UNIT-12 MEASUREMENT OF INTEREST

UNIT STRUCTURE

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12.1 LEARNING OBJECTIVES

After going through this unit, learners will be able to-

- explain meaning and concept of interest
- discuss interest testing
- discuss different interest inventories
- describe the uses of interest inventories
- explain the importance of interest testing
- highlight the cautions to be taken in using Interest inventories

12.2 INTRODUCTION

Learners, you might have observed that some of your friends show more inclination towards mathematics, while others towards computers, some develop interest in literary activities or in painting etc. Interest is an expression of our likes and dislikes or our attractions or aversions .When we are free to do some work or perform something, we will choose only those in which we are interested. An individual chooses the most acceptable, suitable alternative out of many, go after preferred objectives, activities etc. and consequently get satisfaction, success and happiness out of the activities selected. It is because of his or her natural liking for these activities over others. Interest refers to activities that an individual likes to engage and enjoy. Interest are major factors in educational and vocational success. They also forecast satisfaction and dissatisfaction. These are motivator of our behaviour. The study of interest would help the teacher to better understand the students in terms of his/her likes and dislikes. Learners, therefore, in this unit you will learn about interest testing.

12.3 MEANING OF INTEREST

Interests are acquired motivations. Etymologically, the word interest in Latin language means 'it matters'. The pupil is interested in the examination results because he is vitally concerned about it. Interest basically refers to the motivating force of an individual which impels him to attend a person, a thing, an object or an activity. It is a subjective attitude motivating a person to perform a certain task. Interest means what matters or concerns us. Any volitional act can take place when we are interested in it. If someone is interested in 'football', it means 'football' matters to him. It is to some extent permanent aspects of mental life. Being interested in something implies possession of a disposition in the mental structure about a particular object or activity. We can describe interest as a feeling of association. It gives pleasure and satisfaction. It results in curiosity towards the object of interest and strength of will to face difficulties while engaged in

the task of one's interest. It brings a definite change in behaviour in the presence of the object characterized by attention and concentration.

We can explain interest as the mental attitude. The distinction between attitude and interest are very narrow. Interests indicates the degree to which the individual prefers to hold an object before his consciousness, whether he acts approvingly or disapprovingly toward the object, while attitude indicate his reaction in terms of direction. Interests give clues regarding adjustment and personality. Strong who has devised interest test batteries, says that interest is behaviour organized around activities. Interest is similar to attitude as attitudes are organized around concepts (and not activities).

12.4 DEFINITIONS OF INTEREST

Let us now study a few definitions of 'interest'-

- **Jones states,** "Interest is a feeling of likening associated with a reaction, either actual or imagined to a specific thing or situation."
- **Bingham defines:** "Interest is a tendency to become absorbed in an experience and to continue it, while an aversion is a tendency to turn away from it to something else."
- **According to Strong:** "Interests are the sum total of likes and dislikes for a wide range of stimulus objects and activities"
- Murphy **states:** "Interests are conditioned stimuli related to goal objects and expressed as likes and dislikes of activities, objects, characteristics or people in the environment"
- C**row and Crow** state, "Interest may refer to the motivating force that impels us to attend to a person, a thing, or an activity; or it may be the affective experience that has been stimulated by the activity itself".
- **I. L. Russel** describes interest as organismic conditions which lead to continuing stimulation of concern about particular objects, persons and activities.
- **Sawrey and Telford** explain. "Interesting objects and experiences

are those which have satisfied or which promise to satisfy motives".

- **Drever** said, "An interest is a disposition in its dynamic aspect."
- According to **J.S. Ross,** "A thing that interests us is just something that concerns us or matters to us."

When we analyze all the above definitions, we find that the psychological term 'interest' is related to a number of facts. Firstly, interest is a mode of experience of the individual. Stout makes it more specific by saying that it is affective-conative aspects of experience. A person interested in sports, has a particular feeling towards it (affective side) and strives to attend to it (conative side). Secondly, this experience is not a temporary one, lasting only in the presence of the object of interest. It is enduring. The sportsman is interested in sports, even when he is not in the sport field. There rests an enduring disposition in the mental structure of the individual round about the object of interest. Thirdly, interest is the basis of conative act in the form of attention. We attend to a certain act because we are interested in it. "Interest is latent attention and attention is interest in action." While interest is the enduring mental disposition, attention is the experience succeeding it.

