Chapter - VI
SUMMARY
and
CONCLUDING REMARKS
Every one knows that lack of intellect is the prime limiting condition of educational underachievement. So, usually intelligent students are academically high achievers. But, one gets perplexed when confronted by intelligent bright students with academic underachievement. The present researcher attempted to throw some light in this direction in her research endeavor in Indian setting so as to not only enlighten every one concerned with welfare of the child but also planning and executing proper intervention programme to help such adolescents.

The academic achievement of society’s youth is a central focal point for society due to the idea that ensuring an education for a child helps promote a more successful future (e.g., job opportunity, financial compensation) for that individual compared to their counterparts.

Underachievement is understood and operationalized as the discrepancy between an intelligence test score and school results or achievement test scores.

Underachieving may sometimes be mistakenly as being learning disable (McCall et al. 1992; Ross 1995). This might explain why practitioners occasionally deny the existence of underachievement, and attribute decreasing entirely to a lack of intelligence. It has been reported that underachievers are characterized by external locus of control, which means that they lack a sense of control over factors that influence their lives and attribute success to forces outside of themselves (Van Boxteland Monks, 1992). The education of the parents and the cognitive ability of the child are probably the most important determinants of educational attainment.

The objective of this study was to find out the roles of the following psychosocial variables upon the academic achievement of the female students. The Independent variables were 1. Achievement motivation, 2. Study habit, 3. Poor

The Dependent variable was the academic achievement of the students at the school.

The hypotheses of this study were –

a) The underachievers would differ from normal achievers with respect to each of all independent variables.
b) The independent variables would contribute differentially in making up scholastic achievement.

Following questionnaires are used in the study:

1. Raven’s Progressive Matrices.
2. Achievement Motivation measure.
3. Study Habit Inventory.
4. Family Pathology and Mothers’ Perception of relating to her child scale.
5. Adjustment Inventory for the school studies.
6. Perception of communication satisfaction questionnaire.
7. The Spielberger State Trait Anger Expression Inventory (STAXI).
   Warner’s Social Status Index (1960).

It was an expost facto design. For data collection, 8 schools were selected from four zones (East, West, North and South) of Kolkata. Students of Class VIII and Class IX were selected as population. Students who secured 55-60% marks in three consecutive examinations and 40-45% marks was decided to be normal and underachievers respectively. After going through the progress report 810 normal and 350 underachievers were found. From these students, a simple random
sample of 150 normal and 150 underachievers were taken as final sample. Data were collected by administering the study instruments.

For the calculation of data both descriptive and sampling statistics had been used. Mean, S.D Ū ratio test and Logistics regression by using SPSS20 had been worked out for calculation of data.

From the result is has been found that there existed a significant difference between both the underachievers and the normal achievers on all the research variables excepting trait anger. The mean scores of each group further explained the pattern of achievement motivation study habit, parental communication, school adjustment, state anger and anger expression were not only different but rather they were poor in case of underachievers as compared to normal achievers. So it can be said that hypotheses, H1a, H1b, H1e, H1d were accepted leading to rejection of corresponding H0 with confidence in respect of Achievement Motivation, PCS with father and mother, School Adjustment, and Family Pathology (depicting whether the mother relates with the child normally), PCS with mother, State anger and anger expression related research hypotheses were also retained with considerably high confidence at the .05 level of probability. Only the trait anger related research hypothesis had to be rejected altogether. The overall picture therefore depicted the underachievers had lesser achievement motivation derived less satisfaction from both parents, suffered from poorer school adjustments, and their mothers related to them in a pathological manner unlike the normal ones. Moreover, they displayed poorer study habits, showed inclination to be angry easily an expressed it more intensively, while trait anger wise, no discrepancy was there between the two groups.

However, when odd’s ratios were considered, the family pathology dimension ( or = 1.057 ) was a strong and important predictor of academic underachievement. Next was state anger ( or = 1.025 ) , trait anger ( 1.017 ) and perception of...
satisfaction from communication with mothers ( or = 1.007 ) . The values of these variables , if altered would cast a noticeable impact on academic underachievement of intelligent female adolescents - either positively or negatively.

**Limitations**

This research, if occurred to the researcher, seemed to suffer from the following limitations

i) The sample size has been too small.

ii) The above fact renders it high internal validity, i.e. replicated same kind of findings would emerge

iii) Again it’s small sample size did put a question mark on it’s external validity, i.e. it would not be too wise to generalize the study findings.

iv) Only females were included in the study. If for convenience of controlling extraneous relevant variables. But important and interesting findings could have emerged by focusing on the male counterparts also.

v) Only urban population was taken into account, but conducting the study in both urban and rural settings could yield a more complete picture.

vi) Only Bengali medium schools were taken within the purview of the study.

vii) Personality and emotional disturbance as such if any were not considered as predictor of academic underachievement.

Although socio economic status of Ss appeared to be a potent variable, it was not included in the study of a predict variable.
Measures

Adolescent’s academic underachievement in spite of being intelligent enough reflect two points:

i) Their immediate family members parents have been un adaptive not only in relationship among themselves but also they especially the mother failed to provide happy warm and positively meaningful relations context for the child to grow. This state of affairs need to be looked into especially by the teachers school psychologist or any professional helper outside school.

ii) The parents need to be counseled taught social skills about how to communicate effectively with the child to render him happier and satisfied while communicating with the child.

iii) Although SES index was not included as in independent variable, the researcher noted that as SES index went down, girl child has to shoulder many home responsibilities as well as had more and more limited resource and facilities which state of affairs interfered with (evident from the study findings that of pathological psychological environment in the family mostly contributed to child’s unhappiness and anxiety which is to be carried to the school and resulted in underachievement with their study time physical which further grow worse with less nutrition and they could not study at home. A good habit being a far cry. So unless not intervened properly this continues to cause academic achievement no matter whether the individual is intelligent or not.
Implications

- This study will show a new path to the parents that they can become more aware of their children.

- Parental, emotional, social, and educational support are of utmost necessity for the achievement of the students. The study showed the importance of parent-child communication and its effect upon the academic achievement of their children.

- If there is any lack of school adjustment, parents should notice and should take the child to the class teacher. It is teacher’s and parents’ responsibility to motivate the child.