

# Comparative Study on Mood Introspection, Curiosity and Exploration between Students of Standardized and Alternative Education Schools

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**Abstract**—Children are inherently inquisitive and full of wonder. When this curiosity is tapped into in education, students become critical thinkers, embrace the spirit of enquiry and excel in academics. It is also a trait that correlates with high levels of emotional intelligence, willingness to delve into new experiences and overall happiness. The present study focuses on a comparison between traditional schools; where rote learning and uninspiring classrooms leave us far from quality education vs. alternative education schools, who branch off into different ideals for pedagogy, student-teacher relationship, environment and all-round development of a child. The major objective of the study is to observe the levels of curiosity and exploration in students of diverse education systems. The second objective is to know if there is a relationship between mood introspection and exploration and curiosity. These objectives are also studied in relation to the selected independent variables like time spent in school, in coaching classes, relationship with teachers and peers, participation in extracurriculars and if students have faced bullying or punishment in school. The sample was collected from Hyderabad and Secunderabad. The size was 100 school students within the age group of 11-14 years.

**Keywords:** mood introspection, curiosity, curriculum, critical thinking, academic excellence.

## 1. INTRODUCTION

### 1.1 Curiosity

From birth, and for the rest of their lives, humans display the behaviour of exploration. Infants will learn movements in order to change visual stimuli (Jones, 1980). This seemingly universal, internally motivated behaviour, often termed curiosity, spurs us into childhood, teenage and through old age. Curiosity is a basic element of our cognition, yet its biological function, neural mechanism and working are poorly understood. One factor limiting our understanding of it is the lack of a widely agreed upon delineation of what is and is not curiosity; another factor is the dearth of standardized

laboratory tasks that manipulate curiosity in the lab. Despite these barriers, recent years have seen a major growth of interest in both the neuroscience and psychology of curiosity (Kidd & Hayden, 2015). It has been found that piqued curiosity directly corresponds to how much information is retained. It is also noted that the limbic reward system of the brain, specifically the ventral tegmental area (VTA), is active when a person is curious. Intense curiosity also shows activity in the hippocampus, which is involved with the creation of memory.

### 1.2 Definition of Curiosity and Exploration

Feelings of curiosity can be defined as the recognition, pursuit, and intense desire to investigate novel, challenging, or puzzling phenomena (Izard 1977). When people feel curious, they are more attentive, process information at a deeper level, better retain information, and more likely to persist on tasks until goals are met (Ainley et al. 2002; Sansone and Smith 2000; Schiefele 1999). In the longer term, curiosity functions to build knowledge and skills (Rathunde and Csikszentmihalyi 1993; Tracey 2002).

Exploration refers to curiosity toward novel and challenging stimuli (e.g., new people, objects, events, or ideas), with an aim to integrate experience and knowledge (Ye, Ng, Yim & Wang, 2015). Tendencies to feel curious and be exploratory seem well-suited to predict manifest indicators of learning: academic grades and achievement test scores (Kashdan & Yuen, 2007).

### 1.3 Curiosity in the Classroom

Children are naturally inquisitive and prone to wonder. They often badger adults and teachers with questions that are often dismissed as silly or irrational. However, this is exactly what leads to natural curiosity waning with age. John Dewey

describes the task of a teacher quite aptly, “His task is to keep alive the spark of wonder. His problem is to protect the spirit of inquiry, to keep it from becoming blasé from overexcitement, wooden from routine, fossilised through dogmatic instruction, or dissipated by random exercise upon trivial things”. If this innate curiosity is encouraged, engaged and guided, students will naturally excel.

#### 1.4 Curiosity and Mood Introspection

There is much to be learned about curiosity and exploratory impulses and why some people are naturally more curious than others, which can be dictated by stress, genetics, age and how the brain processes information. One of these determiners is mood. Understanding the systems that exist between mood and cognition are the fundamental ideals of personality psychology. However, the study of these interrelations is a complex task. Mood is a difficult variable to measure in terms of duration, intensity of effect on cognition, etc. But it is common knowledge that our mood colours our perception of new information as well as our ability to absorb, remember and recall it. It also defines our response to this information.

