CHAPTER I

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Today, we are living in an achievement-oriented world. The dominating motive directing human behaviour is the need to achieve, to realize ambitions and fulfil wishes. In an environment as ours, which is characterized by the mad race for power, recognition and fame, it is success and only success which counts. The worth of a human being is weighed in terms of achievement. In other words, people who are able to prove their worth are the winners, while those who cannot prove themselves are the losers and carry no weight. It is as if the world is reduced to a bifurcation of achievers and non-achievers, with each individual enjoying status, praise, worth and splendour according to his/her accomplishments.

In such a competitive milieu, education is assuming an increasingly important role. In order to meet the ever-changing demands of the need of the hour, the educational system is being completely revolutionized. More and more emphasis is being laid on research, and new methods of teaching and learning are coming up; the curriculum is ever-changing, and new concepts are being introduced such as computers, teaching aids, etc. The educational policy too, is changing with education trying to meet the personal needs and vocational aspirations of the pupils.

With this revolutionization in the realm of education, the cognitive growth and scholastic development of the individual has become a matter of concern for every nation. Not that other
aspects of educational objectives are to be ignored, but the fact remains that academic achievement is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of the pupil.

In such a surrounding characterized by the ever-increasing emphasis on education, man has to really strive hard in order to prove himself academically. It is only through continuous hard work and unending effort that he can reach his destination - achieve his ambition of life. In this process of achievement, be it any field, he has to go through an unending sequence of examinations, entrance tests, competitions, etc. in order to avail of the educational facilities. In determining his selection in all these examinations and interviews, his past academic record carries a lot of weightage. The job opportunities, avenues in various spheres and infact, his entire future depends, to a large extent, on his scholastic efficiency. Thus, academic achievement holds a very crucial position, describing not just what the individual is capable of doing, but also determining what he would actually become.

No two individuals are exactly and consistently alike, so there are bound to be differences in their scholastic proficiencies too. In other words, there exist individual differences in academic achievement, with some people excelling in studies, while others not doing so well; with some amassing in-depth knowledge, while others exhibiting poor performance; with some doing well in a particular subject, and others doing well in some other subject; with some making the
most of their brains and talents, while others wasting their potential; with some performing up to their level of ability, and others performing above or below their capability.

Academic achievement does not simply vary from person to person, but for the same person, it may vary from time to time. For instance, an individual, who is once performing remarkably, may not do so well later on. Vice versa, a person who was once average in his studies, may outshine others and perform brilliantly.

This process of achievement starts holding relevance in an individual's life right from birth. Infact, a child is not even conceived and the parents already start thinking about his educational plans and policies, visualizing what he would become when he grows up. And when the child enters this world, his tender mind is bombarded upon by a host of stimuli which are too complex and difficult for him to tackle. He hardly gets acquainted with his surroundings when he is sent to a play-school, and thereafter begins his journey into the field of academics. As he progresses from one class to another, the importance that is attached to his achievements is also ever on the rise. His parents and other family members start having expectations from him. If he lives up to those standards, he tends to be labelled as a “good” or “intelligent” child, but if he does not fare well academically, he is called a “failure” or a “dud”. The attitude of the parents begins to vary, depending to a certain extent, on the child’s accomplishments. For instance, they may resort to various child rearing practices such as being permissive, democratic, or controlling and autocratic.
It is not only the parents’ attitude, but also that of other people, that begins to covary with the individual’s attainments. For instance, if the child shows excellence in his academic pursuits, he tends to gain the love and approval of his classmates, friends, teachers, neighbours, and other members of the society in general. But if he does not do well in studies, he is liable to become an object of pity, shame and disdain.

This interaction between the child and significant others is not a one-way process, i.e., it is not simply that the child’s accomplishments affect the behaviour of others, but, in turn, the behavioural practices and attitudinal patterns of others may also affect the child’s achievement. For instance, when parents show concern for the child’s education, the child may be more motivated to study, and consequently, he/she may tend to perform better academically. On the other hand, if parents impose too many restrictions on the child, and are rigid and punitive in their approach towards the child, it may hamper the latter’s scholastic pursuits. Moreover, if the teachers and peers also start adopting a rejecting attitude towards the child, giving him/her negative remarks and the like, it may tend to have an adverse effect on the child’s feelings of adequacy and competence for academic performance.

