

## SHORT COMMUNICATIONS

### EVALUATION OF A PAKISTANI FOOD PHOTOGRAPHS ATLAS

Tanzeela Kulsoom, Shumaila Mushtaq, Rubina Hakeem  
R.L.A.K Government College of Home Economics  
Email: tanzeelak@gmail.com

#### Abstract

Food photographs are often considered an important aid in assessment of dietary intakes. As part of a project for development of Pakistani Food Photograph Atlas (PFA), photographs of a large number of foods in various portion sizes had been taken few years back by one of the authors. The work was halted for some reasons and before resumption of the task it was considered necessary to evaluate the usefulness of available photographs for preparation of PFA. The purpose of this study was thus to identify the food items needed for Pakistani Food Atlas and the extent to which the available photographs fulfill that need. Determination of number and kind of food photographs required for the food photographic atlas, was done through a sample population survey of frequency of food intake. Available photographs were evaluation in terms of fulfillment of need and representation of real foods.

A total of 78 foods were identified as required, photographs of 66 of those foods were available. In general food photographs represented the real foods (76-100% correct answers) but in a few cases due to the low quality of the pictures the subjects found it difficult to identify either the food or its correct quantity. Need for minimizing the list was essential, it's suggested to take at least four portion photograph for each food ingredient, which is lacking.

Keywords: Food Photographic Atlas, Validation, Portion Sizes.

#### Introduction

A photographic atlas of food portion sizes is mainly developed for the purpose of estimation of food amounts in nutrition studies, nutrition education and counseling. (Paturi M., et al 2006). It is a set of photographic series of food portion sizes bond together in a single volume.(Nelson M., et al 1994). Development of food photographic atlas is a complex process, involves three main steps: 1) Design

and preparation of photographs; (2) Evaluation of food items to be included in Food Photographic Atlas; (3) Testing and validation of the photographs.

A photographic atlas should be designed to minimize the errors in estimating food portion sizes. These errors can be determined by the interaction between the formats of photographic series with the subject's skill in describing their portion sizes (Nelson M., et al 1994). Studies on the development of food photographic atlas for developing countries like Pakistan are lacking (Pratibha H., et al). The purpose of this study was to summarize the list and validate the available photographs of food portion sizes.

#### Methods

This study was done in two parts,

PART-A: Evaluation of the RH Food photographs Atlas for availability of needed photographs of raw and cooked foods. 1.Determination of number and kind of food that would be needed in a food photograph atlas, this was done through FFQ asking monthly consumption of 230 food ingredient and 255 cooked foods by fifty families of MSC students of local college and exclusion of the equivalent foods, that is foods which are similar looking and have similar weight. 2. Comparing the list of needed foods and available photographs. PART-B: Evaluation of the RH Food photographs Atlas for validity and quality of photographs was done for a total of 10 raw food and 10 cooked foods through evaluation of perception of food item and its quantity by 21 respondents. The subject viewed the photograph and informed that what her perception of the food was.. Similarly perception was recorded for the identification of food portion in the given photograph. The number of portions available in photographs ranged from 2 to 8. Percentages of correct perception were calculated to assess the quality of the photograph.

#### Result

This study evaluated the available photographs and identified need for further improvements in photographs available for preparation of Pakistani Food Photographs Atlas.

On the basis of results of food frequency survey

out of 230, raw food included in the questionnaire, 78 were considered required for inclusion in Pakistani food photograph atlas.. Out of those 78 foods for 66 (87%) foods photographs were available. For cooked food out of 255 total foods in the questionnaire, fifty two items were deemed required and for 28 (54%) of the required foods photographs were available.

For the evaluation of quality of photographs of ten raw and ten cooked foods was done by 21 respondents. Quality of photographs was in general better for raw food. Percentages of correct answers ranged from 66-100 for raw foods and 20-100 for cooked foods.. In terms of identification of portions range of correct answers was 20-70% for cooked food and 76 to 100% for raw foods (Table 1 & 2).

