

A Comparative Study Of Government And Private School Students Of Fatehabad District On Their Curiosity Level

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ABSTRACT

The present study aims to examine the curiosity level among government and private secondary schools students. For the present study Random Sampling was used and a sample of total 100 students were randomly selected from the four Government and private Secondary schools in District Fatehabad and descriptive survey method was used. In the present study the results shows that there is a significant difference of curiosity level between Govt. and Pvt. School students and curiosity level of private school students is better than government school students. The mean value of curiosity level of female government as well as private school students is more than male school students; therefore the curiosity level of female government as well private school students is better than male. The mean value of curiosity of urban government as well private school students is more than rural; therefore the curiosity level of urban government as well as private school students is better than rural.

Keywords: Curiosity level, Government school, private schools, Secondary School students

INTRODUCTION

Education is as old as the human race. It is a never ending process of inner growth and development and its period stretches from cradle to the grave. Education, in real sense, is to humanize humanity and to make life progressive, cultured and civilized. It is very important for the progress of individual and society. It is that education through man is transformed into human, social, moral and spiritual being. Man learns something every day and every moment. His entire life is education. Hence education is a continuous and dynamic process.

There is great controversy in regard to the meaning and definition of the term educate. Divergent views have been expressed by different thinkers, philosophers, psychologists, educationists, teachers, politicians and priests according to their own outlook on life. Let us discuss some of the approaches to understand the meaning of education.

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 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.

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. Bruner considered it important and essential for the survival of mankind. Maslow posted Curiosity to be an important element in the development of psychologically healthy person. Ancient man was curious about phenomenon of nature, sun, moon, rain, thunder, lightning and animals. He wanted to understand the world around him and this thrust and curiosity of understanding the world led to the first step in education and human beings made tremendous progress in every field of life.

If the teacher is successful in arousing Curiosity of the child, he will learn easily and that knowledge will be everlasting. But today rote learning is more emphasized. Today, students rote the rules of grammar, math's, scientific reasons and lot. Under the name of class room and school discipline, students are not allowed to ask or inquiry about anything. It suppresses Curiosity of students. This makes the students dull and inactive. But they scored highest marks in the school subjects, still students are not satisfied. They don't have confidence on themselves. Curiosity is one of the permanent and certain characteristics of a Vigorous intellect. Every advance into knowledge opens new prospects and produces new incitements to further progress.

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.

Curiosity is a heightened state of interest resulting in exploration. Its importance in motivating scholarship cannot be ignored. Curiosity is also a critical component of creativity. Fostering curiosity and creativity in today's learners is a challenge. Before presenting strategies for fostering curiosity, it will be helpful to provide some background.

RIVIEW OF LITERATURE

Blarer (2010) states that the inhibition of curiosity may result in different forms of pathological behavior, such as depression and higher levels of sensation-seeking or thrill seeking behaviour.

William James (2012) pointed out two kinds of curiosity. He emphasized the biological function of curiosity as a mechanism of instinct driven behavior that serves in approaching new objects. Approach and exploration are described as being characteristic forms of behavior. The second kind of Curiosity pointed out by James is "scientific curiosity" and "metaphysical wonder" with which "the practical instinctive root has probably nothing to do" rather "the philosophical brain responds to an inconsistency or a gap in its knowledge".

In the psychoanalytical literature Freud views curiosity as a derivative of the sex drive. The partial impulse of looking motivates the child's great interest in all things and all events that have to do with sexuality. Whereas the looking impulse and curiosity are primarily sexual in origin, the child's exploratory interest and desire for knowledge can be considered to be a byproduct of cognitive development. Due to social pressure, sexual exploration is later abandoned.

Mayes LC(2014) Curiosity is a complex function that is related to a number of other psychological functions such as motivation, arousal, attention, and novelty preference. This paper presents the thesis that curiosity represents a separate ego function which is closely tied to objects and is centrally organizing in all phases of development. It is an integrative function that regulates arousal, motivation, and affect, begins in infancy, has a neurobiological base, and is channeled by the child's social experience. Psychologically, curiosity may serve both libidinal and aggressive aims. Psychoanalytic views of curiosity are considered in light of data from studies of infants' and young children's exploratory activities and a model is presented for the developmental function of curiosity throughout the life-span.

