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ABSTRACT

For a heterogeneous sample, the correlation coefficients between the Basic Interest Scales and the Occupational Scales and between the Basic Interest Scales and the Nonoccupational Scales of the Strong Vocational Interest Bland for Women (SVIB-W) are presented. Although the pattern of intercorrelations may be somewhat different for other samples, this sample is quite similar to that upon which the Basic Interest Scales were normed. The high positive and low negative correlations are listed separately so that a counselor may easily identify those basic interests which are probably contributing most significantly to the scores on the Occupational Scales. It is noted that some seemingly logical relationships between the Basic Interest and Occupational Scales did not occur. The use of the correlation coefficients by a counselor is illustrated. (DG)

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USE OF BASIC INTEREST SCALES IN INTERPRETING SVIB-W OCCUPATIONAL AND NONOCCUPATIONAL SCORES

Richard W. Johnson

Abstract

This study reports the correlation coefficients between the Basic Interest Scales and the Occupational Scales on the Strong Vocational Interest Blank for Women (SVIB-W) for a heterogeneous sample of 124 Ss who took the SVIB-W as part of a larger study. The high positive and negative correlations ($r \geq .50$ and $r \leq -.50$) are listed separately to help the counselor easily determine which Basic Scales may be contributing most to the high and low scores on the Occupational Scales. This list of intercorrelations should prove valuable to the counselor in quickly determining the "basic interests" associated with performance on the Occupational Scales. Use of the Basic Scales in interpreting the scores on the Occupational Scales for a single client is illustrated. Similar data for the Nonoccupational Scales are presented.

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Use of Basic Interest Scales in Interpreting SVIB-W Occupational and Nonoccupational Scores

Richard W. Johnson

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The "main purpose" of the new Basic Interest Scales on the Strong Vocational Interest Blank (SVIB) is "to provide some interpretation aids for the traditional occupational scales of the SVIB" (Campbell, Borgen, Eastes, Johansson & Peterson, 1968, p.1). Each of the Basic Scales measures interest in one type of activity or closely related activities. The scales were developed by clustering items which were both statistically and logically interrelated. Because of the homogeneous item content, the Basic Scales are relatively easy to interpret.

Lists of occupational groups scoring high and low on each of the Basic Scales on the Women's and Men's forms have been published (Campbell, 1969; Campbell et al., 1968). The correlation coefficients between the Basic Scales and the Occupational and Nonoccupational Scales, however, have not been reported for either form. Presumably, this information will appear in the forthcoming SVIB Handbook (Campbell, in press).

Knowledge of the degree of relationship between the two sets of scales would greatly facilitate the interpretation of scores on the Occupational and Nonoccupational Scales. One could quickly check to determine which Basic Scales were most closely associated with scores on the various Occupational and

Nonoccupational keys. The information presently provided is helpful in interpreting the Basic Scales, but awkward to use as a basis for interpreting the scores on the Occupational and Nonoccupational Scales. To do the latter, one must essentially work backwards from the Basic Scales to the occupational groups to find the Basic Scales most characteristic of a particular occupational group. Even after this information is obtained, it is somewhat incomplete in that a high or low score obtained by an occupational group does not necessarily insure a high positive or negative relationship between the Basic Scales and the Occupational Scales.

The purpose of this study was to determine the relationship between the Basic Scales and the Occupational and Nonoccupational Scales of the SVIB for Women (SVIB-W, Form TW398). Particular emphasis was given to the use of the Basic Scales in interpreting the complex nature of the Occupational and Nonoccupational Scales. This information will supplement the information to appear in the new SVIB Handbook.

Method

Subjects

The Ss were 124 women who had volunteered to participate in a study of the comparability of the old and revised forms of the SVIB-W (Johnson, 1969). The Ss ranged in age from 15 to 66 with a mean of 25.5 and a standard deviation of 8.0. Of the 124 Ss, there were 42 gainfully employed adults, 7 housewives, 16 grad-

uate students, 58 undergraduate college students, and 1 high school student. The Ss were drawn from a wide variety of fields. Among the employed Ss, 14 were in the field of education, 10 in a health-related field, 12 in secretarial or office work, and 6 in other fields. The students were concentrated in pharmacy (N=33) or education (N=19). The remaining students were mostly enrolled in the College of Letters and Sciences.

