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The relationship between personality traits, values and interests in adolescents

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Abstract. Choosing this theme study was based on a desire to investigate several issues in depth, taking into account the importance of identifying dimensions of personality structure in adolescence, considering that during this period proper development of adolescents is based on stimulating several areas closely related to their activity. A balanced adolescent chooses activities that contribute to character development, increasing self-confidence, developing socializing skills, identifying passions and making decisions.

Keywords. relationship, personality traits, values, interests, adolescents

Introduction

Choosing this theme study was based on a desire to investigate several issues in depth, taking into account the importance of identifying dimensions of personality structure in adolescence, considering that during this period proper development of adolescents is based on stimulating several areas closely related to their activity. A balanced adolescent chooses activities that contribute to character development, increasing self-confidence, developing socializing skills, identifying passions and making decisions.

Personality traits - conceptual boundaries

Personality is defined as a set of common behaviors, cognitions, and emotional patterns that evolve from biological and environmental factors (Corr & Matthews, 2009). Although there is no general definition of personality, most theories focus on motivation and psychological interactions with the environment (Sadock, 2017). Character theories based on traits, such as those defined by Raymond Cattell, define personality as traits that predict a person's behavior. On the other hand, several behavioral approaches define personality through learning and habits. However, most theories approach personality as relatively stable. (Corr & Matthews, 2009)

Personality as a hypercomplex system, dynamically open of probabilistic type (Golu, 1993) in order to be measured, had to be decomposed into the elementary unit.

The study of personality psychology, tries to explain the tendencies that underline the behavioral differences. Over time, there have been many approaches in the study of personality, including biological, cognitive, learning and trait theories, as well as theories of psychodynamic and humanistic approaches. Personality psychology is also divided among the first theoreticians, by some influential theories presented by Sigmund Freud, Alfred Adler, Gordon Allport, Hans Eysenck, Abraham Maslow and Carl Rogers.

The role of vocational interests in the personality structure of adolescents and young people

The concept of interest and its implications for human learning and development play an important role in both education and psychology. In a society that continues to transform, social, economic and psychological factors are causing profound changes in the professions and occupations. Therefore, there has to be a training school and an appropriate way so that any person can meet the demands in a constantly changing society. The forms of educational choice freely and consciously involve a mature student in intellectual, affective-motivational terms. This choice must be made according to the characteristics of the students' personality, with talents, abilities, educational interests and values.

Identifying interests is absolutely important, as it leads to the generation and selection of those educational and professional alternatives that will contribute to a future career. The concept of interest is defined in terms of different psychological orientations leading to numerous definitions that, although characterized by a certain degree of heterogeneity, present some common elements.

According to Paul Popescu-Neveanu (1978), the common factor of all definitions, is that the interest is treated "as a relation or relationship between a subjective requirement and a given objective that may become interesting for the subject", he defines the interest as "a relation of the correspondence between the internal requirements, the subject of tendencies and a series of actions, so that the subject is actively oriented towards objects of his own initiative or action and it presents a major valence for the subject, it attracts and gives satisfaction"(Popescu-Neveanu, 1978). The interests have "genetic roots, developed on a fertile background" (Pomazan, Sava and Petcu, 2009). By addressing the qualitative and quantitative aspects of the person's behavior from an activity or object, we can identify both the consolidated interests and those that, for various reasons, have not been sufficiently explored.

The presence of stable interests in certain fields prepares the ground for the further development of skills and the enrichment of knowledge in the respective fields. Interests for a particular domain involve the person's receptiveness to the acquisition of the specific acquisitions of that domain. For example, an adolescent's interest in certain games, readings or school disciplines may be the expression of the existence of certain inclinations and may be the starting point for the optimal development of the appropriate skills (Chircev & Salade, 1976).

General and specific skills highlight their importance for success in certain activities. But, in order to be successfully exploited and to be a real support, they must be activated by an energy impulse, in other words of appropriate interests. If skills play an important role in determining the level of success of an individual in a task or group of tasks, the direction of the effort required for that success will be determined by the appropriate interests (Drăgan, 1975).

