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## **The study included construction and standardization of knowledge test on the basis of available text books on physical education for high school students**

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### **Abstract**

The study attempted to construct and standardized a knowledge test based on physical education text Books to assess health awareness among high school students of Bagalkot disti. For this purpose a questioners was structure and then various measures were adapted to find out its Reliability and validity. Subjects for this study were sixteen Boy's and Girls studying in Ninth Standard of nation high school bagalkot city during the academic year 2015-16their age regend between 14 to 16 years.

**Keywords:** Knowledge, text books physical education, health awareness

### **Introduction**

Children are most important asset of a nation. The growth and decline of civilization can be determined by its degree of concern for the children. Government in general and society in particular must recognize that children need protection and cure. These innocent lives neither demand for services nor exercise right to franchise. The parents are also enable to organize themselves to raise their voice on child issues and child cure services. In era of computers and highly advance technology we are searching the mysteries of the universe on the one hand and neglecting the human factor on the other hand. If one is concerned about the future of one's country then one must think about what is happening to its nation's children.

As Pandit Nehru said, 'Somehow the fact that ultimately everything depends upon the human factor, gets rather lost in our thinking of plans and schemes of national development in terms of factories, machines and general schemes. It is very important that we must have them, but ultimately of course, it is human being that counts well, he counts much more as a child than as a grown up.

It is very unfortunate that children in addition to high infant mortality rate, malnutrition, under nutrition and disease are also subjected to child neglect. These disorders in our society leads to deviant behaviour in children these juvenile delinquency. These disorders in normal behaviour of children are creating destruction in social set up.

### **Scope of Health Education**

Health education is very important. It has a very wide scope. It is closely related to many other aspects besides health. These aspects include housing economic security agricultural and industrial prosperity. Normally health education includes:

1. The balanced and nutritive diet and now it should be prepared.
2. The need for fresh air, water, ventilation, light, physical exercise, recreation, rest and sleep etc.
3. The habit of cleanliness with regard to body, bodily organs dress and dwelling place.
4. Knowledge of the structure of the various organs of the body.
5. Knowledge of the functioning various common diseases their causes symptoms precautionary measures and cure.
6. Sanitation of home, school, neighbourhood, community slums over crowded cities, factory areas, markets, villages etc.
7. To develop a sense of civic responsibility.

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8. The sewerage system arrangements for fresh water supply, the sanitary arrangements in the city, health centres and their functioning.

School is a miniature society; responsibility of ill-health does not lie on any one's shoulders. Even some causes of ill health have their origin in social conditions which require action on the part of community as a whole in order to eradicate them. It aims at realising the people to make combined efforts and work for common good.

Thus we see that the scope of health education is very wide indeed, it touches all branches of life, namely personal life, school life and community life.

Reference: Introduction to Health Education. Dr. S. Dhees and Radhika Kamal. Published Mr. Susheel Gosain and Friends Publications, India.

### **Representation of Health Equilibrium**

#### **Physical Health**

One who has good physical health is able to use life more fully than one who is ill. Alexis Currel said 'The quality of life is more important than life itself'. This is one of the life's real lessons and blessed is he who masters it while a young child.

According to Park, the physical health is not only a good complexion, clean skin bright eyes, lustrous hair, firm flesh, optimum fat and coordinated movement but it also covers sweet breath good aptitude with normal functioning bowel and bladder. The child must get sound sleep for needed hours in relation to age.

Along with physical health, the fitness is also to be kept in mind, strength, power, flexibility, agility, resting, pulse rate and recovery rates after exercise etc. All special senses should work in harmony occurred within the range of normality.

#### **Health Education**

Education for keeping, maintaining good health and avoiding harmful agents may be understood as health education. But it has the wider meaning and it can be explained as

- Education which enables us to maintain health.
- For school children, it should be a systematic programme of developing healthy habits. Proper attitude and correct knowledge which will contribute to physical, mental and social health.
- It is concerned with establishing or inducing changes in personal and group attitudes and behaviours that promote healthier living.
- When health facts are inculcated in children by professionally competent person.
- It is a process which affects changes in health practices of people, practices in individuals, families, groups, organizations, communities, state and ultimately the country.
- Process which fills the gap between the health, information and practices.
- The process of education which affects change or reinforce health practices in individuals, families, groups, organizations, communities, states and ultimately the country.
- Process which fills the gap between the health, information and practices.

