

# A Study of My Own Idea and Curiosity in Teaching of Pre Service Teachers of Middle Level

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**Abstract-** The present research paper is devoted to provide a summary of the entire study, which includes a SKITT out line of the major objective. Methodology and procedure followed in different phase of study. This study was undertaken to know the own-idea and Curiosity in teaching of pre-service teachers of middle level Shri Kanwartara institute for teacher's training Mandleshwar Dist-Khargone (M.P.) efforts was made to find out the difference and relationship between the above two variables.

The physical own-image is usually formed first and is related to the student physical appearance, psychological own-image is based on thoughts-feelings and emotions. They consist of the qualities such as courage, honesty, independence, own-confidence, aspiration and abilities of various kinds.

A man's day-to-day life is shaped by his Curiosity and attitudes. His day-to-day relations with other member of the society, his educational and vocational adjustment, his attitudes and values depend upon his Curiosity.

There are various objects in this universe. Those which are pleasant and appealing to our instincts and sense become the centre of our Curiosity. Curiosity differs from individual to individual and as such they are quite subjective.

**Index Terms-** A study of my own idea, Curiosity in teaching of pre service, A study of my own idea and Curiosity, Curiosity own idea, AOICT.

## I. INTRODUCTION

Education is the 'third eye' of a person. It gives him insight into all affairs. It teaches him how to act justly and rightly. It leads him to realize the true significance of life. It removes darkness and shatters illusion. Secondary Education is the foundation of the entire super structure of the nation which we intend to build. The beautiful house on poor foundation is going to fall like a house of cards under the slightest stress. The strength and progress of a nation rests upon the educational foundation of her people. Secondary education is crucial for economic development and modernization of the social structure. It also represents an indispensable first step towards the provision of equality of opportunity to all its citizens.

The Directive principles of state education policy embodied in Article 45 of the Indian Constitution state that "the state shall Endeavour to provide within a period of ten years from the commencement of the constitution for free and compulsory education for all children until they complete the age of fourteen years".

Teachers are the most important input of any educational system. They have a very important role to play in all the respects of secondary education i.e. enrolment, retention and enhancing learning achievement of the middle school students.

**Own Idea** - A own idea is a person's total view of him or herself (Hamacheck, 1987). It is composite of the beliefs ideas or perception one's has about my own, one physical, psychological, social and emotional characteristics, aspirations and achievements. This is what an individual refers to as I or me and is the totality of meanings, attitudes and weaknesses are part of own idea. If we could place a student in a situation in which he/she feel absolutely free to describe him/herself as accurately as, the possible description such as intelligent, hardworking, caring, responsible, insightful, etc. would capture the essence of his/her own idea.

The physical own-image is usually formed first and is related to the student physical appearance, psychological own-image is based on thoughts-feelings and emotions. They consist of the qualities such as courage, honesty, independence, own-confidence, aspiration and abilities of various kinds.

Own idea has certain characteristics. Important among them are as follows.

- own idea is organized – To arrive at a general picture of the self, the individuals collect and organized a great deal of in collect and organized a great deal of information on which they base their perception.
- own idea is multifaceted- own idea includes areas such as social acceptance physical attractiveness, academic abilities etc.
- own idea is hierarchical on a dimension of generality:- The multifaceted characters are in hierarchy which is developmental in nature. own idea becomes increasingly differential with increasing age.
- own idea is stable :- Thought success/ failure or superiority/ inferiority in a student may bring change in his own idea. It however does not change the primary own idea of the person. It however, does not mean that own idea can not be improved through appropriate interventions. There is dispute among researchers over – (i) Whether own idea can be improved or not (ii) if yes, to what extent.

## Own-idea :-

Own-idea is based on what children believe their parents, teachers and peer think of them. They are thus mirror images if

children believe that these significant people think favorably of them, they think favorably of themselves too and vice-versa. Encouragement, love, praise reassurance, positive comments, sincere caring and Curiosity on the part of parents and others whom they consider of some significance have been found to aid the development of positive own-idea or high self-esteem among children. Own-idea is largely learnt over a period of time, albeit incidentally and in part through conditioning, identification, and imitation. With increasing age the Own-idea tends to become stable. The individual does not markedly change his attitudes, feelings, or ideas about himself.

Children who are constantly scolded and rarely shown affection and likely to develop poor Own-idea or low self-esteem. Children with low self-esteem have less self-confidence and developed feelings of inferiority.

Students with positive Own-idea rely on themselves rather than on other and are willing to accept and suggestions. One the other hand, students with low Own-idea are sensitive to criticism and blame themselves whenever things go wrong. Most students with low Own-idea prefer to work on easy take where they can be certain of success.

Education have become increasingly aware of the impact that an individuals Own-idea and self-esteem have on classroom behavior and achievement. One can argue that high achievement in class leads to high own-idea or other can say that high own-idea leads to high achievement and Own-ideas of teachers.

### **Curiosity**

A man's day-to-day life is shaped by his Curiosity and attitudes. His day-to-day relations with other member of the society, his educational and vocational adjustment, his attitudes and values depend upon his Curiosity.

There are various objects in this universe. Those which are pleasant and appealing to our instincts and sense become the centre of our Curiosity. Curiosity differs from individual to individual and as such they are quite subjective.