The career planning of adolescents is defined as "the process by which they form a career direction, they can set goals in relation to their own career and initiate actions to achieve these goals" (Lemeni & Miclea 2010). Broadening the horizons of knowledge acquired through the study disciplines implies the development and maturation of the interests that play a role in the decision-making process, in the choice of educational and professional training. The school

orientation continues, as it happens, to clarify and finalize the study options at a higher educational level.

Research methodology

The research objectives

- O1: Assessment of personality traits, interests and values in the investigated adolescents
- O2: Investigation of correlations between personality traits, interests and values in adolescence.
- O3. Identifying significant differences in personality traits for girls and boys.
- O4. Identifying significant differences in terms of vocational interests for girls and boys.
- O5. Identification of significant differences in terms of values for girls and boys.

Research hypotheses

- H_s 1 We assume that there are correlations between the personality traits and the vocational interests of adolescents.
- H_s 2 It is assumed that there are significant differences between certain personality traits in girls and boys.
- H_s 3 We assume that there are significant differences in the vocational interests of girls and boys.
- H_s 4 We assume that there are correlations between values (autonomy, compliance with rules, safety, professional recognition, social relations, authority, challenge) and the vocational interests of adolescents.
- H_s 5 It is assumed that there are significant differences in values (autonomy, compliance with rules, safety, professional recognition, social relations, authority, challenge) in girls and boys.

The method used. The tool used

The method used in this study was the survey based on three questionnaires: Valuation questionnaire V21, interest assessment questionnaire (CEI), personality questionnaire with 5 CP5F factors.

Sample population

The sample population includes adolescents who have the status of students in four high schools, aged between 16 and 18. In this paper we used a non-probabilistic sample with rational selection, consisting of 124 subjects, 53 men and 71 women, who were involved in recording information about their own person, in case of five instruments used.

Ethical principles

The research in question complied with the ethical principles that allow it to perform under optimal conditions. We obtained the informed consent of the research participants by providing the following information:

- Presentation of the procedures used in research,
- Presentation of the risks involved in the research,
- Presentation of the nature, goals, usefulness of the research,
- Freedom of participants to withdraw from research at any time.

Also, the privacy and fundamental rights of the study participants were respected. I informed the participants that the data provided is confidential.

Analysis and interpretation of results

The verification of hypothesis I.1 was performed based on the results obtained after applying the 5-factor CP5F Personality Questionnaire, and the Interest Assessment Questionnaire (IEC).

Table 1. Correlations between personality factors.

			Correlations						
			CP5F extraversion	CP5F courtesy	CP5F conscientiousness	CEI Investigative Interests	CEI Artistic interests	CEI Conventional interest	CEI Entrepreneurial interests
Spearman' rho	CP5F Extraversion	Correlation	1.000	-.042	-.014	-.181*	.018	.134	.166
		Coefficient		.647	.877	.045	.840	.138	.066
		Sig. (2-tailed)							
		N	124	124	124	124	124	124	124
	CP5F Amiability	Correlation	-.042	1.000	.419**	.225*	.121	-.036	-.101
		Coefficient			.000	.012	.181	.692	.266
		Sig. (2-tailed)							
		N	124	124	124	124	124	124	124
	CP5F Conscientiousness	Correlation	-.014	.419**	1.000	.237**	.030	.220*	.177*
		Coefficient							
		Sig. (2-tailed)							
		N	124	124	124	124	124	124	124
	CEI Interest Investigative	Correlation	-.181*	.225*	.237**	1.000	.351**	.213*	.142
		Coefficient							
		Sig. (2-tailed)							
		N	124	124	124	124	124	124	124
	CEI Interest Artistic	Correlation	.018	.121	.030	.351**	1.000	.155	.140
		Coefficient							
Sig. (2-tailed)									
	N	124	124	124	124	124	124	124	
CEI Interest Conventional	Correlation	.134	-.036	.220*	.213*	.155	1.000	.498**	
	Coefficient								
	Sig. (2-tailed)								
	N	124	124	124	124	124	124	124	
CEI Interest Entrepreneurial	Correlation	.166	-.101	.177*	.142	.140	.498**	1.000	
	Coefficient								
	Sig. (2-tailed)								
	N	124	124	124	124	124	124	124	

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

The correlation table (Table 1) obtained from the above calculation, confirms the presumption that there are correlations between the two aspects, personality traits and vocational interests.

