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IMPACT OF PARENTING STYLE, PEER PRESSURE AND EMOTIONAL MATURITY ON SCHOLASTIC ACHIEVEMENT AMONG COLLEGE STUDENTS

J. Pradeep* & Prof. G. Babu Rao**

ABSTRACT

An attempt was made in the present investigation to study the impact of parenting style, peer pressure and emotional maturity on scholastic achievement among college students. Sample of the present study consists of 320 college students in Rayalaseema region of Andhra Pradesh State. The parenting style inventory developed by Darling (1997), Peer Pressure scale by Santor, Messervey and Kusumakar (2000), Emotional Maturity scale by Yashveer Singh and Mahesh Bargav (1990) and Scholastic Achievement (Verbal Reasoning and Numerical ability) by George K. Bennett, Herald G. Seashore & Alexander G. Wesman (1959) were administered. Results reveal significant impact of parenting style, peer pressure and emotional maturity on scholastic achievement among college students.

INTRODUCTION

Family environment constitute the basic ecology where children's behavior is manifested, learned, encouraged, and suppressed. Parents' roles in the family environment have primarily been to prepare children for adulthood through rules and discipline. During adolescence, however, the influence of peers also serves as an important socialization agent. Despite this new sphere of influence, research has clearly demonstrated that parenting accounts for more variance in externalizing behaviors in adolescence than any other one factor. The period of adolescence can be difficult for both parents and offspring; therefore, understanding the importance of maintaining high quality parenting is particularly essential.

This paper will focus on the influence of parenting styles, peer pressure and emotional maturity on the scholastic achievement among college students.

Parenting Styles

There are four main types of parenting style, authoritarian, authoritative, and permissive, permissive-indulgent and permissive-indifferent or neglectful (Darling & Steinberg, 1993).

Parenting style is a complex activity that includes much specific behaviour that works individually and together to influence child's life form. Parenting style captures two important elements of parenting: parental responsiveness and parental demandingness. Parenting responsiveness (also referred to as parental warmth or supportiveness) refers to the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands. Parental demandingness (also referred to as behavioural control) refers to the claims parents make on children to become integrated into the family as a whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys. However when parental responsiveness and parental demandingness is crossed, it yields three parenting styles. These parenting styles are: authoritative parenting style, which is responsive and demanding; authoritarian parenting style, which is demanding but not responsive; and permissive or indulgent parenting style, which is responsive but not demanding.

Erlanger et al., (2002) conducted a study on "Parental influence on Academic performance and attitudes towards achievement". The objective of this study was to study the relation among parenting style, academic achievement and attitudes towards achievement. The sample comprised
of 213 college students enrolled in Psychology courses at Texas. Regression analysis was used for data analysis. The results indicated a relation between authoritative parenting and academic achievement.

Kustere, Katherine De Meo (2009) conducted a study on Impact of parenting styles on academic achievement: Parenting styles, parental involvement, personality factors and peer orientation. Research has demonstrated a relationship between parenting styles and academic achievement in children and young adolescents. Global measures of parental involvement have also been shown to mediate this relationship. However, there is little research that examines these relationships within an older adolescent population or that has studied specific components of parental involvement. This study evaluated the relationships between four parenting styles and academic achievement as well as the mediating effect of three types of parental involvement was assessed. A total of 136 students, 72 from a university and 64 from a high school, completed self-report questionnaires. In addition, the relationships between personality characteristics and academic achievement and peer orientation and academic achievement were also evaluated. The mediation model proposed was only partially supported. Only one of the components of parental involvement, described as parental support of academic endeavors, was found to mediate the effect of parenting styles on academic achievement.

Peer Pressure

College is the transition from adolescent to young adulthood for many students. In most cases, college is a place where young adults begin their lives, forming and shaping themselves into what they want to become in future.

In colleges, there are many obstacles that test the character of a person. Three of the biggest challenges young adults may face are: peer pressure, body image and sexual activity.

FranzoI & Klaiber (2007) defined peer pressure as an influence on the decision of others, causing them to conform to what peers or society desire. Peer pressure can lead to both positive and negative outcomes. People are pressured into doing something they may not want to do; they can also be pressured to do something that is beneficial to them, like earning good grades. Peer pressure is a daily obstacle for many. Finally it is safe to conclude that peer pressure can greatly influence many activities that go on in young adults lives.

