

#####

CHAPTER - III

REVIEW OF RELATED LITERATURE

#####

CHAPTER III

REVIEW OF RELATED LITERATURE

3.1a Introduction :-

In chapter II, concept of interest and historical background of work done in the field of interest inventories was taken into account. Previous chapter dealt with the construction of interest inventories done in foreign countries and in India.

Present chapter deals the study in brief of some various interest inventories constructed by foreign psychologists and Indians as well.

3.1b Review of related literature - Importance and need :-

When the researcher fixes the research problem it is necessary to take review of the earlier studies related to the subject. By this researcher gets valuable guidance to determine the scope of the research problem, to determine the objectives of the research, to choose the sample, to fix up the research tools, to decide the process and to avoid the repetition.

The review of related literature should be made for following reasons.

1. A Review of related literature is the basis of

- most of the research projects in all faculties.
2. It gives the researcher an understanding of previous work done.
 3. It actually provides the data used in the research.
 4. It enables to know the means of getting to the frontier in the field of researchers problem. Until we have learnt what another have done and what still remains to be alone in our area, we can't develop research that will contribute to furthering knowledge in our field.
 5. It would develop the insight of the investigator into the methods, measures, approaches.
 6. It helps the researcher in delimitating his research problem and defining it better.
 7. It can help the researcher in making him alert to research possibilities that have been overlooked so far.¹

According to Walter R.Borg, "The review of literature in any field forms the foundation upon which all further work will be built."² Thus if one fails by the review of literature his work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else. In view of the facts Carter V.Good observes, "In order to be truly creative and original, one must read extensively, critically as a stimulus to think."³

A huge work done in Educational Technology is on the audiovisual aids, microteaching etc. However limited work has been done for measuring interest of students in Educational technology. It can be seen from following review of related literature.

3.2 Study of Foreign Interest Inventories :-

While studying the foreign interest inventories constructed by foreign psychologists the major credit goes to Strong and Kuder. So review of research work done by them is mainly studied.

a. Strong Vocational Interest Blank :-

The strong inventory was designed to distinguish successful men in a given occupational group from men in general. Strong thought that the interests typical of any one occupational group would differ from a people-in-general group and at least a little from any other occupational group.

He collected four hundred items in which an individual could indicate his interests and preferences in a wide range of activities. Instead of grouping items in similar interest clusters, Strong simply gave the test to members of many different occupational groups. For each occupational group he determined which items were chosen more (or less) frequently than they were by men in general. For these differences he derived empirically based scoring for each group.

Consequently an individual taking the test can ascertain whether his interests resemble those of artists, architects, printers, and so on.

Scoring scales have been developed for fifty five occupations.

Although subjects are asked to choose between competing occupations most of 399 items on the 1966 version of SVIB require the individual to indicate his preference by marking a phrase D for dislike, I for indifferent, L for like (L,I,D).

Raw scores for each scale are converted into T scores. The use of SVIB is in sample profile and case study taken from manual (Strong and Campbell 1966).⁴

A 22 year retest correlation of 0.67 for college senior was found by Campbell (1966,a,b).

Kuder Interest Inventories :-

There are two principle Kuder's Scales, the Kuder Preference Record - Vocational (KPR-V) and the Kuder Preference Record - Occupational (KPR-O).

Both KPR scales consist of many sets of three phrases each of the "You like most to -----".

KPR-O :- The examinee is to indicate which one of the three activities he likes most, and which one he likes least. There are 120 different combinations of three things each taken from ten things. So from ten different

phrases one can create 120 sets of three phrases each.

Empirical keying is employed on the KPR-O just as with the SVIB.

There are 100 items to be marked. Total score on the scale is merely total number of points one receive. There are 119 holes in the Bank Cashier stencil, but no one can earn a score as high as that because in a number.

The KPR-V has probably been more widely used than any other interest inventory, in which no. of items are 168, including great variety of activities. The scoring system determines the examinee relative preference strength on ten distinct scales. Outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. It can be handscored, is designed to detect general areas of interest rather than those pertinent to a particular occupation.⁵

There are number of different interest inventories like Picture Interest Inventory (PII) published by the California Test Beaureau (Weingarten 1958), but the above two SVIB and KPR-O, KPR-V are the major.

