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CRITERIA FOR SELECTING A TEST FOR PHYSICAL EDUCATION STUDENTS

Baiju Abraham

Assistant Professor , Lucknow Christian College, Lucknow.

Abstract:-For selecting any test for a specific purpose or construct a test for specific characteristics requires knowledge regarding certain technical standard as well as administration selecting. These standards help a lot to research scholar of physical education as well as physical education students. These technical standards are as follows:-

- 1). Scientific Authenticity.
- 2). Administrative Feasibility.
- 3). Educational Application.

Keywords:Physical Education Students , technical standard , Scientific Authenticity.

INTRODUCTION :-

1). SCIENTIFIC AUTHENTICITY

- a). Reliability.
- b). Objectivity.
- c). Validity.
- d). Norms

a). Reliability:- Reliability is the consistency of test scores or other evaluation results from one measurement to another. Further a test administered once and then re-administrates under life conditions means same testing personnel, same testing group, same test items and same environmental conditions and if the result is more or less the same then the test is said to be reliable. A test is considered reliable if the response on the part of the student is dependable. Whenever the test is repeated under the same conditions the response should approximately be the same.

RELIABILITY HAS THREE CHARACTERISTICS.

Firstly, reliability refers to the results obtained with an evaluation instrument, and not to the instrument itself as in the case of validity. Therefore, depending upon the group involved and the situation in which it is used, an instrument may have a number of reliabilities. Thus it is more appropriate to speak of the reliability of "the test scores" or "the measurement", than of "the test" or "the instrument".

Secondly, an estimate of reliability refers to a particular type of consistency. Test scores are not reliable in general. They are reliable over different periods of time, over different samples of questions, over different evaluations and so on and so forth. It is possible for test scores to be consistent in one of these respects and not in another. The appropriate type of consistency in a particular case is dictated by the use to be made of the result.

Lastly, reliability is primarily statistical in nature. Logical analysis of a test will provide little evidence concerning the reliability of the scores. The test must be administered, one or more times, to a group of persons and only the consistency of the results can be determined. This consistency may be expressed in terms of shifts in the relative standing of persons in the group or in terms of the amount of variation to be expected in a particular individual's score.

RELIABILITY OF THE TEST CAN BE FOUND BY THE FOLLOWING WAYS.

- i). By testing the population under same conditions and comparing and correlating the scores achieved, it may take more time but

it is trustworthy.

- ii). By splitting the population into two halves (odd and even) and comparing their results.
- iii). By administering parallel forms of tests of the same severity or standards.
- iv). By using rank differences correlation method as in validity.

The rating scores are as follows:-

.99	-	.95	Excellent
.94	-	.90	Very Good
.89	-	.80	Acceptable
.79	-	.70	Fair
.69	-	.60	Questionable
.59	-		poor

b). Objectivity:- It is uniformity of a test. Objectivity refers to the process of testing in which the personal influence or bias of the tester is not involved. If a test is administered by two different personnel, to the same population under the same conditions concurrently and independently, and the results are similar, we must say that the test is objective. The personal likes or dislikes should not interfere with the results. Objectivity calls for good organization and a sound system of scoring. Scoring clarity in direction, motivation, practice etc are some of the factors which affect the objective results.

It refers to the degree of uniformity with which various individual score or conduct the same test. Further it refers to the lack of any personnel influence of the tests and the result. If the test is well equipped and is administrated properly the role of a tester should not have a significance influence on the test results. Objectivity is the measure of the worth of a test.

c). Validity:- It refers to the honesty of a test, it means a test measuring one particular characteristics like physical fitness or playing ability must give the response in relation to that ability. A tester wants to have confidence that a test selected to use as a measures of times serve ability. A valid test is a test which measures, as accurately as possible what it means to measure. If the aim of the test is to measure dribbling in basketball it should only measure this components and not anything else. A strength test measure strength only and not endurance. A valid test is not influenced by such extraneous factors as height, weight etc. which are incidental only. The teacher in physical education must first of all ensure that the test is valid otherwise the evaluation will not only be faulty but also good for nothing.

