Career Stream Choice among Science, Commerce and Humanities Students

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ABSTRACT: A Stream Assessment Questionnaire (SAQ) to assess student's Personality Type, Activity Interests, and Aptitude in different streams like Science, Commerce, and Humanities was constructed. The SAQ for Personality Type was based on Holland's code which includes six areas, *i.e.,* Realistic, Investigative, Artistic, Social, Enterprise, and Conventional. The SAQ for Interests factor was constructed which also includes six areas, *i.e.,* Scientific Activities(SCA), Mathematical Activities(MA), Business Activities(BA), Management Activities(MTA), Social Activities(SA), Artistic Activities(AA). The SAQ for Aptitude factor was constructed which include five areas, *i.e.*, Numerical Skill(NS), Logical Skill(LS), Communication Skill(CS), Analytical Reasoning(AR), Abstract Reasoning(ATR). SAQ was administrated to 120 students of grade 11th and 12th class taken on convenience basis from Indian school of Dar es Salaam, Tanzania. Results indicated that there is the difference in Personality Type, Activity Interests, and Aptitude among Science, Commerce and Humanities students. The studyindicates that the Science stream students are more Realistic and Investigative Personality Type than the Commerce and Humanities students, and Commerce stream students are more Enterprise and Conventional Personality Type than Science and Humanities students whereas Humanities stream students are more of Artistic and Social Personality type than Science and Commerce stream students. As per the study, the Interests of the Science students are in Scientific, Mathematical activities whereas Commerce stream students have Interests in Business and Management activities and the Humanities stream students are more interested in Social and Artistic activities. The Aptitude result shows that the Science students have the high Numerical Skill and logical Skill whereas the Commerce students have high Analytical Reasoning and Communication Skill. The Humanities students have high Abstract Reasoning and Analytical Reasoning.

Keywords: Career Stream Selection, Career Guidance, Aptitude, Personality, Interests

I. INTRODUCTION

Career plays a vital role in an individual's life, and career planning is essential for a successful career [1]. It starts with the right career stream or right subject combination choice after class 10. The career stream selection decision becomes the base for the future career. So, it should be chosen with care, as once it is taken it would be difficult to reverse. Thus, Stream selection after class 10th becomes a critical decision for student's life. Students decide with puzzled mind and end up with selecting the wrong stream, and its result is that the student is not able to make a career in the right direction and feels depressed due to poor performance, sometimes students start hating the subjects and quit in between the course period. The wrong prior decision becomes the burden throughout one's life when it is taken out of peer pressure or parental pressure or due to lack of knowledge [2-4]. Hence it is vital for every student to choose the stream carefully for better career prospects in future. If one has to make a career in one particular field, the related subjects should be chosen right from the beginning. For that, one should have awareness about their interest, abilities, and skills also able to analyze their strengths and weaknesses [5-7]. Guidance from experts and experienced people always matters as to get knowledge while choosing the stream. Healthy discussions with parents and seniors will help to choose the right stream. One can take the help of a career counselor who can guide the suitable subjects and career as per the aptitude combinations and will also help in picking the right subjects

and planning for future courses. But at the time of career choice, students choose a stream based on their marks of 10th class, not on what they are passionate [8]. In some schools, the stream is allotted by past academic performance. Science is the choice of many good scorers as it offers the most variety of courses and has the option of shifting to other courses after 12th if the need arises. The not so good scorers are left with no option but to take up the stream allotted to them by the school. This is not the right way to choose a stream after class 10th because a student's career depends on the stream they choose. How well a child will do in one subject will be determined by the study habits, teacher, interest, personality, and aptitude. The factors that play a major role are interest, personality, and aptitude. Different subjects require different aptitude combinations to understand the concept.

