

A Comparative Study of An Academic Career in Rural and Urban Students

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Abstract

The Purpose of the present study is to present the most recent evidence on the comparative study of an academic career in rural and urban college-going students. Although scholars across numerous disciplines have studied specific types of career transitions. It is quite on interesting to hear talk about academic careers and the reasons for their choices. Most of them especially, the all students in the various disciplines face the problems of choosing a career they will pursue in the future. Academic careers are continually subject to change as a consequence of routine review of the student's performance, conducted in most colleges after each making period, and especially after the recording of the final grade for a given examination. On these occasions, the student's performance is compared with the tested abilities and marked discrepancies between the both may lead to re-classifications of students with preference to academic problems. The problems of rural and urban areas and students choices of academic careers cannot be over-emphasized. Students in the urban areas usually select academic careers based on the information and discretion. The students of rural areas often find it difficult to make a good choice of careers that will see them through in life. Have efforts have been made to see the pattern of selection of careers among rural and urban students. A detailed description has been presented in the paper. The problem with academic career and career choice is further compounded because of the lack of adequate career education.

Keywords

Academic Career, Career choice, Academic performance, Rural, Urban professional development, Empirical, Concept.

Reference to this paper should be made as follows:

Received: 10.07.2022

Approved: 16.09.2022

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*A Comparative Study of
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*RJPP Apr.22-Sept.22,
Vol. XX, No. II,*

*pp.197-204
Article No. 26*

Online available at :

[https://anubooks.com/
rjpp-2022-vol-xx-no-2](https://anubooks.com/rjpp-2022-vol-xx-no-2)

Introduction

It is quite interesting to hear students talk about academic careers and the reasons for their career choices many of them especially, the college and university-going students in the various college face the problem of choosing a career. Their choices are influenced by factors such as, general mental ability, and parents' socioeconomic status. Gender, academic performance, residential situation, interest and motivational level, availability of career information so on. The same phases of academic career building today bring out a more complex process than in previous years. We believe that the individual needs to become aware and well informed of all about the world of work as one of those aspects of human endeavor. The development in information technology has led to new to academic career options and choices of which most students are not aware of their future especially career services should be an integral part of our college and university and educational system. Mostly education should be provided functional and job oriented. The study revealed that rural and urban students choose their careers and jobs without relating them to their interests and the cooperative nature of careers. The young students in colleges and universities need to be informed about various jobs and openings available to them and the required responsibilities and the nature of work involved in them so that they could measure themselves and develop and centralize their occupational goals. Thus we can expect a better assessment of general mental ability, through the presentation of a mixed variety of tasks each capable of assessing the same facts of certain recognizable performance of a given general mental ability. The concept of academic career as a product of organizational activities refers to decisions that lead to a student's transfer from one college status to any other within the system. The agreements that makeup students' academic effort by solving these problems in one way or another, allow to students to fit into the system without being constantly so, upset as to be unable to function in this way, students' academic effort is a made of accommodation to what the students find expected of them is in college and university. The effective present study provided the researcher with a unique opportunity to investigate the comparative relationships between rural and urban students' academic careers. These comparative relationship were estimated structural model and when one compares the academic career of students from urban and rural areas that of the students from urban areas are higher. According to him, students from high socioeconomic status who also live in the urban areas tend to become to be doctors, engineers, accountants pilots, lowers, etc. While the students who live in the rural areas who are not followed to the urban life tend to have lower aspirations and academic careers. The students in urban areas because of their

