

Appropriateness of Tests and the Application of Om Indian M.V.V Formal Edu-Psycho-Socio Assessment Tools for Educational Researches

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Abstract: In educational researches, tests as tools are mostly used from psychology, where these are used to measure individual differences. On the other hand, in educational researches the same tests are used to measure the positive or negative effect of education on individual's behavior/ differences. In the present work, analysis of educational researches inferred that majority of dimensions used in these tests are Psycho-social. The central theme of the paper revolves around the question and questions its validity as to how justified the approach has been to use two similar tests in two different subjects with two different aims, using the same dimensional, psycho-socio based tests? Simultaneously, it may also be noted that in educational research, use of co-relational and/ or quantitative statistics widely applied to draw inferences for the measurement of educational effectiveness may lead towards indirect and ambiguous conclusions. The paper presents suggestions for modifications in test tools taken from the psycho-socio field, that are capable of accounting for the contribution of educational environment on a given trait for which the test is being performed. The proposed modifications are limited to formal education. Certain tests of self-confidence have been studied, which are being used in educational researches and wherein dimensions have been psycho-social. It has been argued that originally these tools are constructed for measuring self-confidence on a psycho-socio basis and without the proposed modifications these may not directly measure the positive or negative effect of education on a person's self-confidence.

Keywords:

Test: a psychological test is an instrument designed to describe and measure a sample of certain aspects of human behavior.

Absorption/Receptivity: To what extent, by the absorption of education the present situation of a trait in a person does exist.

Effect: To what extent any dimension of education is affecting any trait of a person.

Om: represents all aspects of god in Hinduism. This work is dedicated to the absolute power of the universe.

Indian: the people who are residing in India, are Indians. This work is presented on the name of the country

M.V.V: Short name of researcher.

I. Introduction

Psychological tests are tools, (Anastasi, A. & Urbina, S. 2014.) Psychological test is essentially an objective and standardized measure of a sample of behavior. The test adequately covers the behavior under consideration, obviously depends upon the number and nature of items in the sample. Measurement of the behavior sample directly covered by the test is rarely, if ever, the goal of psychological testing (Anastasia, 1961).

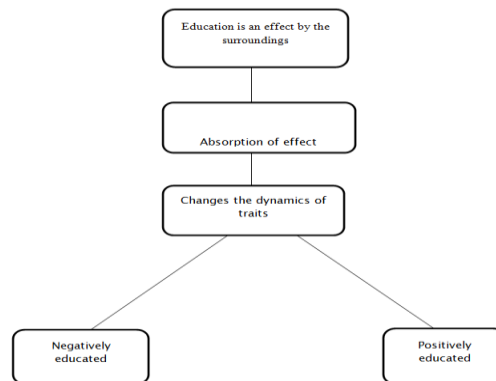
In psychology these tests are used to measure the individual differences of the sample of behaviors, (Anastasi, A. & Urbina, S. 2014), where as we use the same tests in educational researches to meet the aim that is to measure the positive or negative effect of education on a person's behavior or on his/her personality. Thus, the objectives of the same test in educational research change in relation to time and place. Hitherto, in two different subjects, with two different aims, the use of the same dimensional psycho-socio based tools is how far valid and reliable can be questionable. This poses another question as to whether a test's reliability and validity in one field can be sustained in another field also. For example – salt is reliable and valid in its own but the application of salt in milk added tea or coffee will sustain salt's validity or alone its reliability can be questionable. As well as the assessment of salt's reliability and validity in milk added tea or coffee is a bit mimic and raises tough situations to meet the precision in results.

Objective Of Education To Be Measured By The Tools-

Education is an effect and the absorption of this effect makes a person educated, either at primary level that is fulfilling his/her basic needs, at secondary level i.e. in adjustment or at higher level, i.e. in intellectuality and manufacturing. This effect can be absorbed formally or non-formally. Without absorption of this effect, survival is just not possible. In some cases; if it is possible then even life is not more than a death.

In Education this effect: positive or *negative should be measured by the application of tools .For which we need to understand the Psychological basis of Educational objectives, which should be measured by the tools.

Figure- 1, 'Om Indian M.V.V Edu-Psycho-Socio Model of Education.



How a being absorb this, effect, depends on the individual differences, or on the traits laying in the being.

TYPE OF EVALUATION METHOD BEING USED IN EDUCATIONAL RESEARCHES-

By Educational Researches, it is essential for providing useful and dependable knowledge through which the process of education can be made more effective. It is essential to know, how far the educational process are really effective for a being and to know all about the assessment which should be such by which the results should proceed towards precision.

