

Perceived benefits of knowing ‘What and How’ of ‘Stream Selection’ after 10th Standard; An Epitome of Evidences

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ABSTRACT

Streampik is a standardized test and assessment based upon the cognitive and mental abilities along with the natural learning style of the candidates. It is a fact that after completing 10th standard the students are unaware of their capabilities so as to know which stream would be the best possible for them in which they can excel. This is the most crucial time when they are stuck in the dilemma of choosing the stream meant for them. Having no other option at that crucial time, at the eleventh hour, they either opt for the stream picked up by their best friends or that facilitated by their parents and relatives. Nonscientific approaches cannot deliver systematic results. The future of a child lies in the effectiveness of education that one has taken. It is required that the child must know his ability, capacity and learning nature along with stream option where he can perform the best. This is possible only if the child comes to know about the suitable stream at an early stage probably while pursuing 10th standard so that he can prepare himself for the time to come without any confusion. This clarity at initial stage will make him confident and acceptable to what he does for attaining education. This makes education meaningful and purposeful. The test was conducted on a total sample of 5820 students these students was studying in 9th, 10th, 11th and 12th standards. It is very important for students to select the right stream at the right time. It was witnessed that an excellent child who can perform the best in the career meant for him might not perform even average in the career which does not match his interest and passion. Research results notified that children can perform their best only if they get the right opportunities that match their interest and passion.

KEYWORDS

Streampik, Standardized, Cognition, Mental abilities, Natural learning style, Stream selection

INTRODUCTION

At the initial stage students tend to select the stream based on such non-scientific ways. No less than the guess work, this system doesn't work for all. No doubt few students might work well having selected the appropriate stream by chance. But the guesswork doesn't work for all who select the stream, they are not meant for. From this point, starts their way towards excuses. When they are not able to perform well, research shows that a majority of them blame their environment including parents, teachers, school, teaching material and even themselves. It is not easy for them to decide at that point if they could continue with the same stream, or should they change the stream. Even if they feel like changing the stream at that point, it is not easy. Education system, school, teachers, parents and relatives do not endorse change of stream in the midway. As a result, the wrong choice is not rectified and rather is stretched and elongated further, most probably to get undesirable results. The chain continuous. Continuing the career in which the child is not interested anymore give him a feeling of dissatisfaction and underachievement. Of course, this makes him under-confident and may develop feeling of insecurity and inferiority in him. Not only this, the evidences show that once a student is unable to perform well, it is very difficult for him to keep pace with his capabilities even if he tries to accomplish and perform better. Eventually the child is blamed for having not performed well in any case not realizing that it may impede child's further performance. It then becomes too late to realize that the child in question could have performed perfectly well in a stream meant for him. He would have been a top performer if he had been into the stream selected scientifically based upon his learning nature, learning pace and his cognitive abilities. Purpose of education is delivered effectively only if the end consumer of education i.e. the child is able to perform up to his potential the education comes out to be meaningful only if every brain can perform to the fullest of its capabilities in sync with its unique learning style. To perceive that stream selection is a matter of personal choice, interest, hobby or temporary inclination is absolutely wrong. Gone are the days when children used to study merely for getting degrees and diplomas in hand. Having capabilities and abilities in black and white matters much less than the expressed proficiency in terms of performing at the top in one's choice of career and profession. The former one is very common found almost everywhere. We seldom see around us such people who are not literate but the latter one is hard to find. The children who are the top performers tend to select their stream wisely so as to leave no stone unturned during their educational period. However it is not easy to find out the stream best suitable for a child through non-scientific manners. Scientific methods are required to know precisely the abilities of the child, his learning nature and the stream best suited to him. The child can also perform in the other streams, but hardly can he become a top performer over there. A perfect blend is mandatory to become top performer in terms of one's capabilities and the tasks in hand and those accomplished. It is required that the child must know his ability, capacity and learning nature along with stream option where he can perform the best. This is possible only if the child comes to know about the suitable stream at an early stage probably while pursuing 10th standard so that he can prepare himself for the time to come without any confusion. This clarity at initial stage will make him confident and acceptable to what he does for attaining education. This makes education meaningful and purposeful. The conceptual clarity would be better, the attainment of education would be aimed and the child will have opportunities to gain and excel in the