12.5 TYPES OF INTEREST

Super has suggested three types of interests-Expressed Interests, Manifested Interests and Tested or measured Interests

- **Expressed Interest:** Expressed interest refers to interest in an object, activity, subject of study or occupation as verbally expressed by an individual. In the expressed interest the person expresses his personal likings through verbal communication with such sentences as 'I love music'. It is the first source of knowing the interest of a person. But much reliance cannot be based on it. Because permanency of such expressions of likings are prone to vary from time to time depending upon the maturity of the person.
- **Manifested Interest:** Manifested Interest refers to the actual participation of an individual in a particular activity or occupation.

Interests are the traits of personality of an individual .These traits are manifested as likes and dislikes, preferences and indifferences. Learners, therefore, quite often we say 'I am interested in literature', 'I am interested in photography' 'I am interested in sports' and so on. Manifest interest is the interest that is not expressed but observed by others while the person is engaged and absorbed in an activity. Newton forgot his meals while engaged in scientific experiments.

- **Tested/ Measured Interest:** It refers to an individual's interest as measured by interest inventories.

12.6 NATURE OF INTEREST

From above discussion we can draw the following importance points regarding interest-

- Interests are expressed as likes or dislikes of activities, objects, characteristics or people in the environment.
- Interest is not an inborn quality. We acquire interest in different situations of our life. But some interest are basically inborn in character.
- Interest is satisfying i.e. pursuits of one's interest is always satisfying.
- Interests are conditioned stimuli related to goal objects.
- Interests are an aspect of personality development shaped by both hereditary and environmental factors.
- Interests never become permanently fixed. They get changed as a result of growth and development, learning and different internal as well as environmental factors.
- Interest is a great motivating force. It is the cause and result of motivation.
- Interests are unique to an individual. Individual differences in interests are evident even from the pre-school years.
- Interests are closely related with abilities. If an individual has got an interest along with an ability there is possibility of more progress.
- Interest of a child is determined by his social environment.

- Interests are considered as latent attentions and attentions are treated as interest in action.
- Interests are measurable with the help of different types of interest test.
- Interests are affective-conative aspects of experience. This experience is not a temporary one. It is enduring.



CHECK YOUR PROGRESS

Q 1: Mention two points indicating nature of interest.

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Q 2: Distinguish between attitude and interest.

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Q 3: What is expressed and manifested interest?

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12.7 MEASUREMENT OF INTERESTS

Interest is classified into three types as - expressed interest, manifest interest and measured interest. While knowing the interests of a person we can rely more on the manifest interest and the measured interest rather than the expressed interest. But it is not always practicable to know the manifest interest for want of frequent situations arrange able wherein the observer can observe the manifestation. Hence measured interest is the usual source of interest testing. The interest measurement is the estimate and account of a person's interest as revealed by some psychological tests

or interest inventories. There are various methods of measuring interests, such as interviews, check lists, direct observations, questionnaires and inventories. Questionnaires and inventories are the most important methods of measuring interests.

12.8 TECHNIQUES OF MEASURING INTEREST

Generally, pupil believe that an individual's interest can be ascertained by asking him about their interest. But psychologist have developed different a number of test to measure interest of a person. There are various methods of measuring interests, such as interviews, check lists, direct observations, questionnaires and inventories. Interest can also be assessed informally in the classroom in the same ways as attitude. The tools for measurement of interest are of two types -

- Formal Assessment Techniques and
- In-formal Assessment Techniques

The formal methods are specialized and standardized measuring instruments such as interest inventories, interest test batteries etc. The informal methods include the person's own statement, a record of his activities and observation by the parents and the teachers. The former i.e., the formal methods are usually supplemented by the informal methods in interest testing.

