

## SURVEY ON RELIABILITY OF LANGUAGE ACHIEVERS

Meena Pandey<sup>1</sup> and Dr. Swarn Lata Sharma<sup>2</sup>

<sup>1</sup>Research Scholar, CMJ University, Shillong, Meghalaya

<sup>2</sup>Reviewer of IJRSSH Ghaziabad

### **Abstract:**

The total time required for administering the test is 35 minutes in addition to the time necessary for giving instructions. **Picture Construction Activity**; this action presents the subject with two easy geometrical figures, a semi-circle and a rhombus and requires him to construct an elaborate picture using each figure as an integral part. Originality and elaboration are emphasized to make novel picture and give details as he thinks necessary. 10 minutes are allowed for the two tasks. The titles may also be scored for verbal elaboration and originality and the scores added to the verbal achievers score obtained on the verbal achievers test. The scoring of titles, however, is optional. Picture construction has long been used as a measure of child's creative thinking. Torrance has used this test in his battery of achievers tests but in a slightly different manner. Here the subject is provided with a fixed structure, which he can convert into meaningful picture, by building on his own imagination.

**Incomplete Figures Activity**; this activity consists of 10 line drawings which could be made into meaningful pictures of different objects. The subject is asked to make a picture, which no one else in the group will be able to think of. The subject is given 15 minutes for the 10 items. Each item is scored for elaboration and originality. **Triangles and Ellipses Activity**; in this activity the subject is provided with 7 triangles and 7 ellipses and he is required to construct different meaningful pictures based on the two given stimuli. As the subject is here encouraged "to make multiple associations to single stimuli" the responses could be scored also for elaboration and originality. The author of the test suggests that the test user should confine him to elaboration and originality scoring alone. A total time of 10 minutes is allowed for this activity.

**Key word:** Originality, elaboration, emphasized, associations.

**INTRODUCTION:**

School age is the active growing phase of childhood Primary school age is a dynamic period of physical growth as well as of mental development of the child. Research indicates that health problems due to miserable nutritional status in primary school-age children are among the most common causes of low school enrolment, high absenteeism, early dropout and unsatisfactory classroom performance. The present scenario of health and nutritional status of the school-age children in India is very unsatisfactory. The national family health survey (NFHS) data show that 53% of children in rural areas are underweight and this varies across states. The percentage of underweight children in the country was 53.4 in 1992; it decreased to 45.8 in 1998 and rose again to 47 in 2006 [2].

Under nutrition in childhood was and is one of the reasons behind the high child mortality rates observed in developing countries. Chronic under nutrition in childhood is linked to slower cognitive development and serious health impairments later in life that reduce the quality of life of individuals. Nutritional status is an important index of this quality. In this respect, understanding the nutritional status of children has far-reaching implications for the better development of future generations.

Growth monitoring is universally used to assess nutritional status, health and development of individual children, and also to estimate overall nutritional status and health of populations. Compared to other health assessment tools, measuring child growth is a relatively inexpensive, easy to perform and non-invasive process.

Geographical relocation from rural areas to urban localities will expose migrants to new environmental challenges. Urban slum dwellers are exposed to poor environmental conditions (overcrowding, poor quality drinking water and sanitation, no removal of waste). Ignorance and difficult conditions of life in the slums are likely to result in improper food habits, low health care use and hygiene awareness and lack of knowledge of the origin of sickness and proper measures for the cure. The situation is further worsened due to lack of necessary health centers, medicines, and health care personnel. Children living under such conditions are at especially high risk for health and nutritional problems.

**Review of literature:**

YADAV, MAMTA (2003), conducted a study to compare achievers of the college students with relation to intelligence and socio-economic status. 200 undergraduate students were taken for research purpose.

Result also shows that high intelligence students differ significantly with low intelligence students on achievers and socio-economic status of the student's effects in a positive way to achievers of students

Thampuratty. N.R. Girija Devi (1995), studied socio-economic status of creative high achievers and creative low achievers in mathematics experiments in education. The sample of the study comprised 771 pupils of class IX in the secondary schools of Kerela. The subjects were selected by stratified sampling technique. Comprehensive test of achievers and scale of school position by Suman Gala were used to collect data. Test of Achievement in Mathematics by Suman Gala also used. The collected data related with mean, SD. and critical ratio. There was statically significance difference between creative high achievers and creative low achievers in socio- economic status. It was observed that the parental occupation, education and income influenced the high and low creative achievers.