educational sector. Education will become universally acceptable as a desirable field for even those children who consider education as an undesirable compulsion. Having this achieved, our nation would be heading towards 'educated all'. If every child select a stream best suited to him, it would be easy for him to access and gain education and delivering results thereafter. Every child will be confident enough to perform at the top in his selected career. The myth that only one can be the best performer will be dumped, with the new notion coming in. According to this new notion, each child can become a top performer and can accomplish the tasks in the best possible way. The interest in education would rise. The inclination towards study will become high. Education will not remain the sector which needs to be imposed, rather it would become no less than a craving for every child. Superhas endorsed the career development inventory in 1973 through a sole research backed by another research in collaboration with Hallin 1978 aiming at career development, its exploration and planning which corroborates with the idea that stream selection has to be planned in an efficient manner rather than being taken in a casual way. Jepsen and Prediger(1981)laid emphasis on the dimensions of adolescent career development through a multi-instrument analysis explaining the fact that career should be chosen in a scientific manner. The same idea was concurred by Thompson et. al (1981)through the career development inventory. In common, it was found by Palmer and Cochran(1988)that the parents have been the main agents of career development, so their awareness regarding the scientific techniques for selecting the career and stream. Savickas(1990)supports that the career decision-making course is another scientific approach to a great career. Brancati et. al (1992)assumes that the early predictors of career achievement are important to understand as supported by Leong and Chervinko(1996). Gati and Saka(2001) and Borchert (2002) have also discussed that the high school students face decision-making difficulties related to their career which must be addressed appropriately. Eccles et. al (2004)and Helwig(2004)highlighted the importance of appropriate in the career development of students. In corroboration, Lounsbury et. al (2005)investigated big five personality traits and career decidedness among early and middle adolescents. Hasan(2006)narrated the career maturity of adolescents as a function of self-concept and vocational aspiration. Pandya(2017) studied the reasoning ability and guidance for stream selection for 10th standard students. Priyanga and Nancy(2019)explained the importance of wise stream selection. Teychenne et. al (2019)explained that the career adaptability depends upon the right and wise selection based upon one's capabilities.

METHODOLOGY

The test was conducted on a total sample of 5820 students these students was studying in 9th, 10th, 11th and 12th standards. There were 805 students who were pursuing 9th and 10th standard whereas there were in total 5015 students who were pursuing 11th and 12th standard. The test was administered on these students to find out if they were interested and passionate regarding the stream recommended through StreamPik and if they were performing well in their school academics. In context with the sample selected through 11th and 12th standard, this group is further categorized into two subgroups. The first group consisted of 3720 students. StreamPik assessment was administered before selecting their stream to be pursued in 11th

standard. All these students had opted for Streampik assessment while pursuing their 10th standard or at least before starting their 11th standard.

