ثانيا : ملخص البحث باللغة الانجليزية :

ABSTRACT

(1) The Title: "Some Personality Variables Related To Curiosity Behavior In Pupils Of The First

Stage Of Basic Education":

(*) The Aims:

This study aims at discovering the following:

1. Sex differences in verbal curiosity behaviour in a sample of fifth grade pupils of the first stage of basic education and this will be through rural/urban differences.
2. Differences in divergent thinking according to the level of verbal curiosity behaviour in the present research's sample.
3. The level of verbal curiosity behaviour according to the level of intelligence in the present research's sample.
4. The effect of the possible interaction between the family's cultural level and the level of intelligence on the level of verbal curiosity behaviour in the present research's sample.
5. The effect of the possible interaction between the level of intelligence and stimulus variables on the level of verbal curiosity behaviour in the present research's sample.
6. The effect of the possible interaction between the family's cultural level and stimulus variables on the level of verbal curiosity behaviour in the present researh's sample.
7. The effect of the possible interaction between intelligence and verbal curiosity behaviour on the divergent thinking in the present research's sample.

(*) The hypotheses of The Research:

In the light of previous studies and the aims of this research, the following hypotheses were formulated:

1. There are significant differences between the means of the scores of the rural male and female pupils' samples on the verbal measure of curiosity in favour of males.
2. There are non significant differences between the means of urban male and female pupils' samples on the verbal measure of curiosity.

3. There are significant differences between the mean scores of high curiosity children and their low counterparts on the Torrance's tests of creativity (divergent thinking) in favour of high scoreres.
4. There are significant differences between the mean scores of high intelligence children and their low counterparts on the verbal measure of curiosity in favour of high scoreres.
5. There is significant statistical interaction between the family's cultural level and the level of intelligence on the level of verbal curiosity behavior in the present research's sample.
6. There is significant statistical interaction between the level of intelligence and stimulus variables on the level of verbal curiosity behaviour in the present research's sample.
7. There is significant statistical interaction between the family's cutlural level and stimulus variables on the level of verbal curiosity behaviour in the present research's sample.
8. There is significant statistical interaction between the level of intelligence and the level of verbal curiosity behavior on the level of divergent thinking in the present research's sample
9. There is significant statistical interaction among the family's cultural level, the level of intelli gence and stimulus variables on the level of verbral curiosity behaviour in the present research's sample.

(*) The Procedures:

These are the procedures followed in the present research:

(A) The Sample:

The present research's sample include fifth grade pupils (males/females) in the first stage of basic education. The location of these subjects is in Fayoum city and the Village of Menshat Abd Ellah which lie in the province of this city. The variables of age and socio-economic level were fixed for this sample. The final size of the sample consisted of "277" pupils (males/females) who were selected from an original size which included "335" pupils. This reduction of the sample's number due to absence and unmotivated subjects for completing the study.

(B) The instruments:

The present researcher used the following instruments:

1. The measure of Verbal Curiosity (designed by the present researcher).
2. The measure of Figural Curiosity (adapted From Berlyne by the present researcher).

3. The Figural Tests of the Torrance's Battery of Creativity (form B): adapted by Fouad Abo Hatab and Abd Allah Soliman. This test was used to measure the dimensions of divergent thinking (fluency, origin ality, flexibility and elaboration) in the present sample.
4. The form of Socio-economic Cultural Levels: Designed by Ragab Aly Shaban 1989.
5. The Raven Progressive Matrices Test (the coloured form). This test is used for measuring the level of intelligence for children of 5-11 years. This, it was suitable for the present sample.

(C) The Statistical Techniques:

1. T-test: In order to measure the sex differences in verbal curiosity behaviour and the differences in curiosity behaviour according to intelligence level.
2. Means and standard deviations of the researcher's variables.
3. Two-ways analysis of variance: It was used for investigating the possible inter actions between hypothetical variables (such as intelligence and stimulus variables (such as novelty and complexity) and the social variables (such as the family's cultural level) on the level of verbal curiosity behaviour in the present research's sample.

(*) The Result:

The first and the second hypotheses were proved by the present data. It was found a relationship between sex differences in curiosity and rural/urban differences. Also, it was discovered that the third and fourth hypotheses were ascertained. Thus, there were significant differences in divergent thinking according to the level of verbal curiosity. In addition, there were significant differences in verbal curiosity behaviour according to the level of intelligence. This finding may be interpreted to mean that there is a relationship between curiosity and divergent thinking on the one hand and a relationship between curiosity and intelligence on the other.

Further, it was discovered that the fifth and the sixth hypotheses were confirmed too. This was shown through the statistical significance of possible interactions between the hypothetical variables (such as, intelligence) and family's cultural level on the one hand and stimulus variables (such as, novelty and complexity) on the other. However, there is no significant interaction between family's cultural level and stimulus variables. In addition, the eight hypothesis was not confirmed. Finally the nineth hypothesis was ascertained. This indicates that intelligence and curiosity are necessary conditions for divergent thinking in the present research's sample.