CHAPTER 1

Introduction
INTRODUCTION

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1.0 INTRODUCTION

School is considered as an educational organization or a unit of the society with a prominent role in producing the persons, who are children and juveniles, to become good citizens, vested with the knowledge and ability. It is therefore important to develop a student with a comprehensive view. In progressing to the state of excellence, a school needs to have students with good self confidence, good knowledge and ability. They should also be fully authorized to make use of various resources in the school operations as it is mentioned in report of the Ministry of education (Govt of India- 2002). Self confidence is a behavioral attribute of student and an important factor for the accomplishment or failure in the life and also in academic achievement as well.

Person will be successful or meet with challenges only and only when s/he is self confident and has achieved success in cultivating the same. On the account of this, self confidence plays important role in the personal growth. A balanced human being and effective person demonstrates his/her self confidence in general to specific tasks of life including abilities at work place and social adjustment.

Miller D.E.(1979) has suggested that the self development will enable relationship between leadership behavior of the administrator and the environment both if there is good self confidence.

Swami Vivekanand had messaged that Awake, arise and stop not till the goal is reached. “You cannot believe in God until you believe in yourself.” Emerson\(^2\) had rightly said that –“the prime secret of success is self confidence.”

If person suffers from inferiority complex, S/he creates many problems, so there must have strong self confidence. Mr. A P J Abdul Kalam\(^3\), in his speech on eve of 58\(^{th}\) independence Day -2004 stressed on literacy of people which is essential to increase the self confidence so that nation can progress vigorously.

The present study is based on self confidence. Self confidence is such a centre of person around which person's personality develops. The purpose of the present study is to see relationship of self confidence with curiosity, educational aspiration and achievement. How and up to what level self confidence influences above variables is a main concern of the present study.


1.1 STATEMENT OF THE PROBLEM

"A STUDY OF SELF-CONFIDENCE OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACHIEVEMENT, EDUCATIONAL ASPIRATION AND CURIOSITY"

1.2 RESEARCH OBJECTIVES OF THE STUDY

After good observation and reflection the investigator identified the problem associating psychological variables hence the research objectives of the present study are as follow

1. To construct and standardize a tool measuring self confidence.
2. To study self confidence of male and female students in terms of high and low Achievement in their first public examination i.e. SSC.
3. To study self confidence of urban and rural students in terms of their high and low Achievement in their first public examination i.e. SSC.
4. To study self confidence of high and low Achievement students in their first public examination i.e. SSC in terms of high & low family income.
5. To study self confidence of high and low Achievement students in their first public examination i.e. SSC in terms of high & low parental education.
6. To study self confidence of high and low Achievement students in their first public examination i.e. SSC in terms of big and small family size.
7. To study self confidence of male and female students in terms of high and low Educational Aspiration.
8. To study self confidence of urban and rural students in terms of high and low Educational Aspiration.
9. To study self confidence of high and low Educational Aspiration students in terms of high & low family income.
10. To study self confidence of high and low Educational Aspiration students in terms of high & low parental education.
11. To study self confidence of high and low Educational Aspiration students in terms of big and small family size.
12. To study self confidence of male and female students in terms of high and low Curiosity.
13. To study self confidence of urban and rural students in terms of high and low Curiosity.
14. To study self confidence of high and low Curiosity students in terms of high & low family income.
15 To study self confidence of high and low Curiosity students in terms of high & low parental education.
16 To study self confidence of high and low Curiosity students in terms of big and small family size.

1.3 DEFINITIONS OF IMPORTANT TERMS
(THEORETICAL & OPERATIONAL)

1.3.1 Study:

According to the Dictionary of Education the word study means
a. Application of mind to a problem or subject and
b. An investigation of a particular subject (Good C. V. 1945)

According to American Everyday dictionary the word 'study' means
a. Application of mind to the acquisition of knowledge.
b. Deep thought and
c. To examine or investigate carefully (Stein, 1953)

According to Webster New Illustrated Dictionary it means:
a. To investigate closely and
b. To scrutinize or earnestly co template (Tealh, 1960)

1.3.2 HIGHER SECONDARY SCHOOL STUDENT:

The government of Gujarat has introduced 10+2 pattern of education from 1977. Schools with 11th and 12th standard were considered as higher secondary school. Higher secondary school student means students who are studying in the classes of 11th and 12th only.

