

# Construction And Validation of Occupational Interest Scale Among Higher Secondary School Teachers in Kerala

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**Abstract-** *The main aim of this study was construct and validate of Occupational interest scale (OIS). The scale consists of total 64 positive and 11 negative likert type items namely; always, frequently, sometimes, rarely, never. The preliminary instrument consists of 75 likert types item was tested on 100 Higher secondary School Teachers after the refinement of items using different procedures only 68 items were selected. The construction and development of tests was done by expert review. Preliminary draft items analysis, selection of item, preparation of final test norms validity (0.935) and reliability (0.821) the Occupational interest scale among higher secondary school Teachers.*

**Keywords:** *Occupational Interest, Higher Secondary School Teachers, T-Test.*

## I. INTRODUCTION

Occupational interest is one of the most significant psychological factors that influences an individual's career choice, professional growth, and overall job performance. It refers to a person's preference, attraction, and enthusiasm towards a particular occupation or profession. When an individual's interests are aligned with the nature of the profession, they tend to exhibit greater commitment, satisfaction, productivity, and effectiveness in their work. In the field of education, occupational interest plays a crucial role in determining the quality of teaching and the professional development of teachers.

Teaching is a noble profession that requires dedication, commitment, creativity, and continuous learning. Higher secondary school teachers serve as role models for students during a critical stage of their academic and personal development. Teachers who possess a high level of occupational interest are more likely to prepare effective lessons, adopt innovative teaching methods, maintain positive classroom environments, and actively participate in professional

development activities. Such teachers demonstrate enthusiasm for teaching, develop strong relationships with students, and contribute positively to the overall functioning of the school.

Occupational interest develops through various personal and environmental factors such as aptitude, personality, educational background, work experience, organizational support, and opportunities for career advancement. It motivates teachers to remain engaged in their profession despite the challenges associated with teaching, including increased workload, administrative responsibilities, curriculum changes, and technological advancements. Teachers with strong occupational interest often exhibit higher levels of professional ethics, self-awareness, job satisfaction, organizational commitment, and teaching effectiveness.

In the present educational scenario, rapid technological developments, policy reforms, digital learning environments, and increasing societal expectations have transformed the teaching profession. Therefore, fostering occupational interest among higher secondary school teachers has become essential for ensuring quality education and achieving institutional goals. Teachers with strong occupational interest are more willing to upgrade their professional competencies, integrate innovative pedagogical practices, and support students' holistic development.

Researchers have consistently reported that occupational interest is positively associated with several desirable professional outcomes, including job satisfaction, professional commitment, work motivation, organizational citizenship behaviour, teacher effectiveness, and psychological well-being. Conversely, a lack of occupational interest may result in job dissatisfaction, occupational stress,

absenteeism, burnout, reduced teaching quality, and diminished professional commitment. Hence, occupational interest is regarded as a vital determinant of teachers' professional success and institutional effectiveness. Studying occupational interest among higher secondary school teachers provides valuable insights into their professional attitudes and behaviours and helps educational administrators and policymakers design appropriate interventions to enhance teacher motivation, professional competence, and the overall quality of education.

## II. OCCUPATIONAL INTEREST IMPORTANT OF KERALA

Occupational interest is an essential factor in improving the quality of education in Kerala. Higher secondary school teachers with strong occupational interest are more committed to their profession, adopt innovative teaching methods, and contribute effectively to students' academic and personal development. In Kerala's progressive educational system, enhancing teachers' occupational interest is vital for maintaining high educational standards, promoting professional excellence, and achieving the goals of quality education.

## III. FACTORS INFLUENCING OCCUPATIONAL INTEREST

- Personal interest and aptitude
- Educational qualification
- Personality traits
- Professional competence
- Teaching experience
- Job satisfaction
- Salary and financial benefits
- Promotion and career advancement opportunities
- School organizational climate
- Administrative support

- Professional development and training
- Recognition and rewards
- Work environment
- Work-life balance
- Colleague and peer support
- Student behaviour and achievement
- Social status of the teaching profession
- Family support
- Government educational policies
- Availability of teaching resources and technology

## Objectives of the study

To develop research to measure the Occupational interest of higher secondary school Teachers.

## IV. METHODOLOGY

Occupational interest scale (OIS) developed and standardized by the investigator. Occupational interest scale for higher secondary Teachers has been constructed by the investigator. A lot of literature on Occupational interest. Test construction procedures were used for the construction of the tool, Occupational interest scale was construction after having discussion with the research members and psychology experts in the field of education. The test has been prepared on 5 points rating scales based on likert type. Initially 64 positive and 11 negative statements were prepared in both malayalam and English Medium. This coding procedure of the tool with the option, always – 5, frequently – 4, sometimes – 3, rarely -2, never – 1 for positive statements. For negative statement it is reversed as never – 5, rarely – 4, sometimes – 3, frequently – 2, always – 1. The minimum score for the tool is 75 and maximum score for the tool is 375.

