CHAPTER : 7

COMPENDIUM

7.1 THE ESSENTIAL FEATURES OF THE PRESENT VII.

7.2 FINDINGS

7.3 FUTURE RESEARCHES
7.1 THE ESSENTIAL FEATURES OF THE PRESENT VII

The role of interest in the entire functioning of a human being in various contexts has been recognized by many psychologists as well as educational and vocational counsellors. It has been rightly described as the key to the life adjustment, vocational adjustment and the source of stimulation. Interest is a tendency to absorb in an activity as opportunity offers, to concentrate attention on it and to prolong it because of the satisfaction it yields. In educational and vocational guidance, along with intelligence, special abilities or aptitudes for certain vocations and personality traits, interest pattern of a testee must be taken into account. In Gujarat, there was an urgent need to have a standardized Vocational Interest Inventory to measure the interest pattern of secondary and higher secondary pupils. This was just an humble attempt to fulfill the long felt need for Gujarati school going pupils, by the present investigator.

The Vocational Interest Inventory (VII) in Gujarati Version is more or less based on Kuder's Preference Record-Vocational. But the format has been totally changed; the KPR has different triads of activities out of which the subject has to decide one activity he likes most and the other he likes least; he has to punch the appropriate holes using the pin provided. In the present VII, the procedure has been over simplified. The inventory contains 120 items, each having five choices - likes most, likes, indifferent, dislikes and dislikes most. The subject has to put cross
mark on any one alphabet - A, B, C, D, and E, printed serially on a separate answersheet. The choices have been assigned weightages of 4, 3, 2, 1 and 0, respectively. Thus, this inventory is a five point rating scale.

After three different tryouts, the final inventory has been developed into two parts - Form A and Form B, each having ten areas of interest consisting of twelve items in each. Areas of interest are the same as those of KPR Vocational; they are: (1) outdoor (2) mechanical (3) computational (4) scientific (5) persuasive (6) artistic (7) literary (8) musical (9) clerical and (10) social service.

Both the Forms A and B were administered to 1263 subjects of grades IX, X, XI and XII, drawn from four talukas of Ahmedabad District, the selection being done by a stratified cluster sampling method. Both the forms were administered into two different sessions on the same day, to the same subjects. Howsoever, taking into consideration factors like finance, time and the nature of work (doctoral study without any financial aid), only one form A was standardised. Using t-test of significance, tables of percentile norms and stanines were developed streamwise (arts, commerce, and science), grade-wise (IX-X and XI-XII) and areawise (urban and semi-urban) for boys and girls, separately. Lastly, four types of reliability as well as concurrent validity of the VII were estimated.
7.2 FINDINGS

Major findings of the study were as follows:

(1) Grades IX-X (Urban, area)
(a) Boys in arts + commerce stream had higher means in three areas of interest - outdoor, persuasive and artistic - than those in a science stream, all the three being significant at 0.01 level.

(b) There was no significant difference between means in any area of interest, between girls of arts and commerce streams on one side and the science stream on the other.

(2) Grades IX - X (Semi-Urban area)
(a) Among boys, there was no significant difference between any means for all the ten areas of interest, between arts and commerce streams.

(b) The same findings was observed among girls of arts and commerce streams.

(3) Grades XI - XII (Urban Area)
(a) There was no significant difference between any means of any interest area among boys of arts and commerce streams.

(b) Out of ten areas of interest, there was significant difference between means at 0.01 level in the last eight areas; at 0.05 level in 'mechanical' interest and non-significant
difference in 'outdoor' interest for girls of arts versus commerce streams.

(c) There was significant difference at 0.01 level in six areas of interest - scientific, persuasive, literary, musical, clerical and social service; at 0.05 level in 'artistic' interest and non-significant difference between means in 'outdoor', 'mechanical' and 'computational' interests, between boys of arts and science streams.

(d) In case of girls of the same streams, significant differences between means at 0.01 level were found in 'scientific', 'persuasive', and 'clerical' interests; in 'social service' interest, it was significant at 0.05 level while in remaining six areas of interest, difference between means were non-significant.

(e) The boys of commerce and science streams have significant difference between means at 0.01 level in four areas of interest (scientific, persuasive, musical and clerical); at 0.05 level in 'mechanical' and 'artistic' interests and non significant difference in 'outdoor', 'computational', 'literary' and 'social service' interests.
The girls of commerce and science streams do indicate significant differences in all the ten areas of interest - nine differences between means at 0.01 level and in 'mechanical' interest, at 0.05 level.

(4) Grades XI - XII (Semi-Urban area)

(a) Boys of arts and commerce streams have non-significant difference between means in all but one (mechanical) areas of interest. In 'mechanical' interest, the difference is significant at 0.05 level.

(b) Girls of arts and commerce streams indicate significant difference between means at 0.01 level in four areas of interest - mechanical, scientific, musical and social service; three differences are significant at 0.05 level, areas of interest being computational, persuasive and clerical. While there is no significant difference in 'outdoor', 'artistic' and 'literary' interests.

It can, therefore, be concluded that:

(a) In grades IX-X, there was no significant difference between means, on the whole, between two streams. The null hypothesis that there would not be significant difference between means, streamwise in the urban and semi urban areas was accepted.
(b) In grades XI-XII boys and girls of commerce and science streams in the urban area differed significantly. Similarly, boys of arts and science streams and girls in arts and commerce streams had significant differences between means. Hence, the null hypothesis pertaining to boys and girls of grades XI and XII in the urban area was not accepted.

(c) In the semi urban area, boys of arts and commerce streams in XI and XII did not differ in almost all areas of interest while girls of same streams had significant difference between means in almost all (exactly, seven) areas of interest. Therefore, null-hypothesis in case of boys was accepted while for girls, it was not accepted.

