CHAPTER-I
INTRODUCTION

Development of any nation largely depends upon the literacy rate and quality of education that is accessible to its citizens. Qualitative education is fundamental to whole process of human development it empowers the individuals to become self-reliant so that they can contribute optimally in the development of the nation. As laid down in the National Policy on Education (1986) the union government has the responsibility to reinforce the national and integrative character of education and to maintain its quality and standards up to mark. In the pursuit, India made a national commitment for providing free and compulsory education to all the children up to the age of 14 years, as is enshrined in Indian constitution under the Article 45. Sharma et al. (2011) opined that achievement in education in itself has become more or less powerful symbol and way of life of the members of any society. However, even the course of life of the people is not determined by only educational achievement, but is essentially directed by it to some extent. Naderi (2010) viewed success in higher education is not only essential for furthering one’s own education but also ensures a more educated and productive society. Therefore formal education, as Garikai (2010) viewed, remains the vehicle for socio-economic development and social mobilization of any society.

The government has a provision to spend nearly Rs.52047 crores (Indian Budget Report 2011-12) to ensure the efficiency and effectiveness of the country's education system. Evidently education sector often gets the highest priority. This national educational reform provides more equity and access to higher education and academic achievement to the general population. Presently education has become a shift from elite to mass education. Concomitantly Indian Education Commission (1964-66) recommended that public demand for higher education had increased and would continue to increase in future. Sharma et al. (2011) focused that one of the most important concerns of education is to ensure that the child is able to make use of most of his abilities and capabilities to achieve to his maximum level. Bansal et al. (2006) stated that academic achievement has become an index of child’s future in highly competitive world. Therefore it has been becoming more and more pressing for the individual to have good academic achievement. Naderi (2009) viewed that each
individual student is unique and has his or her own educational needs. The accomplishment of these needs is vital for an individual's endeavour and pursuit to achieve the academic excellence. Understanding of these needs can help educators and parents to handle students’ psychological problems in a better way. Consequently, interest to identify effective predictors of academic achievement in higher education is increasing day by day.

Acquaintance of the fact could not be refuted that academic achievement is affected by a plethora of variables. Asthana (2011) opined that mental ability plays significant role in academic success of the students. Fahim (2007) suggested that psychometric and verbal intelligence are strongly related to academic achievement. Stewart (2010) reported that specific emotional intelligence could provide indication of future success. Furnham et al. (2004) focussed that personality has positive significant association with examination grades. Sharma et al. (2006) opined that self-concept and achievement motivation has significant relationship with achievement in mathematics. Chowdhary (2007) reported that self-efficacy plays a significant role in determining high level of academic achievement. Sakiz (2011) suggested that mastery goal orientation has positive and significant relationship with college students’ perceived academic self-efficacy beliefs and academic achievement. Sharma and Tahira (2011) believed that parental education, parental occupation and family size contribute significantly to the achievements of the students. Lakshmi et al. (2006) opined that parental behaviour, parental acceptance and parental encouragement plays critical role in determining educational success and competence.

Bansal et al. (2006) emphasized on the importance of parental encouragement saying that family being the first and major agency of socialization plays a pivotal role in styling child’s life. It has been shown that most of children who are successful and well-adjusted come from the families where wholesome relationships exist between children and their parents. Bank et al. (1990) and Kazmi et al. (2011) opined that parents are responsible for shaping students’ aspirations, persistence and achievement. According to Merchant et al. (2001) parental involvement in school activities is also crucial for their children’s academic achievement and socio-emotional development. Ghaji (2010) stated that parental involvement in children’s education relates positively to achievement motivation and children’s perceptions of competence. Newswire (2010) stated that children whose parents are more involved in education have fewer behaviour
problems and better social skills. Yan (1999) reported that the parental encouragement is a force on academic achievement. Parents those are more involved in the activities of their children’s schooling, have offsprings who do better in academics. Murphy (2009) opined that parental encouragement including parental actions associated with authoritative parenting style have positive relationship with academic achievement of students. Acharya and Shobhna (2009) reported that family factor such as parental education and parental encouragement, discussion of importance of education and education affairs have direct positive influence on achievement motivation of students. Ghazi (2010) also reported that parental encouragement influences achievement motivation of the students that contributes significantly to the academic achievement of the students.

Achievement motivation is another major psychological characteristic of affecting classroom learning and students’ performance. Thibert et al. (1996) stated that motivation has been considered as being crucial to learning and could be perceived as one of the most important psychological concept in education. Turner et al. (2004) confirmed that the students who succeed in educational activities more often are the students who have got motivation to learn. Wong and Mehaly (1990), Bansal et al. (2006), Kropff (2006), Ghazi (2010), Shabatat (2010) reported that motivation is positively related to academic achievement. Manjuvani and Anuradha (2011) opined that achievement motivation is acquired tendency and one of the most important social needs that sets the individual to strive for success. Chowdhury et al. (2007) opined that achievement motivation is inner drive that directs students' behaviour towards the fulfilment of their goal. Extrinsic and intrinsic motivation found to have positive relationship with academic achievement. Arini (2009) reported that it is not only motivation that influences academic achievement but also it is the joint influence of motivation and intelligence.

Intelligence is said to be the robust factor that determines academic achievement. In current years, several researchers have shown more interest in the relationship between intelligence and academic achievement. Spinatha (2006) reported that general cognitive ability proved to be the strongest and only predictor on academic achievement. Dhall (2005) and Asthana (2011) opined that intelligence has positive and significant relationship with academic performance. Watkins (2007) believed that intelligence has casual influence on future achievement. Whereas Stump et al. (2009)
and Naderi (2010) stated that intelligence has no relationship with academic achievement. Laidra et al. (2007) reported that students’ achievement relies more strongly on their cognitive abilities through all grade levels.

Academic success plays an important role in determining appropriate opportunities for students in their future life. Izzo (1999), Kreider (2007) opined that unfortunately, family involvement in education tends to decrease with the increase in educational status of the child. Laidra et al. (2006) reported that even the relationship between intelligence and academic achievement appears to decline with age being highest in primary and lower in middle school and college level. Unfortunately, college success is not easily attained by all youth. Too many factors are responsible for falling them behind in academic success to their peer counterparts. Sunitha (2005) and Sharma and Tahira (2011) have investigated relationship between numerous predictors and academic performance. Presently the prediction of academic success in colleges has become a large scale operation. There has been considerable number of scientific investigations in the area of academic achievement in order to recognise stable determiners of college success. Some attempts have been fructified in establishing the direct relationship between certain variables and academic achievement while some are still under investigation. A drastic decrease in the level of academic achievement and increase in dropout rate could be noticed during the college courses. Hence, higher education attracted the attention of the investigator to put forth efforts to determine the factors that contribute towards the educational success of the college students.

