

A study of personality type And Interest Pattern among the High School students: Comparative analysis among genders.

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Abstract : The study of personality has a broad and varied history in psychology with an abundance of theoretical traditions. Adolescence is a period of storm & stress. They go through many significant changes in life and face crucial decision making time especially regarding career choice. There is also the presence of parental, academic & peer pressure which, all the more complicates the entire process .The proper choice of career also depends on interests, aptitude & personality dimension that the adolescent possesses .This is even influenced by the gender of the adolescent. The researcher aims to assess how gender can influence personality type & interest pattern of high school students and suggest need based measures where ever required in terms of counseling the student for choosing the right career and to understand his or her strengths as well as limitations. The sample comprised of two schools of West Bengal Board; 60 students in class 11 & 60 students in class 12 with males & females in equal numbers. Thus, in all 120 students were divided into four groups, each group composed of 30 boys in class 11, 30 girls in class 11, 30 boys in class 12 & 30 girls in class 12. The tools used for the said research were Guilford Zimmerman Interest Inventory and Kundu's Introversion and extroversion inventory. The results revealed states that the males are more extrovert as compared to the females who belonged to the ambivert category. In terms of interest the females scored higher in the creative, literary, artistic, clerical and enterprising domain. On the other hand the male scored higher in the interest areas pertaining to natural, mechanical, scientific, leadership and service domain.

Index Terms – Personality dynamics , interest patterns , adjustment , high school children school dynamics.

I. INTRODUCTION

"Personality" is a dynamic and organized set of characteristics possessed by a person that uniquely influences their environment, [cognitions](#), [emotions](#), [motivations](#), and [behavioral science](#) in various situations. The word "personality" originates from the [Latin](#) *persona*, which means [mask](#).

Personality also refers to the pattern of thoughts, feelings, social adjustments, and behaviors consistently exhibited over time that strongly influences one's expectations, self-perceptions, values, and attitudes. It also predicts human reactions to other people, problems, and stress. There is still no universal consensus on the definition of "personality" in psychology. Gordon Allport (1937) described two major ways to study personality: the nomothetic and the idiographic. *Nomothetic psychology* seeks general laws that can be applied to many different people, such as the principle of self-actualization or the trait of extraversion. *Idiographic psychology* is an attempt to understand the unique aspects of a particular individual.

The study of [personality](#) has a broad and varied history in psychology with an abundance of theoretical traditions. The major theories include dispositional (trait) perspective, psychodynamic, humanistic, biological, behaviorist, evolutionary and social learning perspective. However, many researchers and psychologists do not explicitly identify themselves with a certain perspective and instead take an eclectic approach. Research in this area is empirically driven, such as dimensional models, based on [multivariate statistics](#), such as [factor analysis](#), or emphasizes theory development, such as that of the [psychodynamic](#) theory. There is also a substantial emphasis on the applied field of personality testing. In psychological education and training, the study of the nature of personality and its psychological development is usually reviewed as a prerequisite to courses in [abnormal psychology](#) or [clinical psychology](#).

According to the [Diagnostic and Statistical Manual](#) of the [American Psychiatric Association](#), personality traits are "enduring patterns of perceiving, relating to, and thinking about the environment and oneself that are exhibited in a wide range of social and personal contexts." Theorists generally assume that a) traits are relatively stable over time, b) traits differ among individuals, and c) traits influence behavior. They consistently are used in order to help define people as a whole. Traits are relatively constant; they do not usually change. Traits are also bipolar; they vary along a continuum between one extreme and the other (e.g., friendly vs. unfriendly).

The most common models of traits incorporate three to five broad dimensions or factors. All trait theories incorporate at least two dimensions, [extraversion](#) and [neuroticism](#), which historically featured in [Hippocrates' humoral theory](#).

- [Gordon Allport](#) delineated different kinds of traits, which he also called dispositions. *Central traits* are basic to an individual's personality, while *secondary traits* are more peripheral. *Common traits* are those recognized within a culture and thus may vary from culture to culture. *Cardinal traits* are those by which an individual may be strongly recognized. In his book, *Personality: A Psychological Interpretation*, Gordon Allport (1937) both established personality psychology as a legitimate intellectual discipline and introduced the first of the modern trait theories.
- [Raymond Cattell](#)'s research propagated a two-tiered personality structure with sixteen "primary factors" ([16 Personality Factors](#)) and five "secondary factors." In Cattell's lengthy career, he had written 50 books, 500 journals, and 30 different types of standardized tests. For Cattell, personality

itself was defined in terms of behavioral prediction. He defined personality as *that which permits a prediction of what a person will do in a given situation*.

- **John Gittinger's** theory and its applications (the Personality Assessment System (PAS)) uses the [Wechsler](#) intelligence tests, which are well standardized and objective instruments rather than self-report tests. PAS factors out personality traits (primitivity) and two additional levels, Basid and Surface, which are adaptations by environmentally induced presses and learning. Gittinger's multivariate personality descriptions exceed 500 data-based outcome descriptions.
- **Hans Eysenck** believed just three traits—[extraversion](#), [neuroticism](#) and [psychoticism](#)—were sufficient to describe human personality. Differences between Cattell and Eysenck emerged due to preferences for different forms of [factor analysis](#), with Cattell using oblique, Eysenck orthogonal rotation to analyze the factors that emerged when personality questionnaires were subjected to statistical analysis. Today, the Big Five factors have the weight of a considerable amount of empirical research behind them, building on the work of Cattell and others. Eysenck, along with another contemporary in trait psychology named [J. P. Guilford](#) (1959), believed that the resultant trait factors obtained from factor analysis should be statistically independent of one another—that is, the factors should be arranged (rotated) so that they are uncorrelated or orthogonal (at right angles) to one another.
- **Lewis Goldberg** proposed a five-dimension personality model, nicknamed the "[Big Five](#)":
 1. *Openness to Experience*: the tendency to be imaginative, independent, and interested in variety vs. practical, conforming, and interested in routine.
 2. *Conscientiousness*: the tendency to be organized, careful, and disciplined vs. disorganized, careless, and impulsive.
 3. *Extraversion*: the tendency to be sociable, fun-loving, and affectionate vs. retiring, somber, and reserved.
 4. *Agreeableness*: the tendency to be softhearted, trusting, and helpful vs. ruthless, suspicious, and uncooperative.
 5. *Neuroticism*: the tendency to be anxious, insecure, and self-pitying vs. calm, secure, and self-satisfied

The Big Five contain important dimensions of personality. However, some personality researchers argue that this list of major traits is not exhaustive. Some support has been found for two additional factors: excellent/ordinary and evil/decent. However, no definitive conclusions have been established

For years, biological theory played a significant role in our view of human development and personality. Toward the beginning of the 20th Century, however, views began to change and personality was seen as involving both biology and environment. Hans Eysenck, however, fought against this trend. By using the

statistic known as Factor Analysis, he concluded that all human traits can be broken down into two distinct categories:

1. Extroversion-Introversion

2. Neuroticism

He called these categories Supertraits (See figure below). According to his theory, everyone exhibits specific responses to both internal and external stimuli. These specific responses will vary according to the intensity of the stimuli, the situation, state of mind, and many other factors. At some point, however, we will begin to see trends in how we respond. A person who is very concerned with how other people view her, might shy away from a stranger in most specific situations. When this behavior becomes the normal way to respond to new people, the response then becomes a habit.

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Interest is the preference or liking of one activity even another. Interest has been variously defined as a kind of consciousness accompanying and stimulating attention, a feeling pleasant or painful directing attention--the pleasurable or painful aspect of a process of attention--and as identical with attention itself. The term *interest* is used also to indicate a permanent [mental](#) disposition. interest be defined, and whether it be described as a [cause](#) of attention, an aspect of attention, or as identical with attention, its special significance lies in its intimate connection with the [mental](#) activity of attention. Attention may be defined as cognitive or [intellectual](#) energy directed towards any object. It is essentially selective; it concentrates [consciousness](#) on part of the field of [mental](#) vision, whilst it ignores other parts. Attention is also purposive in character. It focuses our [mental](#) gaze in order to attain a clearer and more distinct view. It results in a deeper and more lasting impression, and therefore plays a vital part both in each cognitive act and in the growth of [knowledge](#) as a whole. The English Associations [schools](#) of [psychology](#) and most [Empiricists](#), in treating of the genesis of [knowledge](#), seem to look on the intensity or frequency of the stimulus as the most influential factor in the process of cognition.

Interest is a feeling or [emotion](#) that causes [attention](#) to focus on an object, event, or process. In contemporary psychology of interest, the term is used as a general concept that may encompass other more specific psychological terms, such as [curiosity](#) and to a much lesser degree [surprise](#).

Researchers have identified two types of interest. Situational interest is spontaneous, transitory, and environmentally activated, whereas personal interest, also referred to as individual interest, is less spontaneous, of enduring personal value, and activated internally. Situational interest often precedes and facilitates the development of personal interest. Situational interest appears to be especially important in catching students' attention, whereas personal interest may be more important in holding it (Durik&Harackewicz, 2007; Mitchell, 1993). Personal interest appears to be especially important for sustaining engagement and long-term learning (Hidi&Renninger, 2006). Situational interest increases learning when the task or to-be-learned information is novel or when information is relevant to a task or learning goal. Text variables such as coherence, identification with characters, suspense, and the concreteness and image-ability of salient text segments also increase situational interest.