**Table 1: Percentage of Correct responses for identification of food from photographs of Cooked Foods**

| Food Items                     | Correct Food Identification | Correct Portion size Estimation |
|--------------------------------|-----------------------------|---------------------------------|
| 1. Potato Cutlets              | 72                          | 60                              |
| 2. Rice pudding (Kheer*)       | 80                          | 45                              |
| 3. Lentil snack (Dahi Bary)    | 50                          | 55                              |
| 4. Lentil 1 (Dal Masoor)       | 52                          | 45                              |
| 5. Meat & Potato (Alu Gosht)   | 20                          | 20                              |
| 6. Cabbage (Band gobhi Bhujia) | 45                          | 45                              |
| 7. Boiled Rice                 | 95                          | 70                              |
| 8. Dal Mash                    | 60                          | 35                              |
| 9. Bread (Chapati)             | 95                          | 65                              |
| 10. Potato (Alu Bhujia)        | 95                          | 40                              |

\*Urdu/local name of the dish

### Discussion

The findings of the study showed that though the photographs available were large in number it did not include all the frequently consumed items and the quality was not consistent. The quality of photographs should be improved to reach at least 90% correct answers by appropriate group of respondents for identification of food as well as for assessment of portion size. A follow up study for validation of photograph and the use of food photographic

atlas in Pakistan on large scale should be done, that is, it should include both dietitians and patients for better response.

**Table 2: Percentage of Correct responses for identification of food from photographs of Raw Foods**

| Food Items             | Correct Food Identification | Correct Portion size Estimation |
|------------------------|-----------------------------|---------------------------------|
| 1. Salt                | 81                          | 76                              |
| 2. Red chilli ground   | 95                          | 86                              |
| 3. Milk                | 100                         | 100                             |
| 4. Oil                 | 100                         | 90                              |
| 5. Onion               | 100                         | 100                             |
| 6. Lentil (Dal Channa) | 100                         | 90                              |
| 7. Spinach             | 95                          | 90                              |
| 8. Mutton              | 66                          | 81                              |
| 9. Chicken             | 100                         | 76                              |
| 10. Papaya             | 81                          | 90                              |

Rather than having eight or one portion size, at least four portion photograph of each food is better, as too many or too little depiction creates difficulty for the respondents, in estimating their actual portion size (Nelson, M. et a 1994).

### References

- Dhingra P, Sazawa S, Menon VP, Dhingra U, Black RE.(2007) Validation of visual estimation of portion size consumed as a method for estimating food intake by young Indian children. *J Health Popul Nutr.* Mar;25:112-5..
- Nelson. M, and Haraldsdottir J (1998). Food photographs: practical guidelines II. Development and use of photoraphic atlases for assessing food portion sizes. *Public Health Nutrition;* 1:231-7
- Nelson. M, Atkinson.M and Darbyshire,S (1994).. Food photography I: the perception of food portion sizes from photographs. *British Journal Of Nutrition* 72, 649-663.
- Paturi M, Nieminen R, Reinivuo H, Ovaskainen M-L (eds.). (2006) .Ruokien annoskuvakirja. Picture book of food sizes - for the estimation of food amounts. Publications of the National Public Health Institute. Finland

Acknowledgment:: ISFE Switzerland has provided partial financial support for this project in 2003

---

## DECISION MAKING ROLES OF WOMEN IN FAMILIES

Dr Hena Yasmin,  
Lecturer, Faculty of Agriculture, University of  
Swaziland, Swaziland  
email:: hinayasmin2002@yahoo.co.in

### Abstract

In a traditional Swazi family, the status of women is considered low both in private and public arena. The men are the head of the family, enjoying all the decision –making power over the women. In the case of professional women the level of education and income seem to have influenced their economic decision role. The purpose of this study was to identify the roles of professional women in economic decision making in Swazi families. The information obtained could be used in formulating policies and projects to benefit women. The study was qualitative in design, which used the Nominal Group Technique (NGT), to gather the needed information. The population constituted purposely selected career wives with their career husbands. Findings revealed that women were fully involved in the economic decision – making process of their families but it seems their other fountain of resources such as gift, talent and strength were overlooked. They were mostly involved in purchasing-related decisions, financial relating decisions, decisions for family empowerment and self empowerment decisions

Keywords: Women Status, Decision Making, Family

---

### Introduction

A Swazi family is characterized by the dominant male headed, extended family form, where the family includes ties of kinship which are traced through blood relationships (Kuper, 1950). During the colonial time, the colonial power believed that if the family could be restructured along the lines of the western nuclear family, this would contribute to national development by freeing individuals to lead a more active economic life, independent of the demands of the broader family unit (Women and the Law in Southern Africa Research Trust 1998). Swaziland has a dual system of government. The traditional system where the line of authority is from the subjects, chiefs, advisory council, such as the Swazi National Council, and the monarchy(the king