Curiosity is explained as preoccupations, objectives, likes and dislikes, and motives. William James (1890) discussed Curiosity as a form of selective awareness or attention that produces meaning out of the mass of one's experiences. In describing the nature of Curiosity, Berdie (1946) viewed them as factors that attract an individual to or repel him from objects, persons, and activities. The operational or experimental approach most frequently used in the assessment of Curiosity involves a study of the individuals likes and dislikes. Strong (1993), Speaks (1943) of Curiosities as "likes" and labels "dislikes" as "aversions". When Curiosities are plotted as patterns or profiles they are located on a scale ranging from a non- Curiosity or zero point to a high positive value. From the operational viewpoint it is sufficient to look upon Curiosities as organism conditions that result in a desire for further stimulation from a particular type of object, idea, or experience. Although this definition omits the negative or dislike aspect of Curiosity, there is no intent to disregard its importance in behavior. These aspects of Curiosities probably shall be discussed as negative or antagonistic attitudes rather than an negative Curiosities.

Curiosity is a commonly used expression in day-to-day life. Curiosity has a great influence on human behavior. This is an important aspect of the affective domain that we would discuss in his section.

**Aspects of Curiosity** – Curiosity has both subjective and objective aspects. In the subjective aspect the emphasis is on the feeling component, and in the objective aspect the emphasis is on the motor behavior of the individual. All Curiosity have cognitive, affective as well as motor aspects.

Curiosity give rise to certain activities. The attitude towards these activities is part of the affective domain. It is developed from personal experiences as well as from the attitudes of others especially parents, teaches and peers towards the particular activities.

The individual has two kinds of Curiosity inborn and acquired. Curiosity grows out of three kinds of learning experiences.

- Trial and error learning.
- Identification with people they love or admire, and
- Guidance and directions they receive from others.

The development of Curiosity closely parallels the child's physical and mental development. Limitations in his physical and mental capacities or in his experience set limits on his Curiosity.

Curiosity develop through

- Contact with wide range of desirable activities.
- Activities proportionate of capacities, and
- Presence of conditions insuring satisfaction.

## **II. RATIONALE OF THE STUDY**

Teaching is unique and complex activity because it requires considerable knowledge, a wide variety of Curiosity and skill and a very positive part of the teacher. A teacher has to understand his/her subject as well as his/her pupils, she/he has to be motivated, to instruct evaluate etc. It means that teacher has to play many roles and that too very efficiently. To attain efficiency in every aspects of teaching it is essential that a teacher should have high own idea and also have positive Curiosity in teaching.

Therefore own idea and Curiosity in teaching for pre-service teacher will play a vital role to become an effective teacher in future. Hence the following topic is chosen for research.

An individual is not born with a own idea nor does he inherit it but he forms as a result of his experience and capabilities. Teacher should not be taken as one who only pass knowledge, but should also be the leaders of the classrooms leading their students towards achieving the set educational goal. Thus, if the classroom is taken as an organization, teachers leadership behavior and their use of power are two of the many important behavior that influence students educational outcomes. An mentioned above, own idea is taken as one of the many important mental constructs of teachers that influence leadership of teacher in class as well as students learning. Teacher is a supervisor and a guide for school children. In each role, the teacher has to encourage various potentials of personality traits in children for their healthy idea of self. Development of positive own idea is one of the requisites of education achievement. Therefore, teacher's own idea play a very vital role in development of positive own idea of students and also it is reflected in each and every bit of his / her behavior.

Curiosity is the central force that drives the whole machinery of the teaching-learning process. Teacher's Curiosity

in teaching is one of the most important factor to insist Curiosity among children. Curiosity of Teaching Curiosity has been found as one of the major determinants of teacher effectiveness (Grewal 1975). An individuals beliefs, attitudes, value and overt behavior are profoundly influenced and molded by his/her Curiosity. Curiosity in teaching is a major concern in educational system. According to Dewey (1933 /1986), there is a strong connection between Curiosity and effort, i.e., the more or a person becomes Curiosities in a subject the more effort he will put in it.

So, own-idea and Curiosity in teaching are very essential variables for effectiveness of a teacher and also might be a contributing factors for the betterment in teaching learning process. Shri kanwartara institute for teachers training mandleshwar Dist-Khargone (M.P.). is one of the premier institutes of eastern regions offering unique course of one years pre service training through B.Ed therefore, it was assumed that the longer qualitative exposure of students would constantly bring many changes among its trainees. Therefore, the present study was taken up to find out the status of own idea and Curiosity of pre service teachers.

**Statement of the Problem**

**“A study of own-idea and Curiosity in teaching of pre-service teachers of middle level”.**

**III. OBJECTIVES OF THE STUDY**

- (i) To find out status of own-idea of pre-service teachers of middle level
- (ii) To find out the status Curiosity in teaching of pre-service teachers of middle level.
- (iii) To find out the relationship between own-idea and Curiosity in teaching of pre-service teacher of middle level.
- (iv) To study the difference between various demographic variables with respect to own-idea and Curiosity in teaching of pre-service teachers of middle level.

**IV. HYPOTHESES OF THE STUDY**

- (i) The status of own idea of pre-service teachers of middle level would be high.
- (ii) The status of Curiosity in teaching of pre-service teachers of middle level would be high.
- (iii) There would be a positive relationship between own-idea and Curiosity in teaching of pre-service teachers of middle level.
- (iv) Male pre-service teachers would be better than females with respect to own-idea.
- (v) Female pre-service teachers would be better than males with respect to Curiosity in teaching.
- (vi) Pre-service teachers having science background would be better than arts with respect to own-idea.
- (vii) Pre service teachers having arts background would be better than science with respect to Curiosity in teaching.