Adolescence (from Latin *adolescere*, meaning "to grow up") is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood (age of majority). The period of adolescence is most closely associated with the teenage years, though its physical, psychological and cultural expressions may begin earlier and end later. For example, although puberty has been historically associated with the onset of adolescent development, it now typically begins prior to the teenage years and there have been a normative shift of it occurring in preadolescence, particularly in females. Adolescence period is very essential to the growth of any person. The peculiarities of this period make it unique from other aspects of development. It is a transitional period from childhood to adulthood; it requires an atmosphere full of love and understanding to function well. In Nigeria today, many adolescents are getting into problems simply because of how they were nurtured and what they were exposed to in the course of growing up. Growing up in Nigeria sometimes depends on the types of homes and parents one has. The economic status of the homes whether low or high may likely contribute to the positive or negative development of the adolescents. The homes too, whether loving, caring and supportive may contribute enormously to the proper development of the adolescent child.

The well being of every adolescent starts from the home. The home being the first agent of socialization needs proper nurturing for it to fulfill its obligation to the members. Adolescents benefit enormously when one or both parents are highly involved in their upbringing. The act of nurturing the young ones to adolescence stage is a great task for every parent to fulfill. Upbringing of the adolescents starts from attending to their physical needs based on the various physical developments they are experiencing. Apart from upbringing, lack of warmth and nurture from the parents may affect the development of self- control in adolescents. An environment characterized by love, understanding and good health is expected to promote the well being of adolescents.

World Health Organization (WHO), identifies adolescence as the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19. It represents one of the critical transitions in the life span and is characterized by a tremendous pace in growth and change that is second

only to that of infancy. Biological processes drive many aspects of this growth and development, with the onset of puberty marking the passage from childhood to adolescence. The biological determinants of adolescence are fairly universal; however, the duration and defining characteristics of this period may vary across time, cultures, and socioeconomic situations. This period has seen many changes over the past century namely the earlier onset of puberty, later age of marriage, urbanization, global communication, and changing sexual attitudes and behaviors.

According to Furstenberg et al. (2001), the family needs to be intact for adolescents to experience the warmth and nurture of a loving family. Emotional and behavioral problems may stem from parental conflict before and after divorce, as well as from the separation itself. In the view of Young et al. (1997), a smooth functioning family can provide support and nurture to an adolescent during times of stress and crises. Adolescents from divorced, single-parent family tend to do worse in school and get into trouble with the school authorities more than do adolescents from two parents homes, perhaps because single parents find it difficult to monitor their children on top of their other responsibilities.

LITERATURE REVIEW

Vocational interests of adolescents: relationships between self-esteem and locus of control

[Psychol Rep.](#) 1997 Dec; 81(3 Pt 2):1363-71, MullisAKMullis RL

The purpose of this study was to examine relationships among scores on vocational interests, self-esteem, and locus of control for high school students. Grade and sex differences were also examined. 1364 high school students ranging in age from 14 to 19 years of age were administered the Coopersmith Self-esteem Inventory, Nowicki-Strickland Locus of Control Scale for Children, and the Strong-Campbell Interest Inventory. High school students with higher scores on self-esteem and showing an orientation toward internal locus of control expressed more interests in a variety of vocational themes than adolescents with lower scores on self-esteem and scores for external locus of control. Sex and grade differences in vocational interests of adolescents were also noted. The findings were discussed in light of theoretical and practical considerations.

Adolescence is an extremely important period in human development, as it makes the transition from a stage in life to another, from childhood to maturity. This research was aimed at studying career choice in adolescence, when this aspect becomes fundamental, according to interviews on identity, in which adolescents proved that school and future occupation are their most important concerns (Bosma, 1992, cited in Adams & Berzonsky, 2009). Schein's theory introduces the concept of "career anchor", which implies a reference field, which is so overwhelmingly important for a person that (s)he can never abandon it (Vlxsceanu, 2002). Holland's theory is symmetric and parallel (Golu, 2010). Throughout time, gender differences have been studied in various areas of human existence, thus, demonstrating a series of

differences between boys and girls in terms of developing language and mathematical reasoning (Maccoby&Jacklin, 1975, cited in Birch, 2000; Eaton &Enns, 1986, cited in Birch, 2000; Brownmiller, 1984, cited in Birch, 2000) and the way they relate to school and school tasks (Halpern et al., 2007, cited in Papalia et al, 2010; Eccles et al., 2003, cited in Papalia et al, 2010).

It has been demonstrated that gender differences are strongly correlated with sex-role stereotypes (Schulenberg, Goldstein &Vondracek, 1991) and images promoted in mass media (Wilgosh, 2002), under the impact of which girls tend to orient themselves more towards popularity and physical appearance, while they tend to reject scientific fields of activity (Wilgosh, 2002) and to record a higher score than boys in the artistic field (Kniveton, 2004); these differences appear since childhood and become more obvious in adolescence (Sandberg et al., 1991).

Miller sustains the important role of teachers in changing girls' mentality (Miller et al., 2002). Another difference between men and women is recorded when choosing to work or not on their own, a study performed in 2002 shows that boys are more likely to want to open a business than girls (Small &Mc Clean, 2002).

PERSONALITY COMPLEXES IN ADOLESCENCE: Personality Complexes in Adolescence: Traits, Interests, Work Values, and Self-Evaluations

Hirschi, A. (2008). Personality complexes in adolescence: Traits, interests, work values, and self-evaluations, *Personality and Individual Differences*, 45(8), 716-721.

The recent trend in psychology towards a more integrative view of personality, the study attempted to establish the connections and underlying

Complexes of fundamental personality dispositions within two cohorts of Swiss adolescents in eighth and eleventh grade (N=492, ages 13 to 19): Big-Five basic traits, big six vocational interests, work values, and generalized self-efficacy and externality of control beliefs. Five factors were identified which accounted for 60% of variance among the relations of the variables:(1)enterprising-conventional interests, (2) favorable personality dispositions, (3)social-artistic personality characteristics, (4) investigative-realistic interests, and (5)work value endorsement. Cross-sectional findings indicate that particularly agreeableness and conscientiousness become closer related to interests and work values with increasing grade-level.

Personality traits, vocational interests, work values, and self-evaluations can generally be considered as some of the most basic aspects of personality. They are key constructs to understand human behavior in many different areas, prominently in career choice and vocational behavior (Brown & Associates, 2002).

However, these important constructs have largely been investigated independently and a better understanding of how they are related would promote a more holistic understanding of personality, vocational behavior, and facilitate personality assessment practice (Ackerman & Beier, 2003).

There is also some theoretical ambiguity of how these constructs are related and develop which would merit more integrative empirical research. The prominent theory of vocational interests and personality by Holland (1997) states that interests are a direct expression and specific aspect of personality and research showing significant relations of interests and traits is frequently interpreted as supportive of this assumption (Barrick, Mount, & Gupta, 2003; Larson, Rottingshaus, & Borgen, 2002).

Similar accounts were made for values (Roccas, Sagiv, Schwartz, & Knafo, 2002) and core self-evaluations (Judge, Erez, Bono, & Thoresen, 2003). However, others state that interests, values, and self-evaluations are conceptually different from personality traits and emerge from them as adaptations to the specific environment (McCrae et al., 2000). However, almost no studies exist which investigated the relation of these important personality characteristics in adolescence which can be considered a crucial period of their development and stabilization (e.g., Caspi, Roberts, & Shiner, 2005).

The need to investigate relations among these constructs is also evident from the recent trend in personality research to establish underlying traits both between and within basic aspects of personality which is seen as important towards a more holistic understanding of personality (Ackerman & Heggestad, 1997; Digman, 1997; Judge, Erez, Bono, & Thoresen, 2002; Ros, Schwartz, & Surkiss, 1999).

Meta-analyses on the relation of interests and personality traits (Barrick, Mount, & Gupta, 2003; Larson, Rottingshaus, & Borgen, 2002) concluded that the two are distinct enough to be considered different constructs yet share common relations, particularly between artistic interests and openness, enterprising interests and extraversion, social interests and extraversion, investigative interests and openness, and social interests and agreeableness.

Realistic interests and neuroticism were generally found to be not significantly related to any personality trait or interest type, respectively. Others identified higher-order dimensions among the two constructs within the three dimensions of (a) interests versus personality traits; (b) striving for accomplishment versus personal growth, and (c) interacting with people versus interacting with things (Mount, Barrick, Scullen, & Rounds, 2005).

Significant relations were also found between traits and values, specifically openness to more

openness to change and self-transcendence values; agreeableness to less self-enhancement and more self-transcendence values, conscientiousness to more self-transcendence and conversation values, and extraversion to more openness to change and self-enhancement values (Luk& Bond, 1993; Olver&Mooradian, 2003; Roccas, Sagiv, Schwartz, &Knafo, 2002).

Studies which focused on the relation of traits and work values reported that extraversion, agreeableness, and openness were positively related to intrinsic work values, neuroticism was positively related to extrinsic work values, and conscientiousness was positively related to higher endorsement of work values in general (Furnham, Forder, & Ferrari, 1999; Furnham, Petrides, Tsaousis, Pappas, &Garrod, 2005).