Statistical Analysis

Pearson product-moment correlation coefficients between the Basic Scales and both the Occupational and Nonoccupational Scales were calculated. The correlation coefficients between the Basic Scales and the percentages of "Like", (LP), "Indifferent" (IP), and "Dislike" (DP) responses to the occupational items (Nos. 1-128) were also determined. These percentages are now tabulated at the bottom of the new profile sheet.

Results

The correlation coefficients between the Basic Scales and all other variables are reported in Table 1. The Basic Scales which were most highly correlated ($r \geq .50$ or $r \leq -.50$) with the Occupational and Nonoccupational Scales are listed separately in Table 2. Table 2 should be relatively easy for the counselor to use as an aid in attempting to understand the meaning of high or low Occupational or Nonoccupational Scores.

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TABLE 1

Product-Moment Correlation Coefficients Between

Basic Interest Scales and Other SVIB-W Scales (N=124)

	M	SD	Music Teacher	Entertainer	Musician Performer	Model	Art Teacher	Artist	Interior Decorator
Public Speaking	52	10	.55	.53	.45	.34	.43	-.02	.34
Law / Politics	53	11	.27	.34	.22	.22	.23	-.03	.17
Merchandising	48	9	.22	.09	.03	.20	.05	-.50	.13
Office Practices	47	8	-.17	-.52	-.53	-.46	-.51	-.76	-.56
Numbers	48	10	-.36	-.48	-.46	-.57	-.26	-.22	-.30
Physical Science	49	11	-.39	-.25	-.21	-.55	-.02	-.09	-.36
Mechanical	47	10	-.32	-.24	-.25	-.49	.06	-.18	-.22
Outdoors	49	10	.02	-.12	.08	-.44	.26	-.09	-.20
Biological Science	52	11	-.33	-.23	-.15	-.43	-.07	-.20	-.38
Medical Service	50	10	-.27	-.29	-.21	-.49	-.18	-.35	-.51
Teaching	50	10	.50	-.09	.00	-.26	.17	-.46	-.29
Social Service	50	9	.37	-.05	-.03	-.12	-.01	-.52	-.30
Sports	50	10	.08	-.11	-.24	-.19	-.20	-.52	-.42
Homemaking	50	9	.22	-.27	-.09	-.40	-.04	-.47	-.25
Religious Activities	44	9	.29	-.15	.02	-.31	-.05	-.40	-.37
Music	51	10	.55	.68	.22	.53	.16	.32	.36
Art	52	9	.42	.57	.63	.25	.84	.32	.55
Performing Arts	52	10	.54	.79	.75	.44	.63	.20	.42
Writing	52	10	.51	.58	.69	.40	.59	.21	.44
Mean			21	30	34	31	24	28	20
SD			13	14	13	12	16	12	14

(Table 1 continued on next page)

	Newswoman	English Teacher	Language Teacher	YWCA Staff Member	Recreation Leader	Director Christian Ed.	Nun-Teacher	Guidance Counselor
Public Speaking	.49	.61	.48	.83	.77	.55	-.03	.68
Law / Politics	.36	.34	.25	.48	.47	.25	-.01	.41
Merchandising	.00	.26	.21	.36	.46	.18	-.36	.23
Office Practices	-.68	-.33	-.37	-.22	.01	-.15	.07	-.11
Numbers	-.57	-.54	-.56	-.32	-.23	-.40	.20	-.27
Physical Science	-.37	-.47	-.56	-.28	-.13	-.28	.23	-.18
Mechanical	-.45	-.52	-.61	.22	-.07	-.31	.10	-.25
Outdoors	-.17	-.07	-.21	.03	.17	.12	.30	.10
Biological Science	-.41	-.40	-.51	-.19	.04	-.17	.17	-.11
Medical Service	-.51	-.40	-.52	-.20	.09	-.10	.24	-.06
Teaching	-.20	.21	.19	.35	.58	.65	.41	.45
Social Service	-.08	.27	.19	.50	.64	.58	.23	.56
Sports	-.33	-.16	-.25	.21	.52	.15	.09	.14
Homemaking	-.39	-.10	-.13	-.08	.19	.20	.17	.03
Religious Activities	-.25	.08	-.05	.06	.33	.40	.39	.28
Music	.36	.50	.44	.45	.39	.47	.07	.37
Art	.45	.48	.42	.49	.42	.43	-.06	.36
Performing Arts	.54	.62	.55	.57	.52	.50	-.07	.46
Writing	.71	.85	.71	.64	.50	.58	-.02	.53
Mean	33	33	35	34	34	21	15	29
SD	15	15	15	13	11	13	11	12

(Table 1 continued on next page)