and the queen mother) and The modern system which has the western influence of government. This system includes the parliamentary system which is for laws, the judiciary system, and the government itself which runs the administration of the country (Makabwe, 2000). After independence, government was faced with public demands for rapid increase in educational provision as there were apparent needs in the rapidly growing sector of the economy (Dlamini and Dlamini, 1988). Since then education in Swaziland become an inalienable right of every citizen. The increase number of educated Swazi men and women has impacted on family structure and life style. As a result, more and more women are pursuing their chosen careers and at the same time maintaining their roles as wives and mothers in families where hundreds of decision has to be made daily, depending on whether the decisions are minor or major ones(Charles and Susan,1999). Looking this situation the main objectives of the study are To describe the nature of economic decision making roles of professional women in selected dual career couple families in the Mbabane region; To describe the extent of professional women’s involvement in decision making process related to economic matters; To describe the influence of education in the decision making role of professional women, related to economic matters.

### Methods

The study employed a descriptive qualitative design. The nominal group technique (NGT) was used to collect information about the involvement of working housewives in the decision making process, especially the economic aspects. The target population constituted of career women and their husbands in the Mbabane urban area. They were purposively selected and constituted those who were viewed as best sources of information needed for the study. Couples of different careers, ages and number of years in marriage were represented in the sample. Couples selected were previously known by the researchers to both have careers. Assistance was also provided by friends who know couples that have careers. The NGT was used to gather information from married career women and

their husbands who are also career men, in relation to the important economic decisions working women made in the family in last two years, the extent of involvement of the women in economic decision-making process and the ways education has influenced the decision making role of women in the family. After identifying the target population for the research and, subsequently, the participants of NGT, a meeting date was established. Letter was sent inviting participants to the meeting. A week before the agreed upon date another follow up was made through the phone and a final list of participants was constructed for those who responded positively. The wives and husbands had separate NGT sessions to avoid intimidation. The researcher was the NGT leader. And other people were the supervisor and recorders. The participant's response was classified into tables in accordance with the domains of the nominal questions. Data generated in the form of items reflecting the nature of economic decision making roles of professional women in their families, the extent of professional women's involvement in decision making process related to economic matters and the influence of education in the decision making role of professional women were analysed using the value scores of items.

### **Result**

Demographic characteristics: About 53 percent were males and 47 percent were females. Fifty seven percent of wives ages ranged between 25y-30y, while thirty eight percent husband's ages ranged between 36y-40y. The wives were younger than their husbands and the age gap ranged from 1-8 years. Deacon and Firebaugh (1975) observed that the need to control women has always been important part of male success in most African societies as a result they married younger wives. The study revealed that there were a lower number of women (36.5%) that went up the education ladder. This is consistent with what WLSART (1997) observed that the people in higher education have about 46.4 percent females and 53.6 percent males. The majority (75%) of husbands earned more than their wives even though most couples had the same qualifications. Young (1993) stated that women are generally crowded in a few industrial sectors and within

them in a narrow range of occupation. Women's employment tends to be in jobs which are designated as low skill and paid accordingly. The majority of the couple (44%) has been together in marriage for 6-10 years and Duval (1962) observed that in early marriage husbands and wife share jointly many more decisions and as the year advance there is increasing role differentiation. This therefore gives reason for the wives to be able to make decisions of their own. The finding also showed that eighty nine percent of the families had children between the age ranges 0-3, parent who have started families get busier with many tasks raising and supporting their children, it therefore becomes easier to divide their responsibilities, this is Duval (1962) further observation. Nature of economic decision making roles of women in dual career couple families: The finding reveals that women, especially professional women are involved in their families' economic decision. They even go to an extent of making individual decision for the benefit of their families. It is accepted by their husbands also. This is consistent with Carpenter's (1980) observation that an authoritarian method where one family member, usually the husband, has full control of the income and pays it out in demand is being replaced by more democratic ones, where the contribution of all family members to the total income is recognized and they are given an opportunity to share in the decisions for the benefit of the family as a whole. From the wives perspective, the most important decision they have made in the past two years was to build a house, (Table 1). The husbands frequently ranked item was that their wives had decided on buying a house for the family (Table 2) this means that the women are concerned with their family basic need of being sheltered. Cross (1970) stated that traditionally the man is supposed to make the decisions, but according to available information women spend 85% of the income and influence the use of the other 15 %. These findings are inconsistent with previous research findings in that the husbands tend to decide on which car and type of life insurance to buy (Gross et.al.1980). The findings of present study are consistent with previous observation that the husbands decision making apparently varies