Despite these many studies, almost no findings are available with samples in adolescence and no study simultaneously investigated interests, work values, personality traits, and core self-evaluations to assess their communalities in this important time period. The present study investigated these relations among two groups of adolescents in eighth and eleventh grade. It was expected that the above cited relations among traits, self-evaluations, interests, and work values would also be found in the present sample of adolescents. It was further expected that that a personality factor with neuroticism (inversed), agreeableness and conscientiousness would emerge which resembles Factor Alpha found by Digman (1997) and that core self-evaluations in terms of generalized self-efficacy and perceived control would also show their strongest loadings on this factor (cf. Judge, Erez, Bono, &Thoresen, 2002). It was also expected that different factors for vocational interests and for work values would emerge. Extraversion and openness were expected to be integrated into specific interest factors, for example, extraversion into an enterprising-social factor and openness into an artistic-investigative factor

A study on relationship between personality traits and employment factors of college students

Source: Journal of Case Studies in Education

The goal of vocational education is to enhance students' professional knowledge, technical skills, and professional ethics to make them readily available for employment and capable of satisfying the needs of economic constructions.

Vocational education plays an important role in guiding and assisting students in seeking employment. However, in addition to school education, individual personality traits largely affect students' employment. This paper used students at a college in Taiwan to investigate the relationship between students' personality traits and their employment factors.

THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND VOCATIONAL INTERESTS

SAJournal of Industrial Psychology, 2002, 28(1), 49-52, SATydskrifvirBedryfsielkunde, 2002, 28(1), 49-52

This study examined the relationship between vocational interests and basic personality traits. The interest fields of the 19-Field-Interest Inventory were related to the second order factors of the 16 Personality Factor Questionnaires by means of a factor extension analysis. The results showed that extroverts tend to be interested in fields related to social contact and the influencing of other people. Emotionally sensitive individuals tend to be interested in the arts and languages. Independent individuals tend to be interested in creative thinking. The implications of the findings for career counseling are discussed.

According to Larson and Buss (2005) psychological traits help to describe people and recognize the dimensions of individual differences. Second, they may facilitate to explain behavior. Third, traits help to predict the behavior. Thus personality helps in describing, explaining and predicting individual differences which are the hallmarks of good scientific theory. Psychological traits are fairly organized and enduring. Personality is organized because it includes decision rules and it is relatively enduring over time and situation. However some situation may be over-powering and suppress the expression of psychological traits. The person-environment interaction is a complex personality feature and is difficult to describe. The interaction with situations included perceptions, selections, evocations, and manipulations.

Adaptive functioning is another main feature of personality dealing with coping, adjusting, and dealing with the challenges of life. Generally the human behavior is goal-directed, functional, and purposeful. This adaptation is with reference to physical, social, and intra-psyche environment. The physical environment often poses challenge for people which may be a direct threat to survival. Social environment also poses adaptive challenges. The way one struggles for belongingness, love, and esteem is actually coping with social environment. People have dreams, needs, fantasies, are nevertheless real to everyone as an important part of their psychological reality. Thus social, physical and intra-psyche environment provides an important context for understanding human personality.

The role of personality in adolescent career planning and exploration: A social cognitive perspective

Rogers, M.E., Creed, P.A., Glendon, A.I. (2008). The role of personality in adolescent career planning and exploration: A social cognitive perspective.

Journal of Vocational Behavior, 73, 132-142.

Social cognitive career theory (SCCT) recognizes the importance of individual differences and contextual influences in the career decision-making process. In extending the SCCT choice model, this study tested the role of personality, social supports, and the SCCT variables of self-efficacy, outcome expectations and goals in explaining the career readiness actions of career planning and exploration. The authors surveyed 414 Australian high school students in Years 10, 11 and 12. Career exploration was associated with goals and social supports, whereas career planning was associated with self-efficacy, goals, personality and an interaction term for goals and social support that indicated that levels of planning were highest when social support and goals were highest. Implications for parents, teachers and guidance counselors as well as recommendations for future research directions are discussed.

The Relationship between Personality Traits and Psychological Resilience among the Caribbean Adolescents

International Journal of Psychological Studies Vol. 2, No. 2; December 2010

This cross-sectional study investigated the relationships between the big five personality traits: (conscientiousness, agreeableness, neuroticism, openness to experience, extraversion) and psychological resilience among 397 Caribbean secondary school adolescents. Pearson Product Moment Correlation and Stepwise Multiple Regressions were conducted to analyze the data. Results revealed statistically significant positive relationships between the personality traits (conscientiousness, agreeableness, openness to experience, extraversion) and psychological resilience, while neuroticism was negatively correlated with psychological resilience. The personality traits also jointly contributed 32% ($R^2 = 0.324$) of the variance being accounted for in psychological resilience and this was found to be statistically significant with conscientiousness being the best predictor while agreeableness, neuroticism and openness to experience were other significant predictors, however, extraversion did not contribute significantly. These results are discussed in the light of healthy personality beefing up and promoting adolescents' psychological resilience.

Personality Types in Adolescence: Change and Stability and Links with Adjustment and Relationships:

A Five-Wave Longitudinal Study WimMeeus, Rens Van de Schoot, Theo Klimstra, and Susan Branje
Utrecht University, Developmental Psychology © 2011 American Psychological Association 2011, Vol. 47, No. 4, 1181–119

We examined change and stability of the 3 personality types identified by Block and Block (1980) and studied their links with adjustment and relationships. We used data from a 5-wave study of 923 early-to-middle and 390 middle to-late adolescents, thereby covering the ages of 12–20 years. In Study 1, systematic evidence for personality change was found, in that the number of over controllers and under controllers decreased, whereas the number of resilient increased. Under control, in particular, was found to peak in early-to-middle adolescence. We also found substantial stability of personality types, because 73.5% of the adolescents had the same personality type across the 5 waves. Personality change was mainly characterized by 2 transitions: over control to resilient and under control to resilient. The transitional analyses implied that the resilient type serves more often as the end point of personality development in adolescence than do over control and under control. Analyses of the personality type trajectories also revealed that the majority of adolescents who change personality type across 5 years made only 1 transition. Study 2 revealed systematic differences between resilient and over controllers in anxiety. Stable resilient were less anxious over time than were stable over controllers. Further, change from over control to the resilient type was accompanied by decreases in anxiety, whereas change from the resilient type to over control was accompanied by an increase in anxiety. Similarly, systematic differences between personality types were found in the formation of intimate relationships.

Taxonomies of Personality

Over the past century, dozens of taxonomies of personality traits have been proposed, most of which are found on the intuitions of personality psychologists. Some of the taxonomies that have solid and empirical justifications are discussed below:

Eysenck's Hierarchical Model of Personality Eysenck (1981) developed a model of personality based on traits believed to be highly heritable. The three main traits were extraversion--introversion (E), neuroticism---emotional stability (N), and psychoticism (P) and could be remembered by an acronym PEN. Eysenck's hierarchical model has super traits at top level and

narrow traits at the second level. There is a third level of habitual acts and specific traits are at the very lowest level. Extraversion included a large number of narrow traits—sociable, active, dominant, lively, etc. These narrow traits co-vary significantly with each other to load on the same large factor 'extraversion'. Eysenck and Eysenck (1975) described extraverts as typically like to attend social parties, strives for friendships, and seem to have people around them. Introverts, in contrast are aloof and distant, prefer quiet time and generally have predictable lifestyle (Larsen & Kasimatis, 1990). Thus extraversion and introversion are central dimensions of human personality.

Neuroticism consisted of a cluster of more specific traits like anxious, lacking self esteem, tense, moody, irritable, and guilty. High scorers on neuroticism tend to be worrier, anxious, and depressed. The low-N scorers are more emotionally stable, balanced, and calm and collected under stressful situations. The third trait Psychoticism consist of narrow traits like aggressive, impulsive, egocentric, lacking empathy, and antisocial. The high-P scorer is typically a solitary individual lacks empathy, laughs when someone gets hurt accidentally, and shows insensitivity to the pain and sufferings of others.

Vocational interests have been defined by many researchers (Dawis, 1991; Savickas, 1999). Interests as activities that are collection of likes and dislikes (Cole & Hanson, 1978; Strong, 1960; Kuder, 1977). Bingham (1937) viewed interests as a dispositional tendency and Carter (1944) described interests as attitudes that reflect stable personality traits. Holland (1973) stated that, "vocational interests are simply another aspect of personality ... If vocational interests are expressions of personality, then it follows that interest inventories are personality inventories" (p.7).

To be more precise, vocational psychology is concerned an individual's choice of a particular occupation and is related to satisfaction and productivity in it. Strong (1927) published the Strong Vocational Interest Blank (SVIB) for Men for the assessment of vocational interests. Kuder (1934) introduced the Kuder Preference Record (Walsh & Osipow, 1986).

Holland (1957) published his prolific theory of vocational choice and developed Vocational Preference Inventory (VPI) and SelfDirected Search to measure interest and personality types. In the present study vocational interests of the students are measured by the Self-Directed Search.

Holland Theory of Vocational Choices

The work of Holland (1973, 1985a, and 1997) in the domain of vocational interests stands out like a colossus. He introduced an occupational classification 24system (1958, 1959, 1966a, 1966b) and a theory of

vocational interests which attracted substantial attention (Campbell & Borgen, 1999; McDaniel & Snell, 1999; Tracey & Rounds, 1993, 1997).