Academic achievement thus, seems to be related to the likes, dislikes, behavioural patterns and perceptions of individuals who are significant in the child’s life. In addition to this, it may also be related to the child’s own self-perceptions. If children have an adequate sense of competence and confidence, they may fare well in academics. However, if they
themselves feel that they do not possess the potential to do well academically, their levels of aspiration and confidence may be lowered, and as a consequence, they may not do well in studies.

Thus, academic achievement is a complex process involving an interplay of multiple factors. This construct has meaningful consequences in an individual's life not only from the academic or vocational point of view, but may have repercussions even on people's psycho-social development. For example, when children excel in their studies, it usually adds confidence, induces feelings of worth and importance, and enhances their self-esteem. Thus, academic success has a pervasive influence on their personality development, interpersonal relationships and in fact, their basic orientation in life. On the other hand, children who do not fare well academically, may feel like misfits in their social milieu, whose feelings of self-worth, self-confidence and adequacy have been tampered with. Such children are liable to develop feelings of incompetence and self-devaluation, and as a result, their entire personality structure may be dismantled and disintegrated. So, each accomplishment as well as failure adds to the individual's self-concept and affects his/her future performance and adjustment in life.

It is evident from above that academic achievement is a potent source of impact on the all-round development of the individual. With so much of importance being attached to this process of achievement, it would be worthwhile to investigate this field. First and foremost, it is necessary to define the word "academic achievement". This term is made up of two words—
“academic” and “achievement”. The word “academic” has been derived from “academy” which means a school where special types of instructions are imparted. So, “academic” would mean any activity or action that is scholastic in nature.

The term “achievement” refers to accomplishment or attainment. According to Crow & Crow (1951), achievement means the extent to which a learner is profiting from instructions in a given area of learning. So, achievement reflects the extent to which skill or knowledge has been acquired by a person from the training imparted to him.

The term “academic achievement”, which is a combination of these two terms, viz., ‘academic’ and ‘achievement’, would thus mean “the level of proficiency attained in scholastic or academic work” (Wolman, 1973).

According to Trow (1970), academic or scholastic achievement is the attained ability or degree of competence in school tasks, usually measured by standardized tests and expressed in “age or grades” units, based on norms derived from a wide sampling of pupils’ performance.

There is apparently a good deal of consensus in the views held by various authors on the concept of academic achievement. Psychologists such as Gough (1949), Good (1959), and Biswas & Aggarwal (1972) have all placed emphasis on the knowledge obtained and the skills acquired in the academic subject which is usually reflected in the test scores, marks or grades attained in different examinations. These test scores or grades determine the status of the pupil with respect to the attained skills or knowledge as compared to other pupils.
Academic achievement thus, denotes the competence actually exhibited by the pupils in the subjects in which they have been imparted training.

Academic achievement is a phenomenon vital for all. It not only reflects the degree of a person's achievements scholastically, but also indicates the extent to which he/she has proven to be a failure. So, academic achievement provides an index of both accomplishments as well as shortcomings of the individual in the academic domain. The immense significance, relevance and consequences that it bears in an individual's life further emphasizes the need to probe into this process of achievement and analyze the factors which contribute to it.

During the past few decades, there has been fervent research to probe into the variables which determine academic achievement. While some of these factors facilitate an individual in achieving his level best, others may just serve as hinderances, obstacles and barriers in the achievement process. All these variables, whether they have a facilitative or debilitative influence on academic achievement, can broadly be classified into three categories - physiological, psychological, and environmental factors.

I) Physiological Factors

They are related to the physical conditions of the learner. These factors include malnutrition, physical health, presence of any physical disability or deformity, and the like.

II) Psychological Factors

These are the subjective factors inherent in the individual which affect his academic performance. These would include
variables like intelligence, creativity, aptitudes, cognitive styles, personality, interests, self-concept, study habits, attitudes, motivation, etc.

III) Environmental Factors

These are the factors external to the individual. These include the individual's socio-economic status (such as family income, family size, parental education and social status), family-related variables (such as parental attitudes, motivation, values, etc.) and school-related variables (such as school conditions, school system, school attendance, teachers' attitudes, etc.).

This differentiation of physiological, psychological and environmental factors is a very comprehensive categorization of the variables affecting academic achievement. The names of these categories themselves make it evident that there are innumerable forces affecting achievement. Countless studies have been conducted in this field, with different psychologists highlighting the role of different factors in this process of achievement. The major contribution of intelligence in academic achievement has, however, been accepted by one and all. These two factors are in fact, so interwoven that it would be futile to study achievement without considering intelligence.

