under high psychological stress while groups having low achievement motivation, low educational aspiration and low professional aspiration were under less psychological stress.
3. Socio-economic status was also one of the leading factors of generating psychological stress.
4. Mean score of psychological stress on students of urban and rural area was highly significant.

2.2.20 Mohanty G (1972) in his research “Study of the aspiration on caste, socioeconomic status and classroom impact”

Objective was:
To study the effect of caste, socio-economic status and classroom effect on aspiration of college youth.

Conclusions were:
1. High significant difference was observed between aspiration and work score of boys, while in case of girls it was observed significant only at aspiration level.
2. Significant difference was observed in pre-test and post-test on aspiration board test of boys.
3. No effect was observed on socio-economic status on aspiration level as a variable.
4. Significant difference was observed on the general critical score on the groups of high, medium and low achievement groups on aspiration level test.
2.2.21 Dr. Agnihotry Rekha worked on relation of alienation to self confidence

The present investigation seeks to examine the relation of alienation to self confidence, scholastic attainment and level of aspiration. This investigation gives psychological background. Psychologist has taken self confidence as a part of self concept. So self confidence has relationship between self concept in many terms. Dr. Rekha Agnihotry has done great research in this field in India. According to her there are different dimensions of self confidence.

2.2.21.1 Personality pattern person have high level of self confidence. Investigation shows that students having high level of self confidence are very active in problem solving. So in learning this factor is also very important. On self confidence proportion of success also effect. The students who can solve mathematical problem can also solve similar problem. For removal of this stage in students learning according to student’s efficiency is necessary. Some students can solve complicated problems while some have to refer some studies before solving problem. Sometime students studying physics also have to refer secondary school course and books, so for that personal intelligence must be considered. So any work cannot be carried easily in group of 30 students. Work must be given on accordance of their development of self confidence and intelligence.

2.2.21.2 In the initial stage students have great efficiency and curiosity. Until different experience doesn’t exist, self confidence cannot develop. Self confidence increase due to experience as work has been completed successfully. It is seen that after adolescent period person knows self because after that time experience is taken positively. In child age person is afraid of false decision and hence cannot take any work without fear. So person thinks that they are unable to take any right decision. So for development children’s self concept and self confidence proportion of experiences must be increased and hence achievement can also be increased. Parents must give some careful work to child to increase self confidence of child. Parents must encourage child’s work. If child doesn’t get success parent must make him understand factor which were responsible for his failures.

Significance:
By all above information, we can see that there isn’t any study which is related to present study. Today self confidence is most important in all stage of life. It affects various variables. Present study differs in research method, tool, sampling technique, statistical method form reviewed
studies. All the studies reviewed by the investigator highlight only on some part self concept, but present study includes all parts of self confidence. Therefore, the present study is unique, different and a special kind of survey study.

Conclusions were:
Review of past study is the most important part of the study. Because, by it investigator came to know that how the present study differs from other reviewed studies. And it is very useful in planning of research
2.3 REVIEW OF PAST STUDIES IN ABROAD

Nowadays researches for self concept increases gradually. These researches have been seen in two fields.
1. Development of self concept in childhood and adolescents.
2. Education and self concept.

Generally this type of research has been done on individual base in foreign countries. Group and planned based researches have seen rarely.

2.3.1 Sara Adelmann, Jeannie Livingstone, Natasha (2007)\textsuperscript{25} in her research "The Relationship between self-confidence and Decision-making"

The study investigates the relationship between self-confidence and decision-making. Decision-making is an integral part of everyday life and level of self-confidence is related the time it takes to make a decision. The study examines the difference in the time taken to make decisions between people who have been assigned low confidence and those who have been assigned high confidence. It also looks at the difference in the time taken to answer objective versus subjective questions.

- Both high self-confidence and the ability to make sure decisions quickly are considered positive in the American culture.
- Decisions can be objective or subjective. Not a lot of research has been done in this area.
- Decision-making involves not only external factors but also individual characteristics. As self-confidence is an integral part of personality it will influence decision-making ability.
- There is no significant relationship between confidence in one's answers and accuracy of the answer. Relationship between acquiescence and time taken to answer questions. Therefore time was chosen as an ideal measure.
- Confidence was manipulated since a pretest indicated that most participants had high levels of self-reported confidence.