**V. DELIMITATION OF THE STUDY**

- (i) The present study is confined to students of pre-service of middle level of Shri Kanwartara institute for teacher’s training Mandleshwar Dist Khargone (M.P.)
- (ii) The present study is confined to only, 94 pre-service teachers of middle level of Shri Kanwartara institute for teacher’s training Mandleshwar. Dist Khargone (M.P.)
- (iii) Only status and relationship of the variables such as own-idea, Curiosity in teaching and pre-service teachers of middle level of Shri Kanwartara institute for teacher’s training Mandleshwar. Dist Khargone (M.P.)

**Sample**

Sample is a smaller representation of large whole. In the present study purposive sampling method has used.

- (i) A total number of 94 pre-service teachers were chosen as sample through purposive sampling. The samples were collected B.Ed. classes from Shri Kanwartara institute for teacher’s training Mandleshwar Dist Khargone (M.P.) The details of sample selected has been given in table-1.

**Table-1  
Detail of Sample**

Name of Institution	Pre-service teacher of middle level			
	Female	Male	Science	Arts
Shri Kanwartara institute for teacher’s training Mandleshwar Dist-Khargone(M.P.)	58	36	54	40
Total	94			

**Tools**

- The following tools were used for the study
- (1) Own-idea Inventory by Beena Shah (1986).
  - (2) Curiosity in Teaching Scale by S.B. Kakkar (1985).

**Own-idea Inventory (Adults)**

Own-idea scale was developed by Dr. Beena Shah (1986). The test contains 64 adjectives altogether. It measures ten content categories which are as following:-

- (i) Social Own-idea (SOI)
- (ii) Emotional Own-idea (EOI)
- (iii) Physical Own-idea (POI)
- (iv) Cognitive Own-idea (COI)
- (v) Aesthetic Own-idea (AOI)
- (vi) Political Own-idea (PIOI)
- (vii) Job Related Own-idea (JROI)
- (viii) Self-Confidence (SC)
- (ix) Own-idea Related to Beliefs and Traditions (OIRBT)
- (x) Own-idea Related to Personality Traits (OIRPT)

The Own idea Inventory has been designed for the adults (age groups, 21 to 50 years) of both the sex (male and female) belonging. Whether to urban or to rural areas. The test is available in Hindi and English languages. The distribution of items of own idea inventory over it's 10 content categories are given below in Table -2.

**Table- 2**  
**Distribution of items among different dimensions of own idea inventory**

S.No.	Dimension of OII	Item SI No.	Total Items
1.	SOI	P-4, 8, 18, 30, 38, 48 N-39	7
2.	EOI	P-2,12,45 N-6,15,17,21,36,41,46,52,57,59	13
3.	POI	P-42, 55, 63 N-29	4
4.	COI	P-3,13,32,33 N-24,27	6
5.	AOI	P-7,49,64 N-51	4
6.	PIOI	P-10,18,19,37,43,60 N-Nil	6
7.	JROI	P-1,9,22,31,44,56,61 N-40,62	9
8.	SC	P-14,34,35 N-5	4
9.	IOIRBT	P-28,47 N-20,36,50,53	6
10.	IOIRPT	P-11,16,23 N-25,26	5
11.	Composite Own-idea	All P & N items	64

P= Positive items, N=Negative items.

**Reliability**

The reliability coefficient of own idea inventory (OII) were computed separately for each criterion group of samples subjects (eg.male, female). The pre-service teacher 94 administrated among selected the 94 pre-service teacher, female 58 and male 36. Data were scored in view of other response on a five point scale on the objective related positively or negatively to the good own-idea.

**Validity**

**Content Validity :** The coverage of the adjectives of OII deals with almost each and every important domain of the self. The unanimous opinion of the experts rigidly the selection of the dimensions as well as the relevance of the adjectives to these dimension of the OII. has also been taken into consideration, which has ultimately raised the content validity of this test.

**Intrinsic Validity** is here taken in terms of the index of reliability. The high value of split-half reliability coefficients had itself verified the existence of a considerable degree of validity in this inventory of own-idea.

**Construct Validity** to determine it's construct validity, the inter correlations between the 10 area of own-idea inventory.

**Scoring**

The inventory was scored by the hand. For any adjective, positive associated with good own-idea, score 4 for always, 3 for often, 2 for 50% occasions, 1 for some times and 0 for never is to be given. For those adjectives which are indicative of bad own-idea of just reversible trend of scoring i.e. 0,1,2,3 and 4 respectively was to be followed for the responses marked (3) on the same five points of the test i.e. always, often 50% occasions, some times and never.

**Kakkar Interest in Teaching Scale (KITS)**

KITS to a test designed by the author Dr. S.B. Kakkar (1985) to assess interest in teaching of teacher trainees before admission to the teacher training programme. Primarily it was constructed to be administered to the candidates. In matriculates and higher secondary passed- who aspired to be elementary school teachers.

The test consists of twenty-seven items-multiple choice types; five choices are given in each item, out of which the respondent is to indicate are choice which represents him best. The choices within each set are educated, to a large extent for social desirability. In this way, the likelihood of the individuals responding to the favorableness of the choice rather than to its degree of importance to him is considerably reduced. The items are such that the answer to each item would reveal whether the person who takes the test has genuine interest in teaching. The items seek to draw upon a persons reading interest, hobbies, school subjects, recreational interest, likes for different types of people, loves, present personality, qualities, goals, present abilities, general interests and occupational interests, general interests and occupational interests, all in a bid to discover whether the person's responses are characteristic of his interest in teaching.

