

MULTIPHASIC INTERESTS AMONG ADOLESCENT STUDENTS: A SURVEY

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Abstract

The objective of this study is to find out the interests among adolescent students. The survey method was adopted. A sample of 400 adolescent students studying in the 8th and 9th grades in Amritsar city was selected by random sampling. Multiphasic Interest Inventory (MII) was administered to participants to measure their interests. Qualitative and quantitative analysis of the data was done. The qualitative analysis of the data showed that students of 8 and 9 grades had diverse interests. For quantitative analysis, Mean, Standard deviation and t test were used to analyze the data. The findings of the present study revealed no significant difference in Multiphasic Interests of 8th and 9th grade adolescents with respect to gender. In term of locale, the study showed no significant difference in Multiphasic Interests of 8th grade adolescents studying in urban and rural schools. However, a significant difference was observed in Multiphasic Interests of 9th grade adolescents studying in urban and rural schools.

Keywords: Multiphasic interest, Interest, Adolescents, Adolescent students

Theoretical framework

At the age of eleven or twelve, a tide begins to rise in the veins of youth. If that tide can be taken as the flood and a new voyage begins in strength and along the flow of its current, then it will move on to fortune (Hadow Report,1926). This age is called adolescence. Adolescence is the transitional period that emerges from childhood and merges into adulthood. Adolescents undergo many physical, emotional, and social changes and, as a result, they develop idiosyncratic interests which are crucial for the development of self (Krapp 2002). These interests are important for them as these determine their engagement with the content of their interests both in and out of school and achievement in school (Ainley 2012).

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Interest of adolescents also contributes to their identity formation and consequently affects their educational choices (Hofer 2010; Krapp 2002).

Adolescents tend to display wide-ranging interests (Scales, 2010) and all of them have certain specific interests that fall within different categories. The most important universal interests of adolescents fall into seven major categories. These are: recreational interests, social interests, personal interests, educational interests, vocational interests, religious interests and interests in status symbols (Manichander, 2016). Different types of interests play crucial role in the life of adolescents. Young adolescents are eager to learn about topics they find interesting and useful—ones that are personally relevant (Brighton, 2007). Adolescents with social interests are mentally healthy (Overholser, 2010), less addicted to internet or cyber delinquent (Jeong, 2012). Religious interest groups play a significant role in the formulation and/or implementation of educational policies.

From the plethora of literature reviewed above, it is clear that adolescents have varied interests which are related to their success in academics, sports, or other areas of life (Hidi & Harackiewicz, 2000). Hence appropriate interest of adolescents is the critical prerequisite for their success in life as it minimizes the chance of mismatching while channelizing their potentialities in right direction. Most of the researchers have studied the vocational interests of the adolescents. However, the vocational interest does not develop independently or has no independent identity without other interests. So after a thorough scrutiny of the available literature, the researchers felt the need to investigate a wide spectrum of interest patterns among adolescents with the following hypotheses:

1. There exists no significant difference in Multiphasic Interests among adolescent students with respect to gender.
2. There exists no significant difference in Multiphasic Interests among 8th grade adolescent students with respect to locale.
3. There exists no significant difference in Multiphasic Interests among 9th grade adolescent students with respect to locale.

Methodology

Design of the Study

Survey method was used to study the varied interest among adolescent students.

Participants

Four hundred (400) adolescent students studying in the 8th and 9th grades from the urban and rural areas of Amritsar City were randomly selected as sample.

Data Collection

For data collection, Multiphasic Interest Inventory (MII) by Bawa, 2011 was administered to 400 participants.

Data Analysis and Interpretation

This section is divided into two sub-sections: (1) Qualitative; (2) Quantitative.

Section 1. Qualitative Analysis of Total Sample

For the qualitative analysis of Multiphasic Interest, Multiphasic Interest Inventory was administered to adolescent students of the 8th and 9th grades. The types of interest as reported by students were drawn on the commutative scores on the Multiphasic Interest Inventory. The scores of responses of students on each type were pooled and transformed into percentages. Out of 400 (8th and 9th grade) students, 19.07% of them had occupational interest (OI), 23.28% had religious interest (RLI), 18.31% showed interest in social activities (SI), 19.71% showed intellectual interest (II) while 19.60% of them preferred recreational interest (RCI).

Locale wise qualitative analysis of Multiphasic interests

Qualitative Analysis of Multiphasic Interests of 8th grade students studying in rural and urban schools

In case of rural schools, 24.60% of the students showed religious interest followed by 20.00% of them revealing intellectual interest; 18.72% of students had occupational interest, 17.12% social interest and 19.56% interest in recreational activities. With respect to urban area, 19.07% of the students showed occupational interest, 22.59% religious

interest, 18.98% social interest, 19.56% intellectual interest while 19.80% showed interest in recreational activities.

Qualitative Analysis of Multiphasic Interests of 9th grade students studying in rural and urban schools.

