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Research Papers

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## Comparative study of Curiosity and Achievement of VIII std students

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### ABSTRACT

*In this research paper an attempt has been made to find out the correlation between Curiosity and Achievement of Army School Students of VIII std. By using purposive sampling method total 77 students were selected from V. N. Patil Army school, Amalner. For this purpose children's Curiosity scale of Dr. Rajiv Kumar, Intelligence test of Dr. Prayg Mehata and Mark Sheets of half yearly examination of VIII std Army school students were used to collect the data. It was found that there is not any co-relation between Curiosity and Achievement, Curiosity and Intelligence of army School Students. But there is positive co-relation between Achievement and Intelligence of army School Students.*

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### INTRODUCTION:

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 humankind Maslow posited Curiosity to be an important element in the development of psychologically healthy person.

Ancient man was curious about phenomena 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 learned easily and that knowledge will be everlasting. But today rote learning is more emphasized. Today, students rote the rules of grammar, maths, 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.

In the present study an attempt was made to find out the correlation of Achievement and Curiosity of Army school's students.

### RATIONALE OF THE STUDY:

Curiosity is very important factor for healthy human development. Curiosity is the reason for all

discoveries. But in today's classroom we see that students are not eager and curious about anything. In the childhood children are very curious therefore their cognitive development is very fast. But as they grow they fear to ask and to inquire.

Several researchers have attempted to relate Curiosity to various measures of academic Achievement or learning performance. Maw and Maw (1961) discovered that children with high level of Curiosity remembered that they learn longer than less curious children. Near about same result was found by Hogan and Greenberger (1969), Vidler (1974), Reeve (1992), Rigol (1994) and Keller (1994), Zuckerman (1994) found positive relationship between Curiosity and creativity. On the other hand Torrance (1967) considered Curiosity to be virtually the same as creativity.

A careful and through review of the research studied revealed that not a single study was done on finding of the correlation of Curiosity and Achievement of Army school students.

Therefore this study has been taken up.

#### OBJECTIVES:

The objectives of present study were worded as follows.

1. To study correlation between Curiosity and Achievement of VIII std Army School students.
2. To study correlation between Curiosity and Intelligence of VIII std Army School students
3. To study correlation between Achievement and Intelligence of VIII std Army School students.

#### Hypothesis:

1. There is no significant correlation between Curiosity and Achievement of VIII std students of Army School.
2. There is no significant correlation between Curiosity and Intelligence of VIII std students of Army School.
3. There is no significant correlation between Achievement and Intelligence of VIII std students of Army School.

#### Sample:

The present study was correlational study. The main aim of the study was to study correlation between Curiosity and Achievement of VIII std Army school students. Therefore Purposive Sampling Technique was used to select the sample. Two divisions of VIII std of V. N. Patil Army school, Amalner were selected for the study. 37 students from 'A' division and 40 students from 'B' division were selected for sample. Total 77 students were selected for this study.

#### Tools:

In the present study, data were collected in respect of Curiosity, Achievement and Intelligence. For this purpose children's Curiosity scale of Dr. Rajiv Kumar, Intelligence test of Dr. Prayg Mehata and Mark Sheets of half yearly examination of VIII std Army school students were used to collect the data.

#### Procedure of Data Collection:

The permission from the Principal of Vijay Nana Patil Army School, Amalner was taken. Proper rapport was established with the students. After that Curiosity test and Intelligence test were administered on both the division. There half yearly examination mark sheets were collected from respective teachers. The scoring of Curiosity and Intelligence were done as per instruction given in the manual.

#### Results:

Correlation of Curiosity and Achievement, Curiosity and Intelligence and Intelligence & Achievement is given in the following table. Data related to the objectives were analyzed with the help of Pearson's Product Moment Method

**Table 1.1: Co relational value of Curiosity and Achievement, Curiosity and Intelligence and Achievement & Intelligence**

SR No	Component	Correlational Value (r)	Table value at		Significance
			0.01	0.05	
1.	Curiosity & Achievement	0.151	0.217	0.283	Not significant
2.	Curiosity & Intelligence	0.136	0.217	0.283	Not significant
3.	Intelligence & Achievement	0.578	0.217	0.283	Significant

**FINDINGS:**

1. Correlation of Curiosity and Achievement of Army school students is 0.151, which is not significant with the  $df=75$  at 0.01 & 0.05 level.

It means that there is not any co-relation between Curiosity and Achievement of army School Students.

2. Correlation of Curiosity and Intelligence of Army school students is 0.136, which is not significant with the  $df=75$ , at 0.01 & 0.05 level.

It means that there is not any co-relation between Curiosity and Intelligence of army School Students.

3. Correlation of Intelligence and Achievement of Army school students is 0.578 which is significant with the  $df=75$ , at 0.01 & 0.05 level.

It means that there is positive co-relation between Achievement and Intelligence of army School

**STUDENTS.DISCUSSION:**

Correlation of Achievement and Curiosity of Army school student is not significant at 0.01 levels. This findings is different from the finding of Maw and Maw (1961), Hogan and Greenberger (1969) Vidler (1974), who found that there was moderate correlation ship between Curiosity and academic Achievement. This might be that, the sample of the study is an Army school. In Army school discipline is strictly followed. Other reason may be that competitive exams burden is too much on the students. There is no space for Curiosity. But Curiosity is one of the major factors of normal cognitive development of the child. We may conclude that Army school students learn in the artificial situation. They wrote and memorized the syllabus as it is. second finding is that correlation of Curiosity and Intelligence is not significant.

This finding is supported by the findings of Day (1968), Penney and McCann (1964), Ainley (1987), Olson and Camp (1984): They found that there is little or no correlation between Curiosity and Intelligence.

**IMPLICATION:**

This research study is useful for teachers, students, parents, administrative officers, text book planner etc.

Teacher must pay attention to the development of Curiosity of the child. Curiosity is the reason for all discoveries. They should introduce new lesson by arousing Curiosity of the child. Allow the students to ask questions, queries and so on students must feel free in the classroom.

Students must ask questions and search for answers. This makes them active and their mind becomes strong through continual exercise.

Parents should pay attention for the development of Curiosity of the child

Text book writer and curriculum planner must plan the syllabus lesson in such a way that naturally arouses the Curiosity of the child.

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