Holland explicitly recognized the role of personality (1959, 1966a, 1973, 1997) in his theory of vocational personalities and work environments. He is of the view that individual's satisfaction depends on the match between his/her personality and occupational environment.

Although there was a criticism on Holland's typology (e.g., Gati, 1991), yet it has been widely studied in the vocational literature. It has been emerged repeatedly in cross-cultural analyses (Day & Rounds, 1998) and its generalizability has been supported in large samples (Rounds & Tracey, 1993; Tracey & Rounds, 1993).

Holland (1973/1985a) theorized that personality traits, self-knowledge, and occupational knowledge reflect career choices. In making career choices environmental factors like family, school, and social environment have a large role to play. Despite these constraints, individuals searched for the type of environment that suits/congruent with their personality type. The theory specified a hexagonal structure wherein each of the six RIASEC types appears on one point of the hexagon. It is assumed that adjacent types are most similar than types positioned opposite of one another on the hexagon.

The types placed on alternate positions have a moderate level of similarity. Holland's career theory is based on concepts like match between interest and work environment (congruence), difference between the highest and lowest interest (differentiation) and similarity between the top few interests (consistency) as mentioned by Leong and Gupta (2006).

SIGNIFICANCE OF THE STUDY

Adolescence is a period of storm & stress. They go through many significant changes in life and face crucial decision making time especially regarding career choice. There is also the presence of parental, academic & peer pressure which, all the more complicates the entire process. The proper choice of career also depends on interests, aptitude & personality dimension that the adolescent possesses. This is even influenced by the gender & the adolescents. The Researcher aims to assess how gender can influence personality type & interest pattern of high school students and suggest need based measures where ever required in terms of counseling the student for choosing the right carrier and to understand his or her strengths as well as limitations.

METHODOLOGY

Research Problem: A study of personality Types and Interest Pattern among the High school Students:
Comparative analysis among genders.

Objectives:

- To assess the influence of gender on personality types.
- To assess the influence of gender on interest pattern.
- To find out if there is any difference among the personality type & gender.
- To find out if there is any difference among the interest pattern & gender.
- To find out the relationship of the areas of interests among the two gender.

Hypothesis:

H0 1: There is no significant difference in the personality type among the boys & girls of high school.

H0 2: There is no significant difference in the 'Natural' pattern among the boys & girls.

H0 3: There is no significant difference in the 'Mechanical' ability among the boys & girls.

H0 4: There is no significant difference in the 'Scientific' ability among the boys & girls.

H0 5: There is no significant difference in the 'Creative' ability among the boys & girls.

H0 6: There is no significant difference in the 'Literacy' among the boys & girls.

H0 7: There is no significant difference in the 'Artistic' ability among the boys & girls.

H0 8: There is no significant difference in the 'Service' among the boys & girls.

H0 9: There is no significant difference in the 'Enterprising' among the boys & girls.

H0 10: There is no significant difference in the 'Leadership' among the boys & girls.

H0 11: There is no significant difference in the 'Clerical' among the boys & girls.

H0 12: There is no significant relationship in the interest patterns among the high school boys.

H0 13: There is no significant relationship in the interest patterns among the high school girls.

SAMPLE

The sample will be collected from two schools of West Bengal Board; 60 students in class 11 & 60 students in class 12 with males & females in equal numbers. Thus, in all 120 students will be divided into four groups, each group will be composed of 30 boys in class 11, 30 girls in class 11, 30 boys in class 12 & 30 girls in class 12.

	Class 11	Class 12	Total
Boys	30	30	=60
Girls	30	30	=60
Total	60	60	Total sample=120

RESEARCH DESIGN

The sample will be selected following the Random Sampling method.

Tests/Tools for data collection:**KUNDU INTROVERSION EXTRAVERSION INVENTORY (K.I.E.I)**

NAME OF AUTHORS: DR. RamanathKundu.

NUMBER OF ITEMS: 70

DIMENSION OR DOMAINS: 2 (INTRAVERSION & EXTRAVERSION)

BLOCK A: Response choices are mostly some objective situations or activities.

BLOCK B: Mostly introspective items.

BLOCK C: Selection of one activity over activity over the other but the activities are mostly of objectives nature regarding oneself.

BLOCK D: Mostly objectives activities regarding oneself.

BLOCK E: Mostly introspective forced choice items

BLOCK	NO. OF ITEMS	NO. OF RESPOSE CHOICE
A	11	4
B	17	5
C	14	3
D	14	3
E	14	2

RELIABILITY & VALIDITY:

The reliability coefficients are presented. Block reliabilities as well as total test reliability have been determined by Split-half method applying Spearman-Brown formula.

Validity coefficients, in terms of the block-total correlation, the inventory are also validated against introversion-extraversion score of Eysenck Personality Inventory. In E.P.I the increasing order of score corresponds to the increased degree of extraversion. But the K.I.E.I the order is reverse, i.e, the deceasing order of score correspondence to the degree of extraversion. Therefore, coefficient of correlation between

K.I.E.I score & score of E.P.I is expected to be negative to ensure validity of K.I.E.I. The obtained coefficient of correlation, is negative but it is shown without any sign.

BLOCK	RELIABILITY COEFFICIENTS		VALIDITY
	1 st half vs 2 nd half	Odd vs Even	
A	.64	.79	.41
B	.82.	.76	.77
C	.60	.86	.42
D	.66	.41	.55
E	.89	.66	.49
WHOLE TEST	.82	.71	
E.P.I			.47

NORMS: According to the scoring principle the maximum possible score for this inventory is 241 & the minimum possible score is 70. Within this range at present norm for the population described above, has been prepared. Norms for bigger & different types of population is expected to be ready very soon. Since there was no significant sex difference, no separate norms for male and female population were determined.

BLOCK	MALE		FEMALE	
	MEAN	S.D	MEAN	S.D
A	27.05	3.33	28.3	3.36
B	42.96	6.87	41.41	6.36
C	27.68	3.99	28.59	4.32
D	25.27	3.45	25.70	3.24
E	20.91	2.37	21.73	2.40
TOTAL TEST	143.88	12.75	145.36	12.62
N	153		165	

GUILFORD-ZIMMERMAN INTEREST INVENTORY (G.Z.I.I)

NAME OF AUTHORS: Joan S. Guilford

Wayne S. Zimmerman

NUMBER OF ITEMS: 150

DIMENSION OR DOMAINS: 10(Natural, Mechanical, Scientific, Creative, Literary, Artistic, Service, Enterprising, Leadership & Clerical)

RELIABILITY:

SCALES	MALES(n=97)	FEMALES(n=118)
Natural	.898	.889
Mechanical	.946	.934
Scientific	.954	.940
Creative	.889	.897
Literary	.945	.929
Artistic	.894	.889
Service	.935	.910
Enterprising	.945	.930
Leadership	.901	.909
Clerical	.952	.941

VALIDITY: The statistical findings presented below are based upon the original version of the inventory from which the items for the current 159 items version were selected. Average intra scale correlation in the

original version for 15 items subsections range from 0.63 to 0.88. These values are lower than those to be expected in the final form since they are dependent upon part scores based on items with lower item total correlations.

Practical validity of interest inventories is rarely established due to absence of appropriate criteria. Interest can be presumed to represent are motivational state & hence to contribute to satisfaction & morale in school & work. Internal or factorial validity is evidence in inter correlations of scales & their related basic dimensions or factors.

NORMS: The original norms were based on the scores of over 800 college freshman who took the Inventory as a part of battery of aptitude, interest, & temperament test. Student in the two Southern California College from which the sample was drawn have in previous testing. Provide to be fairly representative of liberal arts college students throughout the united scores. Additional normative data were gather for the G.Z.I.I in 1989 among a sample of 233 adults resting in Northern California(male n=107, female n=126)

SCALES	MALES(n=97)		FEMALES(n=118)	
	M	SD	M	SD
Natural	21.35	9.04	19.40	8.47
Mechanical	23.67	11.60	10.41	9.27
Scientific	25.56	12.26	15.44	10.79
Creative	32.10	8.09	28.49	9.19
Literacy	18.70	11.18	22.30	10.85
Artistic	22.66	8.88	31.66	8.68
Service	19.46	10.11	27.28	9.12
Enterprising	25.44	11.27	21.33	10.62
Leadership	24.88	9.67	21.35	9.95
Clerical	10.47	9.84	12.96	10.38

STATISTICAL ANALYSIS TECHNIQUE

The statistical analysis will be carried out by using SPSS-17. Descriptive statistics along with test and correlation will be done on the scores of the two scales for the two genders.

t-test for equality of means (between Female and Male)

Scale/Area	Gender	No. of Recs.	Mean	Std. Deviation	Std. Error Mean	t-test Result	Remarks
KIEI Score	Female	60	160.62	45.874	5.922	.000	Significant
	Male	61	99.20	33.832	4.332		
GZII/ Natural	Female	60	18.87	5.902	.762	.000	Significant

	Male	61	37.66	6.126	.784		
GZII/ Mechanical	Female	60	21.85	3.414	.441	.000	Significant
	Male	61	36.80	6.353	.813		
GZII/ Scientific	Female	60	35.10	6.594	.851	.000	Significant
	Male	61	38.98	3.181	.407		
GZII/ Creative	Female	60	38.13	2.861	.369	.000	Significant
	Male	61	25.84	3.338	.427		
GZII/ Literary	Female	60	40.13	1.682	.217	.000	Significant
	Male	61	30.85	1.526	.195		
GZII/ Artistic	Female	60	40.80	3.235	.418	.000	Significant
	Male	61	31.66	4.033	.516		
GZII/ Service	Female	60	32.85	2.839	.367	.000	Significant
	Male	61	35.54	1.911	.245		
GZII/ Enterprising	Female	60	34.15	2.730	.352	.000	Significant
	Male	61	29.92	1.792	.229		
GZII/ Leadership	Female	60	28.98	1.761	.227	.948	Non-Significant
	Male	61	29.02	3.538	.453		
GZII/ Clerical	Female	60	39.55	1.213	.157	.000	Significant
	Male	61	28.79	1.331	.170		

If the *t-test result* is less than .05 then the statistic is considered to be significant (meaning that one can be 95% confident that the difference between the means of the two groups is not due to chance).