Marilyn P. Arnone, Barbara L. Grabowski(2016) the purpose of this study was to evaluate the effectiveness of variations in learner control on children's level of curiosity and learning from computer-based interactive video (CBIV). The content was presented as a videodisc visit to an art museum and contained both facts and concepts. A posttest-only control group design was employed with 101 first-and second-grade subjects randomly assigned to one of three experimental conditions—Program Control, Learner Control, Learner Control with Advisement—or a control group. The dependent variables were achievement and three measures of

curiosity. Children in the Learner Control with Advisement group scored significantly higher on the achievement posttest than the Learner Control subjects or control group. No differences were found between the Program Control and either of the Learner Control groups. For the curiosity measures, the Learner control with Advisement subjects scored significantly higher than the control group on Content Exploration, and the subjects in the control group scored significantly higher than those in the Program Control group on Persistence.

Ofer G, Durban J.(2018) this paper attempts to clarify the nature, function and centrality of curiosity in the development of object relations and the consolidation of the self. It demonstrates how the primary relationship between the infant and the care-giver influences the development of curiosity, the ability to use it productively for thinking and for building the internal world. Curiosity, in its schizophrenic forms, is an attempt at freezing states of primary undifferentiatedness. In its more mature forms, it serves as an integrative agent and signifies the possibility and the need to know, as well as the boundaries of knowledge. It is an essential element in the individual's psychic fabric and counterbalances splitting and projective identification. Hence, in analysis, it is vital to be constantly attentive to all the diverse expressions of curiosity or, conversely, to its absence. In the transference, the analyst, as well as the analytic setting, often becomes the aims of that curiosity and its containers. By allowing curiosity and surviving it, curiosity is transformed from an expression of destructiveness and disintegrating intrusiveness to a necessary prerequisite for psychological growth. self-discovery and creativity. Several vignettes illustrate the impact of during therapy.

SIGNIFICANCE OF THE PROBLEM

Researcher started his work on this untouched issue "A Comparative Study Of Government And Private School Students Of Fatehabad District On Their Curiosity Level' The Study of Curiosity level of secondary school students of Govt. and Pvt. Schools of Fatehabad 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 secondary school students curiosity when he reacts positively to new, strong, in congruous or mysterious elements in his environment by moving toward then by exploring them or by manipulating them and he exhibits a need or a desire to know more about himself or his environment and he scans his stimuli in order to know more about them.

STATEMENT OF THE PROBLEM

'A Comparative Study Of Government And Private School Students Of Fatehabad District On Their Curiosity Level'

OBJECTIVES OF THE STUDY

1. To study the curiosity level of students of Govt. and Pvt. Secondary Schools.
2. To study the curiosity level of male and female students of Govt. Sec. Schools.
3. To study the curiosity level of male and female students of Pvt. Sec. Schools.
4. To study the curiosity level of rural and urban students of Govt. Sec. Schools.
5. To study the curiosity level of rural and urban students of Pvt. Sec. Schools.

HYPOTHESES

- 1- There is no significant difference of curiosity level between students of Govt. and Pvt. Sec. Schools.
- 2- There is no significant difference of curiosity level between male and female students of Govt. sec. schools.
- 3- There is no significant difference of curiosity level between male and female students of pvt. Sec. Schools.
- 4- There is no significant difference of curiosity level between rural and urban class students of Govt. sec. schools.

- 5- There is no significant difference of curiosity level between rural and urban students of pvt. Sec. schools.

DELIMITATIONS OF THE STUDY

Even though investigator tried his best to make the study as successful as possible there are certain delimitations. They are:

- 1. The present study is delimited to Fatehabad district of Haryana only.
- 2. The study is delimited to secondary school students of Fatehabad district.
- 3. The study is delimited to one variable i.e. curiosity level
- 4. The study is delimited to 100 students

METHOD

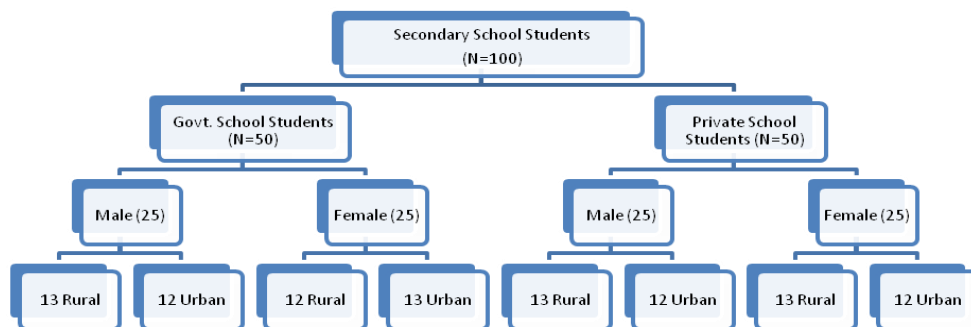
For achieving objectives of research, the investigator used descriptive survey method for the present study.

