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IMPROVING STUDENTS' PERFORMANCE WITH THE USE OF THE
WORKTEXT IN PSYCHOLOGICAL ASSESSMENT

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ABSTRACT

Using the working text in psychological evaluation through the two-group control group design, the study determines the student performance difference. It is hypothesized that pretest and post-test distributions are the same across group categories. Sixty (60) third-year students of BS Psychology who took the course in Psychological Assessment were the participants. Non-parametric tests of independent samples were used in the research. The Mann-Whitney U test, when the dependent variable is either ordinal or continuous, but not normally distributed, is used to compare differences between two independent groups. The data result showed that it is effective for the Worktext in Psychological Evaluation to have a substantial difference in the test group and control group post-test outcome.

INTRODUCTION

Philippine law Republic Act 10029 specified that the state recognizes that psychologists play an important role in nation-building and development. It also considers psychologists' different specializations and the various roles unique to the various disciplines. It was also specified in Section 11 of the same RA that all applicants for registration to practice psychology and psychometrics must pass a licensing test for psychologists and psychometrics. Therefore, there should be different teaching methods to improve their learning to prepare students to take the board exam. The use of a working text in psychological evaluation is one technique.

The researcher produced a psychological worktext introduced as a completed study during the In-house Analysis of the University of Rizal System Agency in 2016. The developed and validated worktext in Psychological Evaluation focused on the most important topics related to the psychometrician board exam concepts. The subjects included in the worktext are topics such as the significance and definition of the psychological test, norms, and interpretation of test scores, reliability, validity, item writing, and item evaluation. The recommendation of experts on how each chapter was written and formatted was accepted. On the particular subjects and activities that should be included in each subject, professors teaching the course have been consulted. To understand whether students readily understand how the text was written, the worktext was pilot tested. The developed working text is expected to be further revised. Several points were shown by the experts' validation of the working document. Second, the quality of the worktext is exceptional. The text is detailed and covers the entire scope of the course; the skills required to be taught correct and revised in the topics, facts, figures, and other material in the book; drills, tasks, or activities are given for the strengthening and mastering of concepts and skills; and the illustrations/examples provided in the book or any print or non-print instructional instruction.

Second, the language/grammar of the worktext is exceptional. The teaching material uses clear and adequate vocabulary and grammar that its users can easily understand; the material is free of grammatical errors and inconsistencies; the terminology used applies to the readers; there are no gender and interactive prejudices.

Third, the worktext is indeed exceptional in terms of its presentation. It is free structured and demonstrates interrelationship; follows the appropriate format; different techniques such as figures, diagrams, tables, and other graphic arts; chosen for quality; and topics are presented from basic to complex.

Fourth, the utility of the working text is exemplary. The teacher is very helpful in teaching-learning skills. In psychological evaluation, critical issues such as reliability, validity, and item interpretation can help them be knowledgeable in evaluating psychological assessments. The worktext can be used separately or also without the teacher's guidance. However, students are still demanding that lectures be given apart from utilizing the worktext because psychological evaluation terminology and definitions are highly technical. How the worktext was formatted was sufficient for the intended users. The topics are essential to the lesson/course and can serve as reference material for other similar subjects, such as experimental psychology and psychology of education.

Fifth, the standards of publication and the physical characteristics of the working text are acceptable. In terms of format, illustration, and justification of blank pages, this is appropriate. The text of the work is copyrighted and has an ISBN.

Therefore, the worktext can be used in the classroom to enhance learning in the course of psychological assessment. In the psychological examination, this will help the author recapitulate the definitions and values. Workplace activities will help students understand psychological assessment topics or concepts in a meaningful way. Their experiences will

provide them with their instrumental learning and communicative learning in responding to the activities. The tasks will help students build meanings or develop meaning frameworks that lead them to solve issues and think critically. Students' difficulties responding to the test will result in teacher consultation, thus expressing their feelings about the activity. Nonetheless, to test its effectiveness, this working text needs experimentation. The feedback and recommendations of the students who will use the text will also contribute to developing this teaching material.

Objectives

The study's goal is to assess the difference in student performance across two-group control group designs using the worktext in psychological evaluation. It is hypothesized that pretest and posttest distributions are the same across community categories.

Literature review

Adult educators were advised by Boyd and Myers (as cited in Imel, 1998) to create and practice two functions. Second, the opportunity to act as an accomplished mentor focusing on his / her path to assist others with their change process was seasoned advice. Second, compassionate feedback was respected, making students challenge their own experience to facilitate the transformation of their view of the world. The teacher's significance as a role model who can express his desire to learn and improve was stressed by Cranton (1994). In the process of critical reflection, Taylor (1998) saw the teacher's role in helping students connect the logical and affective elements of their experience.