Interpretation

As per the given comparative chart stated the inferences from the descriptive statistics as well the t-test results may be stated as follows –

Taking into consideration the KIEI Scores the mean score of male and female has been found out to be 160.62 and 99.20 respectively. And, the t-test for equality of means between male and females has been found out to be significant .So it indicates that there is significant difference among the level of introversion and extroversion between the two genders. The females are found to be ambivert with a mean of 160.62 in contrast to the males who are found to be more extrovert with a score of 99.20. With the advent of better advancement opportunities personally and professionally females are no more by persona an introvert.

Referring to the interest or preference of engaging into one activity or the other the interest scores of males and female students are said to be having the following trend in the 10 areas of interest-

- **Natural** – The mean score for the females are 18.87 and for that of the males are 37.66. The males are more inclined towards being forester , fish and wildlife manager ,horticulturist , botanist ,soil conservationist ,agriculturalist and the like. Significant difference between the means have been

obtained among the females and the males pertaining to the natural interest domain showing that the males do differ significantly than the females in this area of interest.

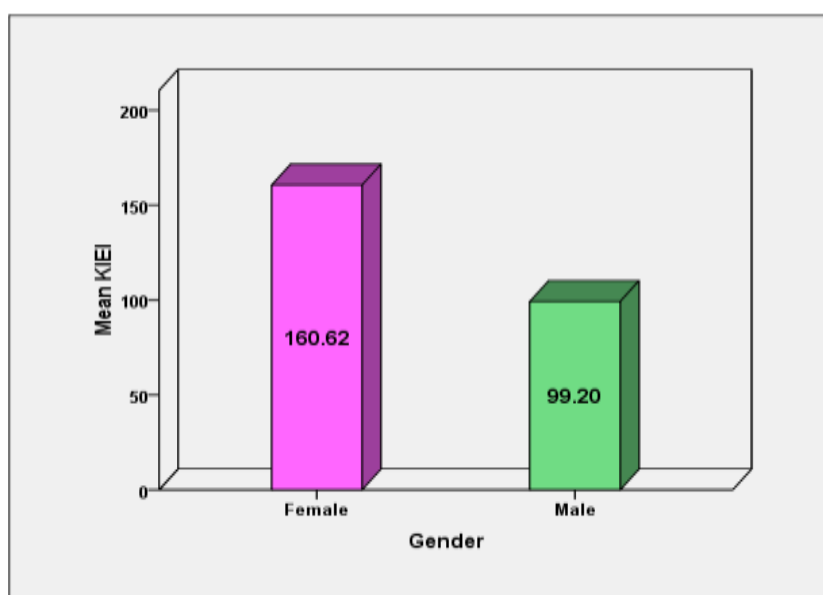
- **Mechanical**- The mean score for the males and females is 21.85 and 36.80 respectively. This indicates that the males are more interested in the mechanical domain. The t-test results show significant difference among the two genders. This further states that males are more interested in the pursuits of airplane electrician ,automobile engineering ,machine operator ,radio repair person and the like.
- **Scientific** - The mean score for the males and females is 38.98 and 35.10 respectively. This indicates that the males are more interested in the scientific domain. The t-test results show significant difference among the two genders. This further indicates that males are more inclined towards being an anatomist, bacteriologist, biochemist, botanist ,chemist, computer programmer ,entomologist, geologist, laboratory technician, meteorologist, physicist ,physiologist, research scientist and zoologist.
- **Creative**- The mean score for the males and females is 25.84 and 38.13 respectively. This indicates that the females are more interested in the creative domain. The t-test results show significant difference among the two genders. This clearly states that the females are more inclined towards becoming a scientific theorist ,philosopher, systems designer and developer, NASA Scientist ,draftsperson and the like.
- **Literary** - The mean score for the males and females is 30.85 and 40.13 respectively. This indicates that the females are more interested in the literary domain. The t-test results show significant difference among the two genders. This states that the females are more inclined towards becoming a book reviewer ,bookstore proprietor , linguist , literary critic , philologist, technical writer and translator.
- **Artistic** - The mean score for the males and females is 31.66 and 40.80 respectively. This indicates that the females are more interested in the artistic domain. The t-test results show significant difference among the two genders. This clearly states that the females are more inclined towards becoming an art buyer, art critic ,art teacher , floral designer , music critic ,photographer and the like.
- **Service** – The mean score for the males and females is 35.54 and 32.85 respectively. This indicates that the males are more interested in the service domain. The t-test results show significant difference among the two genders. This clearly states that males are more inclined towards disciplines like beautician courses, clinical psychologist ,guidance counsellor ,Personal secretary , welfare worker and the like.
- **Enterprising** - The mean score for the males and females is 34.15 and 29.92 respectively. This indicates that the males are more interested in the domain of entrepreneurship. The t-test results

show significant difference among the two genders. This states that the males are prone or inclined towards becoming a broker ,business promoter ,exporter ,realtor ,treasurer , wholesaler and the like.

- **Leadership** – The mean score for the males and females is 29.02 and 28.98 respectively. This indicates that the females are more interested in the leadership domain. The t-test results shows that there is no significant difference among the two genders. Leadership is an intrinsic quality of an individual and thus it does not vary as per the gender of an individual. However people like on this domain of interest tend to be more inclined towards work like branch director, executive vice president, personnel manager , politician, civic leader and the like.
- **Clerical**- The mean score for the males and females is 28.79 and 39.55 respectively. This indicates that the females are more interested in the clerical domain. The t- test results show significant difference among the two genders. This indicates that the females are more inclined towards works like that of an accountant , bank teller ,book keeper ,inventory clerk, income tax clerk, cashier, cashier , typist and mail clerk.

Discussion

Taking into consideration the KIEI Scores the mean score of male and female has been found out to be 160.62 and 99.20 respectively. And, the t-test for equality of means between male and females has been found out to be significant .So it indicates that there is significant difference among the level of introversion and extroversion between the two genders. The females are found to be ambivert with a mean of 160.62 in contrast to the males who are found to be more extrovert with a score of 99.20. With the advent of better advancement opportunities personally and professionally females are no more by persona an introvert.



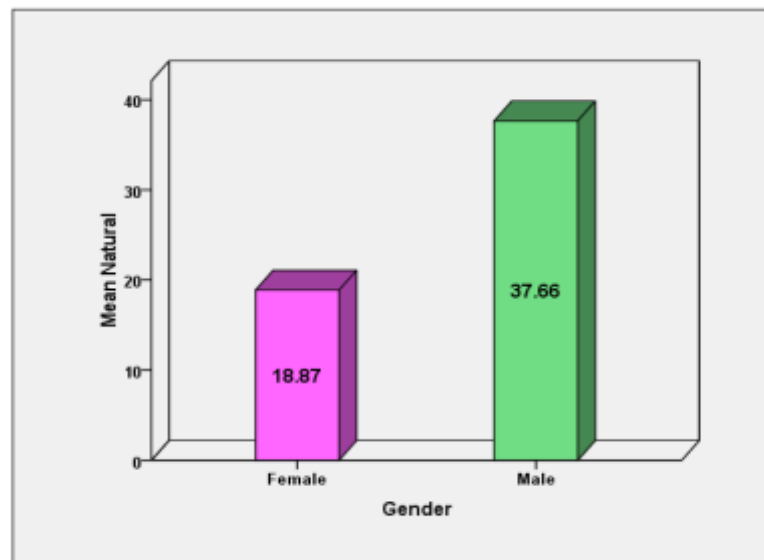
This states that females demonstrates some positive feelings in enthusiasm ,occasionally seeks out for others, maintains a moderate activity level ,accepts some responsibility for others ,is somewhat trusting and exerts moderate care in selecting words.



Whereas, the males show more preference for more stimulating situations unlike females. Physiologically males experience less cortical arousal than the females which makes them seek stimulations from the external environment.

