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RESEARCH ARTICLE

A STUDY ON CURIOSITY OF IX STANDARD STUDENTS IN RELATION TO THEIR EMOTIONAL STABILITY

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ABSTRACT

For the study on Curiosity and emotional stability 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 emotional stability of the boys and girls students, rural and urban school students. 4. There is positive and significant relationships exist between curiosity and emotional stability.

Key words: Curiosity, Emotional stability, Random sampling technique.

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 mportant human characteristic or trait which contributes to learning, problem solving and creative thinking. Emotional stability is considered as one of the important aspects of human life. Pupil must be able to control his or her emotions adequately and also express them appropriately. Emotional control may impair performances in situations which require flexibility and adaptability on the part of the person or pupil. If the pupils have no or very little emotional control, it may lead to anxiety, inferiority feelings and guilt. (Frandsen, 1961).

MATERIALS AND METHODS

The collected data were analysed by using descriptive, differential and correlation analysis. The sample of the study consists of 900 of IX standard students studying in high schools of Madurai district. Random sampling technique was used.

RESULT

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. Table 1, presents the item wise discriminating values. To find out the significance of these t-values, the way suggested by Edwards was followed.

Null Hypothesis 2

There is no significant difference between the scores of the emotional stability 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 there is significant difference between the means of the emotional stability scores of boys and girls (CR = 6.08, is significant at 0.01 level) and Rural and Urban school students. (CR= 2.81, is significant at 0.01level). Therefore, the Null hypotheses concerned were rejected as the CRs were significant at 0.01 levels.

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			Standard		
Sample	Ν	Mean	deviation	't' value	Remarks
Total	900	114.895	13.602		
Boys	434	115.0323	13.038	0.29	Not significant
Girls	446	114.7618	14.144		
Rural School	442	113.5329	13.062		
students				2.99	Significant
Urban School	438	116.2671	14.007		
students					

Table 1. The Mean, Standard Deviation and CR of the pairs of the entire score sub sample

Table 2. The Mean, Standard Deviation and CR of the pairs of the entire score sub sample

Samples	Ν	Mean	Standard deviation	't' value	Remarks
Total	900	64.144	5.762		
Boys	434	62.9585	5.762	6.08	Significant
Girls	446	65.2982	5.641		
Rural school students	442	63.5973	5.486		
Urban school students	438	64.6963	6.089	2.81	Significant

Table 3. Correlation between curiosity and emotional stability scores

	Calculated value of 'r'		
Correlation		Table value	Remarks
Curiosity verses			
emotionalstability	0.2457	0.62	Significant

Correlation study

The correlation of Curiosity of IX standard students in relation to their emotional stability was found and it was given in Table 3. It is seen from the table that the correlation is positive and significant. The coefficient of correlation was calculated using Pearson's Product Moment Method.

DISCUSSION

The curiosity of the entire sample is high and emotional stability is high. 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. In respect of the emotional stability scores there is significant difference between boys and girls, rural and urban school students. The correlation between the curiosity and emotional stability is positive and it is significant.

Conclusion

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

Frandsen, A.N. 1961. Educational Psychology: The Principles of Learning in Teaching. McGraw-Hill Book Company, Inc.
