

## Personality Factors as Determinants of Interest among Adolescents

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### ABSTRACT

The objective of this study is the measurement of interest among adolescents. The incidental purposive sampling technique has been used in the present research. For the collection of data ten high schools and intermediate colleges of Baghpat and its surrounding areas were selected. For the convenience of statistical analysis equal number of 25 subjects in each of the 24 cells of 2x2x2x3 factorial setting was randomly pooled out. Thus, 600 subjects were finally selected for this investigation in which 300 subjects were general, 150 boys and 150 girls of rural and urban areas personality factors. Two tools were used (i) *Introversion Extroversion Inventory (IEI)* by Dr. P.F. Aziz and Dr. (Miss) R. Agnihotry was used for three traits of personality, (ii) *Multi-Factors Interest Questionnaire (MFIQ)* developed by Dr. S.D. Kapoor and Dr. R.N. Singh (1979). It provides scores on the eight factors of interest i.e., Business (Bu), Clerical (Cl), Agricultural (Ag.) Mechanical (Me), Scientific (Sc), Outdoor (Od), Aesthetic (As), and Social (So). The result show as that the role of environment as rural and urban is not affective on adolescents. The result of this study supports the conclusion of *Morgan (2002)*.

**Keywords:** Adolescent, Caste, Environment, Interest, Personality Factors, Sex

The meaning and definition of any term is arbitrary. This also holds true in terms of interests. Many psychologists have defined the term 'interests' in different ways. The term interest is very complex in nature. In psychology interest is generally defined in positive term one is interested in things which offer him pleasure or satisfaction and which hold attention offering a welcome challenge. Interest may be understood in goal-drive and tension reduction terms. Generally we define interest in an object, a person, an activity or a field of occupation as a tendency to give attention to it, to be attracted it by to like it and to find satisfaction in it. Interests have assumed much importance in vocational and counseling psychology. Vernon and Allport (1961) and Thordike (1962) are among the earlier few to measure interests but they have used somewhat different methods. Adolescent interests have been widely studied by educationists and psychologists. Some outstanding books (Fryer D 1961, Strong 1975 and Dear Ley and Hagenah 1975), many significant monographs (Garretson 1960, Super 1970, Darley 1971, Earter 1974, Strong 1975, Barrett, et. al, 1972, Brogden 1972, Guilford 1994, Layton 1980) and a number of published researches (Berdie 1974, Super 1975, 1984) throw light on the various aspects of

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adolescent's interest. It has been claimed that increase in age, education and intelligence brings betterment to vocational interest and supernormal adolescents. Kauffman (1975) attempted to find a relationship between interest and chronological age but he found no relationship with purely chronological age. According to Darley and Hagenah (1975) personality (i.e., introverted, ambiverted & extroverted) leads to the development of interests, which in turn leads to the occupational choice. Huston (1971) observed low relationship between mental ability and announced interests.

### Personality Factors

Personality factors are measure effective determinants of the interest of any adolescents. Researcher adopted over have the personality dimension given by Carl Jung (1921, 1971) i.e., introverted, ambiverted and extroverted. When a man is born his mind is like a clear slate and he is surrounded by a big world, which exerts various influences on him. When a child groups up, he learns a lot by observing the people in his family and society. This leads to the formation of his habits and thereby his personality. In psychology, the term personality has many meanings. Personality is the most interested topic in psychology. Each of us has personality unique and distinct from every other person. By personality, we mean the sum total of ourselves and our behavior towards others in different situations of life. To be simple, personality is the behavior of the individual in a particular situation. In other words personality is a function of behavior and environment. Etymologically the word, personality has been derived from the Latin word '*persona*' which means 'to mask'. In this sense it referred to external appearance.

### Interest

Interest is the integral part of one's personality. It is an acquired trait from environment. Despite difficulties in reaching a consensus as to what interests are, how they develop and how best to classify them, psychologists have created a number of assessment tools for measuring them and the test-publishing industry has turned occupational interest inventories- the most common type of interest measure into a flourishing business. Decades of research have established interests as their own major psychological domain, comparable in scope and importance to abilities and personality traits. Assessment of interests has therefore become a main stay to many psychologists and allied professionals.