	Social Science Teacher	Social Worker	Speech Pathologist	Psychologist	Librarian	Translator	Physician	Dentist	Medical Technician
Public Speaking	.63	.50	.52	.27	.26	.22	-.07	-.42	-.40
Law / Politics	.62	.40	.40	.29	.19	.25	.12	-.17	-.12
Merchandising	.27	.05	-.19	-.33	-.10	-.36	-.59	-.44	-.36
Office Practices	-.16	-.31	-.62	-.55	-.39	-.53	-.35	.04	.24
Numbers	-.38	-.26	-.25	.13	-.16	-.01	.37	.46	.62
Physical Science	-.39	-.06	.06	.42	-.09	.24	.77	.73	.83
Mechanical	-.45	-.24	-.18	.20	-.20	.11	.51	.57	.73
Outdoors	-.11	.15	.05	.20	.04	.09	.44	.39	.40
Biological Science	-.30	-.05	.03	.21	-.24	.05	.65	.61	.74
Medical Service	-.30	-.01	-.06	.06	-.35	-.09	.54	.55	.71
Teaching	.28	.21	.06	-.15	-.13	-.35	-.23	-.31	-.12
Social Service	.35	.35	.01	-.20	-.17	-.37	-.30	-.31	-.20
Sports	.00	-.03	-.25	-.24	-.51	-.46	.04	.05	.23
Homemaking	-.08	-.14	-.42	-.35	-.28	-.41	-.18	-.06	.13
Religious Activities	.10	.07	-.16	-.30	-.12	-.35	-.04	-.08	.11
Music	.29	.25	.43	.30	.39	.37	.05	-.25	-.23
Art	.22	.32	.43	.43	.41	.41	.11	-.22	-.24
Performing Arts	.36	.31	.49	.34	.35	.40	-.10	-.40	-.37
Writing	.57	.43	.55	.38	.61	.40	-.09	-.46	-.55
Mean	34	25	32	24	32	33	28	23	28
SD	12	13	13	14	12	13	15	12	17

(Table 1 continued on next page)

	Chemist	Mathematician	Computer Programmer	Math-Science Teacher	Engineer	Army Enlisted	Navy Enlisted	Army Officer	Navy Officer
Public Speaking	-.20	-.30	-.31	-.50	-.17	-.20	-.52	.70	.19
Law / Politics	.00	-.09	-.05	-.22	.11	-.03	-.27	.73	.35
Merchandising	-.52	-.70	-.24	-.23	-.29	.02	-.27	.20	-.23
Office Practices	-.09	-.18	.23	.51	.18	.61	.40	-.17	-.45
Numbers	.53	.44	.71	.72	.68	.37	.40	-.05	.01
Physical Science	.81	.62	.69	.61	.83	.27	.33	.07	.04
Mechanical	.62	.43	.70	.57	.78	.34	.39	.08	-.02
Outdoors	.42	.26	.10	.18	.35	.05	.10	.08	-.21
Biological Science	.58	.32	.43	.47	.55	.15	.23	.03	-.05
Medical Service	.48	.20	.33	.48	.46	.21	.26	-.02	-.21
Teaching	-.17	-.28	-.15	-.01	-.19	-.13	-.25	-.06	-.64
Social Service	-.25	-.37	-.26	-.16	-.25	.10	-.12	.20	-.45
Sports	.00	-.27	.05	.17	.06	.15	.20	.11	-.27
Homemaking	-.09	-.21	.04	.20	-.02	-.12	-.01	-.28	-.63
Religious Activities	-.00	-.15	-.13	.05	-.06	-.04	-.06	-.08	-.54
Music	.03	-.03	-.16	-.44	-.07	-.38	-.54	.21	-.06
Art	-.01	-.06	-.13	-.51	-.04	-.50	-.60	.30	-.03
Performing Arts	-.12	-.16	-.23	-.64	-.18	-.44	-.63	.38	-.05
Writing	-.18	-.19	-.36	-.69	-.24	-.39	-.70	.51	.08
Mean	14	18	29	29	22	27	31	32	38
SD	15	14	14	13	15	9	9	10	8

(Table 1 continued on next page)