#### 1.5 Mood Introspection

Mood-state introspection is composed of processes that read out physiological, motor, and cognitive information indicative of mood. Because the readout is “privileged”, in the sense that it is available only to the individual experiencing the mood, it is often considered the single best mood measure (Myers & Mamberg, 1988).

#### 1.6 School Systems in India: Standardized Education vs. Alternative Education

Standardized schools in India make up the largest education systems in the world, with nearly 260 million children attending school in India (The Economist, 2017). Article 21A of the Constitution of India upholds the Right to Education, promising education to all children of age 6-14 years. It also makes compulsory that every village in rural India must have a school within 1 km distance. However, there is a specific focus on enrollment and not at all on learning or quality education. Enrollment has been at 96% for age groups 6-14, but it is found that 50% of fifth-graders cannot read a story written for second-graders. The percentage of Class III students being able to read a Class I text has dropped from 50% to 40% and the percentage who can do subtraction and division has dropped from 40% to 25% (ASER, 2016). This is largely due to poor infrastructure, absent teachers or teachers who are unaware of subject matter, leaving students simply copying lessons from the blackboard, a mechanical practice that has almost no learning involved. The National Achievement Survey, conducted by the Ministry of Human Resource Development, GoI reports that 5000 students surveyed across India rank high percentiles in Reading Comprehension only when the answers are more obvious

(50%), but struggled with complex information (36%). For Mathematics, students did well when problems were uncomplicated (53%) but were unable to solve a complex mathematical problem (22%). For Science, students were good at recall questions (44%) but were unable to answer questions involving reasoning (29%). For Social Science, students were good at straight recall (48%) but were bad at questions involving application and reasoning (33%). Students in India are nearly five years of schooling behind those in Shanghai and other high-performers in East Asia.

There are a multitude of reasons why education is in a sorry state today in India, and its impact is profound on the country. How well students do is related to wage rates and faster economic growth. It is also the deciding factor in the percentage of students who become independent learners, can think critically, succeed in challenging work environments and the percentage of citizens who are happy, healthy and are satisfied with quality of life.

The range of issues with traditional education has led to the creation of alternative education, going as far back as 1978 in India. The term “alternative education” in its larger perspective covers all educational activities that fall outside the traditional school (Tharakan, 2016). Alternative schools are largely child-centric, encourage free progress; every child progresses at their own pace, devoid of time-bound assessments, focus on development of all facets of a child’s personality, every child is treated as unique and learning is individualized. Kamala Menon, leader of free progress schools in India, describes the difference between a standardized school and an alternative school as follows: “The free progress system is based on the qualities a child has, while the formal school is based on what a child should have, decided by a group of adults. Also, the free progress teacher is a creative and continuously learning person, while a formal school teacher teaches the same thing every year for their whole career”.

This shift is because of multiple reasons including excessive result-oriented teaching, mistrust of mainstream classrooms, low teacher student ratio, the one-size-fits-all approach, parents’ own bad experiences with mainstream education, no real subject knowledge absorbed by students and a desire for children to learn and be enriched in a positive, inclusive environment where various intellects, curiosity and personalized projects and classes are a regular occurrence. Traditional classrooms have also led to students developing anxiety, fear of assessment, depression, etc. This is due to a homogenisation of classrooms with very diverse students across the country.

As is practised worldwide, alternative educators and homeschoolers use a variety of methods and material. There is no real data available, although most prevalent methods in India are the Montessori method, Unschooling, Waldorf education and schools based on the teachings of philosophers like Jiddu Krishnamurthi, Jaggi Vasudev (Sadhguru), Sri

Aurobindo, etc. These schools often provide avenues for relaxed and individualized pace of learning. These practices are widely researched and studied and can be adopted in mainstream education to some extent in order to achieve similar levels of curiosity and creativity in students apart from academic excellence.

