

## A STUDY OF INTEREST AND PERSONALITY FACTORS AMONG ADOLESCENTS

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### ABSTRACT

*The objective of this study, the measurement of interest and personality factors among adolescents. The purposive sampling technique has been used for this research work. Ten high schools and intermediate colleges were selected for the data collection of district Baghpat (Uttar Pradesh) and its surrounding areas. 600 subjects were finally selected for the purposive of this research work. Two tools were used-(a) Introversion Extroversion Inventory by Dr. P.F. Aziz and Dr. (Miss) R. Agnihotry was used for the three factors of personality, (b) Multi-Factors Interest Questionnaire developed by Dr. S.D. Kapoor and Dr. R.N. Singh for the eight areas of interest.*

**Keywords:** Adolescence, Interest, Personality Factors.

**Adolescence:** Adolescence is called a difficult or a crucial stage because this is a stage of transformation both in physical and psychological development. During this stage teens have to overcome multiple transformations. The word adolescence has been derived from the Latin word *Adolescere*, which means- to grow to maturity. The World Health Organization (WHO) defines an adolescent as any person between ages 10 to 19 yrs. In the view of **A. T. Jersild**-adolescence is the period through which a growing person makes transition from childhood to maturity. In the word of Stanley Hall-adolescence is a period of great stress and strain, storm and stress. According to **Killpatrick**-adolescence is the most difficult period of life. According to some psychologist, it is the period when an individual is capable of begetting offspring. From a biological perspective, adolescence should be the best time of life. Most physical and mental functions, such as speed, strength, reaction time, and memory are more fully developed during the teenage years.

**Interest:** Interest is the integral part of one's personality. It is an acquired trait from the 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

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inventories-the most common type of interest measure into a flourishing business. Decades of research have established interests are 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. Many psychologists and persons had defined the term interests who had worked in the field of interest. In psychology, interest is generally defined in positive term. Interest may be 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.

**Personality Factors:** Personality factors are measure effective determinants of the interest of any adolescents. Researcher adopted over here the personality dimension given by **Carl Jung** i.e., introverted, ambiverted and extroverted. Personality is the dynamic side of philosophy and he is the science of behavior. By personality, we mean the sum total of ourselves and towards others in different situations of life. The word personality has been described by many psychologists in different ways. Etymologically the word, 'personality' has been derived from the Latin word 'persona' which means 'to sound through' the term 'persona' refers to a 'mask' through which an actor spoke has dialogues. In this sense it referred to external appearance on the role one plays. **Allport** defines the personality as a dynamic organization within the individual of those psychophysical systems that determine his unique 'adjustments to his environment.' Later on the changes the last phrase adjustment to the environment to 'characteristic behavior and thought'. Thus, his new definitions is as personality is the dynamic organization within the individual of those psycho-physical system that determine his unique characteristics behavior and thought.

**Review of Related Literature:** Adolescent interests have been widely studied by educationists and psychologists. **Bhatt, D. B. (1990)** studied to comparing the personality traits of problematic school-going and non-problematic school-going children. The major findings of this study were- (i) non-problematic male group was found more intelligent than the problematic group (ii) the female non-problematic group was found more intelligent and had higher ego strength than the female problematic group (iii) male rural, non-problematic group had more general capacity and insight than male rural problematic group (iv) male urban non-problematic was more intelligent than male urban problematic group (v) female urban non-problematic was found socially precise, possessed more will power than female urban problematic group.

**Shrivastava, Priyambada.(1992)** studied whether cognitive style is related in any way with educational interest learning style and academic achievement. The sample of 600 students studying in class X in different higher secondary schools of Raipur City. The major findings of this research were: (i) students showing high interest in science and fine arts (ii) students showing low interest in agriculture, commerce, humanities, home science and technology (iii) more students achieving high in literature, mathematic, science, social studies 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 of 150 girls (75 arts, 54 science and 21 commerce) studying in higher secondary classes of three colleges situated in Urban Puri (Orissa). The major findings were; (i) there was significant difference among higher secondary girl students in arts, science and commerce streams with regard to their interest in literacy, scientific, social service, artistic, constructive and home management activities (ii) 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. **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 persons scoring high or low on particular vocational interest. **Krapp, Andreas.(2004)** presents some typical theoretical and empirical approaches within the field of research on interest and human development during adolescence. In the first section, the person-object conception of interest is outlined. Then, theoretical considerations and empirical results about the complex interrelations between dispositional interests of a person and his or her personality development during adolescence are discussed, here two aspects are taken into account: (i) the role of interest in preparing and realizing decisions about educational and professional careers, and (ii) the question how the development of interests having less risky sexual attitudes, cultural variables contributed to explaining variation in sexual attitudes after other variables were controlled for higher levels of ethnic identity were associated with less risky sexual attitudes.

