



## Study of Literary Interest Inventory With Reference to Selected Variables

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### Abstract:

*Recently people have started thinking about the existence of regional languages. The main aim of the investigator here is to study whether teaching of literature in regional languages can develop literary interest among students or not? For the present study, investigator constructed literary interest inventory and standardized it. The investigator administered the inventory on the 3119 students of higher secondary schools of Gujarat studying in the year 2011. The sample was selected via multi-stage technique. The field of the research was psychological testing. The research was of applied type and a survey type research. Descriptive and inferential statistical analysis of the collected data was carried out. For testing null hypothesis t-taste and f-taste were used. Significant difference in the average scores on inventory was found with reference to sex, area of school, stream, type of school and standard. Investigator had studied effect of various variables on the scores on the inventory and found that various variables had their effect on the scores. Investigator also studied effect of variables on 10 components of inventory separately. Results with reference to components were different from that of entire inventory. Results on components help to understand the literary interest inventory in a better way. Thus, the present study and the findings will help thinkers of literature, society and education and the language teachers and the parents to plan in proper direction for the development of literary interest among the students.*

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**Keywords:** *Inventory, Literary interest inventory, Psychological testing*

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### 1. Introduction

The measurement of interest of the students began with the efforts of Strong (1927). Then changes developed and new studies were conducted. At regional level also attempts are made to measure interest in which literary interest was taken as one component. It has not come into the notice of the investigator that an independent study has been carried out in the field of measurement of literary interest. The investigator has tried to measure the literary interest of the higher secondary school students selecting ten components with reference to certain variables.

In Gujarat considerable studies have been carried out in the field of test standardization. But measurement of literary interest of the students is not given enough place. In school life, the students come in contact with various aspects of literature such as reading, writing, narrating, listening, etc. The investigator selected ten components with the guidance of experts and received the responses of the students on items related to those components. The investigator has taken all care for presenting the responses of the students as exactly they were given. Thus, on

the bases of the responses given by the students investigator has tried to measure the literary interest of the students. In the present research, the interest of the students related to literature is taken as literary interest. Interest in various activities like writing, reading, listening, narrating, comprehending, expressing feelings, prose and poetry form of literature, collection of literary documents and in different forms of literature is measured. The investigator has tried to measure whether there is any difference in the literary interest of the students with reference to sex, area of school, stream, type of school, standard and with reference to the ten components of the literary interest inventory.

## 2. Review of Past Researches

Julia (2009) selected the problem 'Benefits of Reading and Literary Discussion Techniques of the Teacher on the Students of Standard-5'. 18 students of Maxico University were selected. Silent reading of teacher and the students were carried out. Then three steps techniques were used i.e. loud reading of the teacher, selection of the novel and involvement of the students in the literary discussion. No significant difference was observed in reading and reading interest but experiences of students in literary discussion were positive. Investigator also studied the studies of interest inventory of Baraki and others (1985) for the students of class iv to vi, Kuder (1939), Strong, Thurston. All these studies of the measurement in interest were carried out in foreign countries. In Gujarat Dave (1989), Parikh J.C., Badami H.D. etc. translated the inventories of the foreign countries and prepared inventories in regional language. The measurement of literary interest was given a place as one component. The investigator has not found any independent study on literary interest.

## 3. Objectives of the Study

1. To study the difference, if any, in the literary interest of the students between the subgroups based on area, sex, type school, standard and stream.
2. To study the difference, if any, in the literary interest of the students with reference to different components of literary interest inventory.

## 4. Hypotheses of the Study

1. There will not be any significant difference in the mean scores of literary interest inventory of the higher secondary school students with reference to sex.
2. There will not be any significant difference in the mean scores of literary interest inventory of the higher secondary school students with reference to area.
3. There will not be any significant difference in the mean scores of literary interest inventory of the higher secondary school students with reference to stream.
4. There will not be any significant difference in the mean scores of literary interest inventory of the higher secondary school students with reference to type of school.
5. There will not be any significant difference in the mean scores of literary interest inventory of the higher secondary school students with reference to standard.
6. There will not be any significant difference in the mean scores of literary interest inventory of the higher secondary school students with reference to different literary components.

## **5. Research Design**

### **5.1 Population**

Students studying in the Gujarati medium higher secondary schools of Gujarat in the year 2010-11 become the population for the present study.

### **5.2 Sample**

Students of higher secondary schools of Gujarat state were selected as the sample for the present study. The state of Gujarat was divided in five zones. Two districts were selected randomly from each zone. Two Talukas were selected randomly from each district. School of Arts, Com. and Science stream were selected randomly from the list of rural and urban area. Again from each school one class of standard XI and one class of standard XII was selected randomly. All the students of the selected class were taken as sample. Thus, the sample was selected via multi-stage technique. Sample consisted of total 3119 students. Looking at the various variables under the study, girls were 1670 whereas boys were 1449. Students of rural and urban area were 1617 and 1502 respectively. Students of Science, Commerce and Arts were 542, 1078 and 1499 respectively. Students of Grant-in-aid and Non-grant-in-aid were 2427 and 692 respectively. Students of standard XI and XII were 1975 and 1144 respectively.