It is a well-observed fact that intelligent children grasp the situation easily, have very clear impressions, retain their experiences effectively, profit from those experiences and analyze their own behaviour critically, i.e., they tend to have an insight into situations and relationships, and are able to respond to the environment with greater efficiency. As a result, they
tend to learn and retain things easily, quickly and with greater accuracy, which eventually helps them in performing better academically. It is in this way that intelligence is related to academic achievement.

Nevertheless, the relationship between these two variables is not perfect. There is, no doubt, a significant relationship between the two, but it does not imply the existence of a one-to-one relationship. Freeman (1942) reported that the correlation between intelligence and academic achievement varied from .40 to .60, with a mean value of .51 approximately. Eysenck (1947, p. 21) too, stated that studies analyzing correlations between intelligence tests and achievement scores usually reported coefficients ranging from .3 to .7 with a mean in the neighbourhood of .5. Moreover, researchers (e.g., Whimbey & Whimbey, cf. Douglas, 1981, p. 21) have reported that reasoning ability can be trained so that children may be able to perform better in academics. Such facts show that the ability to reason can be altered by intervention programs.

Thus, the existing evidence highlights the role of other forces besides intelligence, which have the potentiality of influencing academic achievement.

One such factor which starts exerting influence as soon as the child enters this world is his/her immediate family. Right from birth, children come into contact with different people who form their psychological world. They grow and develop in this phenomenal world of experience, and are much influenced by all those who surround them. Their most potent source of contact is their parents. Since they spend a major portion of
their time with their parents (especially during the early formative years), the latter's beliefs, attitudes, interests, likes, dislikes, etc. affect them in many ways. There is a considerable amount of research showing how parental attitudes, child rearing behaviours and parent-child relationships are related to aspects of children's development. In particular, several research studies have demonstrated specific attributes of parent style or behaviour to be linked to child's achievement and adjustment in school (e.g., Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Stevenson & Baker, 1987). Although a number of parenting styles have been delineated, no single style of parenting can be identified which may be labelled as the most significant axes along which parents may be compared. However, an upcoming parenting variable that has been linked to children's school performance outcomes is parental involvement in the child's schooling. A relatively new perspective in the study of child development is to consider this recent trend, i.e., how parents "invest in" and manage the schooling of their children.

Parental involvement may be described as the allocation of resources to the child's school endeavours (Grolnick & Slowiacek, 1994). It denotes "the extent to which the parent is interested in, knowledgeable about, and takes an active part in the child's life" (Grolnick & Ryan, 1989, p. 144).

Parental involvement in education is a phenomenon which is gaining much importance. Parents, teachers, students, school officials, educationists, all endorse this concept. Nielsen (1982) states that administrators must encourage citizens to become
partners in education. Parents serve as knowledgeable informants about learning, particularly when it concerns their own children. Nielsen opines that this knowledge can be most beneficial to developing administrator and parent partnerships that can lead to the improvement of education. Thus, there is an ever-increasing emphasis on the necessity for more participation and collaboration between schools and parents in developing common parent involvement goals (Henderson, 1981; Moles, 1982; Walberg, 1984a; Kagan, 1985). Parental involvement has been identified as a crucial element for effectively carrying out measures of educational reforms (Pienert, 1985) and in fact, its importance in special education (Bauer & Shea, 1986) and behaviour management (Wolfendale, 1986) too, has been recognized. A number of proposals are built on this belief that education of children should be regarded as a partnership between the school and the home - that students and parents are co-producers of education, not passive recipients of educational services (Davies, 1987, p. 148).

The realization thus, has struck hard that schools alone cannot educate the children, but need the support and active participation of the parents. Moreover, since the child spends a major portion of his/her time at home, parents contribute significantly to the child’s learning. This recognition, and the recognition that the experiences that children bring with them to school affect their future scholastic performance, has been influential in drawing parents into the educational mainstream.

Also, there is a growing awareness of developing approaches and ways for improving the scholastic achievement
of children. These attempts have focused on delineating those variables that are within the control of teachers, parents and students. Empirical studies (e.g., Walberg, 1984b) have identified such variables, and parental involvement in children's schooling is one such variable which can play an important role in promoting students' academic performance.