Participants: 43 Mount Holyoke College students

Materials: mock self-confidence questionnaire, assigned level of self-confidence computer program, debriefing statement
Procedure

- Each participant was given the mock self-confidence questionnaire.
- The participant was randomly assigned to receive either high or low self-confidence.
- Each participant was presented with two paragraphs on the computer, each followed by a set of objective and subjective questions.
- After each question the participant was asked to rate how confident she was in answering the question (1-9).
- The time taken to answer each question was recorded by the computer without participant’s knowledge.
- The participant was then debriefed.

Hypothesis

The participants that are given the mock score in the lower percentile will take longest answering the subjective questions as well as reporting less confidence in answering the questions than those subjects who were given the mock top percentile confidence score, who will take the shortest time answering the objective questions and display the most confidence answering the questions.

Conclusions were

1. A repeated measures ANOVA was used to determine if there was a significant difference between times taken to answer objective versus subjective questions based on the assigned level of self-confidence. The participants took a significantly longer time to answer subjective questions than to answer objective questions. The assigned high confidence score group took a significantly longer time to answer the questions than the assigned low confidence group. The interaction was not significant.
2. A repeated measures ANOVA was also used to determine if there was a significant difference between the confidence groups and the type of question for the reported levels of self-confidence. No significant effects were found.
3. Results indicate that those with assigned high confidence take longer to make a decision and it takes longer to make subjective decisions. The implications of these results are discussed.
2.3.2  **Bert (1999)** conducted “A study of educational, occupational aspirations and expectation of adolescent girls.” He examined relationship to race, age, grade, level, grade point average, social-economic status, school activity participation family relationship, self concept, and attitude to ward’s combining home-making and an occupation.

A questionnaire was administered to a random stratified sample of 1444 subjects. Almost all subjects aspired to graduate from high school while many anticipated further education. The largest percentage desired clerical type of job or wanted to become a teacher or a nurse. Many had made no occupation decision. Aspirations were higher than expectations. Chi-square analyses revealed a significant relationship exist between educational & occupational aspirations and expectations were related to indices of self concept and attitude towards combining home making and occupation expectation. They were also related to family relationship and self concept indices. A significant relationship existed between occupational aspirations, expectations, grade point average socio-economic status, school activity participation and the family relationship index. Aspirations were related to age.

2.3.3  **Swell & Haller (1980)** “To test levels of educational & occupational aspirations of youth.” He found that these were not associated with the social status of there families when the effects of measured intelligence were controlled, and that the apparent effects of social status on level of educational & occupational aspiration were not simply due to the common relationship of these variable to intelligence, although intelligence is related to both types of aspirations. This conclusion was specific to persons from non form families. With in this group however the relationship of level of aspiration to social status, with intelligence controlled held good for both sexes and for both educational & occupational aspirations.
2.3.4 Francisco Peixoto and Leandro S. Almeida (2005) conducted their research on “Self-concept, self-esteem and academic achievement: strategies for maintaining self-esteem in students experiencing academic failure”

Conclusions were:

Social cognitive theory suggests that self-constructs are better predictors when the specificity levels of self-constructs (as predictors) and the criterion variable closely correspond. In this study it was examined whether self-constructs measured at an intermediate level of specificity better correspond with the criterion variable (course grades: an intermediate level of specificity) than general self-constructs or specific self-constructs. Self-constructs in this study included self-efficacy and self-concept at varying degrees of specificity: general self-efficacy, academic self-efficacy, specific self-efficacy, academic self-concept, and specific self-concept. College students \( N = 230 \) in general education courses voluntarily completed the three self-efficacy measures and the two self-concept measures. Results of correlation and simultaneous multiple regression analyses indicated that the closer the level of specificity of self-efficacy and self-concept, the stronger the relationship between the two constructs. Both academic self-concept and specific self-concept were significant predictors of term grades. In addition, academic self-concept was also a significant predictor, whereas neither general self-efficacy nor academic self-efficacy was significant. Measurement issues and implications of the findings are discussed.