	Lawyer	Accountant	Bankwoman	Life Insurance Underwriter	Buyer	Business Ed. Teacher	Home Economics Teacher	Dietitian	Physical Ed. Teacher
Public Speaking	.53	-.21	-.29	.59	-.16	-.16	.02	-.06	-.25
Law / Politics	.63	.05	-.16	.52	-.17	-.18	-.14	.03	-.11
Merchandising	-.07	-.11	.31	.36	.33	.42	.57	.21	-.08
Office Practices	-.39	.39	.80	-.23	.36	.76	.45	.35	.33
Numbers	-.10	.67	.38	-.35	-.09	.16	.04	.48	.30
Physical Science	-.05	.28	-.14	-.53	-.33	-.38	-.17	.56	.41
Mechanical	-.17	.37	-.03	-.44	-.17	-.14	.10	.57	.36
Outdoors	-.18	-.22	-.34	-.43	-.43	-.34	.09	.33	.32
Biological Science	-.19	.01	-.17	-.42	-.29	-.40	-.03	.58	.56
Medical Service	-.32	-.07	-.07	-.45	-.26	-.28	.05	.57	.66
Teaching	-.38	-.49	-.01	-.13	-.36	.22	.50	.20	.24
Social Service	-.18	-.43	.00	.11	-.18	.21	.36	.12	.23
Sports	-.33	-.20	.02	-.05	-.13	.04	.34	.38	.69
Homemaking	-.50	-.15	.21	-.23	-.00	.24	.71	.60	.30
Religious Activities	-.26	-.26	.04	-.14	-.11	.02	.30	.26	.23
Music	.21	-.31	-.41	.12	-.34	-.35	.05	..05	-.35
Art	.20	-.38	-.55	.12	-.44	-.53	.04	-.11	-.36
Performing Arts	.31	-.35	-.48	.25	-.41	-.41	-.02	-.16	-.40
Writing	.46	-.36	-.45	.34	-.36	-.31	-.10	-.27	-.57
Mean	28	21	25	24	18	19	23	29	29
SD	12	11	11	11	10	11	12	11	13

(Table 1 continued on next page)

	Occupational Therapist	Physical Therapist	Public Health Nurse	Registered Nurse	Lic. Practical Nurse	Radiologic Technician	Dental Assistant	Executive Housekeeper	Elementary Teacher
Public Speaking	-.30	-.22	-.01	.13	-.35	-.41	-.39	-.16	-.11
Law / Politics	.20	-.04	-.10	.11	-.20	-.15	-.28	-.21	-.21
Merchandising	.09	-.15	-.08	.09	-.04	-.19	.10	.37	.25
Office Practices	-.06	.29	-.08	.05	.60	.35	.67	.72	.57
Numbers	.10	.47	-.25	-.07	.35	.44	.29	.24	.06
Physical Science	.47	.74	.05	.24	.41	.68	.19	.00	-.02
Mechanical	.57	.58	-.18	.07	.38	.55	.25	.22	.04
Outdoors	.62	.50	.26	.38	.30	.34	.08	.07	.23
Biological Science	.52	.81	.28	.61	.52	.73	.38	.11	.05
Medical Service	.50	.86	.40	.70	.67	.79	.54	.25	.20
Teaching	.48	.19	.55	.47	.26	-.04	.16	.26	.72
Social Service	.28	.12	.48	.47	.19	-.07	.15	.24	.50
Sports	.29	.55	.28	.57	.38	.40	.38	.31	.29
Homemaking	.32	.29	.23	.40	.47	.20	.44	.58	.64
Religious Activities	.29	.35	.35	.57	.56	.23	.36	.46	.61
Music	.43	-.15	.01	.16	-.24	-.30	-.36	-.24	.03
Art	.68	-.20	-.01	.10	-.39	-.34	-.51	-.32	-.08
Performing Arts	.39	-.28	-.06	.10	-.38	-.39	-.47	-.33	-.08
Writing	.28	-.43	-.05	-.00	-.49	-.55	-.63	-.35	-.04
Mean	36	34	32	33	20	31	25	22	30
SD	12	14	12	11	12	15	14	11	11

(Table 1 continued on the next page)