The term "parental involvement" has been used to refer to different kinds of parental activities such as rendering general academic guidance and support (Bloom, 1984), monitoring daily activities and school progress of children (Keith et al., 1986), and participating in school events (Stevenson and Baker, 1987). While some of the investigators have emphasized one specific aspect of involvement, others have used global indices of involvement. There is, however, a need to focus on the diverse aspects of parental involvement, which the present investigation envisages to do by adopting a multi-dimensional approach towards parents' involvement. Based on factor analytic results arrived at by Grolnick & Slowiaczek (1994), it is proposed that parents may be involved in their child's schooling in several ways. Parents may exhibit "behaviour involvement", i.e., they may interact with the child's school and teachers, and this parent-school interaction may make the educational process more effective. They may show "personal involvement" in the academic and social life of their child. They may provide their child with "cognitive stimulation"; or they themselves may engage in various intellectual/cognitive activities (such as reading books), and thus, their own "cognitive behaviour" may serve as a model for their child to copy; and all this may
consequently affect the child's academic outcomes. The experience that parents are concerned about children's schooling and education may provide the latter with emotional support and encouragement, boost up their morale and consequently promote their intellectual/cognitive development and achievement. If children, however, feel that their parents are not much bothered about them, their quest for knowledge and accomplishment may be dampened. It is in this way that the child's academic performance may be affected by his/her parents' involvement.

Apart from intelligence and parental involvement, another factor which exerts a considerable influence on scholastic achievement is motivation.

Motivation occupies a central position in learning. No learning is possible without the motive, the desire, the quest to learn. Rath (1973) contends that with low motivation, teaching and learning situations become dull; children find it extremely difficult to cope with the school and tend to drop out. The author further points out that "as there is no push from home and no pull from the school, the child adopts the normal behaviour of escape from such a painful and constrained situation". Garcia & Pintrich (1994) too, propose that students regulate their learning not only by the use of cognitive and metacognitive strategies, but also by motivational strategies.

Motivation thus, is of immense significance in determining learning and achievement. In the past few decades, a plethora of motivational variables have been put forth by psychologists such as achievement motivation, intrinsic versus
extrinsic motivation, need for achievement, and the like. Recently, Grolnick et al. (1991) have identified three motivational "inner resources" necessary for academic success, viz., control understanding, perceived competence, and self-regulation.

Control understanding "reflects the degree to which children indicate that they understand who or what is responsible for their important school outcomes" (Grolnick, Ryan, & Deci, 1991, p. 509). In other words, if people have to act intentionally, they must know how outcomes are related to their behaviour; this is the concept of control understanding (Skinner, Wellborn, & Connell, 1990).

Control understanding plays a crucial role in learning. Children who fulfil this prerequisite, are more liable to display greater persistence in activities instrumental in achieving academic goals and outcomes. Also, such children understand better as to how their behaviours are leading to unpleasant outcomes. As a result, there are more chances that they may try to discontinue those inadequate behaviour patterns, and may replace them by ones that are more useful in helping them achieve desired targets and goals. As a consequence, such children tend to fare well academically.

On the other hand, if children do not exhibit control understanding, they do not comprehend as to how unpleasant outcomes or unaccomplished goals are related to their own behaviour. Consequently, they will have no basis to discontinue those inappropriate behaviours, or replace them with more adequate ones which could have helped them in performing...
better academically. Another aspect related to this issue is that, since the individuals themselves will not know the cause of favourable outcomes, they will not be in a position to show persistence in executing those behavioural actions that had earlier led to better academic performance. Thus, they will continue to show inappropriate, ineffective and inconsistent behavioural strategies which may hinder them from doing well in studies.

A few investigations conducted in the recent past (e.g., Grolnick, Ryan, & Deci, 1991; Grolnick & Slowiaczek, 1994) highlight the role played by control understanding in explaining the school performance of pupils. These studies emphasize the necessity to inculcate control understanding in children so that they may perform well academically.

Apart from control understanding, another motivational resource which has been considered to be crucial for academic excellence is perceived competence. It denotes that people must believe that they possess the capacity or calibre to produce the necessary actions to achieve desirable outcomes (Bandura, 1977a, 1977b; Harter, 1982). There is a difference between having the ability to achieve and perceiving oneself as having the same. A person may have the ability of doing well in academics, but may underestimate his/her capability. As a result, he/she may not make the most of his/her potentialities, and this may subsequently affect academic performance. Thus, it is not just competence but the perception of this competence which would act as an energizing force, motivating the person to achieve educational goals and ambitions. A number of studies
(Dweck, 1975; Weisz, 1979, 1981) have shown erroneous inferences of incompetence to be linked with under-achievement. On the same grounds, it is assumed that perceived competence would be related to academic achievement.

