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DEVELOPMENT AND VALIDATION OF AN ASSESSMENT TOOL FOR MEASURING CHILD RIGHTS AWARENESS AMONG STUDENTS

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Abstract

The present paper describes the development and standardization of a multiple choice questionnaire entitled "Child Rights Awareness Test". The purpose of the development of test is to measure the awareness of child rights. Procedure of the tool development was followed completely during its development.

Keywords: Awareness, Child Rights, Child Rights Awareness Test

Introduction

Children are the future of any nation. They must be grown up in a conducive environment. But, the present scenario is quite opposite. They are being exploited either willingly or unwillingly. Various forms of their exploitation are present in each society, whether it is national or international. But action against their exploitation are not being seen. In most of the cases, complaints against the **assailants** are not registered. Laws have been formulated to prevent it at national level as well as global level too. The government of most of the nations and United nations are rigorously trying to stop that. United nations conventions on child rights held in 1989, which came into force in 1990, declared rights of children and promises to protect the rights of children. Even in India, there are so many laws like child marriage prohibition act, Child labour act, right to education, etc. But exploitation is still going on. Its one of the causes is unawareness of child rights. Most of the people (adults and children both) are unaware of these rights. They are also unaware of the various forms of child rights violation. So making them aware is important. This questionnaire measures the awareness of child rights, so that efforts can be made to increase the level of awareness.

Statement of the problem

The problem is stated as following:

"Development and Standardization of Child Rights Awareness Test"

Objectives

The major objectives of the study are following:

1. To construct a child rights Awareness test; and
2. To standardize child rights awareness test with reference to its reliability, validity and norms.

Steps taken in construction and standardization of child rights awareness test

Following steps have been taken to develop the child rights 'awareness test:

1. Deciding Format of the tool

It is the first and fore most step of the tool development. The researcher decides that what kind of tool he or she is going to develop. In other words, it can be said that the researcher, at this step, decides that whether the tool will be the questionnaire, a rating scale, an interview schedule or some other kind of tool. Further, the researcher also decides the dimensions of the tool at this stage. In the present study, the tool used for measuring the awareness of child rights among students of teacher education programme is a multiple choice questionnaire. Dimensions of the tool are following:

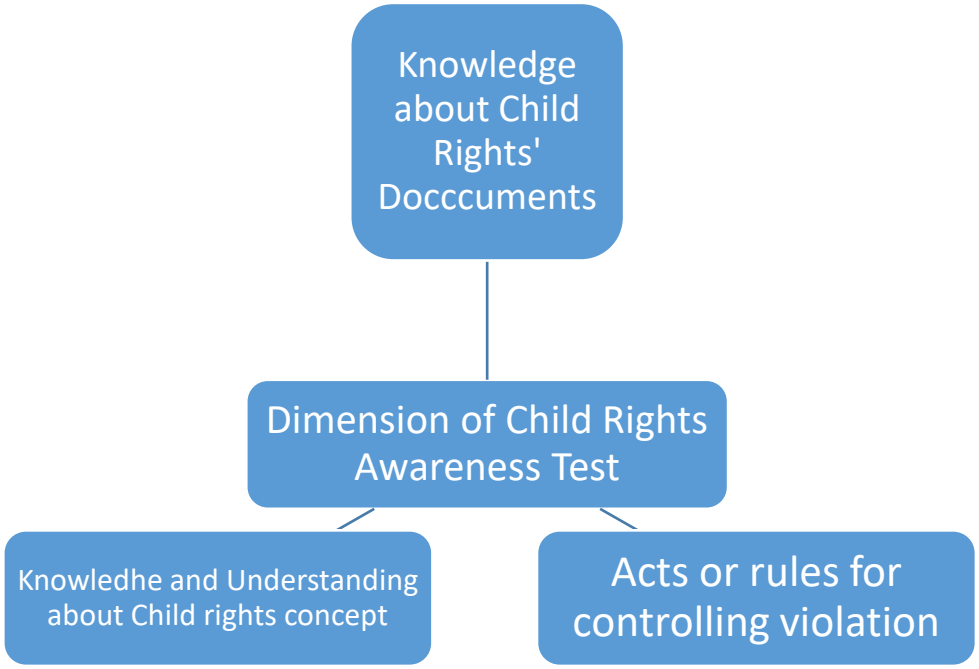


Fig. 1: Dimensions of Child rights awareness test

2. Collection of Items

It is the second step of the tool development. At this stage the researcher creates a pool of items for the test. 39 Items belonging to the above mentioned 3 dimensions are written. The researcher took help from Rojas (2005), Rutkiewicz (2000), Sahoo (2002), Sengupta et al. (2010), etc. for item writing.

