CHAPTER VII
FINAL RUN OF THE TEST

Having determined the difficulty level and discriminating index of each item in the first seven sub-tests, it was found that all of them i.e. 148 items should be retained in the final test.

In the Pilot form of the test, the items in each sub-test were arranged according to their difficulty level in the order of lowest to highest. Also, the multiple choices for each item were arranged so as to act as distractors as far as possible and thus the tests were ready for the print in the final form.

This chapter on final run is divided into two parts. Part I deals with the problem of selecting the sample. Part II deals with the other aspects of test administration.

I. _Sample_

A psychological test has a particular meaning only
with the sample of the population on which it is
standardised. The problem of selecting an unbiased
representative sample is of great importance in
standardizing a good test. Every test is designed and
intended for use with a specified population. A test
of intelligence, for example, may be standardized for
use with children for age group 12 plus to 16 plus;
another may be standardized for adults only and so on.
All intelligence tests are valid when used with the
population for which they are standardized. It is
necessary that the population for which a test is meant
to be used should be defined before the actual work of
standardization is undertaken. Not only is the
definition of the population necessary but also the
determination of the size of the sample from the
population is needed for standardization of the test.
In short it means that the author of the test must
decide at the outset with which group or with what
sagment of the population his instrument is to be used.
Secondly he has to select properly the size of the
sample. There are two conditions governing the adequacy
of the sample. The first condition is that sample should
be representative of the population for which the test is
designed. The second condition is that the sample should
be numerically adequate to give statistically valid and
reliable results.

According to Parten,[1] "A optimum sample in a survey is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility".

The sample should be small enough to avoid unnecessary expenses and large enough to avoid intolerable sample errors. It should be also large enough to yield statistically representative and significant results.

In the present work the test is designed to be used for the children of age group 12 plus to 16 plus for Kashmir State.

Size of the Sample

The size of the sample generally depends upon the available number of the pupils. According to Parten,[2] "It is better to have a small sample without bias than a large sample which is the unrepresentative of the universe". At the same time, it should not be forgotten that the power of the test depends upon the size of the sample. The larger the sample, the more powerful the test".[3] Before the size of the sample is decided it would be better to have an idea of population from which the sample is to be drawn.

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[1] M.Parten : Surveys, Polls, and Samples. New York, Harper and Brothers. p.293

[2] Ibid., p. 299.

[3] Senders V.L.: Measurement and Statistics. New York, Oxford University Press. p.374.

It is reported by the Directorate in its Report for the year 1957-1958 that the school-going population is 452,000 and the population of Kashmir children of 12 years to 16 years irrespective of the fact they go to school is 93,486. Using the tables of Random numbers 39 high schools from different districts were selected for administering the test to the pupils. The distribution of these schools according to districts is given in the following table.

TABLE /)

Number of Schools District-wise where the Final
Run of the Test as Administered and the
number of Students selected from each
of them

S.No.	No. of school	Place	District	No.of Boys	No. of Girls	Total
1	12	Srinagar City	Srinagar	2250	750	3000
2	8	Anantnag	Anantnag	1400	200	1600
3	11	Baramulla & Surroundings	Baramulla	1000	400	1400
Total	31			4650	1350	6000

Map of Kashmir

SHOWING PLACE WHERE THE
PRESENT TESTS WERE
ADMINISTERED.

DIST ANANTNAG

Pampor High School
Awantipora H·School
Bijbehara H·School
Govt H·School Anantnag
Girls H·School-Anantnag
Mattan H·School
Kulgam H·School
Pulwama H·School

DIST SRINAGAR

M.P. High school
Nawakadal HighSchool
Amirakadal M Girls High school
Hindu High school
Islamia High school
National High school
Rainawari High School
Ranawasi Govt HighSchool
Kashmiri Girls H School
Vasanta Girls H school
S.P High School
C.M.S High School