### Adolescence

Adolescence is the most important period of human life. A major part of a country's population ranges between the ages 13 to 21 yrs. The country's success in various field of life depends on the proper guidance of adolescents. Poets have described it as the spring of life of human being and an important era in the total life span. The word 'adolescence' comes from a Greek word 'adolescence' which means 'to grow to maturity'. A number of definitions have been given by psychologists from time to time. Some psychologists define it as the transitional period of life. The child experiences a number of changes in this transitional period. The period runs between

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childhood and adulthood and is sometimes called the period of teenage. According to G-Stanlay Hall (1947) "adolescence is a period of great stress and strain, storm and strike." In the opinion of Rebber (1995) "adolescence is the period of development marked at the beginning by the onset of puberty and at the end by the attainment of physiological or psychological maturity." Chronologically, adolescence comes roughly in between the years from 12 to the early 20 yrs. The one set of adolescence varies from culture to culture depending on socio economic conditions of the country.

### Caste

The caste i.e, difference based on race or birth, does have and an impact in psycho-social development adolescents. Dr. D.N. Majumdar and T.N. Madan consider caste a closed group.

### Sex

The role of sex is the most important in psycho social development of adolescents. It does not a only physiologically but also anatomically. Sex role, which plays a majors part in social behavior are established very early in life. In a new book, Eleanor Maccoby has concluded that many beliefs about the differences in both sexes are unfounded and are clearly misconceptions. Recent evidence suggests that many sex differences probably due to learning. Both factors like physiological and psychological are involved in sex role development.

### Environment

From the psychological view-point an individual's environment is related to all those stimuli which he confronts since the moment of fertilization till death. In other words, it influences all those factors which in any way influence an individual's development. Ordinarily, environment may be divided into two categories: the natural and the social. Natural environment is related to all those things on the earth which influence the development of an individual or living being. A difference is clearly visible in the standard or living, features, complexion etc, of people living in different environments. Behavior is interaction individual and environment. Indian social set up has two dimensions i.e., rural and urban. Rural areas which are not urban shall be treated as rural while all areas which were identified as urban at the time of the 2011 census or subsequently notified to be so are to be treated as urban.

## REVIEW OF LITERATURE

**Ptacek, Smith & Zanas (1992,)** **Van Nieuwen huizen & De Ridder (1994)** that girls are more likely to seek emotional and social support than are boys (**Fryden berg & Lewis, 2003, Dudge 2004**). **Kulshrestha, Usha & Radha Kashyap (2007)**, studied some psychological correlates of clothing interest among adolescent girls of age ranging from 13 to 20 yrs. Result shows significant correlation of age self concept and locus of interest girls of 13 to 16 years have gender clothing interest in comparison to Girls of 17 to 20. It was also revealed that girls with

negative self concept and external locus of control express greater clothing interest. **Gray, Marefor, Roberts, Steinerg, Layrence (2007)** examined the links between adolescent involvement in romantic relationship and concomitant events within the parent-child relationship. The authors look first at the emergence of romantic interest as a developmental phenomenon in early adolescence, in a family oriented frame work, more specifically, they consider early adolescent romance in light of the parents role in the psychological, social and biological tasks of this period of adolescence. **Nirmala, Kaushik & Sunita, Rani (2008)** studied the impact of home environment and parent-child relationship on achievement motivation of adolescents. The study was conducted on boys and girls. Studies indicate that home environment and parent-child relationship affect the achievement motivation of the adolescents irrespective of their gender. The relationship between interests and sex has been the subjects of investigation by many psychologists and educationalists over the past forty years (**Terrance, 1961**) **Barrantes-Vidal Caparros & obials, (1999)** **Lee (2002)**; **Baer (2005)**.

