

ABSTRACT

Effects of an Instructional Unit of Testwiseness on
Primary School Pupils' Subsequent Performance in
Multiple-choice Examinations.

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In this study, 60 standard four students, boys and girls, were allocated into two comparable and equal groups by random methods. The Experimental Group, consisting of 30 students, received 120 minute sessions of deliberate instruction over a four-day period, in three specific testwiseness skills: time management, error avoidance and deductive reasoning. Instructional material was prepared by the author. The Control Group, consisting of 30 students, received no training.

Effects of the treatment were assessed through an analysis of the differences in test scores as measured by the difference between Experimental and Control Groups on the post-test results and differences within the Experimental Group on the pre-test and the post-test results. Modified Common Entrance Practice Tests served as Pre-test and Post-Test.

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Data demonstrated that learners exposed to an Instructional Unit on Testwiseness were able to obtain significantly higher scores on the subsequent multiple-choice examination, than learners who had not been given those skills.

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