

*A Study of Curiosity Level of 7th Class Students  
A Comparative Study*

**DR. SATYAPAL SHARMA\***

*Principal, Satyapal Sharma*

*M.No. 09928877575*

*E.Mail. – [satyapalsharma571@gmail.com](mailto:satyapalsharma571@gmail.com)*

*Principal Gaur College of Education, Hisar (Haryana)*

**ABSTRACT**

We must act now we cannot wait for everything to be right for bandwidth to increase and technology penetration to increase in schools. Many things in life can wait. But the child cannot. Now is the time when his bones are being formed his blood is being made and his mind is being shaped. His name is tomorrow. It is today". - Gabriella Marcell (Argentinean) Through there is large number of related literature and number of people have done their work on this type of problem. But all this work is done by foreign researchers. No work has done on this problem in Sirsa District. Researcher self that this problem has priority over the problem of curiosity level.

In modern times with rapid advancement in all walks of life, problems have also multiplied in that proportion. Life is becoming fast with the increasing impact of technology. Fast life and competition in the world are slowly becoming the agents in killing the regenerative processes among human beings. In the present life style, everything seems to explode; emotional pressure is increasing day by day especially at adolescence stage. For most of adolescent life consist of stressful things like dealing with parents, coping with studies, being force to a study a particular course, anxiety of passing the exam and finally making a career in a fiercely competitive world. Stress is more subtle, more tangible and more pervasive. Unvested frustrations are occurring almost in all spheres of their lives. Parent has no time for children to guide them. Thus, adolescents frequently troubled with their daily problems. They experience rejection or failure such as the breakup of a relationship or fear of falling in the exams. These difficulties are giving's rise to many psychosomatic problems such as loss of adjustment with life, frustration, identity and emotional upset in day to day life.

**KEY WORDS:** *Curiosity Level, Academic Achievement, Anxiety, Study Habit, Academic Achievement*

## INTRODUCTION

“Curiosity is the very basis of education, and if you tell me that curiosity Killed the cat, I say only the cat died nobly.” **Arnold Edinborough**

Curiosity -a tendency to wonder, to inquire, to investigate, and to see 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 Constituents for mental development and the sign of a vigorous intellect. It has been recognized as an important human characteristic or trait which contributes to learning, problem solving and creative thinking.

It is indicate from the review of related studies that the earlier attempts to study curiosity in school children were primarily concerned with the quantity and quantity 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.

Curiosity is the mother of all sciences. It is a major factor behind all scientific discovery and advancement of civilization. Curiosity is common to human beings at all ages, from infancy to old age. It is generally Curiosity that makes a human being an expert in a field of knowledge. Curiosity means tendency to seek information about anything unknown or novel. Curiosity provides informal motivation to learn to solve problems and creative thinking.

## STATEMENT OF THE PROBLEM

**A Study of Curiosity Level of 7th Class Students: A Comparative Study**

## OBJECTIVES OF THE STUDY

1. To study the curiosity level of 7<sup>th</sup> class students Govt. and Pvt. Schools.
2. To study the curiosity level of male and female students of 7<sup>th</sup> class students Govt. Sec. School.
3. To study the curiosity level of male and female students of 7<sup>th</sup> class students Pvt. Sec. School.
4. To study the curiosity level of rural and urban students of 7<sup>th</sup> class students Govt. Sec. School.

5. To study the curiosity level of rural and urban students of 7<sup>th</sup> class Pvt. Sec. School.

## SCOPE OF THE STUDY

Scope of the was confined only to the high school students of Sirsa district.

## HYPOTHESIS

- 1- There is no significant difference of curiosity level between 7th class students Govt. and Pvt. Schools.
- 2- There is no significant difference of curiosity level between male and female 7th class students of govt. school.
- 3- There is no significant difference of curiosity level between male and female class students of pvt. School.
- 4- There is no significant difference of curiosity level between rural and urbanlh class students of govt. school.
- 5- There is no significant difference of curiosity level between rural and urbanr class students of pvt. School.

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## HYPOTHESIS

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2. There is no significant difference of curiosity level between male and female 7<sup>th</sup> class students of govt. school.
3. There is no significant difference of curiosity level between male and female 7<sup>th</sup> class students of Pvt. School.
4. There is no significant difference of curiosity level between rural and urban 7<sup>th</sup> class students of govt. school.
5. There is no significant difference of curiosity level between rural and urban 7<sup>th</sup> class students of Pvt. School.