**Reliability**

Reliability coefficients of KITS as obtained from different methods are presented in Table.

**Table**  
**Reliability Coefficients of KITS**

Method used	Reliability coefficient	Level of significance
Split-half	0.72	0.01
Test-Retest	0.69	0.01
Kudar-Richardson	0.62	0.01

Whereas the split half and Kudar Richardson reliabilities are based on the responses of the total sample, test-retest reliability is based on 200 testees out of the total sample, though Kudar-Richardson reliability tends to under-estimate reliabilities obtained by other methods these reliabilities are sufficiently high to permit interpretation of KITS scores for individual use. That the reliability of the test can not be lower than 0.62 is what may be safely asserted.

Considering the reliability of the test as 0.72, it may be said that 72 percent of the variance of test scores is true variance and only 38 percent is error variance.

## VI. VALIDITY

**Content:** Items included in the test were, as already stated, discussed with experts to judge their fitness and to decide whether each item would measure what it purports to measure. Two try-outs served towards a carefully scrutiny. Effort was also made to keep the test items as specific, concrete and precise as possible, in a bid to ensure construct validity.

**Item** – KITS was developed through the use of item analysis. In so far as the items having good item validity only form the test, the test can be said to be valid. This claim is strengthened by the fact that subsequent to the item analysis on the main sample, the test scores maintained their internal consistency through repeated item analysis for samples of various compositions.

**Table**  
**Validity Indices**

No. of test Items	Percentage of test items	Range of item variance
18	65	0.30 to 0.56
5	20.2	0.18 to 0.29
4	14.8	0.07 to 0.17
27	100	0.07 to 0.56

Another approach in assessing the validity of an instrument is to determine the reasonableness of relationships between it and other measure. If these relationships conform to expectation, are logical and consistent, or confirm findings of other studies, added confidence in the practical utility of that instrument accrues. The congruent validity of the test was also ascertained. The measure selected was the sub-test on “Curiosity in the teaching profession” which forms part of the Aptitude Test for secondary school teachers constructed and standardized by M.M. Shah, M.S. University, Baroda (23); the validity of that test (22) is already established, i.e. chi-values of items ranging from 2.68 to

3.57 significant at 0.05 level for N=58 composed of high and low groups; difficulty values ranging from 50.0 to 87.0 and informal consistency indices from 0.225 to 0.430; split-half relationship  $r=.47$  and the criterion validity  $r=0.36$ . The congruent validity of KITS came to 0.71 significant at 0.01 level.

The test correlates. 71 with true measure of itself. These true measures constituting the criterion. As such it is a valid measure of the function it purpose to measure.

In terms of the relation of validity to reliability, which in this test seems to be close, the test efficiency is high.

### Administration of tools and collection of data

The researcher went personally to the respective B.Ed. classes i.e science and arts student of Shri Kanwartara institute for teacher’s training Mandleshwar Dist-Khargone (M.P.) and collected data from pre-service teacher. The test regarding own idea, and Curiosity in teaching of pre-service teachers were administered.

The researcher after taking necessary permission from the concerned Dean and collected the data. The scales were administered on 94 pre-service teacher but the valid number of sheets finally stood as 94 comprising 58 female and 36 male pre-service teachers. Thus, collection of data was completed.

### Hypothesis -

The status of own-idea of pre-service teachers of middle level would be high. Status of own idea of pre-service teacher of SKITT, Mandleshwar.

Keeping in mind, the minimum and maximum score of each dimension and total of own idea, a classification was made. It was based on equal range i.e., “very low”, “low”, “average”, “high”, “very high”.

The mean scores for each dimensions and the total scores of the own-idea of pre-service teacher of SKITT, Mandleshwar obtained then they were identified as “very low”, “low”, “average”, “high”, “very high” based on above classification and presented in table.

**Table**  
**Mean, SD scores of own idea of pre-service teacher in middle level of Shri Kanwartara Institute for teacher’s training Mandleshwar Dist. Khargone (M.P.)**

S.No.	Dimension of own idea	Mean (N=94)	S.D.
1	Social Own idea (SOI)	19.29 H	3.36
2	Emotional Own idea (EOI)	27.07 A	4.26
3	Physical Own idea (POI)	9.88 A	2.25
4	Cognitive Own idea (COI)	17.12 H	2.67
5	Aesthetic Own idea (AOI)	4.84 L	1.76
6	Political Own idea (PIOI)	16.42 H	2.48

7	Job Related Own idea (JROI)	20.41 H	3.36
8	Self Confidence (SC)	12.29 VH	2.56
9	Own idea related to beliefs and traditions (OIRBT)	11.64 A	2.74
10	Own idea related to personality traits (OIRPT)	14.28 A	3.95
11	Total	147 H	13.60

