The present work attempted to measure postulated eleven areas of interest, viz.,

Administrative
Computational
Mechanical
Natural & outdoor
Scientific
Teaching
Fine Arts
Literary
Clerical
Persuasive
Social Service

Items were constructed for these scales on the basis of the descriptions of activities by different psychologists, review of the literature available, foreign tests which used to measure these or similar areas, discussions with a few guidance workers, counsellors, and psychologists working in the field of psychological testing, and consultations with the experts and experienced persons who are successfully working in these areas, on the manifestations of these areas in terms of activities. These items were then edited and assembled into an inventory. Suitable instructions and separate answersheet were prepared. This pilot form was
administered to a random sample of 370 students of the S.S.C. Class representing the cross-section of the population for which the inventory was prepared.

The data collected by pilot testing was used to calculate the preference index, discriminating index and the chi-square values for each item. The preference indices were required to pair the items into a forced-choice kind of scale as this technique was to be used for the final run of the inventory. Each pair had items with equal or almost equal preference values, one of which with high discriminating value while the other with comparatively low discriminating value. Items were selected on the basis of discriminating values and chi-square values. The intercorrelation matrix was prepared to know whether the scales included in the inventory correlate highly or not. It was found that three scales viz., clerical, persuasive and social service were highly correlated with other scales like Administrative, Teaching, Computational and therefore those three scales were not considered sufficiently independent and so combined with other scales with which they were correlated. Thus in the final form of the inventory there are 8 scales and 112 pairs or 224 items of which 5 were new additions.

This final form was administered to 4900 subjects including boys and girls. The percentage of boys and girls was kept after keeping in view the percentage of boys and girls appearing at the S.S.C. Examination conducted by the Secondary School Examination, Board of the Gujarat State. The data
collected thus was used for the norms study and the determination of reliability and validity.

As in the case of interest inventories in general, this inventory, too, had high reliability values for all its scales. Both split-half and test-retest reliabilities were around .85. Kuder Richardson reliability values were small, but it is known that this method underestimates the reliability of tests and so it is not presented in this report.

As regards the validity of the inventory, it can be said that the procedure adopted in the construction of items ensured this. All the items were based on the descriptions of the activities given in the psychological literature, their use in other inventories, and the agreement of psychologists and persons working successfully in the field regarding their relevance to the scales. The congruent validity was ensured by correlating the common scales of inventory with those in Dr. Chatterji's Preference Record. The coefficient of correlation was sufficiently high in all the scales except the fields like outdoor and Mechanical. It was assumed that this low correlation in these two scales was due to difference in the items of these scales. In the present inventory Natural and Outdoor area was considered while in CPR outdoor and sports was considered. Similarly Mechanical scale was correlated with the technical scale of CPR. Here also the concept in both these scales was different.
Internal consistency values and chi-square values were calculated and only significant items were selected. Teachers' rating and observed interests on the present inventory were correlated. And finally the inventory was validated against the external criterion group. This group was selected on the basis of the points given in chapter IX. The correlational evidence was indicative of the extent to which the test was dependable.

T-Scores and Stanine Scores were calculated for establishing norms on the basis of the data collected in the final administration of the inventory.

II OBSERVATIONS (SPECIFIC)

1. The attempt was made to measure eleven areas of interest. The inventory was successful in measuring only eight of them viz., Administrative, Computational, Natural & outdoor, Mechanical, Scientific, Teaching, Fine Arts, and Literary.

2. It is often mentioned that foreign tests are not very useful for our purposes. The present inventory showed that it had items which were very much similar to the foreign ones and they proved to be valid for our purposes. This is conceivable as it is accepted that the main activities in the occupations are the same for all the people. This inference has, of course, certain limitations which should also be recognised. For example, one item has a reference to, say, visiting night-clubs.
In cultures where night-clubs are not common, the item may not have any significance. In such a case it has to be substituted by something which is more appropriate in that culture. However, the inventories of the present nature have simple and straightforward expressions which are more common to all the cultures in general than to specific cultures. Very specific items are exceptions rather than a rule. This is just to make an observation about the possibility of adapting the foreign tests with minor modifications to suit our purposes.

3. The inventory was administered to quite a large population for the purpose of norms study. There were significant sex differences. The mean scores varied significantly from boys to girls. This means that sex difference was a factor in deciding a person's field of work. Thus, there were sex differences with regard to different scales of the inventory. The difference between boys and girls on Fine Arts scale, for example, was statistically significant. Girls scored higher than boys. This was in conformity with the general belief about the artistic nature of the two sexes. Girls do tend toward greater art activities.

4. As similar study was taken up to see whether or not there is a significant difference between Urban and Rural areas. It was observed that the significance of difference was rather low in only four areas viz., Administrative, Computational, Scientific and Literary.
It was thought that these differences might be due to the difference in socio-economic status, the educational level, the 'reference group', concept of the status value in jobs, impact of university campus, facilities for communications, etc.

