

A COMPARATIVE STUDY ON ORGANIZING ABILITY AND EGOSTRENGTH OF GIFTED AND NORMAL STUDENTS

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Abstract

The potentiality of gifted children is key of the progress and well being of society and nation. It might be utilized only when we know about them. This fact initiate the researcher to study some characteristics of them. The present investigation aims at exploring the organizing ability and ego strength of gifted students in comparison of their average counterpart. A comparison between gifted boys and girls on organizing ability and ego strength were also the purpose of the study. The sample consisted of 100 gifted students (male 72, female 28) and 100 average students (male 72 female 28). Indian adaption of TA.T (10 cards were selected among of 31 cards) by Beuro of Psychology (UP) Allahabad, was used for collecting data, Results indicated that organizing ability and ego strength of gifted children were superior than their counterpart. No difference was found for ego strength and organizing ability of gifted girls and gifted boys.

Introduction

The progress of human civilization since the very early stone age till the modern technological age is, the result of outstanding contribution of some special individuals in the field of art science, culture, religion and literature. No doubt they are very few (Only 2-3% Terman 1921) but their outstanding contribution in various walks of life speaks very high of their merit in true sense they have proved a lot to the real wealth of the nation. They are called talented or gifted children.

Apparently their (gifted children) daily routine, academic performance and social transaction are very much similar to other normal children but they differ a lot in quality of behavior output. Their psychological disposition are unique. The general conclusion as well as

psychological research reveals the fact that the gifted students differ in psychological traits and behavioral output or expressions.

Psychologists have defined giftedness in different manners. Terman emphasizes on superior endowment while others on exceptional performance. Luceto defined them as 'those whose potential intellectual powers are at such a high Ideational level in both productive and educative thinking that they could be future problem solvers, innovators and evaluators of the culture if adequate educational experiences are provided to them'. Witty's definition (1958) adopted by the American Association for Gifted Children characterized them as "children whose performance is consistent), remarkable in music, art, social leadership, science and other forms of behavioral expressions,., C. Most research findings show that gifted children possess high intellectual ability (IQ > 140). (Terman, Witty, Hollingworth etc) but it is not true for all gifted children. Some children having IQ > 140 also possess special talent for music (Williams syndrome 1988). Terman found only twenty specially talented children who did not have superior mental ability in a school population of a quarter of a million.

As a group, gifted children received more awards and distinctions, earned higher income and made more contributions in art and literature than typical individuals. Perhaps more important, they reported greater life satisfaction in life than the non-gifted (Hegarty 2007) but a high IQ is not a universal guarantee of success (Shurin 1992, Winner 2003, Celms 2006). Gifted children are undoubtedly endowed with superior intellectual ability and some high level specific ability but all the same, the full use of their potentialities and adjustment had been the point of concern. Many psychologists studied personality traits or characteristics of gifted children. As a group, gifted children were found outgoing, well-adjusted, healthy and popular people who are able to do most things better than average/normal people (Luvinski & Tat 2006, Guldmomd et al/ 2007, Muller 2009). Different components of personality were studied by psychologists concerning gifted children. Among many components of gifted children studied by different psychologists, organizing ability and ego strength were found important aspects of gifted children. Organizing ability reflects the style or manner in which a person arranges their thoughts, ideas and experiences. It also involves the way of presenting different life events and collected information to overcome various life problems. This ability also helps the individual in coping with stressful situations more effectively. Gifted children possess a high level of organizing ability. They put their ideas and thoughts in a well-structured and logical manner, keeping in mind every aspect of a problem's solution. (Yates 1995).

Need of the Study

The organizing activity of mind which the gifted children possess is a high degree influence their emotional development, it makes them active participants in the process of growing up emotionally. They early learn that they can not always have what they want which helps them to be stable and cool in undesirable situations understanding or perceiving the situation clearly they act on thinking rather than on the impulse of moment seeing more clearly the consequence of certain behavior. They are willing to an immediate satisfaction in favour of a more distant goal. Gifted adolescents frequently display more emotional maturity than some of their parents and teachers. This emotional maturity reflects the power of their ego strength. Ego strength is an important aspect of personality. It implies/refers strongness or firmness of self concept in resolving different crises /problem encountering in ones life. It helps to develop emotional maturity and stability. A person with high ego strength exert greater effort to solve conflicting or frustrating situation. Bouchard and Boulfard (1993) compared the regulation on a concept formation task between average and gifted. They found that gifted students used strategies more consistently, expressed fewer metacognitive experience with a negative balance, exerted greater effort to solve the task, and more specific self appointed goals and were more likely to perceive the task as challenging Leawood, Sundras and Glunies(1993) examined the self esteem of gifted and non-gifted Asian girls. It was found that gifted girls were higher in both total and social self esteem than non gifted girls and the difference in total self esteem were related to year level. Lal (1958) found that superior children showed more stability than average children.

Blandetal (1994) found many characteristic like reflectiveness, ability to learn, desire to learn, maturity etc. in gifted children who often have resources as cognitive appraisal that enable them to develop social and emotional strength. Lufting (1991) found girls as generally moody or sad, boys as funny and having good sense of humour.