3.3 Study of Interest Inventories constructed by

Indians :-

a. Interest Inventory - By Dr.M.N.Palsane

Interest of the people seem to fall in a large number of things. After making review of all the available Indian and foreign interest inventories it was decided to include the following areas of interest in the present inventory, he did the project namely - Project on the measurement of some Psychological characteristics - Poona University 1975 (UGC and SIE Pune financed).

The purpose of this project was to standardize three inventories namely

1. Interest inventory
2. Adjustment inventory
3. Study habit inventory for the marathi speaking population at the school leaving stages as well as college stage.⁶

The sample was drawn from the various districts of Maharashtra covering students from various faculties namely arts, sciences, commerce, agriculture of the higher secondary schools. The interest inventory covered thirteen different areas. The prominent areas were-

1. Administrative 2. Clerical 3. computational
4. Mechanical 5. Outdoor/Natural 6. Persuasive
7. Scientific 8. Social/Public service 9. Teaching

10. Artistic
11. Literacy
12. Musical
13. Business/Commercial.

Adjustment inventory consists the adjustment to home, or adjustment to family, emotional or personal adjustment and health adjustment.

Some of the areas covered by study habit inventory were time scheduling, reading habit, learning and memory techniques and examination skills.

The inventories were prepared in simple statement forms with true false or like, dislike answer categories. Item analysis was carried out. Norms in the form of stannine scale were developed on the cross-sectional population of Maharashtra namely Marathi speaking population at the school-leaving stage as well as at the college stage.

Researcher has mainly followed the theme of the Palsane's interest inventory.

Administration of Interest Inventory :-

The inventory can be administered to individual as well as group of 25 to 50. Still larger number can be handled with the help of assistant supervisors and the public address system (loud speakers).

Scoring:-

Scoring is done with the help of scoring keys for thirteen areas thirteen separate keys are prepared.

Reliability :-

The reliability co-efficients for each test were calculated by test-retest method on a sample of 200 students. Each of the test was administered twice to this sample with an interval of about four weeks. Majority of the scales have high reliability as seen from the size of co-efficients reported in the table below.

Scale	Reliability Coefficient
Administrative	0.80
Clerical	0.89
Computational	0.84
Mechanical	0.91
Outdoor/Natural	0.84
Persuasive	0.75
Scientific	0.76
Social-Public services	0.78
Teaching	0.68
Artistic	0.73
Literary	0.77
Musical	0.71
Business/Commercial	0.85

Validity :-

The content and face validity has been

ascertained by opinions of the judges while initially constructing the items and preparing the scoring keys.⁶

* A Bureau of Psychology - (U.P)

Interest Inventory (Ruchi Patri) Allahabad-1968

Aim :-

To construct interest inventory to measure the interest of students of classes X and XII.⁷

Procedure :-

For preparing the inventory method of logical keying of items, "as named by Cronbach was used and activities of each interest areas were described. These items for each interest area were classified. In the present inventory the interest area were the same as suggested by Kuder in his vocational preference record.

Inventory has five parts. Each part has fifty items.

Scope :- One hundred-twenty-two students from three local colleges.

Correlation-Coefficient - By product moment method.

Items were selected on logical analysis based on definition of interest area given by Kuder. Items put were based on suggested vocational activities described in the manual. Thus the validity has been proved.

* Development of teacher Attitude Scale for Measuring attitude towards teaching profession and its

application of B.Ed. level.

- K.M.Mahajan, PhD thesis, Pune University ⁸

Objectives :-

1. To select the appropriate technique of attitude scale construction.
2. To develop a tool for assessing the attitude of students teacher towards teaching profession.
3. To develop the appropriate tools for measuring the learning products of student teachers after completion of various training activities during B.ED course and to assess them using the tools.
4. To classify the student teachers into three groups high, medium and low and to compare the learning product of the student teachers belonging to high and low attitude group only.
5. To evaluate the attitude scale as a selection tool for selecting student teachers for B.ED course.
6. To assess the change in attitude towards teaching profession of the student-teachers of the selected colleges by measuring attitude at beginning and at the end of B.ED training programmes.
7. To study the institutional difference in attitude development of student teachers of the college under study.

