Chapter - V

DISCUSSION
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**Hₐ:** The underachievers would differ from the normal achievers in respect of their achievement motivation.

From table 1 it was found that the obtained z ratio was 2.97, which is significant beyond .01 level of probability. So, it is implied the observed difference occurred in reality rendering the normally achieving group with higher level of achievement motivation than the underachieving group. Therefore the researcher could reject the null hypothesis and retain the research hypothesis with strong confidence. Such a finding was quite important from the standpoint of the present study. The researcher’s initial assumption did come true in reality. Thus she now could infer that low achievement motivation was perhaps one of the major reasons of underachievement of the otherwise intelligent students. The same result was found in the study of Santha Kumari and Chamundeswari (2015).

Achievement motivation is a learned and secondary motive. While some parents and family environment could boost up a high need for achievement in the growing child, still parents in some other homes do not help the child to learn it while growing up. Naturally therefore children in the later kind of environment do not develop strong need to excel in studies, and compete and hence put extra effort in this regard. Nicholls, 1984; Stipek, 1988 found that dependence of academic achievements on factors such as achievement motivation, intrinsic vs extrinsic attributions of success and failure (Weiner, 1984).

**Hₐ:** The underachievers would differ from the normal achievers in respect of their study habit:
In the present study the normal achievers showed better integrated wholesome habits than the under achievers. Lack of good study habits may cause failure in academics. Many of the underachieving students complained of lack of time and conducive environment for study unlike the normal achievers. As such the observed difference between the two groups of subjects could be held to be real difference in study habits of two populations and it did not occur by chance. As the observed difference appeared as significant beyond .05 level of probability, the researcher could reject the null hypothesis (H0.b). She accepted the research hypothesis (H2b) with confidence. G.I. Osa – Edoh, and A.N.G. Alutu (2012) and Siahi and Maiyo (2015) found lack of proper study habits is one of the root causes of underachievement. Thus the findings of the present study has been supported.

To ensure better presentation and convenience of explanation H1c and H1d are being discussed together below:

\[ \text{H1c: Underachievers would report experiencing lesser satisfaction from communication with their fathers than the normal achievers.} \]

\[ \text{H1d: Underachievers would report experiencing lesser satisfaction from communication with mothers than the normal achievers.} \]

From the result given in table - 3 the researcher retained the research hypothesis with strong confidence. The mean score of satisfaction from communication from mother was found to be 103.25 of normal achievers and 97.4 for the underachievers. The \( \bar{z} \) ratio was 2.28, which was significant at .05 level. It implied that the observed difference occurred in reality rendering the normally achieving group with higher level of satisfaction from communication with father and mother than underachieving group.
Satisfaction from communication with parents is a positive emotion which equips the individual with happiness and better adjustment (Hecht, 1978). Conner and Rueter (2006) stated that “communicative and warm behaviours by mothers had a negative, direct link with an adolescent’s report of suicidality, while warm and communicative behaviours by fathers had a direct negative association with adolescent’s reporting of emotional distress. Eichelsheim et al. (2010) did a study on inter generational in which researchers found that negative parent child interaction leads to aggression among children. It was also found that conflicts in interaction are strongly related to aggression in both genders.

Such satisfaction from communication with the central figure in an adolescent’s life prevent from internalizing (develop psychological disorders) as well as externalizing (developing rebellion against authority) and delinquency. Kumar and Varma (2016) found that there is significant association between aggression and parental concentration.

It is too well known among psychologists that a happy childhood and adolescence help develop a healthy happy and productive citizen and being so presupposes a normal academic achievement. The source of major part of happiness is secure – loving – warm bonding with atleast one of the parents. Relationship is dependent upon interpersonal communication and resulting emotions and happy relationship contribute to physical and mental health outcomes. Here, the data showed in general, lesser satisfaction from communication with fathers for the students than with their mothers. However, it is quite natural the subjects were all females and female adolescents tend to have greater identification with the centrally important female figure in life – the mother. Mother’s influence has a positive effect on student’s academics. Hyde et al (2016) found that mother’s use of personal connections predicted adolescents’ science and maths interest and utility value.
Furthermore, normal achievers are those who have a good bonding with father and mother unlike the academic under achievers. This finding from the present study found support from other related studies. Jeynes (2007) examined the importance of parental involvement in relation to a child’s ability to “academically succeed”, and found that “parental involvement had a positive impact on child’s academic achievement across diverse populations of children”.

