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A Comparative analysis between the level of literary interest area of vocation and linguistic intelligence of undergraduate students

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Abstract:

This paper focuses on the requirement of a comparative analysis between the level of literary interest area of vocation and linguistic intelligence of undergraduate (UG) students in order to demonstrate the student's connection between literary area of vocation and linguistic intelligence can have practical implications for education, career development, and curriculum design while also adding to our understanding of how language and literature shape cognitive development and career choice. For this purpose, the researcher used a survey method along with two standardized tools: the Multiple Intelligence Inventory (MIS-ASPS) provided by Surabhi Agarwal and Dr. Suraksha Pal for testing linguistic intelligence, and the Vocational Interest Record (VIR-K) provided by Dr. S. P. Kulshrestha for assessing literary interest levels. 200 undergraduate students, 100 of whom were male and 100 of whom were female, made up the sample for the current study. They were selected using the random sampling method from five different colleges in the city of Aurangabad. The analysis of statistical data uses the statistical metrics mean, S.D., and t-test. In the same field, male students' mean values are 8 and SD is 4.4, compared to female UG students' mean values of 7.82 and 4.4 for the literary vocational interest area. As a result, using these numbers as a benchmark, it is evident that male undergraduate students have greater interest in the literary profession than female students. At the 0.05 level of significance, the resulting t value for the male and female groups is 0.29, which is lower than the table value of 1.96. As a result, there is little variation in literary careers between men and women. As a result, the null hypothesis is accepted.

The obtain result in terms of linguistic intelligence, female UG students scored an average of 21.41 and a standard deviation of 22.74, whereas male students scored an average of 4.52 and a standard

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deviation of 5.97. At a significance level of 0.05, the obtained t value for both the male and female groups is 1.77, which is lower than the table value of 1.97. Therefore, there is no discernible difference in verbal intelligence between males and females. The null hypothesis is therefore accepted.

The calculated average for the career interest area in literature is 7.91, with a standard deviation of 4.42. The average language intelligence score is 22.07, while the standard deviation is 5.52. When compared to the table value of 1.96 at the 0.05 level of significance, the derived t value of both the literary interest area of occupation and the level of linguistic intelligence of UG students is 29.5. As a result, the study found a clear disparity between UG students' levels of linguistic ability and literary interest. This rules out the null hypothesis.

Keywords: Literary interest area of vocational, linguistic intelligence, Undergraduate students.

Introduction:

Vocational guidance is a process that aids in a learner's skill development and acceptance of an integrated sufficient understanding of himself and his role in the environment so that they can do appropriate jobs. In line with Super's definition from 1957, "Vocational guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of 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 benefit to society." Therefore, we may conclude that, in addition to the undergraduate level, vocational assistance is essential at all educational levels.

The definition of vocational interest is one's own sample of preferences, aptitudes, attitude, preferred or non-preferred in any aspects, likes or dislikes, justifiably or unjustifiably by oneself or by another source for a certain area of vocation. The purpose of the research study is to help undergraduate students adjust to their jobs, careers, and vocations in relation to their highly strong area of multiple intelligence. Only by making the proper decisions will students be able to fully utilize all of their strengths and potential. This comparative research study's major goal is to make

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it easier for undergraduate students to choose college courses that match their intended careers and intellectual interests.

Due to individual variances, learning a language is said to be the most difficult undertaking for students. The Ministry of Human Resource Development advised using the three-language formula, in accordance with the National Education Policy 2020, in order to encourage multilingualism and improve students' linguistic skills. The ability to develop a product or provide a service that is valued in culture is what Prof. Howard Gardner (1983), who developed the theory of multiple intelligences, described. He described intellect in nine different ways. One of them is linguistic intelligence, which means that individuals with this trait frequently have a grasp of the English language, are adept communicators, and may choose to work in writing, journalism, or public speaking as a profession. Being linguistically intelligent means being able to comprehend, use, and manipulate words and language well.

For a number of reasons, studies comparing undergraduate students' literary interests and language aptitude can provide insightful results. When it comes to educational enhancement, teachers can better adjust their teaching strategies and curricula to meet their students' aptitudes and interests by understanding the connection between a student's career interests in literary domains and their language intelligence. These studies can help career counsellors and advisors better target their advice to students interested in literary careers, enabling them to make educated decisions regarding their academic and professional trajectories. This study can help create more useful literary programs and courses that take into account students' linguistic preferences and long-term professional goals.

It is possible to gain insight into how undergraduate students' engagement with language arts and literature affects their cognitive development by studying linguistic intelligence in the context of literary interests. It can be used to determine which linguistic abilities are most strongly linked to achievement in literary studies, assisting in the creation of activities that specifically target those abilities. Additionally, by bridging the gap between the humanities and cognitive sciences, a comparison of literary careers and linguistic aptitude may offer multidisciplinary insights.

