



"A CORRELATIONAL STUDY OF ACADEMIC CAREER AND GENERAL MENTAL ABILITY"

Dr. Sanand Kumar Gautam¹ and Prof. N. L. Mishra²

¹Associate Professor, HNSITE Baijla Sasaram Bihar.

²M.G. Gramodaya University, Chitrakoot Satna (M.P.).

ABSTRACT:

The purpose of this investigation was to determine the relationship between the general mental ability and academic career with cross-sectional design. In this study three hundred respondents were randomly selected from different areas of Chitrakoot (U.P.) and Satna district of (M.P.). The study presents the research evidence that G.M.A. predicts occupational level attained and performance of academic career. The relationship of academic career with general mental ability (GMA) are also larger than most found in Psychological research. The study reveals that general mental ability and academic career are significantly and positively correlated. General mental ability has a unique power to predict academic performance and career success. If academic performance, career success and GMA are independent and if improving mental ability skills will increase the academic performance and career success of students. Details of findings have been discussed in the paper.



KEYWORDS: Academic Career, General mental ability, Correlation coefficient, Significant, Career success.

INTRODUCTION

The some phases of academic career building today bring out a more complex process than in previous decades. The work transition is considered a very important step in the future of academic career of college going students and if involves some psychological fundamental resources and requires of specific abilities. Investigator across numerous disciplines including human resource, organizational behavior, strategy, national and international entrepreneurship have studied specific types of transitions that occur during an individual's academic career. The education leads towards economic wellbeing and already established as a source of income. There are number of studies terms and facts of the education but overall it deals with all round development. Post-secondary and career success is central to the economic and social wellbeing of our country. Fundamentally, Career success is measured by persistence to degree attainment and career success refers to effective work performance of jobs required task. A student who is ready for work force experience is prepared to learn from training programme activities and completion of work experience and certification requirements. The concept of academic career as a product of organizational activities refers to decisions that lead to a student's transfer from one high school to any other within the system. Academic career are continually subject to

change as a consequence of the routine review of the student's performance, conducted in most schools after each making period, and especially after the recording final grade for given school and college. Of course, college and career success require more than skills and task mastery. For example, the low retention and degree attainment we observe a number of educational institution's affirm the importance of persistence and commitment. Such as general work attitudes and conduct, and such as diligence on the work success or job, persistence to work completion, cooperation, team work and rule compliance are frequently noted as critical behaviors expected by employers. Academic performance and career success often depends on many factors, general mental ability can be considered as one of the important factor. A healthy students is not only mentally healthy but physically healthy. The major factors social, emotional, motivation, self-regulation and social engagement and positive effects on academic performance and career development are influencing educational products is the sound mental ability which is key to career success in all domains of life. Therefore the researcher has taken up the present problems. A correlational study has been done on students in area of Chitrakoot. It is small attempt but may be inspiring for future and provide fruitful guidance to researcher, who are interested in this field.

