

# REPLY TO ROHILA & OTHERS

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With reference to the article by Rohila etc., published in the January issue of this Journal (Vol. 10, No. 1, 1965) the author likes to draw attention to the following points :—

1. Non-language tests have a special advantage in a multilingual country like India. They may have certain disadvantages but whether it is profitable to use or not should be determined only after comparing both the aspects, *i.e.*, advantages and disadvantages.

Different shades of meaning may be introduced through the use of a non-language medium but through language only one shade can be represented. This is one of the main reasons why a non-language instrument and its verbal translation are not likely to be identical. (One may have heard that science is good or the profession of a doctor is good. When these two things are in question he may at once say that he likes it and this response is determined by the mental set. But many of them must have a taste for other fields too. It is well-known that quite a number of students in the field of nursing and medicine drop out when they come in direct contact with the activities involved though initially they thought that they liked the field). There are instances where the use of a different artist to redraw the pictures of a non-language test has completely changed the item statistics of the test. So naturally one could expect that it is not possible to develop a parallel form just by translating a non-language test, to a verbal form.

Moreover pictures are more realistic than its verbal equivalent. Take for example picture 6C or 76B of CNPR-962. The activity depicted in the picture and the emotion that may be aroused by it cannot be identical to its verbal translations. It sounds laudable to help sick or wounded persons but when one visualises that it may mean carrying a stretcher in the way shown in picture 6C some may like to do while others may refrain. Picture 76B shows a person climbing a hill with the help of a suspended rope. Its verbal equivalent would mean to the candidate some adventurous feat only, but the situation as depicted in the picture brings him at home to what climbing may mean with all its dangers and thrills. His response is more likely to be near what he would actually do when offered an opportunity to do it.

2. The difference between the scores on a non-language test and its verbal equivalent (translation) does not prove that the latter is more stable, etc. If on the basis of validity study it is found to be so then only the claims made could be considered as justified.

3. The claim made by the author in the manual that "the pictorial or stick figure items can accurately depict activities in terms of active participation" means that in picture items a man can be shown as doing something, or listening something or observing something—but such things as appreciating a piece of poetry, or liking to act as the private secretary of a certain type of person, or taking special note of people while travelling cannot be depicted through picture items. Hence the comment that "But to date, no evidence has been provided either by the authors of the non-verbal inventories or by their users in support of these claims" widely misses the mark. That non-language items can depict activities only in terms of active participation is a limitation of the medium used and the author hopes that this is not a point which has to be demonstrated on the basis of empirical data.

4. The study by Pierce-Jones and Carter referred to in the publication was just a pilot study and was undertaken to find out whether Kuder-type interests could be measured by a pictorial inventory or not. Nothing more could be concluded from this study. The CNPR form 962 as mentioned in the manual is still at the experimental stage and is published to facilitate collection of

data on a large scale. Work is in progress and a revised version would come out in 1967 or in the beginning of 1968. The new revised manual which would be available from July 1966 would provide adequate data on reliability and validity of the instrument. Data on interest pattern of different professional groups are being collected and would be reported in due course, but the user should bear in mind that the collection of validity data and isolation of professional interest patterns do take time.

5. Simply asking students to point out which items are understood or not is not a desirable situation as response would be determined by the personality type in many cases. The more dependent or the perfectionist type would tend to say that they do not understand. Moreover the very task of locating pictures difficult to understand gives them the suggestion that there must be certain pictures which are ambiguous and that they are to find them out. During the administration of CNPR the author has also come across a few students who have said that they do not understand, but when asked to say what they do not understand they have started verbalizing the activity depicted in the picture in question. Those who still persisted had to be told to look at the object which was being handled by the person in the picture and then to decide what the picture could mean and this solved their difficulties.

6. Motivation also plays an important role in the understanding of pictures. Students who come for guidance (not group testing in school) individually rarely find difficulty in understanding the pictures whereas when one goes to collect data or conduct group tests on behalf of the school the reaction from some of the students is different. Intelligence may also have something to do in this respect.

This problem of motivation will be more pronounced in the case of the study in question where two lengthy instruments more or less similar in content were administered to the same group of students within a short period of time. It is likely that of the two instruments, the one which was presented at the end would tend to draw more random or careless responses and thereby lower the correlation between the two sets of data and also affect adversely the results that could be obtained from a validity study at a later date.

7. Lastly, it would not be out of place to mention that this inventory has been and is being used by Rev. J. M. Fuster of the St. Xaviers' College of Bombay, Dr. A. Edwin Harper Jr., of the Bureau of Educational Research, Ewing Christian College of Allahabad, Prof. Durganand Sinha, Psychology Department of the Allahabad University, Dr. D. Ganguly of the Council of Social & Psychological Research of Calcutta etc., etc., and none has pointed out that the interpretation of the pictures poses a serious difficulty.

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#### Editors' Note

*Dr. S. Chatterji's reply was referred to the authors of the paper in question for their observations but no reply has been received. Thus the correspondence in this regard is closed.*

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