Zarina Akhtar and Shamsa Aziz (2011) conducted a study on "the effect of peer and parent pressure on the academic achievement of University students". The study aims at exploring the effect of peer and parent pressure on the academic achievement of university students. The male and female university students of Masters class were the population of the study. 156 students were selected by using cluster sampling technique from three departments of university (Business Administration, Computer Science and Economics) as a sample for the study. An opinionnaire was used to elicit the opinions of the students regarding peer and parent pressure. The findings of the study reveal that the parent pressure effect positively and peer pressure effects negatively on the academic achievement of students and especially female university students. No effect of peer and parent pressure was found on the achievement male students. The parent's pressure has positive effect on the academic achievement of Business Administration students.

Emotional Maturity

According to Jersild (1963) 'Emotional maturity means, the degree to which a person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole hearted sorrow when an occasion arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage, such as must be assumed by persons afraid to admit that they are afraid'.

According to Crow and Crow (1962), "The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and li-
abilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour.

Dhami (1974) investigated intelligence, emotional maturity and socioeconomic status as factors indicative of success in scholastic achievement of IX and X class students of age group 14+ and 15+ of different categories of students of Punjab and reported a high significant relationship between emotional maturity, intelligence and scholastic achievement of high schools students. The study also reported that parent's education, type of house in which family lives, family income and type of reading material has a positive effect on the emotional maturity of the children.

Sarabjit Kaur (1984) in her thesis 'Effect of intelligence and emotional maturity on academic achievement of graduate level students concluded that there is somewhat significant difference between science and arts students with respect to intelligence and emotional maturity.

Lekhi (2005) in her study on a sample of 939 students found that emotional maturity correlated negatively and significantly with academic achievement.

Shanmuganathan & Chinnappan (2014) found that extent to which the Emotional Maturity and Parental Encouragement have the relation with academic achievement among higher secondary course students. The descriptive survey research method was used for the study. In the present study a sample of 1000 adolescents (385 boys and 615 girls) were taken by using proportionate stratified random sampling technique. The findings of the study revealed that: (i) there is a significant relationship between the emotional maturity and academic achievement of adolescent students; (ii) there is a significant relationship between the parental encouragement and academic achievement of adolescent students.

Scholastic Achievement

Achievement test is concerned with measuring what a candidate has learned to do. It measures amount of knowledge acquired after learning process, the test measures the gains of educational programmes; what a student has acquired from the process of learning. Examples of such types of tests are: Intelligence, numerical and verbal ability tests. Intelligence Quotient is the capacity for abstract thinking and reasoning (Toplitis, 1991).

Numerical ability tests are designed to measure the candidates’ capacity to manipulate or use numbers to correctly solve problems (Ann, 2004). Such tests signify basic arithmetic prowess in an individual. According to Nunnally (2004), it is the ability to solve problems in number sequencing, make accurate mathematical deductions through advanced numerical reasoning.

Kailash Barma (2013) studied the verbal reasoning (aptitude) among science and arts students. Results show that there is significant difference between science and arts students in terms of abstract and verbal reasoning (DAT). No significant difference is found in terms of academic performance among students. It is concluded that there can be important role of abstract and verbal reasoning among science and arts students for their aptitude but not for academic performance.

Objectives
1. To assess the influence of parenting style, peer pressure and emotional maturity on scholastic achievement among college students.

Hypotheses
1. There would be significant impact of parenting style on scholastic achievement among college students.
2. There would be significant impact of peer pressure on scholastic achievement among college students.
3. There would be significant impact of emotional maturity on scholastic achievement among college students.
4. There would be significant interaction effect among parenting style, peer pressure and emotional maturity on scholastic achievement among college students.

Sample
The subjects were in the age group of 18-23 years. Using purposive sampling method, 1200
college students were administered parenting style, peer pressure, emotional maturity and scholastic achievement scales. Based on scores obtained by the subjects on parenting style, peer pressure and emotional maturity, they were divided into two different groups namely High and Low, using the norms provided in the manuals. A final sample of 320 students was selected in such a way that they fit into a 2X2X2 factorial design with a sample of 40 in each cell.