### **1.7 Curiosity, Exploration and Mood Introspection for Learning, Academic Excellence and A Meaningful Life**

It can be said that the crucial difference between alternative education school and traditional schools is the overall environment created with the help of the teacher, pedagogy, classroom, curriculum, etc. It is also a possible explanation of why students from alternative education school are prone to be both academically brilliant and creative, independent learners. A few studies have shown that people who are curious and open to new ideas perform better in school and work settings (a) characterized by intellectual challenge and receptivity to new ideas, and (b) providing ample opportunities to develop knowledge and skills (Harms et al. 2006; Wanberg and Banas 2000; Wanberg and Kammeyer-Mueller 2000). At the other extreme, school environments perceived as threatening or unsupportive can impede natural exploratory behavior. In one study, students high in trait curiosity initiated nearly five times as many classroom questions compared to their less curious peers, but both groups became equally inhibited when teachers were perceived as threatening (Kashdan, 2004a; Silvia, 2006).

Classrooms in India can become environments of great learning and physical, mental and academic well-being for children if simple, inherent impulses like curiosity are allowed to flourish. Thus, apart from curricular and co-curricular engagement, schools must also have a classroom environment that is more conducive to curiosity. However, this curiosity is lost to a school experience that is negative in nature. Students need skills like empathy, social problem solving, reasoning, introspection of self and creative thinking for school and for their lives ahead. A school must adopt the variables that induce a positive mood in their children, so students may enjoy the flexibility of learning freely and fearlessly in a space where they are of sound mood, and using their highest, most divergent cognitions to learn independently. This will also ensure that students associate positive emotions and moods to the school they belong to. If the mood of the child is ignored or seen as irrelevant to their education, student curiosity and interest in learning will plummet. School often stops being a cerebral experience for them, instead lapsing into just one requiring physical presence, with the mind left to wander elsewhere.

## **2. LITERATURE REVIEW**

In the classroom setting, along with hope, self-determination, and a zest for living, curiosity has been identified as a character trait that correlates with high levels of student satisfaction and academic success (Lounsbury, Fisher, Levy,

and Welsh, 2009). Harackiewicz, Barron, Tauer, and Elliot (2002) concluded that greater curiosity-related behaviors and cognitions are associated with improved learning, engagement, and performance in academic settings. Curiosity has a significant positive relationship with constructs that impact learning such as emotional intelligence (Leonard and Harvey, 2007), and intrinsic motivation (Ryan and Deci, 2000; Tsai and others, 2008).

Additionally, one's level of curiosity has a beneficial effect on social intimacy, health, sense of purpose, and overall happiness (Kashdan, 2009). Theorists argue that curious individuals possess the desire to explore and seek out new knowledge and experiences. They constantly search for novelty even in the familiar (Ainley, 1987; Berlyne, 1960; Pearson, 1970). Also, theorists propose that curiosity is shaped by the willingness to delve into uncertainty and unpredictability (Berg and Sternberg, 1985; Silvia, 2008). These traits are exemplary and can be fostered in classrooms through tailored classroom environment, pedagogy and positive student-teacher relationship.

A study by Salovey, Mayer, Goldman and Palfai, 1995 showed that ability to Repair (actively try to turn a negative mood into a more positive mood) was positively correlated with ability to show empathy for another's perspective, emphasize positive and believe in personal control. It also showed that the ability to Maintain (continue a presently occurring mood) was positively correlated with optimism and ability to describe emotions.

Students experience a host of things in school and go through numerous moods. Here, current mood is a mediator of cognition, as it is connected to emotional regulation and personality traits. Positive mood predicts active coping to different stimuli whereas negative mood predicts avoidant coping (Aspinwall & Taylor, 2002). Current mood also affects reasoning (Oaksford, Morris, Grainger and Williams, 1996), self-evaluation (Sedikies, 1992) and negative current moods are found to interfere/ disturb cognitive ability (Ben and Mikulincer, 1995).

