CHAPTER 5

FIRST TRYOUT
5.1. **Purpose of the first tryout**

After constructing the items for the preliminary draft of the test, no test constructor can be sure that the test will operate in the same manner as planned. It is very difficult for every test constructor to predict how the test will work in actual practice. Therefore, before deciding to put the items in the final form of the test, the necessity for preliminary or experimental tryout is obvious for scientific analysis of the test. The Adjustment Inventory AA was also tried out with a sample of population for whom the test was ultimately designed to see the following important considerations.

1. Firstly, it was considered essential to identify ambiguous, irrelevant and inappropriate items and difficult phrases. As the preliminary draft of the test serve as the basis for item selection and revision for the final draft, it was necessary to find out the weak and defective items that needed change and improvement in its wording and construction.

2. Secondly, it was also found necessary to provide scientific analysis of each individual item i.e., to determine its power to discriminate between the well adjusted and maladjusted students.
(3) Thirdly, it was aimed to determine the length of the test. The preliminary draft, as a rule, was bound to include many items of questionable value. Of course, there are no universal rule as to how many items should be included, still it was considered advantageous to apply Guildford's suggestion (1954, pp. 418) to include 50 percent more items in the preliminary draft. Because this will permit a later culling of items that appear weak or not needed to provide a proper balance in the final draft.

(4) Fourthly, a time limit for the final test had to be fixed. Without administering the test, it was difficult for the test constructor to determine how much time would be taken by the respondents in answering the questions. Moreover before passing the test booklets to the respondents, the administrator must have to describe the value and purpose of such testing in order to create interest among the students. Therefore it was an important question before the test constructor that in an ordinary classroom period (40 minutes) how much time should be kept for actual testing and also for giving introductory remarks to motivate the students.

(5) Fifthly, it was intended to find out the defects and weaknesses that needed improvement in the direction to the respondents, in the provision for the responses, in the sample and in practice exercises.
(6) Sixthly, it was made to discover the inter-correlations among the items to avoid too much overlap or bias in the item selection and also to check the grouping of items in different areas.

(7) It was, seventhly, made a point to find out the range and applicability of the final test.

5.2. Selection of the sample

Selection of the sample for the first tryout needs important consideration as the data based on this sample serves the basis for the final test. Conrad (1966, pp. 253) states that "the indices of difficulty and of discriminating power of the items, the attractiveness of the distracters, and the magnitudes of reliability and validity co-efficients for the tryout forms are all dependent on the characteristics of the sample of examinees tested." Therefore in selecting the sample for the first tryout of the Adjustment Inventory AA, several important points were kept in view.

The representative sample of population was drawn from such pupils having approximately the same characteristic, as the population with whom the test was to be ultimately standardized. As the test was designed for urban adolescent girls, the schools for the first tryout were selected from the city of Guwahati (Population 1,46,026 vide 1971 Census). All these schools were
Assamese medium schools and were centrally located drawing a wide scatter of population from almost all sections of the Assamese community living in different parts of Gauhati. The classes for whom the test to be designed comprised the VIII, IX and X grade urban adolescent girls. In the tryout sample also proper representation of these classes was given. Regarding the age group of pupils, however, classwise representation was given more stress rather than age and students irrespective of their ages were included in the sample. The age range was determined from the reported age of pupils in the sample.

In determining the size of the sample, it was decided to adopt random sampling method, i.e. each member of the population having equal chance of being included in the sample (Lindquist, '70, pp.3). Therefore, the Adjustment Inventory AA was administered to a group of about 400 randomly selected adolescent girls and from them 370 were finally selected for the item analysis data. The size of the sample was fixed at 370 in order to make it convenient to compute indices by using the item analysis chart of Harper et al (1962). Table No. 5.1 shows the names of the schools and the number of students in different classes included in the sample for item analysis.
Table No. 5.1: Names of the schools and the number of students in different classes constituting the item analysis sample.

