

Construction of an objective knowledge test in handball for professional students

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■ ABSTRACT

This study was undertaken to construct a knowledge test in Handball for the students majoring in physical education. One hundred students of Lakshmbai National Institute of Physical Education, Gwalior were selected as subjects. After setting up the objectives and contents, a test blue print was prepared. The total of 100 items were objective test comparing of multiple choice. On the basis of performance of the subjects, the questions were further subjected to careful item analysis. The statistical techniques employed in item analysis were the difficulty rating and index of discrimination. Fifty five questions were retained by the scholar as forty five questions were deleted depending upon the result of the item analysis. A final of fifty questions were selected from fifty five questions by the scholar for his convenient of study. The split Brown prophecy formula was used to establish the reliability of half the test which was 0.79 then the spearman-Brown prophecy formula was used to predict the reliability of the entire test which was 0.88. The reliability of the test was significant at 0.05 level confidence. From the finding of the study it was concluded that 21 items were eliminated from the test result of difficult rating items answered correctly 43 items were discarded on the basis of index of discrimination in which poor students did as well as or better than upper group. Finely 50 items objective knowledge test in Handball for college students in physical education were selected.

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In the modern scientific age and in every field of human endeavour, systematic objective and scientific procedures are followed in accordance with principles based on experience, understanding and application of knowledge of science. The field of games and sports is no exception to this. Knowledge testing represents one of the later developments in physical education measurement originating in 1929 with the publication of a basketball test by Bliss. From this beginning, others test in the same and different activities were developed by different researchers. Recently tremendous emphasis on knowledge testing has evolved from identification of a body of knowledge in physical education. To measure knowledge in physical education activity classes is just as important as knowledge measurement in other

subject's areas (Johnson and Barry, 1982). Evaluation of student's knowledge of rules, strategy, etiquette and other pertinent information should be considered as an integral and vital part of every teaching unit. The acquisition of knowledge is generally recognized as an important outcome of most physical education programmes. One technique of determining the extent to which knowledge content is being learned is a written test. While written test may and should be used for motivation, practice in applying knowledge and for discovering pupil's level of ability at the beginning of a course, it is for evidence of progress, or achievement that they are most universally used. Knowledge test may be classified in two types-standardized and teacher made test. Standardized tests are that which have been scientifically constructed,