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Construction and Standardization of Literary Interest Inventory for the Students of Higher Secondary Schools

DINESH R.PATEL
Assistant Professor,
S. D. Sethia College of Education, Mundra
Kutch, Gujarat (India)

Abstract:

Literature is closely interwoven with human life. At school level, attempts are made to familiarize the students with literature through the medium of language. It becomes necessary to know to what extent these efforts have been successful in developing literary interest among students. Attempts have been made in India and abroad as well to measure the interest of the students in which literature is taken as one component. But there are very rare attempts to prepare literary interest inventory to measure literary interest of the students.

The aim of the present study is to construct and standardize literary interest inventory to measure literary interest of the higher secondary school students. The sample consisted of 3119 students studying in the higher secondary school of Gujarat state in the year 2012-13. Sample was selected via multistage techniques. Norms were established for the selected sample. The field of the present study is psychological Testing the present study is a quantitative research and falls in the category of applied research. The present study was a survey type research.

Initially 143 items were prepared for literary interest inventory. In piloting, inventory consisting of 100 items with 10 components was administered on 400 students. After item analysis, literary interest inventory was prepared consisting 80 items with 10 components.

The Test-retest reliability of the inventory was found 0.87 the split half reliability was found 0.96 face validity was also obtained through the opinions of 21 experts. The criterion related validity was 0.85 whereas teacher criterion validity was 0.86 percentile rank, standard score and stanine scores were obtained of the students for the range of scores between 150 to 400.Thus, the literary interest inventory for higher secondary school students was standardized.

Keywords: *Library, Literary interest inventory, Interest*

1. Concept of the Construction of Literary Interest Inventory

To measure interest is comparatively difficult. Psychologists have tried to measure interest through narrated interest, exhibited interest and interest known by inventories. Some researches show that interests shown by inventories remain stable up to mature age. Strong (1927) in Stanford University, America started measuring interest with the help of inventory. Hopper made a checklist of four main domains of fieldwork in which he included 167 items. Campbell (1974) gave a new form to Strong's inventory and combined both the inventories and published as Strong Campbell interest inventory (SCII).It had seven sections and 325 items. Kuder (1939) developed Kuder professional preference inventory for men and women.

It can be given individually as well as in group. Thurston also tried in this area. In Gujarat J.C. Parikh worked on the model of Kuder preference Record. It had 11 sections to measure occupational interests. Harkant Badami in Ahmedabad found scores for professional fields according to 10 fields of Thurston. Dave Jyoti also developed inventory similar to SCII. We can observe that in abroad and as well as Gujarat, interests have been measured in the field of professional interest measurement. Literary interest: 'Literary interest is not the word of everyday use .Literary interest is made of two words which are defined here. Literature: According to Sarth Gujarati jodani kosh (2003) literary means 'related to literature.' Literature is the art of written works. Literally translated, the word means. "Acquaintance with letters" (*Source: http://en.wikipedia.org/wiki/literary*)

2. Interest

According to Sarth Jodni Kosh 'INTEREST' is explained as 'having liking, love.'In the present study, 'literary interest' refers to the interest of student related to literature. Interest in different components of literature like reading, writing, listening, narrating, comprehending, expressing feeling, prose-poetry form of literature, collection of literary documents, etc are measured. Students have shown their like-dislike in literary activities. Thus, the process of construction and standardization of the tool for measurement of literary interest of the students of higher secondary school is presented in the present study.

3. Review of the Past Researches

The investigator studied various inventories. Strong-Campbell Interest Inventory, Kuder preference Record, etc. were related to interest in different occupations. Researches in foreign countries related to interest were for teenagers and young. Age of the students was not considered in these researches.

Inventories constructed in India were prepared keeping in consideration the local environment of different regions. Some inventories are developed separately for boys and girls. Inventories have been developed for preference in occupations.

In Gujarat very rare attempts have been made for interest measurement. These efforts are not of much use with changes in syllabus and teaching mediums and changes in the interest of the students. Translations of foreign inventories are available. But it is the need of the time to undertake an independent study on a specific field of interest.

4. Objectives of the Study
  1. To construct a literary interest inventory for higher secondary schools students.
  2. To standardize the literary interest inventory for higher secondary school students.

5. Population

Students studying in the Higher Secondary School of Gujarat in the year of 2012-13 become the population for the present Study.

6. Sample

Higher Secondary School Students of Gujarat are selected as Sample for the present study. The state of Gujarat was divided in five zones. Two districts were selected randomly from each zone. Two Taluka were selected randomly from each district. From selected Taluka, rural and urban school of arts, com. and science stream were randomly selected from the list of schools. From such selected schools, one class of standard 11 and 12 each was selected randomly. All the students of selected class were taken as sample.