1.3.3 SELF CONFIDENCE:

Nowadays, many psychological studies are carried out. In the field of guidance & counseling, numbers of researches are carried out. Among these, self, self concept, self perception are main. The self may be thought of as all the things the person consciously thinks he is. The term self, therefore, is not synonymous with organism, but is used to denote the awareness of being, of functioning. The structure of self is formed as a result of the interaction with the environment particularly as a result of evaluating interaction with others, it is an organized, fluid, but consistent conceptual pattern of perceptions of characteristics and relationships of the
or the 'me' together with values attached to these concepts (Rores, 1951)\textsuperscript{7}.

Silverman (1964)\textsuperscript{8} observed that persons with high self-esteem recall few facts relating to incomplete tasks after failure than the persons with low self-esteem. Peoples of low self-esteem brood over the things of past and worry. They simply cannot get over the matter and switch over to the future things. A negative self is always a hindrance.

Some people define self-confidence as perception. Perception means converting a sense impression of the organism into the awareness of some meaningful situation.

Haider (1946)\textsuperscript{9} defines social perception as "it is not so much the study of social influence upon the perception of the physical world but rather the study of the conditions which influence our perceptions of the other people and determines the characteristics and relations that we attribute to them".

Woodworth (1947)\textsuperscript{10} believes that perception is always driven by a direct, inherent motive which might be called the "will" to perceive. Whatever atelier motives may be present from time to time, this direct perceptual motive is always present in any use of the sense. It is impossible to look without trying to see, or 'listen' without trying to hear. To see to hear to see clearly, to hear distinctly, to make out what it is one is seeing or hearing moment by moment such concrete immediate motives dominate the life of relation with environment. When the goal of such a search is attained strong reinforcement is revealed by the observer's cry of satisfaction and later by his excellent retention of the discovered figure". Self-esteem has been considered as a self-confidence.

Basavanna (1975)\textsuperscript{11} "In general terms, self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right".

William James, the father of psychology, said: "Self Satisfaction = What We Accomplish/What We Set Out to Accomplish"

Global definition of self-confidence is personality trait or disposition

Situation specific self-confidence means believing that you can succeed at a given task

Bandura's theory is a form of situation-specific self-confidence. The socio-psychological concept of self-confidence relates to self-assuredness in one's personal judgment, ability, power, etc., sometimes manifested excessively. It can be compare confidence -often equivalent to self-confidence, hubris - excessive self-confidence self-esteem conceit, or favorable opinion of oneself, or self-acceptance.
Professor Raj Persaud posits that true self confidence comes from an attitude where you "promise yourself, no matter how difficult the problem life throws at you, that you will try as hard as you can to help yourself. You acknowledge that sometimes your efforts to help yourself may not result in success, as often being properly rewarded is not in your control. “Self-confidence means believing in Your Abilities even in the worst of times. Self confidence is the central issue of personal development. “Experience tells you what to do; confidence allows you to do it.”—Stan Smith

Self confidence is the pattern of personality. Self is a mixture of the thoughts & feelings, ambition & aspiration, fear and fantasy. His/Her outlook is his/her self. What can s/he becomes and how shall s/he behave with own self. This shows attitude & self confidence in constructive behavior. And this is inspiring. Self-confidence is related with the potential of the person of the power of solving the situation successfully. It reflects the constructive self independence without giving burden on the other. It is positive perception of one’s abilities on one’s self. Self confidence is an attitude that is characterized by a positive belief that one can take control on one’s life and of one’s plans. People who are self confident are those who acknowledge their capacity to do something and then proceed to do these things. They do not rely on the approval of other people in order to affirm their existence. It is enough that they know they have the capacity and the potential to do something, and the guts to do it no matter what others may say. People who are self confident take advantage of the opportunities that come their way. Self-confidence is characterized by: assertiveness, optimism, eagerness, affection, pride, independence, trust, the ability to handle criticism, emotional maturity, and the ability to accurately assess our capabilities.

Self-confidence primarily refers to us having a positive and realistic perception of ourselves and our abilities.

Operationalization of the term ‘Self confidence’: In this study self confidence means score of higher secondary students by administrating BSCI (Bharatiya Self confidence Inventory) self confidence inventory constructed and standardized by investigator

1.3.4 EDUCATIONAL ASPIRATION

Frank (1975) defined educational aspiration as “It is terms of level of future performance in a familiar task which an individual knowing his level of future performance in a familiar task which an individual knowing his levels of past performance in that task explicitly undertake to reach.”
Drever (1960) consider it as “A frame of reference involving self esteem or alternatively as standard with reference to which an individual experiences i.e. has the feelings of success or failure.” Educational aspiration is future performance which individual can reach by undertaking his/her self confidence and level of success or failure. It is level of future performance which one would like to achieve.