VH= Very High, H = High, A= Average

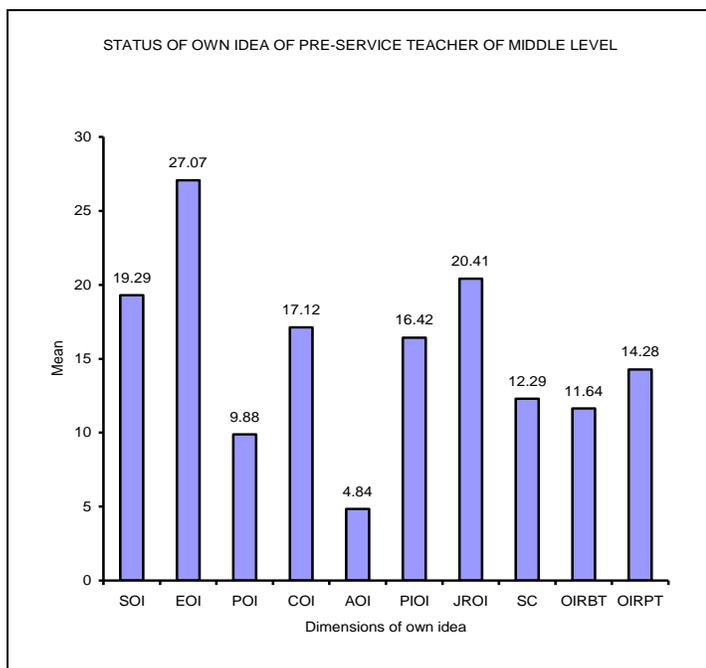
Table-5 shows that with respect to total own idea of pre-service teacher of SKITT is high.

Out of ten dimensions, in case of one dimension, i.e. self-confidence own idea, the status is very high. In case of four dimensions social own idea, cognitive own idea, political own idea, job related own idea, the status is high and in case of four dimensions i.e. emotional own idea, physical own idea, own idea to related beliefs and traditional, own idea related to personality traits the status is average in case of aesthetic own idea the status is low.

High own idea is always a desirable trait. Because high own idea of teachers is strongly correlated with their leadership styles and use of powers. The teacher's own idea is related to students' educational outcomes.

Based on the above findings, most of the dimensions of own idea, the status is high, so this result may be attributed to their good social adjustment, job satisfaction, emotionally stability and good health as well as to the relationship among students.

**Figure**



## VII. ANALYSIS OF THE STATUS OF CURIOSITY IN TEACHING OF PRE-SERVICE TEACHER IN MIDDLE LEVEL

### Hypothesis

The pre-service teacher of SKITT would have high Curiosity in teaching.

The status of Curiosity in teaching of pre-service teacher of SKITT.

A classification was made by keeping in mind the minimum and maximum scores of Curiosity. It was based on equal range “very low”, “low”, “average”, “high”, and “very high”.

The mean scores of Curiosity in teaching of pre-service teacher of SKITT were obtained and then they were identified as “very low”, “low”, “average”, “high”, and “very high”. Based on the above classifications and presented in the table .

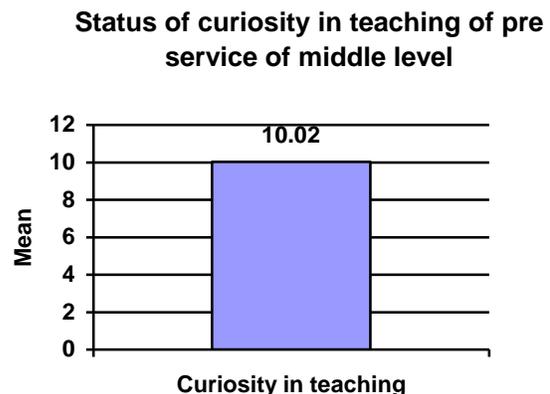
**Table**  
**Mean, SD scores and status of Curiosity in teaching of pre-service teacher of SKITT.**

Variable	Mean (N=94)	SD
Curiosity	10.02 A	3.64

A=Average

Table shows that the Curiosity in teaching among pre-service teacher of SKITT. The result shows that the status of pre-service teachers was high. The above result may be attributed the opportunity and environment provided by which might not be according the Curiosity of the teaching.

**Figure**



The figure show the status of Curiosity in teaching of pre service teachers of level of high.

VIII. ANALYSIS OF RELATIONSHIP BETWEEN CURIOSITY IN TEACHING AND OWN IDEA OF PRE-SERVICE TEACHERS OF MIDDLE LEVEL

**Hypothesis**

There would be significant relationship between own idea and Curiosity in teaching of pre-service teachers of in SKITT.

Relationship between own-idea and Curiosity in teaching of pre-service teachers of SKITT.

The correlation value for own idea and Curiosity in teaching of SKITT were obtained then the status of relationship for own idea and attitude of teachers working in it was obtained and presented in table.

**Table**  
**Correlation value of own idea and Curiosity in teaching of pre-service teacher of SKITT.**

Variables	Correlation Value	Status of relationship
Own idea and Curiosity in teaching	0.78	High

Table shows that the correlation between own idea and Curiosity in teaching of teachers. The result shows that relationship between own idea and Curiosity in teaching of teachers is positive and high.

The earlier result also that teaches having average Curiosity in teaching with high own-idea. The above result may be attributed to this i.e. the atmosphere and condition of the institute suitable the own idea of the pre-service teacher. Therefore, it can be concluded that Curiosity of pre-service teachers matches to their own idea.

IX. ANALYSIS OF MALE AND FEMALE DIFFERENCE IN OWN IDEA OF PRE-SERVICE TEACHERS

**Hypothesis**

The female pre-service teachers of SKITT have higher own idea than the male teachers.

Comparison of own-idea of female and male teachers. The mean, standard deviation and t-value for male and female teachers were obtained and presented in table.