Kumar M. Sudhir (1992), examined Socio- Educational Correlates of achievers among secondary school. To find out the relationship of select socio-educational variables with creative thinking ability the sample selected 200 subjects from secondary school students from two government high schools and one central of the lower subansiri and west siang districts of Arunachal Pardesh. Achievers test developed is the department of Education, North-Easter will University, Aizalual adapted to Arunachal Pardesh, Personal Invernty sheet specially devised for the study. Socio-Economic status scale by Lalrinkimi. Mean and chi-square were used for the analysis of data. There is no significant difference found between male and female students. The students with literary interest gained superiority in creative thinking as capered to those with social cultural interests. The school type and environment of school was found to influence their creative thinking ability.

Kumari Kamlesh (1992), assessed relationship of socio-economic status, achievers and achievement motivation. To study the common effect of achievement motivation on the relationship between composite achievers and its dimensions with the socio-economic status with the subject, the sample comprised 600 female students from IX from 16 high and senior secondary schools of Patiala. Torrance test of achievers thinking verbal form A by EP Torrance. SES, Scale by Srivastava, Achievement-Motivation Scale by Dec-Mohan, Adjustment Inventory by Singh and Singh Product – Moment correlation, Partial correlation, multiple correlation and ‘T’ test were used for the purpose of Analysis. It was found that achievers and SES were positively correlated. Achievement need was positively correlated with creative potential. High SES students were found significant achievement than low SES students. It was found that high SES students had better emotional, social educational and total adjustment.

**Singh and Koul (1990)**, found that non-tribal and high status group of students have high creative thinking than belonging to lower status. Economy also affects the achievers of the individuals. It means a person who is economically strong will be more creative than an economically weak

**Shair, Bilqies (1988)**, conducted a study of creative thinking among boys and girls in relation to socio-economic status. To find out the difference in achievers with respect to sex in age group 14-16 years 200 students in age of 14-16 years (100 boys +100 girls). Achievers and SES are positively related. There is the significant difference between boys and girls of achievers belonging to same level. Sex differences were found to exist in achievers. There is significant differences with respect to filleting and flexibility were found in boys and girls belonging to high and lower SES.

**Brar,S.S. (1986)**, examined high creative and low creative boys and girls at different levels of general intelligence and socio-economic status. The sample of the study consisted of 506 B.Ed. students who were available at the time of data collection. These students belonged to different colleges of education affiliated to the Kurukshetra University. The sample comprised 309 females and 117 males. The sample students were administered the following tools (i) The Torrance Test of creative Thinking (1972), with both verbal and non verbal forms; **Sharma, H.L. (1986)**, examined the difference in the interests of engineers and civil service personnel with respect to their experience (fresher and in-service), area (urban and rural), parental education, parental occupation, parental income, birth order and school education. Keeping in view the design of the study a sample of 300 subjects was randomly selected. This included 150 engineers and 150 civil service personnel. In order to collect the data the following tools were used; (i) The interest inventory (which was developed and standardized by the investigator, the test-retests reliability for different interest areas varied from 0.9 to 0.98, the inventory was validated against content validity), (ii) the Wallach-Kogan Test of Achievers (1969) and (iii) the Rao Socio-economic Status Rating Scale which was adapted for the sample. The test-retest reliability of the scale was 0.97, and the scale had face validity. The findings of the study were: those parents were highly placed were more bold, literary and had more mechanical interests and political interests than the subjects whose parents were lowly placed. Those parents had high income been more adventurous, artistic, and had greater literary interests. Those were belonging to urban areas were more creative than subjects belonging to rural areas.