12.8.1 Formal Assessment Techniques: Interest Inventories

Interest inventories are formal techniques for measuring interests. Inventories are the most important methods of measuring interests. A standardized Interest Inventory asks an individual to indicate personal likes and dislikes such as the kinds of activities she or he prefers to engage in. They are considered more reliable at discovering an individual's interest. The inventories address a large number of questions representing a broad range of careers. An ideal testing programme to measure and identify interest includes a

standardized Interest Inventory. A standardized Interest Inventory asks an individual to indicate personal likes and dislikes such as the kinds of activities she or he prefers to engage in. Responses are generally compared to known interest pattern. Interest indicates a simple level what a person likes to do and enjoy. It is important to remember that interest inventories indicate the student's interest and not his or her strength. There are many inventories now in use and majority of them deal with occupational interest. The emphasis of interest inventories is on self-exploration. One should know about one self and be able to relate this information to what one is doing. Thus, the results of interest inventories should not be seen in an isolated manner but should be supplemented with information from other techniques such as observation, interview, informal talk etc.

There are many inventories now in use and majority of them deal with occupational interest. Two frequently used inventories are Strong Vocational Interest Bank (SVIS) and Kuder preference Record (KPR). These are significant milestones in the area of interest measurement and a number of revisions of the original forms have been undertaken. Three notable formal methods universally employed are:

- **Strong Vocational Interest Blank,**
- **Kuder Preference Record, and**
- **Thurstone's Vocational Interest Schedule.**

A brief description of each has been discussed in the following section.

12.8.1 (a) Strong Vocational Interest Blank (SVIB)

The Strong Interest Inventory is a psychological instrument that began its formation in the years following World War- I through the work of E.K. Strong of Stanford University California. Strong went on to publish the first version of the Inventory in 1927. The Strong Interest Inventory test is an assessment that helps people match their

interests with potential educational, career, and leisure activities, using an individual's preferences in a variety of areas to aid them in discovering what they will most enjoy doing with their work and their free time. The purpose of the Inventory was based around studying the occupational interests of men and women. The SVIB is based on the assumption that a person who has the interest typical of successful people in a given occupation will enjoy and find satisfaction in that occupation. It is most useful with persons at least 17 years old. It is available in two form one form for men and one for women. Prof. Strong of Stanford University California designed this in the form of a check list. The check list contains 400 separate items. The items consist of occupations, amusement activities, school subjects, personal characteristics, etc. It is presented to the individual and he is simply asked to indicate whether he likes, dislikes or is indifferent, on a three point scale.

Thus, SVIS measures interest in a number of professional and business fields. As such it is useful for both educational and vocational guidance. These 400 items include 100 occupations, 49 recreations, 36 school subjects, 48 activities and 47 peculiar interests. The test reveals the interest maturity of the individual, his masculinity and of femininity, and his occupational level. It presents numerous activities and the respondent indicates whether she or he likes, dislikes, or has no opinion regarding each activity. Hence it is called category-response type of assessment. These responses are then compared to those of persons in various professionals and business occupations. The inventory can be scored for 40 occupations. Major revisions of the inventory occurred in 1981, 1985 and in 1994. These major revisions created opportunities to update and revise the main sections of the instrument. The Strong Interest Inventory Test is further broken down into four categories:

- **The General Occupational Themes:** Created to provide an economical organization for the Strong Interest Inventory Profile, detailing an individual's general attitude toward specific broad

interest fields.

- **The Basic Interest Scales:** Created to provide additional means of explaining high and low scores on the General Occupational Theme Scales through measuring an individual's penchant for certain subject areas and activities.
- **The Occupational Scales:** The original scales developed by E. K. Strong that form the foundation of the Strong Interest Inventory test, which relate specific occupations with various interests and qualities that individuals in each occupation identify with.
- **The Personal Style Scales:** The newest additions to the inventory starting with the 1994 edition. Added to provide a means to measure comfort with broad styles of living and working, including areas such as how a person prefers to be taught, how an individual finds that they best accomplish tasks related to work and whether they prefer working alone or with other people, how an individual feels about taking a management role, and how an individual feels about taking risks.

A final component of the Strong Interest Inventory is a series of indexes that allow interpreters and individuals to understand more atypical profiles that may not conform directly to the scales of the Strong Interest Inventory. The information gathered from these scales comes together to provide us with a picture of our interests and which jobs or school majors match these interests. Each scale is ranked by the separate score. There is no provision for calculating total score for the whole scale. These scales give us a bird's eye view of our interests.

