Constraction of Standardized Test GSNI (Gifted Students Need Inventory)

Riya Tiwari

Asst.Prof., Institute of Teacher's Education, Pt. R. S. University Raipur (C.G)

ABSTRACT *The study was designed to observe the needs of gifted students and prepare the standardized tool. Researcher used descriptive survey research design .a total of 700 students purposively selected after use of intelligence test. "t" test and correlation were the major statistical tools used for data analysis. Findings from the study revealed the GSNI retained the reliability .672 and validity .553. In this way the GSNI was made standard.*

Introduction

"The Gifted students are those who possess a superior central nervous system, characterized by the potential to perform tasks requiring a comparatively high degree of intellectual obstruction or creative imagination or both, are called "Gifted student".

The term "gifted" and "talented" are used interchangeably. The gifted child shows his excellence in performing some specific tasks their behaviour in classroom is above average or very high. The psychologists have recognized gifted brood on the base of I.Q.

Characteristics of Gifted students:

1) The giftedness is upper extreme on the normal distribution of any trait, e.g. social, mental, and aptitude.
2) A gifted student is one who shows outstanding and marvelous performance in any work while task.
3) He possesses a superior central nervous system high degree of intellectual, creative and imagination.
4) A gifted child makes outstanding contrition to the welfare, quality of living and our society.
5) Gifted child possesses high ideational level in productive and evaluating thinking.
6) He is problem solver, innovators and evaluators of cultural and educational experiences.

Apart from these three categories some students are creating problem in schools and their class. They called problematic students. A small number of problematic students in a class can create anxiety, battle fatigue, and even, fear for some teachers.

NEEDS OF ADOLESCENTS –

Teenagers today face severe problems of adjustment. The onset of adolescence leads to dramatic change in size and shape as they enter the adolescent growth spurt. They also reach puberty, the point in life when an individual reaches sexual maturity. The term growth spurt describes the rapid acceleration in height and weight that makes the beginning of adolescence. The adolescent growth spurt is not as uniform as our overview might indicate (Shaffer, 1993, p. 176).

The central focal point of the present investigation is to know about the needs of gifted and problematic secondary school students and also locate the effect of their self aspiration, adjustment and family environment on their needs. These two types of school students require refor-

mation respect of view of society.

Gifted students can contribute allot in the progress of society and nation in various respect. Education and persons working with education should not neglect them otherwise the structure of future society will be seen with many lacunas.

It is the requirement of present time to achieve all the objectives of education in general, so all the strata of the students and categories should be privileged. The results of close observation with the gifted student of the classes are not so good as such students' behaviors are not over looked by one way or another. Teachers think that gifted students will make their own way .Such type of thinking is not expected from teachers the leaders of society and generating the future of students and nation.

In Indian history, for Acharya Chaneyak it is said that "He used to say that development and destruction takes its shape in the lap of teacher"

Thus teacher plays an important role in society, and hence it is significant to know about the various needs of gifted students which may make them passive and which will be the great loss of youngsters and future of nation also. Thus this investigation is confined to know the needs of gifted students,

This research work has been certainly solve the problems of gifted and problematic students and thus will be helpful to make them progressive and normal. According to Remark. J. Hawes, "The strength and safety of a Community consists So our school going men are the growth points of a society and are the future leaders, the progress of social and national development. As nation is moving towards the 21st century, a century of computer technology and electronics-our lifestyles are constantly under going tremendous changes. These changes affect each and every aspect of life, it be our physical life, social, emotional, mental or spiritual life. The world in which society have to live and function its future is changing extremely fast. Adjustment further developed many problems in school, college, society and in personal areas of life. If these problems are not tackled they will hinder the adjustment of the individual.

Need inventory
Construction and standardization of need inventory-

In the present investigation the main focus is on needs of

gifted students with its selected co-variables. Tools have been made to know the needs of gifted students. The description and construction of the tool is given as under.

The researcher obtained the number of such students who generally score more than 75% marks in the school test examination at urban area. Particularly in Gondia City, each high school has 5 sections and each section retain 60 students. From the teachers of the school it was known that every class retains minimum 10 students who score in the school test 75 % and above, hence in urban area like Gondia city schools 80 students considered, scoring 75% marks and more marks in the test examination. From five high schools 70 students of rural area, and from three schools with 50 students of tribal area have been taken. After this stage Verbal Intelligence Test (R.K.Ojha and K.Ray Chowdhary) was given to urban area secondary schools students. Similarly from rural area and tribal area also data has been collected.

Verbal Intelligence Test of R.K.Ojha and K.Ray Chowdhary) is a standardized test, it is classified into 8 categories – 1) classification 2) analogies 3) synonyms 4) Number Test 5) completion test 6) paragraph test 7) best reasons 8) simple reasons. Reliability of this test is .87, and validity is .50.

This test attached in appendices A

After collecting the intelligence test, scoring was done and the area wise results obtained. Gifted students with IQ -107 and above, it is shown in the following table.

Table 3.7
Gifted Students

Sr. No.	Area	Place	Iq	No. Of Gifted Students Obtained
1.	Urban	Gondia	107& Above	500
2.	Rural	Amgaon	107 & Above	200
3.	Tribal	Salekasa	107 & Above	75

In the urban area like Gondia city is considered. From this place 500 students with IQ 107 and above are selected. From Amgaon the rural area 200 gifted students are selected with IQ 107 and above and from tribal area Salekasa 75 students are selected, again with IQ 107 and above. Thus the gifted students sample is considered.