Every child is unique. He has a Personality type, Activity Interests, and Aptitude that differs from another child. At the stage of career decision, these factors play a significant role in career stream selection. Within three options, a child has to choose one stream by understanding his Personality Type, Activity Interests, and Aptitude. The research was designed to identify the characteristics of Science, Commerce, and Humanities students by Personality Type, Activity Interests, and Aptitude. This study will be very helpful for the development of the career stream assessment system for high school students and will be helpful in career decision [9-12].

The objective of this study wasto study the characteristics of Science, Commerce, and Humanities stream students based on Personality Type, Activity Interests, and Aptitude and to evaluate the characteristics of students, streamwise. In order to meet our objectives, the following hypothesis was made.

II. METHODOLOGY

In this research phase attempts were made to determine the Personality Type, Activity Interests, and Aptitude of students at secondary level. The descriptive research was used. Following steps were followed:

The target population of the study was the Educationist, Counselors, and Students from Indian school of Dar-es-Salaam, Tanzania. The population for the study comprised of all the private, public and Government schools of India and Abroad, under CBSE. The setting selected for the study was Dar es Salaam, one of the states of Tanzania. The students enrolled in Indian school of Dar es Salaam were from all over India.

Sample

In the present research, the researcher has chosen two Counselors, 9 Educationist and 120 students from Indian schools of Dar es Salaam, Tanzania by applying random sampling technique. The sample of the research comprised of students of the 11th and 12[th]grade of the age group of 15 to 17 years. The sample was classified into three groups according to three streams of the populations, *i.e.,* Science, Commerce, and Humanities. The researcher has selected already counseled students to get the accurate data regarding the characteristics of all the three streams. To ensure the criteria of large sample size total no of the sample (n=120) was taken for the study.

Sampling Design

Sampling Element. Sampling element is the unit from which information is collected, which becomes the basis of analysis. In the presentresearch, it refers to secondary school students.

Sampling Technique. Nonprobability sampling also is known as purposive sampling technique was used to identify the sample, only one school, i.e., Indian School DSM was chosen for the study.

Data Collection (sources)

Primary Data:

1. School Students Survey.
2. Counselors and Educationist Interview /Survey.

Secondary Data:

 1. Books related to study conducted.
 2. Documents Published or unpublished
 3. Referred Journals and Research papers.
4. Internet
5. Various Websites

Pilot Study

Design

Subjects: Participants in the pilot study were students of Indian school DSM. Participants include class XI and XII class with Science, Commerce, and Humanities stream.

Sample size consideration: The sample size of the study with a total number of 120 students of class XI and XII from which 40 students from each class taken on a random basis from Indian school of Dar es Salaam, Tanzania.

Inclusion criteria: To be eligible for participants in this research, participants in this research, participants should at least 14 years of age, participants had been studied in class XI or class XII in the participating organization and must pass through a counseling process before taking stream in class XI.

Recruitment: For study participants selection from Indian school DSM, firstly permissions were taken from the head of the school for choosing experts for Content validation of Initial Item Pool, and for the Pilot Study on the secondary students. After getting permission letter for expert's opinion for content validity, An invitation was sent to Experts group participants via electronic mail including its main objective and an overall description of the study. The expert's group has given their opinion by the questionnaire. Ratings about the items were provided on a four-point Likert unipolar response scale ranging from 0 to 3 values. Experts have given their opinion regarding scales and items. After getting experts opinion, the initial item pool was reframed, and a revised Item Pool or the SAQ was constructed. After the construction of SAQ tool, the Pilot Study was done on the chosen sample.

Study Measures

Background Performa: The participant's background Performa has seven items. The participants were requested to fill the name and age. For the rest of the items namely, class, school, city, gender, and current stream. The participantselects the suitable option provided by the given alternatives.

Stream Assessment Questionnaire(SAQ): The SAQ consists of three sections.The first section has PTQ measuring participant's reported characteristics based on six personality scales, *i.e.,* Realistic, Investigative, Artistic, Social, Enterprise, Conventional.The second section has AIQ measuring participant's reported characteristics based on student's interests in activity, *i.e.,* SCA, MA, AA, SA, BA, MTA and the third section has AQ measuring participant's reported characteristics based on aptitude, *i.e.,* NS, LS, AR, CS, ATR.In the second section, respondents were asked to give their opinion regarding their personality. They were asked to choose one option among the four choices. In the second section, respondents were asked to answer questions about their interests. In the third or the last section, respondents were asked to answer questions about their aptitude.

