

Curiosity among children of primary section studying in Hindi and English medium schools

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■ **ABSTRACT** : Curiosity is an emotion related to natural inquisitive behaviour such as exploration, investigation and learning, evident by observation in human and many animal species. Human beings are most curious species on the earth and childhood is the stage where curiosity among individual is at its peak. Curiosity is often described as natural and notable characteristic of young children. The main objective was to study the curiosity among primary level children studying in different medium school. The research design was descriptive in nature. Sample was collected from south city and Rajanikhand area of Lucknow city using purposive random sampling technique. The total sample size was 120. Findings of the study revealed that 95 per cent respondents studying in English medium and 85 per cent respondents studying in Hindi medium had high curiosity level. Chi-square value was found significant when calculated for frequency of curiosity level with gender.

■ **KEY WORDS** : Curiosity level, Primary section children, Medium

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Most people think of childhood as a fairly long period in the life span, a time when the individual is relatively helpless and dependent on others. For children, childhood often seems endless as they wait impatiently for the magic time to come when society will regard them as grown-ups and no longer as children. Parker and Engel (1983) defined curiosity as “the individual’s desire to question or investigate.”

Curiosity came from a Latin word -*Curious* which mean -“careful”. It is “an emotion related to natural inquisitive behaviour such as exploration, investigation and learning, evident by observation in human and many animal species. The term can also be used to denote the behaviour itself being caused by the emotion of curiosity. As this emotion represents a drive to know new things, curiosity is the fuel of science and all other disciplines of human study. Litman (2005) described that at curiosity corner our primary goal is to provide a healthy psychological and socio- atmosphere where child can feel secure and free to explore and manipulate his or her environment. Young children love to learn new things and are naturally inquisitive.

The primary section of the school is the sections which

have classes from Ist standard to Vth standard. A very important part of childhood is the awareness of the senses in the body. Children learn to observe from their surroundings. They begin to both identify and distinguish between sounds, sights, tastes, smells and sensations. They develop a sense of curiosity about themselves and the world around them and this in turn help them understand their own selves. Curiosity also fosters a feeling of learning which can prove to be of great help in the future. Young children seem to be curious about their world. Maw and Maw (1966) also described curiosity as an arousal state in which the individual desires to know more about self or environment.

According to Piaget (1952), children at the age of 4 years to 7 years tends to become very curious and ask many questions, begin the use of primitive reasoning. There is an emergence in the interest of reasoning and wanting to know why things are the way they are. Curiosity is a process of creating, maintaining and resolving conceptual conflicts. The highly curious person will have a high regard for the uniqueness of the signal and for the integrity of the cognitive map and so will be to either assimilate or accommodate,

Curiosity is a state commonly experienced by all people, and there are some events which arouse curiosity in almost everyone. The main objective of this research paper was to study the curiosity level among primary section children across medium of the school. The hypothesis framed for the study was, “there is no association between curiosity and medium of the school.”

■ RESEARCH METHODS

The present study was conducted on 120 children of primary section studying in Hindi and English medium schools between the age group of 4-11 years. The study was carried out in two schools, Lucknow Public School (English medium), and Shiva Ji Public School, Lucknow (Hindi medium). 60 respondents from English medium school and 60 respondents from Hindi medium school were selected, 30 boys and 30 girls respondents from both schools, respectively. Purposive random sampling method was employed for sample selection. The main tool used in the study was Children curiosity scale (Kumar, 1992) along with self-constructed Interview schedule which consisted of general information. The research design for the present study was descriptive in nature. The data collected were analyzed using frequency, percentage and testing of hypothesis was done using Chi-square.

■ RESEARCH FINDINGS AND DISCUSSION

Table 1 discusses the distribution of respondents according to their age. Results showed that most of respondents (18.33 per cent and 16.66 per cent students) of English medium boys and girls were of age group 4-5 years, only 5 per cent boys and 6.66 per cent girls respondents of Hindi medium belonged to 4-5 years. The data showed that equal number 15 per cent, boys and girls of English medium were at age group between 6-7 years, while 20 per cent boys and 13.33 per cent girls respondents of Hindi medium belonged to 6-7 years. The data further revealed that 10 per cent boys and 8.33 per cent girls of English medium school belonged to 8-9 age group, while 6.66 per cent boys and 16.66 per cent

girls' respondents belonged to same age group of Hindi medium school. Results showed that 6.66 per cent boys' respondents and 10 per cent girls respondents of English medium belonged to the age group of 10-11 years. It was observed that 18.33 per cent boys' respondents and 13.33 per cent girl respondents of Hindi medium belonged to the same age group of 10-11 years.

Data of Table 2 indicate the frequency distribution of respondents to curiosity scale and the results expressed that majority of respondents studying in English medium as well as in Hindi medium (85% and 80%, respectively) always liked to visit new places, Most of the respondents (73.33 per cent) English medium and 53.33 per cent of Hindi medium always desired to see by opening the things (like television, transistor, alarm clock etc.). Most of the respondents of English medium (70%) and comparatively less respondents of the Hindi medium (41.66%) always tried to know the reason of digging, when someone in their mohalla digs a pit. Results showed that maximum (81.66%) English medium and 63.33 per cent respondents of Hindi medium always desired to see what food their companion brought in lunch-box.