**Tripathi, V.K.D. (1983)**, gave his considerable work to study relationships between personality and achievers and the effect of socio-economic variables on these two. The sample of main study consisted of 354 B.Ed. teacher-trainees of Pratapgarh and Sultanpur districts of U.P. the tools used were Socio-economic Status Scale Questionnaire (urban) prepared by Jalota, Pandey, Kapoor and Singh. Mean, median, point biserial correlation coefficient and t-test were used for analyzing the data and drawing conclusions. He found that. The females were higher on achievers than the males.

### **Material and method:**

Both the factor score and the creative potential score reliabilities are considerably high ranging from .896 to .959 whereas the reliability of the non-verbal test is also high ranging from .932 to .947.

The validity co-efficient for factor scores and the creative potential are high enough (significant) beyond .01 levels.

The Scientific Achievers Test of creative potential designed to measure the individual's ability to deal with scientific contest in a creative style. Following activities are used to assess the creative potential of respondents.

#### **ACTIVITY 1<sup>ST</sup> (CT)**

What would happen if there exists no carbon-di-oxide gas in the environment of earth?

What would happen if wings were transplanted to human body?

For this the subjects are asked to imagine as many consequences of these situations, and write down the responses on prescribed space. The test encourages free play imagination and originality. The time allotted 6minutes for each items.

#### **ACTIVITY 2<sup>nd</sup> (UUT)**

i) Uses of Beaker

ii) Uses of Needle

Students were asked to write a novel, matchless, interesting and unusual uses of these objects. The time allotted 6minutes for each items.

#### **ACTIVITY 3<sup>rd</sup> (PIT)**

In this activity the model of parrot was shown to students and asked the students to give your suggestions to revise this model on prescribed space. 6minutes time is allotted for this item.

#### **ACTIVITY 4<sup>th</sup> (IT)**

Items of this activity test tests the curiosity of respondent's. This test based on picture. After seeing the picture students were asked to think about this and give creative response. 6minutes time is allotted for this item.

**ACTIVITY 5<sup>th</sup> (GCT)**

An item of this activity test tests the curiosity of respondent's. This test is also based on picture. After seeing the picture students were asked to think about this and give the reasons, why this person is looking abnormal. 3minutes time is allotted for this item.

Unlike objective tests, the nature of five sub-tests of Language Achievers Test is totally different. These tests do not warrant any single correct answer and it is expected that answers differ in nature, size and quality. So, it is not possible to employ ordinary stencil scoring system. Consequently, a new procedure of scoring has to be devised:

- a) Each item of each category the ideational fluency, Originality and flexibility were assessed.
- a) **Fluency:** Fluency deals with No of acceptable responses given by subjects each of the relevant response, by the respondent is given 'one' score. The total scores represent the attainment of the subject on the factor of fluency.
- b) **Flexibility:** Fluency deals with the types of responses given by subjects each different types of response, by the respondent are given 'one' score.
- c) **Originality:** The responses in case of originality are assessed on a continuum of 'commonness to uniqueness' for which manual's directions adopted. The novel and unusual responses characterized by 'rarity' are scored higher on five-point scale. Similarly, most common idea would get zero and most unique idea is assigned a score of 'four' Both the factor score and the creative potential score reliabilities are considerably high ranging from .896 to .959 whereas the reliability of the non-verbal test is also high ranging from .932 to .947. The validity co-efficient for factor scores and achievers are high enough (significant) beyond .01 levels.

**Non-Verbal Achievers**

The non-verbal test of creative potential is intended to measure the individual's ability to deal with figural contest in a creative manner. Three types of activities are used e.g.

- a) Picture construction,
- b) Picture completion and
- c) Triangles and Ellipsis.

The total time required for administering the test is 35 minutes in addition to the time necessary for giving instructions. The description is as follows.