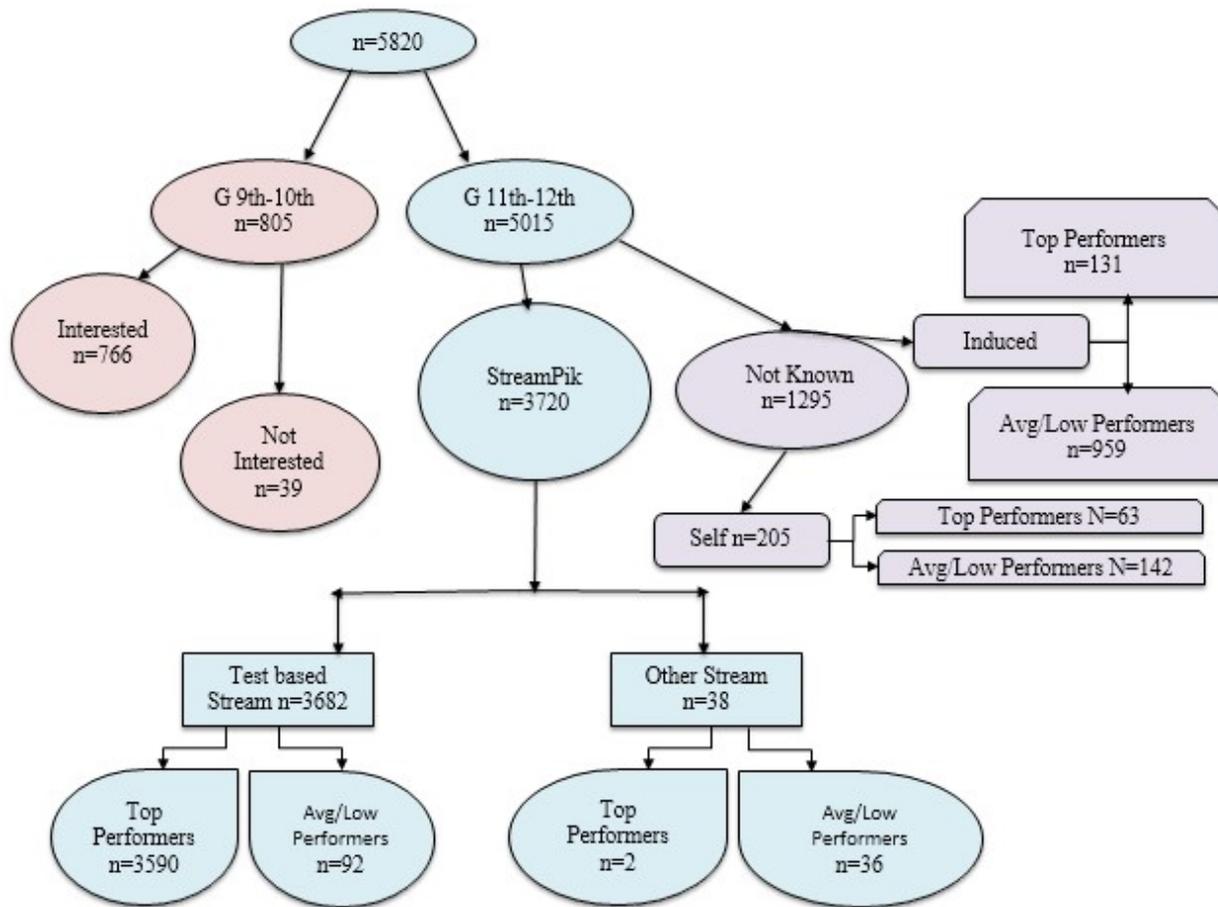


Fig.1 Sampling and portrayed reflections

However out of these students 3682 students opted for the stream that was recommended through the test while 38 students did not opt for the recommended stream, rather they had opted for the other streams. Besides, the second sub group consisting of 1295 students who were the aboriginal subjects who had all do not opted for Streampik to select the stream. In addition it was unknown to the researcher about the notion how they opted for their preferred stream. When the students were interviewed regarding their selection of the stream chosen by them, out of these 1295 students, 205 students had opted for their proffered stream on their own whereas 1090 students adopted for the stream as influenced by their friends, parents or relatives. To see the effectiveness of the Streampik, from all the subgroups, top performers and average or low performers were segregated on the basis of data collected in terms of their marks and performance in the school. To make the data authentic, it was insured to include both the genders, males as well as females through various social demographic profiles.

RESULT AND DISCUSSION

After collecting the data the same were analysed for further reporting. It was observed that out of 805 students studying in the 9th and 10th standard on whom the assessment was administered, 95.16% were truly interested in the stream recommended to them through the assessment. They had acknowledged that the stream that was recommended through the assessment to them perfectly matched their interest and passion for the stream and subjects. In contrast there were 4.84% students who claimed that they were not interested in the stream that was recommended through the assessment.

Table 1: Sample Selection (Grade 9th 10th)

9th - 10th (n=805)	N	%
Interested	766	95.16
Not Interested	39	4.84

Table 2: Sample Selection (Grade 11th 12th)

11th - 12th (n=5015)		Self (n=205)	Influenced (n=1090)	StreamPik (n=3720)	
				Test based Stream (n=3682)	Other Stream (n=38)
Top Performers	N	63	131	3590	2
	%	30.73	12.02	97.50	5.26
Avg/Low Performers	N	142	959	92	36
	%	69.27	87.98	2.50	94.74

