



CONSTRUCTION AND VALIDATION OF ACHIEVEMENT TEST IN HISTORY (ATH)

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ABSTRACT

Achievement in History was investigated for higher secondary school students and focused on the enthusiasm of the learning process. Hence a test viz., Achievement Test in History was constructed and a pilot study has been conducted with a sample of 100 Higher Secondary students in villupuram district selected through normative survey method and Random sampling technique and standard norms has been used to validate the test. Finally 46 multiple choice questions have been arrived for the final study from the 60 multiple choice questions. The validity and reliability has been found to be 0.88 and 0.93 using the test retest method. Hence the Achievement Test in History has been evolved.

Key words: Achievement, Higher secondary students, history.

INTRODUCTION

To experience the real excitement of success, one must experience bitterness of failure for once, and from our errors we can learn more than learning from our success, and this does not mean that human deliberately fail to succeed, no one accepts that. On the contrary, one should look at failed experiences positively after going through them, to draw the required experiences for success then to invest failure in order to succeed and changing it from a painful memory to a situation providing us with the benefits and experiences throughout our lives. Human beings are eager to success and achievement in their scientific and practical lives at all levels, but lasting success cannot be achieved constantly because human rely on trying in their lives, and the consequences of this attempt is failing sometimes.

ACHIEVEMENT IN HISTORY

Now-a-days the world is becoming more and more competitive. Quality of performance has become the key factor for individual progress. Parents that wish their students climb the ladder of performance to as high in level as likely. This desire for a high level of achievement in history puts a lot of pressure on teachers and students, and in general the system of education. In fact, it appears as if the whole system of education revolves around the achievement of students, though a variety of other outcomes are also expected from the system. Therefore, a lot of efforts of the schools are used for helping



Development And Standardisation of School Environment Scale(Ses)

Running Title: -Development and Standardisation

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Abstract

The development in the concept of the education process has been accompanied by the concept of school environment so that it expanded to include the environment support aspects and the teaching and learning process to support parents and society aspects in an integrated form aimed at providing the means and them aterial and human resources and creating suitable earning environment as conditions that help to achieve the objectives of the educational process for which the school environment as developed and established. The educational school environmentalposition as values can be explained as a social process that facilitates and motivates human elements in all branches and levels of management and systematically guides their efforts towards achieving social goals. The school environment is a teamwork one to another should be connective group of integrated educational processes, implemented by qualified education system, to achieve the educational goals to meet the needs of the society and community, through a range of actionsand activitiessuch asplanning, organization,implementation andthe guidance then makesdecisions in light of the achievements. It believes that the school environment support is animportant element in the performance of educational tasks and the implementation of school environment programs, and it depends on the performance and adequacy of the school environment and the productivity of the educational process in its different aspects and dimensions in planning, programming, organizing, supervision and follow-up in school environment. Hence the investigators developed and standardization the scale namely school environment scale(ses) with the standard norms and procedures.

Keywords:schoolenvironment

Introduction

Students need safe, healthy and stimulating environment in which to grow and learn. During the school year, students can spend 6to8 hours at the school where the environmentplaysa significant/critical role in child development. More of the time is spent in the school yard ortravelling to and from school. This condition requires careful planning and designing to optimize experiences that support education, health and stewardship. Therefore, the school environment isof paramount importance in shaping and reshaping intellectual ability. However, supportive andfavorable school environment enriched with enough learning facilities, and favorable climatemakes students more comfortable, more concentrated on their academic activities that resulted in high academic performance. The forces of the environment begin to influence growth and development of the individual right from the womb of his mother. The educational process ofdevelopment occurs in physical, social, cultural and psychological environment. A proper and adequate environment is very much necessary for a fruitful learning of the students. The favorable school environment provides the necessary stimulus for learning experiences. The children spendmost of their time in school, and this school environment is exerting influence on performancethroughcurricular, teachingtechniqueandrelationship.

Schoolenvironment

School environment, additionally called school climate, refers to the design and feel of aschool. However students feel in school will influence how surefire they're. A school's setting is commonly tormented by its values, rules, safety, and discipline policies. A school setting is loosely characterised by its facilities, classrooms, school-based health supports, and disciplinary policiesand practices. It sets the stage for the external factors that have an effect on students. ,supportive school environments have a meaning influence on student outcomes. Theschoolenvironmenthasbroadinfluenceonstudents' learningandgrowth,includingasignificant aspect of their social, emotional and ethical development. When students find theirschool environment supportive and caring, they are less



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