REVIEW OF LITERATURE

The review of the available literature illustrate that there is crucial depth of literature of research studies restated correlational relation of academic career and general mental ability among college going students are following below. Hon Chaudhari. S. (1980) has found that academic performance of college students (tribal) of Mizoram and found that the self-concept emerged as the most significant correlate of academic performance. Bhullar J. (1976) has studied the attitudes of university students towards physical activity in relation to academic performance, Intelligence, socio economic status and personality characteristics found that socio economic status significantly correlated with sub Domain. Khire, U.S. (1971) has observed the creativity in relations to intelligence and personality factors and found that the poor quality of academic performance was directly related to low intelligence and high quality with Creativity. Shah, Et.al (1971) in another study investigated in the impact of sex differences socio economic status and academic performance of educational aspirations found that the magnitude of independent influence of both socio economic status and academic performance on the educational aspirations of female is greater than that of males. Dehirsch and Jansky (1970) and slobodzain (1970) - Reported low correlations between reading achievement and intelligence test scores of kinder garden and primary level children. These findings according to defiant and smith (1977) suggested that mental age, is a basic determinant of reading success when children have reached the stage at which they "read to learn" Than it is when they are clearing to read. Bond and Tinker (1957) On the basis of a number of studies observed that correlation between intelligence and reading ability in the sixth grade found that intelligence appeared in the higher grade as compared with lower grade. Studies on correlational study of academic career and general mental ability have concentrated either on the influence of genetic and social factors associated with the patterns of cognitive development of college going students including general mental ability or the efforts of academic performance and career success of students cognitive developments itself. Review of literature is an important pre requisite to actual planning and then the execution of any research work, felling the importance of this view. Academic performance refers to the level of performance and career success in school, accomplishment or academic success in school. In the present study academic career is defined on the basis of scores obtained by college going students in the school annual examination. Thus this study is set to investigate ACC and GMA and home atmosphere, Caste, Sex, gender religion socio economic status as correlates of student's academic achievement. Home atmosphere is strongly associated with number of measures of college goingstudents general mental ability and academic career and performance, including I.Q. test scores, verbal intelligence test constructed by Dr. S. Jalota. The foremost important aim of the present study was investigate and analyze. The correlational relationship of academic career and general mental ability are significantly and positively correlated.

OBJECTIVE:

The following objectives have been formulated for the study:-

1. To examine the correlation coefficient between academic career and general mental ability of various measures of adolescent students.
2. To measure the effect of socio cultural, economic and religious factors on academic career and general mental ability.

HYPOTHESIS

The following hypothesis have been made for verification. For this purpose null hypothesis have been formulated.

1. There is exists no significant correlation between all of various sub groups measures of general mental ability and academic career.
2. There exists no significant external attributes 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 correlational and measures various sub groups which is based on rural, urban, caste, income and religion.

SAMPLE AND PROCEDURE

In this empirical present study to draw a stratified sample of whole college going adolescent students, from seven High school and intermediate college out of available 22 high school and Intermediate, college area from Majhganwa district Satna (M.P.) and Karwi Block district Chitrakoot (U.P.) were three hundred (300) respondent selected randomly. Stratified random sampling was used for the selection of sample for present study. To measure the academic career and general mental ability, researcher has applied Jalota's general mental ability test and marks of their classes which is responsible for the career choice and career adaptation and development. Obtained data was analyzed on the basis of measures of central tendencies and calculating correlation coefficient between two variables of academic career and general mental ability by the statistical Carl's Pearson formula.

RESULTS

The present study focuses, firstly, on the selected variables academic career development of college going students with respect to their stream of study and gender. In order to understand the nature of relationship existing amount of the variables of academic career and general mental ability the correlational approach is applied number of different specific statistical analysis product moment correlations between variable of academic career and GMA to the results. It was decided to apply the various measures statistical parameter for the analysis of product moment of correlation between academic career and general mental ability. An observed coefficient co-relation, may result, from chance on sampling error and test to determine statistical significance is appropriate. In small sample correlations chance could yield, what might appear to be evidence of a genuine relationship.

**A Coefficient of correlation value between GMA and ACC of total sample on various sub groups
Table-1**

Statistical Terms of Correlation	Description of sample and various sub groups																
	Whole Groups	Boys Group	Girls Group	Rural Groups	Rural Boy Group	Rural Girls Group	Urban Group	Urban Boys Group	Urban Girls Group	General Caste	Backward Caste	Scheduled Caste	Muslim group	Hindu	Average Income Group	High Income Group	Low Income Group
Name of Variable	GMA ACC	GMA ACC	GMA ACC	GMA ACC	GMA ACC	GMA ACC	GMA ACC	GMA ACC	GMA ACC	GMA ACC	GMA ACC	GMA ACC	GMA ACC	GMA ACC	GMA ACC	GMA ACC	GMA ACC
Calculated Value of coefficient of correlation	0.20	0.16	0.17	0.12	0.10	0.217	0.206	0.74	0.19	0.19	0.233	0.20	0.24	0.23	-0.03	0.369	0.002
DF	298	197	99	190	172	16	106	23	81	158	97	23	144	287	195	67	32
Table value of the coefficient of correlation at the level 0.05	0.113	0.138	0.195	0.138	0.138	0.468	0.174	0.396	0.205	0.138	0.195	0.396	0.497	0.113	0.238	0.232	0.325
Table value of coefficient of correlation of the level of 0.01	0.148	0.181	0.254	0.181	0.181	0.590	0.228	0.505	0.267	0.181	0.254	0.505	0.623	0.148	0.181	0.302	0.418
Significant at the level of 0.05	**	**	NS	NS	NS	NS	**	**	NS	**	**	NS	NS	**	NS	**	NS
Significant at the level of 0.01	*	NS	NS	NS	NS	NS	NS	*	NS	*	NS	NS	NS	*	NS	*	NS