The Extraversion factor negatively correlates with the Investigative Interests with a coefficient of -0.181, which means that the lower the level of extraversion, the greater the attraction for research, investigation in various forms and in the most diverse fields (biological, physical, social, cultural etc.).

The Amiability factor also correlates positively with the Investigative Interests with a coefficient of 0.225, which means that, as the level of kindness increases, the greater the attraction for research, investigation in various forms and in the most diverse fields (biological, physical, social, cultural etc.).

The Conscientiousness factor correlates positively with Investigative Interests with a coefficient of 0.227, and this means that the greater the tendency to abide by the rules and rules, and to plan one's own actions, the greater the attraction for research, investigation. in various forms and in the most diverse fields (biological, physical, social, cultural, etc.). It also correlates with the Conventional Interests with a coefficient of 0.220, that is, the higher the level of conscientiousness, the more there is a preference for activities that require the systematic and

orderly manipulation of certain data or objects in a well organized and defined framework. It also correlates with the Entrepreneurial Interests with a coefficient of 0.177, which means that the higher the level of conscientiousness, the more there is a preference for activities that allow initiative and the possibility of coordinating one's activity or the activity of a group.

The Emotional Stability factor negatively correlates with Artistic Interests with a coefficient of -0.180, and this means that the lower the level of emotional stability, the more there is a more pronounced tendency to manifest an attraction towards less structured activities, which involve a creative solution and offers the possibility of self-expression (poetry, painting, music, design).

The Autonomy factor correlates positively with Entrepreneurial Interests with a coefficient of 0.243, and this means that the more a person tends to act differently than others and not be led by others, the more there is a preference for activities that allow initiative and possibility to coordinate one's own activity or the activity of a group. (Table 1.)

In this case, it can be considered that hypothesis I.1 is valid.

Also, young people are considering their own abilities and skills, as well as the possibility of earning a good income (Liberska, 2004). Thus, their choices may be based on the calculation of future profits, but quite often they are influenced by their emotional attitudes. This creates the need to know better the factors that determine concrete decisions, because their choices will have an impact on their own development as well as on the economic and cultural development of their country.

The verification of Hypothesis I.2 was made on the basis of a comparative analysis between girls and boys, after equalizing the sample, considering the personality traits, registered in the Personality Questionnaire with 5 CP5F factors.

Table 2. Comparison table between girls and boys
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
CP5F extraversion	Equal variances assumed	5,907	,017	1,613	104	,110	3,899	2,417	-8,95	8,693
	Equal variances not assumed			1,569	82,830	,120	3,899	2,485	-1,044	8,842
CP5F courtesy	Equal variances assumed	6,256	,014	,372	104	,711	,839	2,254	-3,632	5,309
	Equal variances not assumed			,359	76,315	,721	,839	2,336	-3,814	5,491
CP5F Const.	Equal variances assumed	,279	,598	-,616	104	,539	-1,357	2,203	-5,726	3,013
	Equal variances not assumed			-,612	99,053	,542	-1,357	2,215	-5,752	3,039
CP5F Emotional stability	Equal variances assumed	1,368	,245	2,539	104	,013	6,009	2,366	1,316	10,701
	Equal variances not assumed			2,504	93,610	,014	6,009	2,400	1,244	10,774
CP5F Autonomy	Equal variances assumed	2,794	,098	2,920	104	,004	6,521	2,233	2,093	10,949
	Equal variances not assumed			2,867	90,311	,005	6,521	2,274	2,003	11,039

The values obtained show that there is a significant difference between girls and boys in the case of Emotional Stability and in the case of Autonomy, where the significance threshold is less than 0.05.

Table 2 shows that the male participants have the average value of the Emotional Stability factor - 54.06, compared with the female participants - 48.05, so it can be stated that the male subjects have a higher level of the Emotional Stability compared to female subjects, this means that boys tend to think more positively, to be more optimistic, to control their emotions and to trust their own strengths.

In the case of Autonomy, the male participants have the average value of the factor - 56.84, compared with the female participants - 50.32, so it can be stated that the male subjects registered a higher level of Autonomy compared to the female subjects. , this means that boys have a more pronounced tendency to act differently than others, they are more creative, and they are not led by others.

In this case, it can be considered that hypothesis I.2 is valid.