DIST BARAMULA

Pattan High school
Magam High School
Tangmarg H·school
Sopore Girls H·school
Sopore High school
Baramulla H·school
Baramulla Girls H·school
Sangpora H·school
Handwara H·school
Ganderbal H·school
Ganderbal Girls H·school

GILGIT

LADAKH

JAMMU

KASHMIR

R.NISHINGANGA

BARAMULA

R.JHELUM

SRINAGAR

ANANTNAGH
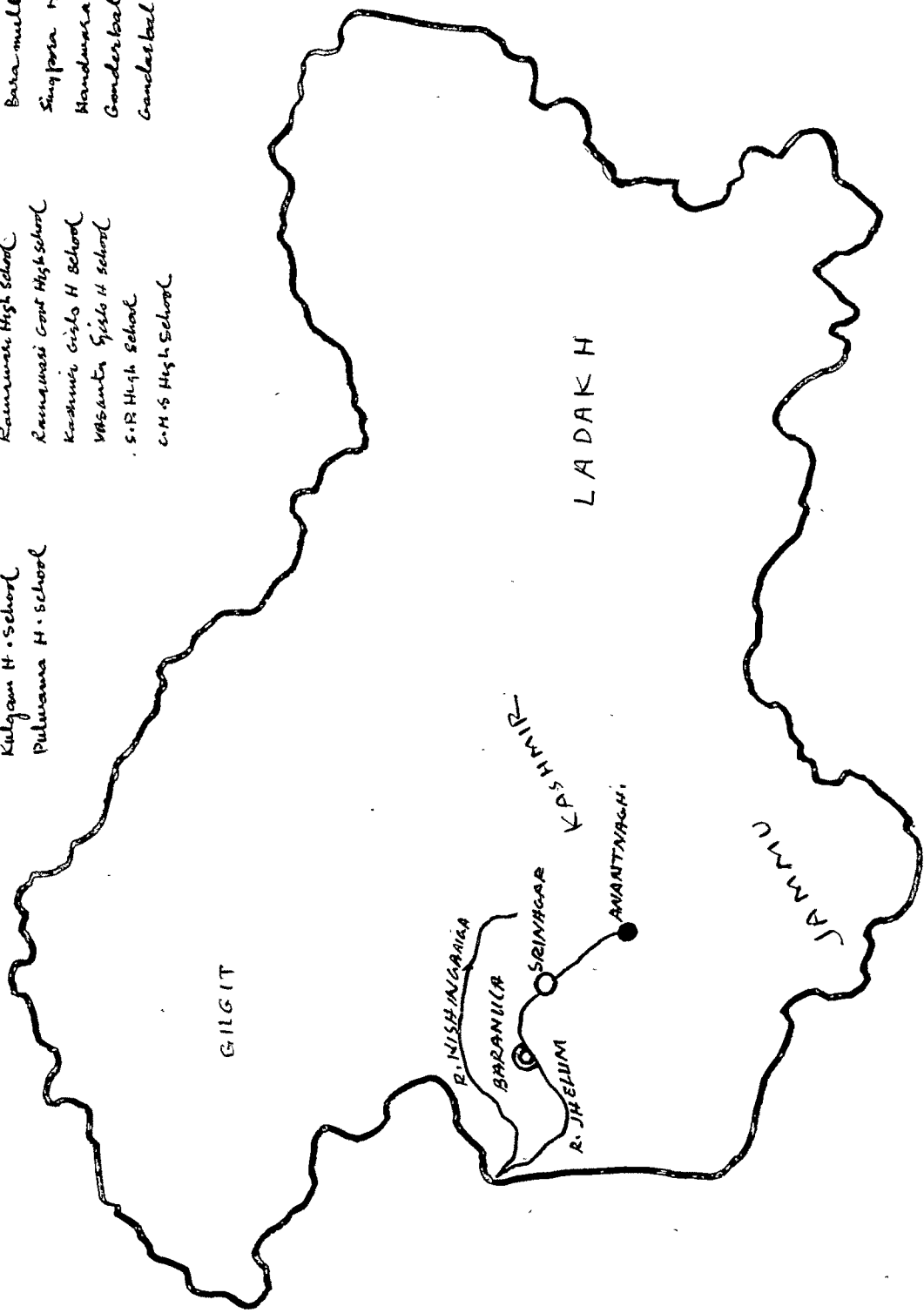
FINAL RUN OF THE TEST

II. Administration

Purpose

The main purpose for the final administration of
the test is to provide data necessary for standardiza-
tion of the test, i.e. for fixing the norms and determi-
ning the reliability of the test. A comparison of test
score is valid only when exactly the sample procedure
is adopted in administering a standardized test used
for fixing the norms. If the procedure at two admini-
strations is not identical, the results will lack in
reliability. Utmost care is, therefore, taken in
standardizing the procedure for administering the test
in the final run.

There are some factors that influence the perform-
ance of the subjects on a test. The first set of factors
relate to the test and the administration of the test.
These factors are the sample selected, the directions
given, time limits fixed, supervision provided and the
general set up and also environmental conditions of
testing. It is upto the constructor to see to all
those conditions which can be controlled and are
standardized as perfectly as possible.

Time Limit

The time limit is a very important factor in many
tests, specially those which are speed tests. In the
try out,, sufficient time was allowed so that most of the

pupils could try almost all the items. Regarding the time limit for the final run of tests, Lindquist[4] writes, "the time allowance should be so adjusted that at least 75 per cent of the pupils will have time to consider all the items. Ruch[5] favours such a time limit that 90 per cent attempt all items within their power". Bean[6] suggests, "time limits are liberally planned so that everyone who works at a minimum acceptable speed can finish all items". Ross[7] also suggests that " sufficient time should be given so that almost all the pupils have time to finish". In the present case, the time limit for each sub-test has been fixed on the criterion that at least 90 per cent of the pupils are able to try all the items within their power. On this criterion the time limit for the sub-tests are fixed as under.