	Secretary	Saleswoman	Telephone Operator	Instrument Assembler	Sewing Machine Operator	Beautician	Airline Stewardess	AACH	DIV
Public Speaking	-.13	-.27	-.41	-.62	-.61	-.42	.53	.22	.57
Law / Politics	-.19	-.27	-.36	-.41	-.46	-.43	.36	.28	.45
Merchandising	.55	.49	.24	-.01	.02	.22	.69	-.25	.45
Office Practices	.55	.75	.81	.62	.64	.37	.15	-.22	.31
Numbers	-.10	.17	.20	.38	.27	-.05	-.20	.30	.05
Physical Science	-.63	-.17	.03	.17	.04	-.46	-.25	.60	.11
Mechanical	-.31	.03	.19	.31	.16	-.20	-.07	.38	.23
Outdoors	-.48	-.14	.03	-.06	-.09	-.38	-.10	.45	.24
Biological Science	-.51	-.08	.09	.14	.04	-.31	-.07	.44	.11
Medical Service	-.38	.06	.26	.22	.14	-.21	-.05	.35	.20
Teaching	.06	.16	.18	-.10	-.04	-.00	.25	-.02	.33
Social Service	.13	.16	.18	-.09	-.08	-.02	.35	-.05	.35
Sports	.01	.18	.27	.14	.06	.09	.43	-.09	.32
Homemaking	.21	.47	.45	.27	.33	.23	.19	-.05	.23
Religious Activities	-.00	.32	.33	.04	.19	-.05	.10	.05	.36
Music	-.26	-.28	-.34	-.53	-.49	-.46	.20	.45	.39
Art	-.30	-.41	-.46	-.62	-.60	-.48	.27	.42	.36
Performing Arts	-.21	-.36	-.42	-.63	-.62	-.47	.40	.38	.46
Writing	-.17	-.34	-.50	-.74	-.64	-.56	.32	.39	.42
Mean	31	19	20	23	13	30	31	48	51
SD	12	12	14	13	13	10	13	11	9

(Table 1 continued on next page)

	FMII	OIE	LP	IP	DP	Age
Public Speaking	.13	-.88	.55	-.05	-.36	-.08
Law / Politics	-.14	-.74	.37	.07	-.33	-.17
Merchandising	.15	-.30	.51	.11	-.47	.06
Office Practices	-.25	.17	.18	.31	-.41	.07
Numbers	-.33	.20	-.09	.22	-.13	.03
Physical Science	-.28	.09	.09	.28	-.31	-.13
Mechanical	-.19	.03	.15	.26	-.34	-.09
Outdoors	.20	-.07	.27	.24	-.40	.00
Biological Science	-.21	.03	.15	.29	-.36	-.15
Medical Service	-.23	.05	.20	.35	-.45	-.09
Teaching	.11	-.15	.49	.22	-.54	-.09
Social Service	-.02	-.31	.50	.17	-.52	.00
Sports	-.31	-.21	.42	.11	-.40	-.18
Homemaking	.11	.06	.34	.13	-.37	.00
Religious Activities	.08	-.17	.31	.22	-.42	.03
Music	.48	-.41	.42	.07	-.37	-.17
Art	.57	-.46	.45	.03	-.36	-.11
Performing Arts	.46	-.58	.53	.02	-.41	-.01
Writing	.50	-.60	.49	.01	-.37	-.01
Mean	46	48	33	27	40	25
SD	11	13	11	13	15	8

$r \geq .18$; $p < .05$

$r \geq .23$; $p < .01$

Table 2

Basic Interest Scales Most Helpful in Interpreting

SVIB-W Occupational and Nonoccupational Scores

Occupational Scale	High Positive Relationship ($\geq .50$)	High Negative Relationship ($\leq -.50$)
Music Teacher	Music, Public Speaking, Performing Arts, Writing, Teaching	
Entertainer	Performing Arts, Music, Writing, Art, Public Speaking	Office Practices
Musician Performer	Performing Arts, Writing, Music, Art	Office Practices
Model		Numbers, Physical Science
Art Teacher	Art, Performing Arts, Writing, Music	Office Practices
Artist		Office Practices, Social Service, Sports, Merchandising
Interior Decorator	Art	Office Practices, Medical Service
Newswoman	Writing, Performing Arts	Office Practices, Medical Service, Numbers
English Teacher	Writing, Performing Arts, Public Speaking, Music	Numbers, Mechanical
Language Teacher	Writing, Performing Arts	Mechanical, Numbers, Physical Science, Medical Service, Biological Sciences
YWCA Staff Member	Public Speaking, Writing, Performing Arts, Social Service	

Recreation leader	Public Speaking, Social Service, Teaching, Performing Arts, Sports, Writing	
Director, Christian Ed.	Teaching, Social Service, Writing, Public Speaking, Performing Arts	
Nun Teacher		
Guidance Counselor	Public Speaking, Social Service, Writing	
Social Science Teacher	Public Speaking, Law Politics, Writing	
Social Worker	Public Speaking	
Speech Pathologist	Writing, Public Speaking	Office Practices
Psychologist		Office Practices
Librarian	Writing	Sports
Translator		Office Practices
Physician	Physical Science, Biological Science, Medical Service, Mechanical	
Dentist	Physical Science, Biological Science, Mechanical, Medical Service	
Medical Technician	Physical Science, Biological Science Mechanical, Medical Service, Numbers	Writing
Chemist	Physical Science, Mechanical, Biological Science, Numbers	Merchandising
Mathematician	Physical Science	Merchandising
Computer Programmer	Numbers, Mechanical, Physical Science	

