

The Effect of Students Curiosity and Imagination on Overall Classroom Achievement

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Abstract:- Academic excellence is the desire to achieve excellence in educational work. Academic excellence has been recognized for achieving high-level performance & achievement. Every teacher accepts that fostering Curiosity and imagination in children is the main objective to boost their academic excellence. Researchers agree that Curiosity and imagination accept lays the necessary ground to make them successful in school performance. The present study used a descriptive survey, which includes survey testing observational analysis and case study, consisting of IX standard students in private aided, private unaided, and government secondary schools of Bangalore city for the academic year 2018-19. A stratified random sample of 240 students was selected from Bangalore city from four private unaided schools, four private aided schools, and two government schools representing sex and type of school management. The number of boy's students was 125, and girl students were 115.

I. INTRODUCTION

Curiosity and imagination different words and also interrelated words that influence students to achieve academic excellence. Some students are interested and imaginative from both preschool and school days. They think and imagine what is not existing and possible things. Many scientists, poets' engineers, doctors' philosophers writers by having Curiosity and imagination, create extraordinary things useful to human beings and humankind. Some teachers will create and have created sufficient Curiosity in our classrooms by using different tools methodologies in our classrooms. Curiosity and imagination complement the skills of problem-solving, critical thinking initiative, innovative ideas. So many of these skills are interconnected. They work together to create a student who is curious and innovative. Imagination and curiosity work with practical, logical skills because it stimulates in academic classroom excellence.

II. NEED AND IMPORTANCE OF THE STUDY

A child's general classroom achievement depends on several variables such as Curiosity, mental imagination, socio-economic position of the student family, infrastructural facilities, sex type of the school management, the medium of the students' instruction, etc.

The general classroom achievement, which refers to a motive to achieve some standard of accomplishment or

proficiency, fuses with needs such as power, superiority, and overcoming insecurity, has been considered as an essential concept in the dynamic of human behaviour.

However, this achievement is not only the product of its self but the product of socio-culture and personal variables of the individuals. McClelland (1961) also claimed that the cultural difference in economic growth rates.

The significance of teaching achievement for educational researchers presented several essential questions about the factors supporting student academic achievement. How much the multiple variables contribute to the classroom's success and several factors have been speculated, and the researchers have obtained different results. It still seems to be eluding a complete and detailed image of classroom achievement. It would be helpful to take a synoptic view of the research carried out in the field to the degree that this would show the areas in which educational researchers might most profitably focus.

It appears that there is a need for research about general classroom achievement as an outcome of personal effectiveness with other independent variables, i.e., Curiosity, mental imagination, and few background variables were considered for the study.

III. OBJECTIVES OF THE STUDY

1. To find out the effect of curiosity levels in the general classroom achievement performance of IX standard students.
2. To find out the effect of mental imagination levels in the general classroom achievement performance of IX standard students.
3. To explore the link between class achievement and IX-standard students' interest.
4. To explore the relationship between the general classroom.
5. Achievement & mental imagination of IX standard students.

➤ Null Hypothesis:

The creativity of 9th class students has no meaningful link between academic performance and interest.

➤ Limitations of the Study: -

- The present investigation has the following limitations:
1. The study is limited to the IX standard.

The study has considered only a few independent variables.

2. The study is limited to a small sample.
3. The study is limited only to students from Bangalore city.

➤ *Sample of the Study:*

The present study used a descriptive survey that includes survey testing, observational analyses, documentary analyses, and case studies. The present study population consists of IX standard students in private aided private unaided and government secondary schools of Bangalore city for 2007-08. A stratified random sample of 240 students was selected from Bangalore city. Among them, four private unaided schools, four private aided schools, and 2 government schools were included giving representation to sex and types of school management. The number of boy's students were 125 and girls students were 115.

The sample frame given below provides the details of the sample presented under the table.

➤ *Tools Used:*

456+he following tools were used to measure the variables of the study.

1. The children's curiosity scale (CCs) was used to measure children's curiosity level developed and standardized by Dr. Rajiv Kumar (1992), Aligarh.

2. The mental imagination questionnaire (MIQ) was used to measure children's mental imagination level developed and standardized by prof. M. Rajamanickam.
3. General Classroom Achievement of the students was ascertained by taking into consideration the average of student's general classroom examination

IV. METHODOLOGY

A descriptive method of research was applied to conduct the present study. What is represented and interpreted in a descriptive analysis. It is concerned with the conditions or relationships held, processes that are going on, the evident effects, or developing. It is mainly concerned with the present, while past events and influences are also viewed as being to fix conditions.