2.3.5 Melendon (1965) “Perceptions in multiple areas of the phenomenal world and their predictive value with respect to teaching effectiveness.” An original sample included 188 women student teachers in secondary public school classroom and the replication sample included 216 women student teachers in secondary classrooms. Teacher Rating Scale were used by supervisors for discriminating qualitative differences in teaching effectiveness among the student teachers and systematic rules were applied for assigning them to criterion groups.
2.3.6 Thomas J B (1973) has expressed following section.
1. Factor determining self concept.
3. Self concept and learning.
4. Self concept and physical development.
5. Self concept and atmosphere of school management.
6. Self concept and achievement.
2.3.6.1 FACTOR DETERMINING SELF CONCEPT

1. HOME – DETERMINING FACTOR
➢ He emphasized on parent’s attitudes in development of self concept.
➢ It was found out that safe emotions from parents are necessary for development of positive self concept.

2. SCHOOL – DETERMINING FACTOR
➢ It was found positive co-relation between self concept and college’s status.
➢ He derived school as determining factor on and above home for development of positive self concept.

2.3.6.2 DEVELOPMENT OF SELF CONCEPT
Age factor is seen in the studies related developed self concept.
➢ Teenagers stressed upon social self, marriage, family and adverse circumstances.
➢ He has drawn the conclusion from his own school life that the students who left school concentrated on professional talent, appearance, health, physical appearance and aspect of character. Some students have expressed their adolescent problem.
➢ He show educational self concept as stable factor in beginning and middle adolescent period.

2.3.6.3 SELF CONCEPT AND SEX
➢ It was found by study that in school and colleges girls have been gained the rank of self estimate rather then the boys esteem.
➢ He indicated in his report that the maturity levels of the standard of activities of the girls have been raised then the boys.

2.3.6.4 SELF CONCEPT AND PHYSICAL DEVELOPMENT
The change of physical factor is an important factor that effects to the self concept and self feeling.
➢ It was found out that the boys have emphasized on sports and attraction towards girls and madly ness while girls emphasized on attractive countenance and figures and practicability.
➢ He drew a conclusion that pre matured girl has shown meaningful self conception.
➢ He studied 5000 teenagers in 10 schools of New York. Self estimate has less relation between worry, having lower achievement, nature, misunderstanding, insult etc.


23.6.5 SELF CONCEPT AND LEARNING

Analysis of self shows that self concept has relation with learning. Rules of learning are based in terms of self concept. Many studies have been carried to see the relation between self concept and learning problem in children.

- He derived significant difference between significant school and normal school's mentally backward students in terms of their self concept.
- He derived that students studying in public schools have low self concept then that of studying in private schools.
- He found that low efficient children have problem in developing positive self concept then that of average efficient children.

23.6.6 SELF CONCEPT AND SCHOOL MANAGEMENT

School atmosphere, type of school, school management, relationship between teacher and students effect self concept of children.

- He indicated that there is significant effect of teacher on high or low self concept of students.
- He found that girls schools atmosphere effect on self concept of girls. In mix schools girls were more active on themselves.

23.6.7 SELF CONCEPT AND ACHIEVEMENT

- He in his research showed that students having less interest in subject have less accuracy and speed to find solution of any problem created in subject. They were found worried for solution of problem and hence face failure.
- It was found that students having greater self confidence in subject have greater success and achievement.
- He developed co-relation between self concept and educational achievement of secondary school students.
- He showed relation between specific area of educational achievement and self concept.
- He derived that 70% researches have positive correlation between educational achievement and self concept.

2.3.7 Dexter, Anderson and Becker (1999) 21 “To examine the teachers’ computer use and their attitude and perceptions of the impact of computers on their classroom practice.” Teachers made it clear that the computer did not automatically cause more progressive teaching practices. The teachers who had adopted more progressive teaching practices over time felt that computers helped them change, but they did not think that computers worked as a catalyst for change. Instead, they offered variety of reasons for changing practice. They made it clear that their changes in instructional approach were the result of
thoughtful reasoning. Their experience and the professional culture of a school influenced this knowledge construction process about what does not work in the classroom.