Tools

Variables studied
Independent Variables
1. Parenting Style
2. Peer Pressure
3. Emotional Maturity

Dependent Variables
1. Scholastic Achievement

Statistical Analysis
The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's, and Analysis of Variance (ANOVA).

Results and Discussion

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<thead>
<tr>
<th>Emotional Maturity</th>
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<tbody>
<tr>
<td></td>
<td>Poor</td>
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<tr>
<td></td>
<td>Peer Pressure</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Low</td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>SD</td>
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<tr>
<td>High</td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>SD</td>
</tr>
</tbody>
</table>

Grand Means
Poor Parenting Style = (M: 12.12)  Low Peer Pressure = (M: 16.10)
Good Parenting Style = (M: 18.41)  High Peer Pressure = (M: 14.42)
Low Emotional Maturity = (M: 13.59)  High Emotional Maturity = (M: 16.88)
Table-I shows that students with good parenting style, low peer pressure and high emotional maturity have obtained highest mean score (M=20.70) indicating their better scholastic achievement, whereas students with low parenting style, high peer pressure and low emotional maturity have obtained lowest mean score (M = 10.17) indicating their poor scholastic achievement.

In terms of comparisons, students under the supervision of good parenting style (M=18.41) are better in their scholastic achievement than the students with poor parenting style (M=12.12). Students with low peer pressure (M=16.10) scored better than students with high peer pressure (M=14.42). Students with high emotional maturity (M=16.88) are better in their scholastic achievement than the students with low emotional maturity (M=13.59).

As there are differences between the groups with regard to the scholastic achievement of college students, the data were further subjected to Analysis of Variance to find out whether the differences between the groups are significant or not, and the results are presented in table-II.

Hypothesis-1. There would be significant influence of parenting style on scholastic achievement among college students.

It is evident from table-III that the obtained "F" value of 8.94 is significant at 0.01 level implying that parenting style has significant influence on scholastic achievement among college students. As the 'F' value is significant, the hypothesis-1, which stated that parenting style would significantly influence the scholastic achievement among college students, is accepted as warranted by the results. Students under the supervision of good parenting style (M=18.41) are better in their scholastic achievement than the students with poor parenting style (M=12.12).

Hypothesis-2. There would be significant impact of peer pressure on scholastic achievement among college students.

It is evident from table-III that the obtained "F" value of 4.98 is significant at 0.05 level implying that peer pressure has significant influence on scholastic achievement among college students. As the 'F' value is significant, the hypothesis-2, which stated that peer pressure would significantly influence the scholastic achievement among college students, is accepted as warranted by the results. Students with low peer pressure (M=16.10)

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>MSS</th>
<th>'F'</th>
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<tr>
<td>Parenting style (A)</td>
<td>532.613</td>
<td>1</td>
<td>532.613</td>
<td>8.94 **</td>
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<tr>
<td>Peer pressure (B)</td>
<td>295.112</td>
<td>1</td>
<td>295.112</td>
<td>4.98 *</td>
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<tr>
<td>Emotional maturity (C)</td>
<td>824.050</td>
<td>1</td>
<td>824.050</td>
<td>13.91 **</td>
</tr>
<tr>
<td>(A x B)</td>
<td>270.250</td>
<td>1</td>
<td>270.250</td>
<td>4.55 *</td>
</tr>
<tr>
<td>(A x C)</td>
<td>243.112</td>
<td>1</td>
<td>243.112</td>
<td>4.10 *</td>
</tr>
<tr>
<td>(B x C)</td>
<td>363.013</td>
<td>1</td>
<td>363.013</td>
<td>6.13 **</td>
</tr>
<tr>
<td>(A x B x C)</td>
<td>387.200</td>
<td>1</td>
<td>387.200</td>
<td>6.54 **</td>
</tr>
<tr>
<td>Within</td>
<td>18477.450</td>
<td>312</td>
<td>59.223</td>
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<tr>
<td>Corrected total</td>
<td>26377.800</td>
<td>319</td>
<td>--</td>
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</table>

**-Significant at 0.01 level  *-Significant at 0.05 level
scored better than students with high peer pressure (M=14.42).

**Hypothesis-3. There would be significant impact of emotional maturity on scholastic achievement among college students.**

It is evident from table-III that the obtained "F" value of 8.94 is significant at 0.01 level implying that emotional maturity has significant influence on scholastic achievement among college students. As the "F" value is significant, the hypothesis-3, which stated that emotional maturity would significantly influence the scholastic achievement among college students, is accepted as warranted by the results. Students with high emotional maturity (M=16.88) are better in their scholastic achievement than the students with low emotional maturity (M=13.59).