Operationalization of the term ‘Educational Aspiration’: In this study educational aspiration refers to score of higher secondary school students by administrating EAS constructed and standardized by Dr. Sharma V.P. and Dr. Anuradha.

1.3.5 CURIOSITY

- According to Maw and Maw (1964) “An elementary school child is said to demonstrate curiosity when he,
  I. Reacts positively to new, strange incongruous or mysterious elements in his environment by moving toward them, by exploring them or by manipulating them.
  II. Exhibits a need or a desire to know more about himself and/ or his environment.
  III. Scans his surrounding seeking new experience and / or.
  IV. Persists in examining and / or exploring stimuli in order to know more about them.
- Curiosity is a subjective quality of persons whereby they are eager to learn.
- Curiosity is a key to discovery.
- Curiosity can be invasive, when there is no invitation.
- There can be a curiosity about myself that is unhealthy.
- Curiosity in relationships is being brought fully into the moment with another person: All my attention is at the disposal of the one with whom I share that moment of time.
- By Bruce Duncan Perry, (M.D.,Ph.D.) About curiosity "Whas’at? Whas’at?" Children are such curious creatures. They explore, question, and wonder, and by doing so, learn. For too many children, curiosity fades.
- Behavioral genetics: Curiosity is an innate capability of many living beings, it cannot be subsumed under category of instinct because it lacks the quality of fixed action pattern; it is rather one of innate basic emotions because it can be expressed in many flexible ways while instinct is always expressed in a fixed way.
Curiosity dimmed is a future denied. Our potential — emotional, social, and cognitive — is expressed through the quantity and quality of our experiences. And the less-curious child will make fewer new friends, join fewer social groups, read fewer books, and take fewer hikes. The less-curious child is harder to teach because he is harder to inspire, enthuse, and motivate.

If we let them, children can reintroduce us to the world. When we truly allow a child to share his discoveries with us, we experience the joys of rediscovery — and in doing so, learn ourselves.

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Curiosity is an emotion that causes natural inquisitive behavior such as exploration, investigation, and learning, evident by observation in many animal and human species. The term can also be used to denote the behavior itself being caused by the emotion of curiosity. Curiosity is the fuel of science. Strong curiosity is the main motivation of many scientists. In fact, in its development as wonder or admiration, it is generally curiosity that makes a human being want to become an expert in a field of knowledge.

The investigator refers curiosity as an ability to discover & apply the same thing more generated from the process.

**Operationalization of the term ‘Curiosity’:** In this study curiosity means score of higher secondary students by administrating CS constructed and standardized by Dr. Rajivkumar.
1.3.6 ACHIEVEMENT

The need of achievement is such a position stimulating to an individual that can lead to an individual to reach some higher standards in the works of many situations. Here the meaning of the word achievement is employed in the reference of study oriented achievement. Whenever we study of ‘Achievement’ we keep in the mind about written test, oral test, practical test with its intellectual, facts of the personality & special power. How much success a student has achieved in the different subjects taught in the school & score obtained in different subjects taught in the school.
could be considered as an achievement of the student. Here achievement is
denoted in this regards. Many factors do affect achievement. If the student
comes to know which special power s/he has s/he can initiate her/ his
attempts & that could be her/ his study oriented achievement.

Operational definition of Achievement:
Achievement refers to first public examination i.e. SSC board exam scores of
the students who are going to appear in 12th science board examination in
year 2008.

1.4 VARIABLES OF THE STUDY:
Variables can be classified into the following categories:

A) Independent Variable:
   In present research there are eight independent variables
I. Curiosity
   It has two indicators like
   a) High curiosity
   b) Low curiosity
II. Achievement
   It has two indicators like
   a) High Achievement
   b) Low Achievement
III. Educational aspiration
   It has two indicators like
   a) High educational aspiration
   b) Low educational aspiration
IV. Gender
   It has two indicators like
   a) Male
   b) Female
V. Area
   It has two indicators like
   a) Urban
   b) Rural
VI. Family Income
   It has two indicators like
   a) High family Income
   b) Low family Income
VII. Parental Education
   It has two indicators like
   a) High Parental Education.
b) Low Parental Education.