In student interactions with teachers, peers and new challenges, they need social problem solving abilities, a complicated and multifarious ability to acquire. Researchers have defined social problem solving as a process by which effective strategies are identified for resolving problems that occur in a social context (D'Zurilla & Nezu, 1982). This ability is affected by mood. Depressed persons experience impairments in interpersonal problem solving and also exhibit rigid cognition and poor performance in an assessment of divergent thinking.

Researchers have also found empirical evidence that indicates positive mood promotes flexible thinking. Estrada, Isen & Young, 1997, who tested the effect of positive effect on clinical reasoning, found that physicians induced to experience a positive (vs. neutral) mood demonstrated less distortion and

inflexibility in their thought process. In findings in other studies, positive affect has been linked to more novel thinking in the context of tests of creativity (e.g., Tan & Qu, 2015) and more cognitive flexibility in categorization tasks (Kahn & Isen, 1993).

## 2.1 Rationale of the study

If the simple impulse of intrinsic curiosity is encouraged, educational outcomes will become far more individualistic and rewarding for students; who will be learning information they are invested in, for teachers; who will have curriculum to support their teaching in order to yield positive results and a strong relationship with students and for schools; whose students will be inquisitive explorers while still being able to take in prescribed school syllabi. Few studies have been carried out in developing countries, including India. With a constantly evolving education system that is yet to be fine tuned, sparse information is available on what students really want in a classroom, what will truly help them learn and whether or not alternative schools are charting positive progress in the field of education.

## 3. HYPOTHESES

**3.1 There exists a relationship between the levels of Mood Introspection, Curiosity & Exploration.**

**3.2 There exists a relationship between Age and Mood Introspection.**

**3.3 There exists a relationship between Age and Curiosity & Exploration.**

**3.4 There exists a difference in the levels of Mood Introspection, Curiosity and Exploration based on type of school.**

## 4. METHOD

### 4.1 Sample

The present study aims at 100 school students who belong to either a traditional school or an alternative education school and are between the ages of 11-14 years old, from the cities of Hyderabad and Secunderabad. The sample size has been determined by the institution as the research is conducted in an Undergraduate level. The present study is performed using a quantitative Data was collected from students following the structured interview method. Structured interviews are usually questionnaires which are conducted by an interviewer (Margaret Alston & Wendy Bowles, 2003). The structured interview included interaction between the student and the researcher informally before beginning with the structured questionnaire in order to make the respondent comfortable. If students were unable to understand a part of the questionnaire, the researcher repeated the explanation for that part in simpler terms. The respondents were asked for consent before

administering the test and were also informed that their participation was voluntary. The respondents were also informed that their responses would be kept confidential. The participants were requested to answer the questions with complete honesty.

## 4.2 Research Instruments

### 4.2.1 The Brief Mood Introspection Scale (BMIS):

It is a 16 item scale of mood-adjectives, 2 selected from each of the 8 mood states. The 16 adjectives are paired with a Meddis Response Scale XX (definitely do not feel), X (do not feel), V (slightly feel) and VV (definitely feel). The four-point Meddis response scale is coded as a four-point scale such that XX is set equal to 1, X to 2, V to 3 and VV to 4. Four subscores can be computed from the BMIS: Pleasant Unpleasant, Arousal-Calm, Positive-Tired and Negative-Relaxed Mood. Negatively-worded items are reverse scored. Cronbach's alpha reliabilities range from 0.76 to 0.83, which was deemed to be quite satisfactory. The scale was also found to have good factor validity.