### **NEED OF THE STUDY:**

"We must act now we cannot wait for everything to be right for bandwidth to increase and technology penetration to increase in schools. Many things in life can wait. But the child cannot. Now is the time when his bones are being formed his blood is being made and his mind is being shaped. His name is tomorrow. It is today". - Gabriella Marcell (Argentinean) Through there is large number of related literature and number of people have done their work on this type of problem. But all this work is done by foreign researchers. No work has done on this problem in Sirsa District. Researcher self that this problem has priority over the problem of curiosity level. So after a burning issue which researcher can accept for his dissertation? Then with the precious help of his lecturers the

### **SIGNIFICANCE OF THE PROBLEM**

researcher started her work on this untouched issue "A comparative study of curiosity level of 9th class students of school of Sirsa District" .

The Study of Curiosity level of high school students of Govt. and Pvt. School of Sirsa dist. was important to know. The curiosity which a tendency to wonder, to inquire, to investigate and to seek information

about anything novel and unknown will be studied by the investigator to analyses the high school children's curiosity when he

1. Reacts positively to new, strong, in congruous or mysterious elements in his environment by moving toward then by exploring them or by manipulating them

2. Exhibits a need or a desire to know more about himself or his environment.
3. Scans his stimuli in order to know more about them.

### **SCHEME OF THE CHAPTERS:**

The first chapter deals with introduction ,meaning and definition of curiosity, definition of education, history of curiosity, hypotheses, objectives, statement of the problem and significance of the study. The second chapter deals with the review of related literature. The third chapter deals with the methods and procedure. The fourth chapter deals with analysis and interpretation of data. The fifth chapter deals with finding and educational implications and suggestions for further research. The sixth chapter deals with summary and conclusion of the research report. The biography and appendix has been given at end of the research report.

### **TOOL USED:**

Children's curiosity scale authored by Dr. Rajiv Kumar was used in this research.

### **STATISTICAL TECHNIQUES USED:**

Various techniques selected for research are mean, standard deviation and 't' ratio.

### **DESIGN OF THE STUDY:**

The present chapter deals with design of the study it explain the sample of the study along with tools and techniques used for the collection of data. The statistical treatments given to attain the objectives are also given. In this investigation 'NORMATIVE SURVEY' method is used to see the comparative study of curiosity level of school students.

### **TOOLS:**

The investigator has used standardized scale of curiosity level of school students by Dr. Rajiv Kumar children's curiosity (CCS-KR) to test the curiosity level of school students.

## CONSTRUCTIONS OF THE SCALE:

(i) **Collection of the items** - The objective was to develop a self-rating instrument by collecting the items measuring some sort of attitudes logically considered to indicate some aspect of curiosity as defined by Maw & Maw. Initially 50 such items, stated in positive or negative terms, were collected. Most of the items were collected from the self-rating instrument developed by Maw & Maw and translated in simple Hindi. Other items were prepared by the investigator using his own experience and general observation together with the consultation of the experts of the field.

(ii) **Preliminary evaluation of the items**-At this stage, the items were thoroughly screened and edited. A few items were entirely changed, a few re-worded, and others were slightly modified so as to make them suitable to Indian conditions. In particular, the following criteria were followed in screening and editing of the statements:

(a) As far as possible, statements were retained in the form of 'is', avoiding words which may not be understood by the subjects.

(b) Statements were clear, brief and precise.

(c) Statements having more than one meaning and those with double negatives were not used.

(d) Statements reflecting the present attitude of the subjects rather than past were framed.

(e) The scale thus developed was a four point scale having four categories of responses, namely- 'Never', 'Sometimes', 'Often' and 'Always'.

(iii) **Pre-try out**- After preliminary screening and editing of the statements, the scale was pre-tryed out on a sample of randomly selected 20 students in order to find out the difficulties of the students in answering the questions and understanding the language of the statements. After this preliminary administration of the scale, minor changes were made in the language and sentence construction in some of the items.

(iv) Try out After pre-try out, the scale was administered on a sample of 200 students. Under this step of actual try out, item-analysis was done. Keeping in view the applicability of the method and the limitation of time and resources, the investigator applied t-test for item discrimination. First of all. 27% upper and 2", timer cases were selected from the sample for item-analysis. Then the responses of the high and the low groups were evaluated for all individual statements. To find out the extent to which a given statement differentiates between the high and low groups or to find out the discriminating values of the items, t-test was used on the basis of the formula proposed by Edwards. Table 1 presents the itemwise discriminating values. To find out the significance of these t-values, the way suggested by Edwards was followed. According to Edwards, "As a crude and approximate rule of thumb, we may regard any t-value equal to or greater than 1.75 as indicating that the average response of the high and low groups to a statement differs significantly, provided we have 25 or more subjects in the high group and also in the low groups."

### **POPULATION :**

In this research, all the students of Sec. School studying Pvt. & Govt. Sec. School of Sirsa District.

