The Validation of An Instrument for Measuring Study Habits and Attitudes of High School Students in Capiz Agricultural and Fishery School [1]

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This study was conducted to find out how valid and reliable was the simplified form of the questionnaire Survey of Study Habits and Attitudes adopted from Brown and Holtzman's SSHA, for surveying the study habits and attitudes of high school students, particularly those in Capiz Agricultural and Fishery School.

The original form of the SSHA was simplified in vocabulary load and sentence structure by the ten high school English teachers of Capiz Agricultural and Fishery School. The instrument was further revised by the researcher's adviser.

The four English teachers in the same school reported that the sentence structures used in the instrument items are in the courses of study of four levels of English and had been taught to the students. The words used in the instrument were classified as to grade levels according to the Thorndike and Lorge booklist. The opinions of twenty Jaro High School teachers concerning the appropriateness of the instrument for use with local high school students were solicited. The rbis was used to determine the correlation of each item with the total score of the students. The reliability coefficient of the instrument was determined with the use of the split-halves method,

After the different high school English teachers in Capiz Agricultural and Fishery School had simplified the instrument as to vocabulary and sentence structure and the researcher's adviser had further revised said instrument, the simplified version of the instrument was evaluated by the Jaro High School teachers as appropriate for use with students whose socioeconomic status, age, curricular activities, and cultural environment are like those of the cases under study.

.   The questionnaire was then administered to the 218 seniors in Capiz Agricultural and Fishery School who were chosen for this study, on November 11-12, 1980. From the raw scores of the students, an rbis was computed for every item. Items with rbis of .10 and above were the only ones considered good enough to be included in the final scale.

After the reliability coefficient of the half tests was determined from the scores of the odd and even-numbered items the reliability coefficient of the whole test was computed with the use of the Spearman-Brown Prophecy Formula. An r of .78 was obtained which is high reliability.

After the various validation procedures described above were done the following results were obtained:

(a)   The simplified SSHA items were found to be appropriate for use with local high school students.

(b)   The sentence structures in the various items of the instrument had been taught to the students involved in the study, even the structures not often used had been taught in the third and fourth years.

(c)   The words used in the instrument, as classified according to Thorndike and Lorge's Word List, were within the vocabulary level for the seniors.

(d)   The teachers' opinions regarding the appropriateness of the instrument yielded an agreement ratio of sixty per cent and above for every item, which results indicate the suitability of the instrument to the abilities and age, socio-economic, and curricular backgrounds of the students understudy.

(e)   The computation of biserial r on each of the items resulted in se-venty-two valid items, items with rbis of .10 and above. Such items correlated highly with the whole scale. Nineteen items had rbis of .09 and below. However, one item of the latter was modified and included in the instrument because the investigator thought this was a good item to measure study habits and attitudes. This increased the number of valid items from seventy-two to seventy-three.

(f)   Through the use of the split-halves method, a reliability coefficient of .78 was obtained from the scores on odd and even-numbered items of the students, which value indicates that the instrument is a stable or reliable scale.

CONCLUSIONS

On the basis of the findings yielded by the various validation procedures, the researcher makes the following statements about the revised SSHA instrument.

(a)   The SSHA items are not too difficult for use among the high school seniors of Capiz Agricultural and Fishery School. It may be used for the students in the lower years after the explanation of words which are supposed to be for the higher grade levels.

(b)   The SSHA items are not too difficult for the students to comprehend, since the sentence structures found in the instrument have been taught by the different high school English teachers from the first to the fourth years, and the words used in the inventory are within the vocabulary of the high school seniors under study.

(c)   Each of the items were highly correlated with the scores on the whole scale.

(d)   The instrument is substantially reliable and, because of the findings

stated above, also valid for measuring study habits and attitudes of high school seniors,

RECOMMENDATIONS

On the basis of the conclusion, the investigator presents the following recommendations:

(1) The final form of the instrument should be tried out by other teachers and researchers in order to refine it further so that it will be more useful in the field.

(2) The fourteen items which were considered poor items as a result of the computation of biserial r should be reexamined and revised and their $r$bis computed after the revision. Those with sufficiently high item correlation with the score on the whole scale may be added to the instrument to make it longer.

(3) The instrument should be administered to a larger number of high school students in Western Visayas after recommendations 1 and 2 have been implemented, so that norms can be set up.

(4) The instrument should be subjected to other validation procedures aside from the ones used in this study.

(5) Other items to measure study habits and attitudes should be considered for inclusion.

(6) The readability level of each item in the instrument should be tested.

(7) A manual should be prepared to accompany this adapted version of this instrument.