1.1 CONCEPTUAL FRAMEWORK

1.1.1 Academic achievement

As society is becoming increasingly complex owing to rapid scientific and technological progress, it needs manpower with high capacity and capabilities to sustain its pace and progress. Highly successful persons in academics are considered to be responsible to bring and maintain advancement of the society. Salami (2010) opined that academic success is the major goal of the college students for it has always been used as the main basis to judge the potentialities and capabilities and also as a means for selection for educational advancement and employment. Muola (2010) viewed that everybody in this world strives to be successful.
Academic achievement is a multidimensional activity concomitantly Furnham et al. (2004), Chaturvedi (2009), Asthana (2011) and Sharma et al. (2011), suggested that intelligence, personality, learning method, school environment, home environment and motivational variables are responsible for total academic performance. Chaudary (2004) suggested that academic achievement is the knowledge attained or skills developed by pupils usually in schools, measured by test scores or by marks assigned by teachers pertaining to school subjects or to fields of liberal arts or to sphere of ideas and abstractions. Rajamnickam and Vasanthal (1993) stated that scholastic achievement means achievement of the students in terms of marks in the examination.

Academic achievement become evident as a student evolves into a resourceful and enthusiastic learner who is ultimately capable. Generally speaking academic achievement is something that students achieve at school, college or university in class, laboratory, library or field work. It does not include other achievements in sports or music. It requires dedication, sacrifice, self-discipline, motivation and cordial relationship with parents, peers and teachers. Crow and Crow (1969) described scholastic achievement as the extent to which a learner is profiting from instructions in a given area of learning hence achievement is reflected by the extent to which skills and knowledge has been acquired by the person from the training imparted to him.

According to Sharma et al. (2011) academic achievement is the outcome of the training imparted to students by the teacher in school situation. Halawah (2006) stated that academic achievement is accomplished by actual execution of class work in the school setting. It is typically assessed by using teachers’ ratings, class tests and examinations hold by the academic institutions or by the educational boards. Academic achievement is positively related with motivation and family environment. Academic achievement as stated by Sunitha (2005) is the knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests in annual examination. Sunitha (2005) also believed that home environment factors like parents’ encouragement, care, support, guidance, parenting and physical facilities had significant influence on academic achievement of the students.

Codjoe (2007), Muola, (2011) reported that home environment is linked to progressive scholastic outcomes. Highly educated parents are more likely to inculcate more positive values of education in their children. Parental encouragement as Nommay (1989), Singh et al. (1995) suggested, exerts a positive influence upon the
cognitive development of their wards. Bansal (2006), Wilkins (2009) and Ghazi (2010) opined that achievement motivation is the product of good home environment and parental encouragement. The gap in academic achievement is due to the variance in students’ cognitive ability, achievement motivation, attitude and interest towards the subjects that have direct influence on the academic achievements. Academic achievement as suggested by Mehta and Kumar (1985) is the mean achievement score in the examination of every subject. Whereas Mathur and Poonam (2010) suggested that academic success is determined by their success in annual examination including all the subjects or whole of the curriculum.

Academic success predictors usually consist of cognitive measures pertaining to mental ability or intelligence or intellectual ability. Some investigators such as Asthana (2011), Sharma et al. (2011) and Lounsbury (2004) hold the view that intellectual ability or intelligence is a primary determinant of achievement of college students. Lounsbury et al. (2004) explored that general intelligence predicted both academic achievement. Spinatha (2006) and Rohde (2006) focused that general cognitive ability continued to add to the prediction of academic achievement. Fahim (2007) reported that verbal intelligence is strongly related with academic achievement. Asthana (2011) suggested that mental ability was positively and significantly related with academic achievement. Academic achievement as mentioned in Colin’s English Dictionary (2005) is excessively concerned with intellectual matters and lacking experience of practical affairs.

Neumeister (2004) reported that the motives of the students influence their achievement goals. Sakiz (2011) believed that mastery goal orientation yield high academic success. Hanushek (1999) focused that academic achievement is also known as the influence of goals of institution and teachers. Educational achievement of the students varies because institution and teacher differ in their ability and in their goals. The difference in the academic achievement of the students owes not only to students but to the teacher and the school. Academic achievement as suggested by Annie et al. (1996) is the outcome of education to the extent to which a student, teacher or institution has achieved their educational goals.

Education has always been concerned with the prediction of academic achievement. Psychologists have termed it scholastic achievement, educational achievement, educational forwardness and so on. These refer to the scores obtained in
annual examinations conducted by the institution or board at the end of the year as the end product of the students’ labour for the whole year.

Leeson (2008) opined that gender plays a unique role in predicting academic performance. Kohl et al. (2000) viewed that education of parents influence academic success of the students as highly educated parents encourage their children more for the achievement. Inconsistently Singh and Shrivastva (1983) also reported that academic behaviour of the students has been influenced by parent literacy. Moreover academic achievement also influenced by geographical area where they reside and get their experience regarding education. Waters et al. (2006) and Singh and Parveen (2010) suggested that academic achievement of the urban and rural students differ significantly. Academic achievement can be considered as excellence in all academic disciplines, in class as well as co-curricular activities. It includes excellence in supporting, behaviour, confidence, communication skills, punctuality, assertiveness, arts, culture and the like.

Laidra (2006), Naderi (2008-10) examined the influence of undergraduate cumulative grade point average on academic success whereas Lounsbury at al. (2004) used both grade-point average and the grade received in single college course as measures of academic success.

