"A CRITICAL STUDY OF ACADEMIC CAREER IN RELATION TO PSYCHOSOCIAL PERSPECTIVE"

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ABSTRACT:

Education has become highly competitive and commercial complex and rapidly changing world of work. In educational institutions, success is measured by academic performance. Academic achievement and academic career is the outcome of the education. The aims of the present study to address a gap in current research problems. This is done by encompassing various psychological and Psychosocial perspective capacities posed by academic careers in the contemporary workplace as a requirements in industrial jobs and labour market conditions for professional manpower. In the

present study it is investigated that whether a successful academic career choice intervention reduced psychological problems. The development of Para professional, occupational selection are more difficult in present period. An essential element that determines individual's life standard is a career. Today academic career concept assumes an important mediating role in deciding economic welfare and status within psychosocial perspective. Academic career choice is a life-long, dynamic process involving challenging decision and ambitions. Making decisions about what to do after graduation especially about academic career requiring in a level of higher education, is important for high school students. Academic career counseling activities in school's are more necessary and vital for such students as they contribute to improving academic career decision making skills. Students must improve such skills to choose the right academic career. Thus students need to be helped in making meaningful occupational selection preparation for an entry into them to have fulfilling and rewarding career.

KEYWORDS: *Academic career, Competitive, Commercial complex, Psychosocial perspective.*

INTRODUCTION

We are living in a highly complex and rapidly changing world of work. There are changing requirements in industrial jobs, altered market conditions for professional manpower. The development of Para professional, occupational selection more difficult than era. The young students in colleges and universities need to be informed about various jobs and openings available to them and the requirements, responsibilities and the nature of work involved in them so that they could measure them-selves and develop and crystallize their occupational gaols. They need to be helped in making

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meaningful occupational selection and preparation for an entry into them to have fulfilling and rewarding career. The need for helping the student in the choice of proper career is further enhanced due to the fact that majority of our student's in colleges and universities are the first generation learners. In their family they have no one with an experience of college or university education available and wide range of jobs open them. These student's need mature help in making a judicious occupational choice. Hence the need of adequate guidance and career counseling arrangement in our college and universities. An essential that determines individuals life standard is a career. Today concept of career is assume as an important for college and higher education and mediating role in deciding economic welfare and status within psychosocial perspective, this makes the condition of choosing a career even more critical. Career choice is a lifelong dynamic process involving challenging decisions and ambitions, Career choice in our life or age is increasingly getting more difficult and complicated. In this sense how students set career goals, which would meet both their own and others expectations. The student undergoes a great deal of turmoil and searching to give meaning to their life. They have then conflicts and anxieties. They feel disillusioned regarding higher education. They find that colleges and universities, instead of imparting them education, just enable them to pass examinations. They sunk and cheated. When this education does 'not enable them to get immediate employment. Similarly they have their personal conflict and anxieties. They have the problems about their parents and family, their relations to boys and girls friends. They have the problems of adjusting their personality to the world of people of ethical idea's and goes situation's for talking all these situations successfully, they need someone to sort our the strands they need some strong, tactile presence of a hand guiding the anxious and enabling them to develop realistic expectation's. According to the psychology everybody learns on the basis of inborn capacity, such perception, learning by doing and etc. Every person, have intelligence, when you give knowledge to students, then it is very necessary to identify the mental level. In ancient periods our teachers thought the students by this process and they gave the different type of educations. In persons have good academic record they get good job with full of satisfactions and poor academic record prodded to manual job. It is universal true that the high academic career always gets the higher and superior jobs and viva-voce. The all-round development of man is possible only though the education. Today great number of students are backward and they cannot be thought effectively. Thus these are not only problem for the teachers but also become problems for the whole nation. This problems is also seen male and female students. India needs more scientists, technicians educationists and administrators of super quality to trained its man power in all fields to keep himself a breast of the latest advances taking in other parts of the world. The role of educations always remains important for the development of the personality of a child and so it is the first duty of teachers to discover the solution of the problems between teacher and tought after long years of slavery our country is reawaking with new courage and this reawaking depends upon the nature of educational system of this country, when justices will be done with the future, generation by solving the educational problems. Against this background efforts have been made to assess the role of GMA on academic particularly adolescents students.

