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A correlational study of curiosity and intelligence in junior college students

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Abstract
All-round development of man is possible only because of intelligence. The difference in lifestyle between humans and animals is evident only because of intelligence. In the 21st century, basic human needs have expanded to include education and good health. Moreover, education is essential for all-round development of human life. Keeping this in mind, free and compulsory education was made up to the age of 14 according to the Indian Constitution. Education is a continuous process and various aspects of personality are given proper shape in it. Education brings evolution in life. While doing this, different feelings are created in them regarding the curriculum and curiosity to live the new and happening things is created in them. The word curiosity haunts a man till his last moment. After completing secondary education, the next step in the educational life of a student is higher secondary education. At this age, the student becomes increasingly alert. And he becomes jealous of realizing the dream of a bright future. Obviously, his mind is becoming aware and curious about new knowledge.

Keywords: curiosity, intelligence, junior college, correlational studies

Introduction

This is the requirement of intelligence along with curiosity in students. Therefore, because of both curiosity and intelligence in those students, that student can achieve his academic progress. Therefore, due to both the curiosity and intelligence of the students, the comprehension power of the students increases. Education is a continuous process and various aspects of personality are given proper shape in it. Education brings evolution in life. While doing this, different feelings are created in them regarding the curriculum and curiosity to live the new and happening things is created in them. The word curiosity haunts a man till his last moment. After completing secondary education, the next step in the educational life of a student is higher secondary education. At this age, the student becomes increasingly awake. And he becomes jealous of realizing the dream of a bright future. Obviously, his mind is becoming aware and curious about new knowledge.

If a student gets good marks, the students of the same class who get good marks are considered smart and those who get less marks are considered dumb. But the question arises that if all the students in the class are taught by one teacher. So why the difference in his perception? Is it primarily related to curiosity? He acts on the basis of his intelligence by combining the students' curiosity with his thinking power, thinking power, innovation, problem solving, imagination, past, present and future.

According to Voodoo, intelligence is the power of acquiring knowledge. According to Calvin, study ability is one of the main characteristics of intelligence. In short, intelligence is the ability to acquire knowledge and skills, utilize previous experience, adjust to new circumstances, form opinions and think, and make inferences. But there are people in the world who are known to the whole world for their curiosity and intelligence. That is why it is important to find the correlation of intelligence and curiosity of students in the field of education as well.

Research Title

A Correlational Study of Curiosity and Intelligence of Class 12th Students of Junior Colleges in Nashik City.

Need and importance of research

Intelligence and curiosity are very important in student life. Earlier, if we consider intelligence as a power that runs like electricity, we do various types of work on the basis of this power. The importance of intelligence and curiosity can be seen from the following points.

1. Curiosity is used in daily life of students.
2. Ability and skill of observation and creativity in students increases.
3. Clever
4. Intelligence
5. Good performance
6. Develops perspective towards studies in students.

In junior college life, we find that students who score high on tests are considered intelligent and those who score low are considered intellectually average and backward. But it is necessary to test the intelligence of the students through the success and failure in the exam and to create curiosity in them.

The present research has been undertaken by the researcher for this purpose. If there is a relationship between intelligence and curiosity, then on that basis, students can be guided to use their intellectual abilities by guiding them according to their intellectual abilities, and if there is no relationship between intelligence and curiosity, students' misunderstandings will be removed and new knowledge will be added.

For the development of the students, by taking into account the latent artistic qualities of the students (12th Arts Branch in Junior College), the intelligence of the students can be developed by increasing the curiosity of the students.

There should be a separate active activity which brings out the latent qualities of the students and cultivates research attitude. Students have certain inherent latent qualities. They want to do something new. If the student is smart, well-read, his progress is also likely to be good. Therefore, it is necessary to study the correlation between curiosity and intelligence of students.

Objectives of the research

1. To study the curiosity of students of class 12th arts in junior college.
2. To study the curiosity of female students of class 12th arts in junior college.
3. To study the intelligence of students of class 12th arts in a junior college.
4. To study the intelligence of female students of class 12th arts in a junior college.
5. To conduct a correlational study of curiosity and intelligence of students of class 12th arts in a junior college.
6. To conduct a correlational study of curiosity and intelligence of students of class 12th arts in a junior college.
7. To conduct a correlational study of curiosity and intelligence among junior college students of class 12th arts.

Hypothesis of Research

1. No significant correlation is found between curiosity and intelligence of students of class 12th arts in junior college.
2. No significant correlation is found between curiosity and intelligence of students of class 12th arts in junior college.
3. No significant correlation is found between curiosity and intelligence of students of class 12th arts in junior college.