Descriptive research discusses the relationships between dependent and independent variables, the theory and the generalization growth, and the concepts of generally applicable theories. Descriptive research is sometimes divided into correlations, research, causal-comparative research, and other descriptive research that is neither co-relational nor designed to find causation but describes existing conditions.

Data table showing sample size means standard deviation and t-values of general classroom Achievements of IX standard students' different levels of independent variables.

Table-No 1

SI No	Variables	Group	N	Mean	SD	't' value	Level of significance
1	Curiosity	Low	79	83.215	32.683	2.556	*
		Moderate	76	95.019	24.371		
		Moderate	76	95.019	24.371	0.807	N.S
		High	85	91.641	28.726		
		Low	79	83.215	32.683		
		High	85	91.641	28.716		
2	Mental Imagination	Low	80	85.506	32.624	1.200	N.S
		Moderate	83	91.090	26.353		
		Moderate	83	91.090	26.353	0513	N.S
		High	77	93.298	27.953		
		Low	80	85.506	32.624		
		High	77	93.298	27.953		
					1.609	N.S	

It is observed from the above table-4.15 that the obtained 't' value for Curiosity (Moderate and high curiosity level, low and high Curiosity) and mental imagination (low and moderate; moderate and high, low and high) does not have any significant effect on 'means' of general classroom achievement of IX standard students, whereas the other independent variable namely Curiosity (low and moderate) have a high effect on means of general classroom achievements scores of IX standard students of

Bangalore city. Hence the related null hypothesis is rejected. In its place, an alternative hypothesis is accepted that there is a significant difference between low and moderate curiosity levels of IX standard students.

Data table showing sample size means standard deviation and t-values of general classroom Achievements of IX standard students' different levels of independent variables.

Table No-2

SI No	Variables	Group	N	Mean	SD	't' Value	Level of Signature
1	Gender	Boys	125	81.328	29.702	5.038	**
		Girls	115	99.295	25.518		
2	Type of School Management	Government	50	70.240	29.061	6.022	**
		Private Aided	105	99.161	25.463	2.302	*
		Private Aided	105	99.161	25.463		
		Private Unaided	85	90.129	27.990	3.893	**
		Government	50	70.240	29.061		
		Private Unaided	85	90.129	27.990		
Private Unaided	85	90.129	27.990				
3	Type of Family	Nuclear	134	90.869	29.349	0.557	N S
		Joint	106	88.759	28.973		
4	Size of Family	Small	114	92.592	27.965	1.581	N S
		Medium	109	86.147	30.235		
		Medium	109	86.147	30.235	1.094	N S
		Large	17	94.705	28.854		
		Small	114	92.592	27.965	0.283	N S
		Large	17	94.705	28.854		
		Hindu	193	89.756	29.338		
		Muslim	12	90.333	23.902		
5	Religion	Muslim	12	90.333	23.902	0.054	N S
		Christian	35	90.800	30.383		
		Hindu	193	89.756	29.338	0.188	N S
		Christian	35	90.800	30.383		

It is observed from the above table that the obtained 't' value for nuclear and joint, Nuclear and joint family students, small and Medium family students, Hindu and Muslim religion students, Muslim and Christian religion students, Hindu and Christian students does not have any significant effect on 'mean Scores' of General Classroom Achievement of Gender and Type of management (Government and private aided, private aided and private

unaided and government and private unaided) have a high effect on mean scores of general classroom achievements of IX standard students of Bangalore city. Hence, the related null hypotheses are rejected. In its place, an alternative hypothesis is accepted that there is an essential difference amongst boys & girls; government and private aided; private aided and private unaided and government and private unaided type of school management IX standard students.

Table No-3 Results of 2-way ANOVA of mean General Classroom Achievement scores of IX Standard students with other independent variable mental imagination.

Source of Variation	Sum of Squares	DF	Mean Squares	't' Value	Level of Significance
Curiosity	2933.633	2	1466.816	1.735	N.S
Mental	1214.096	2	607.048	0.718	N.S
Imagination	1218.238	4	304.560	0.360	N.S
Interaction	195238.773	231	845.189		
Error 2144268.500	240				

It is observed from the resultant table that Curiosity has not a significant main effect on General Classroom Achievement. Mental imagination has not Significant main effect on General Classroom achievements Imagination on General Classroom Achievement

V. MAJOR FINDINGS OF THE STUDY

1. There is a significant difference among general classroom achievement mean scores between government and private aided IX standard students (t= 6.022,p<0.01).
2. There is an essential difference among general classroom achievement mean scores between private aided and private unaided IX standard students(t=2.302,p<0.05).