exposure to urban life, will always want to meet up with the expectations of their parents and society. No doubt when college university going ad descents choose careers without adequate direction and information on the type and nature of career they choose, It leads ad descents to unrealized career choice and academic career aspirations and fulfillment in life. The students have been frustrated ass through their lives due to the fact that they made wrong choices in their occupations. The main problems of rural and urban areas and students choices of occupations cannot be overemphasized. The students who belong in the rural areas often find it difficult to make a good choice of career that will see them through in life. Rather due to a lack of correct information and direction on the career choice. Adolescents in the rural areas are found to make wrong career choices. The adolescents of urban areas usually select their careers based on the information and direction they have either from their parents or from the newspaper or media which abound in the cities than the rural areas. In this investigation try to know about college-going students' academic career and career success who belong to the rural and urban areas. Therefore the researcher has taken up the problems of the present. A comparative study of an academic career in rural and urban areas has been done on students in the area of Chitrakoot. It is a small attempt but may be inspiring for the future and provide fruitful guidance to researchers, who are interested in this era.

Review of Literature

This study attempted to examine whether there is a comparative study of the academic careers of rural and urban students. Same related and relevant literature was reviewed on the concept of academic career and career choice. Acharyulu (1979) – A study of an achievement motivation personal performance, perception, anxiety, Risk-taking behavior and other correlates in relation to intelligence socio-economic status and performance of the prospective secondary school teacher. In this investigation, academic performance was found to be related to parents education but not to parents income and also influenced the rural, urban nature residence, Downing (1975) – Studied the relationship between critical reading ability and intelligence get in grades thirteen and fourteen. He found a significant relationship between intelligence as measured by Otis's general mental ability test. Banarjee N.P. (1972) – A comparative study of the students in basic and non-basic schools in respect to their scholastic achievement and same aspects of personality developments had observed on the whole basic school students showed superiority over non basic schools in the achievement in the mother tongue. Patel R.P. (1967) – A critical study of recreational socio-cultural, Intellectual and occupational interest of high school pupils have concluded that on a comparative analysis it was found that

differences in interests on the basis of age and sex were significant. 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 a lower grade. Coull (1956) – Made a survey of reading achievement in relation to intelligence sex. Bulling dualism and grade placement, neither sex differences we found in intelligence, nor significant sex differences in seventh grade reading achievement on California test were found. Studies on comparative 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. A review of related literature clearly indicates the evidences regarding the association between an academic career and general mental ability but one of the studies was found pertaining to college going student's area of U.P. and M.P. In the light of the above studies the need and importance of the present study on an academic career in relation to psychosocial perspective among the college going students may easily attempt. The aim of the present research was to investigate and analyze the comparison of choice of academic career among urban and rural students.

Objective

The following objectives have been formulate for the study:-

1. To know the signed agreement between various measures of intellectual ability and academic career with respect to demographical status.
2. To Study the comparison and effect caused by general mental ability and academic career with respect to rural and urban students.

Hypothesis

The following hypothesis has been made for verification. For this purpose null hypothesis has been designed.

1. There is no significant difference between general mental ability and academic career.
2. There exists no significant effect and difference between all of various subgroups 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 comparatively correlational and measured various subgroups which are based on rural, urban, caste, income, and religion.

Sample and Procedure

In this empirical present study, the empirical has to draw a stratified sample of whole college going students; area of from from Majhganwa district Satna (M.P.) and Karwi Block district Chitrakoot (U.P.) was three hundred (300) respondents were selected randomly. Stratified random sampling was used for the selection of samples for the present study. To measure the academic career and general mental ability, the 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. Collected data was analyzed on the basis of measures of various central tendencies and calculating the correlation coefficient between various to variables of academic career and general mental ability by statistical carl's Pearson formula.

Results

The aim of the present study was determine the comparative impact of general mental ability and academic career. The results of our analysis are quite clear among the college-going students with respect to their stream of various categories and different residential areas. It was decided to apply the various measures and statistical parameters for the analysis of the product moment of correlation between an academic career and general mental ability. An observed different coefficient of central tendency and 't' value, may result. From chance on sampling error and test to determine statistical significance is appropriate.

Mean and standard deviation as a function of general mental ability in an academic career.