Similar to the results of temperament studies on gender differences in effort control, the strongest effect of gender for the Big Five categories in the analysis of parental descriptions of children aged 3 to 12 from seven countries, girls were described as being more conscientious than boys (De Fruyt, Van Hiel, & Buyst, 1998).

In contrast to adult studies that use self-reports or reports by observers (McCrae, Terracciano et al., 2005), but according to the descriptive approach, remarkable similarities have also been found in several countries for ICID assessments. of the child / adolescent, in terms of Conscientiousness, the girls score higher than the boys.

However, several gender differences were country specific. Slovenian parents, for example, described girls as more emotionally stable than boys, especially due to the low level of fear / insecurity by comparing the two, a result consistent with the findings of a longitudinal, multi-informative ICID study. , made with parents of preteens. (Zupančič & Kavčič, 2005).

The verification of Hypothesis I.3 was made on the basis of a comparative analysis between girls and boys, after equalizing the sample, taking into account the vocational interests, registered in the Interest Assessment Questionnaire (IEC).

Table 3. Comparison result Student's parametric test - vocational interests in boys and girls

Group Statistics					
	Sex	N	Mean	Std. Deviation	Std. Error Mean
CEIIntereseRealiste	Male	53	57,17	19,153	2,631
	Female	71	54,30	17,593	2,088

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
CEIIntereseRealiste	Equal variances assumed	,714	,400	,866	122	,388	2,874	3,317	-3,693	9,441

The values obtained show that there is a significant difference between girls and boys in the case of Social and Artistic Interests, where the significance threshold is less than 0.05.

Table 3 shows that the male participants have the average value of the Social Interest factor - 45.72, compared to the female participants - 75.03, and in the case of the Artistic Interest factor, the male ones have the average value 47.04, compared to the male ones. female - 74.04, so it can be stated that the female subjects registered a higher level of Social and Artistic Interests compared to the male subjects. This means that girls are attracted to less structured activities, which require creative resolution and offer the possibility of self-expression (poetry,

painting, music, design), and they also have an orientation towards activities that require interpersonal relationships (preference for teaching or to help people solve various problems), compared to boys.

In this case, it can be considered that hypothesis I.3 is valid.

The verification of Hypothesis I.4 was performed based on the results obtained from applying the V21 Valuation Questionnaire, and the Interest Valuation Questionnaire (IEC).

Table 4. Correlation test - values and vocational interests

			Correlations						
			VALORI Auton	VAL Resp Regulilor	VAL Siguranta	VAL Rec Prof	VAL Relatii Sociale	VAL Autor	VAL Provo
Spearman's rho	CEI Investigative interests	Correlation Coefficient	,231**	,140	,107	,014	,165	,083	,252**
		Sig. (2-tailed)	,010	,121	,237	,876	,068	,359	,005
		N	124	124	124	124	124	124	124
	CEI Social interests	Correlation Coefficient	,172	,165	,047	,165	,394**	,059	,320**
		Sig. (2-tailed)	,057	,067	,605	,067	,000	,514	,000
		N	124	124	124	124	124	124	124
	CEI Artistic interests	Correlation Coefficient	,137	,054	-,054	,164	,187*	-,012	,172
		Sig. (2-tailed)	,128	,551	,552	,068	,038	,892	,056
		N	124	124	124	124	124	124	124
	CEI Realistic interests	Correlation Coefficient	,101	-,043	-,046	,105	,037	,006	,201*
		Sig. (2-tailed)	,266	,634	,609	,247	,682	,951	,025
		N	124	124	124	124	124	124	124
	CEI Conventional interests	Correlation Coefficient	,060	,200*	-,056	,254**	,240**	,141	,141
		Sig. (2-tailed)	,506	,026	,534	,004	,007	,118	,118
		N	124	124	124	124	124	124	124
	CEI Entrepreneurial interests	Correlation Coefficient	,099	,065	-,070	,219*	,175	,221*	,227*
		Sig. (2-tailed)	,273	,474	,438	,015	,052	,014	,011
		N	124	124	124	124	124	124	124

*. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation table (Table 4) obtained from the above calculation, confirms the presumption that there are correlations between the two aspects, personality traits and vocational interests.