Scope and limitations of the research

1. The present research is a correlational study of curiosity and intelligence of class 12th arts students in a junior college.
2. The present research is limited to the correlational study of curiosity and intelligence of class 12th arts students in junior colleges.
3. The present research is done by Yashodamata Dayabhai Bitco Girls High School and Junior College, Nashik as well as Shri. Dayabhai Devasi Bitco Boys High School & Junior College, Nashik is restricted to Class 12th Arts students and students.
4. The scope of the said research is limited only to students of class 12th arts branch of junior college in Nashik city.
5. The findings of the presented research will be applicable only to students of class 12th arts stream in junior college in Nashik city.

Research method

The present research is a correlational study of curiosity and intelligence of class 12th arts students in a junior college. Therefore, the researcher has chosen correlational research method.

Sample selection

For the present research study, the researcher from Nashik city 100 male students from Diabhai Devasi Bitco Boys High School and Junior College, Nashik and 100 female students from Yashodamata Diabhai Bitco Girls High School and Junior College, Nashik were selected using simple random sampling method.

Research tools

The researcher To study the curiosity of the students of 12th arts department in the junior college. Dr. Rajiv Kumar's Standardized Curiosity Measurement Test was used. There are total 44 questions in this test and each question has 4 options. Along with this, statistical tools such as mean, standard deviation and R value have been used.

Data Analysis and interpretation

The researcher Dr. To study the curiosity of the students of 12th arts department in the junior college. Data was collected using Rajiv Kumar's Standardized Curiosity Measurement Test. Both descriptive and inferential statistical tools have been used for the analysis and interpretation of the collected information.

Hypothesis Testing

1) No significant correlation is found between curiosity and intelligence of 12th Arts students in Nashik City Junior College.

Table 1: Mean, Standard Deviation and R Value of Curiosity and Intelligence Quotient of Class 12th Junior College Students

No.	Variable	Students	Mean	SD	Sample R Value	Obtained R Value	Accept/Reject
1	Intelligence	100	49.9	21.50	0.20	0.72	Reject
2	Curiosity	100	61.98	15.51	0.20		

Interpretation - Sample r values for DF 98 at 0.05 significance level is 0.20. So the r value obtained is 0.72. That is, it is greater than the sample r value. So the null hypothesis has to be abandoned and the alternative hypothesis has to be accepted. You have to assert that there is a significant correlation between curiosity and intelligence quotient of 12th Arts students in a junior college in Nashik city.

2) No significant correlation is found between curiosity and intelligence of 12th Arts students in Nashik City Junior College.

Table 2: Mean, Standard Deviation and R Value of Curiosity and Intelligence Quotient of Class 12th Junior College Students

No.	Variable	Students	Mean	SD	Sample R Value	Obtained R Value	Accept/Reject
1	Intelligence	100	46.56	15.61	0.20	0.18	Accept
2	Curiosity	100	55.61	14.82	0.20		

Interpretation - The sample r value for DF 98 at 0.05 significance level is 0.20 and the obtained r value is 0.18. That is, the sample r value is greater than the obtained r value. So the null hypothesis has to be accepted. Therefore, considering the above findings to be reliable, it has to be said that there is no significant correlation between intelligence and curiosity quotient of 12th grade students of junior college in Nashik city.

3) No correlation is found between the curiosity and intelligence quotient of the 12th Arts students and the students of junior college in Nashik city.

Table 3: Mean and R Value of Curiosity and Intelligence Quotient of Junior College *12*th Arts Students and Students (Significant Correlation by Pearson's Circle Multiplication Method)

No.	Variable	Students	Mean	SD	Sample R Value	Obtained R Value	Accept/Reject
1	Intelligence	200	55.94	0.13	0.20	0.89	Accept
2	Curiosity	200	51.08	0.18	0.20		

Interpretation - The sample r values for DF 198 are 0.05 and 0.01 significance levels are 0.13 and 0.18 respectively. So the r value obtained is 0.89. That is, the obtained r value is greater than the sample r value. That is, there is a high correlation between intelligence and curiosity of male and female students. Assuming the above findings to be reliable, we have to state that there is a high positive correlation between intelligence and curiosity of 12th grade arts students in junior college in Nashik city.

Findings of the Research

1. Correlation is found between Intelligence and Curiosity Quotient of 12th Arts students in Nashik City Junior College.
2. No significant correlation is found between curiosity and intelligence quotient of 12th grade students of arts department in junior colleges of Nashik city.
3. There is a high positive correlation between intelligence and curiosity of male and female students of 12th grade arts in Nashik City Junior College.

Recommendations

1. Various programs should be organized at the college level to increase the curiosity of the students.
2. Brainstorming method should be used for students in school program.
3. To stimulate children's thinking to solve various problems.
4. Scientific research projects should be organized.

Topic for further research

1. A study of correlation between intelligence and curiosity of secondary school students.
2. To study the intelligence of urban and rural students.
3. Correlational study of students' curiosity and scientific attitude.
4. Correlational study of students' curiosity and emotional intelligence.

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