3. Preparation of First draft

First draft of the tool comprises of 39 multiple choice questions under the heading 'Child rights awareness test'. Essential instructions for the administration of the test was also written. Space for personal information was also given. Thus, the first draft of the test was developed.

4. Editing of the first draft

The researcher gave the test to 15 experts. They belong to the field of Psychology, Education, law and English. They were requested to provide their kind opinions and suggestions regarding the adequateness and relevance of the items of the questionnaire. Suggestions regarding the language of the items in questionnaire were also requested from the experts. The researcher kept the suggestions given by the experts into the consideration at the time of editing the items of the questionnaire.

5. Pre-try out

After editing the test, the researcher administered it on the 50 students of teacher education. He recorded the difficulties raised by the respondents during giving responses on the items of questionnaire.

6. Development of second draft

The researcher revised the test in order to develop the second draft of the test. On the basis of the difficulties aroused by the respondents, 4 items were deleted from the test due to its vague nature as reported by the respondents and experts. Therefore, the second draft of the test consisted 35 items.

7. Try-out

The researcher administered the second draft of the test on randomly selected sample of 120 students of teacher education. It has been done for try-out of the test. The researcher introduced the purpose of the test to the respondents and instructed them in a conducive condition of testing. Further, he requested them to respond on the test. He collected the question booklet cum answer sheet after the completion of the test. All question booklets cum answer sheet were scored with the help of scoring key. One mark is allotted for each correct answer and 0 was allotted for each incorrect answer. Sum total of all correct answers is the total score of a respondent. A master chart was prepared on the basis of the scores of the respondents on the test.

8. Item analysis

It is the process to check the suitability of the items for the test. It can be done by computing difficulty value and discrimination power for each item of the test. For the present test the researcher calculated the same for 120 students of teacher education. Following steps have been taken to compute the difficulty value and discriminating power:

(i) Total score of each student on child rights awareness test was computed;

(ii) On the basis of the total score, the data were sorted in ascending order;

(iii) Out of 120 students, 27% of student, i.e., 32 (27% of 120 = 32) high scorer and 32 low scorer respondents were cut and taken in consideration for item analysis.

(iv) Thus, two groups of respondents were made for analysis, i.e., high scorer group and low scorer group.

(v) Further, number of right responses for each items in both the groups were counted.

(vi) difficulty value and discriminating power have been computed with the help of following formula:

$$D.V. = 100 - \frac{RH + RL}{2n} \times 100$$

$$\text{D. P.} = \frac{\text{RH} - \text{RL}}{\text{n}}$$

Here, D. V. = Difficulty Value;

D.P. = Discriminating Power;

RH = Number of Right Responses in High Scorer Group;

RL = Number of Right Responses in Low Scorer Group; and

n = Number of respondent in high or low group

Number of Right Responses in High Scorer Group, Number of Right Responses in Low Scorer Group, Difficulty value, Discriminating power and decision for each item are given in table no. 1.