with age and the level of education of the wife (Figure1). The younger and educated the wife, when their first child is born, the more likely she is to be dependent on her husband for responsibility in decision making (Gross et. al, 1980). The influence of education in the decision making: The findings of the present study indicate that education has given women a better insight by broadening their scope in understanding issues; confidence and assertiveness; enable them to express themselves clearly and convincingly in making decisions and make them objective and specific in planning. These findings differ from previous observation that traditionally in Swaziland, it is known that do not have to say anything in decision making especially if husband is still alive. Even if her husband is dead or a migrant worker, she had to consult other male family members about major decisions (WLSART, 1998). Women engaged in gain full employment feel that since they make financial contribution to the family income, they also contribute to the empowerment of their families.

Comparison of responses between husbands and wives concerning: The economic decision the wives made in the family-The couple responses had some common areas such as those where the wives decided to build or buy a house for the family, purchasing an insurance policy and starting a small business. This is consent with Tababian (1993) observed that 86 percent of women decided on their own how to spend their income. Cross (1970) further support this when he stated that women spend 85 percent of the income and influence the use of the other 15 percent. This can be therefore; mean that wives and husbands perceive similarly on the area where financial related decisions are made by the wives. The extent to which the wives are involved in decision making in their families- Fifteen out of the thirty couples responded that the wives are fully involved, while ten wives responses differed from those of their husbands who said their wives are fully involved. One said she is only consulted and the other said she is involved in minor decisions.

**Table 1: Economic decisions made by wives in their families (According to wives)**

| Statements                                 | Total VS* | Rank |
|--------------------------------------------|-----------|------|
| 1. Building house                          | 29        | 1    |
| 2. Buying a family car                     | 25        | 2    |
| 3. Education plan for children             | 12        | 3    |
| 4. Insurance policy                        | 11        | 4    |
| 5. Children's schooling                    | 11        | 4    |
| 6. Buying furniture                        | 11        | 4    |
| 7. Deciding number and spacing of children | 10        | 5    |
| 8. Buying basic things                     | 8         | 6    |
| 9. Investment of money                     | 7         | 7    |
| 10. Deciding to save money in association  | 5         | 8    |
| 11. Medical expenses                       | 4         | 9    |
| 12. House renovation                       | 3         | 10   |
| 13. Starting a small business              | 3         | 10   |
| 14. Entertainment                          | 2         | 11   |
| 15. Purchasing of household goods          | 1         | 12   |

\* VS—value score

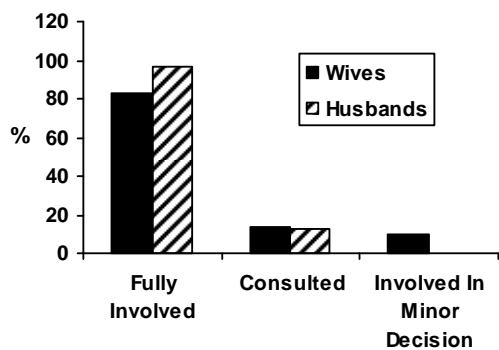
**Table 2: Economic decisions made by wives in their families (According to husbands)**

| Statements                                 | Total VS* | Rank |
|--------------------------------------------|-----------|------|
| 1. Building house                          | 29        | 1    |
| 2. Buying a family car                     | 25        | 2    |
| 3. Education plan for children             | 12        | 3    |
| 4. Insurance policy                        | 11        | 4    |
| 5. Children's schooling                    | 11        | 4    |
| 6. Buying furniture                        | 11        | 4    |
| 7. Deciding number and spacing of children | 10        | 5    |
| 8. Buying basic things                     | 8         | 6    |
| 9. Investment of money                     | 7         | 7    |
| 10. Deciding to save money in association  | 5         | 8    |
| 11. Medical expenses                       | 4         | 9    |
| 12. House renovation                       | 3         | 10   |
| 13. Starting a small business              | 3         | 10   |
| 14. Entertainment                          | 2         | 11   |
| 15. Purchasing of household goods          | 1         | 12   |

• VS—value score

One husband said he consults his wife, while the wife said she is fully involved. This proves that there is area where the wives did not perceive similarly to their husbands. Young (1993) observed that there is the common sense theory about differences between men and women fundamentally. Men are considered

superior than women both physically and intellectually. In that way they always differ in their perceptions. This is also revealed in the couple's response on the influence of education on the decision making roles of the wives, where the couple did not perceive anything similarly. Beacon and Firebaugh (1975) revealed that there are fears and doubts about women changing their roles, particularly women's increase participation in political and economic life. The result is often that women become defensive and even begin to doubt the desirability of change preferring the security of tradition which at least does not cause increased anxiety. Women's interests are often perceived as in conflict with those of the men. According to the present study, looking at the broad categorization, the husband seems to perceive similarly to their wives concerning the involvement of the wives in decision making in the families, but looking at the ranking comparisons husbands seem not to perceive similarly to their wives in that there were not very common areas in their responses about the decision making roles of their wives in the families.