The Investigative Interest factor correlates positively with the Autonomy with a coefficient of 0.231, which means that the higher the autonomy level, the more there is an attraction for research, investigation in various forms and in the most diverse fields (biological, physical, social), cultural etc.). It also correlates with the Challenge factor with a coefficient of 0.252, and this means that the greater the tendency to seek risky activities, the higher the complexity of the planning, implementation and monitoring strategies, the more attraction there is for research, investigation in various forms and in various fields.

Social interests correlate positively with Social Relations with a coefficient of 0.394, and this means that, as long as there is an orientation towards activities that require interpersonal relationships, the more important it is for such a person to focus on building, developing and maintaining some pleasant, uncompetitive relationships with people you come into contact with at school, work or any other field. This factor also correlates with the Challenge with a

coefficient of 0.320, and this means that, the higher the level of social interests, the more important the search for risky activities, with a high level of complexity of the strategies of planning, accomplishment and monitoring.

Artistic interests are positively correlated with the Social Relations with a coefficient of 0.187, and this means that the more there is an attraction to less structured activities, which require a creative solution and offers the possibility of self-expression, the more important it is for such person to focus on building, developing and maintaining pleasant, uncompetitive relationships with the people they come in contact with.

Realistic interests are positively correlated with Challenge with a coefficient of 0.201, and this means that the more there is a tendency to move towards activities that involve the manipulation of objects, machines and tools, the more important the search for risky activities, with a high level of complexity of planning, implementation and monitoring strategies

Conventional interests are positively correlated with the observance of the rules with a coefficient of 0.200, and this means that the more there is a preference for activities that require systematic and orderly manipulation of data or objects in a well-organized and defined framework, the more important it is. organizing and conducting activities according to rules clearly established by others (family, organizations, society). This factor also positively correlates with the Professional Recognition with a coefficient of 0.254, and this means that the higher the level of conventional interests, the more important it is for one person to be respected and admired by others and competent in his field of expertise. activity. This factor also correlates with the Social Relations with a coefficient of 0.240, and this means that the higher the level of conventional interests, the more important is the focus on building, developing and maintaining pleasant, uncompetitive relationships with people. with whom he comes into contact at school, at work or in any other field.

Entrepreneurial interests are positively correlated with the Professional Recognition with a coefficient of 0.219, and this means that, as long as there is a preference for activities that allow initiative and the possibility of coordinating one's activity or group activity, the more important it is for a person to be respected and admired by others and competent in its field of activity. This factor also correlates with the Social Relations with a coefficient of 0.221, and this means that, the higher the level of pre-entrepreneurial interests, the more important is the focus on building, developing and maintaining pleasant, uncompetitive relationships with the people with whom they interact. get in touch at school, work or any other area. It also correlates with the Challenge with a coefficient of 0.227, and this means that the higher the level of pre-entrepreneurial interests, the more important the search for risky activity, with a high level of complexity of the planning, implementation and monitoring strategies. . (Table 4)

In this case, it can be considered that hypothesis I.4 is valid.

The verification of hypothesis I.5 was performed on the basis of a comparative analysis between girls and boys, after equalizing the sample, considering the values, recorded in the Valuation Questionnaire of V2 values.

Table 5. Comparison result Student's parametric test - vocational interests in boys and girls

Group Statistics					
	Sex	N	Mean	Std. Deviation	Std. Error Mean
CEVALORIFollowing the rules	Male	53	62,87	21,517	2,956
	Female	53	70,23	16,853	2,315

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
CEVALORI Following the rules	Equal variances assumed	2,183	,143	-1,960	104	,053	-7,358	3,754	-14,803	,086
	Equal variances not assumed			-1,960	98,354	,053	-7,358	3,754	-14,808	,091

Table 5 shows that there is no significant difference for male and female subjects, in the case of observance of the Rules factor.

There is also a significant difference between girls and boys in the case of Autonomy, Social Relations and Authority, where the significance threshold is less than 0.05.

Table 5 shows that the male participants have the mean value of the Autonomy factor 47.42, compared to the female participants 59.58, in the case of the Social Relations factor, the male participants have the average value 43.65, compared to the female ones 63.35, and In the case of the Authority factor, the males have an average value of 60.66, compared to the females 46.34, so it can be stated that the female subjects registered a higher level for the Autonomy and Social Relations factors and a lower level. in the case of the Authority factor, compared to the male subjects, this means that for girls it is important to have great freedom and diversity in actions; make decisions and make plans according to their own standards (as they think it is right), and it is also important to focus on building, developing and maintaining pleasant, uncompetitive relationships with the people they come into contact with at school, at workplace or any other field. It is also important for boys to have the opportunity to lead others, to make decisions and to take responsibility for their work and for others, as they want to have influence and dominance over the people they work with.