**VIII. Family size**

It has two indicators like

a) Big Family.
b) Small Family.

**B) Dependent Variable:**

The dependent variable is the participant’s response. In the present study, dependent variable is self confidence.

**C) Control Variable:**

This is a variable which must be controlled. So that its effects are neutralized, canceled out or equated for all conditions.

The present study has two control variables.

1) Central Gujarat
2) Standard 12\textsuperscript{th} Science

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### 1.5 HYPOTHESES OF STUDY

An investigator may refer to the hypotheses to direct his or her thought process towards the solution of the research problem or sub problems. It helps an investigator to collect the right kinds of data needed for the investigation.

> “A hypothesis is a logical supposition a reasonable guess, an educated conjecture. It provides a tentative explanation for a phenomenon under investigation.” *Leedy and Ormrod, 2001*

The following null hypotheses were formulated for the present study.

1. There is no significant difference in the mean score of self confidence of students having high and low Achievement in their first public examination i.e. SSC.
2. There is no significant difference in the mean score of self confidence of male and female students having high Achievement in their first public examination i.e. SSC.
3. There is no significant difference in the mean score of self confidence of male and female students having low Achievement in their first public examination i.e. SSC.
4. There is no significant difference in the mean score of self confidence of male students having high and low Achievement in their first public examination i.e. SSC.
5. There is no significant difference in the mean score of self confidence of female students having high and low Achievement in their first public examination i.e. SSC.
6. There is no significant difference in the mean score of self confidence of students belonging to urban and rural area having high Achievement in their first public examination i.e. SSC.

7. There is no significant difference in the mean score of self confidence of students belonging to urban and rural area having low Achievement in their first public examination i.e. SSC.

8. There is no significant difference in the mean score of self confidence of high achievement students (in their first public examination i.e. SSC.) having high and low family income.

9. There is no significant difference in the mean score of self confidence of low achievement students (in their first public examination i.e. SSC.) having high and low family income.

10. There is no significant difference in the mean score of self confidence of high achievement students (in their first public examination i.e. SSC.) having high and low parental education.

11. There is no significant difference in the mean score of self confidence of low achievement students (in their first public examination i.e. SSC.) having high and low parental education.

12. There is no significant difference in the mean score of self confidence of high achievement students (in their first public examination i.e. SSC.) having big and small family size.

13. There is no significant difference in the mean score of self confidence of low achievement students (in their first public examination i.e. SSC.) having big and small family size.

14. There is no significant difference in the mean score of self confidence of students having high and low Educational Aspiration.

15. There is no significant difference in the mean score of self confidence of male and female students having high Educational Aspiration.

16. There is no significant difference in the mean score of self confidence of male and female students having low Educational Aspiration.

17. There is no significant difference in the mean score of self confidence of male students having high and low Educational Aspiration.

18. There is no significant difference in the mean score of self confidence of female students having high and low Educational Aspiration.

19. There is no significant difference in the mean score of self confidence of students belonging to urban and rural area having high Educational Aspiration.

20. There is no significant difference in the mean score of self confidence of students belonging to urban and rural area having low Educational Aspiration.
21. There is no significant difference in the mean score of self confidence of high Educational Aspiration students having high and low family income.
22. There is no significant difference in the mean score of self confidence of low Educational Aspiration students having high and low family income.
23. There is no significant difference in the mean score of self confidence of high Educational Aspiration students having high and low parental education.
24. There is no significant difference in the mean score of self confidence of low Educational Aspiration students having high and low parental education.
25. There is no significant difference in the mean score of self confidence of high Educational Aspiration students having big and small family size.
26. There is no significant difference in the mean score of self confidence of low Educational Aspiration students having big and small family size.
27. There is no significant difference in the mean score of self confidence of students having high and low Curiosity.
28. There will be no significant difference in the mean score of self confidence of male and female students having high Curiosity.
29. There is no significant difference in the mean score of self confidence of male and female students having low Curiosity.
30. There is no significant difference in the mean score of self confidence of male students having high and low Curiosity.
31. There is no significant difference in the mean score of self confidence of female students having high and low Curiosity.
32. There is no significant difference in the mean score of self confidence of students belonging to urban and rural area having high Curiosity.
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34. There is no significant difference in the mean score of self confidence of high Curiosity students having high and low family income.
35. There is no significant difference in the mean score of self confidence of low Curiosity students having high and low family income.
36. There is no significant difference in the mean score of self confidence of high Curiosity students having high and low parental education.
37. There is no significant difference in the mean score of self confidence of low Curiosity students having high and low parental education.
38. There is no significant difference in the mean score of self confidence of high Curiosity students having big and small family size.
39. There is no significant difference in the mean score of self confidence of low Curiosity students having big and small family size.
1.6 IMPORTANT OF THE STUDY

Every person varies in attitude, aptitude, feelings, likes and dislikes. Each and every person has different ability and different ways of solving problem. This ability depends upon person’s self confidence.

