Effect of Parental Support on Curiosity of School going Children

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ABSTRACT

The present study examined the impact of parental support on curiosity of school going children. By adopting the principle of stratified proportionate random sampling technique, three hundred school going children(19-14 years) were selected from various higher secondary schools as sample from Durg district of Chhattisgarh. Standardised tools used were parental support scale developed and standardised by Nandwana and Asawa (1971) and children's curiosity scale developed and standardised by Kumar (1992). For the statistical analysis of data three way ANOVA was computed. The study revealed significant main effects of Parental support and gender on children curiosity but the main effect of type of school was found not to be significant at 0.05 levels. Interactional analysis indicated significant first and second order interaction effect of parental support, gender and type of school which were found to be significant at 0.01 level of significance.

Introduction

Curiosity can be interpreted as an individual's drive and readiness to seek out and resolve conceptual conflict (Beswick and Tallmadge, 1971). Berlyne, 1960, Day et al, 1972 defined curiosity as a state of increased arousal response, promoted by a stimulus high in uncertainty and lacking in information, resulting in exploratory behaviour and the search for information. Voss and Keller (1983) stressed that curiosity and the exploratory behaviour is important to human development because it assist in the flexible adaptation to changing environmental conditions and implies a direction of development toward differential interaction patterns and more

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effective problem solving. Maw and Maw (1961) found that highly curious children remembered what they learned longer and learned more from a given exposure to information than less curious children. Curious youngsters achieve better than students with lower curiosity levels because of their exploration of events and objects for longer periods of time and their use of many more senses. (Koran and Longino, 1982)

Positive parenting practices such as supporting children's curiosity and expressing affection for the child are linked to their capacity to self regulate their behaviours and emotions, as well as to their cognitive and intellectual development (Deckard and Detrill, 2004). Parents have both the opportunity and responsibility to nurture their children. (Hartog and Brosnan, 1994). If children were allowed to be curious and to use their initiatives in pursuing curiosity, they would be more likely to construct knowledge and go on constructing it. (Kamii and Daries, 1933). Children's creativity is based on their natural inclination to look at the world with wonder and curiosity. If curiosity is discourage as child's curiosity with judgment and criticism, the child eventually learns to mask this trait. (Lampikouski and Emden, 1996).

Parental reinforcement and modeling foster children's curiosity and exploration (Saxe and Stollak, 1971). Vidler (1977) found that boys and girls explored novel materials equally often, frequencies with which the mothers showed exploratory behaviour, curiosity orienting behaviour and question answering were all correlated with children's exploration and question about the stimuli. Children who are thwarted are hesitant to explore novel stimuli. Hunter, Ross and Ames (1982), Dooley (1921) noted negative impact on curiosity of poor care giving, parents failure to meet their needs at the critical time.

Some factors effect parental support like Weiss et al. (2003) showed how employment can serve as on obstacle to parental involvement in their child's education. Symeou (2007) demonstrated how socio economic status can facilitate and structure parental participation.

There is difference in public and private schools in terms of subject availability, strictness of discipline, quality of facilities, academic achievement and the likely implications for their children's career opportunities. Private schools generally have better teachers and deliver a better education, smaller classes and provide more individual attention to students. Watts (1997) has revealed that a

teacher centred classroom prevents students from exploring information and thinking creatively and reflectively. Research show that children come to school with many questions, but in time their curiosity dies and they become silent listeners (Holt, 1982). Curiosity is an active component in learning with understanding. Children are curious about the world around them, school environment need to construct personal understanding in a setting that encourages and nurtures questioning (Harlen, 1992) creating a friendly environment and appreciating students efforts, helped students to overcome their fear of being worn and nurtured their innate curiosity (Biddulph and Carr, 1992). In the present study attempt has been made to study the effect of parental support, gender and type of school on curiosity of school going children.

Problem and Hypothesis

(1) To study the effect of parental support on the curiosity of school going children.
"There will be significant effect of parental support on the curiosity of school going children."
(2) To study the effect of Gender on the curiosity of school going children. "There will be significant effect of gender on the curiosity of school going children."
(3) To study the effect of type of school on the curiosity of school going children.
"There will be significant effect of type of school on the curiosity of school going children."

Research Methodology

Survey model was adopted for the present study.

Participants

By adopting the principle of stratified proportionate random sampling technique three hundred school going children belonging to the age group ranging from 9-14 years were selected as sample from various higher secondary schools of Durg district of Chhattisgarh.

Measures

Standardised test adopted for the study were parental support scale developed and standardised by Nandwana and Asawa (1971) and

Children's curiosity scale developed and standardised by Kumar (1992). This scale is meant for school going children of 9-14 years of age. It consists of forty four items with four response alternation. Analysis of data was done by computing three way ANOVA.