**Fig.1 Involvement of Husband and Wife in Decision Making**

### Discussion

Based on the findings it may be concluded that Swazi women, especially professional women are fully involved in decision making in their families due to their inner potentials. They even go to an extent of taking individual decisions which they are fully responsible for to benefit the whole family. Barclay et al (1977) observed that some very happy modern families operate on the matriarchal or mother ruled families where it is the mother who makes the final

decisions pertaining to family empowerment affairs.

The suggested strategies for liberating women from being "owned by their husband's" are for the Swazi government to: formulate policies that will free women from the prevailing legal system where women are perpetually under the guardian of their fathers or husbands; look into the imbalance of power relations which is clearly evident in marital power that grants the husband absolute power to control and make decisions on the family estate; The symbolism of bride price which has implications on the reproductive capacity of the women, denying her personhood bodily integrity; and policies allowing women to own land should be put in place. Having programmes that will make women aware of the project fund that the government has put in place may assist in their struggle to fully improve their status both in the private and public arena. Home Economist to bring decision making processes in African families especially in the modern African families into centre stage of family studies.

### References

- Armstrong, A.K. (2000). A Situational analysis of women in Swaziland. Mbabane: UNICEF Publication.
- Axinn, N.W., Hall, O.A., Paolucci, B. (1977). Family Decision Making an Ecosystem approach. Canada: John Wiley and Sons, Inc
- Barclay, M.S., Brinkley, J.H., Champion, F., Funderburk, K.W. (1972). Teen Guide to Home Making. New York: Webster division, McGraw-Hill Book Company
- Cross, A. (1970). Introductory Home Making. Philadelphia New York: J.B. Lippincott Company
- Deacon, R.E., Firebaugh, F.M. (1981). Home Management: Context and Concept. U.S.A.: Houghton Muffin Company
- Dlamini, B.M., Dlamini, M.P. (1988). Education policy, demand and needed orientation in Swaziland. Mimeograph Unpublished. Luyengo, University of Swaziland.
- Family Life Association of Swaziland. (1995). Work programme budget. Manzini, Swaziland. Unpublished.
- Gama, L. (1996). Study of factors contributing to women battering and consequences of women battering in Swaziland. Unpublished dissertation, University of Swaziland, Luyengo.
- Nxumalo, K. (1979). The survey of roles, tasks, needs and skills of rural women. Mbabane: Ministry of Education and UNICEF.
- Obbo, C. (1981). African women: Their struggle for Economic Independence. London: Zed press.
- Russell, M. (1985). Analysis of women in

Swaziland.UNICEF Report.

Tabibian, N. (1999). Swazi women's income generating activities. University of Swaziland, Department of Extra mural Studies.

Women and the Law in Southern Africa Research Trust (1998a) Family in transition. Manzini Swaziland: Ruswanda Publishing Bureau.

Women and the Law in Southern Africa Research Trust (1998b). Beyond Equality. Cannon press: Harare, Zimbabwe.

Young, K. (1993). Planning and Development with Women. London: Macmillan Education Ltd.

---

---

## **DEVELOPMENT AND EVALUATION OF TEST ITEMS FOR ASSESSING LEARNING OF ELEMENTS OF ARTS BY HIGHER SECONDARY LEVEL STUDENTS**

Siddiqa, A, Zubair, H  
Department of Arts & Interior Design  
RLAK Government College of Home Economics,  
Karachi

### **Abstract**

Assessment of performance has always been a very important function in the field education. The information obtained is used for improving students' learning. This study assessed the general and class specific difficulty level of various test items that could be used for the assessment of students' understanding of various concepts of elements of design . Students who were currently enrolled in the arts courses (grade 11) performed better than those who had completed the course in the preceding year (grade 12). For grade 12, in comparison to grade 11, difficulty level of questions was same for 13 (48%) higher for 13 (48%) and low for 1 question. Assessment of both, the general and class specific difficulty level would be helpful in formulating general and specific performance evaluation tests.