Conclusions :-

1. The significant difference was found in the performance indicators pertaining to workshop activity of B.ED course of the student teachers belonging to high and low attitude groups.
It can therefore be inferred that the micro-teaching activity of B.ED course is essential for the development of proper attitude towards teaching profession.
2. The significant difference was found in the indicators pertaining to microteaching activity of student teachers belonging to high and low attitude groups.
It can therefore be inferred that the mitroteaching activity of B.ED course is essential for the development of proper attitude towards teaching profession.
3. The significant difference was found in the preferential indicators pertaining selection of the best student teacher by using sociometric technique for the B.ED course etc.
4. The significant difference was found in the performance indicators pertaining to experiments in Psychology of the B.ED course of the student teachers belonging to high and low attitude groups.

Procedure :- The attitude scale was developed and standardized on 148 student teachers in college of education Jalgaon.

* Construction and standardization of unit test in the subject of Marathi for pupils of standard VIII.

- By K.R.KULKAR, Ph.D thesis⁹

Shivaji University

Objectives :-

1. To construct the unit tests in Marathi for measuring the achievement of pupils of standard VIII.
2. To standardize them by establishing norms for the students of standard VIII studying in Marathi medium schools from the Kolhapur municipal area.

Research Procedure :-

The study aims at constructing and standardizing of unit test in the subject of Marathi for the pupils of standard VIII. It therefore has followed all the steps of the standardization of a test.

The researcher with the help of expert subject teachers prepared tryout forms of the five unit tests. These tryout forms got evaluated by the evaluation experts. Expert student teachers and paper setters proformas were prepared to evaluate the test items or questions and blue prints. These tryouts were

administered to 651 pupils from sixteen schools by permission of Principals. Statistical measure measures such as Discrimination index (D) and Faculty index (F) for the selection of items for the final forms of the tests were calculated.

The final tests were administered to 5355 pupils. The various norms such as stannine, percentile and standard scores were prepared.

Reliability of each of the five tests was established with K-R-21 formula. Two types of validity namely content and concurrent were also established for each test.

A manual giving all information of the test was prepared.

Conclusions :- By considering the above related literature investigator found that

1. Various interest inventories have been developed in various fields.
2. At vocational and B.ED level there is no such inventory developed as yet.
3. In the field of educational technology there is no interest inventory.
4. The interest inventories studied consist the items having responses on various activities in particular subjects.

Hence investigator had chosen the problem mentioned and the procedure followed by Dr.Palasangane for interest and adjustment inventories.

The interest inventory prepared by Dr.Palasangane is for thirteen areas including various subjects. But here investigator had taken into account five areas of the subject Educational Technology.

As the teachers are future and fortune makers of citizens of tomorrow, their teaching should be systematic, and with full of knowledge. They should use various teaching aids, devices and techniques. So teachers interests and views towards Educational Technology, should necessarily be taken into account. However investigator had prepared an interest inventory with the help of expert teachers in the Subject Educational Technology is divided into five areas as below. For details see Chapter IV - Page ().

- 1) Cognitive Interest
- 2) Creative Interest
- 3) Applied Interest
- 4) Interest related to management
- 5) Skill-based Interest

It will be revealed from related literature that the research work done by investigator is different and new one. Because no other work has been done on this aspect of Educational Technology. It will contribute to the history of Educational Technology. Keeping this aspect into view researcher has given preference to construction of interest inventory for Educational Technology.

REFERECNES

1. J.C.Aggarwal (1975) Educational Research-An Introduction (New Dehli, Arya Book Dept.) P₄₃
2. Sur Prasad Patil (1989) Adult Education (New Dehli, Ashish publishing House) P₄₃
3. Ibid P₄₅
4. Anne Anastasi (1982) Psychological Testing-fifth Edition (New York, Macmillan Publishing House) PP 539-541
5. Julian C.Stanley, Kenneth D Hopkins (1972) Educational and Psychological Measurement and Evaluation (Cliffs, by Prentice Hall in Englewood) PP 382-387
6. M.B.Buch, Editor (1972-78) A Second Survey of Research in Education (Baroda : Society for Educational Research and Development) P 263.
7. M.B.Buch (1973) A survey of Research in Education (New Dehli, N.C.E.R.T.) P. 243
8. K.M.Mahajan (1994) Development of teacher attitude scale for measuring attitude towards teaching profession and its application at B.Ed level. (Ph.D thesis, Pune University)
9. K.R.Kulkar (1994) Construction and standardization of unit test in Marathi for VIII standard (Ph.D thesis, Shivaji University, Kolhapur).