Some studies have reported no significant sex differences on interest or significant interaction between sex and interst (**Guilford, Merrified; & Cox 1961, Sajjady Bafghi 1968, Rajskind Rapagna & Gold 1992, Lee 2002**). While others have found significant sex differences (**Bereiter, 1960, Mafccoby & Jacklin, 1974, Atkinboye, 1982, Khaleefa, Erdos & Ashira 1996**). Still those studies showing sex differences on interest did not agree and sometimes results were contradictory. For example some investigations reported that boys are more creative than girls (**Mari, 1982 Rajendran Krishnan, 1992, Khanem & Sen 1998**) and others reported that girls are more creative than boys (**Kugan, 1976, Richardson, 1984, Grothberg & Bodri 1991**). **Shu-Sheng Liaw (2011)** suggested that sex differences in engagement with and interest in computers are well documented as significant in attitudes toward computers. Essentially, male students have reported more positive feelings. Further, male students reported stronger motivation to play computer games than female students (**Chou & Tsai**). **However, Yang as Lester (2010)** stated there are no difference in graduate students attitudes toward computers in an institution in the northeastern USA. **I.P. Sharma (2002)** tested that all the three factors intelligence, interest and culture influenced the reactivity. Many of the researches based on interested measurement deal with personality factors as related to interest scores. Several researches describe the personality characteristics of men and women in various occupations. Some investigators have provided personality descriptions of normal personal scoring high or low on particular vocational interest.

**Javed, Abdul Kureshi (2010)** studied vocational interests of adolescents (arts, science and commerce) at graduate level. The sample comprised of 600 students (324 male and 276 female). The results shows that rural students were disinterested in agriculture and more interested in vocation connected with science while on the other hand students from arts and commerce faculties expressed high interest in persuasive and executive vocations. Other results shows that student of all three faculties showed little interest in social vocations while collar vocations were preferred by students, they showed low interest in vocations requiring physical labour.

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**Shrivastava, Priyambada (2004)** studied whether cognitive style is related in any way to educational interest, learning style and academic achievement. The sample of 600 students studying in class X in different higher secondary schools shows that students showed high interest in science and fine arts while they showed low interest in agriculture, commerce, Humanities, home science and technology. The other result shows more students achieving high in literature, mathematics, and science, social and on overall achievement displayed FI cognitive style than those achieving low. **Pradhan, Nityanda (1995)** studied the vocational interest of higher secondary girl students in relation to their stream of study. The sample of the study comprised 150 girls (75 arts, 54 science and 21 commerce) studying in higher secondary classes. The result shows that there was significant difference among higher secondary girl students studying arts, science and commerce streams with regard to their interest in literary, scientific, social service, artistic, constructive and home management activities. While on the other hand there was no significant difference among higher secondary girl students studying in arts, science and commerce streams with regard to their interest in outdoor, mechanical, persuasive, clerical, administrative and teaching activities.

### ***Statement of the Problem:***

The present study has been titled as, "*Personality Factors As A Determinants of Interest among Adolescents.*"

## **OBJECTIVES**

*The main objectives of the study are as follows-*

1. To compare the interest of general and reserved caste among adolescents.
2. To compare the interest of boys and girls among adolescents.
3. To compare the interest of rural and urban environment among adolescents.
4. To compare the interest of introverted, ambiverted and extroverted personality factors among adolescents.
5. To determine the caste, sex, environment and personality factors influence on the interest among adolescents.

### ***Hypothesis***

*The main null hypothesis of this study are follows-*

1. There will be no significant difference of caste in interest among adolescents.
2. There will be no significant difference of sex in interest among adolescents.
3. There will be no significant difference of environment in interest among adolescents.
4. There will be no significant difference of personality factors in interests among adolescents.
5. There will be no significant difference of caste, sex, environment and personality factors in interest among adolescents.

### ***Variable Involved :***

*Dependent Variable :* Interest

*Independent Variable :* Personality, Caste, Sex, Environment

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### *Procedure:*

Research scientists have opined that in research of social science the stage of data collection is the most crucial due to its far reaching effect in the outcome of the investigation. Thus, a well controlled methodological approach was observed in the procedure of data collection. In the first instance after the selection of schools/colleges, the principals were contacted to seek permission and cooperation as well as to fix the date, time and place for data collection. The students of class X, XI and XII were selected for the purpose. Investigators selected the students randomly from 12 to 20 years of required ages. The basis for the decision of age range was their school records.