## V. OCCUPATIONAL INTEREST SCALE (OIS)

The Occupational interest scale (OIS) was constructed and standardised by Suneesh and Dr G. Arumugam (2025). The scale is comprised of 75 items of Likert type with options anchored Always (A), Often (O), Sometimes (S), Rarely (R) and Never(N). The scale consists of without dimensions as shown below:

The researcher developed an Occupational Interest Scale comprising 75 statements designed to measure the occupational interest of higher secondary school teachers. The preliminary version of the scale was administered for pilot testing with the objective of establishing its validity and selecting the most appropriate items for the final form of the instrument.

The scale was constructed in the Likert format, requiring respondents to indicate their degree of agreement with each statement on a five-point continuum: Always (A), Often (O), Sometimes (ST), Rarely (R), and Never (N). The response categories were assigned weights of 5, 4, 3, 2, and 1 respectively. All the statements in the scale were positively worded. The total score of each respondent was obtained by summing the scores of all individual items.

The Occupational Interest Scale was administered to a sample of 100 higher secondary school teachers. The total scores obtained by the respondents were arranged in descending order, from the highest to the lowest. For the purpose of item analysis, the upper 27 percent of respondents with the highest scores and the lower 27 percent of respondents with the lowest scores were selected. These two groups served as the criterion groups for determining the discriminative power of each item.

Accordingly, each criterion group consisted of 27 higher secondary school teachers. The frequency of responses under each response category was computed separately for the upper and lower groups for all the 75 statements. Separate worksheets were prepared for calculating the t-values of each statement. The discriminative indices (t-values) for all the items were computed and are presented in Table 3.6. The items

demonstrating satisfactory discriminative power were retained for inclusion in the final form of the Occupational Interest Scale.

TABLE - 1

RANK ORDER OF ITEMS IN THE OCCUPATIONAL INTEREST SCALE (OIS) SCALE BASED ON 't' VALUES

| Statement Number | Nature of the Statement | 't' Value | ITEM SELECTED |
|------------------|-------------------------|-----------|---------------|
| 1.               | POSITIVE                | 2.86      | Selected      |
| 2.               | POSITIVE                | 3.65      | Selected      |
| 3.               | POSITIVE                | 2.48      | Selected      |
| 4.               | POSITIVE                | 2.06      | Selected      |
| 5.               | POSITIVE                | 2.15      | Selected      |
| 6.               | NEGATIVE                | 1.55      | Not selected  |
| 7.               | POSITIVE                | 1.98      | Selected      |
| 8.               | POSITIVE                | 2.03      | Selected      |
| 9.               | POSITIVE                | 2.45      | Selected      |
| 10.              | POSITIVE                | 2.10      | Selected      |
| 11.              | NEGATIVE                | 1.26      | Not selected  |
| 12.              | POSITIVE                | 2.39      | Selected      |
| 13.              | POSITIVE                | 3.85      | Selected      |
| 14.              | POSITIVE                | 2.65      | Selected      |
| 15.              | POSITIVE                | 3.85      | Selected      |
| 16.              | NEGATIVE                | 3.59      | Selected      |
| 17.              | NEGATIVE                | 3.85      | Selected      |

|     |          |      |              |
|-----|----------|------|--------------|
| 18. | POSITIVE | 0.75 | Not selected |
| 19. | POSITIVE | 3.91 | Selected     |
| 20. | POSITIVE | 4.89 | Selected     |
| 21. | POSITIVE | 3.09 | Selected     |
| 22. | POSITIVE | 2.11 | Selected     |
| 23. | NEGATIVE | 0.86 | Not selected |
| 24. | POSITIVE | 4.48 | Selected     |
| 25. | POSITIVE | 3.71 | Selected     |
| 26. | NEGATIVE | 3.73 | Selected     |
| 27. | POSITIVE | 3.07 | Selected     |
| 28. | POSITIVE | 4.12 | Selected     |
| 29. | POSITIVE | 3.14 | Selected     |
| 30. | POSITIVE | 2.17 | Selected     |
| 31. | POSITIVE | 2.49 | Selected     |
| 32. | POSITIVE | 1.89 | Not selected |
| 33. | POSITIVE | 2.01 | Selected     |
| 34. | POSITIVE | 2.08 | Selected     |
| 35. | NEGATIVE | 2.19 | Selected     |
| 36. | POSITIVE | 2.97 | Selected     |
| 37. | POSITIVE | 3.50 | Selected     |
| 38. | POSITIVE | 3.23 | Selected     |
| 39. | POSITIVE | 3.70 | Selected     |
| 40. | POSITIVE | 4.36 | Selected     |
| 41. | POSITIVE | 5.32 | Selected     |
| 42. | POSITIVE | 0.02 | Not selected |