(Table 2 continued on next page)

Math Science Teacher	Numbers, Physical Science, Mechanical, Office Practices	Writing, Performing Arts, Art, Public Speaking
Engineer	Physical Science, Mechanical, Numbers, Biological Science	
Army-Enlisted	Office Practices	Art
Navy-Enlisted		Writing, Performing Arts, Art, Music, Public Speaking
Army Officer	Law Politics, Public Speaking, Writing	
Navy Officer		Teaching, Homemaking Religious Activities
Lawyer	Law Politics, Public Speaking	Homemaking
Accountant	Numbers	
Bankwoman	Office Practices	Art
Life Insurance Underwriter	Public Speaking, Law Politics	Physical Science
Buyer		
Business Education Teacher	Office Practices	Art
Home Economics Teacher	Homemaking, Merchandising, Teaching	
Dietician	Homemaking, Biological Science, Mechanical, Medical Service, Physical Science	
Physical Education Teacher	Sports, Medical Service, Biological Science	Writing
Occupational Therapist	Art, Outdoors, Mechanical, Biological Science, Medical Service	

(Table 2 continued on next page)

Physical Therapist	Medical Service, Biological Science, Physical Science, Mechanical, Outdoors	
Public Health Nurse	Teaching	
Registered Nurse	Medical Service, Biological Science, Sports, Religious Activities	
Licensed Practical Nurse	Medical Service, Office Practices, Religious Activities, Biological Science	
Radiologic Technician	Medical Service, Biological Science, Physical Science, Mechanical	Writing
Dental Assistant	Office Practices, Medical Service	Writing, Art
Executive Housekeeper	Office Practices, Homemaking	
Elementary Teacher	Teaching, Homemaking, Religious Activities, Office Practices, Social Services	
Secretary	Merchandising, Office Practices	Physical Science Biological Science
Saleswoman	Office Practices	
Telephone Operator	Office Practices	Writing
Instrument Assembler	Office Practices	Writing, Performing Arts, Art, Public Speaking, Music
Sewing Machine Operator	Office Practices	Writing, Performing Arts, Public Speaking, Art
Beautician		Writing
Airline Stewardess	Merchandising, Public Speaking	

(Table 2 continued on next page)

Nonoccupational Scale		
AACH	Physical Science	
DIV	Public Speaking	
FMII	Art, Writing	
OIE		Public Speaking, Law/Politics, Writing Performing Arts.

Discussion

Occupational Scales

All but two of the Occupational Scales (Nun-Teacher and Buyer) had high positive and/or high negative correlations with the Basic Scales. While some of the relationships appeared logical, e.g., scores on the Computer Programmer Scale were highly correlated with scores on the Numbers, Mechanical, and Physical Science Scales, other seemingly logical relationships did not occur. The Artist scale was not highly correlated with the Art Scale. Of the 11 occupational scales with "Teacher" as part of the title, only 3 received high positive correlations with the Teaching Scale. The Social Worker Scale was not highly correlated with the Social Service Scale.

In general, the high negative relationships appeared to be least obvious. It probably would not be readily apparent that high scores on the Model Scale could be partially accounted for by low scores on the Numbers and Physical Science Scales. Knowledge of these negative relationships is particularly important for the seven occupational scales (viz., Model, Artist, Psychologist, Translator, Navy-Enlisted, Navy-Officer, and Beautician) which lacked high positive relationships.

The Basic Scales may help clarify the differences between Occupational Scales based upon criterion groups with similar job titles or related duties. It is instructive to note, for example, that high scores on the Public Health Nurse Scale were most closely associated with Teaching interests, while high scores on the Registered Nurse scale were most highly related to interests in Medical Service, Biological Science, Sports, and Religious Activities. High scores

on the Army-Enlisted Scale reflected high interests in Office Practices. High scores on the Army-Officer Scale, on the other hand, indicated interests in Law-Politics and Public Speaking. Table 2 may help in making other such similar comparisons.