Keywords: Assessment, Achievement Test, Item Writing, Multiple Choice Questions, Element Of Design, Design

---

### **Introduction**

Assessment strategies are important because they provide a relational prompt for students and insights into the educational process. (Boud,1995). Item writing way is basis of development of assessment tests. . Item writing leads to collection of methods to analyze students' skill (Marie, T.A. etc. 2006)..

Multiple choice Question one form of test items. Item matching is another response item, a less common item type is multiple true\_ false (MTF).MTF item share some common stem,(Haladyna & Downing,1989). Students' assessment gives a diversity of learning opportunities it display critical thinking skill Provide greater depth of knowledge, connect learning to their daily lives, develop a deeper dialog over the course material and foster both individual and group oriented learning activities.(Robinson,1995) One researcher (Griffin 2007) argues that a probabilistic interpretation of competence can provide the basis for a link between assessment, teaching and learning, curriculum resources and policy development. Assessment of student learning is a participatory, iterative process that provides data/information need student's learning. Rasch (1960,1980) and Glaser (1963,1981) each opened new ways of thinking about learning and measurement, and proposed the concept of underlying growth continua, or latent traits. They reasoned that the nature of these traits could be defined by the tasks that students performed; if the tasks were to be arranged in order of their increasing amount of attribute required (student capability), then the nature of the trait could be defined by the nature and order of the tasks and the skill they demanded.

The important purpose of student evaluation is to determine if all of the learner developed important valid and reliable knowledge, skill, and attitudes as a result of this research can offer valuable information to teacher that how much students have learnt, because it provides feedback on whether the course and learning objective have been achieved to satisfactory level, it is concerned with the quality of the teaching as well as the quality of learning.(Vella, Berardinelli & Burrow,1998). Multiple choice question is used to test the knowledge, and assess

other skill in more traditional ways, knowledge based question are also a useful memory formative. (Higgins, 2003)

This study will be very useful to measure important aspects of the subject (concept and conceptual relations) accurately reflect the emphasis placed on important aspects of

instruction will measure an appropriate level of student knowledge, expand essential test item format into aptitude logically precede achievement testing assessment. Further, it will help to develop curriculum policy.

### Methods

This study was conducted to develop and assess test items that would be used for developing assessment tests to evaluate understanding of elements of arts..

In Pakistan there are four post-graduate colleges of Home Economics in different cities. This study was conducted at R.L.A.K. Govt. college of Home Economics that is situated in Karachi. Total strength of XI grade students was 480 and of XII grade students were also 480 so the total population of the students of intermediate at Home Economics College was 960.. From each grade 240 students were randomly selected and the total sample size was 480. A total of MCQS in test were aimed towards assessment of knowledge, understanding or ability to apply knowledge.

Data was first, entered in EPI data, and then was transferred to SPSS (statistical package for social science) version 11.5. for the statistical analysis. All variables are categorical variables so statically descriptive statistics option was used to analyze the data. On the basis of range of minimum and maximum percentage of total correct answers by any particular class quartiles were calculated. And it was used as an arbitrary measure for assessing class specific difficulty level of individual test items.

### Resultsts

In terms of overall responses range of correct answers for individual questions was 45 to 73%. The proportion of relatively easy questions was higher as compared to difficult answers (figure 1).

The grade 11 students had recently studies these topics while grade 12 students had covered these topics in the preceding year. As could be expected the performance of grade 11 students was markedly better than grade 12 students. Range of percentage of correct

answers was 62-98 (range =36) for grade 11 and 28 to 51 (range =23) for grade 12.

**Table 1: Mean percentage of correct responses and retention to various type of questions**

| Type of Question    | G11   | G12*  | Retention** |
|---------------------|-------|-------|-------------|
| Knowledge based     | 90.34 | 46.48 | 51.88       |
| Understanding based | 87.64 | 38.15 | 43.83       |
| Application based   | 85.13 | 40.43 | 47.50       |
| Total               | 88.10 | 40.76 | 46.52       |

\*P=0.005 \*\*P=.032

\ The estimated retention of knowledge from grade 11 to 12 was 36 to 66% (range =31) for various questions. In terms of relative (i.e. class specific) difficulty of questions for each level of students most of the question fell into similar categories. Excluding Q1 where retention rate was extraordinary there was significant positive correlation between percentages of responses by grade 11 and grade 12. (r=0.512 P=0.010).