3. There is an essential difference amongst general classroom achievement mean scores between nuclear & joint family IX standard students.
4. There is a significant difference between general classroom and achievement mean scores between the small and medium family IX standard students.
5. There is an essential difference amongst general classroom achievement mean scores between the large medium size of family IX standard students.
6. There is a significant difference between general classroom and achievement mean scores between Hindu and Muslim religion IX standard students.
7. There is an essential difference amongst general classroom achievement mean scores between low and average Curiosity level IX standard students ($t=2.556, p<0.05$).
8. There is a significant difference between general classroom achievement mean scores between low and High-standard IX standard students.
9. There is an important difference in general classroom achievement mean scores between low and average IX standard students' mental imagination level.
10. There is a significant difference between general classroom and achievement mean scores between average and Mental imagination level of IX standard students.

➤ *Suggestions For The Further Study:*

The following are the some of the crucial suggestions generated are:

1. A similar study can be undertaken by comparing other religions also.
2. The same study can be undertaken with different variables.
3. The same study can be undertaken for more samples and reasonably broader geographic coverage.
4. The same study can be undertaken by comparing urban students with rural students.

➤ *Educational Implications:*

These results stress the importance of individual academic achievement and successful learning of the positive impact of classroom members' interaction.

As the pattern of affection is disseminated, to consider the school situation to be beneficial and fully understand their capacity for almost any good feeling about themselves.

1. Perhaps the teacher asks himself. Are there any students who seem to be left out of most of the classroom activities? Are some people always selected first, and others always selected last? He should raise questions such as these in attempting. To look at his class as critically as possible and look at him sometimes as if he was an external observer.
2. The instructor may directly reward the class with constructive feedback on the students' results or indirectly through the arrangement of learning activities in a way that maximizes achievement and reduces disappointment.
3. In a classroom situation, every individual is different from others in his likes, attitudes, skills, needs, interests,

etc. When the pupils come together, there is the problem of behaviour to respect one another. The satisfaction of basic psychological needs, developing in himself a sense of prestige, developing emotional rapport. All they might contribute to the individual in the upliftment of the group and academic achievement.

4. The students from government schools have lesser academic achievement compared to students from private schools. Therefore, measures should be taken to improve the academic achievement of students from Government Schools. The educational implication states that teachers should realize that the child's curiosity and mental imagination are as important as classroom achievement. Therefore, they should aim to address this aspect of the education of children as seriously and as strongly as their formal education.
5. Their emotional development is more likely to continue along clear lines if children experience equal freedom of thinking and action in the classroom. Instead, a classroom in which children are stuck to exhausted seats and forced to work on repetitive timescales with little chance of expressing their thoughts and ideas and free to share views and reactions with teachers and classmates is a title of the opportunity for desirable emotional development.
6. The sole object of education is not book learning and passing exams. A significant goal of education is to establish a mature sense of relationships with the infant. Therefore, a teacher should live up to the essential role that each school should accomplish.

In terms of education to strengthen parents' role for academic achievement, parents also have a significant duty to carry out in this direction. The basic needs of children are not limited to food, clothing, and physical hazard protection. Equally important to children is a healthy emotional diet.

Affection and wellbeing are children's core needs, emotional Curiosity, and creativity. He felt disappointed entirely because he didn't get this emotional nourishment from his parents. A child of this nature will develop a sense that the world is a cold and solitary place, and that love and affection are a vain desire. Parents are generally over-protective in our culture, particularly in relation to sons and only sons, and rejecting daughters.

VI. CONCLUSION

The school is concerned with the development of whole child an all round development of the physical, social aesthetic and emotional qualities should be inculcated among the children. During the process of education of the child he has to be continued oppressed with regard to the level of his intelligence, attainment, aptitudes and education objectives are determined by the needs of these learners, the demands of the society and the psychology of learning. Therefore these objectives of education and the development of the physical, social, aesthetic and emotional qualities in the child are assessed only through the academic achievement of a child's very important in this process of

education. This academic achievement of this child is assessed by the teachers in the educational progress through the process of education.

Children are such curious creatures. They explore, question, and wonder, and by doing so, learn the moment of birth, likely even before. Humans are drawn to new things. When we are curious about something new, we want to explore it. And while exploring we discover.

Without imagination our lives would be dull. It is through imagination, the role of imagination is tremendous. Whatever a man has been able to achieve is due mainly to his power of imagination

Emphasizing the importance of imagination in education. Dr. Frank states that efforts should be made to develop the imagination of children by means of education. According to him, the potential imagination of children should be drawn out in a way that “there will be something active and creative to discipline in each child, according to his unique individuality.”

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