TESTS USED IN EDUCATIONAL RESEARCHES-

In Educational Researches, when those tests which are being used were studied, were found not fit for the purpose of the measurement of Educational objectives. These tests are majorly based on Psycho- social (economical, manage mental etc., can be considered as a sub-division of social dimension) dimensions. Items based on these dimensions (Pandey's Self-confidence Inventory (P.S.C.I), Agnihotri's Self-Confidence Inventory (A.S.C.I), Sharma's Verbal Test of Scientific Creativity(V.T.S.C) ,Sharma's Educational Aspiration(E.A.S) and many more,which were studied ,tell about the position of a trait either intra- personal or inter-personal. But these tests lacking of Educational dimensions, are unable to identify and evaluate those dimensions of education which **are increasing or decreasing the level of any particular trait. In other words it can be said that these tests are unable to assess any positive or negative effect of educational dimension on any particular trait, which is a major goal of Educational Research.** Apart from this, the function of psychological test is to measure the individual differences, based on mental status. On the other hand, in education, intellectual level is examined.

MAJOR PROBLEBS IN EDUCATIONAL RESEARCES BY USING THE TRADITIONAL TOOLS FROM PSYCHOLOGY IN EDUCATION-

➤ MOSTLY UNPRECISED RESULTS-

The goal of educational research is to assess the effectiveness of educational process either towards positive or negative direction, in which researchers of education are unable to do so, till now. If any dimension of Education is effecting negatively, then it need to be changed or improved.

➤ DEPENDENCY ON ASSUMPTIONS FOR EDUCATIONAL ASSESSMENT.

suppose, a *comparative study of self-confidence among the class 10th students of c.b.s.e (central board of secondary Education) and c.g (state board schools of secondary Education in Chhattisgarh)*is made, then some psychological tests (test of self-confidence) for this age group is to be used for assessment, where 1st problem which will rise, that the tests could be applied on any child of limited age group of class 10th standard either related to; formal, distance or any other educational mode/process. It will not specify the effect of formal educational process, which may answer why going to school? 2nd problem is that after the application of these tests, by the use of some statistical measures, some consequences are made. After which, without any solid ground, some assumptions are made to meet an educational research goal, as-

1. Does school environment positively effects the self-confidence of students.
2. Home environment affects the self-confidence of students.
3. Curriculum affects the self-confidence of students. Kaushal, k (interviewer)&....

With the help of some examples, if we try to understand it, then logically the words can be put like this-

LOGICAL ANALYSIS-

- a) If school environment positively affects the self-confidence of a student, would a self-confidence of an underworld don, who might never gone to school, will be lesser than any I.A.S (Indian administrative service) officer.
- b) If home environment affects the self-confidence of a student, how Author’s maid [servant] is able to say that if i don’t come for work even a day at your place, your work will be off. Lacking, good home environment, since she is orphan, her level of self-confidence shows high. On the other hand with a better family environment, with nice school environment, and developed curriculum, is formally educated professor is able to say, that if he/she don’t go to college for teaching, college will rang off...?

➤ lack of tests based on educational dimensions for assessment of formal education directly

The tests those are being used till now are not with formal educational dimensions, which take us far from the direct assessment.

OVERCOMING OF THESE PROBLEMS, WITH ‘OM INDIAN M.V.V FORMAL EDU-PSYCHO-SOCIO ASSESSMENT ‘TOOLS,

To overcome with these problems, the use of ‘Om Indian M.V.V formal Edu-psycho-socio assessment’ tool is needed. These tools are for assessment of many traits. These tests are an assimilation of two levels-

- a) to assess the absorption/receptivity
- b) to assess the effect

The first level: absorption /receptivity, identifies the level of trait and the second level, i.e. effect, it measures that which dimension of formal education is effecting the particular trait in positive direction or negative direction.

BLUE PRINT OF ‘OM INDIAN M.V.V FORMAL EDU- PSYCHO-SOCIO ASSESSMENT TOOL FOR SELF-CONFEDENCE

With a view to show, mutation in test construction, for educational researches, one trait i.e., self-confidence has been selected among many traits. The tool is in a battery form is layered in two major parts. First part is a level of absorption in which three major dimensions, i.e. Educational, Psychological and Social are taken and each of them are divided into sub-dimensions. With a purpose of preparing items for questionnaires of level first, Sub-dimensions of each three major dimension from Psychology and Education were added .Items made on these added dimensions were all based on the Social sub dimensions . After this compilation questions has been made for level -1.