**Table**  
**Mean, SD and t-value for the scores of own idea of male and female pre-service teachers of middle level.**

S.No.	Dimensions of Own idea	Female (N=58)		Male (N=36)		t-value
		Mean	SD	Mean	SD	
1	SOI	20.086 H	3.367	18.808 H	2.997	2.96*
2	EOI	27.775 A	4.296	31.351 H	3.134	4.918*
3	POI	9.879 H	2.555	10 H	1.845	0.267
4	COI	16.913 H	2.951	17.368 H	2.519	0.798
5	AOI	5.241 A	1.108	4.263 A	1.369	2.902*
6	PIOI	16.982 A	2.488	15.526 A	2.238	2.947*
7	JROI	21 A	3.529	19.552 A	2.947	2.148**
8	SC	11.431 H	2.747	13.631 VH	1.532	3.26*
9	OIRBT	12.724 H	2.814	10.921 A	1.583	3.98*
10	OIRPT	14.413 VH	3.718	14.078 VH	2.031	0.951
	Total	156.44 H	16.18	147 H	13.60	3.152*

A= Average, H = High, VH= Very High

\*\* Significant at 0.05 level

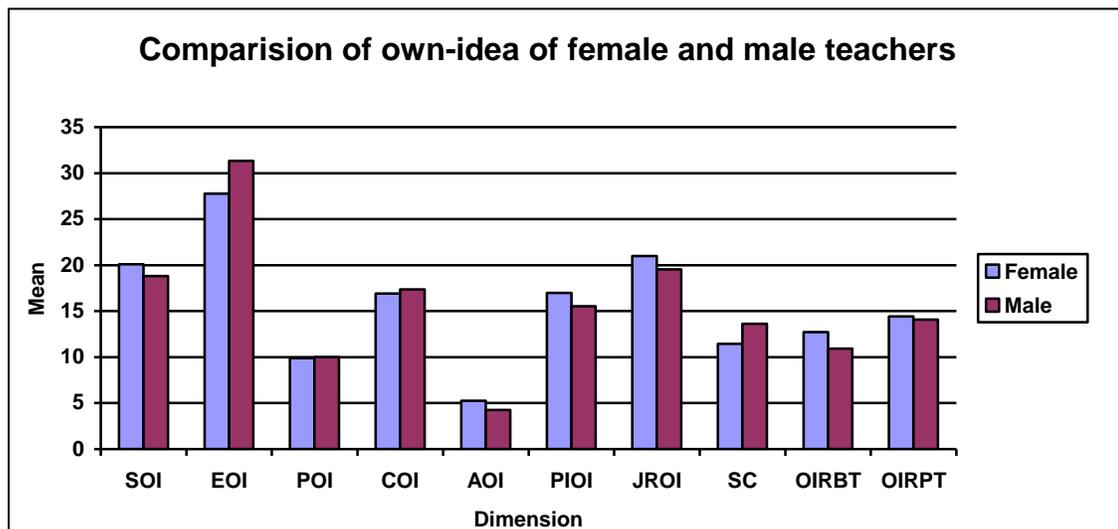
\* Significant at 0.01 level

Table indicate difference between mean scores of own-idea of female and male pre-service teachers of SKITT. The result show that female teachers are comparative better than male pre-service teachers in six dimensions namely social own idea (SOI), Aesthetic own idea (AOI), Political own idea (POI), Job related own idea (JROI), Own idea related to belief and tradition (OIRBT), Own idea related to personality traits (OIRPT) and total own idea and four dimensions male are better than female emotional own-idea (EOI), Physical own idea (POI), Cognitive own idea (COI), Self confidence (SC).

In case of SOI, EOI, AOI, PIOI, SC, OIRBT the result of own idea is statistically significant at 0.01 level as the obtain value is more than the table value 1.66 and 2.37 at 0.05 and 0.01 level of significance respectively. But in case of JROI the result is significant at 0.05 level. But in case of other dimensions i.e. POI, COI and OIRPT the result is not significant.

The above result may be due to up bring patterns of female in our society it may be due to their freedom and autonomy in SKITT. Also may be more role are given to the male pre-service teachers to play in the school. Which contributes development of own-idea role. However as concept as per sex the male teacher are better in aesthetic and emotional own idea than female but there are all status in own idea is lower side than their female counter parts.

Figure



The figure shows the difference between female and male teachers on own idea.

X. ANALYSIS OF DIFFERENCE BETWEEN MALE AND FEMALE IN CURIOSITY IN TEEACHING OF PRE-SERVICE TEACHERS.

**Hypothesis**

The female pre-service teacher of SKITT would have more Curiosity in teaching than male pre service teachers.

Comparison of Curiosity of male and female teachers.

The mean, standard deviation and t-value for female and male teachers were obtained and presented in table.

Table

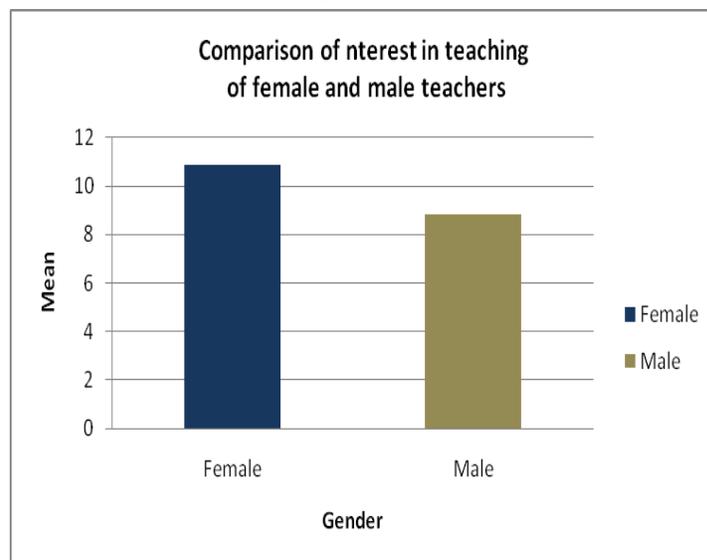
Mean, SD and t-value for the scores of Curiosity in teaching of male and female pre-service teachers of SKITT.