12.8.1 (b) Kuder Preference Record (KPR)

Kuder Preference Record has been prepared by G. Frederic Kuder. Kuder inventories are designed for use with children from grade 9 onwards and with adults. They are in the forms of three Preference

Records. In 1938, Kuder compiled Kuder Preference Record. It was revised in 1951.It has served as a useful interest inventory since then. The KPR constructed by G. Frederic Kuder, assess preferences for specific activities. This record measures preferences or interest in broad occupational areas. This test covers a wider field, comprising of nine separate scales of occupations, viz. mechanical, computational, scientific, persuasive, artistic, literary, musical, social and clerical. Kuder presupposes three major interests viz. mechanical, literary and artistic. So when the same task is presented to the subject, with three related activities, the subject will select the activity that relates one of the three interests that he possesses. It is made up of 504 items. Each item lists three activities and respondents indicate which activity they would most like to engage in. Each item contains three choices. The subject has to select one of the three choices as his first choice, and another as his third choice. An example of the choices given in an item are:

- Build bird houses
- Write articles about birds
- Drawn sketches of birds.

This particular item aims to test three types of interests - mechanical, literacy and an artistic as mentioned above. If the subject opts for the first, his interest is mechanical. Another example is presented. Here the subject is asked to select the activity that he would prefer the most, and the activity he would prefer the least out of the following three:

- Visit an art gallery.
- Browse in a library.
- Visit a museum.

A triple activity regarding collections is:

- Collect autographs.
- Collect coins.
- Collect butterflies.

A detailed scoring system is employed for analysis and interpretation. A percentile of 75 or above is considered significantly high. If a person goes beyond P75 in any of the areas, all the occupations in that area are attractive for him.

The main difference in the two types of inventories, Kuder Preference Record (KPR) and Strong Vocational Interest Blank (SVIB) is that in Kuder preference record the subject is forced to say which one of the three activities he likes best and which one he likes least, even though he may not like any of one of these choices. Hence it is called forced choice pattern type. In Strong Vocational Interest blank, the subject has to differentiate between L (like), I (indifferent) or D (dislike). Hence it is called category-response type of assessment. Both the interest inventories however better in terms of approaches in construction and purpose for which they are used. If you want a description of a person's so that inferences could be done regarding suitability for one of the very large number of jobs, Kuder Preference Record is your preferable tool of interest assessment. On the other hand if the purpose is to appraise the individual interest for a limited number of specific jobs, then strong Vocational Interest Blank is more useful. It is important to remember that the SVIB and KPR tell nothing about the ability or aptitude of an individual. These remains to be assessed by other methods.

In India Allahabad Bureau prepared a vocational interest preference reckoner in 1956 on the line of Kuder Preference Record. In the same years, Educational and Vocational Bureau in Bihar compiled an interest preference reckoner again on the lines of Kuder Preference Record.

12.8.1 (c) Thurston's Vocational Interest Schedule

This test has been devised by Thurstone. He administered a comprehensive test to 3400 college students who expressed their Likeness (L), Indifference (I) and Dislike (D) to each of the items in

the test. He analyzed the test scores and through the techniques of factor analysis, arrived at 8 factors of interest viz.; (i) Commercial Interest, (ii) Legal, (iii) Athletic, (iv) Academic, (v) Descriptive, (vi) Biological, (vii) Physical Science, (viii) Art. This interest schedule is more effective in inducing thoughtful self-appraisal on the part of the student. This is more informative, convenient to use and is more economical of time and money.

Some less used interest tests are Hepner's Vocational Interest Quotient and Lufburrow's Interest Blank. The latter is of the same design as Strong's Blank. It gives eleven families instead of nine, viz. Artistic, Commercial, Constructions, Industrial, Scientific, Humanistic literary, Transpositional, Mechanical and Technical. Clecton's vocational Interest Inventory deal with 9 groups of occupations and contains 630 items. There are two more inventories which are specially prepared for women. Manson's Occupational Interest Bank is for guiding women. Stewart and Brainard have prepared specific Interest Inventories of types, one each for girls, women, boys and men. Any type (say for girls) contains 20 groups of five questions dealing with no different interests.