Nonoccupational Scales

The meaning of scores on the Nonoccupational Scales may also be made somewhat clearer by referring to the Basic Scales. High AACH (Academic Achievement) scores reflected an interest in Physical Science, high DIV (Diversity of interest) scores were highly related to interests in Public Speaking, and high FMII (Femininity-Masculinity) scores were best characterized by interests in Art and Writing. High introverted scores on the OIE Scale (Occupational Introversion-Extroversion) were closely associated with low scores on Public Speaking, Law/Politics, Writing, and Performing Arts scales. The high negative relationship between Writing and Introversion was unexpected. Inspection of the items on the Writing Scale, however, indicates that many of the activities (e.g., Editor, Foreign Correspondent, News Photographer, Women's Page Reporter) require a fair amount of social interaction.

LP,IP, and DP Scores

Scores on the Basic Scales were positively correlated with percentage of "Like" responses for all the scales except one (Numbers). The scores were negatively correlated with percentage of "Dislikes" for all scales. The items on the Basic Scales are scored in such a way that a "Like" response always receives a weight of +1, an "Indifferent" response is unweighted, and a "Dislike" response is weighted -1. The majority (50% or more) of the items weighted for

12 of the 19 Basic Scales are included in the items (Nos. 1-128) used in determining the LP, IP and DP figures. In general, if LP is high, one may expect many high scores on the Basic Scales. On the other hand, if DP is high, many low scores on the Basic Scales may occur.

Age

In view of the differential age norms for the Basic Scales shown on the profile sheet, the influence of age on scores on these scales merits further attention. The relationship between age and Basic interests was negligible for the Ss in this study. Only 1 of 19 correlation coefficients was statistically significant at the .05 level of probability (See last column of Table 1). Most of the Ss employed in the study, however, were college age students. The Ss were older than the high school seniors and younger than the employed adults whose scores are separately plotted on the profile sheet. Apparently, age does not have much affect on the Basic scores during the college or early post-college years.

Profile Interpretation

The relationships shown in Table 2 were used in interpreting the scores shown in Figure 1 for a client at the Counseling Center.

INSERT FIGURE 1 ABOUT HERE

The highest occupational score, Newswoman, may be related to high interests in Writing and Performing Arts and low interests in Office Practices and Numbers. The high score on the Model Scale may be interpreted in terms of low scores on the Numbers and Physical