In this case, it can be considered that hypothesis I.5 is valid.

Conclusions

It is well known the importance of identifying some dimensions of the personality structure during adolescence, considering that during this period the correct development of adolescents is based on stimulating more areas in close connection with their activity. A balanced teenager chooses activities that contribute to character development, self-confidence, socializing skills, identifying passions and making decisions. The main purpose of the paper was to identify some dimensions in the personality structure of adolescents that correlate with other aspects of behavior.

We obtained significant differences between male and female adolescents, based on the aspects we identified.

Boys tend to think more positively, to be more optimistic, to control their emotions and to trust their own strengths, and a more pronounced tendency to act differently than others, are more creative, and are not allowed to be led by others. Girls have an attraction for less structured activities, which involve a creative solution and offer the possibility of self-expression (poetry, painting, music, design), and they also have an orientation towards activities that require interpersonal relationships (preference for teaching or learning). help people solve various problems).

For girls it is important to have great freedom and diversity in actions, to make decisions and to make plans according to their own standards, and it is also important to focus on building,

developing and maintaining pleasant, uncompetitive relationships with the people they come into contact at school, at work or in any other field. It is also important for boys to have the opportunity to lead others, to make decisions and to take responsibility for their work and for others, as they want to have influence and dominance over the people they work with.

Also, we obtained significant correlations between the aspects we identified. The lower the level of extraversion, the greater the attraction for research, investigation in various forms and in the most diverse fields (biological, physical, social, cultural, etc.). As the level of kindness and conscientiousness increases, the greater the attraction for research, investigation in various forms and in the most diverse fields. Also, the higher the level of conscientiousness, the more there is a preference for activities that require the systematic and orderly manipulation of data or objects in a well-organized and defined framework, and the more there is a preference for activities that allow initiative and the possibility of coordinating their own activity or the activity of a group. The lower the level of emotional stability, the more there is a tendency to manifest an attraction to less structured activities, which require a creative solution and offers the possibility of self-expression (poetry, painting, music, design). The more a person has a tendency to act differently than others and not be led by others, the more there is a preference for activities that allow initiative and the possibility of coordinating their own activity or the activity of a group.

The higher the level of autonomy, the more there is an attraction for research, investigation in various forms and in various fields. The greater the tendency to seek risky activities, the higher the complexity of the planning, implementation and monitoring strategies, the more there is attraction for research, investigation in various forms and in the most diverse fields. The more there is an orientation towards activities that require interpersonal relationships, the more important it is for such a person to focus on building, developing and maintaining pleasant, uncompetitive relationships with people they come into contact with at school, at work or in any other field. The higher the level of social interests, the more important the search for risky activities, with a high level of complexity of planning, implementation and monitoring strategies. The less there is an attraction to less structured activities, which require a creative solution and offer the possibility of self-expression, the more important it is for such a person to focus on building, developing and maintaining pleasant, uncompetitive relationships with the people with whom get in touch. The more there is a tendency to go towards activities that involve the manipulation of objects, machines and tools, the more important it is to look for risky activities, with a high level of complexity of planning, implementation and monitoring strategies. The more there is a preference for activities that require systematic and orderly manipulation of data or objects in a well-organized and defined framework, the more important the organization and conduct of activities according to rules clearly established by others (family, organizations, society).). The higher the level of conventional interests, the more important it is for a person to be respected and admired by others and competent in his field of activity, also the more important is the focus on building, developing and maintaining pleasant relationships. , non-competitive with people they come into contact with at school, at work or in any other field. The more preference there is for activities that allow initiative and the ability to coordinate one's activity or the activity of a group, the more important for a person to be respected and admired by others and competent in his field of activity, the more it is it is important to focus on building, developing and maintaining pleasant, uncompetitive relationships with people who come into contact with school, work or any other field, and also the more important the search for risky activity, with a high level. complexity of planning, implementation and monitoring strategies.

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