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

SAMPLE OF THE STUDY

The standard children's curiosity scale was administered to a random sample of 100 students of Sec. School Fatehabad District. Total 100 students were randomly selected from Govt. School and Private School of Fatehabad District. Out of which 50 will be taken from Govt. School and 50 from Private School. Out of which 25 were male and 25 were female. Further 13 were rural and 12 were urban.

DESIGN OF THE STUDY:



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.

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.

STATISTICAL 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: Mean, S.D. and 't' test was used to calculate the data.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis : 1

To test the hypotheses that " There is no significant difference of curiosity level between students of Govt. and Pvt. Sec. Schools "

Table .1
Mean, S.D., and 't' value of curiosity level of students of Govt. and Pvt. schools.

Sr. No.	Variable	N	M	S.D.	df	't' value	Level of Significance
1.	Curiosity of Pvt. school students of	50	82.12	4.67	98	6.67	1.98 (0.5 level) 2.63 (0.1 level) significance at both level
2	Curiosity of Govt. school students of	50	76.56	3.42			

Analysis :

From table 1 the mean and SD of curiosity of private school students of is 82.12 & 4.67 and mean & S.D. of curiosity of Govt. school students of is 76.56 & 3.42 respectively. The calculated value is 6.67, which is more than standard table value at 0.1 level is 2.63 & 0.5 level 1.98. Therefore the null hypothesis No. 1 is rejected. It is analyzed that mean value of curiosity of private school students of is more than govt. school students of . It is further analyzed that the curiosity level of private school students of is more than Govt. school students of

Reason:-

1. Private school students are more intelligent than Govt. school students and therefore they have more curiosity level on compare to Govt. school students.
2. The private school students have better facilities than government school students. Therefore private school students are more curious in teaching learning than government school students.

Hypothesis No. 2

To test the hypothesis that there is no significant difference of curiosity level between male and female Govt. sec. school students .

Table .2
Mean, S.D., and 't' value of curiosity level of students of Male and Female Govt. school students.

Sr. No.	Variable	N	M	S.D.	df	't' value	Level of Significance
1.	Curiosity of Male Govt. school students of	25	73.67	3.13	48	4.39	1.98 (0.5 level) 2.63 (0.1 level) significance at both level
2	Curiosity of Female Govt. school students of	25	78.42	4.42			

Analysis:

From table 2 the mean and SD of curiosity of Male students of government school is 63.67 & 3.13 and mean & S.D. of curiosity of Female students of government school is Class is 78.42 & 4.42 respectively. The calculated value is 4.39, which is more than standard table value at 0.1 level is 2.01 & 0.5 level 2.61. Therefore the null hypothesis No. 2 is rejected. It is analyzed that the mean value of Govt. school female students of is more than Govt. school male students . It is further analyzed that the curiosity level of Government school female students of is more than Govt. school male students of .

Reason:-

1. Female students of Govt. school are more curious than the male students in Govt. school. Therefore, students have a thirst for knowledge and try new things with interest but the male students do not have that thirst.
2. Female students in govt. school are more creative as compare to male students of govt. school. Female students usually participate in new activities but male students do not show that interest.

Hypothesis No. 3

To test the hypothesis that there is no significant difference of curiosity level between male and female Private Sec. school students.

Table 3

Mean, S.D., and 't' value of curiosity level of students of Male and Female Private school students.

Sr. No.	Variable	N	M	S.D.	df	't' value	Level of Significance
1.	Curiosity of Male Private school students of	25	80.34	4.52	48	3.51	1.98 (0.5 level)
2	Curiosity of Female Private school students of	25	85.12	5.12			2.63 (0.1 level)
							significance at both level

Analysis :

From table 4.3 the mean and SD of curiosity of Male students of Private school is 80.34 & 4.52 and mean & S.D. of curiosity of Female students of Private school is Class is 85.12 & 5.12 respectively. The calculated value is 3.51, which is more than standard table value at 0.1 level is 2.01 & 0.05 level 2.61. Therefore the null hypothesis No. 3 is rejected. It is analyzed that the mean value of Private school female students of is more than Private school male students . It is further analyzed that the curiosity level of Private school female students of is more than Private school male students of .

Reason:-

1. Female students of Private school are more curious than the male students in Private school. Therefore, students have a thirst for knowledge and try new things with interest but the male students do not have that thirst.
2. Female students in Private school are more creative as compare to male students of Private school. Female students usually participate in new activities but male students do not show that interest.

