

A Study of Curiosity Among Junior High School Students

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Abstract:

This article draws the conclusion of study of curiosity among junior high school Students' academic achievement and educational impact on rural and urban student about their ability to learn. Authors have discussed different factors affecting individual learning intensity like environmental factors, parental care, economical status .Authors have proposed different hypothesis and in their development , they have drawn conclusions . Paper concludes that there is significant different in learning of rural and urban girls and boys , government schools girls and boys. Curiosity is known the ability to being aware and open, investigate the things out and natural phenomena, observing deeply , and interacting with in one's surroundings. It is a natural tendency to fascination, to inspect, to investigate and to explore the information about anything that is new or unknown. It is an core and essential part of human consciousness and exploration as it contributes to learning, problem solving and creative thinking.

Keywords – Curiosity, Environmental factors, Investigation

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). Ever since man came to earth, he is trying to know about the nature and surrounding world..He tries to know everything about that he wants to know. This desire to know anything novel or unknown is known as curiosity. The level of curiosity differs from individual to individual. It is because the level of curiosity is affected by many factors like intelligence, family environment, parental care and surrounding environment etc. Curiosity simply defined as a desire to know or learn. It is a state in which a person wants to learn more about something unusual. It is an human emotion that causes natural inquiring behaviour such as investigation, exploration, and learning evident by observation in many animals and human species. Curiosity is the tendency to seek and ask queries, investigate or explore a unique or extraordinary object which arouses interest.

Curiosity:

“I think at, a child's birth, if a mother could ask a fairy godmother to endow it with the most useful gift, that gift should be curiosity. ” - Elean Roosevelt

Curiosity is an emotion related to natural inquisitive behaviour such as exploration, investigation, and learning, evident by observation in human and many animal species. The term can also be used to denote the behaviour itself being caused by the emotion of curiosity. As this emotion represents a drive to know new things, curiosity is the fuel of science and all other disciplines of human study. Although curiosity is an innate capability of many living beings, it should not be categorized as an instinct because it is not a fixed action pattern; rather it is an innate basic emotion because while curiosity can be expressed in many ways, the expression of an instinct is typically more fixed and less flexible. Curiosity is common to human beings at all ages from infancy to old age, and is easy to observe in many other animal species. These include apes, cats, fishes, reptiles, and insects; as well as many others. Many aspects of exploration are shared among all beings, as all known terrestrial beings share similar aspects: limited size and a need to seek out food sources.

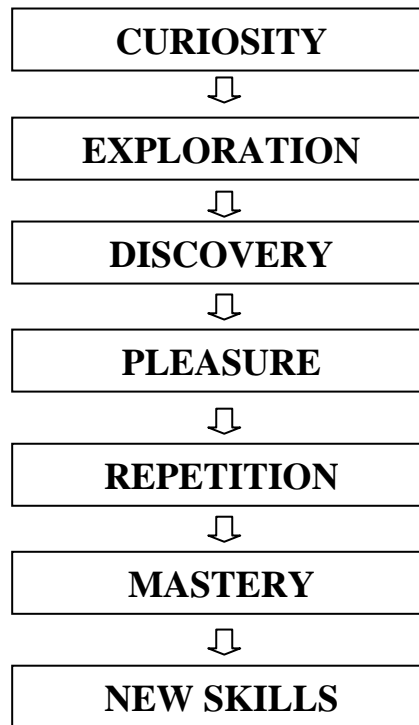
Concept of Curiosity:

Curiosity - a tendency to wonder, to inquire, to investigate, and to seek information about anything novel or unknown - has not only contributed to a great deal of the world's progress but it has been considered as one of the essential 25 constituents for mental

development and the sign of a vigorous intellect. It has been recognised as an important human characteristic or trait which contributes to learning, problem solving and creative thinking. Curiosity is a term as a innate power and need, thirst or desire to know the deepest knowledge about the specific subject or issue. The concept of curiosity is central to motivation. Curiosity can be used as both a previous to terminal behaviour as well as a hypothetical construct to explain the same behaviour. Berlyne (1960) believes that curiosity is a motivational prerequisite for exploratory behaviour. All activities concerned with gathering information about the environment called exploration. This leads to the conflict and question of whether exploratory behavior should be defined in terms of the movements that an animal or human performs while exploring or in terms of the goal or purpose of the behavior observed. It is indicated from the review of related studies that the earlier attempts to study curiosity in school children were primarily concerned with the quantity and quality of children's questions. However, a few researchers, in later years, have focused on other aspects of children's curiosity. But curiosity has almost been a neglected area of research in India. There was hardly any test available to be used to measure curiosity of elementary school children of Hindi-speaking areas of India. That is why the investigator thought it a fruitful exercise to conduct a research on curiosity of primary school learners. According to Maw & Maw (1964): "An elementary school child is said to demonstrate curiosity when he (1) reacts positively to new, strange, incongruous, or mysterious elements in his environment by moving toward them, by exploring them, or by manipulating them; (2) exhibits a need or a desire to know more about himself and/or his environment; (3) scans his surroundings seeking new experiences; and/or (4) persists in examining and/or exploring stimuli in order to know more about them."