**Hypothesis-4. There would be significant interaction effect among parenting style, peer pressure and emotional maturity on scholastic achievement among college students.**

It is evident from the table-II that there is significant first order interactions among nature of parenting style X peer pressure (AXB), 4.55; parenting style X emotional maturity (AXC), 4.10, peer pressure X emotional maturity (BXC), 6.13 in causing the effect on scholastic achievement among college students. The second order interaction among parenting style X peer pressure X emotional maturity (AXBXC), 6.54 is significant. This indicates that there are significant interactions among the three independent variables i.e., parenting style, peer pressure and emotional maturity in causing the effect on dependent variable - scholastic achievement. Hence, hypothesis-3 which stated significant interaction effect among parenting style, peer pressure and emotional maturity on scholastic achievement among college students is accepted.

**Conclusions**

1. There is significant impact of parenting style on scholastic achievement among college students. Students under the supervision of good parenting style are better in their scholastic achievement.

2. There is significant impact of peer pressure on scholastic achievement among college students. Students experiencing low peer pressure are better in their scholastic achievement.

3. There is significant impact of emotional maturity on scholastic achievement among college students. Emotionally matured students are better in their scholastic achievement.

4. There is significant interaction effect among parenting style, peer pressure and emotional maturity on scholastic achievement among college students.

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Differences in Scholastic Achievement of College Students

J. Pradeep1, G. Babu Rao2

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Abstract- An attempt was made in the present investigation to determine the difference in scholastic achievement of college students. Sample of present study consist of 320 college students (160 professional another 160 Non Professional college students) in Rayalaseema region of Andhra Pradesh. The Differential Aptitude tests (Verbal Reasoning and Numerical Ability) by George K. Bennett, Herald G. Seashore and Alexander G. Wesman (1959) were administered to know the differences in scholastic achievement of students. Result reveals that student’s scholastic achievement depends upon the “Nature of the course, type of institute and parental education”.

INTRODUCTION

Education is constant and ongoing. Schooling generally begins somewhere between the ages four and six when children are gathered together for the purpose of specific deems important. In the past, once the formal primary and secondary schooling was completed, the process was finished. However, in today’s information age, adults are quite often learning in informal setting through their working lives and even into retirement. It is a fact that a nation’s progress depends upon its students’ academic achievements and development. That’s why every nation emphasizes students’ academic achievements. But college students play a significant role in building the future of the country. They have to develop their numerical ability and verbal reasoning skills to become socially independent and succeed in their professional life. Scholastic Achievement includes both Verbal Reasoning and Numerical Ability, which is a central part of academic performance.

This paper focuses on the differences in scholastic achievement due to nature of course, type of institute and parental Education among college students.

Troutman (1978) have investigated the association between Scholastic Aptitude Test (SAT) scores and subsequent academic success in college level mathematics courses. Troutman examined the predictive validity of number of variables and concluded that the best single predictor of academic achievement in a finite math course is the SAT mathematics score.

Greying (2000) are of the belief that the students’ ability with the English language is perhaps the key when using the school leaving results. Students who have been comprehensively taught in English or who are English First Language users seem to have better rates of prediction for academic success. He also reported that the psychometric assessments combined with the students’ Mathematics and English competence accounts for up to 62% of the variance that explains IT success.

Croste and Eker (2004) noticed that institute ownership, provision of facilities and availability of resources in colleges is an important structural component of the college. Private colleges due to the better funding, small sizes, serious ownership, motivated faculty and access to resources such as computers, perform better than Government Colleges.

Paulson (1994) explored the relative influences of parenting attitude and parental involvement on early adolescents’ school achievement among 247 adolescents. Standardized tools, questionnaires and self-report measures were used to review the association between parenting characteristics and achievement.