The comprehensive definition of health education which is also adopted by National Conference on Preventive Medicine in USA (1977) is 'A Process that informs, motivates and helps people to adopt and maintain healthy practices and life styles, advocates environmental changes as needed to facilitate this goal and conducts professional training and research to the same end'.

Health education is an inoculation against superstition, 'Voodoo with craft and humbug' in the field of health. Medicine and human biology and the serum now available for this purpose is scientific knowledge concerning the human mind and body as a functioning organism.

It is a process of providing learning experience for the purpose of influencing knowledge, attitudes or conduct relating to individual community or world health.

It is the sum of experiences which favourably influence practices, attitudes and knowledge relating to health.

Though it has comprehensive approach but in its scope it differs from health propaganda.

Health education aims at developing favourable attitude, habits and skills. It has a wider scope. This with the help of interest will create awareness, evaluation, trial and finally adoption to educate the people. Hence they solve their problems with their own actions and efforts under the scope of health education, the following aspects are concerned.

Basic knowledge of the body and environment coughing, sneezing, bathing and general cleanliness of body and surroundings.

Family care which covers from womb to tomb brief package of different level and their positive health approaches may be covered in it.

Mental health is a big problem; it not only affects children of changes but also the society. So a great care must be taken during the entry to schools where the child is exposed to tension being away from parents.

Importance and need to fresh air, water, ventilation, light, physical activity, recreation, rest and sleep etc, should always be kept in mind.

Common diseases, their causes, symptoms and preventive measures are important. The role of certain agencies and organizations influence greatly.

Health education is a challenging task involving social, psychological and technical components. The most important quality of health educator is communication which most of them lack.

Health activities involve multi-dimensional aspects carried out by different functionaries. Therefore, it is essential to make all of them appreciate the intentions, it involves programme. Let us take the case of malaria control programme, it involves doctors, paramedical, people spray men etc. to make the programme successful all must communicate among themselves.

#### **Health and Wellness**

On a simplistic level, health can be defined as the absence of illness or as the state when body and mind are absent of abnormality. Rene Dubos, advisor to the 1972 United Nations Conference on the Human Environment coined the phrase "Think Globally, Act Locally". He expanded the western view of health to include interaction with physical surroundings defining health as the result of complex interactions between a person and the environment in five dimensions, physical, mental, emotional, spiritual and social. Today's definition of health often includes environmental health as sixth dimensions.

Educational testing is an essential activity in every school, district and in every state. Standardized tests are used to evaluate students and schools to help improve teaching and learning and to generate important data from which policy decisions can be made.

Standardized test results often are a major force in shaping public perceptions about the performance of our students and the quality of our schools. With the recent passage of the no child left behind act of 2001 which requires tests to be the primary measure of school accountability testing has taken an added significance.

A number of national surveys show testing has strong support among the public for example, a survey by the association of American publishers found overwhelming parental support for standardized testing. According to the survey, a large majority of parents believe that standardized tests provide important information about their children's educational progress and nine out of ten parents said they want comparative data about their children and the schools they attend. More than two thirds of all parents surveyed said they would like to receive standardized test result for their children in every grade.

Other surveys also demonstrate support for educational testing choosing APP's findings. Public Agendas Reality Check opinion survey for 2002 found that 'even as students nationwide face more testing and higher for promotion and graduation. Very few seem apprehensive about school or unnerved by what is currently being asked of them and that there is broad agreement that testing has genuine benefits'. A survey released by the Business Round Table in September 2000 found that 85 per cent of the American Public says State-wide tests are useful to schools is evaluating how well students are performing. Eighty-three per cent of respondents said test scores are very useful for parents and the community in evaluating how well schools perform and 78 per cent of the public said test scores help parents keep up with how their own children are doing in school. Finally a survey conducted by the American Association of School Administrators in 1999 found that 79 per cent of parents surveyed agreed that standardized tests are necessary to measure what students have learned.

