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## DEVELOPMENT AND STANDARDIZATION OF LIFE SKILLS EDUCATION ACHIEVEMENT TEST FOR TEACHER TRAINEES AT B.Ed LEVEL

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### ABSTRACT

**T**he present paper describes the development and standardization of a multiple choice questionnaire entitled "Life Skills Education Achievement Test" for B.Ed. teacher trainees. The purpose of the development of test is to measure the knowledge of life skills achieved by teacher trainees after transaction of CAI package (self-developed) on life skills education and to test the previous knowledge of life skills before transaction of the package. Procedure of tool development was followed completely during its development.

**KEY WORDS:** life Skills Education, Achievement test, Teacher trainees.



### INTRODUCTION :

The importance of tests, especially achievement tests, at any level of education cannot be ignored as they are the systematic procedures for measuring sample and students' knowledge. They provide a proper feedback to teaching at all stages of learning. They become the major source for improving standards of education at any stage. According to Gay (1996), "tests provide the teachers and other officials with important information regarding the individual's and group's proficiency, provided that they are properly constructed. They also measure the current status of learners in the given area of knowledge or skills". It has been defined by Sax (1997) in the following way:

"A test is a task or series of tasks used to obtain systematic observation presumed to be representative of educational or psychological traits or attributes."

The need was felt to construct an achievement test in life skills education assessing the achievement of the teacher trainees in life skills education as there was lack of suitable achievement test in life skills education for teacher trainees at B.Ed level among the existing tests. Life skills education achievement test has been constructed to measure the knowledge of life skills education of B.Ed. teacher trainees. In order to measure the life skills education, basically the researcher assessed the knowledge of 10 core life skills, as recommended by WHO of B.Ed. teacher trainees before the transaction of CAI package on life skills education (self-developed), and after the transaction of CAI package.

The present life skills education achievement test is a multiple choice type questionnaire.

## Life skills

Life Skills have been defined by World Health Organization (1993) as “The abilities for adaptive and positive behaviour that enable individual to deal effectively with the demands and challenges of everyday life”.

Ouane (2002) says “Life Skills are developed as a result of a constructive processing of information, impressions, encounters and experiences, both individual and social, which are a part of one's daily life and work, and the rapid changes that occur in the course of one's life”.

The International Bureau of Education (IBE) derives its understanding from the Delor's four pillars of learning - learning to know, learning to do, learning to be and learning to live together - and defines life skills as personal management and social skills which are necessary for adequate functioning on an independent basis.

## LIFE SKILLS EDUCATION

“Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights” (WHO, 1999, p. 2). Life skills, like other functional skills, if acquired effectively can help one to understand the way one feels and perceives self as well as others. These skills not only help in building self-esteem and self-confidence, and manage lives effectively, but they also teach us how to communicate with ourselves and with others effectively, thereby reducing many unnecessary self-created conflicts or problems. Life skills, in short, are practical skills intended to equip the learner with new and better competencies, abilities and positive behavioral changes (UNICEF, 2006). LSBE refers to an interactive process of teaching and learning which enables learners to acquire knowledge and to develop attitudes and skills which support the adoption of healthy behaviors.

Life skills based education (LSBE) is being adopted as a means to empower young people in challenging situations. Life skill education aims to provide students with strategies to make healthy choices that contribute to a meaningful life. Through life skill education one can move towards a more positive and holistic approaches in order to educate the new generations and through them the future generations.

## STATEMENT OF THE PROBLEM:

**The problem is stated as following:** “Development and standardization of Life skills education achievement test for teacher trainees at B.Ed level”

## OBJECTIVES

**The main objectives of the study are as following:**

- To construct the life skills education achievement test for B.Ed level teacher trainees.
- To standardize life skills education achievement test with reference to its reliability, and validity

## Steps taken in construction and standardization of life skills education achievement test

**Preparation of blue print:** Preparation of blue print is a vital step. Extensive review of literature was carried out to have the concept of life skills and life skills education very clear. Then blue print of items was prepared.

**Collection of items:** Items of the tool must represent the construct to be measured. So, the researcher keeping in mind the 10 core life skills and their description and then wrote 120 multiple choice questions representative to that description. The researchers took the help from the studies of Vrinda (1994), various resource books available, various journals and books in order to write item for the test. Further, items were arranged randomly and were edited. A questionnaire was prepared on the basis of that definition. Items of the questionnaire have four possible answers among which one is correct and three others are wrong but they have the quality of distractor.

The next step taken by the researcher was to name the set of those 120 multiple choice questions.

**Providing a suitable name:** Providing a suitable name to the tool which is going to be developed is also as important as the development of the tool because name of the tool is the first indicator of the purpose of the tool and it ensures the face validity of the tool. The aim of the present test is to measure the life skills of the teacher trainees on the basis of developed CAI package by researcher, hence, it was named as “Life skills education achievement Test”. The tool was developed only in English. Thus, the test was fully named as life skills education

achievement test.

**Preparing the first draft:** At the initial stage the preliminary draft of the test was prepared corresponding to the 10 core life skills recommended by WHO of life skills education of B.Ed. class. The set of 120 multiple choice questions under the heading life skills education achievement test preceded by essential instructions for respondents was the first draft of the tool. All questions were multiple choice type having four options. Criteria for a good questionnaire were kept in the mind during the preparation of the first draft of the tool. The researchers also provided some blank space for collecting general information about the respondents.

**Editing of the first draft:** The test was given to experts of the field of Psychology, and Education, with a request for their kind opinions and suggestions regarding the appropriateness and relevance of the items and language of the items in questionnaire. Their kind opinion and suggestions were kept into consideration while editing the items of the questionnaire. Modifications were made in few of the questions and options with consultation of the expert.