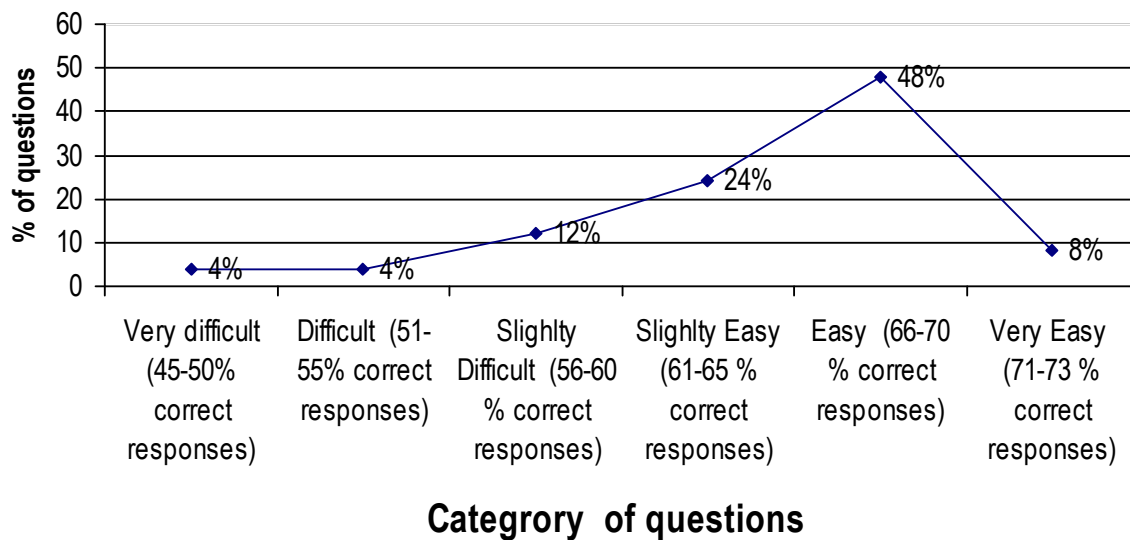
In terms of type of questions the difference in mean percentage of correct responses was significantly different only for grade 12, being highest for knowledge based and lowest for understanding based questions (table 2). In terms of topics the mean percentage of retention was highest for design (58%) followed by line (50%), form (46%), color (44%) and texture (42%). The differences in retention rates for question from various topics were significantly different (P=0.003).

### Discussion

Assessment measures a students' current knowledge and skills. This study documented use of various test items in assessing learning and exploring retention of learning. This information could be used for compiling tests of varying duration and difficulty level.

This Achievement test's effectiveness the students' learning provides valid and reliable information for teacher. The purpose of assessment is described by Lai and Griffin (2001) as engagement in procedures that aim to gather and interpret evidence regarding achievement. Making valid judgments regarding the learning that has taken place is pivotal Turnbull (1981).





**Figure 1: Percentage of question that fell into particular level of difficulty according to students correct responses**

Standardized achievement tests, as measurement tools deserve recognition as a powerful tool in education but suffer in esteem due to the set of qualities others had claimed they could attain. The "need to assess how much students have learned have been fundamental in education for as long as there have been students and teachers." The rationale of study assessment program provides current information to a teacher about students. Assessment becomes formative when the information is used to adapt teaching and learning to meet students' needs (M. Tarrant, A. Interim, S. Hayes, and J. Ware 2006). Test items are objective items include multiple-choice items dimensions of multiple choice questions were their cognitive learning. Students of class XI and XII were analyzed that how proficient they are in their subjects. They were given about 25 questions related to their subject, the xii students faced a lot of complications therefore major problems faced was vocabulary skill, and some students could not distinguish or understand appropriate level of questions. Accordingly XI grade students gave more accurate answers than XII grade student. This outcome information can be used to support and develop curriculum policies design administration. Researcher (Forster, 2001) as well thought with the intention of frequency of assessment is linked to its

purpose.

This information can be used to support the development and delivery of curriculum matching the teaching and learning needs of the grade. "If test results are to be used to inform teaching, then they need to be administered early in the year." Achievement test is precious because the student goes in elevated echelon of education, the content of achievement tests could be further developed into aptitude tests under the supervision of consultants.