1.1.2 Parental Encouragement

It is recognised by Sewell and Vimal (1968), Lakshmi et al. (2006), Murhphy (2009) Ghazi (2010) if the students are to maximize their academic performance, they need full support and participation of the family and the parents. Parental encouragement as described by Sarsone et al. (1989) can be a form of reward because it displays one of the most basic forms of reward that is attention. Kerth and Lichtman (1994) reported that different types of parental involvement and encouragement were assessed as involvement in home-based activities, home structure, rules about viewing T.V and involvement at school and talking with teachers. Further they explored that parental encouragement had positive effect on students’ academic success. Singh et al (1995) identified four components of parental involvement namely parental aspirations for children’s education, parental child communication about school, home structure and parental participation in school related activities.
As suggested by Pate et al. (2006) the term, Parent refers to biological parents, adoptive and stepparents, and primary caregivers for example step mother, aunt, brother or sister. Astone and Sara (1991) reported that children who live with single parents or stepparents during adolescents receive less encouragement and less help with school work than children who live with both natural parents. Ross (1965) explained that when father and mother approve and appreciate any activity related to education or revoke any hurdle felt by the children in educational process or guide them the right and wrong- this entire spectrum activity comes within the preview of parental encouragement. Sunitha (2005) opined that parental encouragement means helping and guiding their child and coaxing him not to feel disheartened at a particular point of difficulty. Parental encouragement as stated by Buonagura (2003) is critical in facilitating children’s development, achievement and in preventing educational and developmental problems.

In the recent trends, it is essential to understand what is meant by the parental involvement and in what ways it influence children’s educational success. The impact of family on educational outcomes appears to last into young adulthood, throughout the college process. Nommay (1988) and Sharma and Tahira (2011) observed less physically crowded family structure along with parental support is strongly associated with high educational level of students.

Some parents have always been actively involved in enhancing their children’s development and educational progress. Parental encouragement refers to broad ranges of activities. Baker and David (1986) suggested that parents actively manage their child’s school career in ways that could have direct consequences for their child’s academic achievement. The number and types of schooling strategies did not vary among the mothers that indicated that there might be standard parental strategies. The implementation of strategies however, does vary by the socioeconomic status of the mother. Mothers who had at least college education provide more involvement and encouragement to the students hence had good academic performance.

Izzo et al. (1999) studied four forms of involvement; frequency of parent-teacher contact; quality of parent teacher interaction; participation in educational activities in the home; and participation in school activities. These factors as well as the variables related to family background were examined to find any relationship they might have with school achievement as indexed by school grades. Consistent with other
studies Izzo et al. reported that all forms of parental encouragement declined with child’s age and that involvement in the home predicted the widest range of performance variance.

Bogenschneider (1999) believed that parental involvement was a force on achievement. Parents who are more involved in their adolescents’ schooling regardless of parents’ gender or educational level have offspring who do better in school irrespective of the child’s gender, ethnicity or family structure. Parental involvement works for everyone.

According to Desforges and Alberto (2003) this spontaneous activity has taken a number of forms including good parenting in home preschool, visit to school to gather relevant information and to establish good relationships, discussion with teachers, to keep abreast of the child’s progress or to discuss emergent problems, and assisting more broadly in practical activities and governance of the school.

Bembenutty (2005) analysed the parental encouragement in the form of parental actions involving checking homework, helping in school assignments, providing rewards for students’ performance. Buonagura (2003) described that parents’ visits to the centre, school, classroom, parents meetings, workshops and parent teacher conferences are effective encouraging actions for their children’s education.

Martinez-Pons (2002) studied parental encouragement including four parental actions as modelling, encouragement, facilitation, and rewarding. Bembenutty (2005) found by factor analysis that parental action could be classified into two categories, one which had a positive relationship with achievement and the other which had a negative correlation with achievement. He referred to these parent factors as active that includes checking homework and helping with school assignments and reactive that includes providing rewards and consequences for student’s academic performance.

Murphy (2009) studied parental involvement in the form of parental actions, which described specific ways in which parents become involved in their child’s school including attending parent teacher meetings, taking part in activities and volunteering at the school; household rules for child behaviour including maintaining grade average, doing homework, doing household course and watching TV; Specific kind of activities including participation to the organizations with the parents from school.
The effect of parental encouragement in terms of providing learning environment at home on achievement and cognitive development has been explored in the resent researches. It also has been searched that home learning environment is associated with increased level of cooperation and conformity, peer socio-ability and confidence. Nommay (1988) believed that parent’s encouragement indirectly played a significant role in predicting academic achievement through cognitive development of their children. Sui-Chu and Williams (1996) measured parental involvement in the form of talk with mother, talk with father, discuss school programs, discuss school activities, monitor homework, limit T.V time, limit going out, home after school, school contacts parents and volunteer at school. It was found that home discussion to be significant force on students’ achievement.

According to Hammer (2003) the home environment is as important as the school. Important factors include parental involvement in their children’s education, how much they understand to young children, how much T.V they allowed to view and how often they change school. Achievement gap is not only about what goes on once pupil get into the class, but also about what happen before and after school. Family has a crucial role to play to ensure that every child becomes a high achiever.

Matlock (2008) suggested parental encouragement is; reading with the children and talk with them about the books and the stories, helping the children with work on homework assignments, organizing and monitoring child’s time, providing materials and instructions, attending actively school activities, volunteering in classroom, field trips and special events, attending parent teachers meeting, talking with the child about institution on daily basis, encouraging the child for success and supporting them on poor performance.

Parents and the family all are implicated in shaping children’s progress towards their self-fulfilment and citizenship. The children themselves of course with their unique abilities, temperament and propensities play a critical role in forming and reforming their behaviour, aspirations and achievements. As suggested by Pate et al. (2006) parental involvement is stated as having an awareness of and involvement in school work, understanding of the interaction between parenting skills and student success in schooling and a commitment to consistent communication with educators about student progress. Sansone (1986) suggested the forms of parental encouragement
are as reward, pats on the back and positive sayings, motivating children to discover and understand new concepts and helping them to complete their assignments.

Frequent contacts between parents and their children at home as well as parental participation in school related activities, volunteering in the classroom or meeting with teachers appear to benefit children on a number of dimensions including academic performance and social interaction with peers and adults. Pape (1999) stated that researches indicated that parents who are involved in their child’s academic life have a profound effect on the child’s ability to learn and help and also instil in them an appreciation for learning that can last a lifetime. Fager and Brewster (1999) discuss the benefits associated with parental involvement as involving improved academic performance, improved school behaviour, greater academic motivation, and lower dropout rates. Wlodkowski and Jaynes (1990) recommended positive relationship between teachers and parents to establish mutual trust, express shared goal for best interest of the child, create a vehicle for open communication, and clarify the attitude of collaboration and problem solving rather than blaming. Unfortunately, parents and educators are often seen holding one another at arm’s length uncertain of the role each should play.