Area: Urban/Semi Urban (Grades IX-X)

(a) Significant differences between means of boys of the urban area and the semi urban area were found significant at 0.01 level for all the ten areas of interest and hence, the null hypothesis that there would not be significant difference between boys of grades IX-X of the urban and the semi-urban areas was not accepted.
(b) Girls of the same grades showed significant difference in 'artistic' interest at 0.01 level and in 'persuasive' interest at 0.05 level. In all the remaining eight areas of interest, the differences between means were not significant.
Hence, in case of girls, the null-hypothesis was accepted.

(6) Area : Urban & Semi-urban (Grades XI-XII)

(a) Boys of arts and commerce streams of the urban and the semi-urban areas showed significant differences between means in three areas of interest at 0.01 level and again, in three areas at 0.05 level. No significant difference was found in 'outdoor', 'literary', 'clerical' and 'social service' interests. Hence, the null hypothesis was not accepted.

(b) Girls of commerce stream of grades XI - XII studying in the urban and the semi-urban areas clearly indicated significant difference at 0.01 level in all but one (musical) areas of interest. The null hypothesis was, therefore, not accepted.

(c) Girls of arts stream had a different picture; the first and the last five areas of interest had no significant difference; significant
difference at 0.01 level was found for 'mechanical', 'scientific' and 'persuasive' interests and in 'computational' interest, it was significant at 0.05 level. The null hypothesis was accepted.

(7) Taking into account, the above findings, tables of percentile norms and stamines were developed separately for following groups.
(a) Urban boys (arts + commerce) of Grades IX-X
(b) Semi Urban boys (arts + commerce) of grades IX-X
(c) Urban + Semi urban girls (arts + commerce) of grades IX-X
(d) Urban boys (arts + commerce) of grades XI-XII
(e) Urban boys (science of grades XI-XII
(f) Semi Urban Boys (arts + commerce) of grades XI-XII
(g) Urban and semi urban girls (arts) of grades XI-XII
(h) Urban girls (commerce) of grades XI-XII
(i) Urban girls (science) of grades XI-XII
(j) Semi urban girls (commerce) of grades XI-XII
(8) Reliability of the VII was estimated by all the four methods:

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<th>TYPE</th>
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| a    | Coefficient of Temporal stability  
          (Test retest method)  
          Interval 4 weeks       | 127 | 0.55 to 0.74 |
| b    | Coefficient of equivalence  
          (parallel forms method) | 100 | 0.60 to 0.96 |
| c    | Coefficient of internal consistency  
          (split half method)  
          after applying S-B prophecy formula | 100 | 0.62 to 0.88 |
| d    | Coefficient of Inter-item consistency  
          (Cronbach alpha method) | 100 | 0.71 to 0.89 |
| e    | Predicted Coeff. of internal consistency of  
          Forms A and B  
          (Corrected) | 100 | 0.75 to 0.98 |

(9) (a) Concurrent validity of the present VII against Jyoti Desai's VII ranged from 0.44 to 0.60 for different ten areas of interest.

(b) Three highest percentile scores of 100 pupils were validated against teachers' rating of three areas of interest. The Chi-square value was converted into contingency coefficient which was 0.66.

It can be said that the present investigator's humble attempt to construct and standardise vocational interest Inventory in Gujarati Version for pupils of grades IX to XII of the urban and the semi urban area has met with a moderate success.
7.3 FUTURE RESEARCHES:

The present standardisation of the Vocational Interest Inventory would satisfy a long felt need for having an up-to-date tool for measurement of interest of secondary and higher secondary pupils of Gujarat. However, it is limited in scope as it has been standardised on a sample drawn from only one district.

After getting financial aid from some agency like National council of Educational Research and Training (NCERT), New Delhi, more areas of Gujarat State can be covered and State norms may be established which will have a wide scope of utility.

The present investigator, herself, wishes to standardise Form B of the VII already developed and administered to the same sample. One can, then, utilise either a single form or can administer both the forms at two different sessions (if possible, on the same day) to have more reliable results.

The items of this VII are indianised taking into consideration cultural and environmental factors of India. Hence, it is now a child's play to translate this VII into other languages like Hindi, Marathi, Urdu, Bengali, Tamil, etc. and thus it can, then, be used in other states of India.

In the present study, only school going pupils were taken as a sample; it can now be extended to college students of first year through third year
levels. Separate norms can, then, be prepared for the college population.

In interest and personality testing, the question of validating the inventory or the test against external criteria is very crucial. The VII can be administered to people of special workers, etc., and can, then, be compared their interest patterns with that of person-in-general.

The present investigator also wishes to estimate predictive validity after the period of three years, by administering the VII to the part of the sample on which it has been standardised.

Also, this inventory can be administered to literate skilled and semi-skilled workers and compare the interest pattern with the work they are actually doing. If necessary, separate norms may be established for these special groups.

This inventory can also be cross validated by taking a different sample from the same area or a different area of Gujarat.

Factor validity has not been studied even though 37 items in FORM A (and 42 items in Form B) have been coined anew by the present investigator. Again, 3 items were taken from J.C. Parikh's and Jyoti Desai's inventories (44 items were taken in from kuder-original or modified.)
It will, therefore, be quite essential to check that content and factors (areas of interest) have remained the same or similar.

Some correlates like self-concept, anxiety, achievement in different subjects, special abilities, some of the factors of Cattell's personality Questionnaires can also be studied on the present VII.

It will be inferred from the above discussion that there is definitely a wide scope of different researches that would be based on the present VII.

In fine, the present standardization is not an end in itself. Rather it is the beginning for many researches that can now be undertaken. This study has opened up new avenues for further researches which have been already specified.