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THE DEVELOPMENT AND VALIDATION OF AN INSTRUMENT

TO ASSESS THE RELIGIOUS KNOWLEDGE

OF STUDENTS AND TEACHERS

SPECIALIZING IN RELIGIOUS EDUCATION

IN THE FOUR CANOSSIAN SCHOOLS OF THE PHILIPPINES

A Masteral Thesis

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by

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THESIS ABSTRACT

The Development and Validation of an Instrument to Assess Religious Knowledge of Students and Teachers Specializing in Religious Education in Four Canossian Schools of the Philippines.

The objective of this study was to develop and validate instrument to assess religious knowledge of students and teachers specializing in religious education in four Canossian Schools in the Philippines.

The content of the assessment instrument was gleaned from religious knowledge as summarized in four new documents of the Church, the Catholic Church Catechism (CCC), Second Plenary Council of the Philippines (PCP II), and the Catholic Faith Catechism (CFC).

The research design was a descriptive developmental research method. The process consisted of two major phases, namely, development and validation. The steps included a) specifying the purpose of the test; b) translating the purpose of the test; c) constructing the items; d) field testing and item analysis; e) validity and reliability study; f) assembling the final form of the test (a revision of the prototype instrument) called Assessment of the Religious Knowledge (ARK).

Respondents: The respondents for this study consisted of 20 junior and 20 senior college students enrolled during the first semester of SY 1994-1995 of Canossa College, San Pablo, Laguna and 51 of the 1995-1996 religion teachers of the four Canossian Schools.

The Results: Item analysis revealed the discriminative power of the items across years of study and teaching experience. Teachers scored higher in almost all areas. All components showed moderate to moderately high significant reliability coefficients ($p<.01$) ranging from $r=.50$ to $r=.66$ except for Christian Living which yielded a .83 reliability coefficient which is a high positive and desirable and significant reliability index. The overall mean reliability coefficient was $r=.638$ which is moderately high and significant ($p<.01$).

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The analysis of variance showed significant differences between the Mean of the three groups which gave credibility to the instrument's power to draw varied responses from the respondents and to discriminate the high scores from the low scores. Christian Life, Sacraments and Religious Knowledge were consistently grouped to have moderate to high intercorrelation coefficients. Thirty-three percent (33%) of the variance in the difference of scores on the test could be explained by the difference in study levels or years of teaching, experience. This indicates the power of the ARK to assess the religious knowledge.

The total scores on the ARK as well as the scores per component were converted into Percentile Norms. The Mean score of 55.19 of the Religious Knowledge gained on the ARK was given the percentile rank of 49.10 with the maximum score of 76 and the minimum score of 34 and the Standard Deviation of 8.23.

Analysis of variance revealed a significant difference between the groups of respondents, especially between teachers and third year college students. Eleven percent of the differences can be explained by the groups difference in exposure and experience in teacher.

The study concluded that a) an instrument can be developed defining the construct of religious knowledge, b) components can be defined based on the new Catholic Catechesis references used in the Philippines, c) experts can agree on commonalities in the field of assessing religious knowledge.

Recommendations concerning the improvement and the use of the ARK were given.
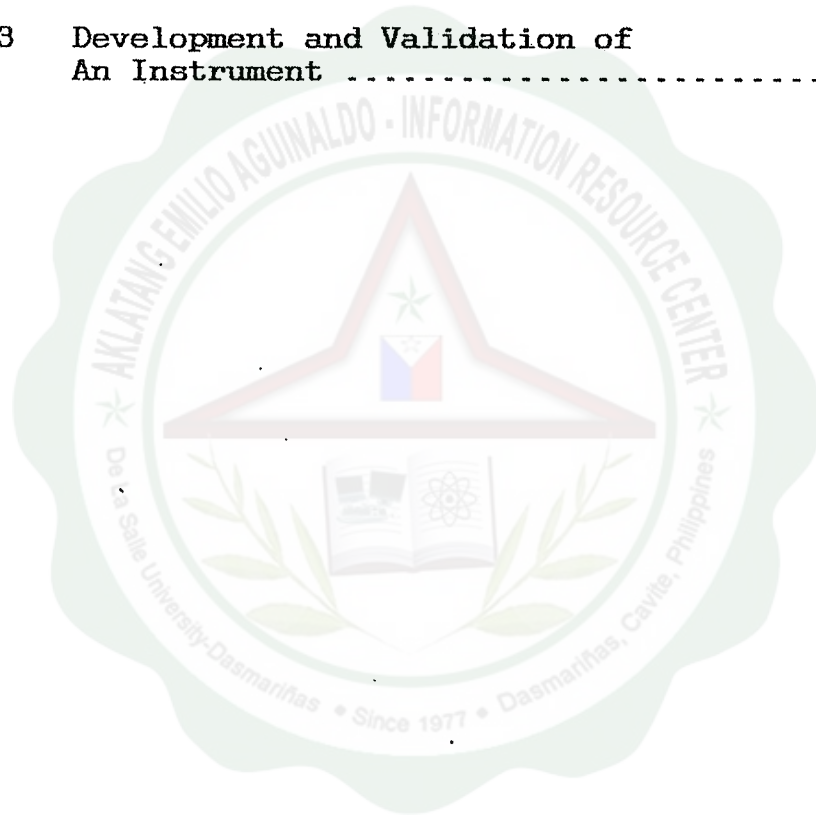
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