Taylor (1998) thought that too much focus was put on the instructor at the student's expense. He stressed that learners share the responsibility for constructing and creating both the environment and the transformational learning process. Daloz (1986) agreed that creation could be a dangerous and terrifying journey into the unknown, as students are forced to let go of old conceptions of self and the universe. Instead of establishing basic competencies, he encouraged teachers to organize their teaching to support their personal growth. He also used the transition metaphor as a journey through which the mentor or teacher acted as a gatekeeper and a guide on the journey for students (Daloz, 1999).

Boyd and Myers (as quoted in Imel, 1998) considered mourning to be a key stage in transformative learning. The student discovers that new habits give way to old patterns of thought, perceiving, beliefs, and values. Boyd wrote Transformative education draws on the field of inner experience, the rational expressed through observations, decisions, and the decision is one constituent; the extra-rational expressed through symbols, pictures, and emotions is the other (p. 4).

The transformative learning theory was used in this study to illustrate how students would learn utilizing the text of the work. There are two types of learning in transformative learning theory: instrumental learning and communicative learning (Mezirow, 1991). With these two ways of learning, meaningful frameworks can be built.

Structures of meaning (perspectives and systems) are a major component of the theory. "Large sets of predispositions resulting from psycho-cultural theories that decide the horizons of our expectations" are known as meaning perspectives (Mezirow, 1991). They are divided into three code sets: sociolinguistic codes, epistemic codes, and psychological codes. A meaning scheme is 'the constellation that forms a basic understanding of the idea, belief, judgment, and feelings' (Mezirow, 1994, 223).

Structures of meaning are interpreted and formed through reflection. Mezirow notes that "reflection requires criticism of assumptions to assess if the belief remains functional for us as adults, mostly gained through cultural assimilation in childhood" (Mezirow, 1991).

Reflection is similar to problem-solving, and Mezirow talks about how we "reflect on the problem's substance, the problem-solving process, or the problem's premise" (Mezirow, 1991). Reflection is similar to problem-solving. We can understand ourselves more through this reflection and then appreciate our learning better. Merizow also suggested that four ways of learning exist. They are "by improving or elaborating our systems of meaning, learning new systems of meaning, transforming systems of meaning, and transforming perspectives of meaning" (Mezirow, 1991). (Mezirow, 1991).

Theoretical framework

Transformative Learning theory is focused on adult learning (Craig et al., 2001; King, 2002). The Transformational Learning Theory originally developed by Jack Mezirow is described as being "constructivist, an orientation which holds that the way learners interpret and reinterpret their sense of experience is central to making meaning and hence learning" (Mezirow, 1991). The theory has two basic kinds of learning: instrumental and communicative learning. Instrumental learning focuses on learning through task-oriented problem solving and determination of cause and effect relationships. Communicative learning involves how individuals communicate their feelings, needs and desires.

METHODOLOGY

Research design

The two group control group configuration was used in the analysis. This is the simplest and most widespread of pre-test-post-test designs and is a practical way to maintain a high internal validity standard of an experiment. This design theory is relatively straightforward, requiring the random distribution of subjects between two groups, a test group, and a monitor. Both groups are pre-tested, and both are post-tested, the ultimate distinction being that the care was given to one group.

Participants

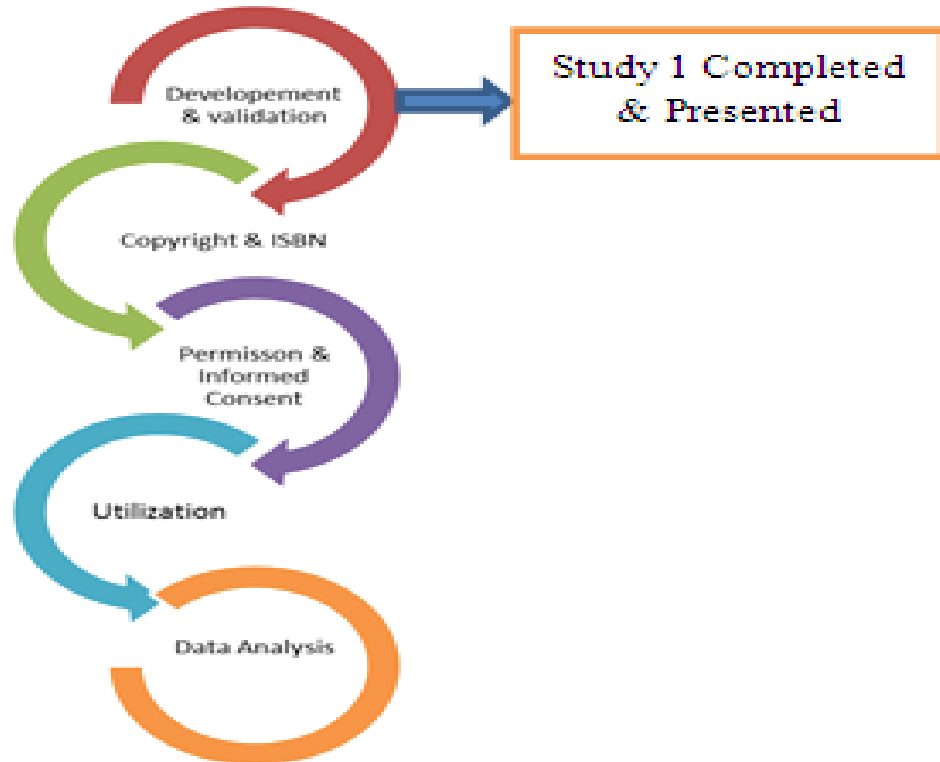
Sixty (60) third-year BS Psychology students who took the course in Psychological Evaluation were the participants. The respondents came from two sections and were randomly selected and assigned to the control and test groups. There are thirty participants in each group. For the psychological evaluation subject, the two parts have the same instructor. The evaluation community used the working text, and the control group did not.