Some interest inventory developed in India are -

- **P.S.M. Inventory:** This inventory has been prepared by Vocational Guidance Bureau, Prantiya Shikshan Mahavidyalaya, Jabalpur. It is a verbal inventory which can be given both to individuals and groups in the age range of 13- 18 years.
- **Chatterjee's Non-language Preference Record Form 962:** This is a nonverbal record which can be administered to groups. It measures interest in ten interest areas-fine arts, literary, scientific, agriculture, technical, craft, outdoor, sports, medical and household works.
- **R.R Singh's Interest Record Card:** This self-administering Interest Record measures interest in seven areas-mechanical, business, scientific, social, clerical, aesthetic and outdoor.



CHECK YOUR PROGRESS

Q 4: Which type of interest is the source of interest testing?

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Q 5: Distinguish between formal and informal techniques of interest testing.

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Q 6: Write the name of two interest inventory.

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Q 7: Write the name of the scales included in Kuder Preference Record.

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Q 8: What factors are included in Thurston's Vocational Interest Schedule?

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Q 9: Mention the name of two Indian interest inventory.

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Q 10: Write name of two Indian agency which develop interest inventory in India the line of Kuder Preference Record.

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12.8.2 Informal Assessment Techniques

You have read about different types of interest inventories. Besides, these some tools are also available for use to test interest of an individual. It includes expression and observation of interests of an individual. The interviews of an individual regarding his/her interests provide a good beginning for understanding his/her client. For example, the books s/he reads, and the amount of time spent on reading provides an indication of interests of the person concerned. Learners, you can supplement this information by using qualitative techniques of assessment such as observation of the activities a person in or information gathered from anecdotal records and written works as sources informal information regarding interests of a person.

It is important to remember interests indicate the clients and not his or her strength. The emphasis of interest inventories is on self-exploration. One should know about one self and be able to relate this information to what one is doing. Thus the results of interest inventories should not be seen in an isolated manner but should be supplemented with information from other techniques such as observation, interview, informal talk etc. interest results are of little value themselves. They should be considered with achievement and aptitude scores to help individuals make educational and career choices.

12.9 Evaluation of Interest Inventories

Uses of Interest Inventories:

Results of interest inventories or tests are particularly useful to the counsellor as-

- Interest inventories are needed as they enable students to have a better choice in ease of adopting subjects, courses, occupations and recreational activities, etc.

- They are very much useful for employers to select a student for a favourable occupation in the concerned occupational set-up.
- They are highly useful for the teachers and guidance workers to ascertain students' performance in his field of interest.
- They are also useful for the parents as they insist them to help their children for their liking field.
- They assist the counselor, teacher and guidance worker in dealing with problems of the children.
- In comparison to other psychological devices they are economical.
- The items of interest inventories are non-threatening and so the student is more likely to respond honestly.
- The student, with the assistance of the counselor, is helped to see the discrepancy, if any, between his/her view of one's interests and those assessed by the interest inventories.
- It also provides the counsellor a view into whether the clients expressed interests are shifted to what s/he is pursuing.

Limitations of interest inventories:

- One cannot rely on scores on interest forever be also cause preferences, liking may change. Intensity of interest may vary. The tests presuppose that the subject possesses a particular interest. But it can reveal the interest that is present at the time of test, and not afterwards. The interests revealed may not remain permanent. Moreover the interests are cultivable also. At the time of testing a particular interest may not have developed fully, but it may develop afterwards. It has been seen that some interests develop during the vocation.
- Some of the tests reveal ability rather than interest. But interest is not the same thing as ability. So some tests are not fully valid or reliable.
- Interest inventories are not very satisfactory in predicting job success, job satisfaction, personality, and adjustment and academic success.
- The questions in the inventories deal with certain types of activities, and not all these lead to clear-cut vocations. Again, there is much

overlapping between one activity and another. An occupation is not one interest but a combination of activities or interests.

- The interest inventories reveal facts on the basis of the report given by the subject. The accuracy of the report is still a problem. Some people do not reveal facts.
- Interest inventory can be affected by the ambiguity of questions asked.

Cautions on the use of Interest inventories:

Learners, you should keep in the following cautions in mind while using the results of interest inventories.

- Interest data of an individual provides a profile of the pattern of their interests (what they like doing) and should not be taken as the strength of the individual.
- Interest results tell us only about the likelihood of an individual finding enjoyment in a particular type of activity or occupation and not s/he is capable of.
- A high score on an interest inventory so should not be considered analogues to success in a career.