REVIEW OF LITERATURE

There are so many interesting studies which conducted and reports on academic career in relation to general mental ability among the students and how often the knowledge of psychosocial evaluations influences the individual thoughts and judgment of physical dimensions, personality factor and other educational career and psychological variables. The studies revived in the following few passages have accordingly been arranged to arrive an empirical understanding of relationship between academic career and general mental ability with determines as well as determined variables so as to be identify significant variables which need to be investigated for specifying the status of mental ability in the academic career for adolescent student's and if possible of identify the ways, investigation ought to be conducted in future for developing mental ability programme. Hobodd F. (1979) - Administered wechsler IIntelligence scale for children and vocabulary, comprehension and total reading gains on the California achievement test to 91 learning disabled of grade earn, the study revealed no significant

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correlation at the level of significance. Gara Bedian (1979) Studied the relative efficiency of silent and oral reading performance. In grade seven the results found that significant difference between the oral and silent reading performance scores of seventh grade of different levels of intelligence. Dalton (1976) Correlated reading disability and reading achievement in a clinic population with wechsler Intelligence scale for children, found that ise verbal I.Q. was significantly correlated with reading achievement and wise performance. I.Q. was significantly correlated with reading disability. Meyers (1976) Study also indicated that socio economic variables and readiness, intellectual potential predicts success in reading at school level. Buch (1975) Found a correlation of 0.59 between reading achievement by gates magnate reading test and I.Q. and found that intelligence was a reliable predictor of reading achievement. Downing (1975) Studied relationship of critical reading ability and intelligence get in grades thirteen and fourteen. He found significant relationship between intelligence as measured by oties general mental ability test.

OBJECTIVES:
The following objectives have been formulated for the study:-
1. To knowing the effect of general mental ability on academic career of adolescent students.
2. To study the effect and differences caused by general mental ability and academic career.

HYPOTHESIS
The following hypothesis have been formulated for verification. For this purpose null hypothesis have been designed.
1. There is no significant relationship between general mental ability and academic career.
2. There exists no significant relationship between all of various sub groups measures of general mental ability and academic career.

MATERIAL AND METHODS
The present study conducted from a qualitative and quantitative paradigm and empirical which was a critical study of academic career in relation to psychosocial perspective and measures total sample of ACC and GMA of adolescents of District Chitrakoot (U.P.) and District Satna (M.P.)

SAMPLE AND PROCEDURE
Investigator has conducted the present study in Majhganwa tehsil of Satna district (M.P.) and Karwi tehsil of Chitrakoot district (U.P.) state. Thus the selected respondents were three hundred (300) male and female adolescents students of both tehsil on random basis. To measure the academic career and GMA researcher has applied standardized verbal intelligence test and performance of their classes and opportunity in future. Obtained data was analyzed on the basis of various measures of central tendencies and 't' test.

RESULTS
In order to understand the nature of relationship existing amount of the variables of academic career and intelligence and critical relationship of psychosocial perspective approach is applied. Number of different specific statistical analysis measures of various central tendencies and 't' test between the variables of academic career and GMA to the results.

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Central Tendency and variation of General Mental Ability (G.M.A.) of total sample
Table-1

Total Sample and various sub group	Central Tendency and variation											value of 't'
	(Me)	(Mdn)	(Mo's)	(S.D.)	(SEm)	(C.V.)	(S.K.)	(Ku.)	(Q.D.)	(Range)	(R.C.)	
W(st)	76.4	74.13	69.18	16.83	0.97	22.03	0.42	0.25	10.13	100	0.50	
B (st)	74.6	72.13	67.32	16.28	1.51	21.83	0.44	0.25	10.12	100	0.50	**1.46**
G (st)	79.94	7.38	2.26	17.32	1.72	21.66	0.44	0.44	14.26	100	0.50	

The above table illustrate that the mean median and modes of general mental ability (GMA) are, (76.4, 74.6, 79.94), (74.13, 72.13, 7.38) and (69.18, 67.32, 2.26) respectively with standard error of mean of 0.971. SEm is of 0.971 is less than SEm = 1.96.These values showed that the differences in central tendency among mean, median, modes are not significant. Further it is shows the trend of normal probability. Calculated 't' value is not significant at the both, level of confidence. When the means, medians and modes of the various distribution are seen, it is found that they are more or less similar. The distribution appears to be normal distributed. The SEm's seems the data as collected are significant and normal distributed. The 't' value is not significant. It means boys and girls have equal level of general mental ability.Other variation and other statistics also confirm about the normal distribution. It means data of GMA are significant and normal distributed to a greater strength.