## **6. Research Field, Type and Method**

The present research is of psychological testing. Looking at the aim and applicability, the research falls in the category of psychological tests/inventories. Here the problem is applied. The central thought of the research is to investigate the literary interest of the higher secondary school students. Hence, it is a quantitative applied research. Higher secondary school students are taken as sample. The findings are applied to the entire population of the students of the higher secondary schools of Gujarat state. Thus, it becomes a survey research.

## **7. Data Collection**

After selecting the sample, the investigator visited the schools personally and with the help of assistants and collected the data through the inventory. After collection of data, classification and coding of the data was done.

## **8. Scoring and Analysis of Literary Interest Inventory**

The responses of the students were given scores. The responses were also given scores according to components. The scores were coded according to different variables and they were presented in the data schedule of micro soft excel. The data was analyzed via SPSS. Statistical calculations such as mean, standard deviation, median, skewness, kurtosis, C.R. etc. were carried out. The null hypotheses were tested through t-test and f-test. Major findings on the literary interest inventory of the higher secondary school students. Significant difference was observed in the scores of literary interest inventory with reference to sex, area, stream, type of school and standard. According to components of the inventory also difference was observed with reference to above variables. Major difference was found in the interest in the components reading and audio-visual programmes with reference to area.

## 9. Testing of Major Hypotheses

No.	Hypotheses	t-value/ f-value	Significant level	Acceptance/ Rejection
1	There will not be any significant difference in the mean scores of literary interest inventory of the higher secondary school students with reference to sex.	2.901	0.01	Not Accepted
2	There will not be any significant difference in the mean scores of literary interest inventory of the higher secondary school students with reference to area.	2.805	0.01	Not accepted
3	There will not be any significant difference in the mean scores of literary interest inventory of the higher secondary school students with reference to stream	69.75	0.01	Not Accepted
4	There will not be any significant difference in the mean scores of literary interest inventory of the higher secondary school students with reference to type of school.	4.877	0.01	Not Accepted
5	There will not be any significant difference in the mean scores of literary interest inventory of the higher secondary school students with reference to standard	2.901	0.01	Not Accepted
6	There will not be any significant difference in the mean score of the reading component of the literary interest inventory of the higher secondary school students with reference to area.	2.400	0.01	Not Accepted
7	There will not be any significant difference in the mean score of the audio-visual programmes of literature component of the literary interest inventory of the higher secondary school students with reference to area.	1.987	0.05	Not Accepted

Interpretation of the findings of literary interest inventory of the higher secondary school students. Girls show more interest in literature than boys. Students of rural area are more interested in literature than the students of urban area. Students of science stream are more interested in literature than the students of commerce and the students of arts are more interested in literature than both of them. It is observed that the students of grant-in-aid schools are more interested than the students of non-grant-in-aid schools. Students of standard XI are more interested than the students of standard XII. Findings of two components differ from the findings of inventory taken as whole. For the whole inventory rural students were found to be more interested than the urban students whereas for these two components for reading and interest in audio-visual programmes of literature urban students were found to be more interested than the rural students.

## 10. Interpretation of the Findings

The null hypotheses are not accepted. It shows that the groups do not show similar characteristics. Educational implications for them are as follows.

Literary interest of boys is low compared to that of girls. It shows that at school level programmes should be held to develop literary interest among students and more specifically for boys. Literary interest of students of urban area is low compared to that of rural area. It shows that in urban area at school level teacher should teach keeping in mind the development of literary interest. In urban schools importance to only information of important subject should not be given but students should be made interested in life oriented subject like literature.

Students of science stream show low interest in literature than the students of arts. It shows that more efforts are necessary to develop interest in literature among science students.

Students of commerce show very low literary interest than the students of arts and commerce. It shows that the students of commerce are far away from interesting subject like literature. Efforts are necessary to develop interest among them for literature. Low interest indicates in future we might have problem in teaching values.

Special efforts are necessary to develop literary interest among the students of non-grant-in-aid schools as they show low interest compared to the students of grant-in-aid schools.

Students of standard XII show low interest in literature than the students of standard XI. It shows that the students of standard XII are inclined more towards their career. It is necessary to explain them that literary interest can also help them in achieving their goals.

With reference to components, in case of interest in reading and audio-visual programmes students of urban are more interested than the students of rural area. This result differs from overall result. It shows that the students of rural area are less interested in reading and audio visual programmes of literature. Hence, in higher secondary schools of rural area more planning and better implementation is necessary for reading and audio-visual programmes of literature.

### **11. Discussion of the Findings of Literary Interest**

This study was carried out for measurement of literary interest exclusively. In the research of Julia (2009), involvement of the students in literary discussion had positive response. This means that those groups that show low interest in literature can be involved in literary discussion. Other programmes to develop literary interest can also be arranged.

Students of standard XI are found to be more interested in literature than the students of standard XII. It indicates that use of literary interest inventory should not be made rigid but it should be used with proper understanding.

This inventory will be useful to Gujarati Sahitya Parishad, Gujarati Sahitya Acadami, various regional literary organizations to plan and implement various programmes for the development of literary interest among future generations. Results will be also useful to parents also to decide about the development of their children. With the use of this inventory, educationists, thinkers of literature will be able to plan programmes as and when necessary and bring awareness among people and guide them.

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