Variable	Female (N=58)		Male (N=36)		t-value
	Mean	SD	Mean	SD	
Curiosity	10.87	3.29	8.83	3.50	2.829*

\* Significant at 0.01 level.

Table-9 indicates difference between means scores of Curiosity of female and male pre-service teachers of SKITT. The result shows that female pre-service teachers are comparatively better than male pre-service teacher. As the obtained t-value (2.829) is more than the table value (2.37) at 0.01 level of significance for 92 degree of freedom. Therefore, the result is statistically not significant with respect to Curiosity of female and male teachers working in SKITT. Hence, the hypothesis is accepted. May be the female teachers are more satisfied and enjoy their teaching. Therefore, they have more Curiosity in teaching.

Figure



The figure shows the difference between the female and male pre-service teachers in Curiosity in teaching.

XI. ANALYSIS OF SCIENCE PRE-SERVICE TEACHER WOULD BE BETTER THAN ARTS PRE-SERVICE TEACHER WITH RESPECT TO OWN-IDEA

**Hypothesis**

Pre-service teacher having science background would be better than Arts with respect to own-idea.

The science pre-service teachers working in SKITT would be better than own-idea than the Arts pre-service teachers.

Comparison of own-idea of science and arts pre-service teachers.

The mean, standard deviation and t-value of own idea for science and arts pre-service teachers and presented in Table.

**Table**  
**Mean, SD and t-value for the scores of own idea of science and arts pre-service teacher of middle level of SKITT.**

S.No.	Dimensions of Own idea	Science (N=58)		Arts (N=36)		t-value
		Mean	SD	Mean	SD	
1	SOI	20.43 H	3.354	18.5 H	3.19	2.803*
2	EOI	28.846 A	3.091	25.85 A	4.62	3.744*
3	POI	10.23 H	1.856	9.57 H	2.49	1.465
4	COI	18.179 VH	2.326	16.35 H	2.88	3.383*
5	AOI	4.512 A	2.063	5.07 A	1.58	1.277
6	PIOI	16.076 A	2.193	16.74 A	2.67	1.312
7	JROI	18.538 A	3.243	21.83 A	2.87	5.097*
8	SC	13.359 VH	2.045	11.44 H	2.66	3.931*

9	OIRBT	11.333 H	2.320	11.88 H	3.08	0.975
10	OIRPT	14.743 VH	2.971	13.90 VH	3.33	1.954**
	Total	156.25 H	14.12	151.16 H	15.82	1.772**

A= Average, H = High, VH= Very High

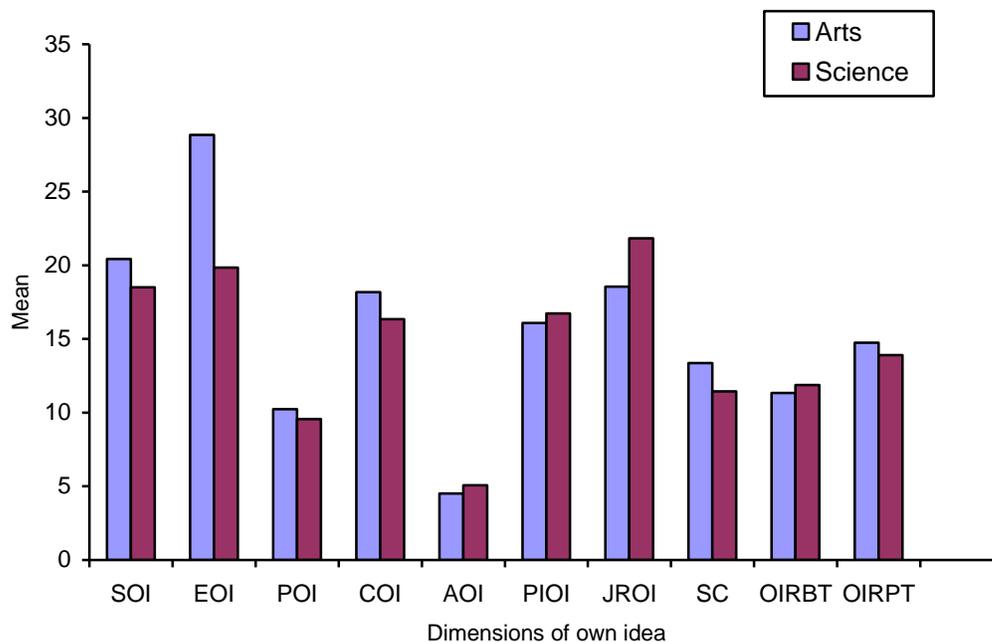
\*\* Significant at 0.05 level

\*Significant at 0.01 level

The table indicates difference between means score of own idea of science and arts pre-service teachers of SKITT. The result shows that science pre-service teachers are comparatively better than arts pre-service teachers in six dimensions namely social own idea (SOI) emotional own idea (EOI), physical own idea (POI), cognitive own idea (COI) self confidence (SC), own idea related to personality traits and total. And for four dimension arts the better than science political own idea (PIOI), job related own-idea (JROI), aesthetic own idea (AOI), own idea related to belief and traditions (OIERT).