PTQ Items: Self-reported personality type was measured using Holland's code. The 24 items (items 1-24 in the appendix) resulting from the content validation were used in the pilot study for reliability testing of PTQ items, and to get the respondents characteristics regarding personality. Ratings were provided on a four-point Likert unipolar response scale ranging from 0(low value) to 3(high value).

AIQ Items: The interest's items are 24 items self-administered questionnaire that was used in the pilot study. For psychometric testing of in the pilot study for reliability testing of AIQ items, and to get the respondents characteristics regarding Interests. Ratings were provided on a four-point Likert unipolar response scale ranging from 0(low value) to 3(high value).

AQ Items: The aptitude's items are 20 items self-administered questionnaire that was used in the pilot study for reliability testing of AQ items, and to get the respondents characteristics regarding Aptitude. Ratings were provided on a four-point Likert unipolar response scale ranging from 0(low value) to 3(high value).

III. DATA ANALYSIS AND INTERPRETATION

A. Personality Questionnaire
The table 1 shows that Science students realistic and investigative personality constructs score at the high level while the enterprise and conventional were at the moderate level. Social and artistic constructs were at the low level. We will consider Construct of personality more than 70% from a high-level score of Science students. This shows that Science students have a high level of Realistic and Investigative personality. The table 1 shows that Commerce students' enterprise and conventional personality constructs score at the high level while the realistic and social constructs were at the moderate level. Investigative and artistic constructs were below the midpoint. We will consider Construct of personality more than 70% from a high-level score of Commerce students. It shows that Commerce students have a high level of Enterprise and Conventional personality. Humanities students have artistic and social personality constructs score at the high level while the investigative and enterprise constructs were at the moderate level. Realistic and conventional constructs were below the midpoint. We will consider Construct of personality more than 70% from a high-level score of Humanities students. It shows that Humanities students have a high level of Artistic and Social personality.

Table 1: Categorization of the proportion of respondent scoring at a different level for PTQ constructs of Science, Commerce and Humanities students.

Level			PTQ Constructs					
High	**Stream**	**Realistic**	**Investigative**	**Artistic**	**Social**	**Enterprise**	**Conventional**	
	Sc.	32/40	29/40	19/40	19/40	17/40	17/40	
	Com.	6/40	8/40	5/40	12/40	6/40	11/40	
	H.	2/40	3/40	16/40	16/40	17/40	12/40	
Moderate	Sc.	13/40	19/40	21/40	25/40	28/40	28/40	
	Com.	23/40	12/40	17/40	7/40	9/40	10/40	
	H.	4/40	9/40	2/40	8/40	3/40	2/40	
Low	Sc.	18/40	12/40	28/40	29/40	16/40	16/40	
	Com.	9/40	16/40	9/40	6/40	14/40	10/40	
	H.	13/40	12/40	3/40	5/40	10/40	14/40	

Table 2: Categorization of frequency and percentage of respondents' high-level scoring for PTQ constructs of Science, Commerce and Humanities students.

Stream		PTQ Constructs						
Science		**Realistic**	**Investigative**	**Artistic**	**Social**	**Enterprise**	**Conventional**	
	Frequency	32/40	29/40	19/40	19/40	17/40	17/40	
	Percentage (%)	80	72.5	47.5	47.5	45	45	
Commerce	Frequency	13/40	19/40	25/40	21/40	28/40	28/40	
	Percentage (%)	35	47.5	62.5	53.5	70	70	
Humanities	Frequency	18/40	12/40	29/40	28/40	16/40	16/40	
	Percentage (%)	45	30	72.5	70	40	40	

For PTQ, the mean and Standard Deviation (Table 3) was observed and it was found that the mean of all the scale for science, commerce, and humanities stream are different. The streams characteristics are differentiate based on the highest mean and lowest SD; the personality type was categorized.