2.3.8 Liu, Lu, (2009) in his research “Educational aspirations to college enrollment: A road with many paths”

Objectives were:

1. This study individual educational aspiration changes at a critical period of time when the students were in the transition from high school to college or employment by using a national representative sample of students from the Education Longitudinal Study of 2002 (ELS: 2002).
2. To identify heterogeneity through the change trajectories by combining the investigation with a comprehensive list of predictors and consequences such as individual factors, socio-psychological factors, social environmental factors, and prominent college enrollment patterns, and also tested the association between the group heterogeneity with a variety of factors and with the enrollment patterns by utilizing several longitudinal data analysis methods such as Latent Growth Curve Modeling (LGCM), Latent Class Growth Modeling (LCGM), and Growth Mixture Modeling (GMM), and also logistic regressions.

Conclusions were:

1. Using Latent Growth Curve Modeling, the study found a downward trend in the sophomore cohort’s educational aspirations which started with fairly high educational aspirations (e.g. between "Graduate from college" and "Obtain Master's degree or equivalent") at the first time point in the 10th grade and then the aspirations deceased over the next two assessment periods. At the same time, about 80% of the changes took place between the first two assessment periods and about 20% of the changes took place between the second and the third assessment period.
2. Using Latent Class Growth Modeling and Growth Mixture Modeling, the study identified four latent classes among the aspirations change trajectories. According to the shape of their change trajectories, the four latent classes were named as the Mid-Increase class, Mid-Reduction class, Low-Increase class, and High-Reduction class. Logistic regressions results revealed that different sets of factors played different roles in differentiating the different classes. The odds of attempting a higher
level of education and being a standard enrollee are higher for the High-Reduction and the Mid-Increase classes and lower for the Mid-Reduction and the Low-Increase classes.

3. It demonstrated the importance of keeping high and stable educational aspirations during the critical transition years.

2.3.9 Madara Patmalniece (2011) in his research “Understanding of educational aspirations and expectations”

**Objectives were:**
1. To contribute to an understanding of how factors like gender, ethnicity, peers, parents, teachers and self-efficacy beliefs influence young adult academic and career aspirations, as well as expectations.
2. To discuss the existing policy measures and programs aimed to promote and raise children educational expectations.

**Conclusions were:**
1. It was found that early aspirations are determined by initial endowments, like gender and ethnicity, but external factors, like social support, become prominent when determinants of one’s expectation and self-efficacy beliefs are considered.
2. It was found that overall girls, adolescents from ethnic minorities tend to hold high initial aspirations.
3. Due to the socialization process, initial aspirations do not remain stable during the life and can be shaped and influenced, positively or negatively, by peers, family, also teachers.
4. It showed that governments and some organizations have realized the importance of one’s expectations of the outcome and have launched several projects targeted not only for children themselves, but also for family and the community in order to help them to support their kids, students and friends so they can realize their potential and raise their expectations.
5. It considered a current state of knowledge; however, with changing social conditions and structure, the determinants of aspirations and expectations, their significance might change over the time.

2.3.10 Nabil Khattab (2008) in his research “Social capital, students’ perceptions and educational aspirations among Palestinian students in Israel”

**Objective was:** How the internal disparities in educational and occupational opportunities between the major Palestinian religious groups shape different levels of educational aspirations.
Conclusions were:

1. This study helps to solve the puzzle regarding the development of educational aspirations among minority students and immigrant groups, whose aspirations are unrelated to their social origins.

2. Palestinian students in Israel develop educational aspirations that exceed their community’s actual achievements, and indeed exceed what they can themselves realize.

3. The poor educational attainment of the adult Palestinian population in Israel on the one hand, and the structural obstacles to which Palestinian students are exposed as an involuntary minority on the other, do not seem to lead these students to lower their aspirations by adapting them to reality.

4. Social capital and students’ perceptions of educational success exert significant influence on students’ aspirations, suggesting that family social capital plays an important role in developing minority students’ aspirations, especially by acting as a channel for the transmission of parents’ values, norms, knowledge and expectations to their children.

5. Palestinians are the most oppressed group in Israel; their status does not result in compliance and passivity. Their dissatisfaction with their marginal socio-economic situation has led Palestinian activists and politicians to call and to act for the improvement of the Palestinian educational system as a way of rectifying this situation (Abu-Asbah, 1998).

6. They champion the perceived benefits of schooling among parents and students alike, while demanding more resources for the raising of achievement levels, the prevention of school drop-outs and other education-related issues.

7. The Palestinian population recognized that education is the most important means of socio-economic mobility (Haidar, 1997).