**Harinck, Fieke., De Drey, Carsen K.W. (2005)** compared the influence of negotiations about interests with negotiations about values under low or high time pressure. Results showed that (i) individuals got locked into early impasses more often under low than high pressure (ii) getting locked into

early impasse produced a switch from low levels of integrative behavior early in the negotiation to high levels late in the negotiation, but only when interests rather than values were negotiated (iii) individual reached higher joint outcomes when interests rather than values were negotiated, especially when time pressure was low rather than high, because of (iv) the relatively greater switch to high levels of integrative behavior in the case of low time pressure and conflict of interest. **Corbiere, Mare, Fraccaroli, France., Mebebou, Valentine, & Perron, Jacques. (2006)** studied that academic self-concept academic interest are crucial concepts for understanding students academic achievement. Yet, few questionnaire currently exist that have been used and validated in more than one country. This study aimed at assessing these concepts using an academic self-concept questionnaire (Marsh,1990) and an academic interest questionnaire (Corbiere and Mbekou 1997) with French and Italian students samples Confirmatory Factors Analyses enabled us to assess the structure of the two questionnaire with regard two academic subjects-Math and First Language (French or Italian), and to determine the theoretical directions between the concepts. Results from Confirmatory Factor Analysis of both French and Italian samples supported a theoretical model in which academic self-concept and academic interest were inter correlated, yet maintaining their unique characteristics. On the other hand, results from Multi Sample Confirmatory Factor Analyses (French and Italian samples) endorsed a correlation model between the two concepts. Finally, the results indicated a significant and positive correlation between academic self-concept, academic interest, and academic achievement in both academic subjects. **Libran, Eliseo Chico, & Howard, Virginia Navascues. (2006)** examined the association between personality dimensions (extraversion and neuroticism) and subjective well-being. Subjective well-being is associated both with extraversion and neuroticism and currently, neuroticism is generally considered the more important. A total of 368 students from the university of Rovira. Virgil completed the extraversion and neuroticism subscales of the revised Eysenck Personality Questionnaire (Eysenck, Eysenck & Barrett, 1985) the Satisfaction with Life Scale (SWLS, Diener, Emmons, Larsen & Griffin, 1985), and the positive and Negative Affect Scale (Watson, Clark & Tellegen, 1988). Regression analyses revealed the personality variable of neuroticism as one of the most important correlates of subjective well-being. Regression analyses also showed that 44% of the variance of subjective well-being was accounted for by neuroticism, whereas extraversion only explained 8% of the variance.

**Sudha, Katyal & Rashi, Nirwani. (2007)** compares self-concept, emotional maturity and personality in delinquency prone and non-delinquency prone adolescence. Results showed that majority of delinquency prone subjects were average on self-concept, extremely emotionally unstable, moderate in

neuroticism and highly extrovert. On the other hand majority of non-delinquency prone subjects were above average on self-concept, extremely emotionally stable and were average on neuroticism and extroversion. **Shu-Sheng Liaw (2008)** suggested that sex differences in engagement with and interest in computers are well documents as significant in attitudes toward computers. Essentially, male students have reported more positive feelings and more likely to learn about computers and the internet than female students. Further, male students reported stronger motivation to play computer games than female students(Chou & Tsai). However, Yang and Lster(2004) stated that there are no differences in graduate student attitudes toward computers an institution in the Northeastern USA. **Costa, Paul., Kallasmaa Talvi. (2008)** the term personality and temperament are variously defined, but the former seems more congenial to those who study the social science, whereas the latter probably appeals to those with an interest in biology. Cross-cultural research would seem to provide an ideal opportunity to show case the importance of social factors in determining adult development, but to date the major conclusion from cross-cultural studies has been that personality development is examined across cultures. The more personality begins to look temperament. Topics include: adult personality development : an overview: age trends in Russia, Japan and Estonia ( analyses of the 5 factors-neuroticism, extraversion, openness to experience, agreeableness, conscientiousness, analyses to NEO-PI-R factors and adult development to temperament in interest.

**Objectives:** The main objectives of this study are as follows:

1. To study of the interest and personality factors of adolescents.
2. To study of the interest and personality factors of male and female adolescents.
3. To study interest and personality factors of rural and urban adolescents.
4. To study of interest and personality factors of general and reserved caste adolescents.

**Hypothesis:** The main hypothesis of this study are as follows:

1. There is no significance difference among interest and personality factors of adolescents.
2. There is no significance difference among the male and female adolescents.
3. There is no significance difference among the rural and urban adolescents.

4. There is no significance difference among the general and reserved adolescents.

### **Reliability and Validity of the Test**

**1. Reliability: Table No.1: Various types or reliability coefficients of Interest factors:**

Factors Symbol	Repeat Reliability	coefficients reliability	Equivalent from coefficients
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

**2. Validity : Table No. 2: Validity index derived on the basis are given below:**

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

### **Reliability and Validity of the Inventory**

**1. Reliability: Table No 3: Reliability of the Inventory:**

Method	N	r	Index of Reliability	SE meas.
Test-retest	361	.91	.95	4.50

**2. Valodity: Table No 4: Validity of the Inventory:**

Method	N	r	Significant
Cross-Validity	288	.67	.01

**Results:** The study of interest and personality factors has been conducted with the help of multi-factor interest questionnaire and introversion-extroversion inventory of adolescents which was originally developed to measure adolescents across interest of eight sub-areas and three factors of personality. Interest in terms of complex conceptualization has been found more developed in boys. According to our research 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. 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. The result of this study is supporting the conclusion of Morgan. He has found interest as a predominant factors of adolescents. Our findings related to performances reveal that general caste its facilitating impact on the personality factor of the adolescents. Thus, general caste adolescents have a superior

interest towards the major personality factor. 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 in clerical and science, while it shows the low interest of ambiverted pattern of personality. But general adolescents of personality patterns show the low interest in social sub-area and reserved adolescents of pattern of personality show the high interest in social sub-areas.

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