**Pretryout:** The edited form of the first draft of the test was administered on 60 teacher trainees of class B.Ed. Proper instruction was given to them. Difficulties, raised by the students, at the time of responding the test, were recorded. The test was administered individually on all the 60 teacher trainees. Thus the pre-tryout resulted in modification in few of the questions of the test to facilitate the readability and comprehensibility of the subject.

**Preparation of second draft:** Problems aroused by the respondents during pre-try out was removed at the time of the revision of the test. 30 items were removed due to its vague nature reported by respondents and experts, both. So, there were 90 items in the second draft of the test. Only editing the items of the test is not enough for preparing a good test.

**Try out:** Second draft of the test was administered on a randomly selected sample of 150 teacher trainees of class B.Ed and data were collected for try-out of the test. The test was administered in conducive condition of testing. Instructions were read carefully. After the completion of the test question booklets and answer sheets were collected. Scoring was done with the help of scoring key. A score of "1" was given to each correct answer and a score of "0" was given to each incorrect answer. The total score of a respondent on the test is the sum of the total correct answers. So, Scores of total correct answer were added and a master chart was prepared.

**Item analysis:** To determine the suitability of the items of the second draft of the test, difficulty value and discrimination power for each item were calculated for 200 students on test. The total score of each student on life skills education achievement test was computed which further became the base for sorting the data in ascending order. Out of 200 respondent 27% of respondent, i.e., 54 (27% of 200 = 54) high scorer and 54 low scorer respondents were cut and taken in consideration for item analysis. The difficulty value of the items for retaining in the test should lie between 30% to 80% and discriminating power for same should range between 0.30 to 0.80 (Oosterhof.,1990). So, 20 items were rejected out of 90 items. Thus, only 70 items were retained in the final draft of the life skills education achievement test.

**Final draft:** The final draft of the tool comprising of 70 items was reprinted with the same instruction as the second draft of the tool. Place for personal information like name, age, gender, stream, qualification, etc., was also provided. A separate answer sheet was prepared. The dimension wise distribution of the items are given in table-

**Dimension wise distribution of life skills education achievement test**

Sr no.	Dimension of life skills education achievement test	Item wise total components	Total no of items
1	General life skills	1,12,37,38,39	5
2	Self-awareness	2,9,11,13,18,19,20,32,34,41,42,47	12
3	Empathy	3,35,36,43,44,48,52,53,54,55	10
4	Effective communication	4,14,22,44,45,49,56,57,58,68,	9
5	Interpersonal relationship	5,16,33,59,60	5
6	Problem solving	8,24,72,73	4
7	Decision making	15,69,70,74	4
8	Critical thinking	21,23,28,67	4
9	Creative thinking	6,7,17,40,46,65,66,75	8
10	Coping with stress	10,25,26,27,29,31,50,61,62	8
11	Coping with emotions	30,51,63,64	4

**Reliability:** In the present context, Reliability of “life skills education achievement test” was calculated by split half method and test-retest method. For split half method test was split using odd-even method of splitting and was found to be 0.74 and when test was split using first half- second half method of splitting it was found to be 0.71. For test-retest method it was found to be 0.77. So, the test seems to be reliable.

Reliability refers to the consistency of a measure. A test is considered reliable if we get the same result repeatedly i.e. each time the test is administered to subjects, the results should be approximately the same. There are many different ways of estimating reliability of a test. For this undertaken research, Split-half method has been employed. In split-half method, the test is first divided into two equivalent halves and correlation found for these half-tests. From the reliability of the half-test, self-correlation of the whole test is then estimated through the Spearman-Brown prophecy formula. The procedure in detail is to make up two sets of scores by combining alternate items in the test. The first set of score represents performance on the odd-numbered items and the second set of score, performance on the even-numbered items. From the self-correlation of the half-tests, the reliability coefficient for the whole test was 0.66 estimated from the formula:

$$R_{11} = 2r_{1/2} / (1 + r_{1/2})$$

Where,  $R_{11}$  = reliability of coefficient of the whole test and  $r_{1/2}$  = correlation between two halves.

**Validity:** For the present test, face and content validity was estimated. The test has been given to seven experts from the field of Education & Psychology. The percentage of agreement between researchers and experts and among experts was calculated. It ranges from 50% to 100% which is satisfactory. So, it seems to be a valid test. The internal consistency of a test also refers the content validity of the test. Here, the internal consistency of the test was computed by split half method and was found to be 0.76 by odd-even method and 0.73 by first half-second half method. It also indicates that the present test is valid.

For checking the face validity of modified life skills education achievement test, the preliminary draft of the test was administered to faculty members of PMCCollege of Education, Delhi. A total of 11 number of Teachers' feedback were received and recommended modifications regarding addition/deletion and language of items has been made in the draft.

**CONCLUSION**

Researchers constructed “life skills education achievement test” to measure the life skills of teacher trainees at the B.Ed.level. It is a multiple choice type questionnaire and comprises of 70 items. The test has 11 dimensions of life skills. The reliability of the test is 0.74 and 0.71 by split half method (Odd-even method and first half – second half method both were used to split the data in two parts) and 0.77 by test-retest method. The test is quite valid on the criterion of face validity and content validity by means of judgment.

Teacher trainees have a conviction that they are gaining the necessary life skills and related knowledge

through the teacher training program. They may have initially inflated the level of life skills. All the items have faced validity and measures that are intended to measure the Reliability coefficient of the test, which is found to be satisfactory at its primary stage. It can be concluded that test is reliable enough to use in order to study life skills knowledge of B.Ed. teacher trainees & the test was ultimately used successfully for pursuing research work on the methodology on life skills education.

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