### *Sample:*

The incidental purposive sampling technique has been used in the present research work. For the collection of data. High schools and intermediate colleges of Baghpat and its surrounding areas were selected. These colleges are having co-ed/non co-ed educational pattern, rail/road approach for transportation with rural/urban background or life-style. The target population was distributed in ten high schools and intermediate colleges. From these selected high schools and intermediate colleges, students having adolescent age i.e., 12 to 18 years (**Bauverne L.E. and Ekstrand, B.R. 1982**) were incidentally selected. For the convenience of statistical analysis equal number of 25 subjects in each of the 24 cells of 2x2x2x3 factorial setting were randomly pooled out. Thus, 600 (25 x 24 cells) were finally selected for this investigation in which 300 subjects were general, 150 boys and 150 girls from rural and urban areas with equal number of introverted, ambiverted and extroverted i.e., 75 subjects rural and urban containing 150 boys and girls and 75 students with same number of personality factors.

### *Tools:*

Two tools were used (a) Introversion Extroversion Inventory (I.E.I.) by Dr. P.F. Aziz and **Dr. (Miss) R. Agnihotry** was used for three traits of personality. These factors have been referred by psychologist (C.G. Jung 1923) to come near for covering the total personality structure. It contains 60 items with two alternative answer patterns (Yes/No) Three primary dimensions (introverted, ambiverted and extroverted) are analysed in this study. It has been duly emphasized, that all items have to be answered either in the positive or in the negative (in 'yes' or 'no') and that no question will be skipped (b) Multi Factor Interest Questionnaire (M.F.I.Q) by **Dr. S.D. Kapoor and Dr. R.N. Singh (1979)** was used. It provides scores on the eight factors-Business (Bu), Clerical (Cl), Agriculture (Ag), mechanical (Me), Scientific (Sc) outdoor (od), Aesthetic (As) and Social (So). These 66 items were randomly mixed and printed in a booklet with two buffer items One in the beginning and other at the end. In each item specific situation of real life was given and the subjects were required to tell what he/she will like to do in that given situation. Each was attached with three alternate responses of which only one was appropriate to the specific factor. Response was assigned a score of 0, 1 and 2.

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**Reliability of the Sample-**

*Table No. 1. Comparison of sub-sample and the main sample-*

| <b>N<sub>1</sub></b> | <b>N<sub>2</sub></b> | <b>M<sub>1</sub></b> | <b>M<sub>2</sub></b> | <b>SD<sub>1</sub></b> | <b>SD<sub>2</sub></b> | <b>t-value</b> |
|----------------------|----------------------|----------------------|----------------------|-----------------------|-----------------------|----------------|
| 150                  | 600                  | 58.54                | 57.76                | 13.9                  | 12.49                 | .629 NS        |

*Table No. 2. Skewness and kurtosis in the sample for composite interest scores on MFIQ-*

|          | <b>Value</b> | <b>Description</b> | <b>Result</b> |
|----------|--------------|--------------------|---------------|
| Skeuness | -.259        | Negative           | N.S.          |
| Kurtosis | +.237        | Leptokurtic        | N.S.          |

**Reliability**

*Table No. 3. Reliability of the Inventory-*

| <b>Method</b> | <b>N</b> | <b>r</b> | <b>Index of reliability</b> | <b>SE Mean</b> |
|---------------|----------|----------|-----------------------------|----------------|
| Test-retest   | 361      | .91      | .95                         | 4.50           |

**Validity**

*Table No. 4. Validity of the Inventory-*

| <b>Method</b>  | <b>N</b> | <b>r</b> | <b>Significant</b> |
|----------------|----------|----------|--------------------|
| Cross-validity | 288      | .67      | .01                |

**Reliability**

*Table No. 5. Various types of reliability co-efficient of MFIQ factors-*

| <b>Factor symbol</b> | <b>Repeat reliability co-efficient</b> | <b>Split half reliability co-efficient reliability</b> | <b>Equivalent from co-efficient</b> |
|----------------------|--|--|-------------------------------------|
| Bu                   | .60                                    | .58  | .65                                 |
| Cl                   | .50                                    | .59  | .68                                 |
| Ag                   | .52                                    | .63  | .84                                 |
| Me                   | .42                                    | .48  | .70                                 |
| Sc                   | .45                                    | .58  | .60                                 |
| Od                   | .55                                    | .56  | .72                                 |
| As                   | .40                                    | .47  | .63                                 |
| So                   | .52                                    | .80  | .68                                 |

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### Validity

*Table No. 6. Validity index derived on this basis are given below-*

| Factors | Bu  | Cl  | Ag  | Me  | Sc  | Od  | As  | So  |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|
| Indexes | .76 | .77 | .79 | .69 | .76 | .75 | .69 | .89 |