The results indicated that Science students' scientific and mathematical activities interest constructs score at the high level while the Artistic and management activities construct was at the moderate level, social and business activities constructs were at low level. We will consider Constructs of interest more than 70% from a high-level score of Science students. This shows that Science students have high level scientific and mathematical activities interest.

The results indicated that Commerce student's business and management activity interest constructs score at the high level while the mathematical and social activity constructs were at the moderate level and the scientific and artistic activity constructs score at a low level. We will consider Construct of interest more than 70% from a high-level score of Commerce students. It shows that Commerce students have a high level of business and management activity interest

Table 3: Descriptive for PTQ Scale Constructs of Science, Commerce, and Humanities students.

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound
Realistic	**Science**	**40**	**9.28**	**2.439**	**.386**	**8.50**
	Commerce	40	7.73	2.542	.402	6.91
	Humanities	40	7.18	2.943	.465	6.23
	Total	120	8.06	2.775	.253	7.56
Investigative	**Science**	**40**	**8.85**	**2.723**	**.430**	**7.98**
	Commerce	40	8.03	3.017	.477	7.06
	Humanities	40	7.15	3.167	.501	6.14
	Total	120	8.01	3.031	.277	7.46
Artistic	Science	40	7.13	2.766	.437	6.24
	Commerce	40	8.03	3.363	.532	6.95
	Humanities	**40**	**9.20**	**3.023**	**.478**	**8.23**
	Total	120	8.12	3.152	.288	7.55
Social	Science	40	7.20	3.904	.617	5.95
	Commerce	40	8.10	2.734	.432	7.23
	Humanities	**40**	**9.70**	**2.700**	**.427**	**8.84**
	Total	120	8.33	3.304	.302	7.74
Conventional	Science	40	7.10	3.272	.517	6.05
	Commerce	**40**	**8.75**	**2.994**	**.473**	**7.79**
	Humanities	40	7.00	2.242	.354	6.28
	Total	120	7.62	2.957	.270	7.08
Enterprise	Science	40	7.13	2.884	.456	6.20
	Commerce	**40**	**8.88**	**2.513**	**.397**	**8.07**
	Humanities	40	6.90	2.942	.465	5.96
	Total	120	7.63	2.902	.265	7.11

Table 4: Categorization of the proportion of respondent scoring at a different level for AIQ constructs of Science, Commerce and Humanities students.

Level	AIQConstructs						
	Stream	SCA	MA	AA	SA	BA	MTA
High	Sc.	32/40	29/40	19/40	19/40	17/40	17/40
	Com.	15/40	13/40	20/40	24/40	29/40	33/40
	H.	18/40	16/40	29/40	30/40	15/40	11/40
Moderate	Sc.	6/40	8/40	5/40	12/40	6/40	11/40
	Com.	5/40	22/40	18/40	7/40	8/40	5/40
	H.	10/40	11/40	8/40	6/40	15/40	17/40
Low	Sc.	2/40	2/40	16/40	9/40	17/40	12/40
	Com.	10/40	5/40	2/40	9/40	3/40	2/40
	H.	12/40	13/40	3/40	4/40	10/40	12/40

Table 5: Categorization of frequency and percentage of respondents' high-level scoring for AIQ constructs of Science, Commerce and Humanities students.

Stream	Interest Factor						
Science		SCA	MA	AA	SA	BA	MTA
	Frequency	32/40	29/40	19/40	19/40	17/40	17/40
	Percentage (%)	80	72.5	47.5	47.5	42.5	42.5
Commerce	Frequency	15/40	13/40	24/40	20/40	29/40	33/40
	Percentage (%)	37.5	32.5	60	50	72.5	83.5
Humanities	Frequency	18/40	16/40	30/40	29/40	15/40	11/40
	Percentage (%)	45	40	75	72.5	37.5	27.5

For AIQ, the mean and Standard Deviation (Table 6) was observed and it was found that the mean of all the scale for science, commerce, and humanities stream are different. The streams characteristics are differentiate based on the highest mean and lowest SD; the personality type was categorized.