Results indicated that all parenting characteristics were positively related to achievement, and boys’ and girls’ reports of both father’s and mother’s parenting significantly predicted their achievement outcomes. However, based on further analysis, maternal values
toward achievement and maternal involvement in school functions (subscases of parental involvement) predicted unique proportions of variance in achievement outcome above and beyond that predicted by the other parenting characteristics. Davis-Kean (2005) investigated that there is positive relations between parents’ levels of education and parents’ expectations for their children’s success suggesting that more highly educated parents actively encourage their children to develop high expectations of their own.

OBJECTIVES

1. To study the difference in the scholastic achievement of Professional and Non-Professional college students.
2. To find out the difference between Government and Private college students with regard to their Scholastic Achievement.
3. To observe the difference in the Scholastic Achievement of students of parents with School level and College level education.

HYPOTHESES

1. There would be significant difference between professional and non-professional college students with regard to their scholastic achievement.
2. There would be significant difference between government and private college students with regard to their scholastic achievement.
3. There would be significant difference in scholastic achievement of students of parents with regard to their school level and college level education.

SAMPLE

The subjects were in the age group of 18-21 years. Using purposive sampling method 320 sample were taken to examine the differences between nature of courses, type of institute and parental education. ‘t’ tests were administered.

TOOLS

1. The Differential Aptitude tests (Verbal Reasoning and Numerical Ability) by George K. Bennett, Herald G Seashore & Alexander G. Wesman (1959) were administered.

VARIABLES STUDIED

Independent Variable
1. Nature of Course
2. Type of Institute
3. Father Education

DEPENDENT VARIABLES

1. Scholastic Achievement

STATISTICAL ANALYSIS

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD’s, and ‘t’ test.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>M</th>
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<td>Nature of Course</td>
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<td>Prof</td>
<td>160</td>
<td>12.61</td>
<td>7.60</td>
<td>7.97**</td>
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<td>NonProf</td>
<td>160</td>
<td>7.17</td>
<td>5.22</td>
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<tr>
<td>Type of Institute</td>
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<tr>
<td>Govt</td>
<td>160</td>
<td>17.65</td>
<td>9.14</td>
<td>2.10*</td>
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<tr>
<td>Pri</td>
<td>160</td>
<td>15.50</td>
<td>9.11</td>
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<td>Father’s Education</td>
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<tr>
<td>SL</td>
<td>230</td>
<td>14.49</td>
<td>8.79</td>
<td>4.16**</td>
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</table>

Hypothesis-1: There would be significant difference between professional and non-professional college students with regard to their scholastic achievement. Table-1 shows (t=7.97) there is significant different between professional and non-professional college students with regard to their scholastic achievement. Mean values clearly shows that professional colleges students are better (Mean=12.61) in their scholastic achievement compared to nonprofessional college students (Mean=7.17) indicate that they have very less scholastic achievement.

A study conducted by Jacob Kola Aina et al., (2013) supports the findings of the present study which states that students in technical education perform better than students in science education.

Hypothesis 2: There would be significant difference between government and private college students with regard to their scholastic achievement.

Table - 1 shows ‘t’ values of 2.10 which is significant different at 0.05 level indicating significant difference between government and private college students with regard to their scholastic achievement than private college students.

Mean values clearly shows that government college students are better (Mean=17.65) in their scholastic achievement compared to private college students is (Mean=15.50).

The results of the present study are contradictory to the finding of Crosne and Elder (2004) which
revealed that education and facilities in private
schools/colleges enhance academic performance and
educational attainment of students.
Hypothesis 3: There would be significant difference
in scholastic achievement of students of parents with
school level and college level education.
Significant 't' values of 4.16 shows that parental
education significantly influence scholastic
achievement. It is proved that students of fathers with
college level education are better in their scholastic
achievement than the fathers with school level
education.
A study conducted by Lawrence M. Rudner (1999)
reveals that amount of money spent on education,
family income, parent education and television
viewing influence the scholastic achievement of
home school students. The findings of the present
study corroborate with findings of the above study.

CONCLUSIONS

1. Scholastic achievement is better among
   professional college students than nonprofessional
college students.
2. Government college students are better in their
   scholastic achievement compared to private
   college students.
3. Students of fathers with college level education are
   better in their scholastic achievement compared to
   the students of fathers with school level education.

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