It can be observed that the coefficient of correlation between the two variables GMA and ACC is found that ($r' = 0.20$) to which is greater positive and significant both levels respectively. It means relationship between both variables exist at the level of 0.01 and 0.05. Results indicated that the overall academic career development of total groups of students were moderately high and there was significantly correlated between GMA and ACC in terms of the overall pressure of academic career development. This means that there existed an almost uniform GMA of over all of college going students. It is inferred that both variables are positively correlated together and general mental ability affects academic career of the students. The correlation between the GMA and ACC of Total boys groups have the coefficient of correlation ($r' = 0.16$) which is significant at the level of 0.05. It may be due to the relationship between the both variables exist and inferred that both variables are positively correlated to each other. An above given table all component wise analysis indicated that all of coefficients of correlation cannot be claimed to reflect higher correlations this shows that GMA and academic career are positively correlated but not highly these trends are similar to those found in other studies conducted in all-together different culture, caste residential and geographical backgrounds by using different tools such as that Downing (1975) Buch (1975) Dalton (1976) on the basis of Rural, Urban, Caste, Culture, Income and religion in the given table calculated the correlational relationship between the variable GMA and ACC of the various sub groups. Illustrates the relationship between the GMA and ACC of college going students on the basis of resident positively or highly correlated ($r' = 0.206$) urban boys at the both level of 0.05 and 0.01 significant but the urban girls have not shown significant relationship between the variables of GMA and ACC. Among these components on the basis of caste the table reveals that the students of general group have ($r' = 0.19$) is positively correlated and significant at the both level of 0.05 and 0.01 but the backward group of students only positively correlated at the level of 0.05 and scheduled caste do not show the correlational relationship any level of confidence and not significant. It is clear from the given table illustrates that Hindu group of students have the coefficient of correlation ($r' = 0.23$) at the level of confidence 0.05 and 0.01 having significant correlation between the GMA and ACC positively correlated and Muslim group of students do not show the significant relationship between the given variables of GMA and ACC. It is also clear from the given table that the relationship on the basis of socio-economic status (Income) shows highly income based students related variables are highly correlated at both level of confidence 0.05 and 0.01 significant but the low and average income based students are not showing the correlational relationship between GMA and ACC. Thus we can predict that there are not significantly correlated. Positive attritional style was significantly related to each out comes measures with the exception of GMA and ACC and of the personality measures self-esteem was the weakest correlate to academic career were substantially higher than relationship between GMA and ACC. The product moment correlations between the

variables are checked and after that computation for product moment correlations among the general mental ability and academic career are made the above analysis of the data has resulted to show that which is positively correlated with respect their both variables at the level of 0.05 and 0.01. There is a relationship between general mental ability and academic career are positively correlated and significant. This suggests the presence of a global general mental ability linked to a academic career. There was also a significant path from both GMA and ACC. The results of research confirmed that there is a significant positive correlational relationship between GMA and ACC. These results are consistent with the recent study investigating the correlational relationship between general mental ability and academic career of students, so in future research is needed to better clarify the correlational relationship between two Phenomena. This results indicate that the demographical structure such as, residential, religion, caste, socio economic status has a great influence on the students, academic achievement. General mental ability was positive and significant correlated to academic career as indicated by coefficient of correlation index ($r = 0.74$) this is consistent of other studies which revealed that the correlation coefficient is positively high correlated to each other means favorable and good mental ability mostly achieving good academic career and students who had favorable general mental ability are likely achieve. They get good opportunities for their future of academic career success. The nature of such correlational coefficient between the various sub groups of male and female were found to be affected by the interaction of the stream of the study for selected variables GMA and ACC.