If parents who employ non-coercive democratic discipline and encourage their adolescent children to express individuality within the family and they do not snub their ideas then adolescents are more involved in their studies and perform well as compared to those adolescents whose parents always give adverse remarks on whatever they do and they are not allowed to express their ideas. Therefore, they are more concerned with their parents say rather than what they want. Lack of loving, accepting and affectionate behaviour of parents develops feeling of insecurity and low self-confidence. Therefore, it can be stated that parents who are perceived as being more acceptant and using less hostile psychological control tend to have children with higher academic achievement traits. Murphy (2009) reported that greater parental control was associated with poorer performance. However, Lakshmi (2006) viewed a positive relationship between parental control and academic achievement. Lakshmi (2006) suggested that parental encouragement includes parental behaviour which has two major parenting dimensions in different human societies. These dimensions are parental control that includes permissiveness and strictness and parental warmth that shows acceptance and rejection.
Epstein et al. (1997) discussed how children learn and grow through three overlapping and equally influencing spheres that is family, school and community. These three spheres must form partnerships to meet the needs of the child properly. He suggested six types of involvements needed for successful encouragement based on the relationships between the family, school and community these are parenting skills, communicating, volunteering, learning at home, decision making and collaborating with the community. Epstein stressed that all of these six types of involvement need to be included to have successful encouragement.

Ghazi (2010) mentioned that children often stay with parents in their homes; hence, it is the responsibility of the parents to fulfill the basic needs or educational needs of their children. Moreover parents are always in the favour of controlled and disciplined life of their children. They always tend to produce such environment at home which does not adversely affect the growth in education of their children. Therefore, parents always engage themselves to encourage their children for better achievement through discussing about the benefits of education, about their family background, about the lower income community go abroad for earning. Parents always engage themselves in giving such other examples of high achievers to their children about school related topics.

Pate et al. (2006) stated three constructs of parent involvement: Communication, supervision and parental expectations or parenting style. Communication refers to parent's frequent and systematic discussions with their children about schoolwork. Supervision includes monitoring when students return home from school and what they do after school, overseeing time spent on homework and the extent to which children view television and parental expectations and parenting style were found to be most critical of the three. These include the manner and extent to which parents communicate their academic aspirations to their children.

Zellman and Waterman (1998) confirmed that it is not parental encouragement on the whole but the parenting styles are the better predictors of academic achievement. Parenting styles that have been mentioned by Pate et al. (2006) under the term parental involvement as viewed by McNeal (1999) Yan (2000) Murphy (2009) associated with academic success of the students. Lamborn et al. (1991) opined that more specifically authoritarian and permissive parenting styles have been associated with poor academic grades, poor college adjustment and poor self-esteem of adolescents. Hickman et al.
(2000) suggested that high achievers often described their parents as understanding, approving, trusting, affectionate, encouraging and not overly strict discipline conversely, under achievers described their parents as very strict and demanding, lax or punitive in disciplinary technique. Some researchers such as Hickman (2000) and Murphy (2009) reported that parental attitude of encouragement; parental warmth and verbalization were positively related with academic competence.

Lamborn et al. (1991) opined that adolescents who describe their parents as either neglectful or indulgent had lower grades as did adolescents from authoritative homes. They also scored lower than the adolescents from authoritarian families on self-perceived academic competence. Steinberg et al. (1992) suggested that authoritative parenting lead to better school performance and stronger school engagement among the adolescents. Parental encouragement is much more likely to promote adolescents school success when it occurred in the context of an authoritative home environment.

Taylor et al. (1995) reported that adolescents whose parents were accepting, firm and democratic or authoritative scored high in measures of academic performance. They also found that both authoritarian and permissive parenting styles were negatively associated with their academic performance. Lakshmi et al. (2006) viewed that parental acceptance and encouragement scores were positively related with academic school success and competence. However, parental control exhibited negative relationship with academic success. Furthermore parents who are perceived as being more acceptant and using less restrictive and hostile psychological control tended to have children with higher academic success and competence.

Murphy (2009) opined that parental encouragement has significant relationship with academic achievement. While parental control is negatively associated with achievement measures. It was also found that parental actions associated with authoritative parenting style are positively related with academic achievement. Shah (1993) opined that children from authoritative families achieve more academically as compared to the children from less permissive or restrictive families. But when boys and girls were taken into account separately the relationship was significant for boys only.

Baumrind’s (1968) parenting style typology has dominated the field as a conceptualization and method of describing parental characteristics. This typology consists of three parenting styles: authoritative, authoritarian and permissive.
• Authoritative parenting style refers to child-rearing techniques in which parents exercise firm yet fair discipline. Despite firm discipline, parents display warmth, love and affection towards children and are democratic.
• Authoritarian parenting styles refer to childrearing techniques characteristics of harsh disciplinary actions and rigid boundaries.
• Permissive or laissez-fair parenting style refers to child rearing techniques that place few, if any, rules upon children. In extreme cases, children encounter complete freedom to make life decisions without referring to parents.

Hickman (2000) and Murphy (2009) studies Baumrind’s typology consists of three parenting styles: authoritarian, authoritative and permissive, and found that authoritative have a positive impact on academic adjustment, adolescents accustomed to warm, emotional and caring environment associated with open communication that may have an advantage when the students transit into college environment.

Kreider (2007) suggested that parenting is the family involvement process that consists of parenting style: parent youth relationship and monitoring, home school relationship: communication and participation in school or college based activities, responsibility for learning outcomes: homework management, educational expectations and encouragement for college success. Further Kreider (2007) explained– parenting style includes how parents use discipline and control to interact with and rear their children. Kerka (2000) supported that Parenting styles are broad patterns of child rearing practices, values and behaviour. Kreider (2007) mentioned three types of parenting styles. Authoritative parenting style is responsive, warm and firm but democratic. Disengaged parenting style is unlikely to be involved in their children’s schools and unlikely to manage their children’s time use. Restrictive parents set rules but don’t generally provide academic or other form of support.

Darling (1999) recognised four types of parenting styles indulgent those are more responsive than demanding, authoritarian are highly demanding and directive but not responsive, authoritative are both demanding and responsive and uninvolved are low in responsiveness and demandingness.

Sanson et al. (1989), Epstien (1997), Sharma (1998), Buonagura (2003), Lakshmi (2006), Kim et al. (2008), Ghazi (2010) studied the term parental encouragement that includes parents’ participation as helping in student in class work
or preparing assignments, interacting with the class teacher and discuss the educational material or study material with the students as well as with teacher.

Zellman and Waterman (1998) studied the term parental encouragement that includes parenting styles. Pate et al. (2006), Kreider (2007) considered parenting style as a part of parental involvement. Parental style includes how parents use discipline to interact with their children.