<table>
<thead>
<tr>
<th>Classes</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panbazar Girls' H.E. School</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>186</td>
</tr>
<tr>
<td>T.C. Girls' H.S. School</td>
<td>62</td>
<td>62</td>
<td>60</td>
<td>184</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>370</td>
</tr>
</tbody>
</table>

5.3. Administration of the Adjustment Inventory—

For administration, the Adjustment Inventory AA was cyclostyled for duplicate copies. On the covering page of the booklet the students were required to supply their personal information. Necessary instructions for answering the questions were clearly explained and illustrated. After the test booklets were ready, the principals of the schools were consulted about the problems and facilities of administration. The whole work of administering the test was done by the investigator alone. For the sake of uniformity, she did not entrust the work to anybody else. But in the supervision work, however, necessary help was taken from one assistant teacher as more than 40 students were tested at a time.
The test was administered in the regular classroom with proper arrangement. To avoid noise and outside interruptions during the hours of testing due care was taken. Sufficient distance was kept in between the testees so that they could not copy from each other and at the same time the investigator and the proctors could move easily in between them. Light and ventilation were also kept in view.

At the very outset, in order to motivate the students and also to gain cooperation and confidence from them, they were told that it would be a new experience for them to appear in such a test and they would enjoy it because it was quite different from the usual type of test with which they were familiar with. Again the following introductory remarks were designed to create interest among the students in the test.

"In your daily life you have to face various problems which disturb you frequently. Everyone has her personal problems that are matters of puzzle and worry. But in order to avoid such problems of life, we must know first what our problems are. I want to examine your problems so that I can help you in their solution. Now, you will get a booklet containing a list of problems in different areas of your life. You have to answer every question contained in the booklet. There is no right or wrong answer. An answer will be right if it tells how you really feel about the problem. Read each statement.
carefully and then you mark your answer. Please be frank, honest and sincere in answering the questions. Because it is for your own benefit, honest and sincere answers to these questions are necessary. All your answers will be kept confidential. So don't hesitate to give the right answer. There is no fixed time limit for answering the questions, still, try to answer as quickly as possible."

After that the test booklets were distributed among the students and they were asked to write their personal information in the blanks kept aside for them. It was noted that many students of different classes could not write their actual age and also occupations of their gurdians. They were assured that as these booklets would be treated strictly confidentially, they should not feel embarrassed in disclosing such informations. They were requested to give right information.

The directions for answering the questions were clearly examined and illustrated in the covering page of each booklet. Still to clarify the task of answering, oral directions were also given. The investigator read aloud the directions slowly and the students were asked to follow silently. After that the task of answering was demonstrated in the blackboard. They were told to read each statement carefully and then to give their answer by drawing a circle around the 'yes' or 'no' or '?' (as the case may be) given along side of each statement. They
were, however, warned not to encircle the '?' frequently while answering the questions. Finally, the examiner asked the pupils if all of them had followed the directions or not. They were provided with full opportunity to remove their doubts regarding questions and also the instructions.

5.4. Scoring procedure—

The scoring of the inventory is very simple. There are no right or wrong answers. As every 'yes' answer indicates maladjustment, no special scoring key is developed for the scoring of the test. An individual's score is the number of statements or problems she marked 'yes'. The total adjustment score includes all the areas of adjustment presented earlier. A high score in the inventory indicates poor adjustment while a low score indicates superior adjustment. The total adjustment score of an individual is derived by adding up adjustment scores of different areas. Thus for item analysis work the total adjustment score for each booklet is calculated and written on the cover page of each booklet.
SUMMARY

Chapter 5

In the first section of this chapter the purposes of trying out the test experimentally are stated and in the second section the details about selection of a sample for preliminary tryout are discussed. The third section deals with several important conditions relating to administration of the test along with the "introductory remark" designed for establishing rapport with the students and finally scoring procedure for the inventory is laid down in the last section.