Need of the Study:

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Yap. Joanne Lay Lat (2012) discovered a link between Singaporean high school students' multiple intelligences and their career interests. The major goal of this study is to examine the relationship between Singaporean high school students' multiple intelligences and their career interests. 132 high school students from four different educational institutions made up the sample for this study. Two self-administered tools and a questionnaire are completed by the subjects. The first was the Multiple Intelligences Developmental Assessment Scales (MIDAS), which was self-administered online. Total eight areas of intelligences are among the 119 questions that make up the MIDAS, which produces a MIDAS profile in each of the eight domains of intelligence. The other test was Interests Activity tool, which consists of 108 items and is used to evaluate a person's interest in a particular field of work in accordance with the six dimensions of Holland's RIASEC model: which are Enterprising, Realistic, Artistic, Investigative, Social, and Conventional. Version 19.0 of IBM's Statistical Package for the Social Sciences (SPSS) was used to analyses the data. Multiple intelligences and career preferences were compared between groups of educational faculties and genders using the Independent T-Test and analysis of variance (ANOVA). To examine the relationships between various intelligences and career interests, Pearson's product moment correlation was used.

According to the study, there were substantial disparities between the high scores for realistic vocational interests in men and high scores for artistic vocational interests in women. According to additional study findings, there were notable differences with maximum scores in the express track for investigative and entrepreneurial vocational interests and the usual course for artistic vocational interests. There were noticeable disparities in the IQ levels of the sexes, with ladies scoring highly in the musical domain while males scored highly in the intrapersonal domain. In the three different study curricula, there were no differences in the learners' multiple intelligences. There was a small but substantial correlation between multiple intelligences and career interests. According to the study, career-building for their customers could involve using descriptions of multiple intelligences and learners' professional inclinations by counsellors.

Therefore, the goal of the current study is to specifically examine undergraduate students' levels of literary interest and linguistic intelligence. In contrast to the previous study, which was mostly

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focused on secondary school pupils, the current study was specifically focused on undergraduate students. Which will be very helpful for undergraduate students with strong linguistic intelligence levels who want to pick careers in fields related to literature.

This study can inform career counsellors and advisors, enabling them to provide more targeted guidance to students who are interested in literary careers, enabling them to help them make informed decisions about their academic and professional pathways. It is also advantageous for teachers, professors, and lecturers to discover students' hidden qualities and can give them vocational guidance accordingly.

P. Sophia Mesalina (2015) conducted research on the aptitude and career interests of Madhurai undergraduate students in the arts stream and sciences stream. The major goal of this study was to investigate the association between intelligence and career interests of Madurai undergraduate students of arts and sciences. There were 200 undergraduate students in the arts and sciences who made up the study's sample. The technique of probability sampling was employed to gather the data.

The researcher was employed in this study created and standardized the instruments. The data were analyzed using the statistical tests t-test and Pearson’s product moment correlation technique. The study showed that intelligence and career interest are strongly correlated in the fields of the arts, education, business, and computers. Regarding a career, intelligence has just a small relationship to the fields of agriculture, science, literature, social work, and administration. Additionally, research suggests that undergraduates studying in the science stream are smarter overall than those studying in the arts stream. Even so, outside from science and literature, there is little difference in the students' vocational interests between science and the arts.

However, the researcher felt the need to specifically focus on linguistic intelligence and their career based on their chosen area of vocation in this study. They also felt the need to conduct a comparative analysis between both linguistic intelligence and literary area of vocation, particularly among UG students from the city of Aurangabad. This in particular can assist students in determining which linguistic abilities are most closely linked to achievement in literary studies for UG students.

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Dian Erlina (2019) carried out a study to determine the linguistic area of intelligence of undergraduate EFL learners, this study aimed to discover and characterize the language aptitude of undergraduate students. In order to analyses the EFL Learners at one university in Palembang, Indonesia, this "qualitative research which used a case study method" was conducted. The information was gathered through watching the students' actions in the classroom and by interviewing the students. Participants included the UG students EFL students. The findings showed that a relatively small percentage of students used the language successfully and were able to convey information both orally and in writing while also making efficient use of their metalinguistic capacity. It is believed that the study's findings will benefit students, teachers, and organizers. This study program has a deep understanding of the field of linguistic intelligence in Indonesia.

In addition, the researcher considered that it was important to compare undergraduate students, particularly those in the Indian city of Aurangabad, in terms of their level of linguistic intelligence and literary interest in their chosen fields of study. The students whose linguistic intelligence is excellent will benefit the most from this study because they will be able to choose a variety of careers, including those in the literary field. Instead of doing this, educators and counsellors can readily offer career advice using this research. Students can also improve their metalinguistic and metacognitive skills.

Aim of the Study:

The researcher wants to compare undergraduate students' levels of linguistic intelligence and literary interest in their chosen fields of study.