The validity of a test concerns what the test measures and how well it does so. If a test measures what it proclaims to measure, it is said to be valid; if it does not, it is invalid. Further, the validity of a lest cannot be reported in broad terms. No test can be said to have "high" or "low" validity in general. Its validity must be determined with reference to the particular use for which the test is being considered. Validity pertains to the measurement or result of a test, and not to the test. Sometimes one speaks of the validity of a test for the sake of convenience, but it is more appropriate to speak of the interpretation made from the result. Further, validity is a matter of degree. It is best considered in terms of categories that specify degree, such as high validity, moderate validity, and low validity.

Validity of test can be established by the following methods:-

- i). Subjective rating of the teachers judgement who may be odd in number. These subjective ratings can be compared to an objective test conducted already.
- ii). A test may become valid if it is compared and correlated with the one already valid. Even the original one can be modified, shortened or simplified.
- iii). A number of items are tested and composite scores are calculated and again correlated with the scores on other scores.
- iv). Many times tournaments standing become a good index of the validity of a test, when a high level skill performance is anticipated. This standing can be reduced to some numerical order.
- v). Sometimes a test is considered valid on its face validity or empirical judgement.

A test further may be considered valid if it is measuring as accurately as possible. Validity rating scale describes as follows.

.89	-	.85	Excellent
.84	-	.80	Good
.79	-	.70	Acceptable
.69	-	.60	poor/Questionable

d). Norms:- Norms are the values by which marks are designed to the individuals. Norms are standards by which the performance of the students can be compared. A norm is a scale that permits conversion from a raw scale to a score capable of comparision and interpretations. The value of test is increased if the norms have already been calculated for such a test for easy comparision. Moreover the standard for test should be neither too low nor too high. It is said that 60% of the population must be able to reach the required standard after testing.

2). ADMINISTRATIVE FEASIBILITY:-

- a). Time.
- b). Money.
- c). Equipment.
- d). Space/Utility.

a). Time:- The time required to administer the test is a factor to consider. Group testing, partner testing and station testing illustrates the efficient use of personnel to streamline the time requirement for administering test. A good test is that which acquires less time. The test should be such so that the student should not wait for their turn to come. Mostly we have to administer the entire class in 1 or 2 periods, if the procedure is well planned and organised. A lot of marking should not be there.

b). Money:- A good test is that which is very cheap and less expensive. The equipment can be collected from year to year in most school. The teacher should collect high quality and accurate measurement tools over a period of time and refrain from making large investments for highly specialized and expensive equipment. A budget allotment should be designed for equipment.

c). Equipment:- The equipment and supplies should be readily available and inexpensive. A test which requires an elaborate and expensive piece of equipment will not be used often in a school situation. Most tests require the use of equipments, but it should be the kind that is either on hands or easily constructed. Sports equipments such as balls, rackets etc should be of good quality to help the performance of students.

d). Space/Utility:- The test result should be readily usable. If norms available and appropriate the raw scores should be convertible quickly. No complication formula should be used. The quicker the results are available to the students, the more educational application they will have.

3). EDUCATIONAL APPLICATION:-

a). Physical:- The test should be game like, should encourage good form, should tests important skills, should be suitable difficulty and should meet various statistical standards. Most test descriptions state that the test are constructed for a specific sports and for a certain grade level. A skill test should challenge the students to perform to the best of their ability. Tests that require no effort are meaningless to the students. Tests can be as much a part of the instructional plans or drills and games.

b). Mental:- The attitude of the students is closely related to his physical performance. The tests should be interesting, sensible and meaningful. A test that is too complicated, too difficult are unrelated to the skill area for which it is used will fail to provide a sound educational experiences.

c). Social:- Testing in a social situation is usually a group experience. Grouping, waiting turns, helping scores and administer tests, tolerance, patience, cooperation and competitiveness are some of the factors that are present. Test selection is one way for the teacher to approach class objectives. When the test is over the results should be a better one. Good decisions on test selections help to creates desirable cognitive, affective and psychomotor result for each student.

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Golden Research Thoughts
258/34 Raviwar Peth Solapur-413005, Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
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