*Table No. 7. The ANOVA Summary of the Total-*

| Source              | Ss        | df  | MSq      | F       | L.S |
|---------------------|-----------|-----|----------|---------|-----|
| Caste               | 1630.210  | 1   | 1630.210 | 12.480  | **  |
| Environment         | 21.290    | 1   | 21.290   | 0.1630  | **  |
| Sex                 | 1085.420  | 1   | 1085.420 | 8.3100  | -   |
| Personality Factors | 4297.720  | 2   | 2148.860 | 16.450  | **  |
| C. x En.            | 0.603     | 1   | 0.603    | 0.0046  | - - |
| C. x Sex            | 667.820   | 1   | 667.820  | 5.120   | *   |
| C. x P.F.           | 402.260   | 2   | 201.130  | 1.540   | - - |
| En. x Sex           | 2171.780  | 1   | 2171.780 | 16.620  | **  |
| En. x P.F.          | 237.820   | 2   | 118.910  | 0.910   | -   |
| Sex x P.F.          | 478.360   | 2   | 239.180  | 1.840   | -   |
| C. x En. x Sex      | 1380.040  | 1   | 1380.040 | 10.570  | **  |
| C. x En. x P.F.     | 256.020   | 2   | 128.010  | 0.980   | -   |
| C. x Sex x P.F.     | 3055.970  | 2   | 1527.990 | 11.6980 | **  |
| En.x Sex x P.F.     | 838.930   | 2   | 419.470  | 3.220   | *   |
| C.x En.x Sex x P.F. | 2206.360  | 2   | 1103.180 | 8.450   | **  |
| With-in Treatment   | 75240.640 | 576 | 130.630  | -       | -   |
| Total               | 93970.625 | 599 | -        | -       |     |

[\*\* Significant at .01 level], [\* Significant at .05 level]

## **RESULT AND DISCUSSION**

The study of interest has been conducted with the help of multi-factor interest questionnaire of adolescents which was originally developed to measure adolescents across interest and it consists of eight sub-areas. The MFIQ data indicate an inverse relationship between general caste and reserved caste adolescents. General adolescents differ with respect to the total interest pattern and are found superior to reserved adolescents. A detailed analysis of interest on eight sub-areas reveals that the relative difficulty was more for reserved adolescents. In other words, reserved adolescents have low interest in sub-areas on business, clerical, agriculture, scientific, social and interest pattern. However in our research the role of environment as rural and urban is not affective for any type of adolescents.

Thus, we can say that the interest is independent of the effect of environment. Sex is a phenomena of socio-psychological variation which is determined through anatomical physiological frames. Interest in terms of complex conceptualization has been found more



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developed in boys (**Withkin et al. 1982**). Our findings resemble **Morgan, (2002) Sarson (2002)**. According to them boys are more interested and they show better interest. We have some new addition in our investigation such as boys are more interested than girls in the business agriculture, scientist, outdoor and interest pattern. This result does not support the conclusion of **Kaur (1982)**. They have observed the superiority of boys to girls in their interest in the field of eight sub areas of interest. The findings of this investigation extend the conclusion of **Jung (1971)**. He has opined that the interest efficacy is correlate of personality factors. On all eight sub-areas of multi-factors interest questionnaire of general adolescents of boy introverted and extroverted have been found superior than reserved caste adolescents. The result of this study is supporting the conclusion of **Morgan (2002)**. He has found interest as a predominant factor of adolescents Our findings related to M.F.I.Q. performances reveal that general caste has its facilitating impact on the personality factor of the adolescents. Thus, general caste adolescence have a superior interest towards the major personality factor. In the present study, sex has played a decisive role in the differential development of some leading interest. Boys are superior in business, clerical agriculture, science, outdoor and interest pattern. The pattern of personality, general introverted and extroverted adolescents shows the high interest on clerical and science, while it shows the low interest of ambiverted pattern of personality. But general adolescents of personality pattern show the low interest on social sub-area and reserved adolescents of pattern of personality show high interest in social sub-areas. Thus, it is clear from the perusal of he discussion of result about interest of general and reserved caste adolescents, that they are a typically sensitive to the caste, sex and personality pattern.

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