



Adaptation and Standardization of K-ABC Achievement test for the Gujarati Children in the age Group 5 to 9 $\frac{1}{2}$.

Nalinchandra G. Patel

Assistant Professor,

V.T. Choksi Sarvajanic College of Education,

Affiliated to Veer Narmad South Gujarat University,

Surat,

Gujarat, India.

Article Info.

ABSTRACT

Received on 17 July. 2015

Revised on 19 July. 2015

Accepted on 21 July 2015

Keywords:

Adaptation, Standardization,
K-ABC Achievement test

There are a few characteristics of K-ABC, which give the reason to the investigator for the adaptation. The Main objective was to adapt the K-ABC Achievement test on Gujarati children with proper regional representation.

In the present adaptation, the investigator has not to invent the items but has modified the items to suit the different culture in such a way as are translated, modified or newly prepared to be congruous with the original ones. The total sample consisted of 300 testers of five age groups. Gujarati population of Surat city only was taken up for the sample. The investigator administrated the test items of every subtest to the children of the specific age group. The means of these subtests range from 99.7 to 100.6 is in original K-ABC while the range in K-ABC (Gujarat) is from 100.8 to 114.2.

INTRODUCTION

Many existing theories of mental abilities of learners are incomplete rather than incorrect. Theories of intelligence, theories of Achievement are also incomplete rather than incorrect. At present there is a pressing need for better measures of mental abilities of learner.

A test which can be help teachers who are interested in selecting as child from a nursery class admeasuring his/her strengths and weakness. Hence the K-ABC Test has been selected for this investigation.

There are a few characteristics of K-ABC, which give the reason to the investigator for the adaptation.

Objective of the Study

1. To adapt the K-ABC Achievement test on Gujarati children with proper regional representation.
2. To change and modify a new test item to suit the Indian culture.
3. To standardize the process of administrations, the instructions to be followed, scoring and deciding the index for gujarati children.
4. To establish validity and reliability of K-ABC Achievement test.

Title of the study

The title of the study is as follow:

Adaptation and Standardization of K-ABC Achievement Test for the
Gujarati Children in the Age Group 5 to $9\frac{1}{2}$.

Terminology Defined

The following technical terms are defined by the investigator:

Adaptation

In the present adaptation, the investigator has not to invent the items but has modified the items to suit the different culture in such a way as are translated, modified or newly prepared to be congruous with the original ones. It is carried out as individual testing so scoring process is to be kept as it was.

Standardization

The operational definition used here by the investigator was to standardize the adapted scale.

K-ABC Achievement test

The K-ABC Achievement test consists of six subtests with description of test items, test scores, difficulty values of the items with their age range. The test also includes achievement strengths and weakness, validity, reliability, national percentile ranks, Socio-cultural percentile ranks, grade equivalents, age equivalents and profiles for different groups several inter correlations in the interpretive manuals.

Delimitation of the study

The total sample consisted of 300 testers of five age groups. Gujarati population of Surat city only was taken up for the sample. The present study is expected to be carried out on the Gujarati medium children only.

A study was attempted keeping in view of the above limitations.

Review of the relevant literature and researches

On reviewing the five dissertations the following common elements have been noted.

1. In the entire dissertation samples of the study having different age groups have been selected.
2. The designed to investigate either achievement or mental processing is expected to be valid and reliable.
3. The standards scores obtained must be able to throw light on the level of child.

Methodology & Procedure of the research

In the first try-out it gave necessary practice and experience of administrating the test items. The second try-out provided the trail of the K-ABC Scale.

1. Administration of the tests

The investigator administrated the test items of every subtest to the children of the specific age group. The investigator strictly followed the instruction of the test.

2. Tools of the research

The tools used in the administration of the test, with their characteristics and merits have been discussed individually.

(a) K-ABC Manual (b) Socio-economic status scale & (c) Individual test record.

3. General Test Procedure

After establishing and maintaining rapport researcher getting oriented to the K-ABC achievement test into two following points i.e. arranging the test materials & Format of the test directions.

4. Standardization process

The fundamental purpose of standardizing a test is to establish its reliability and its validity at as high as possible.

In present research the internal consistency of the child's scores on each subtest was examined by using the split-half reliability method. Also researcher found content validity of a test.

Analysis of the data and interpretation

The point's worth nothing and throwing light on the statistics can be summarised as follows:

- (1) The means of these subtests range from 99.7 to 100.6 is in original K-ABC while the range in K-ABC (Gujarat) is from 100.8 to 114.2.**
- (2) The standard deviation of these subtest range from 14.8 to 15.4 is in original K-ABC, while in this adapted scale, range from 11.3 to 15.6.**

Summary of the work

Looking to the research subjects, investigator proposed to describe the summary of the work done instead of giving the conclusion.

The investigator had taken up an adaptation and standardization of the K-ABC achievement test. This test is taken from the second part of K-ABC. This test is standardized for the Gujarati children in the age group 5 to $9\frac{1}{2}$. In doing so the investigator had undergone the following steps.

- (1) Investigator had translated the concerned subtests of K-ABC in to Gujarati together with its standardized instructions.**

- (2) With this Gujarati version and instruction investigator carried out a pre-pilot testing with 30 children of five age bands. Investigator had at randomly taken children of either five from each of the sex age bands.
- (3) When investigator had confirmed that the test could be used with a reasonable success with a reasonable success with the children of Gujarat, he had further undergone the adaptation process of the K-ABC. In the second tryout investigator had selected 40 children of age range from 4.71 to 9.70 years of age and administrated the different subtests. Investigator faced certain difficulties in the subtest. "Faces and Places", while a few difficulties in other subtests like arithmetic, Riddles and Reading/Understanding. Hence certain item sequences were also changed. In this case investigator tried to adapt and modified certain instruction of the administration. In this way the adaptation process of the K-ABC had been completed.
- (4) The second aspect of the adaptation was the standardization of the adapted test. For this, investigator had selected the various areas of the surat city.
- (5) Investigator had administrated five subtests of achievement testing to children of particular age group and the raw scores obtained for each subtests.
- (6) These raw scores converted into standard scores and internal consistency for split-half reliability calculated. Afterward construct validity and inter correlations for subtests, Global scale were calculated.

Thus, the whole work of adaption and standardization of K-ABC had been completed with reasonable success and precision.

Judgement for the level of the child can be ascertained by referring. Thus standard score obtained by any child in the given group can be judged. Hence the norms of strength and weakness can be concluded by this adapted test in Gujarat.

Conclusion

The investigator will provides a simple and effective test battery for assessing the children's mental abilities. Primary teachers can take the advantages to classify students at the primary level. Parents can also know the level of their children in early stages of life. It can also play a valuable part in examinations for entrance to primary schools.

The different subtests of K-ABC are concerned with different skills. From the performance of the child the ability of the child and area of interest could be found out.

References

1. Anastasi Anne: *Psychological Testing*. Sixth Edition, New York, Macmillan publishing Co. Inc.,1988.
2. Buch M.B. *The third survey in Education in India.*, Delhi, NCERT, 1984.
3. Desai H.G. and Desai K.G., *Sansodhan Padhdhatio ane Pravidhio (Gujarati)*. Ahmedabad. University Granth Nirman Board, 1992.