5. A study of relationship of aptitude with interest was made. The present investigator standardized a Mechanical Aptitude Test, for the S.S.C. class pupils of the Gujarat State. The scores on this test and the present inventory were correlated. It was interesting to observe that interests did not appear to have a close relationship to aptitudes. The correlation between the measured interest and measured aptitude was possible but relatively low. This might be due to the fact that a person might have a high mechanical interest but little mechanical aptitude.

With these observations made during the course of the construction and standardization of the inventory, it can be said that the objectives with which the work started has been fulfilled. The reliable and valid tool is prepared and it should turn out to be very valuable. Suggestions for further work on it and its use are offered in the next section.

III VALUE AND UTILITY OF THE INVENTORY

The purpose was to construct an instrument for diagnostic screening for the counselling purposes. Now that
the standardization work is over, it is ready to be put to
different uses. It is primarily a diagnostic instrument to
measure the eight areas of interest, viz., Administrative,
Computational, Mechanical, Natural and Outdoor, Scientific,
Teaching, Fine Arts, and Literary. While counselling indi-
viduals, knowledge about their interests is most essential.
A quick check on these can be obtained by the application of
the present inventory. In addition to other forms of data
such as abilities, personality, attitudes, achievements,
biographical data, etc., this would help to reveal the
image of the individual. Too frequently, the results of
interest inventories are used in isolation, apparently on
the assumption that they can stand alone and tell the whole
story. But the fact is that interest inventory scores have
real meaning only when they are a part of a large body of
knowledge about the individual. Understanding of the
individual is essential in a variety of situations involving
interpersonal relations such as those in schools, colleges,
industries, places of work, community and even in family.
The teachers employers, personnel managers, welfare officers,
and social workers can gain much understanding of the people
with whom they work through the use of such instruments. In
India, psychological tests are not common and especially there
is a dearth of carefully prepared interest inventories.
Because of its various characteristics mentioned below, the
present test can prove to be a contribution in the field of
interest measurement.
1. The inventory measures eight of the most important areas of interest. These are the main areas of interest helping to understand the individual, his response patterns, his habit or thought of action etc. It is due to this fact that it has the greatest applicability in the field of educational and vocational counselling, and it could be claimed that it would serve the purpose very well for which it has been constructed. It would help the counsellor to understand the counsellee and his action pattern or interest more exactly. In the same manner, it would give the counsellee an opportunity to understand and think about himself more objectively. Thus, it would give both, the counsellor and his client, points for discussion. This is the general way in which the understanding of the problem develops gradually in the counselling process, or rather this is the essence of the counselling process.

2. The language of the inventory is Gujarati which can easily be understood by anyone who has some education beyond the primary school leaving stage or those who have passed the VIIth grade examination. This gives scope for its wide applicability in the State of Gujarat where the Gujarati language is the medium of instruction in the secondary schools and where this language is spoken. Of course, if some more data is collected from the Xth grade and the preparatory year in the college population, norms can be calculated for them also.
3. The forced-choice technique was used for constructing the inventory. The technique is of very recent origin even in the foreign countries and forced-choice type of inventories are gradually being constructed. More experience with this technique would demonstrate the value of these inventories. From whatever is known so far, it may be said that they are based on sound logic, empirical evidence about the influence of social desirability value of items on the testee, and the effectiveness of the control of this factor by the above technique. The temptation of posing oneself as an ideal image cannot be controlled in the natural circumstances. This technique, by disguising the purpose of the test and nature of items, poses before the testee such alternatives, the value of which is apparently the same. He has only to choose one of the two equally desirable activities as more or less applicable to him. It has been demonstrated by Gordon¹ that such type of inventories possess greater validity. Research can be undertaken with the present inventory also to verify this fact. Only this type of inventory can be used in selection procedures because the chances of faking are reduced to minimum. The simple questionnaire is so much susceptible to faking that it has little validity for the purpose of selection. Though the forced-choice form overcomes this drawback, further research

with the present inventory can substantiate its claim to be used in selection procedures. The forced-choice technique as such is dependable on theoretical as well as on empirical grounds.

4. The procedure of item construction and selection as described in the fifth and subsequent chapters, has ensured the content validity as well as the concurrent validity of the inventory. While constructing, editing and selecting each item, utmost caution was used to look to every small detail of appropriate wording, simplicity of language, unambiguity in meaning, relevance to the scale, and vigorous statistical test in terms of preference indices, internal consistency indices and validity indices. So critical examination of each individual item is the unique feature of this inventory. This has guaranteed the validity of the inventory as a whole by weeding out each item which did not function. Internal consistency indices and validity indices, when used together, render the test content homogeneous, relevant to the scale, and valid for the purpose.

5. Reliability of the inventory was tested by two methods. It has been observed that the inventory possesses high reliability values for all the 8 scales. These are comparable to the values for most of the popular inventories discussed in the eighth chapter. Their values have been obtained in spite of the fact that the eight scales have only twenty-eight items in each. Because of all the merits and qualities of the inventory,
it can be used as a tool demonstrating the use of interest inventories. The problems of its content, areas measured, item-analysis, reliability, validity, its administration, scoring, interpretation and use for different purposes, can be discussed with its help. Because of its moderate length, it is all the more convenient to handle it. Its examination, administration, scoring etc., could be very quick if desired.

