

Evaluated the Relationship between Six Holland Interest and Time Perspective on Isfahan Student's High School (12-16 Grades)

Sadeghi¹, H. Mohammadi, E². Sadeghi, M³.

DOI Link: <http://dx.doi.org/10.6007/IJARBSS/v4-i7/1035>

Published Date: 23 July 2014

Abstract

The main purpose of the present study was to evaluate the relationship between six Holland interest and Time Perspective on Isfahan student's high school (12-16 grads). The statistical population of this research includes Isfahanian student that was in grad 12 to 16. From this population, 100 persons were selected with stratified random sample method. In this research, Zimbardo Time Perspective Inventory (ZTPI) and Strong Interest Inventory (SII) were used for collecting data. Descriptive statistics and statistical inference include Correlation analysis and mean structures, were used to analyze the data. The results showed highest significant relationship between Investigative interest and future time Perspective were significantly ($R= 0/74$). Artistic, Social interest and Present hedonistic time Perspective was significant in rang ($R=0/33, 0/44$). This relation could be the reason for the high level of procrastination on these interests. Also Enterprise interest and future time Perspective were significantly ($R= 0/49$) correlated. Finally Conventional, Realistic interest and Past negative were significantly ($R=0/51, 0/37$) correlated.

Keywords: Six Holland interest, Time Perspective and High school student.

Introduction

Adolescence is a very difficult period for some people, a period accompanied with a wide range of changes, confusions, and uncertainties (Mimi, 2007). In his psychosocial development theory, Erikson (1996) has called adolescence the Identity vs. Confusion stage, which coincides with the high school period. This stage lasts from 12 to 20 years old. He also recognized the ability for academic curriculum planning as the central core to the satisfying solution for identity crisis. The occupational development direction is accelerated during the adolescence, and is an important dynamism of high school stage. Most occupational direction theories regard this development in high school stage as the consistency stage. The

¹PhD student in career counseling, university of Isfahan: Email:H.sadeghi222@gmail.com

² M.A. Career counseling, university of Isfahan

³ M.A. counseling, Azad University of Khomeini Shahr

importance of this development has attracted a wide range of researcher and scholar attention to itself recently (Nayesta, 2007). Many scholars have paid attention to the importance of interests in occupational development direction (Holland, 1997; Super et al., 1996; Savakis, 2013). In addition, researchers have emphasized reinforcing interests in occupational direction in predicting future behavior in occupational direction (Hansen, 1994; Harmon, Hansen, Borgen & Hammer, 1994). Other researchers have studied the relation between interests and the personality. A dynamic view on personality development expresses that environmental behavior and demands can change personality traits which indicates a dynamic relation between personality with interests and purposes (McRae, 2000; Barich, Mant, and gota, 2003; Larson, Rutinghous, and Borgen, 2003; Larson, and Borgen, 2002; Hirschi, 2008; from Hirschi, 2010; Duffy, Hartang, 2009).

Interests

Career counselors believed that numerous factors are effective in people's career in their traditional theories (Holland, 1962; Davis, 1960; from Pathon and McMahon, 2006, Tracy and Rounds, 2010), modern theories (Cromboltz and Michel, 2009; Lent and Brawn, 2005; Watson and McMahon, 2005), and postmodern theories (Pathon and McMahon, 1999; Amendson, 2003; Miller, 1980; from Pathon and McMahon, 2006; Savakis, 2013; Cochran Moses, 2013). The performable and discussed factors include values, interests, skills, and job life experiences. These factors are applied as selection index, also. However, there are many interactive factors and contextual topics recognized as the major part of job selection process (Lent et al., 1994; Zunker, 2006; Lent and Brawn, 2005; Meitang, 2001; lent et al., 2010). Occupational interests are of the most important structures used in occupational direction counseling interventions among them. The presented interests in the personal-environmental appropriateness theory by Holland have presented experimental witnesses between the interests and occupational direction choices in form of Holland's hexagon (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) (Holland, 1992' Gasser, Larson, and Borgen, 2007). Widespread studies have been performed during the history of interest appearance on the relation between interest with other personality traits and different subjects. The researchers have repeatedly studied the relation between occupational interest scales and personality scales, including subjects such as self-efficacy, job satisfaction, abilities, and personality traits (Tracy, 2002; Zunker, 2006; Hirschi, 2010).