Most of the respondents (61.66%) English medium and 65 per cent Hindi medium always saw how things worked in lonely place. 46.66 per cent English medium and 43.33 per cent Hindi medium respondents always tried to see all around after entering any old historical building. About 70 per cent English medium respondents and 75 per cent Hindi medium respondents always liked to know how things are made. Most of the respondents (78%) of English medium and 70 per cent of Hindi medium always liked to know more by going near on seeing any new machine. Data showed that 21.66 per cent English medium while 8.33 per cent Hindi medium respondents often asked the questions to their parents, the highest (70%) English medium and 81.66 per cent Hindi medium respondents always asked questions to their parents. Most of the respondents (65% English medium) and 66.66 per cent Hindi medium always said that they keep on solving puzzles till they did not solve them. Most of the respondents (80%) English medium and 83.33 per cent Hindi medium always

Table 1 : Distribution of respondent on the basis of age of respondents

| Sr.No. | Age (year) | English medium (n=60) | | Hindi medium (n=60) | | Total (n=120) | |
|--------|------------|-----------------------|-----------|---------------------|-----------|---------------|-----------|
| | | Boys F % | Girls F % | Boys F % | Girls F % | Boys F % | Girls F % |
| 1. | (4-5) | 11(18.33) | 10(16.66) | 3(5) | 4(6.66) | 14(11.66) | 14(11.66) |
| 2. | (6-7) | 9(15) | 9(15) | 12(20) | 8(13.33) | 21(17.5) | 17(14.66) |
| 3. | (8-9) | 6(10) | 5(8.33) | 4(6.66) | 10(16.66) | 10(8.33) | 15(12.5) |
| 4. | (10-11) | 4(6.66) | 6(10) | 11(18.33) | 8(13.33) | 15(12.5) | 14(11.66) |

Table 2: Chi-square value between the dependent variable medium of the school and curiosity

| Variable | df | Chi-square | Level of significant |
|------------------|----|------------|----------------------|
| Medium of school | 2 | 0.50 | 5 |

wondered on seeing so many stars in the sky. Majority of the respondents (70%). English medium and 66.66 per cent Hindi medium were always desired to read new story books. Majority (86.66%) of English medium and 83.33 per cent Hindi medium respondents were always keep on seeing for a long time when an elephant comes in their Mohalla. Most of the respondents (78.33%) English medium while only 63.33 per cent Hindi medium respondents were always like to know about new animals and birds on seeing them in zoo. The total of the respondents (94.16%) always tried to know the name when any new student comes in the class room. There were no single respondent who never tried to know the name when any new student come in the class room.

Data of Fig.1 depict that only 5 per cent respondents of English medium and 15 per cent respondents studying in Hindi medium had moderate curiosity level. While majority of respondents (95 per cent and 85 per cent) studying in English and Hindi medium, respectively had high curiosity level, whereas none of the respondents had low curiosity level.

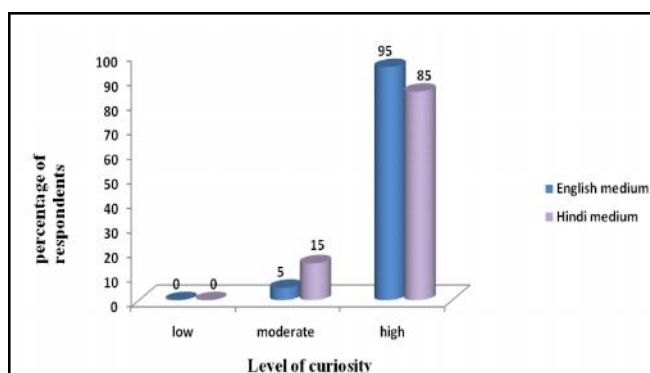


Fig.1: Distribution of respondents studying in English and Hindi medium according to the on scores obtained on curiosity scale

To test the hypothesis, that there is no association, Chi-square test was used and results are depicted in Table 3 which show that the curiosity level of English medium children was computed at level of 0.50 which was significant and revealed that the calculated value of Chi-square was 5.99 which was less than at the curiosity level of Hindi medium children than table value 0.50. Thus, the Chi-square value was non-significant and rejected the Null hypothesis, which means

there exists relationship between medium of school in which respondents were studying. This revealed that there was a difference between gender and frequency of curiosity level of respondents. Thus, Null hypothesis was rejected. The findings of this study are at contradictory with the study concluded by Jirout and Klahr (2011).

Conclusion :

Curiosity is a process of creating, maintaining and resolving conceptual conflicts. The highly curious person will have a high regard for the uniqueness of the signal and for the integrity of the cognitive map, and so will be to either assimilate or accommodate. Curiosity is a state commonly experienced by all people, and there are some events which arouse curiosity in almost everyone.

The conclusion of the present study represents that there was a non-significant difference found in the Chi-square between curiosities among children studying in different medium school. It might be due to same facilities availabilities at English and Hindi medium school students.

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