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RELIABILITY ANALYSIS OF DISTINCTIVE APTITUDE (SPECIFIC ABILITIES) TEST BATTERY

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ABSTRACT

For measuring distinctive aptitude (specific abilities) of different aged population groups, the present task was undertaken to construct and carry out reliability analysis of the distinctive aptitude test battery. For this, data were collected from school students, college students and general adults by employing incidental sampling technique. An item pool was developed initially by consulting various sources and theoretical and empirical literature available in the concerned area. The item pool was based on nine different types of abilities which are considered to be of vital significance in the current scenario for attaining success in life. This item pool was put to evaluation and criticism by technical as well as language experts. The reliability of test battery was estimated by employing test-retest method and Cronbach Alpha method. It was concluded that the distinctive aptitude test battery is fairly reliable, stable and internally consistent to measure specific abilities of the individuals. In the last, conclusions have been presented and implications in the shape of the applicability and usefulness of test battery have been discussed.

INTRODUCTION

Reliability refers to the consistency of a measure. A test is considered reliable if we get the same result repeatedly. Unfortunately, it is impossible to calculate reliability exactly, but it can be estimated in a number of different ways. Reliability is the consistency or precision with which the test or assessment method measures what it claims to measure. Any assessment method or test needs to be a consistent measure – this means if the test was used repeatedly on the same candidate it would produce similar results. Assessments or tests with lower reliability are of little practical use. Reliability is a very important concept and works in tandem with validity. A guiding principle for psychology is that a test can be reliable but not valid for a particular purpose, however, a test cannot be valid if it is unreliable. Most psychological test makers provide a reliability coefficient which establishes

the reliability of the test and is usually based on test-retest methodology or split half technique (otherwise known as internal consistency reliability). The reliability coefficient is used to set up a band for error around individual scores that is acceptable and renders the results reliable. There are a number of different factors that can have an influence on the reliability of a measure. First and perhaps most obviously, it is important that the construct that is being measured be fairly stable and consistent. If the measured variable / construct is something that changes regularly, the results of the test will not be consistent. Aspects of the testing situation can also have an effect on reliability. For example, if the test is administered in a room that is extremely hot, respondents might be distracted and unable to complete the test to the best of their ability. This can have an influence on the reliability of the measure. Other things like fatigue, stress,

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