Chapter – 7

SOME OBSERVATIONS

The test maker had many good and bad experiences while administering the tests to the norm group. She received good cooperation from the principals as well as the teachers of those schools. Pupils took the test with curiosity and enthusiasm. Generally they did not disturb the class while taking the test.

However, some drawbacks of our educational set-up is responsible for certain shortcomings hindering the educational effort. Therefore, she feels to note-down some observations which are interesting and will surely help the future test-users.

1. Although many tall claims are made about the literacy percentage in Gujarat state, the real situation is quite different. It is felt that there is much more to be done for the child education. There are many children of the school going age who are compelled to work, but who should have gone to school instead. This condition is found more prevalent in the rural areas. It is true that many parents of labour class in small towns and villages have not yet realized the value of education of their children. Though they enroll their children in school, mostly they are not sent to the school regularly. The parents neither take interest in the mental development of their children nor they visit the school even when called for a meeting. The result behind this is a high degree of adult ineducation and poverty. Poor parents are compelled to send their small children to go for work.
2. Girls' education is still neglected to a great extent. In schools that were visited by the test maker, the gender ratio was hardly seen equal except in one or two schools in the urban area. In rural areas, girls of certain communities are not sent to school just because of illogical superstitions. The result is that there is hardly a representative group in schools for a test to be standardized.

3. Most of the schools, particularly in rural areas do not have a proper learning atmosphere. Classes are over-crowded and teachers do not attend to their work properly. The result is many pupils are not able to read and write although they are promoted to standard V. Recently, examinations were abolished in grades I, II and III to reduce drop-outs and to prevent stagnation. But this policy of the government had an adverse effect on the work of the teachers, many of whom did not care to see that the children learnt at least reading and writing. The test-maker observed that many children of standard V could not write their names properly and they could not read much. It was therefore no use administering psychological tests to them. Booklets of about 150 pupils of \( \frac{2753}{3} \) of the norm group had to be rejected since they could not read and write and consequently scored less than 20 out of 78. This is a great handicap in group testing in primary grades although group tests have been administered in these grades during the last 40 years.

4. A uniform standard is not observed in different schools all over the state. There is a big gap between schools in big cities like Ahmedabad and small rural areas.
in Banaskantha or Sabarkantha. It is impossible to select a real random sample from schools all over the state. Some of the urban schools are excellent and pupils of even class V score 60 marks out of 78. But in rural schools of North Gujarat particularly, many pupils of class V are not able to read and write even their names properly.

5. Among those who could answer the test-items satisfactorily, it was very strange to find them writing the answer to a particular item either in the previous item or in the next item. This defect was found very prevalent even among pupils of standard VII in some semi-urban areas of almost all zones selected for the sample.

6. Some pupils could not understand how to answer a particular test-item, i.e. the answer has to be underlined or encircled. This defect was more commonly seen among the pupils of standard V in rural areas.

7. Speed of answering the test was also a factor observed with interest. In semi-urban and rural areas pupils are not used to speed. Some pupils lag behind considerably when their some classmates have finished the test. On the other hand, most of the students in the urban areas completed the test either on right time or a few minutes before time. In almost all schools of the urban areas, there were a few students who completed the test even in half time and have scored very well. The present test has therefore been made a power test rather than a speed test.
Although pupils had not to write much in the test booklet, it was observed that their handwriting was very bad in writing their names etc. on the cover page. Here also, a school in Amalsad had all pupils with good handwriting.

Although it was stressed again and again that the scores on the intelligence test was not going to affect their grade standing in examination, quite a few of them were found looking around into the copies of their neighbours. Such booklets had then to be discarded.

Age is a very important component in intelligence testing, but age noted in school registers seemed wrong for pupils in some rural areas. When the parent is not able to give the exact birth date of the child at the time of first admission, 1st June is taken up as the birth date, and the year from the age the parents tell of the child.

The researcher also noted some observations about the types of subtests. In the subtest of odd-man-out type, it is very difficult to decide the right answer, as there are many ways in which the four things differ from one-another. The test maker selects the most obvious one only, but sometimes the child may not visualize that aspect and instead think of a different attribute.

In the following directions type, many pupils do not follow the directions properly. They get confused in reading time from the clock or in seeing how the minute hand and the hour hand behave.
13. In comparing ages or money possessed by different persons, children do not follow what is greater and what is less.

14. The subtest of verbal analogies was found to be very trying. It is one of the best tests to assess intelligence.

15. In mirror-images, most pupils follow that they have to indicate the lateral inversion, but some of them lose sight after some items and mark those which are similar.

16. The picture sequence test is found to be quite good in testing intelligence.

17. Surprisingly, most of the pupils catch the clue in progressive matrices and indicate the right answer even in very difficult items.