For preparing, layer -2(effect), Major dimensions of formal education (School) has been taken .All major dimensions are sub –divided into 6-7or 8 parts .Items are made based on each sub-dimension. This layer tests the effectiveness of educational sub-dimensions which were responsible for increasing or decreasing the self-confidence.

The dimensional blue-print of the test construction of both the two layers are as follows-

Figure – 2: Level-1(Absorption/Receptivity)

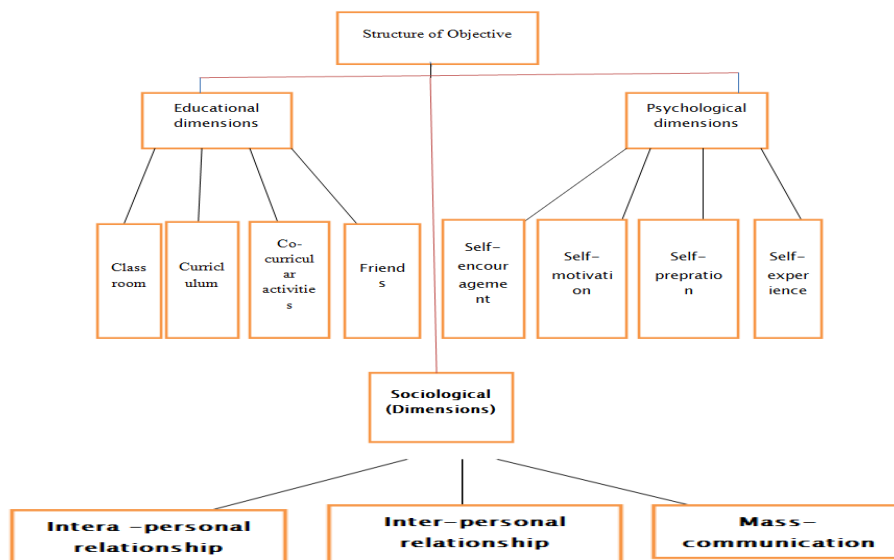


Figure-3: Level-2 (Effect)



Here are the items based on Blue Prints (fig-2 & fig-3) below from 'Om Indian M.V.V Edu-Psycho-Socio-tool'.

Table 1 from'

Level-1 (Absorption/Receptivity) based on above figure-2:

Sr. No	Dimensions	No of questions	Examples from selected items of 'Om Indian M.V.V Edu-Psycho-Socio-tool
1.	Classroom + self-encouragement + interpersonal relationship		Q. When your teacher ask to explain some topic on the black board ,then you will- i) Definitely you go because you know you can. ii) Not very sure but you go and whatever you know, you will try to explain. iii) If teacher ask you particularly, then hesitatingly you go. iv) You are confused whether you should go or not. v) Won't go because you don't feel yourself capable for it.
2.	Classroom + Self-Motivation	-
3.	Classroom + Self Preparation	-
4.	Curriculum + Self Encouragement	-

Table 2 :for Level-2 (Effect) sub dimension based on above figure-3:

Sr. No	1st Dimension (Ex: Effect Of Classroom On Self-Confidence / Self-confidence From classroom)	No of questions	Examples of selected items from 'Om Indian M.V.V Edu-Psycho-Socio-tool
1.	Sub-Dimension under 1st dimension TEACHER'S APPEARANCE		Q. You are reading a book in the class loudly as instructed by your teacher, if another teacher who is very good looking, enters in your class, your voice will- i) Increase very high. ii) Comparatively high iii) Remain as it is. iv) Comparatively low or you will stammer. v) Very low because his/her good look creates pressure on you.
2.	TEACHER'S BEHAVIOR	-	...Continued

II. Conclusion

‘OM INDIAN M.V.V FORMAL EDU- PSYCHO ASSESSMENT TOOL’ is educationally stratified and dimensionally structured, which will not only increase the precision in the evaluation for formal education but also precise the results made by educational researches. In the present paper deals with the structural part of the tool. A comparative analysis of the tool with others to prove its better assessment for the purpose of Educational researches , is a part of the next paper.

***Negatively educated**-sometimes the educational effects from the surroundings are absorbed in such a way that a proceeding of personality traits goes toward the negative direction and shows the negative results. Example- some mental diseases, criminal tendencies, which are involving anti-social activities.

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