

GENDER INFLUENCE ON THE EFFICACY OF MULTIPLE-CHOICE, ALTERNATE RESPONSE AND COMPLETION OBJECTIVE TEST FORMATS ON STUDENTS ACHIEVEMENT IN ECONOMICS

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ABSTRACT

This study investigated gender influence on the efficacy of multiple-choice, alternate response and completion objective test formats on students' achievement in Economics. It was conducted in Isoko-South Local Government Area of Delta State. The study was guided with four research questions and two null hypotheses. A 3x2 factorial quasi-experimental research design by post-test only was adopted. Economics Achievement Test (EAT) was used as an instrument for data collection. The instrument had content and face validity. Its reliability coefficient 0.87 was determined using Kuder-Richardson formular-20 (KR₂₀). The coefficients of equivalent obtained when the scores of student from multiple-choice and alternate response test were correlated was 0.81. A coefficient of 0.81 was obtained for correlation between multiple-choice and completion while 0.86 was obtained when scores from alternate response and completion test were correlated. Thus the instruments were equivalent. The measure showed that the instrument was reliable. Using criterion purposive sampling technique, 410 SS2 students were sampled from three intact classes, each in the five schools. Each of the intact classes was given a particular objective test format (that is, multiple-choice, alternate response and completion objective test formats). The data analyses were done using mean, standard deviation, independent t-test, two way analysis of variance and scheffe test where appropriately. From the study, it was showed that gender significantly influenced the differential effects of objective test formats on students' achievement in Economics. Again, objective test formats significantly affect students' economics achievement, and that there was a significant interaction effect between objective test formats and gender on students' Economics achievement. Sequel to the findings, it was recommended among all that test constructors and teachers should re-examine the type of objective test format they use when assessing their students.