12.10 IMPORTANCE OF INTEREST TESTING

Interests give clues regarding adjustment and personality. The knowledge and understanding of a child's interests are a major factor in educational and vocational guidance. Thus, interest testing is important in educational and vocational fields. Knowing student's interest can be of great value for a teacher in promoting motivation and making learning activities relevant to students. The study of interest would help us to better understand the students in terms of his/her likes and dislikes. Interest assessment is used for several different purposes. Career exploration, that leads to decisions such as choosing a major, selecting a career, career choice predictions or career changes etc. Within this context, college and high school counseling services are the most typical providers of interest assessment and career counseling experiences. However, employment

agencies, vocational rehabilitation services, social service agencies, corporations, consulting firms, and community agencies also incorporate interest assessment. Interest testing is done to achieve some purpose such as:

- To help teachers, counselors and parents to assist the students to prepare his educational and vocational terms consistent with his interest.
- To help in the selection of the right person for the right work, and thus reduce frustration, unhappiness and disappointment in the life of the individual and increase productive capacity of individual.
- To assist students to have a better choice in ease of adopting subjects, courses, occupations and recreational activities, etc.
- To enable teachers, counselors assist the counselor, teacher and guidance worker in dealing with problems of the children.
- They are also useful for the parents as they insist them to help their children for their liking field.



12.11 LET US SUM UP

Dear Learners the unit can be summarized as-

- Assessment of interest indicates a simple level what a person likes to do and enjoy.
- Interest testing is important in educational and vocational fields. As it helps a teacher in promoting motivation and making learning activities relevant to students.
- We can use two types of techniques to discover a student's interest - (i) formal assessment techniques and (ii) informal assessment techniques.
- Interest inventories are formal assessment techniques of interest. Three frequently used inventories are Strong Vocational Interest Bank (SVIS) and Kuder preference Record (KPR) and Thurston's Vocational Interest Schedule.
- The emphasis of interest inventories is on self-exploration.

- Interest inventories are needed as they enable students to have a better choice in ease of adopting subjects, courses, occupations and recreational activities, etc.
- One cannot rely on scores on interest or attitude testing forever because preferences, likings or disliking may change.
- Interest data of an individual provides a profile of the pattern of their interests (what they like doing) and should not be taken as the strength of the individual.



12.12 FURTHER READING

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12.13. ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: i) Interest is shaped by both hereditary and environmental factors, ii) It is closely related with abilities etc.

Ans to Q No 2 : Interests indicates the degree which the individual prefers to hold an object before his consciousness, whether he acts approvingly

or disapprovingly toward the object, while attitude indicate his reaction in terms of direction.

Ans to Q No 3: Expressed interest refers to interest in an object, activity, subject of study or occupation as verbally expressed by an individual and Manifested Interest refers to the actual participation of an individual in a particular activity or occupation.

Ans to Q No 4: Measured interest is the usual source of interest testing.

Ans to Q No 5: : The formal methods are specialized and standardized measuring instruments such as interest inventories, interest test batteries etc. The informal methods include the person's own statement, a record of his activities and observation by the parents and the teachers.

Ans to Q No 6: Strong Vocational Interest Blank and Kuder Preference Record,

Ans to Q No 7: Nine separate scales of occupations, viz. mechanical, computational, scientific, persuasive, artistic, literary, musical, and social and clerical

Ans to Q No 8: 8 factors are (i) Commercial Interest, (ii) Legal, (iii) Athletic, (iv) Academic, (v) Descriptive, (vi) Biological, (vii) Physical Science, (viii) Art.

Ans to Q No 9: P.S.M. Inventory and Chatterjee's Non-language Preference Record Form 962

Ans to Q No 10: : Allahabad Bureau and Educational and Vocational Bureau in Bihar

12.14. MODEL QUESTIONS

Short Questions (Answer each question in around 150 words)

Q 1: Why is measurement of interest so important?

Q 2: Write a note on Interest Inventor

Q 3: Write short notes on

(a) Strong Vocational Interest Bank (SVIS)

(b) Kuder preference Record (KPR)

Q 4: Show your acquaintance with a test of measuring interest.

Long Questions. (Answer each question in around 300-500 words)

Q 1: What is interest inventories? State the uses and limitation of interest inventory.

Q 2: Describe any one commonly used Interest test Inventory in educational measurement.

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