Table 6: Descriptive for AIQ Constructs of Science, Commerce, and Humanities students.

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
						Lower Bound
SCA	Science	40	**9.28**	**2.439**	**.386**	**8.50**
	Commerce	40	7.70	2.980	.471	6.75
	Humanities	40	7.30	2.902	.459	6.37
	Total	120	8.09	2.890	.264	7.57
MA	Science	40	**8.85**	**2.723**	**.430**	**7.98**
	Commerce	40	7.65	2.607	.412	6.82
	Humanities	40	6.98	2.904	.459	6.05
	Total	120	7.83	2.833	.259	7.31
AA	Science	40	7.20	3.904	.617	5.95
	Commerce	40	7.98	2.713	.429	7.11
	Humanities	40	9.83	2.640	.417	8.98
	Total	120	8.33	3.304	.302	7.74
SA	Science	40	7.13	2.766	.437	6.24
	Commerce	40	7.83	3.419	.541	6.73
	Humanities	40	9.33	2.912	.460	8.39
	Total	120	8.09	3.157	.288	7.52
BA	Science	40	7.10	3.272	.517	6.05
	Commerce	40	8.58	2.845	.450	7.66
	Humanities	40	6.98	2.236	.354	6.26
	Total	120	7.55	2.887	.264	7.03
MTA	Science	40	7.13	2.884	.456	6.20
	Commerce	40	9.25	2.529	.400	8.44
	Humanities	40	7.00	3.030	.479	6.03
	Total	120	7.79	2.984	.272	7.25

The results indicated that Humanities student's social and artistic activities interest constructs score at the high level while the business and management activities construct were at the moderate level, scientific and mathematical activities constructs were at low level. We will consider Construct of interest more than 75% from a high-level score of Humanities students. It shows that Humanities students have a high level of social and artistic activities interest.

B. AQ constructs Result
The results indicated that Science students' numerical and logical skill aptitude constructs score at the high level while the communication skill and abstract reasoning were at the moderate level, analytical reasoning construct was

at a low level. We will consider construct of aptitude more than 75% from a high-level score of Science students. It shows that Science students have a high level of numerical and logical skill aptitude.

Table 7: Categorization of the proportion of respondent scoring at a different level for AQ constructs of Science, Commerce and Humanities students.

Level	AQ Scale					
High	Stream	**NS**	**LS**	**AR**	**CS**	**ATR**
	Sc.	36/40	32/40	17/40	12/40	17/40
	Com.	13/40	16/40	35/40	32/40	12/40
	H.	17/40	17/40	32/40	14/40	34/40
Moderate	Sc.	3/40	7/40	6/40	18/40	15/40
	Com.	21/40	14/40	4/40	5/40	25/40
	H.	10/40	10/40	4/40	18/40	4/40
Low	Sc.	1/40	1/40	17/40	10/40	8/40
	Com.	6/40	10/40	1/40	3/40	3/40
	H.	13/40	13/40	4/40	8/40	2/40

The results indicated that Commerce students' analytical reasoning and communication skill aptitude constructs score at the high level while the numerical skill and abstract reasoning were at the moderate level and logical skill constructs were at low level. We will consider construct of aptitude more than 75% from a high-level score of Commerce students. It shows that Commerce students have a high level of analytical reasoning and communication skill aptitude.

The results indicated that Humanities students' abstract and analytical reasoning aptitude constructs score at the high level while the communication skills were at the moderate level, logical and numerical skills constructs were at low level. We will consider construct of aptitude more than 75% from a high-level score of Humanities students. It shows that Humanities students have a high level of abstract and analytical reasoning aptitude.