Baumrind (1968), Darling (1999), Hickman (2000) and Murphy (2009) studied the term parenting style and authoritative parenting style that influencing positively academic achievement of the students.

Martinez-pons (2002), Desforges (2003), Bembentutty (2005) and Murphy (2009) studied the term parental encouragement that includes parental actions and found significant influence on academic achievement.

From the review of the above literature it has been found that the researchers used various words for term parental encouragement with the influence of their culture, parental participation in children’s schooling and popularity of the word in respective contexts. In the present study the term parental encouragement is used to analyse its relation with academic achievement.

1.1.3 Achievement Motivation

Students’ academic talents can carry them for, but they need to manage their own learning in required direction. They cannot succeed unless they know how to navigate their efforts and material towards academic success. Rabideau (2005) opined that motivation is the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behaviour. Kropff (2006) viewed motivation as an inner drive that directs a student's behaviour towards the fulfilment of a goal. Everybody in this world strive to be recognised by people in his own form and shape which develops in them a strong urge to assert themselves to achieve. When a person does a task with expectation that his performance will be evaluated in relation to some standards of excellence such behaviour is achievement oriented.

According to Slavin (2006) motivation is one of the factors that contribute to academic success, motivation is what gets one going, keeps on going and determine
where one is to go. It is important to encourage the students’ academic motivation because motivation is crucial to students’ academic success at any age. Wlodkowski and Jaynes (1990) stated motivation as a value and a desire for learning. Tucker et al. (2002) opined that motivation is an academic engagement that refers to cognitive, emotional and behavioural investment in education.

It is believed by Majzub and Mohammad (2010) that motivation is the core cause of human action to find solutions to the difficulties. It enables an individual to believe his own ability and to execute in a given task. Studies confirmed as suggested by Rabidaeu (2005) that a task-involvement activity more often result in challenging attributions and act providing an opportunity to learn and develop competence than in an ego-involvement activity. Intrinsic motivation which is considered a as striving to engage in activity because of self-satisfaction, is more prevalent when a person is engaged in task involved activity.

Gottfried (1990) found positive relationship between motivation and achievement. Specifically, young students with higher academic intrinsic motivation had significantly higher achievement and intellectual performance. It was also found that perceived academic competence was positively related to intrinsic motivation. It seems that students who feel competent and self-determined in the school context develop an autonomous motivational profile toward education, which in turn leads them to obtain higher school grades. Perceived academic competence and perceived academic self-determination positively influenced autonomous academic motivation, which in turn has a positive impact on academic performance.

Wong and Mihaly (1990) supported the notion that there are two kinds of motivation effectively scholastic achievement are directed towards long term goals, the other directed towards on-going experience. Al-Shabatat et al. (2010) identified two categories of motivation in the students: one emphasized on motivation as an environmentally induced temporary state, and the other emphasized on motivation as a stable personality trait.

Motivation can be considered as the need for success or the attainment of excellence. Ghazi (2010) propounded that major theoretical streams of research in motivation are classified into two major schools: the content or need theories of motivation and the process or cognitive theories of motivation.
Content or need theories of motivation regard motivation as the product of internal drives that compel and energize an individual to act or move toward the satisfaction of individual needs.

Process or cognitive theories of motivation theories are concerned with conscious human decisions processes that determine how individual behaviour is energized, directed, and maintained in the specifically willed and self-directed human cognitive processes.

Broussard (2002) studied motivation as an attribute that moves us to do or not to do something that has two kinds: mastery motivation is a general tendency to interact with and to express influence over the environment. White (1959) viewed motivation as the need to deal effectively with the environment because its gratification produces inherent pleasure. On the other hand judgement motivation reflects the extent to which the students trust their own opinion versus relying on others judgement.

Human beings are said to be extrinsically or intrinsically motivated. Intrinsic motivation is said to be derived internally in the work itself. That occurs while a person is performing an activity in which he takes delight and satisfaction in doing that particular task. Gottfried (1990) reported that students who are more intrinsically motivated than extrinsically motivated succeed fare better and students who are not motivated to engage in learning are unlikely to succeed. Goldberg (1994) reported that intrinsic motivational patterns have been associated with high-perceived ability and control, realistic task analysis and planning, and the belief that effort increases one's ability and control. An extrinsic orientation toward learning is characterized by a concern with external reasons for working, such as the judgment of others regarding one's performance, grades, or some anticipated reward. Intrinsic motivation is attenuated by the use of extrinsic rewards and tends to change or decrease as the age of the child increases.

Deci et al. (1992) opined that the distinction between intrinsic and extrinsic motivation is an acknowledgement of the role of the value of behaviour in the determination of whether or not the behaviour is performed. Intrinsic motivation is the tendency to engage in task because one finds them interesting, challenging, involving and satisfying. Extrinsic motivation is a construct that pertains whenever an activity is done to attain some separable outcomes or instrumental value. Waugh (2001) suggested
that intrinsic motivation viewed as the propensity to engage one’s interest and to exercise and develop the individual need for autonomy, competence and relatedness. Extrinsic motivation on the other hand arises from outside incentives and consequences. The students engage in an activity because of the honour they want to bring to themselves, family and for the society.

Spinatha et al. (2006) viewed that intrinsic values contribute incrementally to the prediction of achievement beyond psychometric intelligence.

Chowdhury et al. (2007) stated that individual satisfy their needs through different means and are driven to success for varying reasons both internal and external. He reported that the students who attain high level of academic performance are those who are simultaneously high in intrinsic and extrinsic motivation. Tella (2007) opined that intrinsic motivation is seen as internal reward, while extrinsic motivation is incentive or reward that a person can enjoy after he finishes his work. Tella reported that motivation has positive and significantly higher relationship with academic achievement of the students.

Weiner (1990) stated that the motivational researchers have sought to promote hierarchical model of approach and avoidance achievement motivation by incorporating two prominent theories: the achievement motive approach and the achievement-goal approach. Achievement-motive includes the need for achievement and the fear of failure. These are the more predominant motives that direct our behaviour toward positive and negative outcomes. Brunstein and Maier (2005) shared the view that achievement behaviour is an interaction between situational variables and individual subject's motivation to achieve.

Schunk et al. (2008) suggested that motivation is the process whereby goal-directed activity is instigated and sustained. Motivation is an unobservable process and can be inferred from actions and verbalizations; it involves goals which may not be explicit; and it requires activity which is instigated and sustained. According to Mangal (2008) motivation may be regarded as something, which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose. Chowdhury et al. (2007) suggested that motivation is a goal directed behaviour that indicates the willingness of the students to
exert high levels of efforts toward achieving goals. Motivation influence how and why people learn and their performance in particular situation.

