

## A Study of Level of Curiosity Among Joint and Nuclear Family Children

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### Abstract

Curiosity is a tendency to wonder, to inquire, to investigate, and to seek information about anything novel or unknown. Curiosity 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. The study was conducted within the limits of Jaipur city, Rajasthan. Children's curiosity scale by Dr. Rajiv Kumar was used for the study. The findings of the study showed no significant difference in the level of curiosity between children of joint and nuclear families. A significant difference was found between 9 and 14 year old children and boys and girls.

Key Words : Curiosity, Joint and Nuclear families.

### Introduction

Curiosity is a quality related to inquisitive thinking such as exploration, investigation, and learning. It is a tendency to wonder, to inquire, to investigate, and to seek information about anything novel or unknown. Curiosity 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. Curiosity has been recognized as playing a part in a wide range of human endeavours. It contributes fairly obviously to the development of science, and it has a role on the creative arts although creativity requires a more aggressive production element as well as curiosity which forms the front end, as it were, of the creative process in both the arts and the sciences. While curiosity is a state commonly experienced by all people, and there are some events which arouse curiosity in almost everyone, it is also a trait which is much more typical of some people than others. Curiosity makes the mind active instead of passive by making it observant of new ideas. Curiosity opens up new worlds and possibilities and brings excitement into life. Curiosity is the engine of intellectual achievement — it's what drives us to keep learning, keep trying, keep pushing forward. But how does one generate curiosity, in oneself or others? George Loewenstein, a professor of economics and psychology at Carnegie Mellon University, proposed an answer in the classic 1994 paper, "The Psychology of Curiosity." Curiosity arises, Loewenstein wrote, "when attention becomes focused on a gap in

one's knowledge. Loewenstein's theory helps explain why curiosity is such a potent motivator: it's not only a mental state but also an emotion, a powerful feeling that impels us forward until we find the information that will fill in the gap in our knowledge.

Curiosity is defined as the positive emotional–motivational system oriented toward the recognition, pursuit, and self–regulation of novel and challenging information and experiences. It is very important in the field of education, which pushes student to learn more as well (Kashdan & Roberts, 2004).

Mikulincer (1997) extended attachment theory to include curiosity or searching for information with adolescents and adults. He found that secure people are actively curious, open to new information, confident about being able to deal with social and informational ambiguity, and willing to change their minds in view of new evidence. They also have positive attitudes towards opportunities for information processing and learning. Insecure persons, in contrast, were less likely to explore novel stimuli and be open-minded in the face of new information

Gopnik, Meltzo, F.F, and Kuhl (2000) published, *The Scientist in the Crib: what early learning tells us about the mind*, which argues that, from infancy on, children are testing their theories about how things work by “collecting data”—trying out different actions on the world and watching to see what happens. The authors describe the way in which two-year-olds seem to deliberately test the reaction of adults around them. While folk wisdom and many grand mothers say this is just naughtiness, developmental psychologists view everyday life as the child's laboratory. When you tell a child she must not touch the glass vase, she immediately wants to know what will happen if she does. In this case, the experiment is aimed at understanding two aspects of the world—the physical (what actually will happen to the glass when you touch it) and the social (what will that particular adult do when his rules are violated). And this brings us to a crucial idea: children's curiosity unfolds within a social context. Not only are they curious about people; their curiosity is influenced by those around them

Reio & Choi, 2004, examined curiosity from adolescence to late adulthood with interesting results. With a relatively large sample of working adults and college students, the 17-20-year-olds had the lowest cognitive curiosity scores, but the highest sensory curiosity scores. Chouinard (2007) observed children talking at home with their mothers. The children in her study asked an average of seventy-six information-seeking questions per hour. She found that the children asked two types of questions: those that sought facts about the world and those that sought explanations. Before age two and a half, the children in her sample most often asked their parents for factual information; but as they got older, more and more of their questions sought explanations that went beyond straight forward information. “Question-asking,” she concluded, “is not something that happens every now and then—asking questions is a central part of what it means to be a child

(Wirkala& Kuhn, 2011), have shown that children learn this principle well when they are given a chance to follow their own hunches, try things out, and make mistakes. In other words, when

curiosity rather than a script guides their actions, children not only stay interested but also develop an understanding of the scientific method. Following are the objectives and hypothesis of the study.