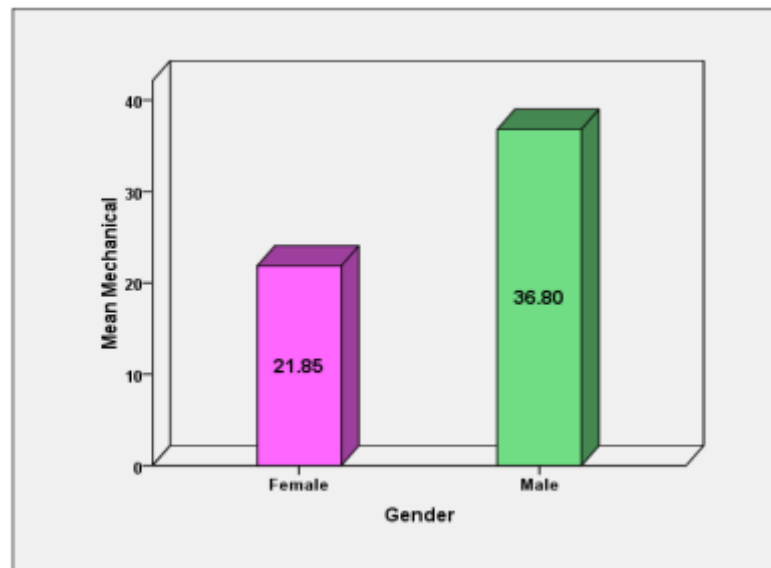
Referring to the interest or preference of engaging into one activity or the other the interest scores of males and female students are said to be having the following trend in the 10 areas of interest-

- **Natural** – The mean score for the females are 18.87 and for that of the males are 37.66. The males are more inclined towards being forester, fish and wildlife manager, horticulturist, botanist, soil conservationist, agriculturalist and the like. Significant difference between the means have been obtained among the females and the males pertaining to the natural interest domain showing that the males do differ significantly than the females in this area of interest.



As per the present study the males have been found to have more interest towards being a wildlife manager, horticulturist or even a botanist and the like mostly because of their mental and physical characteristics of strength they are endowed with coupled with their intrinsic urge towards such activities and the gender stereotypes associated with it.

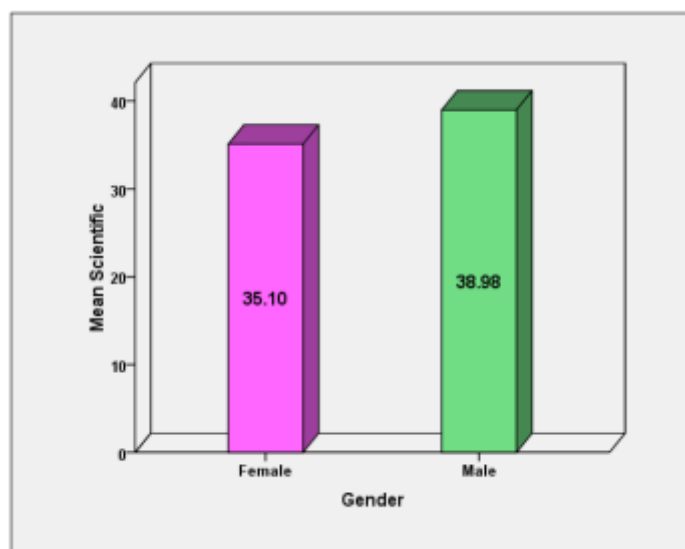
- **Mechanical**- The mean score for the males and females is 21.85 and 36.80 respectively. This indicates that the males are more interested in the mechanical domain. The t-test results show significant difference among the two genders. This further states that males are more interested in the pursuits of airplane electrician, automobile engineering, machine operator, radio repair person and the like.



The significant difference exists among the two genders mostly because of the cognitive and physical ability between the two sexes. Males tend to do better on [quantitative](#) tasks and visual-spatial skills than females, and females tend to score much higher than men on [verbal](#) sections of tests. Males have always performed very high on mechanical aptitude tests—much higher than women. The main purpose of this test was to create a fair chance for women to perform higher than or at the same level as men. Males still perform at a much higher level than women, but the scores between men and women have been drawn closer together.

- **Scientific** - The mean score for the males and females is 38.98 and 35.10 respectively. This indicates that the males are more interested in the scientific domain. The t-test results show significant difference among the two genders. This further indicates that males are more inclined towards being an anatomist, bacteriologist, biochemist, botanist, chemist, computer programmer, entomologist, geologist, laboratory technician, meteorologist, physicist, physiologist, research scientist and zoologist.

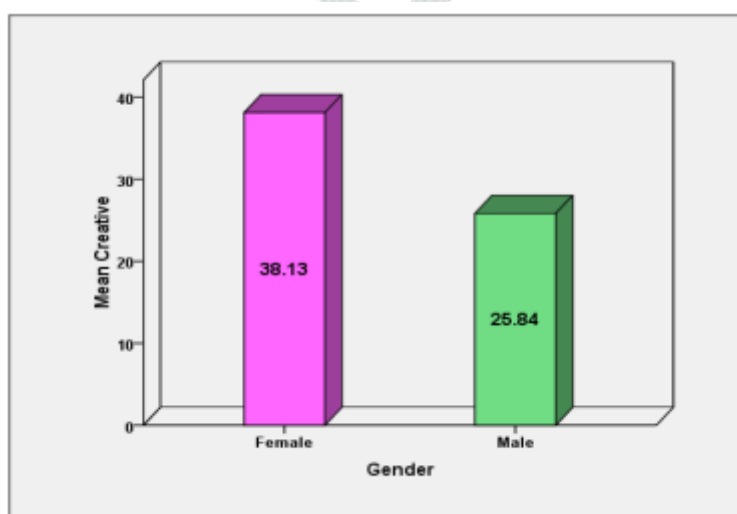
Males have been found to be more inclined towards scientific pursuits specifically because they are found to perform better on spatial visualization, spatial perception, and mental rotation. Researchers had recommended that general models such as [fluid](#) and [crystallized intelligence](#) be divided into [verbal](#), perceptual and [visuospatial](#) domains of *g*, because when model of intelligence is applied then females excel at verbal and perceptual tasks while males on visuospatial tasks in scientific pursuits (National Academy of Sciences; (us), National Academy of Engineering; Engineering, and Institute of Medicine (US) Committee on Maximizing the Potential of Women in Academic Science and (2006-01-01). ["Women in Science and Mathematics"](#))



Haier et al. found in a 2004 study that "men and women apparently achieve similar IQ results with different brain regions, suggesting that there is no singular underlying neuroanatomical structure to general intelligence and that different types of brain designs may manifest equivalent intellectual performance. For men, the gray matter volume in the [frontal](#) and [parietal lobes](#) correlates with IQ; for women, the gray matter volume in the frontal lobe and [Broca's area](#) (which is used in language processing) correlates with IQ.

Although men have bigger brain size which is partly explained by their bigger bodies, women have greater [cortical thickness](#), [cortical complexity](#) and [cortical surface area](#) (controlling for body size) which compensates for smaller brain size. Meta-analysis and studies have found that brain size only explains 6-12 % of variance among individual intelligence and cortical thickness explains 5%. Thus the interest pattern and inclination towards activities of scientific pursuits seem to vary among the two genders.

- **Creative-** The mean score for the males and females is 25.84 and 38.13 respectively. This indicates that the females are more interested in the creative domain. The t-test results show significant difference among the two genders. This clearly states that the females are more inclined towards becoming a scientific theorist ,philosopher,systems designer and developer,NASA Scientist ,draftsperson and the like.



The present findings can be attributed to the following characteristics portrayed by females lately :

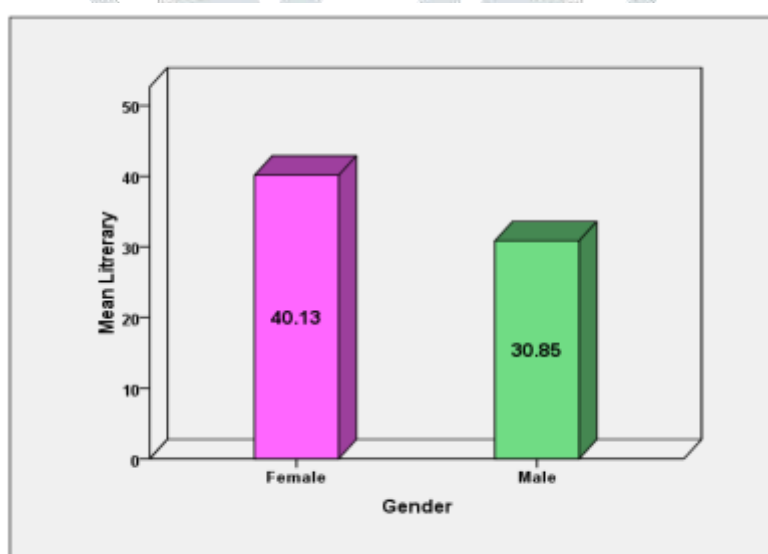
- I. Genuinely values intellectual and cognitive matters.
- II. Values own independence and autonomy.
- III. Is verbally fluent; can express ideas well.
- IV. Enjoys aesthetic impressions; is aesthetically reactive.
- V. Is productive; gets things done.
- VI. Is concerned with philosophical problems, for example, religion, values, the meaning of life.
- VII. Has high aspiration level for self.
- VIII. Has wide range of interests.
- IX. Thinks and associates ideas in unusual ways; has unconventional thought processes; can make unusual connections to unrelated ideas or things.
- X. Is an interesting, arresting person.
- XI. Appears straightforward, forthright and candid in dealings with others.
- XII. Behaves in an ethically consistent manner; has consistent personal standards.

Traits commonly endorsed by the females in determining their creative pursuits.