Cheung (1998) opined that conceptions of success of achievement goal affect both the inclination to achievement and actual performance. Neumeister (2004) reported that for the socially prescribed perfectionist, an underlying motive to avoid failure influence achievement goals and behaviour of the students. Based on this motive, they set both performance avoidance and performance approach goals and tend toward procrastination in their work. In contrast an underlying motive to achieve influence achievement goals and behaviour of self-oriented perfectionists. The students set both mastery and performance approach goals. They develop strong work ethic and motivation to seek out challenge.

Francis et al. (2004) studied three types of goals: task goal, performance based goals, work avoidance goals and social goals. That influence students’ achievement motivation alongside academic goals. Dweck (1986) a goal is what student set out to accomplish. Goals generate motivation by focusing students’ attention on the discrepancy between their present level of accomplishment and their ideal level of performance. A good goal has two characteristics such as difficulty and specificity. Difficulty energises the performance and specificity direct students towards the desired course of action.

Rabidaeu (2005) suggested that achievement goals are viewed as more social cognitive representations pointing individuals toward as specific end. There are three types; of these achievement goals a performance-approach goals, a performance-avoidance goal and a mastery goal. Performance-approach goal is focused on attaining competence relative to others, a performance avoidance goal is focused on avoiding incompetence relative to others and a mastery goal is focused on the development of self competence and mastery of the task.

Froehlich (2007) reported that two types of goals have been identified: performance-goal and learning-goal. He also suggested that performance goals have also been called ego involved-goals. Inconsistent with Dweck (1996) Froehlich also suggested that pursuit of performance goal stems from the wish to be perceived as smart, competent and knowledge about the task. Whereas learning goals come from the desire to improve, gain knowledge, and acquire new skills. Eppler and Harju (1997)
studied achievement goals in relation to academic performance and reported that goal orientation is the better predictor of academic success than the students’ status. Sakiz (2011) suggested that mastery approach goal orientation was significantly and positively related with academic achievement of the students.

Spinatha et al. (2006) suggested that level of achievement motivation is based on emotions and achievement related goals. Students with high achievement goals study harder and definitely persist longer when they approach difficulties whereas low achievement goals students perform worse at learning task, tend to avoid difficult tasks and do not really regulate their learning behaviour.

Achievement motivation which is an acquired tendency and is one of the most important social needs has been defined by McClelland (1953), a pioneer in this field, as a disposition to strive for success in competition with some standards of excellence set by individual. McClelland called achievement motivation as need for achievement referring to the individual motivation to overcome obstacles, desire for success and the effort extended to seek out difficult tasks. McClelland’s associate Atkinson (1957) opined that one universal human need is the need to achieve hence achievement motivation is the striving to overcome obstacles, to exercise power and to strive to accomplish something difficult very well as quickly as possible.

Rabidaeu (2005) suggested that achievement motivation has been conceptualized in many different ways. Despite being similar in nature, many approaches of achievement motivation have been developed separately and most achievement theories are in accordance with one another instead of competing. Achievement motivation according to Dictionary of psychology (2005) is n-Arch, a social form involving a competitive drive, to meet standards of excellence. Achievement motivation is an important predictor of academics and future success of the students. It is documented by the researchers that a strong sense of motivation, typically in combination with other ability factors such mental ability or cognitive ability, can be powerful predictor of academic success. Al-Shabatat et al. (2010) explained motivation in terms of general energizing process that triggers responses in individuals.

Mitchell (1982) defined achievement motivations as the direction, intensive and persistence of work related behaviour desired by the organisation or its representative.
One potential source of drive to perform is the extrinsic motivation of the performance. People will perform a specific task when its result is likely to result in same outcome they desire. Chaturvedi (2009) opined that stimulating educational environment responsive to needs of the individual can result in positive motivational consequences. On the contrary negative motivational consequences are resulted when the environment is not facilitative.

Muola (2010) suggested that academic achievement motivation is used to mean the pupil’s need or drive towards the achievement of success in academic work. It is assumed that people differ in their need to achieve in situations that call for excellence. Gesinde (2000) opined that the urge to achieve varies from one individual to the other. For some, the need for achievement is very high while, for others it is very low. He adds that achievement motivation is learnt through the socialization process. Those who have high achievers as their role models in their early life experience would develop a high need for achievement, while those who have low achievers as their role models will hardly develop the need for achievement.

Achievement motivation viewed by Sharma et al. (2006) is an acquired tendency of and individual which implies action to strive and achieve in competition with others with a standard set by the individual. Bansal (2006) reported that achievement motivation can be considered as concern for excellence in performance as reflected in competition with the standards set by other or over unique accomplishment or long time involvement.

Acharya (2009) deduced that achievement motivation is the integration of affect arouse by cues in situations involving standards of excellence. Such standards of excellence typically learned from parents who urge the child to compete against the standards. Parents with high education set high standards and influence positively the achievement motivation. Children coming from different home environments are affected differently by such variations. Atkinson and Feather (1966) observed that the achievement motivation of children whose fathers have attained high educational level tend to be high. Ghazi (2010) suggested that parents frequently discuss importance of education and educational affairs, appreciate the children on better performance, insure good health providing balanced diet and protect them from various social evils, this all in turn cause achievement motivation.
Muola (2010) reported positive relationship between academic achievement motivation and home environment. He deduced that home environment is one of the determinants of academic achievement motivation. An academic home environment is likely to promote children’s motivation to achieve success which in turn contributes to performance in academics.

According to Atkinson and Feather (1966) the development of high level achievement motivation is attributed to early independence training. They also suggested that successful parents tend to provide early independence training which is necessary in the development of achievement motivation. Majoribanks (1979) further reported that in achievement training parents insist on high achievement through imposing high standards of excellence in tasks, setting high goals for the children and expecting them to show competence in doing tasks well. Thus, achievement motivation is among other factors dependent on child-parent interactions.

Different researchers found that motivated individuals typically tend to be devoted about their activities. They do not need even persuade to practice, but rather have a great desire to achieve in their domains. Such individuals set up their personal goals and observe their own development, which actively control their own experiences. In addition, talented individuals do not avoid challenges in their activities, but they are high persistent and possess a great amount of focus and energy.