Procedure

Scores obtained on parental support scale were categorised into low, average and high parental support by computing quartile. Study was conducted on extreme groups' only i.e. low and high parental support. The sample size got reduced to one hundred twenty four.

Result and Discussion

Table no. 1 Summary of Anova

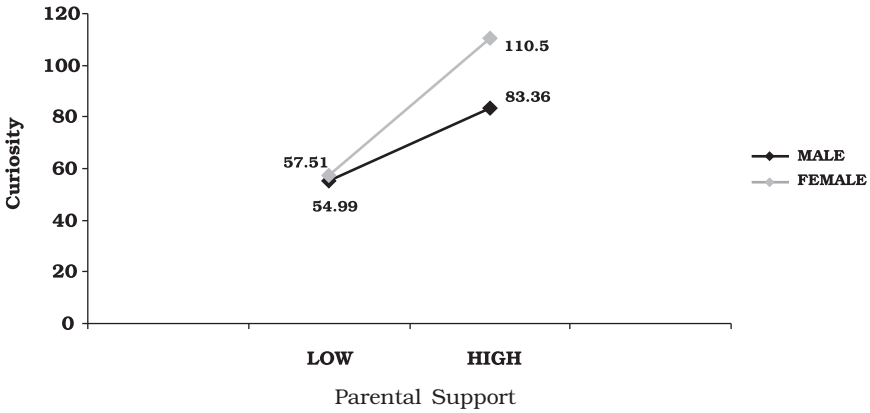
Source of Variance	*SS*	*df*	*MS*	*F-Ratio*	*Level of Significance*
PS	14410.4	1	14410.4	969.48	S**
G	3466.72	1	3466.72	233.22	S**
TOS	48.265	1	48.265	3.24	NS
PS x G	53853.06	1	53853.06	3623.05	S**
PS x TOS	2043.07	1	2043.07	137.45	S**
G x TOS	2807.98	1	2807.98	188.91	S**
PS x G x TOS	7842.45	1	7842.45	527.61	S**
Within	1739.18	117	14.864		
Total	86211.125	124			

S** Significant at 0.01.

Table no.1 shows that the main effect of variables such as parental support ($F=969.48$, $P<0.01$) and gender ($F=233.22$, $P<0.01$) was found to be highly significant which indicates significant individual effect of parental support and Gender on children's curiosity. This finding corroborates the findings by earlier researches of saxe and stollak (1971); Dooley (1921) that parental reinforcement and modeling foster children's curiosity. The result further show that type of school whether government or private schools imparts no significant effect on curiosity of children, but contrary to it most of western previous findings, claimed that school environment and appreciating student efforts nurture their innate curiosity. (Holt,1982; Watts,1997; Harlen,1992; Biddulph and Carr,1992)

Findings of Interactional Analysis

Table no.1 reveals that the interactional effect of parental support and Gender (F=3623.05,p<0.01) was found to be significant, Findings indicate significant interactional effect of parental support and Gender on children's curiosity.

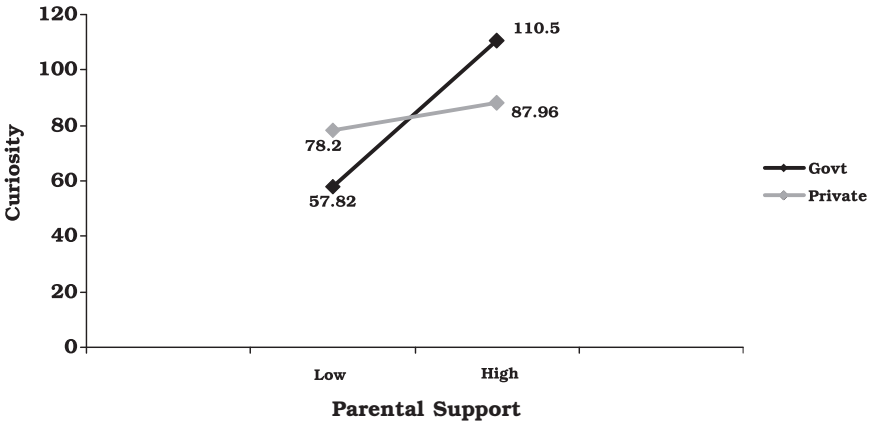


Graph No 1: Showing Interaction Effect of Parental Support and Gender

Graph no.1reveals that the mean curiosity score of male and female children with high parental support do differ significantly from their counterparts with low parental support. This finding is supported by the findings of Hunter, Ross and Ames (1982); Vidler (1977). Further on examining mean curiosity score it was found that female students are more curious than male students. In patriarchal form of society, girls are mostly suppressed, with parental support in the form of resources, advice, social contacts, values etc. they show more exploratory behaviour, competences and other skills (Badony, J.2000)