Procedure

The first step in the process was to establish and validate the worktext regarding its material, language/grammar, presentation, usefulness, authorship, and publication requirements, and physical characteristics in psychological evaluation. Last year, the report on the working text's production and validation was carried out in the In-House Review of finished research by the Department. The text of the work was copyrighted and registered in the National Library for Number Series (ISBN). After registration for BS Psychology students at the National Library for Copyright and ISBN, it was agreed to test the work text's efficacy. Permission was secured via a written request from the Dean of the College. Students were also asked if they would agree to volunteer to use the text of the work. Students were asked to sign the slip of informed consent to understand that they would engage in the work text's use. There were two parts picked to be the study participants. The first section was asked to be the control group that would use the text of the work, and the other section did not use the text of the work. The same instructor/professor teaches the clinical examination course. The research group was able to experience seminars, presentations of power points, debates, and the text of the work. However, the control group experienced seminars, PowerPoint presentations,

conversations, all without the work's text. Before starting the coursework, 150 pretest items were given to both sections and then post-test after the coursework. To evaluate the test groups and control group pretest and post-test outcomes, data were analyzed.

Figure 1: Procedure of the Study



DATA ANALYSIS

Non-parametric measurements of independent samples were used in the analysis. The Mann-Whitney U test, where the dependent variable is either ordinal or constant but not usually distributed, compares two independent classes' discrepancies. Unlike the independent-samples t-test, the Mann-Whitney U test makes different conclusions about the data depending on the assumptions made about the distribution of the data.

RESULTS AND DISCUSSION

Table 1: Mean and Standard Deviation of the Test Group and Control Group

	Test Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
Mean	34.33	45.33	36.51	42.35
Std. Deviation	8.83	8.14	6.03	6.10

Table 1 shows that compared to the control group, the test group has a lower pre-test mean. Also, relative to the control group, it is shown that the test group has a higher mean in the post-test. This suggests that, relative to the control group, the students from the research group who used the worktext in psychological evaluation received higher scores in the post-test.

Table 2: Hypothesis testing of the distribution of pretest and posttest across categories of the group

Null Hypothesis	Test	Significance	Decision
The distribution of the pretest is the same across categories of the group.	Independent Samples Mann-Whitney U Test	.272	Retain the null hypothesis
The distribution of the posttest is the same across categories of the group.	Independent Samples Mann-Whitney U Test	.017*	Reject the null hypothesis

*The significance level is .05.

Table 2 results indicate that the students' performance in both the test group and the control group in taking the pre-test was the same ($p=.272$). This ensures that the previous experience of the coursework of Psychological Evaluation students remains the same. However, the table also illustrates that the post-test distribution of scores is not the same across category categories. It is possible to compare the result of table 1 with the result of table 2. Thus, higher results in the control group's post-test produce a non-similar outcome on the post-test.

Students' transformational learning can be related to the success of the test community. In terms of instrumental learning, the high scores on the posttest indicate the efficacy of the worktext that focuses on learning through task-oriented problem solving and determination of relationships of cause and effect and communicative learning that includes emotions, needs and desires. In the operation sheets in the worktext, this is manifested.

CONCLUSION

The result of the data showed that it is effective for the Worktext in Psychological Evaluation to have a substantial difference in the test group and control group post-test outcome. Student learning is transformed by workplace experience. Students may feel alienated at first with the exposure to the text of the work. They may feel nervous and reluctant to try the content, but constant use helps them reframe the concept that their learning can give them more value. In the end, they used the content as a useful tool in their coursework to make them feel positive in using the text of the work. In Meizrow's transformational learning as used in the analysis, this is the method.

RECOMMENDATION

To catch the simplest words that students can understand with the technical terms described and clarified, revision of the working text is still required. To further validate the outcome of this analysis, further testing of the working text is required. Students from other campuses can also be interested in using the text of the work. The working text should also be checked for approval by the University Instructional Content Technical Working Group for use. Cross-check the results of other school assessments that may use the text of the work. Another analysis can be undertaken to equate the text of the work with other commercial text that exists.

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