1.1.4 Intelligence

Intelligence is related to academic achievement and the relationship between measures of intelligence and achievement is significant to educational research. Recently, there have been many new insights on the research of intelligence. Not only the concept of intelligence has been extended but also the traditional assessment of intelligence has been challenged tremendously. Naderi (2010) opined that understanding the nature of relationship between general intelligence and academic achievement has widespread implication for both practice and theory.

Intelligence is power of mind involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experiences. Lounsbury (2004) suggested that general intelligence is significant predictor of academic of the college students. Fahim (2007), Leeson (2008) and Al-Shabatat (2010) reported that general intelligence is the only factor that determines
academic success. Intelligence is a term referring to complex mental abilities of individuals. As suggested by Binet (1905) Intelligence is an unidimensional concept but Gardner (1983) termed intelligence as a multiple concept and finally Salovey et al. (1990) called intelligence as an emotional notion. Intelligence according to Binet (1905) is the ability to reason well, judge well and to be self-critical. Intelligence as suggested by Weschler (1944) is the aggregate or global capacity of the individual to act purposefully to think rationally and to deal effectively with his environment. Asthana (2011) remarked that empirical investigations run time to time have shown that univocal and unilateral supremacy cannot be granted to intelligence only in accounting for variation in scholastic achievement of students. Scholastic achievement requires intelligence or mental ability on the one hand and favourable contributory personality factors on the other hand. Concomitantly she showed through the results the scholastic achievement of the students is the product of mental ability.

Asthana (2011) revealed that mental ability or intelligence plays a significant role in academic success and confirmed that intelligence is found to be fairly good predictor of success at school and college level. But Lesson (2008) and Ong et al. (2010) claimed that among youth psychometric intelligence predict academic achievement. Further Ong et al. (2010) suggested that despite the development and revision of research ideas over the time, a crucial factor in predicting academic achievement remains general cognitive ability or psychometric intelligence. Dhall and Parveen (2005) found a positive and significant relationship between intelligence and academic achievement. They further viewed that life is full of surprises and challenges, and it is the intelligence that enables us accepting such challenges and surprises successfully. Husain (2011) inferred that the students who have better intelligence level are well adjusted at home and in the college. Intelligent persons have the ability to adjust and adapt to the new situations.

Intelligence as stated by Gottfredson (1997) is the general mental capability that among other things involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning or a narrow academic skill rather it reflects a broader and deeper capability for comprehending our surroundings-catching on, making sense of things, or figuring out what to do.
In different studies, Anthony (1990) and Long (1991) found that intelligence of the students’ is highly related to performance in reading, dictation and writing tasks but not on listening comprehension and free oral tasks. These findings suggest that intelligence is more related to learning language that is, reading, language analysis, writing and vocabulary but intelligence is much less likely to influence the way in which oral communication skills are developed. Kolawole (1998) opined that students with high academic ability, even if from unfavourable home background tend to perform better in language tasks than students with low academic ability. This declaration is corroborated by Adeosun (2004) who noted that academic ability of the learner determines their language adequacy and the extent to which proficiency is attained in a language.

Yekovich (1994) explored that Intelligence has been defined and studied under a number of different rubrics, among them individual differences, cognitive abilities, and aptitudes. Probably the most influential developments in our recent understanding of these concepts have come from educational and psychological researchers associated with cognitive psychology. Three of those individuals, Sternberg (1985), Gardner (1989), and Horn (1989) serve as a representative sample of researchers who have made significant gains in our current conceptions of intelligence. Fahim (2007) suggested that intelligence in general and verbal intelligence in particular can predict success in university students.

Steinberg (1985) proposed a theory of intelligence that attempted to expand the traditional conception of intelligence into triarchic theory of intelligence that consists of three main aspects: analytic intelligence, creative intelligence and practical intelligence. Sternberg (1996) viewed that people cannot succeed in real life only through academic intelligence rather they require successful intelligence along with. He further explained that successful and intelligent people are aware of their strengths and weaknesses. They figure out how to capitalise on their strength, compensate for their weaknesses and further develop their abilities in order to achieve success. Wu (2004) opined that successful carrier is to be achieved jointly by academic intelligence, practical intelligence, creative intelligence and personal intelligence.

Gardner (1989) proposed a theory that broadens the traditional definition of intelligence. He opined that human beings do not have one underlying intelligence but instead have multiple intelligence. Gardner (1983) initially identified seven types of
intelligence, but he further says that there is a chance of existence of more intelligences. These seven types of intelligence are: Verbal or linguistics intelligence demands susceptibility to spoken as well as written languages. The potential and capability to use language theory to achieve particular goals. Logical or mathematical intelligence is the power of reasoning whether deductively or inductively. Visual or special intelligence is the potential to produce visual spatial representation of different things and move that representation either ideally or practically. Musical or rhythmic intelligence involves the potential to perform, compose or appreciate the pattern of music. Bodily kinesthetic intelligence involves the capability of using skillfully the different organs of the body in order to solve problems or make products. White (1995) recommended that the usage of physique for the solution of different problems and creating or designing products and communicating ideas or emotions. The sole demand of this type of intelligence is the capability to comprehend one’s own wishes, fright and abilities. Furthermore it also refines the use of those information which are helpful in supervising or managing an individual own life. Interpersonal intelligence indicates a one’s magnitude of understanding others such as their wishes desires etc. And as a result works efficiently and diligently with others people. Gardner (1999) added an eighth type of intelligence that is naturalistic intelligence to recognize and differentiate different living and non living things according to their prominent characteristics, similarities and features. The categorization of things is the most important task of naturalistic intelligence. Shearer (2004) a person may have extra ordinary linguistics intelligence but low musical intelligence that means a person may have all the multiple intelligences or some of them with varying degrees. Gardner (1993) named personal intelligence to interpersonal and intrapersonal intelligence. Wu (1994) supported the idea and suggested that personal intelligence is that which helps people handle things reasonably and sensibly in different situations. He calls it new insight into intelligence which is the component of intelligence and can be developed.

Salovey et al. (1990) promoted the idea that our notion of intelligence-should be expanded to include emotional intelligence, which has generally been designed as the ability to perceive, understand, and manage one's emotions. Yahaya (2000), Aremu et al. (2006) found emotional intelligence is positively related to academic achievement. Moreover Yahaya (2006) pointed out that students with high emotional intelligence tend to be more social and perform better in academics.
Goleman (1995) described emotional intelligence as a potential for mastering the skills of self-awareness, self-management, social awareness and relationship management. Goleman (1995) asserted that success depends on several intelligences and the control of emotions. Specifically, he stressed that general intelligence is no more the measure of success. According to him general intelligence account for only 20% of the total success, and rest goes to emotional and social intelligence. According to Alam (2010) emotional intelligence is ability to perceive and constructively act on one’s own emotions and the feelings of others. It is a group of psychological abilities acknowledgement and regulating emotions that result in better performance of a person.