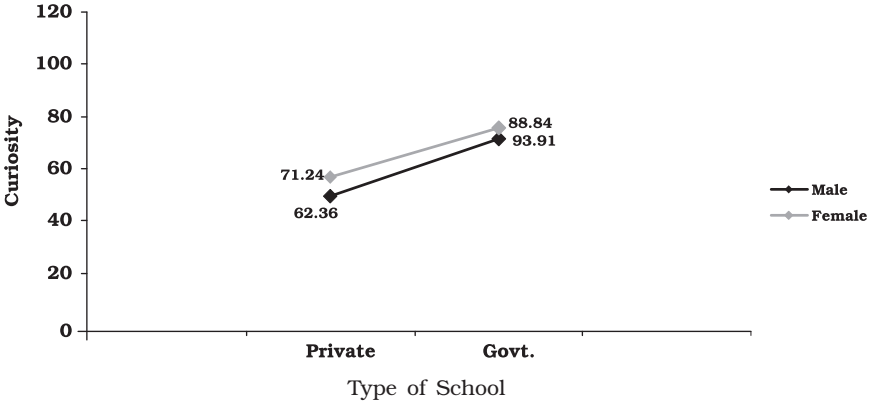
The data in Table No.1 shows that there is significant interaction effect of parental support and type of schools (F=137.45, p<0.01) on children curiosity.

Graph No. 2 reveals that the mean curiosity scores of children studying in government and private schools having high parental support were significantly higher than their counterparts having low parental support. The same is reported by Deckard and Detrill (2004), who found positive correlation between parental support and children's curiosity. Mean curiosity score further indicates that government school children with high parental support are more



Graph No. 2: Interaction Effect of Parental Support and Type of School

curious than their counterpart studying in private schools. The result further shows that there is significant interaction effect of Gender and Type of Schools (F=188.91, p<0.01) on children's curiosity.

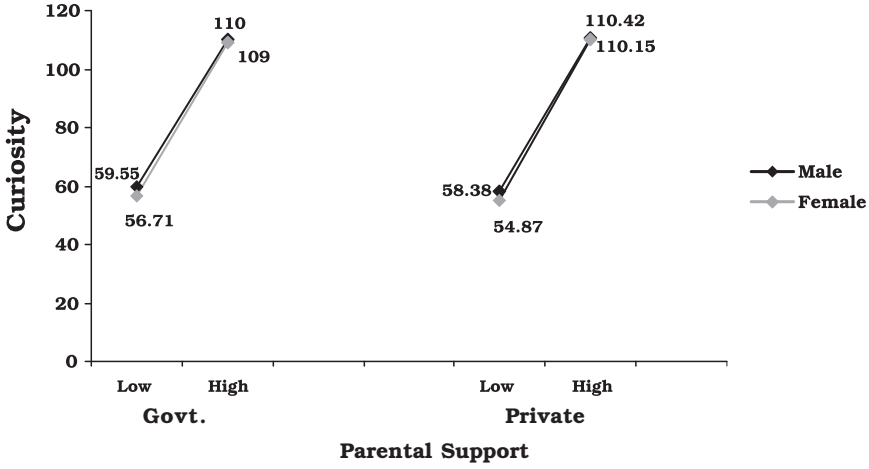


Graph No. 3 : Interaction Effect of Gender and Type of School

Mean curiosity scores depicted in Graph No.3 shows that children of government schools are more curious than private school children. On further examining the mean curiosity scores it was found that female children are more curious than male children. But contrary to this George and Monsaas (1988) reported that their exist no difference in curiosity of male and female students.

The data demonstrated in Table No.1furthur indicates significant interaction effect of parental support, Gender and Type of School

(F=527.61, p<0.01) on children curiosity, which indicates positive influence on children's curiosity.



Graph No. 4 : Interaction Effect of Parental Support, Gender and Type of School

Graph No.4 reveals that the mean curiosity score of male and female children studying in government and private schools with high parental support are more curious than their counterparts having low parental support. This study is supported by the findings of Bowlby, (1973); Mikulineer, (1997) that caregiver's availability, their attachment and support provides security to explore the environment. Low parental support might be due to low socio economic status of parents. Symeou (2007) found that socio economic status facilitate and structure parental participation.

Conclusion

This study found that the main effect of variables such as parental support and Gender have significant influence on children's curiosity. But the main effect of type of school had no significant impact on children's curiosity. Findings further reveal significant first and second order interaction effect of parental support, Gender and Type of school on children's curiosity. All these result proved a positive impact of parental support on children's curiosity.

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