Moreover, there is an increased endeavour to enhance the child's self-perceptions on the part of the teachers (e.g., Hoepfner, Stern, & Nummedal, 1971). As Zirkel (1971, p.211) points out, "It has become increasingly clear in the light of the schools' attempt to serve the disadvantaged that the schools have a fundamental responsibility to enhance the self-concepts of their students [Clark, 1963; Tannenbaum, 1967; Marston, 1968]." This objective has been outlined for not only the deprived but also the non-deprived children, and efforts are being made towards the promotion of self-perceptions, particularly of competence, in order to promote wholesome cognitive development of children.

Another motivational resource different from control understanding and perceived competence is self-regulation. It reflects the degree to which individuals experience their behaviour as autonomous or choiceful (Ryan & Connell, 1989), and denotes the autonomous initiation and regulation of those instrumental actions that lead to important or desirable outcomes. In simpler words, when an individual initiates or does a specific action on his own without any pressure, agony or fear, he is said to be exhibiting autonomy in his behaviour. On the other hand, if the individual feels forced to do a specific action (for example due to parental pressure or social obligations), he will not have a true sense of autonomy.
Self-regulation too, is directly linked to academic achievement. For instance, if children are coerced into a school-related activity (such as doing homework), they may do the activity just for the sake of it, and as a result, they will not be internally motivated into performing that activity. This will adversely affect their drive for academic pursuits. On the other hand, children who are autonomous in their behaviour, will be intrinsically motivated into performing school-related activity; and the more motivated they are, the greater are the chances of their persistence and success in that particular activity. Results arrived at by a few investigators (e.g., Grolnick, Ryan, & Deci, 1991; Grolnick & Slowiaczek, 1994) indicate the crucial role played by self-regulation in predicting academic achievement.

From the above discussion, it is evident that intelligence, parental involvement, and children's motivational resources - control understanding, perceived competence, and self-regulation, may play a significant role in determining academic achievement. However, the relationship amongst these variables is not so simple and straightforward. Apart from influencing scholastic achievement, these factors may also be related to each other.

In particular, it is believed that intelligence would be related to the three motivational resources, viz., control understanding, perceived competence, and self-regulation. Although the independence of ability and motivation has been pointed out by some (e.g., Cattell, 1973), the present investigator believes that intelligent children would show more control understanding, would have adequate perceived
competence, and would be more self-regulatory in their academic behaviour. On the other hand, unintelligent children would not reveal appropriate control understanding, their feelings of competence would be lowered, and they would be relatively less autonomous and choiceful in initiating and regulating academic tasks. These links between intelligence and the above-mentioned motivational abilities have been largely unexplored, and there is a need to examine the same.

Apart from this, the parental antecedents of such motivational resources are not definitely known, and not many attempts have been made to show their links with child rearing practices, and specifically with parents' involvement. It is reasonable to believe that when parents take active interest in their child's schooling, it provides the latter with encouragement and direction, thereby affecting the latter's motivational dispositions and zest to achieve. If parents are, however, uninvolved in their child's academic and social life, the latter may be deprived of a major source of inspiration and support, and may consequently exhibit ineffective or lowered levels of motivation.

In our day-to-day life, it is frequently observed that two children with similar intelligence quotients may achieve differentially since they differ as far as their motivational dispositions are concerned. Also, a child who is very intelligent may not necessarily excel in academics since he/she is not so motivated to achieve. On the other hand, a child with average intelligence may perform remarkably in academics due to his/her unending effort, hard work and zeal to succeed. Apart
from this, a child whose parents take keen interest in his/her learning, may be more motivated to excel academically as compared to the one whose parents are relatively uninvolved. Motivational variables may thus, mediate the influence of both intelligence and parental involvement on the academic accomplishments of children. The present investigation proposes to investigate upon this model of achievement which presumes that intelligence and diverse aspects of parental involvement, each influence children's motivational resources (viz., control understanding, perceived competence, and self-regulation), and these, in turn, affect academic achievement.