Marquez et al. (2010) concluded that the researchers conceptualize emotional intelligence as a mental ability that pertains to an individual’s capacity to process and reason with and about emotion-laden information. He provided positive indicators of the importance of emotional aspects in adolescent’s academic and social development. Further he confirmed that students with high emotional intelligence tend to be more pro-social and perform better in studies. Stewart (2010) believed there is one set of skills which can assist a students’ successful navigation of their university experience that emotional intelligence.

Horn (1989) and Dweck (1999) suggested that fluid intelligence is hereditary and crystallized intelligence is product of environment. Every individual differs in his intelligence hence, differs in academic achievement. Horn (1989) developed a theory of intelligence that specifies two broad factors, fluid abilities and crystallized abilities, along with numerous specific factors that support the general ones. Fluid intelligence represents one's ability to reason and solve problems in novel or unfamiliar situations. Crystallized intelligence, on the other hand, indicates the extent to which an individual has attained the knowledge of a culture. Dweck (1999) suggested that a person is born with a certain fixed amount of intelligence.

Different studies failed to give clear cut results of relationship of intelligence and academic achievement. Naderi (2010) reported no relationship and others (Nommay, 1989; Asthana, 2011) observed significant relationship between intelligence and education.

Hence from the above discussion it can be concluded that intelligence traditionally is a narrow concept which emphasizes verbal and performance intelligence.
quotient and other more academic abilities. Recently researchers have promoted the idea that our notion of intelligence should be expanded with emotional, successful and personal intelligence. Hence the general intelligence is a sort of mental energy which enables an individual to handle his environment and provide the brain power for learning and abstract reasoning.

**SIGNIFICANCE OF THE STUDY**

In this highly competitive world one needs at least college education to be successful person in this highly competitive world. Government, educators, parents and researchers continually are in interest to know the techniques through which an optimal target in education could be achieved.

A myriad of researches have been conducted to establish the correlates of college educational success. Rao (2000) studied that results while occasionally varied have continued to support the conclusion that cognitive ability factors, certain personality traits and some environmental factors predict academic performance of students.

Hammer (2003) suggested that academic achievement depends not only upon what goes on once the student enters the class but also upon what happens before and after class. Home environment include parental encouragement that has been identified as important factor effecting students’ academic achievement. Jeynes (2007) and Ghazi (2010) explored that parental encouragement is strongly related to improve academic achievement.

Mitchell (1992) opined that students’ motivation for learning regarded as one of the most critical determinant, if not the premier determinant of the success and quality of any learning outcome. Sharma et.al (2006) stated that achievement motivation has been considered as being crucial to learning and could be considered as one of the most important psychological concept in education. Turner et al. (2004) stated that the motivation and academic success are closely related whereas Naderi et al. (2010) and Lounsbury et al. (2004) explored significant positive relationship between intelligence and academic achievement of students. Dubois et al. (1994), Hussain (2011) and Asthana (2011) found intelligent students are well adjusted and always good performer in educational field.
Halawah (2006) opined elementary students begin their academic career with a desire to learn and with an intrinsic approach that switches to a more extrinsic orientation as student increase in age, hence results in lower grades in academic achievement during college. Denhue (1997) found increase in dropout rate and drastic decrease in scores obtained during college courses could be of concern of educators, policy makers and researchers.

As the result the researcher has given an increasing attention to understand the characteristics that promote high level of academic performance and expectations among college students. This led to researcher to look beyond the confines of individual thought and examine the micro-social influence. Hence, the present study is taken up to explore the influence of parental encouragement, achievement motivation and intelligence on the academic achievement of college students in Punjab.

The research would be helpful in understanding the relationship of parental encouragement, achievement motivation and intelligence with college education. Through the results of the study students will be suggested to make full use of their abilities and potentials and to raise and maintain their achievement motivation, which direct influence their educational outcomes. Parents will be advised to promote students’ achievement motivation by adopting parental encouragement strategies. Moreover, this would help the educators, policy makers as well as future researchers as it would also indicate many other problems related to academic success of the college students hence, it was thought worthwhile to undertake the problem for research titled:

A STUDY OF PSYCHOLOGICAL CORRELATES OF ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS IN PUNJAB

Objectives of the study

- To know the academic achievement of college students.
- To study the parental encouragement among the college students.
- To recognise the achievement motivation among the college students.
- To study the intelligence of the college students.
- To identify academic achievement of college students in terms of gender and locale.
To examine the academic achievement of college students having high and low parental encouragement.

To explore the academic achievement of college students revealing high and low achievement motivation.

To investigate the academic achievement of college students possessing high and low intelligence.

To explore the relationship among academic achievement, parental encouragement, achievement motivation and intelligence.

To make out the recommendations and suggestions on the basis of findings and outcomes of the study.

**Delimitations of the study**

The present investigation was delimited with respect to following.

- The study was confined to B.A. 2nd college students.
- The study was confined only to variables of academic achievement, parental encouragement, achievement motivation and intelligence.

**Operational Definitions of the terms used:**

The key terms used in the study were operationally defined as under:

**Psychological correlates**

The factors that influence the behaviour of the students to perform academic activities to their maximum potentials that contributes towards academic achievement.

**Parental Encouragement**

Parental encouragement is the treatment provided by the parents to the child with a view to enhance the possibilities of future occurrences of good behaviour by care, concern, approval and guidance. Parental encouragement is assessed by scores obtained by the respondents on academic achievement. (Kusum Agarwal, 1999)

**Achievement Motivation**

Achievement motivation refers to an organismic state that mobilizes activity which in some sense selective or directive. The achievement motivation is measured by the scores secured by individual on achievement motivation scale. (Deo-mohan, 1986)

**Intelligence**
Intelligence is mental power or ability to deal with vocabulary, classification number series, analogies and reasoning. It is measured by the total score obtained by the individual on group test of general mental ability. (S. Jalota, 1984)

**Academic Achievement**

Academic achievement is the success obtained by the individual during the academic session in terms of aggregate marks secured in various subjects in the annual examination conducted by the Universities.

**College students**

The students who are studying in the colleges of Punjab to attain the bachelor’s degree or masters degree.