

# Language Achievers Test on the Basis of Story Telling in School Children

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**Abstract – Story construction on a given title ‘Kusangati Ka Phal’ is an item where the students were asked to design a story corresponding to the nature of the title given. They were instructed to write an original story. Five minutes has been provided to make a story on said proverb. Through this item the ideational fluency, Originality and elaboration were assessed.**

**Story with both endings happy as well as tragic. In this item, the subjects are asked to write stories on said situation. The idea behind this item is to test the imagination of students on the theme in both ways and end I in two different manners. Ten minutes has been provided to make a story on said situation. Through this item the ideational fluency, Originality and elaboration were assessed.**

**Story on ‘If toy would speak’ students were asked to imagine and construct a story. This item also measures ideational fluency, originality and elaboration. The time allotted for the item is 5 minutes.**

**Key Words: Story, Fluency, Originality, Elaboration.**

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## INTRODUCTION

In fact, achievers is the spirit to acquire more and more knowledge and use it in new situations. Every human being has creative potential. But expression or exposure depends upon opportunity, social system, economic condition and the individual “hunger” for doing something new. But that talent doesn't flourish on it, and people have talents in various areas, but if those talents aren't developed, they're not going to mean anything. However, in the area of research, there are different points of views on its origin and consolidation. Torrance (1993) asserted that achievers is one of the essential elements that will enable universities to create this vision. He stated that no educational reform could succeed and endure unless it is supported by appropriate retooling in the form of methods, instructional materials, assessment procedures, and statements of objectives. This is true in educational reform that requires achievers or is based on part of research.

Achievers is the journey of human beings' from dissatisfaction to satisfaction. Why we feel dissatisfaction? Why we think so? What works behind this? What is the origin of creative work? The answer is, when we feel something lack, when we want to reform the thing or

situation. I think aesthetic sense is a main cause of Achievers. Every creative work is a reflection of human mind and aesthetic sense. Aesthetic sense is related with beauty. Beauty of world depends upon beauty of mind because every beautiful creation is product of mind, and mind do so when it feel dissatisfaction and hunger to find something new, highly creative people can do this type of task, they show their aesthetic ability. Artists, musicians, scientists do inventions due to their aesthetic sense. They want to change and every change comes out because of generation of new ideas. When we feel lack or necessary of something, the process of thinking starts to create new things and open the new way to solve the problems. It is well known proverb ‘necessary is the mother of invention’. It is started from the Stone Age, they used unstructured stone to kill the animal and to cut the tree and to save themselves from wild animal they ate raw meat before the discovery of fire, though it was not due to creative thinking but after that they started thinking..

## REVIEW OF LITERATURE

**Singh, H. Ibotombi (1996)**, in his research works, he examined the creative teaching skills for secondary school teacher in Nagaland. The sample of study comprised 12

experts and 60 teacher educator selected from six teachers training colleges of North Eastern states.

**Fathima Jabeen, Zaheda (1995)**, presented his study with reference to age and gender. The sample of study comprised 200 students (100 boys at 100 girls) of age group 7-8, 8-9, 9-10, 10-11 and 11-12 years from school of Madras (Chennai) city. They all randomly selected.

**Singhal, Sushile and Liegise, Buno (1994)**, studied the levels of creative thinking among class X students in Govt. and Pvt. Schools in rural and urban areas. For this 476 students studying in class X from rural and urban schools comprised as a sample. They were selected randomly.

**Lalita, Y.R. (1994)**, assessed achievers in relation to teaching competence of B.Ed Teacher trainees studying in the colleges of Education of Bangalore University was given. The sample of the study comprised 1130 tribal's students of class XII. The tools used to collect the data included verbal test of creative thinking of Baqur Mehdi, High school personality Questionnaire by S.D. Kapoor, S.S.

**Zargar, Att. and Mattoo, Mohamad Iqbal (1993)**, observed creative thinking ability and vocational interests. The main objective of this study was to find out the difference between high and low creative students male and female in Art and literature. For this 700 boy and 300 girls selected from class X from govt. schools of Anantnag districts. **Bhawalkar, Smita (1992)**, observed the prediction of scientific Achievers through. Cognitive and effective Variables among high school students. To study the scientific attitude and scientific achievers. She took the sample 663 students both boys and girls of classes IX and X from Ujjain, Mhow and Indor.

**Shetay, S.G. (1991)**, studied what is the relationship between personality and achievers. For this, Sample of the study comprised 188 students from three faculties namely veterinary, Agricultural and Home Science. Achievers thinking test by Mehdi, S.E.S. scale by Kapoor and sixteen Personality Factors questionnaire by Cartel were used to collect the data.