Characteristics of the Creatively Gifted	Possible negative traits of creative students or Non-Conforming Behaviors
<ul style="list-style-type: none"> 1. Independent, anti-authoritarian 2. Divergent thinker 3. Generally considered intelligent 4. Open to new ideas 5. Little tolerance for boredom 6. Willing to undertake stimulating challenges, curious and inquisitive 7. Self-actualizer 8. Aesthetically-inclined 9. Above average use of brain functions located in the right hemisphere 	<ul style="list-style-type: none"> 1. Stubborn 2. Challenges Authority 3. Unconventional 4. Uncooperative 5. Assertive 6. Cynical 7. Sloppy or Careless 8. Questions or Challenges Rules 9. Temperamental 10. Withdrawn

10. Strong imagery ability
11. Abilities of synthesis; tasting color, seeing sound, hearing smells
12. Generally unaffected by peer pressure
13. Versatile and adaptable
14. Score high on Torrance Tests of Creative Ability in the following areas:
 - fluency--produce numerous ideas
 - flexibility--produce variety of ideas and approaches
 - originality--novel ideas
 - elaboration--fill in details
 - redefinition--define or perceive in way different from the average

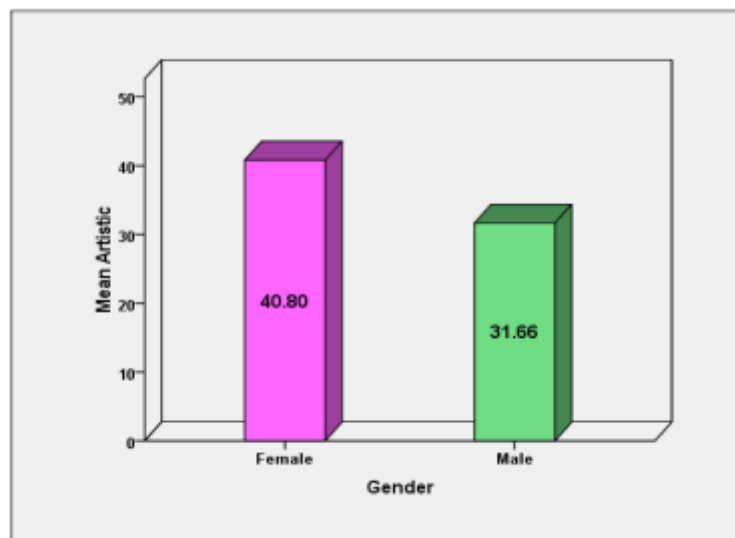
- **Literary** - The mean score for the males and females is 30.85 and 40.13 respectively. This indicates that the females are more interested in the literary domain. The t-test results show significant difference among the two genders. This states that the females are more inclined towards becoming a book reviewer, bookstore proprietor, linguist, literary critic, philologist, technical writer and translator.



This is so because for verbal fluency, females have been specifically found to perform slightly better in vocabulary and reading comprehension but significantly higher in speech production and essay writing thereby portraying their innate inclination towards literary pursuits. Males have been specifically found to perform better on spatial visualization, spatial perception, and mental

rotation. Researchers had then recommended that general models such as [fluid](#) and [crystallized intelligence](#) be divided into [verbal](#), perceptual and [visuo-spatial](#) domains of [g](#), because when this model is applied then females excel at verbal and perceptual tasks while males on visuo-spatial tasks.

- **Artistic** - The mean score for the males and females is 31.66 and 40.80 respectively. This indicates that the females are more interested in the artistic domain. The t-test results show significant difference among the two genders. This clearly states that the females are more inclined towards becoming an art buyer, art critic, art teacher, floral designer, music critic, photographer and the like.



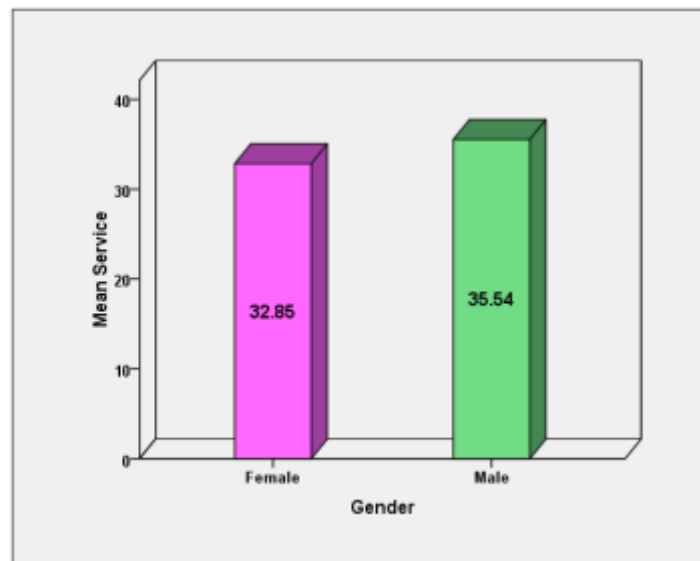
This is so because of the following characteristics being borne by the females :

- They can easily think of ways of solving a difficult situation. Creative minds also tend to see difficulties as interesting challenges that stimulate their artistic thoughts.
- When inspiration strikes them, they forget about everything else but their work. They tend to get lost in time and forget to eat or sleep. Because not many things matter more than their creativity put into action.
- Creative minded people are usually rebels. They don't like following rules because they have their own. Rules restrict their artistic nature and they feel pressured when there are boundaries they have to consider.
- They hate being stuck in a routine. This is not surprising at all because after all, a creative mind has to stay stimulated so that it can express itself. This is why they are always seeking for new experiences and adventures.
- Daydreaming takes a big portion of their day. They easily detach from their current surroundings and fly away to a whole different world.
- Creative people express themselves through their works. But they are also constantly seeking for new methods of self-expression because there is never only one particular way to do this.
- 7. They notice small details. They are good at observing other people and their surroundings. They

have a keen eye and all this is typical for them because they draw inspiration from all that is around them.

- Life is not easy. Everybody has times of success and times of failure. Creative people can fail 100 times but they won't quit until they get things right. Professional creative people usually have a hard time succeeding but the most important thing is their persistence because they know in their heart what they want from life.
- They can change their opinion of their own works overnight. The first day they love what they've done and by the next day they can totally hate it. This may seem strange but it can't really be explained- it is a matter of feelings rather than logic.
- 10. They are good at viewing situations from different angles. They can observe a set of circumstances objectively.
- Most creative people are bad with numbers. They get lost and even bored when it comes to math.
- Even when their creativity is doubted to be something they can make a living from, their artistic nature keeps them motivated. They follow their heart and don't listen to the negative words they are told.
- They can't stay in one place for too long if they are feeling bored or if they aren't mentally stimulated. Staying focused on something they don't find interesting is extremely difficult for them.
- They aren't afraid to show their works to the world. They are proud of what they have created but also, they are humble- they are always ready to learn something new and to experience something different.
- Creative people may seem a little "upside down" from time to time. They can work when others sleep and sleep when others work. This is due to their unexpected moments of inspiration.
- 16. Sometimes they may seem childish to regular people. The truth is, they can't let the child in them die. This is a quality we all should aim for because taking life too seriously can only make us bitter.
- Inspirations strikes them in the most surprising moment. Their spontaneous ideas are a part of their nature so don't be surprised if they get distracted in the middle of a conversation.
- Most of the artistic people are true procrastinators. They fail to follow the deadlines and tend to do all the work one night before the term.
- Most artistic people are really loving. They spread love everywhere they go and cherish each moment. They love beauty and that is why they choose to express it through their works.
- **Service** – The mean score for the males and females is 35.54 and 32.85 respectively. This indicates that the males are more interested in the service domain. The t-test results show significant difference among the two genders. This clearly states that males are more inclined towards

disciplines like beautician courses, clinical psychologist ,guidance counsellor ,Personal secretary , welfare worker and the like.



Though the present findings goes against the prevalent stereotype that females are more service oriented however we do find that these days males too seem to show such characteristics of service orientation .This is mostly because males show –the following traits of service orientation among all other sets of required skills :

Positive language

Positive language is the art of using words and phrases to create a positive image in the customer's mind-with an emphasis on what can be done, not on what cannot. Using positive language shows a willingness to serve and a commitment to building customer loyalty. It's especially important to use positive language when saying no or delivering bad news to a customer. Following are two examples of a customer service provider conveying the same message with and without positive language.

Listening

Customers need to feel that they've been heard and understood, and that doesn't happen without good listening on the part of the customer service representative. I'm not sure I've ever consulted in a customer service environment in which I didn't recognize poor listening as a strong contributing factor to poor performance (and by extension, poor service).

Following are three keys to good listening in any customer service situation.