Table no. 1: The Gist of Item Analysis

Item No.	RL	RH	D.V.	D.P.	Decision
1	18	31	23.43	0.40	**R
2	13	25	40.62	0.37	*S
3	7	30	42.18	0.71	*S
4	5	25	51.12	0.62	*S
5	7	30	42.18	0.71	*S
6	5	25	53.12	0.62	*S
7	11	16	54.68	0.21	**R
8	7	29	43.75	0.68	*S
9	6	30	43.75	0.75	*S
10	5	25	53.12	0.62	*S
11	6	30	43.75	0.75	*S
12	9	21	53.12	0.37	*S
13	7	27	46.87	0.62	*S
14	9	19	56.25	0.31	*S
15	13	23	64.06	0.31	*S
16	10	26	43.75	0.5	*S
17	10	31	35.93	0.65	*S
18	10	26	43.75	0.5	*S
19	10	31	35.93	0.65	*S
20	9	32	35.93	0.71	*S
21	7	30	42.18	0.71	*S
22	13	23	64.06	0.31	*S
23	8	23	51.56	0.46	*S
24	2	17	70.31	0.46	*S
25	7	21	56.25	0.43	*S
26	8	30	40.62	0.68	*S
27	5	31	48.75	0.81	*S
28	7	21	56.25	0.43	*S
29	2	17	70.31	0.46	*S
30	1	13	78.12	0.37	*S
31	13	24	57.81	0.34	*S
32	7	21	56.25	0.43	*S

33	8	27	45.31	0.59	*S
34	8	31	39.06	0.71	*S
35	5	28	48.43	0.71	*S

*S – Selected **R - Rejected

The discriminating power of the items for retaining them in the test should lie between 0.30 to 0.80 and difficulty value for same should range between 30% to 80% (Oosterhof.,1990). So, 2 items were rejected out of 35 items. Therefore, final draft of the test consisted 33 items.

9. Final draft

The final draft of the tool comprises of 33 items. It was reprinted with the place for personal information like name, age, class, sex, etc., and instruction as same as the second draft of the test. An answer-key was also prepared. Dimension wise distribution of the items are given in table no. 2.

Table no. 2: Dimension Wise Distribution of Items of Child Rights Awareness Test

Sl. No.	Dimension of Child Rights Awareness Test	Item wise total components	Total no. of items
1.	Knowledge about Child Rights' Documents	1, 4, 7, 10, 13, 17, 20, 23, 24, 26, 35	11
2.	Knowledge and Understanding about Child rights concept	2, 5, 8, 11, 14, 15, 18, 21, 27, 28, 30	11
3.	Acts or rules for controlling violation	3, 6, 9, 12, 16, 19, 22, 25, 29, 31, 32	11
Total			**33**

10. Reliability

Reliability of 'Child Rights Awareness Test' was computed by test-retest method and split half method. By split half method it was found to be 0.81 (test was split using odd-even method). It was found to be 0.94 by test-retest method (retest has been conducted after the interval of 21 days). So, the test seems to be reliable.

11. Validity

Face and content validity were estimated for the present test. The researcher gave the to 15 experts from the field of Education, Psychology, English and law. Percentage of agreement among expert and between researchers and experts were calculated. It ranges from 55% to 98%. It is quite satisfactory.

12. Scoring

Each right response carries 1 marks. Sum total of all right response of a respondent is the total score of that respondent on the test.

13. Interpretation

The researcher developed the norms to interpret the scores. 1 SD is added to the mean score and 1 SD is subtracted from the mean score to developed the norms. Mean and SD are shown in the table no. 3.

Table no. 3: Mean and SD of the Scores of respondents on Child Rights Awareness Test

Mean	18.73
SD	6.41

'Mean + 1 SD' represents the High Aware Category whereas 'Mean – 1SD' represents the Low Aware Category. 'Mean – 1 SD to Mean + 1 SD' represents the Average Aware Category. Thus, the researcher got the three category of scores on Child Rights Awareness Test. The three categories and their score ranges are shown in the table no. 4.

Table No. 4: Three Categories and their score ranges

Sl. No.	Categories	Process to get the score range	Score range
1.	High Aware	Mean + 1SD (18.73+6.41 = 25.14 = 25)	Above 25
2.	Average Aware	Mean + 1SD to Mean – 1 SD	12 to 25
3.	Low Aware	Mean – 1 SD (18.73 – 6.41 = 12.32 = 12)	Below 12

Conclusion

A multiple choice questionnaire was prepared. It comprises 33 items. It has three dimensions of awareness of child rights. The reliability of the scale is 0.81 by split half method and 0.94 by test-retest method. The test is quite valid on the criterion of face validity and content validity by means of judgment.

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