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Construction And Standardisation Of Achievement Test In Social Science For Teachers Training Course Students

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Abstract:

The study was conducted to construct and standardise the achievement test in social science for the teachers training course students. Achievement test measures a persons current level of accomplishment. The sample consists of 500 students taken from various teacher training institutions. split Half method was used for the study. Interpretation of the data on the basis of calculating the measures of central tendency. There is no significant difference in the achievement of boys and girls on the basis of samples and sub samples.

1.Introduction

Examination occupies an important place in the field of education. It is necessary for parents and teachers to know from time to time how the pupils are progressing and what these attainments are at any particular stage of the course. The society should see whether the work entrusted to its school is being carried out satisfactorily and that the children are receiving the right type of education and are attaining the expected standards. This type of check up is essential from the interests of the pupils, teacher's parents and the public.

The Secondary education commission has recommended a single external examination towards the end of a particular stage of the course. External examinations help to compare the standards of the pupils of various schools. They are useful as a motivating force. Pupil's teachers and parents look at external examinations with more concern than on internal examinations.

2.Evaluation

Evaluation occupies an important place in the field of education. In ancient times importance was given to oral test and rote learning. Rote learning is learning without reasoning. But now days we are giving importance to cognitive affective and psychomotor domain.

3.Need And Significance Of The Study

The investigator or Teacher educator while engaging the classes she felt that the way of testing the students was not in a proper way. So she thought about constructing a defined achievement test. It is helpful for the Teacher Educators of other T.T.Is.

4.Statement Of The Problem

Construction and standardization of achievement test in social science for students of teachers' training course.

4.1.Operational Definition Of Key Terms

- Construction; the term construction is used to denote the method of preparation of a test. There are four phases in the construction of a test. Planning, preparing, try out and standardization.
- Standardization; Standardization means standardized in terms of the same direction ,sometime, Directions for scoring, directions for interpretation. Standardised test can be used for all purposes.
- Achievement Test: Thorndike and Hagen (1969) observe the type of ability test that identifies what an individual has learned to do is call for an Achievement test.

5.Objectives Of The Study

The study has the following specific objectives,

- To prepare and standardization of achievement
- To measure the achievement of the students
- To see the difference between the achievement of boys and girls.
- To find out the difference of achievement of the students of government and private T.T.Is
- To see the difference between the achievement of the students of rural and urban T.T.I's

6.Hypothesis For The Study

- There is no significant difference between the achievement of boys and girls.
- There is no significant difference between the achievement of the students of government and private TT.I's
- There is no significant difference between the achievement of the students of rural and urban T.T.I's

7.Procedure Adopted For Conducting The Study

The survey was conducted for constructing and standardizing a well defined achievement test in social science for T.T.C students; the selected 100 questions were administrated on a sample of 100 students. The papers were graded.

Items having a difficulty index between 0.3 and 0.7 and a discriminating power above 0.2 were retained. In the final test 60 items were selected. They were arranged in the increasing order of difficulty. The final exam was administered to a sample of 500 taken various teacher preparation institutions. The papers were scored and reliability was estimated by the split half method. The reliability of the present study is 0.68.

The primary objective of the present study was to compare the achievement of the boys and girls of the T.T.Is and to compare the achievement of the students of rural and urban T.T.Is and to compare the achievement of the students of the Government and private T.T.Is for that" twos calculated

7.1.Sample

A stratified random sample of 500 students selected from various T.T.Is

7.2.Tools Used For The Study

Achievement test.

7.3.Achievement Test

It is attested for which contents have been selected and checked empirically for which norms have been established for which uniform methods of distributing and scoring have been developed and which may be scored with a high degree of objectivity (Dictionary of Education M.C.Grawhill.1943)

The achievement test measures a person's current level of skill .It is normally made on a local basis but some are designed for extensive applications including college admissions, civil service employment and licensing of pilots and other professions. Testing pupils progress in studies is an indispensable component of the teacher's task and technique and to this end has been devised the scheme of examinations that is in vogue now.

