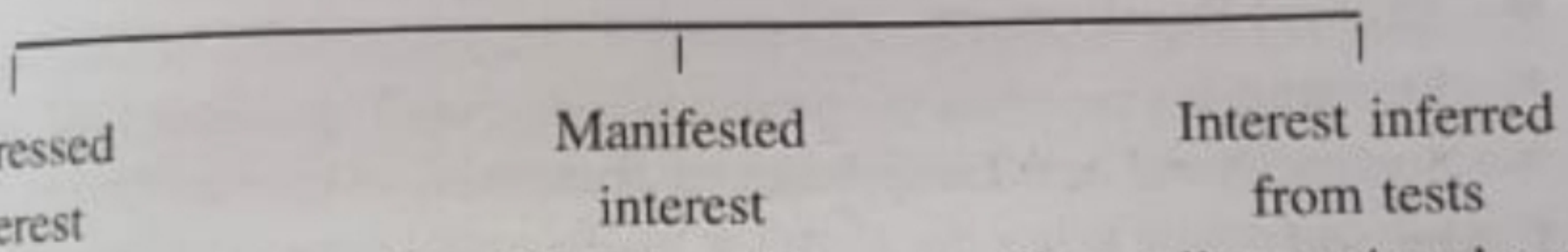
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TYPES OF INTEREST

Super has defined interest group as follows :



Expressed interests are identified by asking a pupil to tell or write about the activities, vocational and avocational interests which a person most or least enjoys.

Manifested interests may be identified by erecting and observing the pupil or by finding about his hobbies and other activities.

From test also interest can be inferred. Invetories/test measure the interest of a person to be suitable for particular job.

FACTORS AFFECTING INTEREST

1. **Availability of Resources :** Resources available to the individuals also determine the interest. Suppose any individual having a library in the house would have an interest for the books on the other hand if any individual having cricket kit and a good playground near his house may develop interest in cricket. This shows that availability of resources also effect the interest. Along with this there should be some uniqueness in the available resources because which is commonly available to all the individuals will not appeal him as much as a unique resource will appeal.

2. **Effect of novelty and Utility :** Novel thoughts or ideas or any new thing arises interest of the individual. These days new technology like computer, T.V. etc. are

affecting interest of the individuals largely because these are new as well useful to individuals.

3. Motivation : If proper motivation is given to the individual he will drag and attracted towards the activity as well he will have a motivation and support to the act and will find himself more interested in the task.

SIGNIFICANCE OF INTEREST

Interests are learned as is the case of any other leaning process. Certainly good learning procedure will attempt to develop more interests. The experience of the child while singing should promote a wide curiosity about music in general. The experience of the pupils in a civics class should lead to an increased interest in community activities and govt.

Although the existing interest of a particular child may be faint or limited in scope. It furnishes the basis for possible expansion toward new experiences. It should be clearly understood that class-room motivation is not as much a matter of creating new interests as it is of building an existing interest. It is important that a teacher knows what the interests of his students are.

A high degree of interest in a given area is generally considered to be advantageous for achievement in this area. The schools should be a place where new horizons can be explored and new interest can be developed.

Factors Affecting Interests are :

- Age and Sex
- Intelligence
- Physical Development
- Learning
- Socio-cultural and Environmental Factors

1. Age and Sex : From the study of literature relative to children's interest, one finds certain general tendencies that seem to held true for typical age group. Young children 5 to 7 like to play in situations in which rules of games are not too rigid. They like to play with blocks, sand piles etc. and indulge in make believe activities. Children of 5 to 6 seemingly ignore sex in choosing play groups. By ten interest of children as expressed in their play activity have changed rather markedly and sex differences are more apparent. Boys are interested in more active and rigorous activities like boxing, wrestling and other games. Girls like less vigorous and less competitive activities. Sex differences in reading are also different. Boys like to read adventurous mystery and science stories whereas girl like to read fairy tales. At the age of fifteen interest in opposite sex is perhaps stronger for girls than in boys. By twenty vocational interest have fairly well emerged and are fairly stable.

2. Intelligence : It has been shown (Lehman and Witty, 1928) that bright children more frequently participate in solitary activities than do children who are less brilliant. Children with greater intelligence can perhaps learn to do those things that are done alone with greater facility than the less brilliant. Terman (1925) reports that bright children participate in more activities involving thinking and intellectual activity than dull children. Ability differences are bound to be accompanied by interest differences.