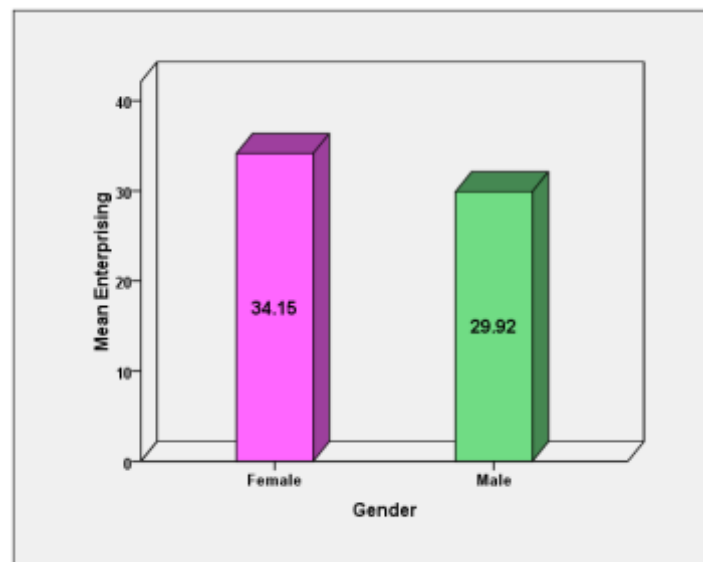
1. Focus. (This is the hardest part!)
2. Listen for key facts and key feelings.
3. Take notes. (Nobody has as good a memory as he or she wants to believe.)

Confirming satisfaction

Another key skill in customer satisfaction is confirming satisfaction before ending the transaction. This skill demonstrates to the customer three important things:

- Comprehending the right thing.
- That one is willing to keep going until you get it right

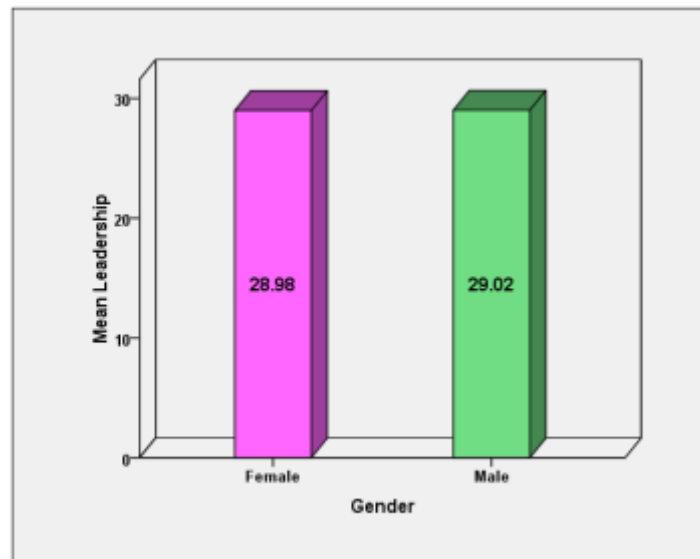
- That the client or customer is the one who determines what "right" is.
- **Enterprising** - The mean score for the males and females is 34.15 and 29.92 respectively. This indicates that the males are more interested in the domain of entrepreneurship. The t-test results show significant difference among the two genders. This states that the males are prone or inclined towards becoming a broker ,business promoter ,exporter ,realtor ,treasurer , wholesaler and the like.



Though females these days are also taking up entrepreneurial pursuits however as per the present study we do find that males rank higher than females in entrepreneurial pursuits.

This is so because females tend to show the following characteristics of entrepreneurship-

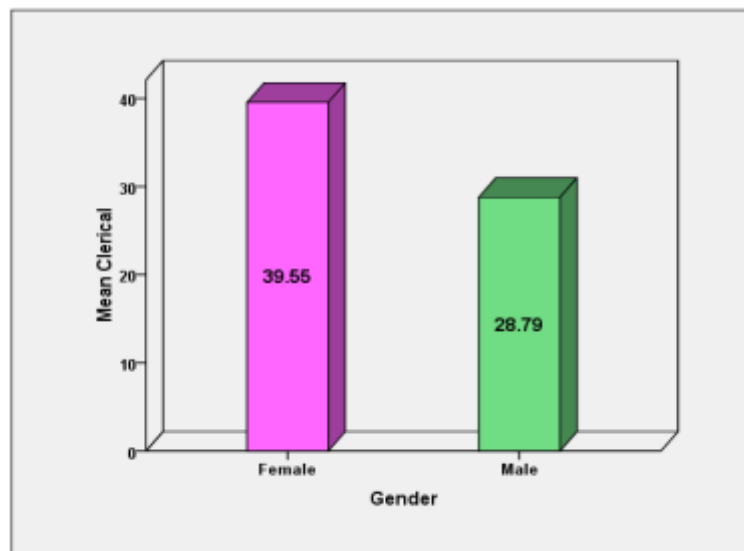
- **Not being afraid of delegating tasks.**
 - **Managing time effectively.**
 - **Visualizing goals and success.**
 - **Listening and communicating well.**
 - **Understanding your time is valuable.**
 - **Seeking help when you need it.**
 - **Getting out of the office.**
 - **Giving back.**
- Leadership** – The mean score for the males and females is 29.02 and 28.98 respectively. This indicates that the females are more interested in the leadership domain. The t-test results shows that there is no significant difference among the two genders. Leadership is an intrinsic quality of an individual and thus it does not vary as per the gender of an individual. However people like on this domain of interest tend to be more inclined towards work like branch director, executive vice president, personnel manager , politician, civic leader and the like.



Leadership being an intrinsic quality doesn't seem to vary among the two genders. However people high in the dimension of leadership tend to show the following characteristics :

- A good leader has an exemplary character. It is of utmost importance that a leader is trustworthy to lead others. A leader needs to be trusted and be known to live their life with honesty and integrity. A good leader “walks the talk” and in doing so earns the right to have responsibility for others. True authority is born from respect for the good character and trustworthiness of the person who leads.
- A good leader is enthusiastic about their work or cause and also about their role as leader. People will respond more openly to a person of passion and dedication. Leaders need to be able to be a source of inspiration, and be a motivator towards the required action or cause. Although the responsibilities and roles of a leader may be different, the leader needs to be seen to be part of the team working towards the goal. This kind of leader will not be afraid to roll up their sleeves and get dirty.
- A good leader is confident. In order to lead and set direction a leader needs to appear confident as a person and in the leadership role. Such a person inspires confidence in others and draws out the trust and best efforts of the team to complete the task well. A leader who conveys confidence towards the proposed objective inspires the best effort from team members.
- A leader also needs to function in an orderly and purposeful manner in situations of uncertainty. People look to the leader during times of uncertainty and unfamiliarity and find reassurance and security when the leader portrays confidence and a positive demeanor.
- Good leaders are tolerant of ambiguity and remain calm, composed and steadfast to the main purpose. Storms, emotions, and crises come and go and a good leader takes these as part of the journey and keeps a cool head.

- A good leader as well as keeping the main goal in focus is able to think analytically. Not only does a good leader view a situation as a whole, but is able to break it down into sub parts for closer inspection. Not only is the goal in view but a good leader can break it down into manageable steps and make progress towards it.
- A good leader is committed to excellence. Second best does not lead to success. The good leader not only maintains high standards, but also is proactive in raising the bar in order to achieve excellence in all areas.
- **Clerical-** The mean score for the males and females is 28.79 and 39.55 respectively. This indicates that the females are more interested in the clerical domain. The t- test results show significant difference among the two genders. This indicates that the females are more inclined towards works like that of an accountant , bank teller ,book keeper ,inventory clerk, income tax clerk, cashier, cashier , typist and mail clerk.



The result is so because females tend to show the following qualities that determines their interest in this particular domain :

Communication Skills

The ability to communicate both orally and in writing is a top skill required of office clerks. They greet visitors, confirm appointments and direct clients or vendors to the proper person or office. They also answer general questions and screen phone calls, filtering them to the appropriate party. Some office clerks also compose basic correspondence on behalf of their employers.

Computer Skills

Office clerks should be familiar with calendar and scheduling programs, as well as database, spreadsheet, word processing, e-mail and desktop publishing applications. They also need to be adept at data entry.

General Office Skills

Office clerks need a variety of general office skills, including the ability to file, make photocopies, post outgoing mail, sort and distribute incoming mail, sign for deliveries and send faxes. They also must be able to take detailed phone messages and keep accurate paper and electronic records. In some offices, clerks take dictation and transcribe notes, as well as keep track of office supplies and order new ones as necessary. Other duties of an office clerk might include arranging travel for other office workers.

Advanced Skills

In certain office settings, office clerks might take on more advanced or complicated tasks. In these instances, office clerks might need to be able to keep records for payroll, make out paychecks or take inventory. If they're being asked to supervise other employees, office clerks also might need some managerial skills.

Thus it can be inferred that people who are introverts tend to be higher in the interest areas like-

- Artistic
- Literary
- Creative
- Service and the like.

Which all can be attributed to the following specific characteristics of extroverts and introverts (and ambiverts lying in the middle part of the continuum).

CONCLUSION

Thus from the present study it may be concluded that the males are more extrovert as compared to the females who belonged to the ambivert category. In terms of interest the females scored higher in the creative, literary, artistic, clerical and enterprising domain. On the other hand the male scored higher in the interest areas pertaining to natural, mechanical, scientific, leadership and service domain.

LIMITATIONS OF THE STUDY

- The study has been carried on with a relatively small sample thus it might lead to a skewed type of response tendency.
- The socio-economic background should have been assessed to see its effect on the choice of career as well as preferences for activities.

SUGGESTIONS FOR FURTHER RESEARCH

Future research may be conducted on a bigger sample covering more schools including English and Bengali medium spread across the metropolis as well as the rest of Bengal. The socio-economic background also should be considered for the study. Extension of the study, may be done adding aptitude tests and also taking into consideration the scholastic achievement of the student.

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