In case of SOI, EOI, COI, JROI, OIRPT and SC the result is significant at 0.01 level (table value is 2.37 for 92 degree of freedom) and POI, AOI, PIOI, OIRBT, the result is not significant. But in the total dimensions of own idea the result is not statistically significant because the obtained value 1.572 is less than the table value 2.63 at 0.05 level at 94 degree of freedom.

**Figure**  
**Own-idea of Arts and Science Pre-Service Teacher of Middle level**



**XII. ANALYSIS OF ARTS PRE-SERVICE TEACHER WOULD BE BETTER THAN SCIENCE PRE-SERVICE TEACHER TO CURIOSITY IN TEACHING**

**Hypotheses**

Pre-service teacher having arts background would be better than Science with respect to Curiosity in teaching.

Comparison of Curiosity in teaching Arts and Science pre-service teacher of middle level.

The mean, standard deviation and t-value of Curiosity in teaching of arts and science pre-service teachers of middle level in Table.

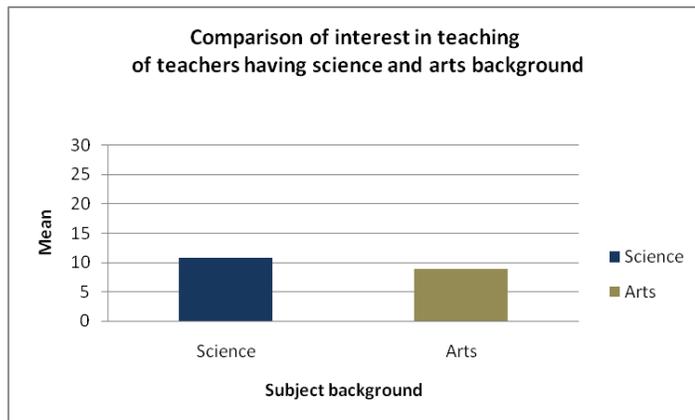
**Table**  
**Mean, SD and t-value for the scores of Curiosity in teaching of art and science pre-service teachers of SKITT.**

Variable	Arts (N=36)		Science (N=58)		t-value
	Mean	SD	Mean	SD	
Curiosity	9.81	3.13	10.43	4.03	0.585

Table indicates the difference between mean scores to of Curiosity of science and arts pre-service teacher of Shri Kanwartara Institute for teacher’s training Mandleshwar Dist-Khargone (M.P.) The result shows that science pre-service teachers are comparative better than Arts pre-service teachers.

But the obtained (0.585) less than table value (1.66) at 0.05 level of significance for 92 degree of freedom. Therefore, the result is statistically not significant and arts pre-service teachers of Shri Kanwartara Institute for teacher’s training Mandleshwar Dist-Khargone (M.P.) Hence, the hypothesis is rejected. May be due to the same kind of exposure of training to both sexes there is no difference in Curiosity in teaching.

**Figure**



The figure shows the difference between the science and arts teachers in Curiosity in teaching.

**Hypotheses of the Study**

- (i) The status of own idea of pre-service teachers of middle level would be high.
- (ii) The status of Curiosity in teaching of pre-service teachers of middle level would be high.
- (iii) There would be a positive relationship between own-idea and Curiosity in teaching of pre-service teachers of middle level.
- (iv) Male pre-service teachers would be better than females with respect to own-idea.
- (v) Female pre-service teachers would be better than males with respect to Curiosity in teaching.
- (vi) Pre-service teachers having science background would be better than arts with respect to own-idea.
- (vii) Pre service teachers having arts background would be better than science with respect to Curiosity in teaching.

**Delimitation of the Study**

- (i) The present study is confined to students of pre-service of middle level of Shri Kanwartara Institute for teacher’s training Mandleshwar Dist-Khargone (M.P.)
- (ii) The present study is confined to only, 94 pre-service teachers of middle level of Shri Kanwartara Institute for teacher’s training Mandleshwar Dist- Khargone(M.P.)
- (iii) Only status and relationship of the variables such as own-idea, Curiosity in teaching and pre-service teachers of middle level of Shri Kanwartara Institute for teacher’s training Mandleshwar Dist. Khargone (M.P.)

**XIII. METHODOLOGY**

**Design**

The present study was a descriptive type of research. hence, survey design was used.

**Sample**

The sample of the study was selected through purposive sampling Pre-service teachers of middle level of SKITT, Mandleshwar were the sample of the study.

**Tools**

The following tools were used for the study –

- (i) Own-idea inventory by Beena Shah (1986)
- (ii) Curiosity in teaching scale b S.B. Kakhar (1985)

**Data Analysis and Interpretation**

The data collected through the administration of above mentioned tools were analyses with appropriate statistical measures such as mean, SD, t-test and correlation.

### Suggestions for further studies

1. The present study was confined to only one city but to have a broader approach it need to be conducted in more than one city.

2. The present study was confined to limited number at pre-service teachers only. It can be extended to pre-service teachers by increasing the size of the sample.

3. The present study was car SKITT out only at the middle level. It can be conducted at higher middle level.

4. The present study was confined to only one institute of SKITT Mandleshwar Dist. Khargone (M.P.) Increasing the number of the institute can extend it.

5. The study can also be taken up by comparing the own idea and Curiosity in teaching among primary school teachers and upper primary school teachers.

6. Similar study can be conducted by taking other variables like, organizational health of school and job satisfaction of teachers at elementary stage or organizational climate of school and Curiosity in teaching among teachers of elementary middle level and higher secondary level.

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