According to Swami Vivekanand, “अहिंसा, पुत्र के ध्वजस्यांश दर्शन करती नयी, ते नालिस्त नयी। परंतु जी अविदा से पोतानी जातमां आतम विश्वास नयी, ते परमेश नालिस्त इधौ।”

In the world of modernization nowadays everyone is facing socio-economical, social and family problems. For their solution person must have proper method of solving problem and must have high self confidence. Person must have perfect planning to solve the problems.

According to Emerson “सत्तानां प्रथम रक्षा, अत्यं विश्वास।” i.e. ‘the prime secret of success is self confidence.’

If person suffers from inferiority complex, he/she creates many problems, so it is must to have strong self confidence.

According to Mr. A P J Abdul Kalam, “Education is the most important element for growth and prosperity of nation. India is in the process of transforming itself into a developed nation by 2020. Yet we have 350 million people who need literacy and many more that have to acquire employable skills to suit the emerging modern India and the globe.

Indeed, every department of Government must play a significant role as a partner of the human resource development organization and contribute resources in terms of budget and infrastructure for implementing the mission of providing quality education to the whole nation.

The preferred higher secondary school concept is arising because of differential quality and standards of teaching. There is a need to make the quality of teaching in all high schools.” Speech on the eve of 58th independence Day- 2004

That means, quality and results can be increased by study of different variables that effects the achievement and self confidence. The entire world is vigorously changing all the time. So careful research works are necessary to study problems faced by students. Self confidence is one of the most important factors that should be seriously thought nowadays.

According to Abraham Lincoln “You have to do your own growing no matter how tall your grandfather was”. According to him for personality development self confidence is must. It helps to stand person out from the crowd.

Above study will be based on self confidence. Self confidence is such a centre of person around which person’s personality develops. Self confidence helps to take brave steps which helps to leave a trail for others.
Factor affecting self confidence

Lack of self confidence is the root of many problems coming in the life of an individual. Man has to build himself to mould self confidence or to sit on the peak of the summit of self confidence. The investigator constructed & standardized the self confidence inventory keeping following points.

1. **Cognition and learning:** Praphan Harichai asserted that there are many learning sources such as family, the community, the economy and social institutes etc which effect on self confidence.

2. **Incentive:** Incentives from the goal assignment and the expectations are for the assemblage of the power on the cognition, the learning and the implementation.

3. **Selection and application:** this is ability to select and to apply the knowledge, ability and skill to increase self confidence.

4. **Self Knowledge:** A self confident person must acquire a good management skill. He must know his own role and duty and must be able to stipule the management goal. He must acquire a good working value. He knows his own merits, demerits and defects, superior complex, and inferior complex. He would also know, should there be any personal factor that hinders the work. A successful person always introspects oneself.

5. **Self Perception:** The perception refers to fact that various organic process, or the six orifice of eye, ear, nose, tongue, physical body and mind, try to express themselves from a stimulant energy being sent to the brain causing a sensation. The brain must interpret upon stimulus and hence self perception is possible.

6. **Creating dreams:** All the contrivance in the world was implemented through the imagination of men. Modern inventions around us, such as houses, modern instruments and appliances, had once been only a dream in the mind of someone, and which later become tangible. Anthony referred to the dream that, in order to achieve one’s requirement, first of all one must allow himself to ‘dream’. This means that he is planning for the future, thinking about his requirement and keep as king himself of the possibility of attainment. The dream is the successful mechanics in the development of self confidence.

7. **Planning:** Planning and its application with good vision is the process to success which effect self confidence. There must be neither postponement, nor the self-deception that there is still time, keeping in mind that “Time and tide waits for no man.” The time is worth in gold for those who develop themselves to success and hence self confidence.
8. **Basic value to be stimulated:** The five basic value stipulated by the culture commission are as follows

- Self-support, diligence and responsibility
- Economize and saving
- Learn from positive things
- Be courageous and praise yourself
- Keep learning, watch and model the success of others.

