

## **CONSTRUCTION OF A TOOL TO MEASURE COMPETENCY IN TAMIL LANGUAGE AMONG HIGHER SECONDARY SCHOOL STUDENTS**

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### **Abstract**

*Language plays a vital part in the life of a human being. Language facilitates comprehension of surrounding, learning concepts and achieving several skills. Extensive language skills in a child them to express themselves and developing their thinking capacity. Additionally, this language cultivates confidence and a sense of self-worth. The purpose of the paper is construct and validate a tool to measure competency in Tamil language of higher secondary school students. As there is no Tamil Language Questionnaire to assess the competency Tamil language among higher secondary school students an attempt has been made to construct in new tool by the investigator.*

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### **Introduction**

The Tamil language is the world's oldest living language. It is an official language spoken in Tamil Nadu, India, as well as Sri Lanka, Malaysia, and Singapore, among other places. The Indian government formally recognized it as a classical language in October 2004. Tamil people belong to south India and speak the Tamil language, the first Indian language. It is the only language in Indian history to achieve this rank. Along with Greek, Latin, Sanskrit, Hebrew, Chinese, and Arabic, Tamil is one of the world's seven classical languages. The Tamil language is considered a Dravidian language and is largely spoken in India.

### **Rationale for Constructing the Tool**

Competency in Tamil language questionnaire is being measured by both observation methods and survey method. In survey method it can be measured either in terms of self rating as perceived by the subject rated by researcher by using appropriated rating scales. There are several measures of competency in Tamil language but no specific scale available to measure the competency in Tamil language of higher secondary school students. Hence, there is a need to construct a tool measure the competency in Tamil language of higher secondary school students.

## **Development of the Tool**

To develop the tool to measure the competency in Tamil language levels of the higher secondary school students, the investigator has referred to Tamil books of higher secondary level. The questionnaire outline was discussed with the experts in the field of Education, and it was also discussed with Tamil subject students. Finally, the tool was developed with careful analysis of questionnaire about competency in Tamil language.

The Components of the questionnaire are:

1. Listening Skill
2. Speaking Skill
3. Reading Skill
4. Writing Skill and
5. Non Linear Skill

The tool was developed in 5 parts, Part-I (Listening Skill) reading the two paragraph in students and the same paragraph seven questions replay in students, Part-II (Speaking Skill) two statements each statements 5 respondents any other one respondent speaking in video 5 seconds, Part-III (Nonlinear Training) eleven statements each statements 5 respondents, Part-IV (Reading Skills) eight statements each statements 5 respondents and Part-V (Writing Skill) eight statements each statements 5 respondents. The tool consist of total 36 statements.

## **Reliability**

Reliability is defined as the probability that a product, system, or service will perform its intended function adequately for a specified period of time, or will operate in a defined environment without failure.

## **Validity**

To find out its content validity, the tool was given to experts, and they were agreed that the items in the scale provided adequate coverage about the concept.

## **Item Analysis**

One of the important steps in the standardization of the scale is item analysis and is to find out the 't' value for each item, which forms the basis for item selection. The individual scores for the entire 100 respondents were calculated and arranged in the descending order from the highest to the lowest score. From the arranged scores, only the upper 25% of the sample constituting the high scores and the lower 25% constituting the lower scores were selected for the purpose of item selection. The high and low groups, thus selected items formed the criterion group.



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### Items selection

To select the statements of the Competency in Tamil Questionnaire (CTQ) for the higher secondary school students, the 't' value for all the 36 statements has been calculated using the formula suggested by Allen Edwards (1957). Statements with 't' value equal or greater than 1.75 were accepted and those with 't' value below 1.75 were rejected. The 't' value for all the 36 statements out of 20, was found equal or greater than 1.75. Therefore 20 statements were retained in the Competency in Tamil Questionnaire (CTQ) for the purpose of final study. Thus the 't' values for all the 36 items are shown in the table 1.

**Table 1: 't' Value for the Statements of CTQ among Higher Secondary School Students**

Statement No.	't' – value	Statement Selection
1	3.674	Selected
<b>2</b>	<b>1.445</b>	<b>Not Selected</b>
3	1.806	Selected
4	2.970	Selected
5	2.916	Selected
<b>6</b>	<b>1.264</b>	<b>Not Selected</b>
7	2.180	Selected
8	5.881	Selected
9	8.117	Selected
10	1.809	Selected
<b>11</b>	<b>-1.000</b>	<b>Not Selected</b>
<b>12</b>	<b>1.300</b>	<b>Not Selected</b>
13	3.361	Selected
14	2.571	Selected
<b>15</b>	<b>1.445</b>	<b>Not Selected</b>
16	2.019	Selected
17	2.397	Selected
<b>18</b>	<b>0.873</b>	<b>Not Selected</b>
<b>19</b>	<b>1.201</b>	<b>Not Selected</b>
20	2.823	Selected
<b>21</b>	<b>1.219</b>	<b>Not Selected</b>
22	2.587	Selected
23	3.484	Selected
<b>24</b>	<b>1.652</b>	<b>Not Selected</b>
25	1.873	Selected
<b>26</b>	<b>1.484</b>	<b>Not Selected</b>
<b>27</b>	<b>1.092</b>	<b>Not Selected</b>
28	4.993	Selected
29	3.262	Selected

30	4.768	Selected
31	2.361	Selected
<b>32</b>	<b>0.791</b>	<b>Not Selected</b>
<b>33</b>	<b>1.710</b>	<b>Not Selected</b>
<b>34</b>	<b>1.543</b>	<b>Not Selected</b>
<b>35</b>	<b>1.099</b>	<b>Not Selected</b>
<b>36</b>	<b>1.222</b>	<b>Not Selected</b>

### Final Study

As shown in table 1, out of 36 items only 20 items were selected for the final study of the Competency in Tamil Questionnaire for the higher secondary school students.

### Norms and Interpretation of Data

The interpretation given in the table no. 2

**Table 2**

#### Interpretation of Scores for CTQ for the Higher Secondary School Students

S. No.	Percentiles	Value	Level
1	P <sub>25</sub>	120 & Below	Low Competency
2	P <sub>25-75</sub>	121-160	Average Competency
3	P <sub>75</sub>	161 & above	High Competency

Hence a subject can get a maximum score of 180 and the minimum score of 36.

### Reliability and Validity

The reliability of the Competency in Tamil Questionnaire for the higher secondary school students was determined by the split-half method. The scale was divided into two halves and each half was treated as a separate test. The statements were numbered from 1 to 20. The odd numbered items were made into a test and the even numbered items were made into another test. The reliability of the test by split-half technique (consistency) followed by applying of Spearman-Brown prophecy formula was found to be 0.71. The significance of the reliability was tested with 't' test. The 't' value 28.41 was significant at 0.01 level. Thus the reliability was highly significant at 0.01 level. The intrinsic validity is also called as the index of reliability (Guilford, 1954). The formula used to determine the intrinsic validity is the square root of its reliability. Thus the validity of this test is 0.80. The significance of the validity was tested with 't' test. The 't' value 31.36 was significant at 0.01 level. Thus from the two co-efficient it may be inferred that this test is highly reliable and valid. To find out its content validity, the tool was given to experts, and they were agreed that the items in the scale provided adequate coverage about the concept.

## **Conclusion**

In a nutshell, motivation to learn other language is found to be the primary reason for language shift to take place among the Tamil language teachers. Motivation to learn another language varies from person to person. Personal interests and understanding another culture are why most respondents desire to learn another language.

## **References**

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