### **SAMPLE OF THE STUDY**

The standard children's curiosity scale was administered to a random sample of 100 students of Sec. School Sirsa District. Total 100 students were randomly selected from Govt. School and Private School of Sirsa District. Our of which 50 will be taken from Govt. School and 50 from Private School. The so students were selected randomly from Govt. School of Sirsa out of which 25 were taken from male and 25 from female. Similarly 50 students were selected from Pvt. School of Sirsa out of which 25 students' out of which 25 were taken from male and 25 from female. Similarly 50 students were selected from Pvt. School of Sirsa out of which 25 student's male and 25 from female.

### **DATA COLLECTION:**

The investigator at first got acquaintance with tool, their purpose, administration and procedure of scoring. Then the investigator approached the heads of institutions concerned for

the collection of data with a request for time and date. The heads of the institutions were taken into confidence and told about the purpose of the study. They were kind enough to accommodate. The investigator reached the respective institution on the date and time fixed beforehand. Test was administered with help of concerned teacher. After the administration scoring was done.

## STATICAL TECHNIQUES USED:

After doing the scoring properly under the standard instruction given in the manuals of the tests, data were presented in the tabular form. And for analysis and interpretation of data following statistical techniques were used:

### 1. Mean

Mean was used as a measure of central tendency of the distribution or the cores on different factors. Mean was calculated by using the following formula:

$$M = \frac{\sum x}{N}$$

$$X = \text{Scores of one group}$$

$$N = \text{total no. of items in a series of group.}$$

### 2. Mean of combined Distribution

$$\text{Where, } M = \frac{\sum d^2}{2}$$

M = Mean of combined frequency distribution of two separate frequency distribution of same size.

$$\sum = \text{Mean of first frequency distribution}$$

$$\sum x_2 = \text{Mean of second frequency distribution}$$

N = The number of individuals

### 1. Step 3 : 't' value: -

The formula for 't' value is as under :

$$t = \frac{M_1 - M_2}{S.E.d}$$

$$S.E.d = \frac{M_1 - M_2}{S.E.d}$$

S.Ed = Standard Error of mean difference which can be calculated as under :

$\sigma_1$  = standard deviation of sample I

$\sigma_2$  = standard deviation of sample II

$N_1$  = number of students in sample I

$N_2$  = number of students in sample II

Degree of Freedom

$$df = N_1 + N_2 - 2$$

df = Degree of Freedom

$N_1$  = Total number of Ist group

$N_2$  = Total Number of Ist group



## FINDINGS

### 1. In Hypotheses no.

There is a significant difference of curiosity level between Govt. and Pvt. School students of class. Because the calculated 't' value is more than standard table value at both levels of significance. The mean value of curiosity of private school students is more than government school students, therefore the curiosity level of private school students is better than government school students.

## 2. In Hypotheses no. 2:-

There is a significant difference of curiosity level between male and female Govt. School students of 14th class. Because the calculated 't' value is more than standard table value at both levels of significance. The mean value of curiosity of female government school students is more than male government school students; therefore the curiosity level of female government school students is better than male government school students.

## 3. In Hypotheses no. 3:-

There is a significant difference of curiosity level between male and female Pvt. School students of class. Because the calculated 't' value is more than standard table value at both levels of significance. The mean value of curiosity of female private school students is more than male private school students; therefore the curiosity level of female private school students is better than male private school students.

## 4. In Hypotheses no. 4:-

There is a significant difference of curiosity level between rural and urban Govt. School students of 16th class. Because the calculated value is more than standard table value at both levels of significance. The mean value of curiosity of urban government school students is more than rural government school students; therefore the curiosity level of urban government school students is better than rural government school students.

## 5. In Hypotheses no. :-

There is a significant difference of curiosity level between rural and urban Pvt. School students 10th class. Because the calculated 't' value is more than standard table value at both levels of significance. The mean value of curiosity of urban private school students is more than rural private school students; therefore the curiosity level of urban private school students is better than rural private school students.

## SUGGESTIONS FOR FUTHER RESEARCH :-

I. In this research, I had taken the curiosity level variable for study an select the other variable like creativity intelligence, personality, by attitude, aptitude etc.

2. In this research, I had selected 100 students of 10th class, you can choose big sample of more than 100 students.
3. In this research, I had selected the sample of school student can take the sample of ANNOVAS You get & universities.
4. In this research, I had selected the sample of students; but you can take the sample of teachers in your research.
5. I have used statistical techniques of mean, S.D, and 't' test. You can use ANOVA, Chi square test in your research.
6. I had selected the area of sample from Sirsa district; you can select another district for research.
7. I had taken male, female, rural, urban, Govt. Pvt. School students. You can.
8. The present study is replicated on a suitable number of students in order to achieve good result and confirm the finding of present

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