### Objectives

1. To study the level of curiosity between children of joint and nuclear families.
2. To study the level of curiosity between boys and girls .
3. To study the level of curiosity between 9 and 14 year old children.

### Hypothesis

1. There will be a significant difference in the level of curiosity between children of joint and nuclear families.
2. There will be a significant difference in the level of curiosity between boys and girls .
3. There will be a significant difference in the level of curiosity between 9 and 14 year old children.

### Methodology

The study was conducted within the limits of Jaipur city , Rajasthan . The sample was collected from children of joint and nuclear families. The children were of the age 9 and 14 years. The sample of the study comprised of 100 children, out of which 50 were 9 year old children and other 50 were 14 year old children. Out of the 50, 25 were from nuclear families and 25 were from joint families. Out of the 25 children 13 were boys and 12 were girls. Children's curiosity scale by Dr. Rajiv Kumar was used..

### Results and Discussion

**HYPOTHESIS 1: There will be a significant difference in level of curiosity between children of joint and nuclear families**

**Table No. 1**

**Table showing level of curiosity of children from joint and nuclear families.**

Type of family	N	MEAN	S.D	t - Value	Level of significance
Joint families	50	66.16	19.75	0.10	NS
Nuclear families	50	66.72	18.70		

A glimpse at the table no. 1 shows that there is no significant difference in curiosity between children of joint and nuclear families (t- value 0.10)

This is also clear from the mean values of (66.16) for joint family and (66.72) for nuclear family.

The above mean values show that nuclear family children are more curious than joint family children . Though the difference is very less.

**HYPOTHESIS 2: There will be a significant difference in the level of curiosity between boys and girls**

**Table No.2**  
**Table showing level of curiosity between boys and girls**

Sex	N	MEAN	S . D	t - Value	Level Of Significance
Girls	13	70.84	20.78	2.04	Significant at.05 level
Boys	13	84	10.22		

The result given at the table no .2 shows that there is significant difference in curiosity (t – value 2.04) level between girls and boys

This is also clear from the mean values of (84) for boys and (70.84) for girls. The above mean values show that boys are more curious than girls.

**HYPOTHESIS 3: There will be a significant difference in the level of curiosity between 9 and 14 year old children.**

**Table No.3**  
**Table showing level of curiosity between 9 and 14 year old children**

Age of the children	N	MEAN	S . D	t - Value	Level of Significance
9year old children	50	84	9.79	3.80	Significant at .01 level
14year old children	50	68.75	10.22		

A look at the table no.3 shows that there is significant difference in curiosity (t – value -3.80) level between 9 year old and 14 year old children.

This can be seen from the mean values of (68.75) for 14year old children and (84) for 9 year old children. The above mean value shows that 14year old children are more curious than 9 year old children.

According to the findings of this study, which aimed to determine level of Chouinard (2007) observed children talking at home with their mothers. The children in her study asked an average of seventy-six information-seeking questions per hour. She found that the children asked two types of questions: those that sought facts about the world and those that sought explanations. Before age two and a half, the children in her sample most often asked their parents for factual information; but as they got older, more and more of their questions sought explanations that went beyond straight forward information. "Question-asking," she concluded, "is not something that happens every now and then—asking questions is a central part of what it means to be a child. As mentioned in the above study that curiosity is more among younger children, so are the results supporting.

Wirkala& Kuhn, 2011), have shown that children learn the principle of curiosity well when they are given a chance to follow their own hunches, try things out, and make mistakes. In other words, when curiosity rather than a script guides their actions, children not only stay interested but also develop an understanding of the scientific method

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