Thus, multistage technique was used for selecting sample. The sample consisted of 3119 students. According to different variables under the study, girls were 1670 and boys were 1449, 1617 students were from rural area and 1502 students were from urban area 542 students were of science stream, 1078 students were of com. stream and 1499 students were of arts stream, 2427 students were of grant-in-aid schools, 692 students were of non-grant-in-aid schools, 1975 students were of std.11 and 1144 students were of standard 12.

7. Research area, Type and Method
Present research is of psychological measurement. According to purpose and applicability, it falls in the category of inventories of psychological tests.

The main concept of the present research is to investigate literary interest of the higher secondary school students. Thus, it is quantitative and applied type of research.

Students of higher secondary schools are taken as sample for the present research. The results are applied to all the students of higher secondary schools of Gujarat. Hence, it is a survey type research.

8. Construction of literary Interest Inventory
The main aim of the present research was to construct and standardize literary interest inventory for higher secondary school students. The steps of the construction of inventory are presented here.

9. Selection of components for literary Interest Inventory
Investigatory studied literature and selected some common components for construction of literary interest inventory. Then the investigatory made a list of content according to components. The components and content was sent to the experts in the field of literature and research. After receiving their suggestions, following components were decided for the inventory.
1. Interest in writing. 2. Interest in reading. 3. Interest in Narrating 4. Interest in Comprehension 5. Interest in Audio-Video Programs of literature. 6. Interest in expressing emotion. 7. Interest in the Poetic form of literature 8. Interest in the prose form of literature. 9. Interest in the collection of literary documents. 10. Interest in relation with different types of literature.

10. Pre – Piloting
Inventory consisting of 10 components with 143 items was prepared for pre – Piloting. It was administered on 66 students. After finding out difficulties that the student faced, certain changes were made in the inventory.

11. Piloting
Pilot study was administered with the aims of item analysis, judging appropriateness of the arrangement of items, deciding time limit, form of inventory. For pilot study, inventory was administered on 400 students of higher secondary schools keeping in consideration various variables like sex, area of schools, stream, type of school and standard. Items with t- value greater than 1.96 and r-value greater than 0.20 were selected. Thus, out of 100 items 80 items were selected for the final form of literary Interest Inventory.

12. Final form of Literary Interest Inventory
The final form of Inventory had 10 sections and 80 items. Five options were given for each item. Student would respond to any option. A, B, C ,D, and E were five options which means

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strongly like, like, Indifferent, Dislike and Strongly Dislike. Thus, this final form of inventory was administered on the sample of 3119 students. After scoring the responses of the students, norms were established.

13. Reliability

The reliability was established via test re-test method and split-half method. The Inventory was administered on a group of 120 students. After one month, the inventory was re-administered on the same group. The r quotient was found 0.87 which indicates good reliability. The r quotient via split-half reliability was found 0.96 which is very good.

14. Validity

For face validity opinions of 21 experts were obtained.

For establishing criterion validity correlation was established with the items of literary sections of professional interest inventories of J.H. shah and Surekhaben Amin. The r was found 0.85 which is positive.

For factorial validity, investigator had prepared 'Teacher criterion scale '. It had 20 items relating literary activities carried out in higher secondary schools. The language teacher responded regarding involvement of students in literary activities. The teacher criterion quotient was found 0.86.

15. Norms

The scores of the students on the inventory differed with reference to sex, area of school, stream, type of school and standard, so the row scores were transformed in standard scores. The scores of the students between 150 to 400 were transformed into percentile rank, standard score and stanine score. The norms were established on the sample in which girls were 1670 , boys were 1449 ,rural students were 1617 , urban students were 1502, science students were 542, com. students were 1078 and arts students were 1499 , students of grant-in-aid schools were 2427, students of non-grant-in-aid schools were 692, students of std. 11 and 12 were 1975 and 1144 respectively.

16. Collection of Data

Investigator collected data in three stages such as pre-piloting, piloting and final administration. Investigator visited the schools personally and collected data. When necessary, investigator received help from assistants. After collection of data, investigator carried out the process of edition, coding and classification of data.

17. Scoring of Literary Interest Inventory

The responses of the students were scored. The scores and codes of different variables were presented in data schedule of Micro soft excel. The data was analyzed through SPSS 15.0.

18. Discussion of findings

The aim of the present research was to construct and standardize literary interest inventory for higher secondary school students. For achieving this aim, investigator constructed literary interest inventory following different stages like pre-piloting and piloting. After item analysis the final form was given to inventory. Reliability and validity were also tested. Reliability quotidints were good. Validity was tested using three methods and they were found good.

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19. Usefulness of literary Interest Inventory:

Philosophers, educational and literary institutes have been worried about the existence of regional languages. This inventory will be helpful to Gujarati Sahitya Parishad, Gujarati Sahitya Acadami, literary Organizations for planning and implementing the development of literary interest. The findings will be useful for the parents to guide their children in developing literary interest. The inventory will be useful for teachers and thinkers of language and literature to plan various programmes for Gujarati language and literature and to bring awareness among people and to guide them.

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