Every one aims for the accomplishment, however, the expectation accomplishment depends upon the individual himself. The first step of success in the mind of every one is the promotion in the particular unit or organization. However, in stepping up to the stipulated objective, there needs to be a distinct method and strategy in reaching the goal. Inevitably, the most important condition is for the person to develop his own personality, to be acceptable by others.

Therefore, person has to be advertent upon the self confidence, self development which is the science as well as the art. This needs the harmony of the technical knowledge and the experience. In reaching the goal of self development, success depends on high level of self confidence.

1.7 LIMITATIONS AND DELIMITATIONS OF THE STUDY:

The study is limited in following respect:

1. The limitation of the tool to be considered as limitation of the study because when environment changes human interaction generally changes accordingly.
2. The research is limited to students of 12th standard of Science Stream only studying under Guj. Higher secondary education board.
3. For achievement score of the SSC exam, first public examination was considered.
4. Only mother’s and father’s annual income was considered as family income.
5. Mother’s or father’s education was considered as parental education.
6. For family size brother & sister along with parents were considered.

**Delimitation of the study:** The study is in relation to only three independent variable educational aspiration, curiosity and achievement along with gender, area, family income, parental education and family size.
1.8 DISTINCT FEATURES OF THE PRESENT STUDY

Investigator surveyed the literature, before selecting the problem. Not much research work has been reported in this very important and relatively newer area of investigation. When technology is affecting every human activity, the most vital activity, termed as education can remain in isolation. This leads to the choice of problem. The selected problem has possibility of empirical testing, collection of data, sampling possibility, application of statistical techniques, interpretation of data and testing of hypothesis are within the research of investigator.

The problem also has relevance in educational practices, which can guide us to frame a strategy for introduction and integration of technology is classroom situations. It can contribute to the improvement of educational practices, which is the main motive of our research in the field of education. Man desires that he wants to do the work by himself rather than others in the world. Many researches have been done for this aim. So man has got numbers of benefits by such work. Education can be good if the physical & mental state can be understood. Number of experiments has been conducted in such field in which different subjects are under taken for research work. Such researches were mostly carried out on self-concept and self perception.

To identify different prospectus of child research work is carried out with help of different variable. In this research number of variable is more than any other. Gujarat State is specific than any other according to area. Many new programs, new experimentation is carried out in Gujarat. In this area most of area has more concern with farming and also there is specific area which is a higher educational status.

So by this research work real picture for self confidence can be achieved. In this research work question are very simple to answer like Yes/No, Never/Sometime/ always, etc Questions are quite easy to understand. So student can easily give correct answer. So we can get correct result and so we can take necessary steps to increase self-confidence. Such research work has been carried out only by Joy Dixit for Surat district, South Gujarat

Here investigator has used psychological variables viz. Curiosity, Educational Aspiration and as an academic variable achievement was considered as independent variable and self- confidence as dependent variable. Hence the subject is specific to the variables covered.
1.9 Scheme of Chapterization:

CHAPTER 1 INTRODUCTION
The first chapter deals with the introductory aspect of the study, Statement of the problem, research objectives of the study, Definition of important terms, Variable of the study, Hypotheses of the study, Importance of the study, Limitation and delimitations of the study, distinct features of the present study, and Chapterization.

CHAPTER 2 REVIEW OF THE PAST STUDIES
The second chapter deals with introduction of this chapter, importance of review, review of past studies in India, review of past studies in abroad and implications based on review of past studies.

CHAPTER 3 PLANNING AND PROCEDURE
The third chapter is based on major aspects of research methodology, research technique selected for the study, detailing of planning and procedure, introduction, importance of planning, research procedure, research sample, tools selected (Standardized) for data collection, research method employed, variables of the study and technique of analyzing data.

CHAPTER 4 ANALYSIS AND INTERPRETATION OF DATA
The fourth chapter deals with the analysis of the data and interpretation. The data collected by the tools used are analyzed in terms of testing of hypotheses along with its interpretation.

CHAPTER 5 SUMMARY, FINDINGS, CONCLUSION AND SUGGESTIONS
The last chapter presents with introduction, summary, findings, conclusion, suggestion and subject for the further studies.
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