#### **Formats of questions on a standardized test**

Standardized tests can have a variety of questions and formats. Any format can present challenging questions as well as fundamental skills. A standardized test may include more than one format of questions. The most common formats are

**Multiple choice questions:** Many standardized tests require students to select a single correct response to each test question from Among a small number of specific choices. This format called Multiple Choice or Selected Response is efficient, practical and usually produces highly reliable results. Multiple choice tests offer the advantages of objectivity and uniformity in scoring ease of administration and low cost.

#### **Use of standardized test**

Information from standardized tests can be used for many purposes. These purposes may include:  
Supporting instruction decisions for individual students by identifying their instructional needs.

A test may be used to diagnose a student's strengths and weaknesses. This allowing the teacher or school to choose effective instructional programmes for the student.

Demonstrating students proficiency in basic skills and their ability to meet academic standards. Test results are used by states to demonstrate individual students mastery of specified levels of achievement.

Informing parents and the public about school and student performance states administer standardized assessments and report the results in part to inform the public about how well progressing over time and compared to other localities or schools. Many states and districts publish annual report cards on school districts and individual schools. The results of the tests by informing and influencing parents to take action to improve the quality of local schools.

Holding schools and educators accountable for student performance on tests aligned to high standards of what students should know and be able to do.

Consequences are often attached to test results and may include school improvement plans, technical assistance, increased or decreased funding for schools, salary, bonuses, promotions, loss accreditation and takeovers of local schools by the states such consequences are used to leverage change at the school and classroom level.

#### **Need of test**

The purpose of tests is to provide educators students. Parents and policy makers with information that is valid, fair and reliable standardized tests provide information that helps support four critically important tasks for educators and the public.

1. Identify the instructional needs of individual needs of individual students so educators can respond with effective targeted teaching and appropriate instructional materials.
2. Judge students proficiency in essential basic skills and challenging standards and measure their educational growth over time.
3. Evaluate the effectiveness of educational programmes and
4. Monitor schools for educational accountability including under the NCIB Act.

In some test provide information to help students learn more successfully teachers teach more effectively and schools to be more accountable.

There are limits to testing however tests are a necessary but not the exclusive means to evaluate current achievement and student's growth in skills. What may be tested is not and cannot be inclusive of all of the desired outcomes of instruction. Tests should be considered a means to an end and not ends in themselves. Tests should be used in combination with other important types of information such as teacher judgements of student work and classroom performance plus other individual and group assessments to measure achievement and growth.

#### **A standardized test**

A standardized achievement test is simply a test that is developed using standard procedures and is then administered and scored in a consistent manner for all tests takes students respond to identical or very similar questions under the same conditions and test directions. The standardization of test questions directions, conditions of

testing and scoring is needed to make test scores comparable and to assure as much as possible that test takers have equal unbiased opportunities to demonstrate what they know and can do.

Standardization can apply to any type or format of test. However, some types of educational tests such as classroom and teacher developed tests are not usually considered to be standardized tests because they are given under varying conditions and are scored using variable rules.

Standardized tests may be used for a variety of purposes. One purpose of testing is to enable educators to make high stakes decisions about individual students through measures such as high school graduation tests. In contrast the annual testing provisions of the NCIB act are used to inform schools, teachers and parents about student improvement in the classroom and to hold schools and states accountable for such improvement.

### **Types of information provided by test**

Tests can provide information on individual students or group performance that can be interpreted and used in many different ways. There are currently educational testing systems at the national state and local levels. The national assessment of educational progress is a federal testing programme that generate periodic snapshots nationally and within states of how small samples of students perform in a given subject at a particular grade level. States and districts use standardized test usually administered to all children rather than by samples to generate information that teachers, parents and policy makers need to make decisions about schools and students. Most standardized testing programmes at the school and classroom levels are designed to help teachers improve their teaching of specific individual student learning.

### **Children's Health**

Child's health includes physical, mental and social well being. Most parents know basics of keeping children health like offering them health food. Making sure they get enough sleep and exercise and insuring their safety.

It is also important children to get regular checkups with their health care provider. These visits are a chance to check your child's development. They are also a good time to teach or prevent problems.