- i) **Picture Construction Activity**; this action presents the subject with two easy geometrical figures, a semi-circle and a rhombus and requires him to construct an elaborate picture using each figure as an integral part. Originality and elaboration are emphasized to make novel picture and give details as he thinks necessary. 10 minutes are allowed for the two tasks. The titles may also be scored for verbal elaboration and originality and the scores added to the verbal achievers score obtained on the verbal achievers test. The scoring of titles, however, is optional. Picture construction has long been used as a measure of child's creative thinking. Torrance has used this test in his battery of achievers tests but in a slightly different manner. Here the subject is provided with a fixed structure, which he can convert into meaningful picture, by building on his own imagination.
- ii) **Incomplete Figures Activity**; this activity consists of 10 line drawings which could be made into meaningful pictures of different objects. The subject is asked to make a picture, which no one else in the group will be able to think of. The subject is given 15 minutes for the 10 items. Each item is scored for elaboration and originality.
- iii) **Triangles and Ellipses Activity**; in this activity the subject is provided with 7 triangles and 7 ellipses and he is required to construct different meaningful pictures based on the two given stimuli. As the subject is here encouraged to make multiple associations to single stimuli the responses could be scored also for elaboration and originality. The author of the test suggests that the test user should confine him to elaboration and originality scoring alone. A total time of 10 minutes is allowed for this activity.

#### **Scoring Key of Non Verbal Achievers**

Each item is to be scored for elaboration and originality. Only the items in Activity III may be scored for flexibility also. Flexibility scoring however is optional.

**Elaboration:** Elaboration is represented by a person's ability to add related details to the minimum and primary response to the stimulus figure. It is that response which gives essential meaning to the picture. The criterion for determining the primary and minimum response is what is most essential for identifying the response. The total elaboration score will consist of a score of one for the primary and minimum response plus one score each for all the additional new ideas.

**Originality:** The scoring for originality has already been discussed in the scoring of originality scores of the verbal test. The titles will be considered as verbal rather than non-verbal and are evaluated on the following basis

- Zero scores only for giving the name of the object
- One score for the description of the object
- Two scores for imaginative and description
- Three scores for abstract and appropriateness

### **Reliability of the Non-Verbal Test**

Both the factor score and the creative potential score reliabilities are considerably high ranging from .896 to .959 whereas the reliability of the non-verbal test is also high ranging from .932 to .947.

### **Validity**

The validity co-efficient for factor scores and the creative potential are high enough (significant) beyond .01 levels.

### **Personal Inventory**

In order to collect the data related to the various socio-demographic variables of the Slum area children in urban area of haryana students, the investigator has designed the personal inventory under the valuable suggestions of the guide. This personal inventory covers many aspects of Socio-Demographic variables such as

- 1 Gender i.e. Male and Female
- 2 Residential area i.e. Rural and Urban
- 3 Marital Status i.e. Married and Unmarried.
- 4 Type of Family i.e. Nuclear and Joint Family
- 5 Caste category SC 1 and SC 2
- 6 Mother Occupation House Wife and In service
- 7 Father Occupation, Laborer, Govt. Job, Pvt. Job and Business
- 8 Mother education Illiterate, upto10+2, Graduation, and Post Graduation
- 9 Father education Illiterate, upto10+2, Graduation, and Post Graduation
- 10 Academic stream Art, Science And Commerce
- 11 Family Income up to 10,000, 10,000 to 20,000 and Above 20,000 Per Month

**Statistical Analysis:**

In this proposed study, following statistical technique were used to test the hypothesis:

- i) Mean and percentage were used for all variables i.e., Male, Female, Rural, Urban etc.
- ii) T-test was used for two group variables and F-test was used for more than two group variables.
- iii) Table's representation was done.

**Table-1****List of Codes**

<b>ABBREVIATIONS USED IN THE STUDY</b>	
<b>Terms Used</b>	<b>Codes</b>
Slum area children in urban area of haryana-A	SC 1
Slum area children in urban area of haryana-B	SC 2
Private Job	Pvt. Job
Government Job	Govt. Job
House Wife	H. Wife
With relation to	w.r.t.

*Note: - Slum area children in urban area of haryana-A and Slum area children in urban area of haryana-B.*

**References**

- Gayatri Mohanty, (2004). *Synthesizing the Research Finding Related To Creativity and Developing Their Curricular Implications for Social Studies*. Utkal University, Bhubaneswar, Orissa.
- Getzels, J.W. & Jackson, F. W. (1962). *Creativity and Intelligence*, New York: John Wiley.

