

## A Development and Standardization of Women Rights Awareness Test

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[https://doi.org/ 10.61410/had.v20i2.245](https://doi.org/10.61410/had.v20i2.245)

**Abstract:** The present paper describes the development and standardization of a multiple-choice questionnaire entitled “Women Rights Awareness Test”. The purpose of the development of test is to measure the awareness of women rights. Procedure of the tool development was followed completely during its development.

**Keywords:** Standardization, Women Rights, Women Rights Awareness Test

**Introduction:** Women Rights Awareness Test has been constructed to measure the awareness of women rights among students of teacher education. Besides the test can also measure the awareness of the same among students of higher education, teachers, etc. In order to measure the awareness of women rights the test comprises the items relating to the three dimensions of women rights, viz. knowledge about women rights documents, knowledge and understanding about women rights concept and knowledge of acts and rules for controlling violation of women rights.

**Statement of the problem:** The problem is stated as following:

“Development and Standardization of women Rights Awareness Test”

### **Objectives:**

The major objectives of the study are following:

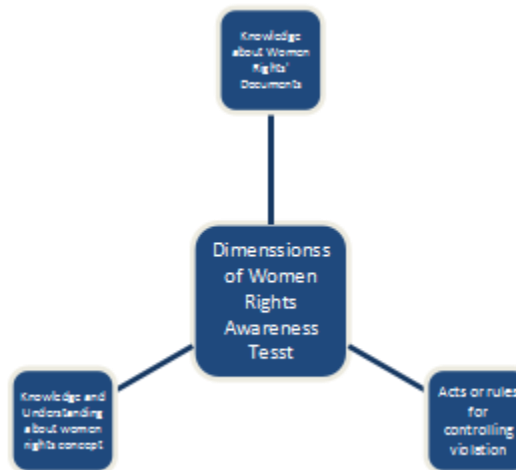
1. To construct a women rights Awareness test; and
2. To standardize women rights awareness test with reference to its reliability, validity and norms.

**Construction and standardization of women rights awareness test:** Following steps have been taken to develop the women rights awareness test:

**1. Deciding Format of the Tool:** It is the first and foremost step of the tool development. At this step, 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 women rights among students of teacher education programme is a multiple-choice questionnaire. Dimensions of the tool are following:

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### Dimensions of Women 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. 33 Items belonging to the above mentioned 3 dimensions are written. The researcher took help from various research works like Baptiste, Kapungu, Khare, Lewis & Barlow-Mosha (2010), Kavitha (2010), Perkins, Rahman, Siddique, Mazumder, Haider & Arifeen (2019), Rahi, Bhatia & Sharma (2020), etc. for item writing.

**3. Preparation of First draft:** First draft of the tool comprises of 33 multiple choice questions under the heading 'Women rights awareness test'. Essential instructions for the administration of the test were also written. Space for personal information was also given. Thus, the first draft of the tool 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, 3 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 30 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 response 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 the 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:

- Total score of each student on women rights awareness test was computed;
- On the basis of the total score, the data were sorted in ascending order;
- 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.
- Thus, two groups of respondents were made for analysis, i.e., high scorer group and low scorer group.
- Further, number of right responses for each item in both the groups were counted.
- difficulty value and discriminating power have been computed with the help of following formula:

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

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

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 respondents 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	5	18	64.06	0.40	*S
2	8	23	51.56	0.46	*S
3	2	27	54.69	0.78	*S
4	6	23	54.68	0.53	*S
5	14	32	28.13	0.56	*S
6	14	29	32.81	0.46	*S
7	3	31	46.87	0.87	**R
8	11	31	34.37	0.63	*S
9	3	13	75	0.31	*S
10	2	22	62.5	0.63	*S
11	1	29	53.13	0.88	**R
12	5	17	65.62	0.37	*S
13	2	25	57.81	0.72	*S
14	3	18	67.19	0.47	*S
15	2	24	59.37	0.69	*S
16	6	30	56.25	0.75	*S
17	1	20	67.19	0.60	*S
18	6	30	56.25	0.75	*S
19	5	30	45.31	0.78	*S
20	6	30	56.25	0.75	*S
21	1	20	67.19	0.60	*S
22	6	29	45.31	0.72	*S
23	2	25	57.81	0.72	*S
24	4	29	48.43	0.78	*S
25	4	25	54.68	0.66	*S
26	4	24	56.25	0.63	*S
27	3	15	71.87	0.38	*S
28	15	28	32.81	0.41	*S
29	3	28	51.56	0.78	*S
30	4	24	46.88	0.63	*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, A.; 1990). So, 2 items were rejected out of 30 items. Therefore, final draft of the test consisted 28 items.

9. **Final draft:** The final draft of the tool comprises of 28 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 is given in table no. 2.

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

Sl. No.	Dimension of Women Rights Awareness Test	Item wise total components	Total no. of items
1.	Knowledge about Women Rights' Documents	2, 5, 8, 11, 14, 17, 20, 23, 26 & 28	10
2.	Knowledge and understanding about women rights concept	1, 4, 7, 10, 13, 16, 19, 22, 25 & 27	10
3.	Acts or rules for controlling violation	3, 6, 9, 12, 15, 18, 21 & 24	8
<b>Total</b>			<b>28</b>

**10. Reliability:** Reliability of 'Women Rights Awareness Test' was computed by test-retest method and split half method. By split half method it was found to be 0.79 (test was split using odd-even method). It was found to be 0.91 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 test 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 mark. Sum total of all right responses 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 Women Rights Awareness Test**

Mean	15.45
SD	4.54

Mean + 1 SD represents the High Aware Category whereas Mean – 1 SD represents the Low Aware Category. Mean – 1 SD to Mean + 1 SD represents the Average Aware Category. Thus, the researcher got the three categories of scores on Women 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 ( $15.45+4.54 = 19.99 = 20$ )	Above 20
2.	Average Aware	Mean + 1SD to Mean – 1 SD	11 to 20
3.	Low Aware	Mean – 1 SD ( $15.45 - 4.54 = 10.91 = 11$ )	Below 11

**Conclusion:** A multiple-choice questionnaire was prepared. It comprises 28 items. It has three dimensions of awareness of women rights. The reliability of the scale is 0.79 by split half method and 0.91 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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