There is an increasing awareness of the fact that the world is a small one and that with the development and expansion of modern methods of transport and communications it is getting more so every day. This is leading people everywhere to recognize the fact that the world is one big though not as yet happy family. The continued health and welfare of the fortunate members is very closely linked up with improvement in the health and welfare of their country cousins and poor relatives. In this inaugural address in 1949 president Truman said, 'more than half the people of the world are living in conditions approaching misery. Their food is inadequate. They are victims of disease, their economic life is primitive and stagnant. Their Property is handicap and a threat both to them and to more prosperous areas. For the first time in history, humanity possess the knowledge and skill to relieve'.

The duty of making a child realize the important of a healthy body lies with the parents. A healthy mind is cultivated by a healthy body; learn how the presence of exercise and a good diet in one's daily routine can ensure a healthy body.

Health of a child is a major issue that concerns a majority of parents. One of the foremost duties of parents is to encourage a child to lead a healthy life, parents can have a positive impact on the health of their children simply and teens who are overweight and in poor physical shape are likely to suffer from a host of health related problems. Hence, it is imperative for parents to participate in sports and physical activities together with their children.

Parents should encourage their children to take part in games and physical activities on a regular basis and try to convince them into making it a part of their lives.

As the Chilean poet Gabriela Mistrae once said, "We are guilty of many errors and many faults. But our worst crime is abandoning the children neglecting the fountain of life". Good health and education are corner tones for the development of any civilization and the responsibility delivering these services lies largely with the state. It is necessary that children be seen as an investment for the future and government spending in these areas must be adequate especially in a fast growing economy like India.

It is estimated that the burden of disease for school age children of 5-15 years is 11 per cent of the total global burden of disease. There estimated 1, 2 trillion school age children with 88 per cent of those living in poorer countries. As much as the burden is derived from poor related issues, it is this 88 per cent that is most at risk. Ninety-nine per cent of child deaths occur in poor countries.

Child health requires action on global scale. Pneumonia causes 2 million childhood deaths annually, while measles results in more than child deaths annually. More than 1500 children are infected with HIV every day. Also HIV leaves millions of school age children without these children carry a greater work load which affects their growth and education.

The school health programme is the only public sector programme specifically focused on school age children. Its main focus is to address needs of children, both physical and mental including nutrition, interventions, and yoga facilities and counselling. It increases the efficiency of investments in child development, ensures better educational outcomes and improves social equity. In addition, the services are provide cost effective manner. A new baby is probably the most exciting and challenging event of a family experiences. A good prenatal programme will see that you and your partner are well prepared to care for the new family member. Most babies are born with everything they need to grow into healthy adults but its never too early to start preventive health care practices to ensure your child's long-term health and well being.

Every child should have regular medical checkups, learn to practice good hygiene and nutrition and get plenty of rest and exercise. For the first several years, a family doctor or paediatrician should monitor your baby's development and be call when the inevitable childhood ailments come along.

### **Statement of the Problem**

The purpose of the study was to construct and standardize a model knowledge test for high school students of bagalkot deistic.

### **Delimitations**

On the basis of scholars overall understanding of the study following delimitations were formulated:

1. The study was delimited to twenty students.
2. The questionnaire was delimited to forty questions in total.

3. The questionnaire was structured to measure health awareness of subjects.
4. The questions were driven from and N standards physical education text books published by D.S.E.R.T. Government of Karnataka, Bangalore.
5. All together twenty students were randomly selected school bagalkot city for this study.
6. The questionnaire consisted objective type questions, specifically delimited to multiple choice and true or false.
7. In order to assess reliability test – retest method was adopted.
8. Concurrent validity was assessed through the achievement of student’s general science subject.

#### **Limitations**

1. The sample size selected for this study is a limitations to the study.
2. The questionnaires were constructed on the basis of the knowledge of the researcher.
3. Institutional programme on health awareness in the selected school for this study could be controlled by the researcher.
4. Intelligent level of students were not considered in the present study.
5. Wrote memory aspect which might influence the response of students were not controlled.
6. Whole hearted co-operation during data collection could not be ascertained.