|     |          |      |              |
|-----|----------|------|--------------|
| 43. | POSITIVE | 3.52 | Selected     |
| 44. | POSITIVE | 3.71 | Selected     |
| 45. | POSITIVE | 2.89 | Selected     |
| 46. | POSITIVE | 2.98 | Selected     |
| 47. | POSITIVE | 3.22 | Selected     |
| 48. | POSITIVE | 2.25 | Selected     |
| 49. | NEGATIVE | 1.95 | Not selected |
| 50. | POSITIVE | 3.48 | Selected     |
| 51. | POSITIVE | 2.49 | Selected     |
| 52. | POSITIVE | 1.99 | Selected     |
| 53. | POSITIVE | 2.58 | Selected     |
| 54. | POSITIVE | 2.73 | Selected     |
| 55. | POSITIVE | 3.96 | Selected     |
| 56. | POSITIVE | 2.65 | Selected     |
| 57. | POSITIVE | 2.55 | Selected     |
| 58. | POSITIVE | 2.98 | Selected     |
| 59. | NEGATIVE | 3.24 | Selected     |
| 60. | POSITIVE | 4.69 | Selected     |
| 61. | POSITIVE | 3.87 | Selected     |
| 62. | POSITIVE | 3.42 | Selected     |
| 63. | POSITIVE | 2.29 | Selected     |
| 64. | POSITIVE | 3.78 | Selected     |
| 65. | NEGATIVE | 4.58 | Selected     |
| 66. | POSITIVE | 3.71 | Selected     |
| 67. | POSITIVE | 3.86 | Selected     |

|     |          |      |          |     |          |      |          |
|-----|----------|------|----------|-----|----------|------|----------|
| 68. | POSITIVE | 3.73 | Selected | 72. | POSITIVE | 3.46 | Selected |
| 69. | POSITIVE | 2.04 | Selected | 73. | POSITIVE | 3.14 | Selected |
| 70. | POSITIVE | 3.24 | Selected | 74. | POSITIVE | 2.47 | Selected |
| 71. | NEGATIVE | 2.54 | Selected | 75. | POSITIVE | 3.28 | Selected |

Table: 2

Classification of Norms and Interpretation of the Occupational interest

| Grade | Range     |                     |                                |
|-------|-----------|---------------------|--------------------------------|
|       | Raw Score | z-score             | Level of Occupational interest |
| A     | > 286     | +1.50 & Above       | Extremely High                 |
| B     | 232-285   | +0.51 to + to +1.49 | High/ Positive                 |
| C     | 177-231   | -0.50 to +0.50      | Average/Moderate/Neutral       |
| D     | 123-176   | -1.49 to -0.51      | Low (Negative)                 |
| E     | < 122     | -1.50 & Below       | Extremely Low                  |

#### Validity and Reliability of Occupational interest Scale:

The Occupational Interest Scale developed by the investigator possesses satisfactory content validity, as the items included in the scale adequately represent the content areas identified during the construction phase. The content validity of the instrument was further established through expert evaluation and approval by a panel of subject experts and educational professionals.

The scale also demonstrates construct validity, since the items retained in the final form were selected through a rigorous item analysis procedure. Only those statements that exhibited adequate discriminative power were included in the final version of the scale. The intrinsic validity coefficient of the instrument was found to be 0.935, indicating a high degree of validity.

The reliability of the Occupational Interest Scale was established using the Test-Retest Method. The

reliability coefficient obtained was 0.821, which indicates a high level of consistency and stability of the instrument over time. Therefore, the scale may be considered both reliable and valid for measuring the occupational interest of higher secondary school teachers.

#### VI. CONCLUSION

The present study successfully developed and validated an Occupational Interest Scale for higher secondary school teachers in Kerala. The scale was constructed through a systematic process involving identification of dimensions, item writing, expert validation, pilot testing, item analysis, and the establishment of reliability and validity. The final scale demonstrated satisfactory psychometric properties, indicating that it is a reliable and valid instrument for measuring the occupational interest of higher secondary school teachers. The scale can serve as a valuable tool for educational researchers, teacher

educators, school administrators, and policymakers to assess teachers' occupational interest and identify factors influencing their professional engagement. It may also be used in future research examining the relationship between occupational interest and variables such as professional ethics, job satisfaction, teacher effectiveness, organizational commitment, and professional development. Overall, the Occupational Interest Scale provides a standardized measure that can contribute to enhancing teacher motivation and improving the quality of higher secondary education in Kerala.

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