Central Tendency and variation of academic Career for entire sample
Table – 2

Total Sample and various sub groups	Central Tendency and variation											value of 't'
	(Me)	(Mdn)	(Mo's)	(S.D.)	(SEm)	(C.V.)	(S.K.)	(Ku.)	(Q.D.)	(Range)	(R.C.)	
W(st)	57.3	57.36	57.7	8.68	0.50	15.15	2.25	6.25	5.14	0.50	0.42	
B (st)	57.12	57.65	58.7	8.10	0.57	14.18	0.19	0.23	4.89	0.50	0.42	**0.081**
G (st)	57.6	56.7	54.7	9.71	0.96	16.18	0.28	0.21	5.68	0.50	0.42	

Above table revealsthat the highest number of frequency lie in the mid of the distribution while the lowest once at whole ends for the distribution. It shows the normal distribution of the frequencies'. When mean, median, modes of the various sub groups distribution are seen, it is found that they are more or less similar. The distribution appears to be normal distributed. The SEm seems the data as collected are significant and normal distributed .Other variation and other statistics also confirm about the normal distribution. On the basis of group comparision test, it is clear that there is no significant difference between boys and girls. Calculated 't' value is not significant at the both level of confidence. It means there are no significant difference between both various subgroups and data of academic career are significant normal distributed to a greater strength.

INTERPRETATION

General mental ability is found strongly associated with academic career. Therefore, determining the factors as associated with academic career is of paramount importance. The current study amid at investigating general mental ability profile in student's relationship with academic career. Other study revealed that hot executive function did not anticipate learning related behaviours and academic career. The working efficiency and creative memory were the major predictors of academic career while general mental ability flexibility played role which is restricted and correlated with academic career. Eving Goff. man has applied this conception of career in his analysis of the status of mental patient which examines the moral and academic aspect of career, that regular sequences of changes that academic performance. Obtained results showed that all general mental ability components and academic career were related among general mental ability components. Processing process and perceptual ability is positively correlated to academic career. General mental ability are essential and most important predicting factor for the success of students at college and university. When an image is presented to a students as a task, student should be able to stay focused, concentrate on the information and students ability to control the impulses before complete processing of the image

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of academic career. The unfavorable learning behavior and attitudes of the students may have contributed to their low academic performance in the real academic future, which is related to the academic career of students. The working and creative mental ability was the more and creative predictor of academic career, while creative general mental ability, approachable and played restricted role and psycho social perspective relationship with academic career. The present research study showed that all general mental ability components and academic career were significantly correlated among the general ability components. The present study further highlighted that perception and attitude towards academic performance and career pressure of time management for academic career and perception of their skills of communication along with career ambitions, participation and status of involvement in the co-curricular activities and their academic performance status has marked specificity with respect to the status of academic career of students.

CONCLUSION

The analysis aimed to determine the relationship between academic career and psycho social perspective among students. The measure of explanatory and cross-sectional style used here had only modest reliability and yet was able in structural education model to predict academic career for future research, might improve the accuracy of prediction with reliable various statistical measure. In this present study three hundred respondents and various statistical values of whole samples of GMA (Me = 76.4, SD = 16.83, CV = 22.03) and Boys having (Me = 74.6, SD = 16.28, CV = 21.83) and also girls have (Me = 79.94, SD = 17.32, CV = 21.66) respectively. On the above various statistical values and dominant predicting factor of GMA, we have data of academic career with respect to psycho social perspective is of whole sample (Me = 57.3, SD = 8.68, CV = 15.15), Boys (Me = 57.12, SD = 8.10, CV = 14.18) and girls (Me = 57.6, SD = 9.71, CV = 16.18) having various statistical values respectively. On the above various statistical "t" value of GMA and academic performance have respectively (t = 1.46) and (t = 0.081). The "t" value of GMA and APM is not significant at the level of 0.01 and 0.05. It means boys and girls have equal level of general mental ability and academic performance. The critical research study can be conducted to examine the influence of other social, psychosocial and educational variables like home environment, school environment and environmental attitude etc. On the general mental ability and for assisting students to orient themselves to the purpose of education and aiding students to build not waiting for study. Therefore early and current research can 'be offered to student before accidental damages are made. The findings further suggested and moderated by developmental stages, domains of academic career skills and academically relevant psychosocial and socio economic factors and executive function exercise can improve academic career.

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