INTERPRETATION

The results highlighted significant correlations between GMA and ACC of students with career success problems in terms of the profile of overall career development. Resident, Culture, religion, income, Caste and gender associated with school academic achievement. Attribution style reflects the way in which individuals assess the causes of past events. In the correlational analysis of the study of general mental ability is found strongly correlatively associated with academic career and academic achievement, choice of career. Therefore determining the coefficient of correlation factors as associated with academic career is of paramount importance. The aim of this study was to determine the correlational relative impact of general mental ability and academic career on college achievement of students. The results of our analysis are quite clear among the students both GMA and ACC predict college achievement. The scatter diagram of general mental ability and academic career also demonstrates positive relationship. The above table indicated that all of coefficients of correlation could not be claimed to reflect higher correlations. This shows that. GMA and academic career are positively correlated but not highly. In the light of the above results the hypothesis of correlation between the general mental ability and academic performance is accepted. On the other hand the original and smoothed frequency polygone of GMA and ACC scores also demonstrates the trends of normal probability curve to a greater strength and distribution is normally distributed. Table illustrates that a positive index mean an increasing in best general mental ability corresponds to an increase academic achievement while decrease of general mental ability leads to low academic achievement. Further analysis revealed that general mental ability of the respondents were correlated with their career success in achieving good academic career while learning behavioral attitudes are most responsible factor for significant co-relationship between general mental ability and academic career. The college going students who had favorable and best mental ability are likely to achieve good academic career and unfavorable mental ability and attitudes of students may have contributed to their low academic career.

CONCLUSION

The trend of moderate level of career development is the general characteristic feature of the general mental ability and academic performance and humanities stream students of college going of Chitrakoot and adjacent districts. Our findings offer general support for the importance of general mental ability in predicting academic achievement. The measures of explanatory style used here had only modest reliability and yet was able in structural education model to predict academic career

performance for future research might improve the accuracy of prediction with reliable measure. In the present study three hundred (300) respondents in age range 16 years and statistical values of total sample ($r' = 0.20$) significant at the level of 0.05 and 0.01 and whole boys ($r' = 0.16$) significant at the level of 0.05 and total urban samples ($r' = 0.206$) significant at the level of 0.05 and urban boys samples ($r' = 0.74$) significant at 0.05 and 0.01 positively highly correlated both variables GMA and ACC. It is clear from the given statistical analysis on the basis of demographical status the general caste having ($r' = 0.19$) significant at the level of 0.05 and 0.01 correlation coefficient is positively correlated between the variable of GMA and ACC. The coefficients of correlation of backward caste ($r' = 0.233$) significant at the level of 0.05, the relationship is positively related. An above table illustrates coefficient of correlation of various subgroups of Hindu religion ($r' = 0.23$) significant at the level of 0.05 and 0.01 and positively related to each other. The study also reveals that the high economic income based students scored ($r' = 0.369$) significant at the both level and significantly higher socio-economic status dimension of academic career is positively correlated to general mental ability than low and average income based respondents respectively and shows the study that the relationship between the both variable exist. Its inferred that both variable are positively correlated together and general mental ability affects academic career of the students. In this research study urban respondents appears to be more intelligent than rural respondents. It is clear from the analysis of the given table the general category and related to Hindu religions respondents are more intelligent than other backward, scheduled caste and Muslim religion related respondents. In this current study indicate significant correlation between GMA and ACC. These findings suggested that early assessment of GMA especially executive function can help to identify students as risk of poor academic career. The study of positive GMA is relatively new area in psychology nonetheless. Its appear to provide important insights into human behavior.

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