Objectives:

1. To investigate the level of literary interest among female UG students.
2. To research the degree of literary interest among UG male students.
3. To compare UG students who are male and female in terms of their level of literary interest.
4. To research the degree of linguistic intelligence among female pupils.
5. To research how linguistically intelligent male pupils are.

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6. To assess how well-versed men and women are in language.
7. To compare undergraduate students' linguistic aptitude and level of literary interest.

Hypothesis:

1. The level of literary interest area of female students of UG is high.
2. The level of literary interest area of male students of UG is low.
3. There is no discernible difference in the level of literary interest between UG students who are male and female.
4. The level of linguistic intelligence of female students is high.
5. The level of linguistic intelligence of male students is low.
6. There is no discernible variation in the language intelligence of UG students of gender.
7. UG students' levels of linguistic intelligence and literary curiosity do not differ significantly from one another.

Methodology:

The researcher employed the survey approach for the current investigation. The researcher used the Vocational Interest Record (VIR-K) provided by Dr. S. P. Kulshrestha to test literary interest levels and the Multiple Intelligence Inventory (MIS-ASPS) provided by Surabhi Agarwal and Dr. Suraksha Pal to test linguistic intelligence levels.

Sample:

The 200 undergraduate students who make up the sample for this study were chosen at random from five different colleges in the city of Aurangabad, with 100 of them being female and 100 of them being male.

Statistical Measures:

In order to analyses the data, t-test, mean, and S.D. are utilized.

Finding:

The following findings pertain to goals 1 and 2.

Statistical Measures	literary interest area of female	literary interest area of male

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Mean	7.82	8
S.D	4.44	4.4

Findings in relation to Goal 3

Area of Vocation	gender	mean	S.D	t value	df 1.98 at 0.05 level	Difference between mean
Literary area of vocation	Female Male	7.82 8.0	4.44 4.40	0.29	1.96	Not significant

Findings in relation to the goals 4 and 5

Statistical Measures	Linguistic intelligence of female	Linguistic intelligence of male
Mean	21.41	4.52
S.D	22.74	5.97

Findings in relation to objective 6

Types of intelligence	gender	mean	S.D	T value	df 1.98 at 0.05 level	Difference between mean
Linguistic intelligence	Female Male	21.41 22.74	4.52 5.97	1.77	1.97	Not significant

Findings in relation to Goal 7

Areas	mean	S.D	t value	df 3.98 at 0.05 level	Difference between mean
Literary area of vocation	7.91	4.42	29.5	1.96	significant

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Linguistic intelligence	22.07	5.52			

Results:

In the literary vocational interest area, female UG students' mean value was 7.82, while the mean value for male students in the same area was 8, with an SD of 4.4. As a result, using these numbers as a benchmark, it is evident that male undergraduate students have greater interest in the literary profession than female students. Additionally, both the male and female groups' derived t values, at a significance level of 0.05, are less than the table value of 1.96, at 0.29. The null hypothesis is accepted since there is no discernible difference between males and females.

In terms of linguistic intelligence, female UG students had a mean score of 21.41 and a standard deviation of 22.74, whereas male students achieved a mean score of 4.52 and a standard deviation of 5.97. At a significance level of 0.05, the obtained t value for both the male and female groups is 1.77, which is lower than the table value of 1.97. Therefore, there is no discernible difference in verbal intelligence between males and females. The null hypothesis is therefore accepted.

The calculated average for the literary interest area of work is 7.91, and the standard deviation is 4.42. The average language intelligence score is 22.07, while the standard deviation is 5.52. The t value for UG students' literary interest field of employment and level of linguistic intelligence was determined, and it is 29.5, which is higher than table value 1.96 at the 0.05 level of significance. As a result, there are big differences in UG students' linguistic intelligence and literary interest levels. This rules out the null hypothesis.

Conclusion:

It may be concluded from the study that there are no appreciable differences in the levels of literary interest between undergraduate male and female students. As a result, the null hypothesis is accepted. Similar to how there is no discernible difference between males and females in the language portion of intelligence. As a result, the null hypothesis is accepted. In addition, the survey

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found a considerable disparity between UG students' levels of linguistic ability and literary interest. This rules out the null hypothesis.

The results of this study can be used to improve literary programs and courses by addressing students' linguistic preferences and future professional goals. Findings would be particularly helpful for policy implications since they can help with decisions about resource allocation, curriculum design, and support for students pursuing literary careers in teaching. It may improve academic results and raise job satisfaction for literary-minded pupils to find correlations or elements that boost linguistic intelligence.

In conclusion, studying the relationship between literary field of study and linguistic intelligence in undergraduate students can have beneficial effects on curriculum design, career development, and education. It can also advance our knowledge of how language and literature influence cognitive development and career choices.

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