### 4.2.2 The Curiosity and Exploration Inventory (CEI - II):

The CEI-II is a self-report instrument assessing individual differences in the recognition, pursuit, and integration of novel and challenging experiences and information. It is a 10-item scale with two factors: the motivation to seek out knowledge and new experiences (Stretching; five items) and a willingness to embrace the novel, uncertain, and unpredictable nature of everyday life (Embracing; five items). Respondents rate items using a 7-point Likert-type scale. The participant scores as follows: 1 (Very Slightly or Not At All), 2 (A Little), 3 (Moderately), 4 (Quite A Bit), 5 (Extremely). Sum of items 1,3,5,7,9 is the total score for Exploration. Sum of items 2,4,6,8,10 is the total score for Absorption. The CEI-II has good internal reliability, and shows moderately large positive relationships with intrinsic motivation, reward sensitivity, openness to experience, and subjective vitality. The CEI-II takes less than 2 minutes to complete, but there is no time limit.

### 4.2.3 Statistical Analysis

The data collected and the responses recorded were scored using the data analysis software IBM SPSS Version 20. Further the statistical analysis and treatments of the scores were performed. The measures of central tendency and standard deviation of the independent variables and the scales along with sub-scales of the BMIS and CEI-II were computed individually for the total sample. Pearson's Product moment correlation was also computed to determine if there exists any significant relationship between the independent variables and scales of social support and positive aspects of chronic illness.

5. STATISTICAL RESULTS AND FINDINGS

Table 5.1: Demographic details of the respondents

Criterion	Characteristics	Percentage (%)
Age	10 years old	5.00
	11 years old	15.00
	12 years old	40.00
	13 years old	31.00
	14 years old	7.00
	15 years old	2.00
Gender	Male	50
	Female	49
Time Spent in School (hours/per day)	6-8 Hours	81.00
	9-11 Hours	19.00
Relationship with Teachers	Excellent	24.00
	Very Good	32.00
	Good	27.00
	Average	12.00
	Unsatisfactory	4.00
Relationship with Peers	Bad	1.00
	Excellent	37.00
	Very Good	38.00
	Good	17.00
	Average	8.00
Number of Hours doing leisure activities	1-4 Hours	91.00
	4 Hours or more	9.00
	Do you participate in extracurricular activities?	Yes 74.00 No 26.00
Do you attend tuition/coaching or extra classes?	Yes	36.00
	No	64.00
If yes, how many hours do you attend?	Do not attend	68.00
	1-4 Hours	29.00
Do you find your classes interesting?	4 Hours or more	3.00
	Yes	84.00
Do you find your classes boring?	No	16.00
	Yes	37.00
Have you ever experienced bullying in school?	No	63.00
	Yes	39.00
Have you ever been punished or scolded in school?	No	61.00
	Yes	73.00
Type of School	No	27.00
	Traditional School	50.00
	Alternative School	50.00

The results in table 5.1 show that, according to the division based on quartiles, most of the participants are 12 years of age (40%) and 13 years of age (31%). It also shows that most participants attend school every day for 6-8 Hours (81%) while the rest attend school for 9-11 Hours(19%). The relationship of the participants with teachers is Very Good(32%) and Good(27%) while their relationship with their peers is Very Good(38%) and Excellent(37%). The table also states the Number of Leisure Hours every day is largely in the 1-4 Hours(91%) bracket. In addition, 76% of the participants participate in extracurricular activities in school while 26% do not. A majority of participants also reported that they did not enroll in any tuition or coaching classes after school hours with a No(64%). The participants who do attend tuition classes reportedly spend 1-4 Hours(29%) daily in these classes.

Whether the participants find their classes in school interesting or boring was also noted. A majority find their classes interesting(84%) while a moderate number find their classes

boring(37%). The study also observes how bullying and punishment affects the mood, levels of curiosity and ability to learn of the participants. Participants have largely not experienced bullying(61%) while most have experience some form of punishment/scolding in school(73%).