Gifted students need inventory
The researcher constructed a draft of GSNI and was given to gifted students, Need inventory considering 15 areas with 76 statements, each statement was to be interacted by the gifted students in five points scale – Always-Often-Seldom-Sometimes-Never.

The statements were positive and negative type. Every statement shows one of the needs of gifted students.

The draft was tried out on 200 gifted students. The inventory was given to all gifted students; instructions were given to them before starting the test. These all 200 students were from Gondia city of four high schools. All these gifted students were of class 10th.

After giving the instruction, the researcher asked them to start the work. It was seen that within 30 to 35 minutes gifted students used to respond the inventory. The inventory was collected by the researcher from each school.

From Four high schools one has been taken from Gondia municipal council and another three was from private granted schools, all have five sections of class 10th and from each section ten gifted student had been considered.

Scoring procedure –
There were 50 positive statements and 26 negative statements. For positive statements if the students puts write marks on "always" he obtained 5 marks, for write mark on "often" 4 marks, "seldom" 3 marks, "sometimes" 2 marks for "never" 1 mark.

One write mark for each statement was stated according to the student him self. For negative statements the scoring procedure was just reverse to the above that is if the student puts write marks on "never" he obtain 5 marks, for "some times" 4,"seldom" 3, "often" 2, "always" 1 mark.

All the scores of positive and negative statements were added and put on the first page of inventory. Thus 200 gifted students responded need inventory. First draft was scored and arranged on descending order .keeping in mind obtained marks.

Out of these 200 discerningly arranged marks 54 (27%) high scorer were separated and 54 (27%) low score were separated i. e. from 1 to 54 high scorer and 200 to 147 low scorer were grouped separately and applying the mean difference method i. e. "t" test. "t" was calculated i.e. 3.60 declaring the significant difference between high and low scorer on this test, thus the discriminating power of the inventory was 3.60 and which is significant on 0.01 level.

Analyzed status of gifted students need inventory
There are 45 statement in GSNI, out of 45 twelve (12) statements are negative and 32 are positive. This is a five point rating scales. Each statement is to be responded for five places of responses always, often, seldom, some times and never. Students have to read the statement and think about him-self in the reference of statement and respond it on any one suitable place out of five

Types of GSNI have also been categorized into nine (09) types. They are shown in the following tables with serial no. of statements also.

Table no. 3.8
Analysis of GSNI Types of statements

sn	Types of statement	Sr. no of statement	Total
1	Positive statement	1,5,6,7,8,9,10,11,12,15,17,19,20, 21,22,24,25,27,28,29,30,31,32,33,34,36,37,38,40,41,42,43,44,	33
2	Negative statement	2,3,4,13,14,16,18,23,26,35,39,45	12
		Total =	45

Table no.3.9
Analysis of G.S.N.I Nature of statement

sn	Nature of statement	Sr. no. of statement	Total
1	Personal	1,2,3,8,9,10,11,28,30,31,32,33,34,40,41,43,44	17
2	Educational	4,6,7,12,13,18,23	07

sn	Nature of statement	Sr. no. of statement	Total
3	Social	5,25,35,36,37,38,39,45	08
4	Study habit	14,15	02
5	Health	16,26	02
6	Sports	17	01
7	Hobby	19,20,21,22,24	05
8	Future	27,29	02
9	Wealth	42	01
Toal = 45			

Standardization procedure (test and retest of GSNI)

Thus the final draft of GSNI, which carried 45 statements showing the needs of gifted student, was set for test retest design, to proceed in the procedure of standardization. GSNI was given to 100 gifted students of municipal high school from Gondia of class 10th and from Guajarati national high school 50 students from each school. All the precaution was taken care of while administration of the inventory. Student completed the inventory in 20-25 minutes. Answered inventory was collected and the responses of the students were scored as already indicated in the previous pages and total of every student put in the front page of inventory. Its note was made in the register.

After the gap of 15 days the same inventory was administered again in the same students under retest cycle taking care of required precaution and after it was responded by gifted students. All collected responses were again score as per procedure, and obtain score were again noted under the heading retest.

Between the score of test and retest coefficient of correlation was computed applying the formula given in "Garrett" page no. 138.

The value of r obtained r = .672 this value is significant on 0.01 level, Hence the there is positive correlation between test and retest scores of gifted students on GSNI. Thus the reliability of GSNI is .672.

Validity of GSNI- in order to obtained validity of GSNI, fifty (50) senior teachers of the high school and fifty (50) gifted students were given separately GSNI. The researcher requested senior teachers to respond GSNI sincerely making them clearly aim of the test, because senior teachers of the school are rather sincere having better experiences regarding students in various categories and they have objective thinking. The teachers were known with the procedure of responding the inventory and they responded sincerely GSNI. It was collected by the researcher. Similarly 50 gifted students of high school were randomly selected and they were provided GSNI for responding. This data was again collected. Thus the scores given by the senior teachers of high school were noted and the score obtained by the gifted students of high school in inventory also noted.

Considering these two types of score value of "r" i.e. was calculated using the formula given on Garrett page no. 138 the value of "r" obtains is .553. This is the validity of GSNI.

Thus the GSNI retained the reliability .672 and validity .553. In this way the GSNI was made standard.