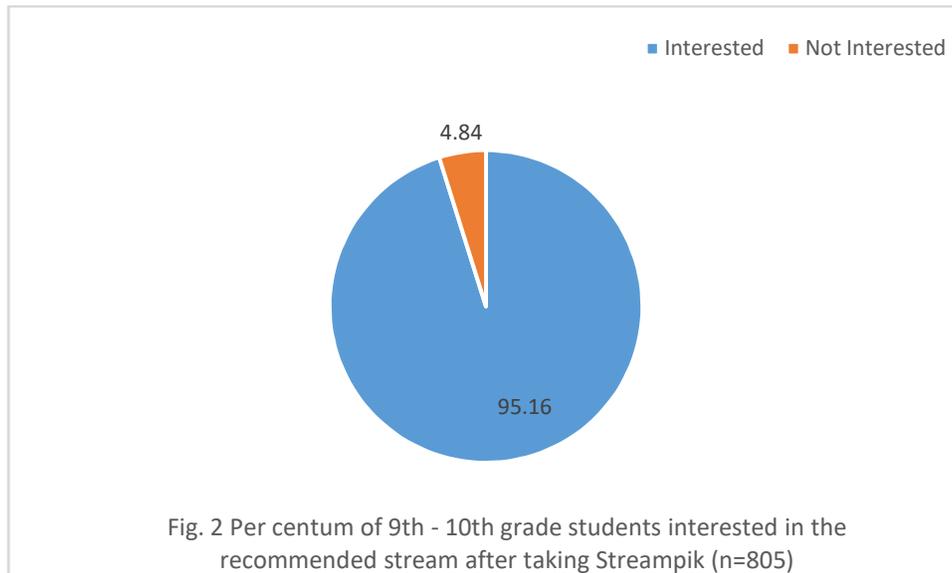
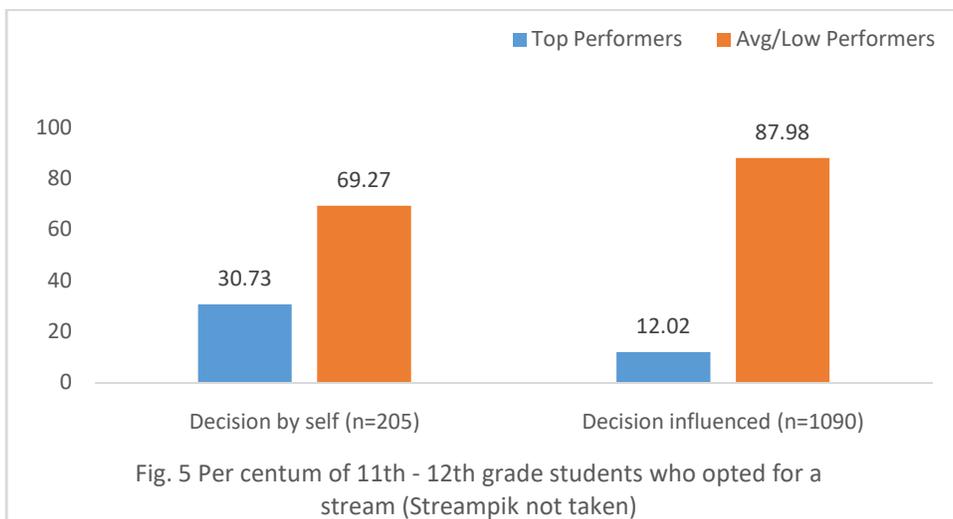
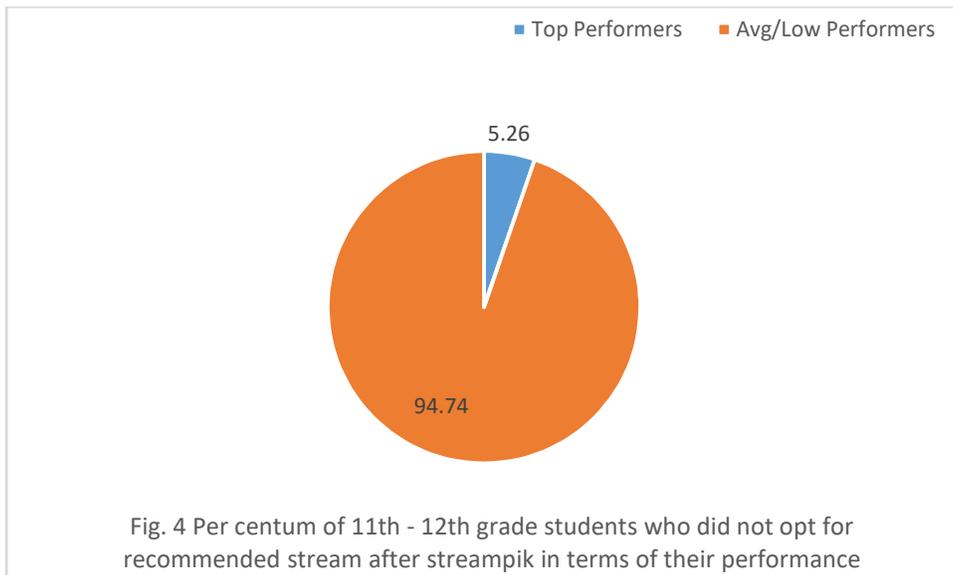
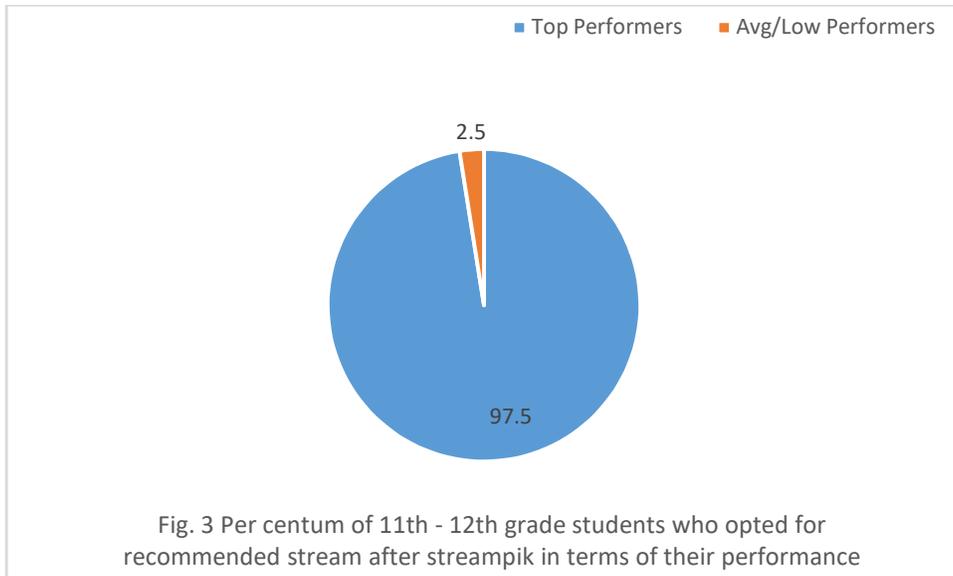