Table 5.2: Correlation between Mood Introspection (QP,QA,QT,QN)and the subscales of Curiosity and Exploration (QS,QE)

		Pleasant - Unpleasant (QP)	Arousal - Calm (QA)	Positive - Tired (QT)	Negative - Relaxed(QN)
Exploration (QS)	Correlation	.469**	0.104	.461**	-.224*
	Sig. (2 Tailed)	0	0.305	0	0.025
Absorption (QE)	Correlation	.216*	0.149	.263**	-0.94
	Sig. (2 Tailed)	0.031	0.138	0.008	0.351

The results of Table 5.2 show that there is high positive correlation between Exploration/Stretching(QS) behaviour and the variables of both Pleasant - Unpleasant (QP) mood (r= .469; p<0.01) and Positive - Tired mood (r= .461; p<0.01). There is also high negative correlation of Exploration/Stretching(QS) behaviour with Negative - Relaxed (QN) mood (r= -.224; p<0.05). For Absorption/Embracing (QE), there is significant positive correlation with Pleasant - Unpleasant mood (r= .216; p<0.05) and high positive correlation with Positive - Tired (QT) mood (r= .263; p<0.01). It can also be observed that there is no significant correlation between Exploration/Stretching(QS) behaviour and Arousal - Calm(QA) mood. There is also no significant correlation between Absorption/Embracing (QE) behaviour with Arousal - Calm (QA) and Negative - Relaxed (QN) moods.

Table 5.3: Correlation between Age and Mood Introspection (QP,QA,QT,QN)and the subscales of Curiosity and Exploration (QS,QE)

		Pleasant - Unpleasant (QP)	Arousal - Calm (QA)	Positive - Tired (QT)	Negative - Relaxed (QN)	Exploration (QS)	Absorption (QE)
Age	Correlation	-0.039	0.029	0.004	0.102	0.163	0.041
	Sig. (2 Tailed)	0.351	0.387	0.485	0.156	0.053	0.342

The results of Table 5.3 show that there is no significant correlation between Age and Mood Introspection, Curiosity and Exploration.

Table 5.4: t-test between Type of School and Mood Introspection (QP,QA,QT,QN)and the subscales of Curiosity and Exploration (QS,QE)

	Traditional Schools (n = 50)		Alternative Schools (n = 50)		t-ratio	sig.
	Mean	Std.Dv.	Mean	Std. Dv.		
Pleasant - Unpleasant (QP)	46.7	6.115	47.92	7.526	-0.89	0.555
Arousal - Calm (QA)	33.56	4.031	31.3	3.643	2.941	0.31
Positive - Tired (QT)	21.86	3.07	21.24	3.733	0.907	0.283
Negative - Relaxed (QN)	14.26	3.268	10.9	2.998	5.356	0.208
Exploration (QS)	19.92	3.062	19.16	4.082	1.053	0.115
Absorption (QE)	19.08	3.762	18.32	4.235	0.949	0.352

In table 5.4,t can be seen that there is high difference in Arousal - Calm(QA), Positive - Tired(QT), Negative - Relaxed(QN), Exploration/ Stretching(QS) and Absorption/ Embracing(QE) behaviour based on type of school. It can be seen that there is no significant difference in Pleasant - Unpleasant on the basis of type of school.

## 6. DISCUSSION

The present study has been done to analyse the relationship between mood introspection, curiosity and exploration. The study attempts to compare the current mood, the type of mood experienced in school and the levels of curiosity in a traditional school vs. an alternative education school. The study also attempts to prove that mood has significant effect on the ability of a student to be curious, and in turn, their ability to learn and excel in school.

In the present study, there is proven to be high positive correlation between Exploration/Stretching (QS) behaviour and the Pleasant - Unpleasant and Positive - Tired mood spectrums. This means there is higher want for new knowledge and experiences when mood is highly pleasant (to maintain or enhance the current mood) or unpleasant (to change the current mood) and in a state where the person is tired, but in positive mood. There is high positive correlation of Absorption/Embracing (QE) behaviour with the Pleasant - Unpleasant and Positive - Tired moods. This means there is higher acceptance of the unpredictable nature of daily life if mood is Pleasant - Unpleasant or Positive - Tired. The tendency to be quick to answer questions in teachers, in order to demonstrate knowledge, diminishes the student's motivation to be curious. Students can be tolerant to uncertainty and ambiguity, if teachers endorse the same. By responding to a question with a statement like "I don't know, what do you think?" can inspire exploration and potentially begin to shift their attention from performance to mastery. (Hulme, Green & Ladd, 2013) Good teachers instinctively teach this way, however, it is now being backed up by science. Education should indeed be based on the basic behaviour of curiosity and exploration. It should also be a place where students are comfortable and in sound mood to learn.