#### **Hypothesis**

The questionnaire to assess health awareness of high school students duly structured will be reliable and valid.

#### **Significance of the Study**

1. The result and findings of the study may be used to update the available questionnaire matching to model knowledge.
2. The result and findings of this study may enable to know and understand the model knowledge test.

#### **Definitions of the Terms**

##### **Physical Education**

“Physical Education is the field of education which deals with big muscle activities and their related” (Nash, S.B.).

##### **Health**

“Health is the quality of life that enables the individual to live and serve best” (Williams, J.F.).

##### **Health education**

“Health education is concerned with the health related behavior of people”. (Sophie, 2007).

##### **Recreation**

“An activity voluntarily engaged in during leisure time and primarily motivated by the satisfaction of pleasure derived from it” (Guptha’s, 2008) [3].

##### **Nutrition**

“It is the science of food, the nutrients and other substances therein, their action, interaction and balance in relationship to health and diseases, the processes by which the organism ingests, digests, absorbs, transports and utilizes nutrients and disposes of their end products (Srilakshmi, 2006) [4].

#### **Safety Education**

“In terms of subject matter, this chapter could be entitled either ‘safety’ or ‘accident’ school going children want to avoid accidents” (P.K. Pandey).

#### **Communicable disease**

The disease which can communicate from one living body to other may be said as “Communicable disease” though such diseases can affect any age group but children may suffer badly with such diseases (P.K. Pandey).

#### **Injury**

“Young athletes or sports persons taking part in games or sports and physical activities are in majority and they are not merely small adults. Their bones, muscles, tendons and ligaments are still growing which makes them more susceptible to injury” (Ajmer Singh).

#### **First Aid**

“First Aid is the immediate and temporary care given to the victim of an accident or sudden illness. Purpose of first aid till the medical aid is given by the competent and qualified medical personnel (Rachhpal Singh Bras).

#### **Evaluation**

“The process of evaluation always included test and measurement as the former is not possible without the latter. However, the test and measurement may have been performed by the expert or experts other than those performing evaluation” (Devinder K. Kansal).

#### **Test**

“In scientific term test means an instrument to be used for measuring anything. It may be a written question paper or a measuring tape, thermometer, weighing scale etc. Test is a prerequisite for all measurements. Each test needs an expert for its construction and use (Devinder K. Kansal).

#### **Validity**

“The process of evaluating the degree to which a test measures the factor for which it was designed” (Devinder K. Kansal).

#### **Reliability**

“The process of evaluating the degree of consistency with which a test or an instrument measures” (Devinder K. Kansal).

#### **Concurrent validity**

“Concurrent validity is a parameter used in sociology, psychology and psychometric or behavioral sciences. C.V. is demonstrated where a test correlates well with a measure that has previously been validated ([en.wikipedia.org/wiki/concurrent\\_validity](http://en.wikipedia.org/wiki/concurrent_validity)).

#### **Methodology**

This chapter contains the procedure adopted for selection of subjects, criterion measures, procedure for administration of test and collection of data and statistical techniques employed.

#### **Selection of the subject**

For the purpose of this study sixteen high school boys (N=10) and girls (N=6) of N.E.S. Government High School, bagalkot city were selected. Stratified random sampling

techniques was observed for selection of subjects from ninth standard of the academic year 2011-12. Their age ranged between 14 to 16 years.

**Criterion measures**

The study included construction and standardization of knowledge test on the basis of available text books on physical education for high school students.

A forty item questionnaire was constructed on the basis of the knowledge and insight of the researcher. The questions related to health and safety education were included in the questionnaire. There were multiple choice questions and true or false categories of objective questions.

**Pilot study**

The duly constructed questionnaire was administered to twenty students of directed group of student. On the basis of results item analysis and item discrimination procedures were carried on. Questionnaire which were carefully incorporated. The results suggested necessary alteration to intended questionnaire. Eventually certain questions were either replaced or altered.

**Reliability**

This study included test-retest method of assessing reliability for the intended questionnaire.

**Validity**

In order to assess the validity of intended questionnaire concurrent validity found out the marks scored by subjects in general science subject was considered for assessing concurrent validity of intended questionnaire.