### References

- Boud, D. (1995). Assessment and learning: contradictory or complimentary? In P. Knight (Ed). Assessment for learning in higher education (pp.33-48).London: Routledge;
- Forster, M. (2001). A Policy Maker's Guide to, System-wide Assessment Programs, ACER Press.
- Glaser, R. (1963). Instructional technology and the measurement of learning outcomes: some question. American Psychologist, 18,519-521.
- Glaser, R. (1981).The future of testing: A research agenda for cognitive psychology and psychometrics. American Psychologist, 36,923-936.
- Griffin, P. (2007).The comfort of competence and the Uncertainty of Assessment studies in Educational Evaluation, 33,87-99.
- Gronlund, N.E. & Linn, R.L.(1990). Measurement And Evaluation In teaching. Macmillan, Publishing company Dewy
- Haladyna, T. M. & Downing, S.M. (1989). A taxonomy of multiple-choice item-writing rules. Applied Measurement in Education, 2, 37-50.

- Higgins, E., & Tatham, L. (2003). Assessing by multiple choice question (MCQ) tests. Retrieved on May 08 from The higher Education Academy Website: <http://www.ukcle.ac.uk/resources/trns/mcqs/index.html>
- Khan S.B. (1982) Assignment Report Strengthening. Testing And Evaluation In The Selected Educational Institutions In Northwest Frontier Province. United Nations Educational, Scientific And Cultural Organization (UNESCO) Paris
- Lai, K.& Griffin, P. (2001). Linking Cognitive Psychology and Item Response Models. Paper presented at the 2001 annual conference of the Australian Association for Research in Education, Perth, Australia
- Marie, T.A., Knierim, S., Hayes, J. Ware. (2006). Nurse Education Today, 26 662 – 671
- Robinson, M. (1995). Alternative assessment techniques for teacher. Music Education Journal, 81, 28-34.
- Seetharaman, P.& Parveen, P. (2005). Interior Design and decoration. ISBN :81\_239\_1192\_0, satish.kumar jain for CBS Publishers, p. No.48.
- Turnbull, W. (1981). Achievement Test Scores in Perspective. In SET. Research Information for teachers, Item 12, No.1, 1981. Australian Council for Educational Research. Camberwell, Victoria. ACER.Press.
- Vella, B.,& Burrow. (1998). How do they know they know: Evaluating adult learning. San Francisco, CA: Jossey-Bass.

## STUDENTS REPORTS

### VIEW OF ADOLESCENT GIRLS ABOUT FASHION

Nazia Ali, Ghazal Hussain  
Department of clothing and textiles  
Rana Liaquat Ali Khan Govt College of Home  
Economics, Karachi Pakistan  
Email: syedaali85@hotmail.com

#### Abstract

Fashion is known to exert an important influence on adolescent girls clothing. However extent of adoption depends on perceptions about fashion and relative importance of perceived benefits of adopting fashion in relation to other personal values. This study was conducted to explore fashion related views of adolescent girls. Data was collected with the help of a questionnaire from a convenient sample of 100 female students of a college. Culturally acceptable styles were perceived more often as fashion than the less acceptable ones. A majority (66%) mentioned refraining from adoption of fashion if challenges the cultural values. It could be concluded that cultural values have a major influence on girls' perceptions and adoption of fashion.

#### Introduction

Adolescence is a time of extreme introspection, it can be a period marked by severe psychological and emotional stresses. It is during this time that gender identities, values of self-worth becomes topic of serious contemplation. Changes to their bodies, their interests, and their social relationships cause them to question who they are and how they fit into the dynamic and confusing world around them. It has been found that females experience a more difficult time with this transitions than males. Adolescent girls are more apt to experience decrease feeling of attractiveness and self esteem (Naigle, 2005)

Anxiety among young girls to achieve the right look while suppressing their natural inclinations leads to loss of self-esteem dissatisfaction and permanent frustration, at the same time losing touch with their inner selves. They are driven then to follow fashion trends even if it is not consistent with their personal identity (Celso, 2006). According to her research study "adolescent girls are slaves to fashion, conforming to trends that do not reflect the owned values". She stresses the need for them to get to know themselves and to find their own authentic style. Oliver (Oliver K, 1999) stated that young girls wanted to be noticed, accepted and included by others. They want to be in relationships with other people and their image of themselves comes from what other say and do. This study showed how young girls perceive themselves based on fashion.

From this research study we come to understand that fashion will surely be useful for a plenty of young girls who epitomizes themselves as fashion freaks which keeps on fluctuating over every trend so as to be accepted and dominant in the social society. It is also an awareness of personal sense of style and it describes how to establish their personal identities.

#### Methods

This study was based on the assessment of perception of fashion by adolescent girls. The research was conducted in Karachi at Raana