- Mansfield, R.S., Busse, T.V. and Krepelka, E.J. (1978). "The effectiveness of creativity training programme. *Review of education research*, vol-48, no-4, pp.-517-36
- Raina, M.K. (1971). "Verbal and nonverbal creative thinking ability study in sex differences", *Journal of education and psychology*, vol.-29, No.-3, pp.-175-79.
- Rajinder Pal, (1987). "Creative potential of scheduled caste and non- scheduled caste students belonging to rural area." PHD. Thesis Kurukshetra University Kurukshetra.
- Rehman, A. and Hussain, M.G. (1973). "Creativity and social desirability." *The educational trends*, vol.-8, No.-1-4, pp.-163-65.
- Rollo May (2006-07). *The Courage to Create*. Article available at [www.creativity at work.com](http://www.creativityatwork.com).
- Satish P. Pathak. (2002). "To Study The Effectiveness Of Creativity Program For Pre Service Teacher At Primary Level And A Study Of Its Effectiveness." CASE, MSU. Sam.
- Singh R.B., Mathur, S.R. and Saxena, S. (1977). "Creativity as related to intelligence, achievement and security-insecurity." *Indian psychological review*. Vol.-14, No.-3, pp.-84-88
- Singh R.J. (1980) (a). "Teacher creativity and family background. A study of relationship." *Asian journal of psychology and education*, Vol.-6, No.-3, pp.-42-43.
- Singh, L. and Gupta, G.(1977). "Creativity as related to the values of the Indian adolescence students", *Indian psychological review*. Vol.-14, No.-3, pp.-73-77.
- Singh, R.J. (1980) (b). "Value orientation of creative and non creative student teachers in India. *Quest in education*, vol.-17, No.-4, pp.-318-26.
- Singhal, Sushile and Liegise, Buno (1994). Schools and creative thinking of students some evidence from Nagaland. *Perspectives in Education*. Vol-10 No.-(4), 237-243
- Talesra Sushma (1992). *Litrary Creativity Among adolescent* Uppal Publishing House, New Delhi.
- Taylor, F. W. (Ed.) (1964). *Creativity: Progress and Potential*, New York: McGraw-Hill.
- Taylor, A. (1975). "A Retrospective View of creativity Investigation", in I.A. Taylor and J.W. Getzels (Eds), *Perspectives in Creativity*. Aldin Chicago.

Thorat Sukhdev (2005). *Niji Khsetra me Arkshan: Kyon aur Kaise Itihas* Bodh Parkashan, B-239, Chandrasekhar Ajad Nagar, Ilahabad-211004.

Tripathi, V.K.D. (1983). “*A Study of Personality Traits as Related To Creativity among Male And Female Teacher Trainees Of High, Middle And Low Socio-Economic Status.*” PHD. Edu. Avadh University.

V. Ryar Michael. S.J. (1988). “*Preparing and Trying Out the Programme for Developing Creative Thinking Ability in the Students F the Age Group between 10+ And 12+ Controlling Some Psycho-Socio Factors.*” PHD. Edu. SPU.

Verma, B. P. (1995). “Creativity styles of women students in relation to their rural urban background.” *The progress of education*, Vol.-LXIX, No.-10, pp 196-198 and 204.

Verma, Janak (1990). “*Creativity and Rorshah in Indian Context.*” Academic Press Gurgoan.

Ward, T. B., Finke, R. A., & Smith, S. M. (1995). *Creativity and the mind: Discovering the genius within*. New York: Plenum.

Bamji Mehtab S. et al. (ed), 1998, Textbook of Human Nutrition, Oxford & IBH Publishing Co. Pvt.Ltd., New Delhi.

Cameron G. Allen, Fox a.Brian, (1989) Food Science, Nutrition and Health, Edward Arnold, London.

Frazier, W.C., West Hoff D.C., (1986) Food Microbiology, Tata McGraw Hill Publishing Co., Ltd., New Delhi.

Garrow, J.S. and W.P.T.James, 1993, Human Nutrition and Dietetics, Churchill Living Stone.

Gopalan C., Rama Sastri, B.V. and Balasubramanian, S.C., (1989), Nutritive Value of Indian Foods, National Institute of Nutrition, ICMR, Hyderabad.

Jelliffe D.B. (1989) The Assessment of Nutritional status of the Community WHO, Monograph Series. Geneva