Since Thematic Apperception A. Test (TAT. introduced by Murry & Morgan (1935) has long been used to study personality traits. It was decided to use it as a tool to study organizing ability and ego strength of gifted as well as normal children. In T.A.T. the subject identifies himself with the character of the picture card and project his own personal experience while writing a story for the TA.T. card. Organization of the story and outcome were taken as basis for organizing ability and ego strength.

Objectives of the Study

1. To Study organizing ability of normal and gifted students.
2. To study ego strength of normal and gifted students.

Method of the Study

Sample and Design

Between group design was used

	Gifted Student		Normal Student	
N	72	28	72	28
Age	Male 14-16	Female 14-16	Male 14-16	Female 14-16

Sample

The sample of student was considered of 200 student of both sexes of class tenth of the state of Karnataka of the 200 subject. 100 formed the talented/gifted group and remaining 100 constituted the normal group. Age of subjects ranged 14 years to 16 years with a mean age of 15 years, both groups were also compared on gender basis. Gifted or Talented students were identified on the basis of final result of 'National Talent Search Examination held by the National Council of Educational Research and Training program under national talent search scheme. Normal students were taken from the same class and school who did not appear in the above examination.

Hypotheses of the Study

The following hypothesis were framed :

1. Gifted student would be significantly better on organizing ability than that of the normal student.
2. Ego strength of gifted student would be significantly greater than that of normal student.
3. Organizing ability of gifted boys would be better than of gifted girls.
4. Ego strength of gifted girls would be better than gifted boys.

Procedure

The data on T.A.T. and personal schedule were conducted on the sample during the period 1993-1996 information were obtained from the Bureau of Psychology (U.P) Allahabad about the talented/gifted students.

Each subject was contacted individually for obtaining data They were assured that their information would be kept secret and would be used only for the research purpose.

After giving instruction for writing story all cards were presented one by one to the participant individually. In the end of data collection the subjects were thanked for their co-operation and successful completion of the work.

Scoring

The scoring procedure followed for organizing ability and outcome (ego strength) for T.A.T. was as follows :

Organization Time balance and Logic presented in the story was studied under organization. The average of both score was considered as the score of organization/organizing ability.

Score 3 was given to those stories in which present past and future was emphasized in adequate manner if their was more emphasis on past or future score 2 was given. 1 was awarded for absence of present, past and future.

To asses logic a three point rating scale was developed. When the story was framed according to given instruction which means their was a beginning, middle and end of the story causal relationship between the event was present in the story. All events were described in logical and systematic form the score of 3 was awarded.

Score of 2 was given if the above described dimension were observed in lesser degree or amount and 1 was awarded if there was no sequence of beginning, middle and end.

Ego strength-Each and every story was scored on outcome variable. Bipolar continuum was developed Score of 2 was awarded if the end of story was in favour of main character and 1 for unfavorable end of the story.

End of the story was logical with reference to the power of plot, Score 2 was awarded but illogical surprising and imaginal end of the story was awarded score 1.

Score 2 was given to those stories where the final outcome was clearly given but if the outcome was not clearly given score 1 was awarded.

The story ends without any specific emotion and the subject does not resort happy or sad ending their story was considered as having neutral outcome and score 1 was awarded, uncommon and extra ordinary ends were considered unique outcome and score 2 was awarded. The average score of all continuum was considered as score of outcome.

Analysis and Interpretation Data

All stories were transformed into scores with the help of scoring key developed for two variables viz organization (organizing ability) and outcome (ego strength) and mean scores were obtained for gifted students and normal students. Further the obtained data were analysed for the two groups on two variable viz organization and outcome adopting 't' test of significance. A comparison of gifted boys and gifted girls was also under taken on organization and outcome.

Table-1 : Comparison of Mean Score of Gifted and Normal Students on Organization (Indicating Organizing Ability)

Groups Compared	N	Mean	SD	t	df	p
Gifted Students	100	2.76	0.13	10.62	198	P<.01
Normal Students	100	2.59	0.10			

Table-1 shows significant difference between mean score of gifted and average students on organization variable which denotes organizing ability. The mean score obtained by gifted groups (2.76 SD=0.13) is better than mean score of normal students (2.59: SD=0.13) therefore it might be concluded that gifted students possess high level of organizing ability better than average students.

Table-2 : Comparison of Mean Score of Gifted and Normal Students on Outcome (Reflecting Ego strength)

Groups Compared	N	Mean	SD	t	df	p
Gifted Students	100	1.31	0.10	4.80	198	p>.01
Normal Students	100	1.26	0.03			

Table-2 reveals that both groups viz gifted students and normal students differ significantly (p>.01) on their mean values of outcome variable. Since outcome variable reflects the ego strength of the individuals it might be concluded that the ego strength of gifted students differ significantly

than their normal counterpart. Further higher mean score obtained by gifted student shows $M=1.31$, $SD=.10$) greater ego strength than normal student ($M=1.26$, $SD=.03$)

Table-3 : Comparison of Mean Score of Gifted Boys and Gifted Girls on Organization (Indicating Organizing Ability)

Groups Compared	N	Mean	SD	t	df	p
Gifted Students	72	2.77	0.13	7.4	198	$p>.05$
Normal Students	28	2.75	0.12			

Table-3 showed that two group viz gifted boys and gifted girls did not differ significantly on their mean score (2.77 and 2.75 respectively) on organization. Therefore it might be concluded that sex/gender had not any significant effect on organizing ability in case of gifted students.