Table-1

Groups on the basis of I.Q.	Mean	S.D.	't' value
Above average group	61.47	2.11	3.02
Below average group	52.10	2.43	

The above table indicates that the group of above-average students on general mental ability has scored higher than their counterparts in below average group. The mean value of above average group was 61.47 and the standard deviation was 2.11 observed. Whereas a below-average group of students means the value was 52.1 and the standard deviation was 2.43. The table clearly indicates that the mean value of both groups differs and the 't' value in this context was calculated that 3.02 which is significant at the 0.01 level. It means it can be easily stated that general mental ability is an essential variable for a good academic career.

Mean standard deviation and “t” value of area-wise impact on academic career score

Table-2

Groups on the basis of settings	Mean	S.D.	‘t’ value
Rural students	56.23	2.13	2.14
Urban Students	59.02	2.67	

The above table indicates the mean, standard deviation and “t” value of two groups that rural and urban the mean values of both groups were less or more similar. Nevertheless, the respondent in urban areas have scored a higher mean than their counterparts in rural areas. The calculated “t” value is 2.14 is not significant at any level. On the basis of the above finding, it can be interpreted that due to modern facility of education has contributed its much role in achieving academic success whereas a lack of facilities has created a fatal impact on an academic career.

Interpretation

General mental ability is found strongly associated with an academic career. Therefore, determining the factors as associated with academic career is of paramount importance. The current study aimed to investigate the general mental ability profile in students relationship with an academic career. Consistent with the current study results, showed that more or less similar strong and significant attention span and short-term memory had a good academic career. Thus it is concluded that the nature of the relationship among the variables of general mental ability and academic career is exist. It is inferred that both variables are positively related together and general mental ability affects an academic career. The present study results showed that all general mental ability components and academic career were related among general mental ability components. The processing process and perceptual ability are positively correlated to an academic career. Verbal Intelligence tests were directly applied to the respondents but other general mental abilities were completed by the teachers. In This study proposes the integration of all components of general mental ability covering a good academic career related to the academic performance and working efficiency or daily practice. The current research study showed that all general mental ability components and academic career were significantly correlated among the general mental ability components. The table illustrates as a function of general mental ability an academic career is an essential variable for a good academic career and the best general

mental ability corresponds to an increase in academic achievement while decrease in general mental ability leads to low academic achievement. Further analysis revealed that due to modern facility of education has contributed its much role in achieving academic success whereas lack of facilities has created a fatal impact on an academic career. The present study further highlighted that attitudes and perception of words academic performance and career, the 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 have marked specificity with respect to the status of academic career of students.

Conclusion

The current study analysis aimed to determine the relationship between an academic career and psychosocial perspective among the college-going students. This research also indicated that the importance of general mental ability in predicting an academic career. The measures of comparatively, explanatory and cross-sectional style used here had only modest reliability and yet was able in structural equation 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 (300) respondents and various statistical values of groups on the basis of I.Q. above average group, a function of general mental ability on the academic career of GMA (Me = 61.47, S.D. = 2.11) and also below average group have (Me = 52.10, S.D. = 2.43). On the above basis of various statistical values and dominant and area-wise impact predicting factor GMA on an academic career with respect to psychosocial perspective is of Rural and Urban students (Me = 56.23, S.D. = 2.13) and (Me = 59.02, S.D. = 2.67) having various statistical values respectively. On the above various statistical “t” value as a function of general mental ability on academic career have ($t = 3.02$) is significant at the level of 0.01. It means it can be easily stated that general mental ability is an essential variable for a good academic career. On the basis of the calculated statistical “t” value of area-wise impact on academic career scores between rural and urban students have ($t = 2.14$) is not significant at any level of confidence. On the basis of the given statistical table value, it can be interpreted that due to modern facility of education has contributed its much role in achieving academic success whereas lack of facilities has created a fatal impact on an academic career. It has been found that rural and urban students have scored less or more similar values in their academic careers. All though it is very much clear that every respondent has secure differential patterns of academic career.

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