Table 8: Categorization of frequency and percentage of respondents' high-level scoring for AQ Scale Constructs of Science, Commerce and Humanities students.

Stream	AQ constructs					
Science		Numerical Skill	Logical Skill	Analytical Reasoning	Communication Skill	Abstract Reasoning
	Frequency	36/40	32/40	17/40	12/40	17/40
	Percentage (%)	80.5	80	42.5	30	42.5
Commerce	Frequency	13/40	16/40	35/40	32/40	12/40
	Percentage (%)	32.5	40	87.5	80	30
Humanities	Frequency	17/40	17/40	32/40	14/40	34/40
	Percentage (%)	42.5	42.5	80	35	85

It was observed and it was found that the mean of all the scale for science, commerce, and humanities stream are different. The streams characteristics are differentiate based on the highest mean and lowest SD; the personality type was categorized.

The outcomes of the descriptive analysis of data signify that

The Personality type of Science, Commerce, and Humanities stream students are different
Science students are more of Realistic(R) and Investigative(I) Personality type as compared to Commerce and Humanities students. Commerce students are more of Enterprise(E) and Conventional(C) Personality Type as compared to Science and Humanities students.Humanities stream students are more of Artistic(A) and Social(S) Personality type as compared to Science and Commerce students.

Table 9: Descriptive for Aptitude Constructs of Science, Commerce, and humanities Students.

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
						Lower Bound
NS	Science	40	8.68	1.607	.254	8.16
	Commerce	40	7.50	2.792	.441	6.61
	Humanities	40	7.13	3.653	.578	5.96
	Total	120	7.77	2.866	.262	7.25
LS	Science	40	8.95	2.050	.324	8.29
	Commerce	40	7.65	3.332	.527	6.58
	Humanities	40	7.10	3.395	.537	6.01
	Total	120	7.90	3.066	.280	7.35
AR	Science	40	7.30	3.681	.582	6.12
	Commerce	40	8.28	1.377	.218	7.83
	Humanities	40	9.18	2.678	.423	8.32
	Total	120	8.25	2.829	.258	7.74
CS	Science	40	7.00	3.004	.475	6.04
	Commerce	40	8.85	2.259	.357	8.13
	Humanities	40	7.33	3.190	.504	6.30
	Total	120	7.73	2.936	.268	7.19
ATR	Science	40	7.68	3.300	.522	6.62
	Commerce	40	6.68	1.559	.246	6.18
	Humanities	40	8.10	1.277	.202	7.69
	Total	120	7.48	2.294	.209	7.07

The Activity Interests of Science, Commerce, and Humanities stream students are different

Science students are more interested in Scientific Activity(SCA) and Mathematicalactivity(MA) compared to Commerce and Humanitiesstudents.Commerce students are more interested in Business Activity(BA) and Management activity(MTA) as compared to Science and Humanities students. Humanities stream students are more interested in Artistic Activity(AA) and Social Activity(SA) as compared to Commerce and Science students.

The Aptitude of Science, Commerce, and Humanities stream students are different

Science students have more of Numerical Skill(NS) and Logical Skill(LS) as compared to Commerceand Humanities students.Commerce students have more of Analytical Reasoning(AR) and Communication Skill(CS) as compared to Science and Humanities students.Humanities stream students have more of Analytical Reasoning(AR) and Abstract Reasoning(ATR) compared to Science and Commerce students.

Based on above outcomes, the researcher has developed a Career Stream Assessment Model(CSCM) that best describes the characteristics of Science, Commerce, and Humanities stream students on the basis of Personality Type, Activity Interests, and Aptitude.

IV. CONCLUSION

The purpose of this research was to identify the characteristics of Science, Commerce and Humanities students, by personality, Interests, and Aptitude. The null hypothesis was checked for all the three factors and was rejected. It was found that all the three streams, *i.e.,* Science, Commerce, and Humanities have different personality characteristics, Different activity interests, and different aptitude characteristics.

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