8. This study has indicated that the process of developing educational aspirations among minorities is not necessarily a mechanism of social reproduction, and that low socio-economic status and minority status do not automatically lead to low educational aspirations. The way minorities perceive their chances of success within the educational system and the labor market may determine whether their marginal status will result in low aspirations or not. Their ability to convey their values and perceptions to the next generation is as important as the perceptions themselves.
Josef Jimmy (2010) in his research “School belonging, educational aspirations, and academic self-efficacy among African American male high school students’ implications for school counselors”

Conclusions were:

Frequencies were calculated for the demographic variables of educational aspirations, maternal educational level, and parental income. Regarding educational aspirations, 10% of the students expected to earn at most a high school diploma, 7.5% of the students expected to earn a bachelor's degree, 60% of the students expected to earn a master's degree and 22.5% of the students expected to earn a doctoral degree. Descriptive statistics and reliability coefficients were computed for all scales and subscales. On average, students scored around the 3.0 scale midpoint on the PSSM scale (M= 3.10, SD = .39) and on all the subscales: FEP (M = 3.02, SD = .49), PLI (M = 3.31, SD = .42), and GFB (M = 2.99, SD = .56). Generally, these students held a moderate degree of perception of school belonging. With regard to the Academic Self-Efficacy Scale, on average, students scored well above the 3.0 midpoint scale (M = 3.99, SD = .49), indicating a relatively high perception of academic self-efficacy.

Inter correlations among the PSSM scale, the Perceived Likeness and Inclusion subscale, the Feeling Encouraged to Participate subscale, the General Feelings of Belonging subscale, educational aspirations, and the Pearson correlations were calculated among all variables except for those correlations between variables with educational aspirations, where Spearman’s was used instead. A nominal alpha level was set at .05. The PSSM scale, the GFB subscale, and the PLI subscale were not significantly correlated with Academic Self-Efficacy scores. However, analyses revealed a statistically significant relationship between Academic Self-Efficacy scores and FEP scores (r [38] = .42, p < .001), and also between Academic Self-Efficacy scores and educational aspirations (r [38] = .39, p < .05). Using Cohen’s (1988, 1992) rule of thumb, both of these correlations are moderate in magnitude. A multiple regression model was estimated using educational aspirations, PLI scores, FEP scores, and GFB scores to predict Academic Self-Efficacy scores. All regression assumptions were met. The regression equation was significant (F[4, 35] = 3.38, p < .05) with an [R.sup.2] of .28 The adjusted R-square was .196. According to Cohen (1992), the R-square obtained by this model can be considered large, and the adjusted R-square can be considered medium in magnitude, thus indicating that the predictors
examined explained a substantial portion of the variance in academic self-efficacy. Of the four predictors, only the FEP subscale ([beta] = .39, p < .05) and educational aspirations ([beta] = .33, p < .05) significantly predicted academic self-efficacy. Both variables had positive relationships with Academic Self-Efficacy scores.

2.3.12 Catherine Rothon (2011) in research “Structural and socio-psychological influences on adolescents’ educational aspirations and subsequent academic achievement”

Conclusions were:

1. There were substantial ethnic differences, with minority ethnic groups generally being more likely to state a desire to follow this path. Statistically significant differences were found between white UK and Asian pupils (Bangladeshis, Asian Indians and Pakistanis). Eligibility for free school meals also impacted, negatively, on aspirations. Socio-psychological variables were also shown to be of importance, particularly self-esteem and psychological distress. Depressive symptoms seemed to be less salient. Importantly, educational aspirations had a strong association with actual achievement at age 16, remaining associated even after controlling for a number of other variables, including prior achievement.

2. It was also found variation by ethnicity, with black African and Pakistani pupils having significantly higher aspirations than the White British group. There was also evidence for the “Asian other” group, which included Indian pupils, having higher aspirations than the white group in their study.

3. The lowest aspirations were found amongst white teenagers who came from families who had been in the neighborhood for the longest period of time. Amongst the black teenagers and their parents, who were more recent arrivals in the neighborhood, there was a sense of hope. White parents tended to see fostering high aspirations amongst their children as unrealistic. The predominantly white “Hallway Hangers” made less effort at school than the mainly black “Brothers” who were less conscious of social class inequalities.