Time Perspective

Since long time ago, the researchers were interested in the effect of time on human performance. Although the importance of time perspective (i.e. the totality of human viewpoint on his psychological future, past, and present) is vague, the research findings indicated that people's time perspective has a direct influence on their decisions and their daily activities. Zimbardo and Boyd (1999), Zimbardo and Stolarski (2001), from Taber (2012) has identified five dimensions of time perspective based on experience, which include:

1. The Past Negative (PN) perspective including the irritant and negative viewpoints on the past, which can be caused by the passed unbecoming objective experiences and traumas in someone's life. This type of time perspective is usually accompanied with disorders such as depression, disappointment, low self-esteem, and anxiety.
2. The Present Hedonistic (PH) perspective is indicated with states such as hedonism, riskiness, a hedonistic viewpoint on experiences with impulsion, and little engagement with

the future. This type of time perspective is related to characteristics such as a tendency towards excitement and interest in change and variation in life.

3. The Future (F) time perspective is the third. It is recognized by a general tendency towards future, the future planned purposes, tendency towards conscience. It also has low correlation with hedonism and a tendency towards variation.

4. The Past-Positive (PP) perspective is a warm, sentimental, and welcoming viewpoint towards the past and its happenings, which is very different from the past perspective. The past perspective is always accompanied with negative traumas and excitements.

5. The fifth and the last factor is the Present-Fatalistic (PF) including a positive viewpoint on the present and the future. It is believed here that future is already determined and cannot be changed through human activities.

Much research has been conducted since the time perspective theory was proposed by Zimbardo. The Relation between Time Perspective and Identity Formation in the Occupational Direction (Smit & Goossens, 2010; lens & Tsuzuki, 2007; from Smit and Goossens, 2010), the Time Perspective the Decision-making in the Occupational Direction (Howell & Zhang, 2011; Zimbardo, 2004; Chenko, 2010; from Taber, 2012) The Time Perspective and Emotional Intelligence (Woodman & Wyn, 2011; Nosal & Bajcar, 2014; from Stolarski, Bitner and Zimbardo, 2011). Despite various research on the time perspective and studying its effect on different variables and its use in treating problems and disorders, its relation with the personality traits has not been studied yet. Therefore, this study is aimed to study the relation between the time perspective and Holland's six fold interests in Isfahanian high school students in Iran.

Methodology

The main purpose of this research is to study the relation between Holland's six fold interests and the time perspective. The statistical population included all 1-4 high school graders of Isfahan, Iran in 2013-2014 academic years. The stratified sampling method was applied to control the effect of gender, grade, and field of study. All students were classified into categories of gender, grade, and field of study; then the sample was selected randomly from each category. A group of 100 members completed the test kits. Two questionnaires were applied to collect the data. The research tools are introduced below.

The Strong Interest Inventory (Strong, 1943. 2005): This questionnaire includes 290 items including six general occupational subjects, 30 main interest scales, and 5 personal style scales (Dona et al., 2005). The participants were asked to mark each item as "I like it very much, I like it, Neutral, I do not like it, and I do not like it at all" according to their interest in all sections. The options are scored as 2, 1, 0, 1, and 2 respectively. The correlation between the general subjects and the occupational preference scores of Holland was reported from 0.72 to 0.79 in Dona et al. (2005). The internal equality of the general subjects was also reported 0.90 to 0.92 according to Ch.'s Alpha. The internal equality of main interest scale was also studied, and the Ch.'s Alpha coefficients were reported from 0.81 to 0.92 in Haghshenas (2008). The Ch.'s Alpha coefficient of the general occupational subjects was also reported 0.88 to 0.92 in Haghshenas. The reliability of the general subjects through retest was reported 0.80 to 0.92 in a fortnight in Dona et al. (2005). The reliability of the general occupational subjects through retest was reported 0.86 to 0.91, and the reliability of the main interest scales through retest was reported 0.77 to 0.91 in two weeks in Haghshenas (2006).