Table-4 : Comparison of Mean Score of Gifted Boys and Gifted Girls on Outcome.

Groups Compared	N	Mean	SD	t	df	p
Gifted Boys	72	1.30	0.10	1.438	198	$p>.05$
Gifted Girls	28	1.32	0.04			

It would be clear from table-4 that gifted boys and gifted girls did not differ significantly on their obtained mean Value on outcome variable.

It might be concluded that the observed mean difference had occurred due to chance factor. Since outcome reflects ego strength of the person thus it might be concluded that gifted girls and gifted boys possess similar ego strength, Mean score of 1.30 and 1.32 denotes higher level ego strength.

Discussion of the Results

The present study aims at exploring organizing ability and ego strength of gifted students in comparison of their normal counterpart. A comparison between gifted boys and gifted girls on both Variables viz organizing ability and ego strength were also the purpose of present investigation.

It was hypothesized that gifted students would be significantly better on organizing ability and also they possess significantly greater ego strength than normal students.

Results indicated (Table-1) that gifted students have significantly high and better organizing ability than normal students. ($p>.01$). Mean score (2.79) obtained by gifted students represent their high degree of organizing ability than mean score of normal students (2.59).

The above finding supported the hypothesis and also confirmed the research findings of Yates (1995) Yates had compared the writing ability of both gifted and average peers and found that gifted children had superior level of cognitive processes (reflected in organization, vocabulary sophistication and composition).

It might be further concluded that gifted student had presented superior logic structure in their stories for different picture cards. They also emphasized present, past and future more adequately than the normal students. Their logical thinking and systematic approach helps to achieve their desired goal and thus they feel more satisfaction in their life (Hegarty 2007).

The organizing ability of the mind which the gifted children possess in a high degree influences their emotional development. It makes them active participants in the process of growing up emotionally and understanding or perceiving the situation clearly. They act on thinking rather than on the impulse of the moment seeing more clearly in the consequence of behavior. This emotional maturity enhances their ego strength.

Result of the present investigation (Table-2) indicated significantly ($p > .01$) greater ego strength of gifted students ($M=1.31$, $SD=.10$) than the normal ($M=1.26$, $SD=0.03$). It might be further concluded that gifted children possess greater ego strength than normal children. They interpret the situation positively and shows confidence in solving the problems since they give real, happy and definite outcome while writing stories for different picture cards. This type of outcome reflects the greater effort exerted by gifted individual to resolve the problems since they give real, happy and definite outcome while writing stories for different picture cards. This type of outcome reflects the greater effort exerted by gifted individual to resolve the conflicting situation faced in day to day life. Thus it might be concluded that gifted children exerted greater efforts more energetically to overcome personal as well as social problems also.

The above findings confirmed the findings obtained by Blandetal (1991) and Bouchards (1993), They also found that gifted students exerted greater efforts to solve the problems which indicates that they also have greater ego strength to solve the problems in day to day life. The hypothesis was also supported by the findings of present study.

Gifted children presents their thoughts in more organized logical sequential and structured pattern. They are willing to forego an immediate satisfaction in favour of more distant goal (they possess greater ego strength) and exerted greater efforts to achieve that goal and thus they become successful in their life. They are most often out-going, well adjusted, healthy and popular people

who are able to do most things better than the normal person (Lubinski at at 2006, Guldmond et at. 2007)

Findings of the present study did not supported the hypothesis that gifted boys would be better on organizing ability than gifted girls. A look into table-3 revealed that obtained mean score of gifted boys (2.77) did not differ significantly ($p < .05$) than the mean score of gifted girls (2.75). Therefore it might be concluded that sex/gender had not any significant effect on organizing ability in case of gifted students. Accordingly it might be concluded that both groups viz gifted boys and gifted girls presented almost similar logic structure in their stories.

Hypothesis concerning-Gender difference on outcome variable reflecting ego strength also did not supported by the result. Table-4 clearly revealed that mean score obtained by gifted boys and gifted girls (1.30,1.32) did not differ significantly ($p < .05$) It might be assumed that difference had occurred due to chance factor Thus it might be further concluded that both groups had approximately Same ego strength. Both had interpreted the picture cards in same manner and presented more or less similar responses on outcome variable, that is they both ended the story with happy real, definite and unique out come. Accordingly it might be said that gifted boys and girls both represent greater ego strength in their life and feel themselves as happy and strong.

Conclusion

Considering above all description presented before it might be concluded that gifted children possess high degree of organizing ability and greater ego strength in comparison of normal children and gender/sex do not affect their abilities. Gifted boys and gifted girls both had reflected high level organizing ability and powerful ego strength.

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