4. Psychological distress was associated with lower educational aspirations and there was also weak evidence for an association between depressive symptoms and educational aspirations.

5. Better self-esteem was associated with higher odds of aspiring to remain in post-compulsory education. It is possible that depressive symptoms and low self-esteem have a direct effect on aspirations by lowering expectations.
The strong association between educational aspirations and actual achievement is an extremely important finding. This association holds even when prior achievement has been taken into account. This suggests that fostering high educational aspirations amongst young people may be an important means of raising achievement amongst low achieving groups, since having high aspirations in itself appears to increase the likelihood of high achievement. However, although high aspirations may result in success, it is also important to recognize that not all goals are fulfilled.

2.3.13 Gupta Y P (1977) in research “The educational and vocational aspirations of Asian immigrant and English school leaver”

Conclusions were:

This study was conducted in two senior comprehensive schools in one of the Outer London boroughs which contain a considerable proportion of Asian immigrants. The study showed that Asian boys and girls, as compared to their English counterparts, expressed significantly higher educational as well as vocational aspirations. Compared with the English sample, the Asians also showed higher inter-generation occupational mobility. The possible reasons for the higher educational and vocational aspirations of the Asians were considered to be parental motivational attitudes, migration to the U.K. and ethnic colored minority status.

2.3.14 Edwin Suskind (2009) “Encouraging teachers to encourage children's curiosity a pivotal competence”

Conclusions were:

Cowen (1977) advocates that we select primary preventative interventions which either modify “impactful”; social systems and/or provide training in “pivotal”; competencies. He specifically notes that “the area of children's question-asking behavior in class holds special interest because it can potentially wed the social systems and competence approaches ... there is evidence linking curiosity behavior directly to good adjustment”; (p. 14).

This paper describes an approach to foster children's competency in question-asking by providing competence training in questioning to their teachers. Previous research had indicated that children rarely ask questions in school, whereas teachers typically emit predominantly rote
memory questions, at rates of 1–3 questions per minute (see Gall, 1971, and Susskind, 1969).

2.3.15 Wallace H Maw and Ethel W. Maw. (1966) "Children's curiosity and parental Attitudes"

Objective was:
To determine the differences in the attitudes regarding childrearing practices and family relationships held by parents whose children differed in curiosity level.

Conclusion was:
The investigation indicated that neither mothers nor fathers of high and low curiosity girls differed significantly in their attitudes in these areas. The findings did show, however, that both mothers and fathers of high and low curiosity boys differed in some of these attitudes as measured by the parental Attitude research instrument.
2.4 Implications based on review of past studies:

The review of past studies provided a guide line to the investigator for the present study in terms of the process of problem identification determining research objectives, hypotheses and methodology to be employed. The investigator's observations on past studies are as under.

1. The studies on physiological attributes generally cover self perception, self concept inspiration and inspired development achievement motivation, self insight, perceptual world and achievement relating to demographic and psychological variables.

2. Only two studies were on stimulus complexity and curiosity behavior of children.

3. There is a single study on self confidence and decision making relationship and two studies on self confidence were carried out in India.

4. The studies were carried out by employing normative surveys and using t- ratios and co-relational studies. Thus the past studies demonstrate limited studies.

5. Most of the studies were on self perception, self concept, educational inspiration and achievement.

6. Several studies carried out abroad suggest that education should develop some strategies for maintaining self - esteem in students experiencing academic failure and students also require developing self constructs.

7. For maintaining self esteem positive self representation is necessary.

8. Studies also reveal that educational aspiration prompt academic efficacy.

9. Some studies reviewed are also messaging that academic achievement also influenced of psychological attributes like educational aspiration, self confidence and curiosity.

The investigator after reviewing the researches initiated the process of visualizing the problem by observing students behavior in the classroom and peer group talks, the degree of wishful participation of students in co-curricular activities, supplementary reading of the students and curiosity behavior of the students. The investigator found it necessary to study self confidence educational aspiration, curiosity
and achievement. The past studies also revealed that the problem involving self confidence, educational aspiration, curiosity and achievement were comparatively less. The investigator being a teacher of Mathematics and Science, she to her observation has also noted that self confidence is a matter of central importance and there stands a need for relating some psychological variables. Therefore she explored available resources and web resources and decided for the present study.
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