The Time Perspective Inventory: The time perspective Inventory includes 56 items encompassing the five general subjects of the time perspective (i.e. Past Negative (PN),

Present Hedonistic (PH), Futuristic (F), Past-Positive (PP), and Present-Fatalistic (PF)). The participants were asked to mark their idea on each sentence based on their level of interest as completely agree (5), Agree (4), neutral (3) disagree (2) and completely disagree (1). The Ch.'s Alpha was applied to test the validity. The Ch.'s Alpha coefficient for the fivefold scale was obtained from 0.68 to 0.89. The scale reliability was also obtained from 0.86 to 0.89 through retest in a fortnight.

Findings

The correlation analysis was applied to study the research findings. It is hypothesized that there is a significant correlation between some personality traits in Holland's interest theory (1997) and the time perspective theory. In other words, it is hypothesized that there is a common aspect among some interest properties, the important factors in development of students career with different properties of time perspective, presented in Zimbardo's theory. Therefore, the statistical data was analyzed in SPSS16 to study the relation between time perspective and interests as shown in table 1.

Table 1: Studying the significance of correlation between time perspective and interests

Regarding the presented data in the table above, there is a significant correlation

		PN	PH	F	PF	PP
Realistic	Pearson cur	0.516 ^{??}	0.188	0.122	0.115	0.005
	sig	0.000	0.026	0.274	0.459	0.963
Investigative	Pearson cur	-0.085	-0.067	0.743**	0.255	0.187
	sig	0.449	0.552	0.000	0.153	0.092
Artistic	Pearson cur	-0.133	0.???	0.057	0.196	-0.159
	sig	0.149	0.005	0.604	0.215	0.229
Social	Pearson cur	0.109	0.448*	0.030	0.182	0.231*
	sig	0.182	0.022	0.748	0.097	0.035
Enterprise	Pearson cur	0.197	0.189	0.492**	0.108	0.299**
	sig	0.076	0.211	0.096	0.335	0.044
Conventiona I	Pearson cur	0.334*	0.189	0.075	0.068	0.030
	sig	0.012	0.086	0.496	0.540	0.787

between some personality traits of the interests' theory and time perspective. The highest and lowest correlations were related to the general subject of investigative and the futuristic time perspective (0.743), and the social scale and the past-positive time perspective (0.231) respectively.

Discussion and Conclusion

This study was performed to realize this purpose: Studying the relation between the interests of high school students of Isfahanian and their time perspective in 2012-13 academic years, Isfahan, Iran. The realization of this purpose can be a large step in helping the self-recognition direction and academic guidance of the high school students. Although many researchers have considered both theories, attention has not been paid to the relation between these two variables. Considering the obtained results, there is a significant correlation between interests and time perspective variables, and this relation is significant with the presented interest properties in research. Regarding the presented results, the realistic interest and the past negative time perspective became significant with 0.516 correlation coefficient, and the present hedonistic time perspective became significant with

0.339 correlation coefficient. The investigative interest and the Futuristic time perspective became significant with 0.743 correlation coefficient, the significance level of $p < 0.00$, and the negative correlation coefficient of 0.085 was obtained with past-negative time perspective and 0.067 with present hedonistic time perspective. The artistic and social interests became significant with present hedonistic time perspectives at 0.448 and 0.339 levels respectively. The considerable point is the negative correlation coefficient of 0.133 in artistic interest and the past-negative time perspective. The enterprising interest became significant with the present hedonistic time perspective at 0.492. It became significant at 0.299 with past-positive time perspective. The conventional and realistic interests became correlated at 0.516 and 0.378 with the past-negative time perspective, respectively.

The obtained results from the relation between interests and the time perspectives are completely close to the interest properties. For example, some properties of the social and artistic interests include openness to experience, hedonism and high dawdling (Haghshenas, 2006; Hirschi, 2010; Sadeghi et al. 2012), being unplanned, interest in short-lasting joys, being luxuriate, idealism, sentimentalism (Sadeghi, 2011). These properties are related to the present hedonistic and past-positive time perspectives in social interest, and the contrary relation between artistic interest and the past-positive time perspective. The correlation coefficient of 0.743 was obtained between the investigative interest and the futuristic time perspective, related to the the investigative interest property including curiosity, carefulness, critic, complex, analysis, independent, cautious, planned, and perseverance presented in Zunker (2006), hagshenas (2006), Haghshenas et al. (2010) Sadeghi et al. (2012), and the correlation between the investigative interest and experimentalism in Borgen and Bets (2000).

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