Split half method

In this method we administered the test only once in order to surmount the limitation of the time factor. The test is scored and is split into two equal halves. The splitting is done by considering the odd and even number questions. Then the marks obtained by the student on odd and even number items are entered. These scores are then correlated the size of the correlation obtained gives the reliability as $r_{1/2}^2$. The reliability of the all tests is estimated by using the Specimen Brown formula.

$$\text{That is} \\ =1/2, 1/2$$

Where r is the reliability of the whole test.

N is the no of time the length of the test is increased. Co efficient obtained by this method is known as the co-efficient if internal consistency.

7.4.Measures Of Central Tendency

The value of a measure of central tendency is twofold. First it is an average which represents all of scores made by the group and such gives a concise description of the performance of the group as a whole, and second it enables us to compare two or more groups in terms of typical performance. There are averages or measures of central tendency in common usage. (1) The arithmetic mean, (2) median, and (3) mode. The" average "is the popular term for the arithmetician. In statistical work" average "is the general term for any measure of central tendency.

Calculation Of Arithmetic Mean

If $x_1, x_2, x_3, \dots, x_n$ are the n distribution

$$\text{Then the AM} = \frac{\sum x}{n}$$

$$\text{AM} = \frac{\sum fx}{N}$$

$$\text{Am} = a + \frac{\sum fx}{N} \times c$$

$$\text{Median} = \frac{l + \left(\frac{N}{2} - m\right)c}{f}$$

Mode

This is the easiest of the three to compute. The mode is the most frequently occurring score. If the mean and median are known the mode can be calculated using the formulae

$$\text{Mode} = 3 \times \text{median} - 2 \times \text{mean}$$

Of the three measures, arithmetic mean is the one most used. The three measures can be calculated from ungrouped data as well as from grouped data

Class	Midpoint	f	fx
0-9	4.5	1	4.5
10-19	14.5	17	246.5
20-29	24.5	197	4826.5
30-39	34.4	166	5727.0
40-49	44.5	110	4895.0
50-59	54.5	9	490.5
60-69	64.5	0	0.0
		<u>N=500</u>	<u>∑fx=16190.0</u>

$$\text{Mean} = \frac{\sum fx}{500} = \frac{16190}{500} = 32.38$$

$$\text{Median} = \frac{N+1}{2} \text{ item} = \frac{500+1}{2} \text{ item} = \frac{501}{2} = 250.5^{\text{th}} \text{ item}$$

i.e. = 34.5

$$\text{Mode} = 3 \times \text{median} - 2 \times \text{mean}$$

$$\text{Median} = 34.5$$

$$\text{Mean} = 32.38$$

$$= 3(34.5) - 2(32.38)$$

$$= 103.5 - 64.76 = 38.74$$

- Comparison of the achievement of Boys and Girls of T.T.I.
- Comparison of the achievement of Rural and Urban T.T.I.
- Comparison of the achievement of GOVT & Private T.T.I

For that t was calculated using the formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

If “t” Exceeds 2.58 there is a significant difference at 0.01 levels and if “t” exceeds 1.96 there is a significant difference at 0.05 levels. If “t” is below 1.96 there is no significant difference. The present study was the construction and standardization of achievement test in social science for teachers training course students.

8. Conclusions And Suggestions

The major conclusions that are arrived in the present study and the suggestions are noted below.

8.1. Conclusion

When the means of boys and girls were compared $t=0.27$, there is no significant difference. So the theory was accepted.

When the substance of private school students and government school students are compared $t=0.13$ there is no significant difference. So the theory was accepted.

When the means of rural schools and urban school students were compared $t=0.21$ there is no significant difference so the hypothesis was accepted.

8.2. Suggestions

The achievement of T.T.I students in social science can be ameliorated by the following steps

Conducting seminars symposium and panel discussions

Using of the internet

By implementing team teaching.

The field trip will be helpful for obtaining first hand information.

By improving evaluation devices.

If the class is ABC and APC then there is the possibility of increasing the achievement.

ABC-Activity based class room.

APC-Activity process oriented and child centred.

9. References

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