A STUDY ON CURIOSITY OF IX STANDARD STUDENTS IN RELATION TO THEIR PARENTAL ENCOURAGEMENT

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ARTICLE INFO

Article History:
Received 1st June, 2011
Received in revised from 17th July, 2011
Accepted 26th August , 2011
Published online 2, November, 2011

Key words:
IX standard students, random sampling technique

ABSTRACT

For the study on Curiosity and parental encouragement of IX standard students, 900 students were collected by random sampling technique. Rural and Urban and boys and girls of high schools in Madurai district were taken. Normative method was used to collect the data. This study revealed that: 1. There is no significant difference in the curiosity of boys and girls students. 2. There is significant difference in the curiosity of rural and urban school students. 3. There is significant difference in the parental encouragement of the boys and girls students, rural and urban school students. 4. There is positive and significant relationships exist between curiosity and parental encouragement.

INTRODUCTION

In our day-to-day conversation we often comment that a particular child or individual is very intelligent or is not intelligent. All such comments are based on our observation of the performance or behaviour of the individual concerned in comparison to others of his group. Curiosity- a tendency to wander, 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 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.

Parents play an important role, when they align themselves with their child’s hopes and dreams, a powerful team is formed. Students are more likely to reach their full potential when their parents actively support their direction and goals. Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood.

Problem

A Study on curiosity of IX standard students in relation to their parental encouragement.

OPERATIONAL DEFINITION

CURIOSITY

Curiosity is an emotion related to natural inquisitive behaviour such as exploration, investigation and learning, evident by observation in human and many animal species. Curiosity is the fuel of science and all other disciplines of human study.

PARENTAL ENCOURAGEMENT

Parental encouragement plays a vital role in aiding to increase the curiosity of the individual that in turn increases the learning ability of the students.

Need for the study

Students are the backbone for the development of the nation. Instilling Curiosity in students encourages their desire to learn. When students are magnetized by a new idea or a new situation and are compelled to explore further, regardless of external rewards, they can be said to be truly motivated. In each new project, they discover seeds for a future project or a new question to examine.

The personalities of the students are very much essential and important for the growth. So the ability of the individual should be identified and nurtured. Now we are in a period of scientific and technological advancement. Life in general and for a student in particular has become highly competitive. A student with an ambition to secure admission in the higher courses
should have a dedicated and methodical approach towards the examinations.

OBJECTIVES OF THE STUDY

1. To find out the curiosity of IX standard students
2. To find out the parental encouragement of IX standard students.
3. To find out if there is any significant difference in the curiosity and the parental encouragement of IX standard students with respect to the different sub samples such as
   - Boys and Girls.
   - Urban and Rural school students.
4. To find out if there is any significant relationship between curiosity of students and parental encouragement of students.

Sample

The sample of the study consists of 900 of IX standard students studying in high schools of Madurai district. Random sampling technique was used.

Tool

The curiosity scale constructed and validated by the investigator was used in the study. The investigator used standardized scale constructed by Dr. (Mrs) kusum Agarwal, Srinagar-Garhwal for parental encouragement Scale.

Statistical Technique

The collected data were analysed by using descriptive, differential and correlation analysis.

ANALYSIS AND INTERPRETATION

Null hypothesis - 1

There is no significant difference between the scores of the curiosity of IX standard student with respect to

a) Boys and Girls.

b) Urban and Rural School students.

The mean value of the curiosity of the entire sample shows high. It is also seen that, there is no significant difference between the means of the curiosity scores of boys and girls (CR = 0.29, not significant at 0.05 level) and there is significant difference between the means of the scores of Rural and Urban school students. (CR = 2.99, is significant at 0.01 level). Therefore, the Null hypothesis (a) was accepted and (b) was rejected.

Null hypothesis - 2

There is no significant difference between the scores of the parental encouragement of IX standard students. The mean value of the emotional stability of the entire sample shows high. It is also seen that, there is significant difference between the means of the parental encouragement scores of boys and girls (CR =4.02, is significant at 0.01 level) and Rural and Urban school students. (CR=8.70, is significant at 0.01level). Therefore, the Null hypotheses concerned were rejected as the CRs were significant at 0.01 levels.

CORRELATIONAL STUDY

The correlation of Curiosity of IX standard students in relation to their parental encouragement was found and it was given in table-3. It is seen from the table that the correlation is positive and significant.

Table 1

The Mean, Standard Deviation and CR of the pairs of the entire score sub sample

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>'t' value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>900</td>
<td>114.895</td>
<td>13.602</td>
<td>0.29</td>
<td>Not</td>
</tr>
<tr>
<td>Boys</td>
<td>434</td>
<td>115.0323</td>
<td>13.038</td>
<td>2.99</td>
<td>Significant</td>
</tr>
<tr>
<td>Girls</td>
<td>446</td>
<td>114.7618</td>
<td>14.144</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural School students</td>
<td>442</td>
<td>113.5329</td>
<td>13.062</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban School students</td>
<td>438</td>
<td>116.2671</td>
<td>14.007</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2

The Mean, Standard Deviation and CR of the pairs of the entire score sub sample

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>'t' value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>900</td>
<td>299.4309</td>
<td>43.5880</td>
<td>4.02</td>
<td>Significant</td>
</tr>
<tr>
<td>Boys</td>
<td>434</td>
<td>312.4529</td>
<td>52.1660</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>446</td>
<td>292.4253</td>
<td>45.5990</td>
<td>8.70</td>
<td>Significant</td>
</tr>
<tr>
<td>Rural School students</td>
<td>442</td>
<td>319.7603</td>
<td>47.5870</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban School students</td>
<td>438</td>
<td>319.7603</td>
<td>47.5870</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAJOR FINDINGS OF THE STUDY

1. The curiosity of the entire sample is high and parental encouragement is high.
2. In respect of the curiosity scores there is no significant difference between boys and girls and there is significant difference between rural and urban school students.
3. In respect of the parental encouragement scores there is significant difference between boys and girls, rural and urban school students.
4. The correlation between the curiosity and parental encouragement is positive and it is significant.

Table 3

Correlation between curiosity and parental encouragement scores

<table>
<thead>
<tr>
<th>Correlation</th>
<th>Calculated value of 'r'</th>
<th>Table value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curiosity versus parental encouragement</td>
<td>0.3543</td>
<td>0.62</td>
<td>Significant</td>
</tr>
</tbody>
</table>
From the above study it is found out that instilling curiosity in students encourages their desire to learn. When students are magnetized by a new idea or a new situation and are compelled to explore further, regardless of external rewards, they can be said to be truly motivated. Not all students are highly curious, and what might stimulate curiosity in some students might result in anxiety for others. It becomes the job of the educator to recognize these differences and control the classroom or other learning environment to accommodate all learners.

Reference


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