Highest percentage of 9th grade rural students had religious interest (23.63%), followed by 19.82% with intellectual interest and 19.57% interest in recreational activities. 18.99% of the students had occupational interest followed by 17.99% with interest in social activities. In the case of urban schools, 19.52% of the students showed occupational interest, 22.70% interest in religious activities, 18.80% interest in social activities, 19.49% interest in intellectual activities and 19.49% with recreational interest.

Discussion

From the results mentioned above, it should be clear that students of the 8th and 9th grades studying in different areas had diverse range of interests. Findings of the study showed that maximum number of students had interest in religious activities followed by intellectual activities. The reason for these findings is that parents of adolescents want that their wards may not indulge in wrong activities and must be good in academics as well. So they inculcate religious values to their wards. In the schools also, prayer helps the adolescents to sublimate their energies through right channels. These findings are consistent with the findings of Marcie, Laura, Christine, Peter and Cummings (2014).

Section 2 - Quantitative Analysis

To test the difference in Multiphasic Interests among the 8th and 9th grade adolescent students with respect to gender, t-test was employed. The results are presented in Table 1.

Table 1: Showing the difference in Multiphasic Interests of the 8th and 9th grade Boy and Girls

Grade	Gender	N	Mean	S.D.	SE _D	t-value
8	Boys	100	249.17	19.78	3.01	0.78
	Girls	100	251.53	22.78		
9	Boys	100	252.64	22.13	2.91	0.17
	Girls	100	252.12	18.49		

The 't' values in the above table show that there is no significant difference in interests of boys and girls. It means there is no significant difference in the mean scores of interest of boys and girls of 8 and 9 grade. The above findings are in line with the findings of Narang and Narang (2015) who found that girls and boys have similar educational interests.

To test the difference in multiphasic interest among 8 and 9 grade adolescent students with respect to locale, t-test was employed and results are shown in table 2.

Table 2: Showing Difference in Multiphasic Interest of 8 and 9 grade adolescent students with respect to locale

Grade	Gender	N	Mean	S.D.	SE _D	t-value
8	Urban	100	252.19	22.04	3.00018	1.70
	Rural	100	247.79	20.34		
9	Urban	100	255.3	19.75	2.88	2.02*
	Rural	100	249.46	21.06		

*Significant at 0.05 level

Table 2 shows that the mean scores of students studying in urban areas are more than that of their counterparts. The t- value between two variables is 1.70 which is insignificant indicating locale does not influence the interests of 8th grade students.

Table 2 further reveals that the calculated t- value between two variables is 2.02 which is significant. It means that locale in case of 9th grade students influences their interests. Hence It can be concluded that there exists no significant difference in multiphasic interest among 9 grade adolescent students with respect to locale.

The results of the present study are in line with the findings of Malhotra, Sharma, Kant and Singh (2015) who found that rural and urban area students differ significantly in the scientific, literacy, executive, constructive, artistic and social interests. The reason is that at this age students are more mature to differentiate between different interests. Their interests become prominent at this stage. The result further shows the difference due to various types of activities available in urban schools, students studying in these schools showed different interests.

Educational Implications of the Study

The implications of this research are critically important to teachers, parents, policy makers and students themselves. As the moods of adolescents swing at this age, they exhibit varied interests. Therefore, parents and teachers can avoid taking controversial teenage behaviour personally or indulge into controversial statements rather than guiding them educationally or vocationally according to the interests of their wards. Teachers can plan a variety of activities to facilitate the positive learning outcomes and assign work to adolescent students according to their interest. In a similar way, curriculum developers and policy makers must work out for the introduction of a variety of subjects in the curriculum.

With cut-throat competition in the employment market, there must be right pegs in right holes. To be successful in the changing world of work, it is essential that adolescents must have the knowledge of their interests and aspirations. So teachers and parents should help them to identify and develop more self-awareness of their own emotions, interests, strengths and weaknesses at an early age to avoid mismatching. As parents are the most important facilitators of developing interests in their children, they should also be regularly orientated through lectures and seminars regarding the importance of knowing the interests of their wards. They should not force their wards towards career path without knowing their interest. After knowing the varied interests of adolescent students, school administrators can arrange the demonstration of different occupations to acquaint the adolescents with multiple avenues. This will help them to make vocational choices in a better way.

Conclusion

In the present scenario, children are unable to make adjustment due to lack of interest in studies or career. They flirt from one interest to another and also experience more difficulty in adjustment. This study sheds light upon the varied interest of adolescents. Generally parents, teachers, administrators and curriculum designers have the notion of intellectual and vocational interests, leaving other types of interests in domains of leisure, school, socializing and media. As a result, they themselves are not aware of the interest the students have at this stage of their development. Furthermore, being a very crucial

stage of development, adolescents must be made aware of their interests so that they can channelize their energies in the right direction and also to take risks in positive ways.

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