As far as parental variables are concerned, both maternal and paternal variables would be of interest to the present investigator. The role of mothers in child rearing and child developmental outcomes has been widely acknowledged. Most of the earlier researches had, in fact, just taken the mother-child interactions into consideration (e.g., Winterbottom, 1958; Crandall, Preston, & Rabson, 1960; Gildea, Glidewell, & Kantor, 1961). However, the role of fathers in child rearing cannot be ignored. The role of men in the family and society over the past two decades has undergone a drastic change. As a result of social change in values and attitudes, men are assuming a more active role rather than being perceived as solely the bread-winners of the family. Consequently, socialization researchers too, have begun to compensate for their historical neglect and de-emphasis of fathering and its related variables (Lamb, 1981). There is ever-increasing research on the nature and extent of fathers' participation in
child care (Russell, 1982; Pleck, 1983; Mackey, 1985; Radin &
Goldsmith, 1985; Barnett & Baruch, 1987), the features of
father-child interaction (Pedersen, 1980; Lamb, 1981), and the
significant effect (direct and indirect) of fathers on their child's
development (Pedersen, Yarrow, Andersen, & Cain, 1979;
Lamb, 1981; Parke, 1981; Biller, 1982; Lamb, Pleck, & Levine,
1985). This upsurge in child development literature indicates
that it would be equally important to study varied aspects of
both mothers' and fathers' involvement, and their effects on
children's motivational resources and academic outcomes.
Consequently, (on the lines of previous work by Grolnick and
Slowiaczek [1994]), the present investigation attempts to
explore this mediational model for both mothers and fathers
separately.

Moreover, children's perceptions of parenting practices
may differ from those of parents themselves, and may, infact,
serve as better predictors of child-related outcomes (Serot &
Teevan, 1961). Hence, it would be more relevant to take into
account the child's phenomenological view about his/her
parents' child rearing styles, rather than rely upon parental
reports of the same. Taking this into account, the present
research would focus on children's reports of their parents'
involvement. Even for the measures of motivational variables,
child-reports of the same would be utilized due to the
recognition of child's perception as a more powerful predictor
of achievement motivation and behaviour (Bandura, 1977b;
Weiner, 1979; Nicholls, 1982; Covington, 1984).
An important point to be kept in mind is that the nature of some of the variables considered in the present context may vary taking the child's age into consideration. For instance, the degree of parental involvement may/may not vary for children of different age levels. Also, older children might display a somewhat different motivational pattern as compared to younger ones. For instance, they may show a deeper understanding of the issues of control understanding and self-regulation. Hence, one can expect that each of the variables may differentially contribute in explaining academic achievement depending on the age group of children being studied. One variable may turn out to be more relevant at a particular age level, and another may be the main contributory factor in explaining academic achievement at another age level. In order to take care of this, the present investigation proposes to explore the contribution of intelligence, parental involvement, and children's motivational resources - control understanding, perceived competence, and self-regulation towards academic achievement at upper elementary and secondary school levels.

A related issue is gender differences in these variables. Very few studies have been conducted so far to examine the differences between the sexes in their perceptions of parental involvement and their own motivational resources. In the Indian context, it has especially been observed that differential treatment is given to sons and daughters, though these differences are more marked for some socio-economic levels than for the others. Moreover, girls may show a somewhat different motivational pattern as compared to boys, which may
lead to differential trends in the links amongst the different variables undertaken in the study. Hence, it was considered necessary to include both girls and boys in the present investigation.

Another fact worth noting is that both intelligence and socio-economic status are amongst the most important correlates of academic achievement, and they significantly contribute to the achievement process. So, it would be desirable to take into account both these factors while planning any scientific probe on academic achievement. The present investigation, in addition to studying the relationship of academic achievement with intelligence, parental involvement, and children's motivational qualities, attempts to provide some control for socio-economic status by restricting its study to English-medium schools where one tends to find children belonging to middle to upper middle class families, which might increase its predictive value and utility.

In summary, it may be said that there is a complex relationship between intelligence, parental involvement, and children's motivational resources, viz., control understanding, perceived competence, and self-regulation, and their effect on academic achievement is manifold. Age and gender differences in these areas make the situation more intricate and complicated, thereby demanding further research, exploration and enquiry.

In India especially, very few attempts have been made to study the diverse aspects of parents' involvement, and the upcoming issues of control understanding and self-regulation
have been largely unexplored. Moreover, the links of intellect and parents' involvement with these motivational resources of children have not been much examined. Apart from this, very few researches have attempted to scientifically explore such mediational relationships by means of causal modelling, which in itself will be a worthwhile endeavour in the present context.