There is also high negative correlation of Exploration/Stretching (QS) behaviour with Negative - Relaxed (QN) mood meaning that higher the level of a relaxed but negative mood, lower the levels of knowledge seeking behaviour. Students with high curiosity will perform better in a school perceived to offer avenues for challenges and growth. In less challenging schools, they are starved of the learning they crave and can cause them to be disengaged (i.e., apathy, boredom) and uninterested (Sansone and Smith, 2000).

The results of Table 5.3 show that there is no significant correlation between Age and Mood Introspection, Curiosity and Exploration. A study by McGillivray, Murayama and Castle (2015) shows that recall ability and the judgement of learning were influenced by curiosity and post - answer interest but showed no difference in both older and younger adults. The process of memory consolidation across all age groups could be due to a memory process influenced by positive emotional states (Mather & Knight, 2005). Thus,

current mood and curiosity influence ability to learn information and the phenomenon is similar across all age groups. There is also no significant correlation based on gender.

Table 5.4 discusses the high difference noted in the t-ratio of Arousal - Calm(QA), Positive - Tired(QT), Negative - Relaxed(QN), Exploration/Stretching(QS) and Absorption/Embracing(QE) behaviour based on type of school. A study by Oberman (2008) shows that Waldorf graduates with 10-14 year in a Waldorf school ranked the school's influence on their own development higher in the areas of ability to challenge assumption, think critically and form judgements. They could also view the world in a wider context and credited the school with influencing their own interest in different views and interest in other cultures. Waldorf graduates also spend very less time watching TV and spend more time meeting friends, making music, crafts and other artistic endeavours. These themes, incidentally, are suggested by the Bill and Melinda Gates Foundation for meaningful 21st century education. This is in sharp contrast of a traditional school. Similar views are shared in the practice of homeschooling or unschooling. Unlike school people, who often think learning mostly happens in schools and requires a lesson led by a teacher, unschoolers believe that people learn all the time and everywhere (Holt 1989; McKee 2002).

This study presents that curiosity and exploratory behaviour is influenced positively by the type of mood. If positive moods are induced, students are more curious and exploratory, which in turn increases ability to learn, memorise, recall and be interested in the information at hand. If the nature of mood as well as curiosity is better understood, it can be induced in every field of study, in any age group and in general living. Arts will be more original, the sciences will have more curious researchers, corporates will have more divergent thinkers, education could incorporate alternative methods with traditional ones and an individual would live a healthier life, with the ability to discover new information and be a lifelong learner. Curiosity is often termed as the impulse toward better cognition (James, 1899). Society has fostered intelligence to staggering results and it would be interesting to see if a parallel could be drawn for curiosity.

Further research must be conducted to study these variables across other age groups and in the general populace outside of a school setting to see if the results are different or if findings are strengthened.

## 7. LIMITATIONS

A limitation of this study was collection of data from children, in a school setting. Another limitation of the study may be a lack of comparison group. There is also the limitation of the small sample size. The results of this study cannot be applied to the whole population due to the dynamic nature of the participants and the very nature of each individual. There is

also a limitation of inability to generalise the results due to geographical barriers.

Every minute step in the research methodology has ensured that the study is useful for bettering educational institutions for school students. Utmost care was taken to accurately mirror the situations, mental dispositions, mood and curiosity of the students in school.

## 8. CONCLUSION

The results of this study will help understand students mood in the classroom everyday and how it influences their ability to learn. The results of the study would help teachers reshape their teaching methods, education policy makers draft better legislation on education, writers develop better outcome-driven curriculum and allow students to truly become independent learners, who enjoy school and grow into better individuals.

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