The value of the present inventory would, however, depend greatly on its being put to use either in the work of counselling as already suggested, or in different researches involving measurement of interest areas. This might be necessary to either find out certain relationships or to control the factors. If significant relationships between the scales of the inventory and other variables such as, success or failure in various educational or vocational careers, different social adjustments, etc., are established, it can be used to predict these, either by itself or in combination with other measures, depending upon the results of the study. It is in this type of research that there is a great potentiality of its application. Suggestions for work along these lines are given in the following section.

IV SUGGESTIONS FOR FUTURE RESEARCH

The inventory has considerably high potentiality for application in the fields of educational and vocational guidance, personal counselling, selection to courses of study,
selection to different jobs, research related to interest areas, demonstration purposes in psychological laboratory etc. As more data would be collected, its value in different kinds of applications would increase.

More systematic research to study the role of different variables such as ability, personality, study habits, interests, etc., on the success or failure in the chosen educational careers, is needed. If relationships are established, long range predictive validity of the inventory for this and other similar purposes could be determined and it could be used for forecasting these in advance. Much wastage and misplacement in educational and occupational career can thus be avoided. This is very important, especially, when the country is engaged in the huge task of national reconstruction by trying to meet its demands and needs despite its limited resources. If people are guided to take up careers suitable to their abilities, interests, personality make-up, etc., it is likely that they would succeed. By this, human resources would not be wasted by being shunted at random to any careers. Also the material facilities would be fully utilized only by those who would benefit by them. The double wastage by the misfits is one of the greatest of the obstacles before the developing countries. This would only be overcome if factors contributing to success in various life situations are studied and instruments to measure these factors are constructed and refined through continuous application and research. The present inventory measures eight of the important interest which
are likely to possess predictive potentiality for different purposes. Such studies can be undertaken over a long period of time and necessarily lie beyond the scope of this work. However, they are very valuable.

The inventory is based on forced-choice technique, and it is worthwhile to study the relative efficacy of it and the simple item of questionnaires. Though, it has been proved that the former possess greater validity than the latter, studies with special reference to this inventory should be undertaken. Studies into the possibility of faking should also be undertaken, though the forced-choice technique reduces these chances. Only when this is verified, the inventory can be used in selection procedures.

As the language of the inventory is Gujarati, it can be used in different parts of the Gujarat State only. In other parts of the country where Gujarati knowing people are staying, it can also be used, provided more data on local norms and its applicability are collected. This is especially necessary, because there are very few people who are working in this direction and fresh attempts in every State would involve large scale duplication of efforts. The best course for the time being would be to adapt tests which are used in other States, to translate them, to refine them and render them suitable for local use. This inventory can be easily adapted to local use with little additional data collection. Such studies may be cross-cultural as well as cross validational in purpose if necessary.
Research along the same lines to measure other areas of interest such as Agricultural, Business, Persuasive, Social service, Technical etc., may be undertaken. After constructing reliable and valid measures, their predictive values for different purposes might be determined. Force-choice technique offers tremendous potentiality in the field of self-rating questionnaires, to provide measures with good reliability and validity for the purposes of interest assessment, which would be useful in educational and vocational guidance and particularly in selection too.

All this discussion leads one to believe that this interest inventory has all the desirable qualities of a measuring instrument. As the theoretical knowledge about the relationships between the areas of interest and behavioural outcomes of these increases its use would become more meaningful and widespread. Till then, the same might be used in exploring and establishing these relationships. In this way, it is a tool of theoretical advancement as well as of practical application.

Eventhough interests are, at least theoretically, very important to consider in choosing occupations, it does not necessarily follow that the available instruments are maximally effective measures of interests. As is true in the case of most areas of testing, a great deal more research is needed.

It is unfortunate that interest tests cannot be used as successfully in the selection of people for particular
jobs as they can be in vocational guidance. People usually give honest responses in a vocational guidance situation. They are there for information and advice and there is little to gain by faking an interest inventory one way or the other. When an individual applies for a job, he is seldom as desirous of learning about himself as he is of obtaining the position. The small amount of success that interest inventories meet in personnel selection programs should not mar the important place they have in vocational guidance.

For any one who is interested in this area, the following problems also need further research:

1. To establish regional Norms on the basis of this Inventory.
2. To construct and standardize an inventory on other areas of interest.
3. To find out the relationship of the interest of school pupils with other factors such as scholastic achievement; aptitude etc.
4. To study the influence of fathers' occupation on the interest of their children.
5. To study the stability or otherwise of the interest of the pupils of the S.S.C. Class.

In conclusion, it can be said that the area of interest measurement holds a great promise for research. It is something worthwhile for a guidance worker who is struggling to make his work more objective and systematic.
Reference