TABLE 12
Time Limits for Sub-tests

S.No.	Sub-test	No.of items	Time in Minutes Mt. Secs.
1.	Opposites	20	10 - 00
2.	Similarities	23	10 - 00
3.	Classification	23	15 - 00
4.	Analogies	21	10 - 00
5.	Problems	13	15 - 00
6.	Number Series	24	10 - 00
7.	Jumbled Sentences	24	10 - 00
		148	100 - 00

4
    Lindquist, E.F., Hawkes, H.E. and Mann : The Construction and Use of Achievement Examination .p.116.
    5
    Ruch, G.M.: The Object of New Examination.p.312.
    6
    Bean, K.L. : Construction of Educational and Personnel Tests. New York, McGraw-Hill Book Co.Inc.p.30
    7
    Ross, C.C. : Measurement in Todays Schools. New York, Prentice Hall Inc. p.156.

Directions

The same directions that were fixed at the time of
First and Second try-outs were retained as they were
found quite satisfactory.

Physical Set Up

The testing was done in as natural way as possible.
All the testing was done during the first three periods.
No testing was done in the latter half of the day to
avoid effect of fatigue on the pupils performance.
The help of trained teachers and Headmasters was freely
taken to administer the tests in their schools.

Co-operation and Difficulties

The author was lucky in being on the staff of the
Training College, Srinagar, as there was much contact
with the Headmasters of High Schools and also the teachers
who come to attend seminars on the State level.

It is really with great pleasure to mention that
though they were busy with their school activities, the
Heads of institutions and the colleagues extended their
full co-operation to the tester in his arduous task of
testing such a large group.

Scoring

Scouring procedure was undertaken with the help
of key which was suitably improvised. In the scoring
procedure exactly the same allotment of one mark for
each correct response, as was followed in the pilot
test was followed. No partial credits were allowed
for partially correct answers. The scoring was done

without use of any formula for correction for chance.
After scoring was over, the statistical analysis of the
data was carried out. (Copy of the Key in the Appendix).

References

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                          tion of a Battery of Group
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                             Chapter 6.

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