**Procedure for administrating the test and collection of data**

The questionnaire was administered to the subject twice with a gap of twenty days in between. The leisure time of the students was made known and instructed to assemble in a classroom with a pen. The students were given necessary instructions in the beginning and an objective of the study was made clear. The students were given ample time to complete the questionnaire and honest responses were sought. The completed questionnaires were collected back for further analysis.

**Statistical techniques**

In order to derive inferences descriptive statistics and Pearson product moment correlation co-efficient was employed. Table and figures were included wherever essential to depict the results.

**Analysis of Data**

This chapter contains the analysis of data, findings of the study and discussion on findings with respect to construction and standardization of knowledge test in physical education for high school students.

The raw data pertaining to performance of subjects on the knowledge test was subjected to statistical analysis including descriptive statistics and correlation statistics. Mean, Standard Deviation and Pearson Product Moment Correlation were calculated. The level of significance selected for this study was  $p < 0.05$ .

Means and Standard Deviations of subject's performance on tests conducted twice are given in table 1.

**Table 1:** Mean and Standard Deviation of student's scores on two tests

	Mean Scores	Standard Deviation
Test 1	16.94	3.07
Test 2	17.81	3.99

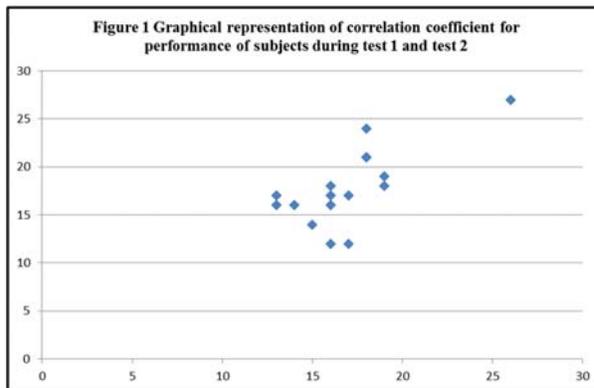
The Mean and Standard Deviation of student's performance on knowledge test through the intended questionnaire is  $16.94 \pm 3.07$  and  $17.81 \pm 3.99$  for tests 1 and 2 respectively. The data on mean scores given in table 1 appears to be normally distributed with acceptable standard deviation revealing the homogeneity of sample. In order to examine statistical significance in terms of correlation coefficient, Pearson product moment correlation coefficient was employed and the results are depicted in table 2 as below.

**Table 2:** Summary on correlation coefficient for test scores of subjects on two occasions

		Test 1	Test 2
Test 1	Pearson Correlation	1.000	.708
	Sig. (2-tailed)	.	.002
	N	16	16
Test 2	Pearson Correlation	.708	1.000
	Sig. (2-tailed)	.002	.
	N	16	16

\*\* Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient in terms of performance of students on tests during two occasions is found to be 0.71. The above result is graphically represented in figure 1.



From the above figure it is evident that there exists positive correlation between the knowledge test scores of subjects during test 1 and test 2.

Mean and Standard Deviation of students during performance on intended knowledge test measured in terms of duly constructed questionnaire and their performance in General Science subject are given in table 3.

**Table 3:** Mean and Standard Deviation of student performance during tests on intended questionnaire and General Science

	Test 1	Test 2	Average	General Science
Mean	16.94	17.81	17.38	14.69
Standard Deviation	3.07	3.99	3.26	3.16

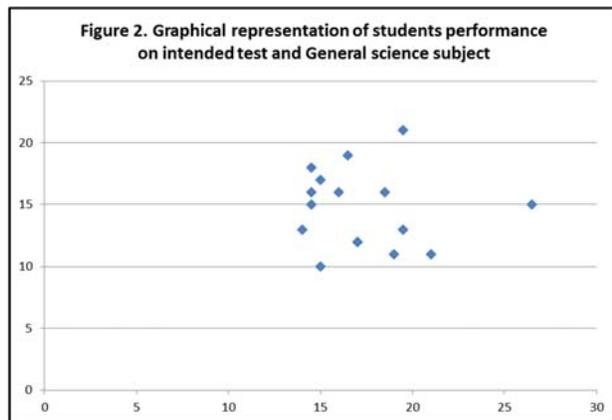
The average Mean and Standard Deviation of student's performance on knowledge test through duly formulated questionnaire and General Science subject is  $17.38 \pm 3.26$

and  $14.69 \pm 3.16$  for respectively. The data on mean scores given in table 3 appears to be normally distributed with acceptable standard deviation revealing the homogeneity of sample. In order to examine statistical significance in terms of correlation coefficient, Pearson product moment correlation coefficient was employed and the results are depicted in table 4 as below.