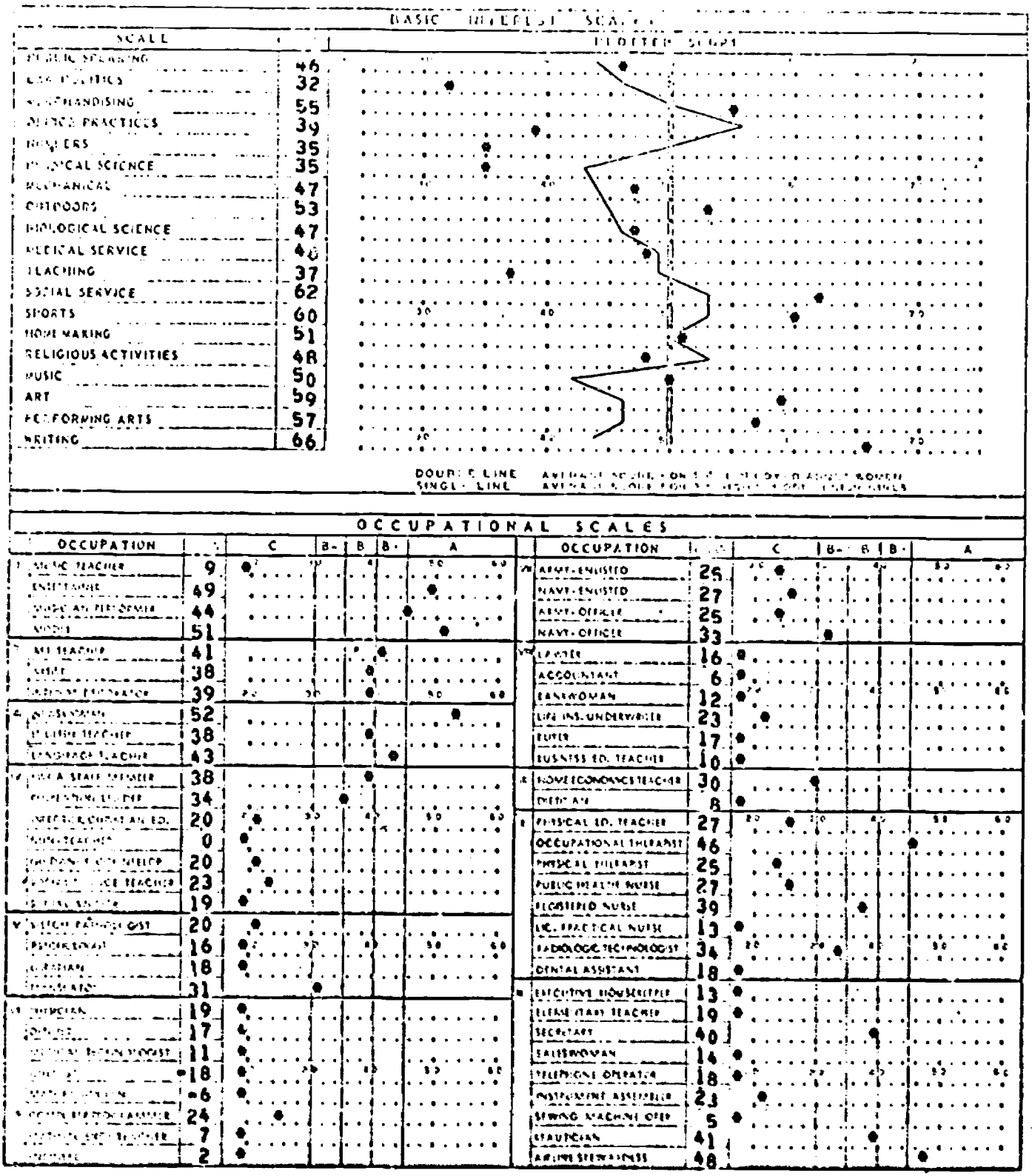

Fig. 1. SVIB-W (Form TW398) profile for Counseling Center client.

Science Basic Scales. The high scores on the Writing, Art , and Performing Arts Scales and the low score on the Office Practices Scale apparently helped produce a high score on the Entertainer Scale. The high score on the Airline Stewardess Scale is somewhat surprising in view of the client's middling scores on the Merchandising and Public Speaking Scales. Inspection of the table of intercorrelations (Table 1) suggests that high scores on Sports, Social Service, and Performing Arts may have contributed to the score on this scale. The last score in the "A" range, Occupational Therapist, appears to be elevated because of high Art interests.

The consistently low scores in Group VI (Science) may be best ascribed to low Physical Science and Numbers interests together with high Writing interests. The low scores in the Business area (Group VIII) may be related to low interests in Office Practices and Numbers and high Art interests. The low Office Practices interest and high Writing and Art interests also may help explain the low scores for most of the Nonprofessional occupations (Groups XI). The low Academic Achievement score may be best accounted for by the low Physical Science score.

The Basic Scales helped to enrich and clarify the meaning of the other profile scores for this client. The counselor could readily point to high or low interest in clusters of activities which helped to form the Occupational Scale scores.

Limitations

The pattern of intercorrelations may vary somewhat with a different sample. The means and standard deviations on the Basic Scales (shown in Table 1), however, indicate that the Ss in this sample did not differ greatly in the level and range of their interests

from the 1000 employed adult women used by Campbell (1969) in norming the Basic Interest Scales. The scores on the Religious Activities Scale (Mean=44) were the only scores that differed substantially from the scores obtained by the standardization sample. The intercorrelations reported in this study may be compared with the intercorrelations to be published by Campbell (in press) to help better determine the generalizability of both sets of data.

The Basic Scales help to determine which interest factors are contributing to high and low scores on the Occupational Scales. The scores on the Basic Scales do not, of course, explain the origin of the interests. The development of vocational interests may be better understood by the collection of biographical data and by information elicited during the course of counseling the client.

Not all of the valid variance in the SVIB item pool has been tapped by the Basic Scales. Items which were either highly popular or unpopular, items in Part V (Nos. 256-295) which are grouped in a forced-choice format, and items which could not be meaningfully clustered with at least several other items were excluded from the Basic Scales. Only 186 separate items (31 of these are scored on two or more scales) of the 398 items in the booklet are scored on the 19 Basic Scales. In brief, the "diversity and complexity in profile patterns" is only partially accounted for by performance on the Basic Scales (Campbell et al., 1968, p. 54).

Despite these limitations, scores on the Basic Scales considerably improve the ability of the counselor to interpret the meaning of the Occupational Scales. The counselor may now readily identify specific interest factors associated with high or low Occupational scores.

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