**V. V. Ryar Michael. S.J. (1988)**, Submitted research work to prepare a programme for developing Creative Thinking Ability (CTA) in students of grades V, VI, and VII. The investigator constructed verbal and non-verbal CTA criterion tests and other tools were used to collect the data. The sample included 330 students. Analysis of covariance was used to control the effect of intervening variables. He found that the experimental groups gained by the CTA programme more than the control group, which did not receive any treatment.

**Nandanpawar, B.S (1986)**, presented his experimental study on development of linguistic achievers among the students. The sample for the study consisted of Ninth class students offering Marathi as mother tongue. Two equivalent groups of students were formed on the basis of test in Marathi. Experimental and control treatments were randomly assigned to these two groups. **Ramkrishan, (1986)**, assessed the level of performance of high school students in the Hindi Literary Achievers Test and the selected variables (intelligence, general knowledge in Hindi, socio-economic status, and Hindi achievement), to compare scores of boys and girls in the literary achievers test and tests on the selected variables, to compare scores of boys and girls belonging to the arts and science streams in the above tests,

**Yalwalkar, V. (1985)**, studied some Personality Correlates of Scientific Achievers. The study aimed at investigating the efficacy of two creative teaching techniques, viz, Bionics and Morphological analysis conducive to develop some personality correlates of scientific achievers. The experimentation was carried out for one academic session. Personality profile approach was employed for pre-post experimental design. Forms A and B of the Indian adaptation of H.S.P.Q. (1969) were used as pre and post-test. The control group had shown a general decline on all the five variables

## MATERIAL AND METHOD

Random Sampling technique was used. A questionnaire and rating scale were used to collect data. It was found that out of 31 skills, 10 skills were identified as creative teaching skills for secondary school teachers. All these skills come under the indispensable and very important categories to develop creative skills among secondary schools teachers. To enhance the creative ability in student's effective curriculum is a basic need. If school has a quality-based and innovative curriculum, defiantly it will be fruitful for students. Verbal test of creative thinking by Mehdi and non-verbal preference record inventory by Chatterji, were used for data collection. ANOVA was used for analysis. They found high creative students had tendency towards fine arts and literacy interests. They found boys and girls had equal interests in arts and literature.

## LANGUAGE ACHIEVERS TEST

The Language achievers test (LCT) of creative potential planned to measure the individual's ability to deal with language contest in a creative manner. First four types of activities are selected to use after the contentment of supervisor out of five namely: i) Plot building ii) Dialogue writing, iii) Poetic Diction, iv) and Descriptive style. The basic idea behind this classification is that in creative

writing, words employed and ideas expressed are unique in their own way and the students can opt for any stream of writing viz. poetry, lyric, story, drama essay or letter writing as their medium of expression. The specific time and space are provided to give qualitative and quantitative responses. A brief and specific outline of all the five sub-tests and their respective items are given in the proceeding captions:

**Plot Building:** In this sub-test Items are based on Guilford's (1952) Multiple Story Plots. Here in a hypothetical situation is presented for this subject's encouraged giving free imagination. Following types of items are included in it:

a) Story writing on a given proverb '**Budhi Hi Shresth Bal Hai**' where the respondents are required to imagine a small plot and represent the significance of unity in the shape of a story. Five minutes has been provided to make a story on said proverb. Through this item the ideational fluency, Originality and elaboration were assessed.

**Story on a given situation is the item where the students are required to complete the story projecting new ideas and thoughts.** They have to reflect their thought processes so as to complete the story in a unique manner. Ten minutes has been provided to make a story on said situation. Through this item the ideational fluency, Originality and elaboration were assessed.

**Story construction on a given title 'Kusangati Ka Phal'** is an item where the students are asked to design a story corresponding to the nature of the title given. They are instructed to write an original story. Five minutes has been provided to make a story on said proverb. Through this item the ideational fluency, Originality and elaboration were assessed.

**Story with both endings happy as well as tragic.** In this item, the subjects are asked to write stories on said situation. The idea behind this item is to test the imagination of students on the theme in both ways and end it in two different manners. Ten minutes has been provided to make a story on said situation. Through this item the ideational fluency, Originality and elaboration were assessed.

**Story on 'If toy would speak' students were asked to imagine and construct a story.** This item also measures ideational fluency, originality and elaboration. The time allotted for the item is 5 minutes.

**Modernizing the classical theme.** In this item a familiar classical theme 'Jaisa Karoge Vaisa Bharoge' is provided and the subjects are to modernize the theme in the

contest of present social systems and bring out elements of satire to make it unique. The item intends to measure ideational fluency, originality and elaboration. The time allotted for it is 10 minutes.

Suggesting titles to a given story in this item student were asked to suggest as many titles as they can on given story. The unique and novel titles get additional credit for original thinking. Five minutes has been provided to make a story on said proverb. Through this item the ideational fluency, Originality and elaboration were assessed.