**Table 4:** Summary on correlation coefficient for test scores and general science subject

		Average Score on tests	Marks scored in General Science
Average Score on tests	Pearson Correlation	1.000	-.025
	Sig. (2-tailed)	.	.928
	N	16	16
Marks scored in General Science	Pearson Correlation	-.025	1.000
	Sig. (2-tailed)	.928	.
	N	16	16

The correlation coefficient in terms of performance of students on intended knowledge test measured in terms of average scores of test 1 and test2 and marks scored in General Science subject was found to be -0.025. The above result is graphically represented in figure 2.



From the above figure it is evident that there exists negative correlation between the intended knowledge test scores and General Science subject marks.

**Discussion on Findings**

The results of the study have demonstrated certain findings which needs discussion. Data on descriptive statistics are presented in table 1 and 3. Results reveal that the scores are normally distributed and homogeneity is also acceptable which is revealed through Standard Deviation.

Table 2 provides results on Pearson product moment correlation for finding the reliability of the questionnaire under construction and standardization. It was primarily hypothesized that the duly structured questionnaire will exhibit acceptably high reliability. On the basis of the findings of study, it is evident that the duly constructed questionnaire does exhibit high amount of reliability during test-retest. The correlation coefficient between performance of students on test 1 and 2 was found to be 0.71. This is acceptably high and thus the questionnaire is deemed to be reliable one for its consistency in measuring the knowledge of students on health and safety education.

Table 4 provides results on Pearson product moment correlation for finding Construct validity of the questionnaire under construction and standardization. It was primarily hypothesized that the duly structured questionnaire will exhibit acceptably high Construct validity. On the basis of the findings of study, it is apparent that the duly constructed questionnaire does not demonstrate necessary amount of validity assessed in terms of construct validity. It involved assessment of correlation between the performance on intended test and marks scored in General Science taken as representative of the construct. The correlation coefficient between performance of students on test 1 and 2 was found to be -0.025. This is unacceptably low and thus the questionnaire is considered to be invalid one for its consistency in measuring the knowledge of students on health and safety education. The probable reason for this might be attributed to inadequate teaching of content covered in physical; education text books. The results of this study are consistent with that of Venter (2008) [11]. The researcher constructed a questionnaire in the format of a test, to determine knowledge on dietary fat of higher-educated young adults. The test was found acceptable for comparing the knowledge scores of groups and of individuals as it met the required reliability coefficient.

The results of this study are further consistent with the studies conducted by Hollander *et al.* (2008). The investigators examined whether the “Short questionnaire to assess health-enhancing physical activity” and the “Injuries and Physical Activity in the Netherlands” questionnaire were valid in assessing adherence to physical activity guidelines. Both questionnaires failed to correctly categorize adults according to the American College of Sports Medicine guideline.

**Conclusion**

The questioner was administered twice with a times spin of 20 days in between, prior to this a pilot study was conducted on a similar group in order to resolve ambiguities. The data thus collected during vacations and the marks scquerd during class test in general science subject were statistically treated using mean, standard Deviation and Pearson product movement co-relation. The adopted volume of was treated for significance at 0.05 levels The Result of the study revealed that the questioners was acceptably high in Reliability and very low in terms of validity. The intended questioners primarily consisted ambiguous statements in spite of every care taken by researcher. The students showed consistent results during test retest on the intended questionnaire the co-relation coefficient was acceptably high. If was found that their was negative correlation between the performance of students on intendent questions and their general science masks this shows that concurrent validity for intended questionnaire was to low and unacceptable.

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