What exactly is curiosity? Loewenstein (1994) pointed out four central issues of curiosity: definition and dimensionally, cause, voluntary exposure to curiosity, and situational determinants. He added a fifth issue of superficiality and intensity since he 26 stated that curiosity can arise, change focus or end abruptly. Loewenstein believe that despite its transience, curiosity can be a powerful motivational force. "Curiosity often produces impulse behavior and attempts at self control" (Loewenstein, 1994). Langevin (1971) has conducted research in the area of curiosity and classified measures of curiosity into two categories. First, curiosity is mental set as a motivational state and measured with behavioral aspect. Second, he conceptualized curiosity as a personality trait that is assessed by personality measures. It has been suggested that curiosity is not a unitary construct. There are various definitions of curiosity which tend to encompass a broad range of characteristics.

Fig.01



Need of the Study:

Curiosity a tendency to wonder, to inquire, to investigate and to seek information about anything novel or unknown has not only contributed to a great deal of world's progress but it has been considered as one of the essential constituents for cognitive development and the sign of a vigorous intellect. It has been recognized as an important human characteristics or trait which contributed to learning, problem solving and creative thinking. It is indicated from the review of related literature that the earlier attempts to study curiosity in school children were primarily concerned with the quantity and quality of children's questions. However, a few researchers in later years have focused on other aspects of children's curiosity. But curiosity has almost been a neglected area of research in Curiosity plays an important role in learning process and child development. It is directly related with problem solving and creative thinking process. Due to this great importance of curiosity in development of child researcher feels the need of the study.

It has been found that curiosity is an important human characteristic or traits which contribute to earnings, problem solving and creative thinking. Curiosity and the related more general field of intrinsic motivation has been recognized as playing a part in a wide range of human attempts: it contribute fairly obviously to the development science and it has a role on the creative arts a though creativity requires a more aggressive production element as well as

curiosity which forms the front end, as it were of the creative process in both the arts and science. Curiosity acts as a motive to explore the environment. Seeing the importance of the curiosity in the life of the human beings as it plays role in problem solving, learning process, creativity, exploration and investigation researches choose this topic for study.

Statement of the problem

“ A Study of Curiosity Among Junior High School Students in Bareilly District ”

Operational Definitions:

Study : A careful examination and analysis of a field phenomenon.

Curiosity: A strong feeling of wanting to know or learn a strange or unusual thing. It includes the tendency to ask questions, investigate or explore; a unique or extraordinary object which arouses interest.

Junior High School : Junior high schools are those schools in which the classes held from VI to VIII.

Students : Here the term students refers to those boys and girls who are reading in class VI to VIII.

Delimitation of the Study:

1. The study is limited to Bareilly District only.
2. The study includes the students of Junior High school (Rural, Urban, Government, Public) only

Objectives of the Study:

1. To study the Curiosity level among the boys and girls.
2. To study the curiosity level among the students of rural and urban schools.
3. To study the curiosity level among the students of Government and Public schools.

Hypothesis:

1. There is no significance difference between the curiosity level of boys and girls.
2. There is no significance difference between the curiosity level of students of rural and urban schools.
3. There is no significance difference between the curiosity level of Government and Public School students.

Review of Literature:

Orna Muller and Beuria Haberman (2009) (Israel) in their study of undergraduate students, “A Course Dedicated to Developing Algorithmic Problem - Solving Skills – Design (DAPSS) and Experiment. In this study they present a distinctive course designed to aid students develop algorithmic 45 problem solving skills. The course is taught in parallel to computer science (ESI) course and elaborates activities such as analogical reasoning, prototyping problems, comparison between alternative solutions and reflection on problem – solving processes. The main goal of this course is to enhance student’s ability to copy with engineering studies and thus reduce the drop-out rate. This means improving student’s ability to integrate into the workfare, to face future challenges in their professional life and to become efficient and independent learners. After the programme students expressed their feeling that they have improved their problem solving skills, acquired a repertoire of algorithmic ideas and increase their confidence in approaching problem.

Methodology:

The present study has been deal significantly by using Descriptive Survey Method.

Sampling:

The sample size is of 200 Students the Selected from simple random sampling method of government and self-financed junior high schools which are selected by simple random method from all the Junior High schools of the Bareilly district.

Fig.02

School	Male	Female	Total
Government	57	47	104
Private	44	52	96
Total	101	99	200

Tools Used in the Study

“Children’s Curiosity Scale” by Dr. Rajeev Kumar

Statistics Used in the Study

Mean

Standard Deviation

Standard Error Difference

T Test

Finding and Conclusions:

1. There is no significant difference between the curiosity level of girls & boys" is rejected because a significant difference was found between the curiosity level of girls and boys and boys were found to have more curiosity level than the girls
2. Urban students are more curious than rural students. This is the disagreements to our proposed hypothesis "There is no significant difference between the curiosity level of rural and urban school students".
3. There is no significant difference between the curiosity level of government and public school students" is rejected because a significant difference was observed between the curiosity level of government and public school students and public school students were found to have more curiosity level than the government school students.

Educational Implications:

The study has great importance form educational point of view. It has some very broad applications in education, Some important educational applications of this study are as given below :

1. The study will be helpful for the school teachers, students and parents and curriculum planners.
2. Girls are less curious than they boys. For improving the curiosity of girls it is necessary to give them freedom and better family environment. Parents should encourage their daughters for asking questions. In school teachers may encourage the curiosity level of girls by encouraging their inquistive behaviour.
3. Students of rural areas were showed less curiosity level they are belongs to villeges and needs more attention. Teachers can increase the curiosity of these students by incuraging them and providing them better learning environment.

Suggestion for Further Study:

The present study can not be considered as complete and the topic can be elaborated by the further researches.

A more comprehensive sample may be takes.

1. A more comprehensive sample may be takes.

2. In order to make study more comprehensive some more variables can be included.

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