**Dialogue Writing:** In This category students were asked to write dialogue on given sub-test items. This sub-test is designed on the basis of Guilford's (1952) Multiple Emotional Expression and Multiple Social Problems wherein the subject writes many different things that a person might say when he is feeling a given emotion. There are three items in it the details of which are given below:

**Suggesting the title to given dialogue:** here presents witty situational dialogues between two members of a typical akin group. The subjects were asked to present as many titles as possible. The time allotted for it is 5 minutes and the factors tested are ideational fluency and originality.

**Writing dialogues on a given topic 'lottery khul jane per':** in this item subjects were asked to write dialogues on the title. The factors tested in it are ideational fluency, originality and elaborations and the time allotted is 5 minutes.

**Writing dialogues on the given situation:** Here again the students are asked to write dialogues but instead of the topic a situation is given. The factors tested are ideational fluency, originality and elaboration and the time allotted is 5 minutes.

**Poetic Diction:** in this section respondent were asked to compose poems on given words, title and situation, the pattern of the sub-test is based on Guilford's (1952). Extensional Fluency and Word-Pair Revision. There are three items in it.

**Writing a poem on given topic.** Here in this item subjects are given a topic and they are required to compose a poem in any form and size they like. The time allotted for it is 10 minutes and factors tested are ideational fluency and originality.

**Writing Parody:** In this item subjects are given two lines from a popular poem, and they are required to write a parody bringing in new association. In other words, subjects have to rewrite the given two lines with new ideas

projecting the element of humor and wit. Ten minutes has been provided to make a story on said situation. Through this item the, Originality and was assessed.

**Writing a poem from given words:** The subjects are provided with four rhyming words and are expected to compose a poem in any form they like. The time allotted for the item is 10 minutes and tests factors of ideational fluency and originality.

**Descriptive style:** This sub-test has items based on description developed on the pattern of Guilford's (1952) Controlled associations. The purpose of this sub-test is to evaluate the descriptive style of the student. It includes only four items.

**Based on observation:** In this item the subject were asked to give his thoughts on provided topic 'An Evening Scene'. The unusual similes and beautiful descriptive patterns are rated high. For this 5 minutes allowed. The factors tested are ideational fluency, flexibility, originality, and elaboration..

**Based on Emotional Experience 'Encourage':** A topic is provided and the subject is asked to use metaphors and similes while describing it. The unusual analogies are given higher score. The factors tested are ideational fluency, flexibility, originality and elaboration. The time allotted for this is 5 minutes.

**Based on imagination** 'what would happen if I could fly like a bird'. The subjects were asked to give his imaginary thoughts on given title. The factors tested through this item are ideational fluency, originality and elaboration. The time allotted for this item is 5 minutes.

**Based on comparison:** The subject is given a situation and he is required to describe the situation with respect to analogous situation. The item tests factors like ideational fluency, flexibility and elaboration. The time allotted for this is 10 minutes.

## SCORING PROCEDURE

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 1<sup>st</sup> category the ideational fluency, Originality and elaboration were assessed.
- b) Each factor of 2<sup>nd</sup> category tested on ideational fluency and originality.

- c) 1<sup>st</sup> item of 3<sup>rd</sup> category tested is ideational fluency and originality.
- d) 2<sup>nd</sup> item of 3<sup>rd</sup> category, Originality and was assessed.
- e) 3<sup>rd</sup> item of 3<sup>rd</sup> category, Originality and ideational fluency were assessed
- f) Each item of 4<sup>th</sup> category is tested on Fluency, Flexibility, elaboration and originality.

So, the scoring has to be made on the basis of the factors involved in the tests.

**FLUENCY:** the scoring for the factor of fluency was followed as per researches like Passi (1979), Mehdi (1973). The scores on this factor are obtained by counting the total number of acceptable responses. Each of the relevant word, each of the meaningful idea expressed by the respondent is given 'one' score. The total scores represent the attainment of the subject on the factor of fluency.

**Flexibility:** In case of the factor of Flexibility, the scoring procedure suggested by other researchers has been to count the 'Shift in responses', wherever there is and assign a score to each of the shifted responses. The total number of such shifted responses becomes the score of fluency for that single test item. The same procedure is followed in the present achievers test.

**Originality:** The responses in case of originality are assessed on a continuum of 'commonness to uniqueness' for which a five-point scale is developed assigning weight age from zero to four. The higher frequency of occurrence of a particular type of response in a group is considered lower in uniqueness thus meriting lower score on originality and vice versa.

## CONCLUSION

Elaboration mean 'building upon given information to around a structure, to make it more detailed or to explore new direction. While writing a story, a poem, a dialogue or a description, the respondent perceives the design in such a way that it results in wholesomeness with necessary detail of information. While doing so, he makes efforts to bring in some novelty, with interesting 'beginning' 'ending' and flavors'. The nature of the requisite details under elaboration differs from each other depending upon the nature of each constituent. Hence, separate criteria of valuation are followed for each of the sub-test while scoring for the factor 'Elaboration'. 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.

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