Hypothesis No. 4

To test the hypothesis that there is no significant difference of curiosity level between rural and urban students of Govt. sec. schools.

Table.4

Mean, S.D., and 't' value of curiosity level of students of Rural and Urban Govt. school students.

Sr. No.	Variable	N	M	S.D.	df	't' value	Level of Significance
1.	Curiosity of Rural students of Govt. school	25	81.36	3.43	48	4.42	1.98 (0.5 level)
2	Curiosity of Urban students	25	86.34	4.58			2.63 (0.1 level)
							significance at

	of govt. school						both level
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Analysis :

From table 4 the mean and SD of curiosity of Rural students of government school is 81.36 & 3.43 and mean & S.D. of curiosity of Urban students of government school is 86.34 & 4.58 respectively. The calculated value is 4.42, which is more than standard table value at 0.1 level is 2.01 & 0.5 level 2.61. Therefore the null hypothesis No. 4 is rejected. It is analyzed that the mean value of Govt. school urban students is more than Govt. school rural students. It is further analyzed that the curiosity level of government school urban students is more than Govt. school rural students.

Reason:-

1. Urban students of Govt. school has higher curiosity level as compared to rural govt. school students. The urban govt. school students is more aware as compared to rural govt. students because of facilities and it affects their curiosity.
2. In urban govt. schools many activities are held in the school. This is the reason that a urban govt. school students is more curious than a rural govt. school students.

Hypothesis No. 5

To test the hypothesis that there is no significant difference of curiosity level between rural and urban Private sec. school students.

Table 4.5
Mean, S.D., and 't' value of curiosity level of students of Rural and Urban Private schools students.

Sr. No.	Variable	N	M	S.D.	df	't' value	Level of Significance
1.	Curiosity of Rural students of Private school	25	81.12	4.61	48	3.52	1.98 (0.5 level) 2.63 (0.1 level)
2	Curiosity of Urban students of Private school	25	86.37	5.58			significance at both level

Analysis :

From table.5 the mean and SD of curiosity of Rural students of Private school is 81.12 & 4.61 and mean & S.D. of curiosity of Urban students of Private school is 86.37 & 5.58 respectively. The calculated value is 3.52, which is more than standard table value at 0.1 level is 2.01 & 0.5 level 2.61. Therefore the null hypothesis No. 5 is rejected. It is analyzed that the mean value of Private urban school students is more than Private rural school students. It is further analyzed that the curiosity level of Private s urban school students is more than Private rural school students.

Reason:-

1. In urban Private students the curiosity level is higher than the Rural Private school students. In urban Private school students the environment is better than that of Rural Private school.
2. In urban Private schools students the curiosity level is higher than that of Rural Private school students because of family the educationally and intellectually background.

FINDINGS

1. In Hypothesis no. 1

There is a significant difference of curiosity level between Govt. and Pvt. School students. 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 Hypothesis no. 2:-There is a significant difference of curiosity level between male and female Govt. School students . Because the calculated 't' value is more than standard table value at both levels of significance. The mean value of curiosity level 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 Hypothesis no. 3:- There is a significant difference of curiosity level between male and female Pvt. School students . Because the calculated 't' value is more than standard table value at both levels of significance. The mean value of curiosity level 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 Hypothesis no. 4:-There is a significant difference of curiosity level between rural and urban Govt. School students . 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 Hypothesis no. 5:-There is a significant difference of curiosity level between rural and urban Pvt. School students. 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.

EDUCATIONAL IMPLICATIONS:

The most outstanding characteristics of any research is that it contributes something new to development of thesis concerned keeping this idea in mind and the investigator has mentioned the educational implications in the finding in detail. In this research we have made the research all curiosity level of Govt. and Pvt. School, male and female, urban and rural areas students. It was found that curiosity level in Pvt. School, female students and urban area is better than Govt. School, male students and rural area. In this research I observed that they are very reason on the basis of which curiosity was less which can be increased by motivating the students who are having less curiosity level by adopting various changed living style and teaching learning methodology.

SUGGESTIONS FOR FURTHER RESEARCH :-

1. In this research, researcher had taken the curiosity level variable for study and select the other variable like creativity intelligence, personality, by attitude, aptitude etc.
2. In this research, researcher had selected 100 students of 10th class, big sample of more than 100 students may be taken
3. In this research, researcher had selected the sample of Sec. schools students; but you can take the sample of teachers in your research.
4. Researcher had used statistical techniques of mean, S.D, and 't' test. You can use ANOVA, Chi square test in your research.
6. Researcher had selected the area of sample from Fatehabad district; you can select another district for research.

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