Fig. 2 Per centum of 9th - 10th grade students interested in the recommended stream after taking StreamPik (n=805)



When the data of students pursuing their 11th and 12th standard were analysed, it was observed that 97.5 % students who opted for recommended stream after streampick were the top performers whereas only 2.5 % of them were average or low in performance. It was further noticed that 94.7 % students who did not opt the recommended stream after streampick were low or average performers while only 5.2 % in this category performed at the top in their class and school. When the data were analysed for the students who had not taken streampick, it was observed that 30.7 % students performed at the top who had taken decision of the stream selection on their own whereas 59.2 % of them were average or low performers. However in case of those whose decision of taking the particular stream was influenced by the parents, relatives or friends, only 12.02 % performed at the top while the majority of them quantifying to 87.98 % came out to be average or low in performance.

CONCLUSION

After the entire analysis, it could be notified that it is not an easy task to select the stream while studying in 9th and 10th standard. The right stream selection in 11th and 10th standard is an important aspect which should not be ignored. It is very important for students to select the right stream at the right time. It has been further recorded that the children can perform their best only if they get the right opportunities that match their interest and passion. An excellent child who can perform the best in the career meant for him might not perform even average in the career which does not match his interest and passion. It becomes the responsibility of parents and teachers to ensure that the child is able to perform well and use best of his capabilities in whatever he does. The entire future of the children lie in the right decision making at this crucial time. The vital aspect of selecting the right career should not be ignored or overlooked just to impose the parental aspirations on the children.

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