

SOLE HALT
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TITLE
COMPREHENSIVE INTEREST SCHEDULE (CIS)

AIM
To help guide the students and the employees into areas where they are likely to find the greatest job satisfaction.

INTRODUCTION

The strength of the individual's interests represents an important aspect of his personality. This characteristic affects his educational and vocational pursuits. Therefore, the study of interest has received its strongest impetus from vocational and educational counselling.

The interest inventories are designed to help guidance and vocational counseling to guide the students and the employees into areas where they are likely to find the greatest job satisfaction. It is not a measure of general or specific abilities including intelligence. Such traits are related to man's performance on the job than to his satisfaction on the job.

These factors are traits like aptitude, abilities, Intelligence and personality should be determined by other means and should be considered along with the interest scores.

One of the major functions of any vocational guidance program is to help an individual to prepare him for a right vocational choice which would go well with his developed abilities, aptitudes, intelligence, interests, personality characteristics and present situation. It should also contribute to his Individual happiness and social good, because occupation is not just a means of livelihood but also a way of life. Vocational guidance is related to one's acquisition of knowledge, understanding and skill which

actually form the basis for his vocational choices. According to Super and Crites (1962), "Vocational guidance is a process of helping a person to develop and accept an integrated and adequate picture of himself and his role in the world of work, to test this concept against reality, and to convert it into a reality with satisfaction to himself and to the benefit of society".

DESCRIPTION OF THE TEST

Comprehensive Interest schedule is well adapted to vocational guidance and counselling situations. It is a checklist by which a person can systematically clarify understanding of his vocational interests. It is designed as a counselling instrument to be used in the situations in which the client-counsellor relationship is such that straightforward and honest expression of choices can be expected. Here, the subject expects his interest to be considered and he is not threatened as he might be by the personality or ability test. The interpretation, when given, carries considerable force because a student can say that he is looking at himself in a mirror, and that he is only receiving an analysis of what he himself has said, as no psychological mysteries surround this interest schedule.

Comprehensive interest schedule is an objective device representing relative interest in 8 broad vocational areas. Each one of these vocational areas have two sub-fields. These eight broad interest areas are as following:

- | | | |
|----------------|---|------------------------------|
| 1. Influential | - | administrative, enterprising |
| 2. Venturous | - | defence, Sports |
| 3. Artistic | - | creative, performing |
| 4. Scientific | - | medical, technical |
| 5. Analytical | - | expressive, computational |
| 6. Social | - | humanitarian, education |
| 7. Nature | | |
| 8. Clerical | | |

So, in total we have 14 occupational interest areas which are compared twice with each of the other interest areas.

RELIABILITY

The term reliability has two closely related, but somewhat different connotations in psychological testing. First, it refers to the extent to which a test is internally consistent i.e. consistency of results obtained throughout the test when administered once, known as split half reliability. Second, reliability refers to the extent to which a measuring device yields consistent results testing and retesting i.e. dependability for predictive purposes is known as test-retest reliability.

Interest area	Coeff. Of Reliability	
	Split-Half	Test-Retest
1. Influential		
i) Administrative	0.92	0.73
ii) Enterprising	0.91	0.79
2. Venturous		
i) Defence	0.88	0.72
ii) Sports	0.84	0.67
3. Artistic		
i) Creative	0.94	0.75
ii) Performing	0.90	0.72
4. Scientific		
i) Medical	0.93	0.80

ii) Technical	0.91	0.77
5. Analytical		
i) Expressive	0.87	0.67
ii) Computational	0.89	0.68
6. Social		
i) Humanitarian	0.86	0.71
ii) Education	0.91	0.69
7. Nature	0.85	0.62
8. Clerical	0.87	0.64
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VALIDITY

It should be clear that validity is in fact evaluation of the extent to which a device estimates an individual's status at the time the test was administered. From the viewpoint of applied psychology, every test must have high predictive validity. This is possible only when the reliability scores of the scale are high. The present interest scale shows very high reliability scores, and hence it can be concluded here that the Comprehensive Interest Schedule has high predictive validity.

MATERIALS REQUIRED

CIS test Booklet and manual

Pen

Pencil

Eraser

Blank sheet

SUBJECT'S PROFILE

NAME	Radha Bansal
AGE	17 Years
SEX	Female

PROCEDURE AND ADMINISTRATION

Preparation:

The material's required for CIS test were arranged and kept ready.

Rapport Formation:

Rapport was established with the subject by having a conversation. The subject was told about the confidentiality of results and was made comfortable.

Instructions:

The subject was given proper instructions. The subject was told that he/she has to complete in minimum time.

Precautions:

Subject should not take much time for any response.

Subject should write carefully.

Confidentiality is maintained.

Introspective Report:

The subject was given all the relevant instructions before conducting the experiment. The doubts of the subject were clarified. Subject felt at ease during the test except at a few places where she couldn't understand a few items. Her doubts were cleared.

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Scores:

She has scored the following Sten Score:

Administrative	1
Enterprising	4
Defence	1
Sports	1
Creative	10
Performing	9
Medical	1
Technical	1
Expressive	8
Computational	1
Humanitarian	3
Education	4
Nature	1
Clerical	1