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Construction of an achievement test in social studies for the student of ninth class in Uttar Pradesh

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Abstract

The present study is descriptive about the personality, self-concept and family environment of the secondary level student's. There are a number of such problems related to the education and development of child which will particularly require psychology for their solution. The focus of Education process is to improve the performance or learning of the students. The learning outcomes of the students are measured with the help of their achievement. Performance assessment is the process of measuring the terminal behaviors of the students at the end of instruction. It is the job of the teacher to measure whether the students have acquired the component concepts, as on achievement, before proper relationship for the learning of the principals.

Keywords: Academic achievements of the secondary level student's

Introduction

The achievement is the end product of the instruction usually verbal performance. There are three types of objective which are emphasized in teaching-learning situation cognitive, affective and psychomotor it is the assumption of educationist and psychologists that cognitive achievement is the best representation of the total behavioral change of students. Educational measurement of achievement has two main functions –

1. Prognosis function: How much students have acquired component of concepts?
2. Diagnosis function: What are the causes of not acquiring component of concepts?

Traditionally, teaching is the act of imparting instructions to learners in the class room situation, where the teacher gives information to students or one of the students reads form a text book, while other students silently follow him in their own text books. This traditional concept of teaching is not acceptable to modern Educators.

So modern concept of teaching is to cause pupil to learn and acquire the desired knowledge, skills and desirable ways of living in the society. It is a process in which learner, teacher, curriculum and other variables are organized in the systematic and psychological way to attain some predetermined goals. Teacher has to modify, reshape smoothen and in some cases reconstruct the raw material placed at this disposal Addison observed, "As sculpture is to a block of marble, Education is to the Human Soul."

Teaching is not talking is not talking along & learning is not carried out for the attainment of some specific purpose & achievement.

In the words of Silverman- "A good teacher, like a great doctor, is one who adds creativity and inspiration to the basic 'repertoire' of techniques procedures and skills." So the responsibilities of a teacher can be broadly described in three categories-

1. Responsibility for the personal growth of the students.
2. Responsibility for their social development and preparation for national & world citizenship.
3. Responsibility for their mastery on academic subjects.

Meaning & concept of Achievement test

Achievement testing has been detrimental when it forced schools into training rather than educating pupils. - Cronbach

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The achievements tests are controlling process for teaching learning activities. It helps in evaluating the effectiveness of teaching instructions. It also provides the feedback to the students as well as to teachers. Educational measurement is the task of a teacher.

Definition of Achievement test

An achievement test measures the outcome or result of learning or training in a given area

i.e. how much pupils have learnt as a result of formal instructions. In a school an achievement test is used as a tool for measuring the nature and extents of students learning on a particular subjects or group of subjects-

According to Freeman –“A test of Educational achievement is one designed to ensure knowledge, understanding or skills in a specified subject or a group of subjects”

According to Ebil –“An Achievement test is one designed to ensure a student’s group of some knowledge or his proficiency in certain skills.”

We can say above that a achievements test helps to estimate the number of examiners. Who get the right answer through correct knowledge or correct reading and to rule out answers which are bases on guess work.

Uses of Achievement test

1. Assignments of Grades.
2. Promotion of next class.
3. Classification of Individuals.
4. Counseling and remedial teaching.
5. Vocational Guidance.
6. Measuring the effectiveness of learning situations.

Role of teacher Achievement test

Teacher made test name indicated is constructed by a teacher himself to measure the achievement of the pupil from time to time, they may be oral, practical written tests.

Function of Achievement test

1. Achievement tests are useful in checking the performance of students and for reporting purposes.
2. They help in imparting confidence and likening for that particular subject among the students.
3. These tests help the teacher in the future progress of the students.
4. These tests examine the whole personality of the students.

Objectives of the study

Following were the objectives of the study:

To construct an Achievement test in social studies for ninth class.

1. To establish the reliability of the test prepared by investigation.
2. To know the ability of students in social studies.

Limitation of the study

1. The study is restricted to only preparation of achievement test on social studies.
2. The researcher is confined to the students of few schools of Modinagar, Distt. Ghaziabad, Uttar Pradesh.
3. To know the weaknesses & difficulties of the students is very typical by these tests.

Review of related Literature

1. Tiwari S. Construction of an achievement test in social science for Xth class students in which he tried to make

a comparative study of trends of achievement measurement in social studies. His findings reveal lot of inconsistency with regard to difficult level objectives tested etc.

2. Gujrat Research: society Construction & standardized achievements tests in Gujrat for standards V, VI, VII, and Bombay.

Construction of the test

1. Population

In order to select a sample from a given population. The population of concrete individuals is called as existent population, while the collection all possible ways in which an event can materialize as the hypothetical population. All the 370 students of tenth grade of a particular 9th class is an example of existent type of population and the population of heads and tails obtained by tossing a coin an infinite number to times is an example of hypothetical population.

2. Methods of sampling

i. Non-probability sampling: The units are selected at the discretion of the researcher. Researcher is to select a sample of 370 school students, he may exercise his own judgment based on experience for including a given students in the sample. The sample so selected is called a judgment or purposive sample.

ii. Probability sampling: it sampling, the units of the population are not selected at the discretion of the researcher, but by means of certain procedures which ensure that every unit of a population has one fixed probability of being included in the sample.

The scoring of the items in the preliminary item draft of the test was done with the help of scoring key, developed by researcher shown in appendix. The test as mentioned previously consisted of 100 items with four alternative responses and only one is correct. So one mark is correct response and zero for every in correct response. Thus only correct responses were counted in the test to judge the total score obtained by the students out of 370 students, 100 students getting highest score and 100 students getting lowest scores were taken from the preliminary draft. The scoring of remaining 170 students of the middle was deleted.

Used Tools: Self made questioner of one hundred questions related to social science

Result and Data Analysis

1. The main objective of items of analysis is to select the appropriate items for the final draft and reject the poor items which do not contribute in the functioning of the test. Some items are to be modified.
2. It provides the discriminative power (items reliability/validity) to differentiate between capable and less capable examinees of all the items preliminary draft of the test. The items are classified on the basis of the indexes-positive, negative and on discrimination.
3. It provides the basis for preparing the final draft of a test. In the final draft items are arranged in difficulty order. The easiest items are given in the beginning and most difficulty items are provided at the end.

Conclusion

It may be recalled that one important objectives of the present study is to study the effectiveness of social studies & lecture strategy in relation to pupil's achievement in History. The social studies achievement test is functional in nature because it is easy in administration, error variance is minimum because the items are multiple choice, administration time is manageable etc. It can be generalized that the "social studies achievement test" constructed by the investigator, is reliable, valid & above all functional in measuring the achievement of students in social studies.

Suggestions

For Teachers: The present study of an achievement test is valuable for the teachers as well as it help them to make teaching learning programme more effective.

1. With the help of achievement test, any teacher can gain the understanding of his students towards social studies.
2. To generate greater motivation & interest of the students towards the subject being taught.
3. To know his short comings, the teacher can change his teaching learning skill.

For Students: The purpose of an achievement test is to make students more and more inquisitive, imaginative & help them to understand the various concepts very clearly.

1. It increases interest of the students towards social studies.
2. It makes the students an active participant not a passive listener.
3. It develops the habit of study of social studies and G.K. in students.

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