**H₁e:** Underachievers would report experiencing poorer adjustment with school than the normal achievers.

As regards to school adjustment, smaller the score better is the adjustment. As such, the normal group had the mean 12.92, while the underachievers had the mean score 15.49. This difference was statistically significant at .01 level of probability. Therefore, the researcher accepted the alternative hypothesis (H₁e) and reported that the underachievers had poorer school adjustment than that of normal achievers. Poor school adjustment school leads to low academic achievement. Difference in adjustment was manifested between the high achievers, was also found in the study of Winga Maureen Adhimbo, Agak John Odwar and Ayere, A.Mildred (2011) and Dr. Ch Beda Devi (2015). Most of what had been reported in connection with explanation of difference in satisfaction from communication with parents of the two groups of students in present study, seemed to be applicable here also.

Well adjusted, happy and concerned parents can gift a happy childhood to their offspring by proper emotional bonding as well as developing good habits and good adjustment at home and at school. Not only that, they convey their love symbolically as well as directly to the child. A happy and adjusted childhood imply a similar adolescence also. If the adolescent is brought up with relationship problem, at school coupled with anxiety, uncertainty traumas due to criticism and sarcastic comments from teachers, repeated comparison with other students
who are normal or bright achievers, tend to make them loose interest not only at school but also they get inclined to feel aversive to their study also. And this is reflected in their academic achievement. Apart from it, if they come from lower socio economic stratum of society, they are deprived of necessary nutrition, poor study environment, lack of space, books and other facilities etc. which lowers their adjustment with school, resulting in poorer academic achievement.

Here, in the following lines, for convenience of discussion, hypotheses $H_{1f}$, $H_{1g}$ and $H_{1h}$ have been discussed together.

$H_{1f}$: Underachievers would report experiencing more state anger than normal achievers.

$H_{1g}$: Underachievers would report experiencing more trait anger than normal achievers.

$H_{1h}$: The underachievers and normal achievers would differ from each other in respect of their anger expression.

The above table presented the average of STAXI (state anger, trait anger and anger expression). Normal achievers’ average score on state anger was found to be 12.88, where underachievers’ score was found to be 14.02. The obtained $z$-ratio was 2.167 - significant beyond .05 level of probability. Therefore, the researcher retained the research hypothesis with confidence.

On trait anger dimension no significant difference was found between means of study and control group. Therefore, here the $H_i$ got rejected and corresponding $H_o$ was accepted. It meant that the variable of trait anger usually is present to the same extent in both groups irrespective of whether they are normal achievers or underachievers.
In case of anger expression also, the underachievers showed more aggression than that of normal achievers as per their mean scores. The mean score of Ax/Ex (how frequently one expresses anger) of normal achiever had been 21.40, where, the mean score of underachievers had been 23.40. This difference was also significant at .05 level. So, hypothesis $H_1\beta$ had been accepted. It implied that underachievers display more proneness to express anger as contrasted with normal achievers. As such, that their ability to regulate own emotions had been poorer than that of normal achievers. Poor relations mean more likelihood of increased aggression /anger for youths than those with good relations (Wallenius and Punamaki, 2008). So, emotional closeness of a family also has the ability to affect how well a child can succeed academically within their educational careers. Aggression was also explored in a study by R. Mukherjee and Nayar (1995), Md. Shahinoor Rahman, Lailun Nahar (2013) and Joshi and Rizwan (2015). They reported that aggression was negatively related to academic achievement.

$H_{1\beta}$: Underachievers’ family pathology, manifested by their mother’s perception of her way of relating to the child would differ from that of the normal achievers.

The family pathology as manifested by mother’s perception of relating to her child showed significant statistical mean difference between the underachievers and normal achievers beyond .01 level of probability. Mean score of normal achievers of this variable was found to be 73.56, whereas, underachievers scored 81.24. Therefore, the researcher could retain the research hypothesis and the corresponding null hypothesis got rejected. The reason for such a finding might be that a mother usually is the prime care giver in a child’s life – is the most significant individual in his or her psychosocial milieu. If such an important person behaves with the child erratically in a pathological way, the child gets and stays disturbed emotionally which is likely to affect him / her negatively. Its impact
is manifested in behaviour also, and one such behaviour is underachievement. Moss, Ellen, St-Laurent, Diane found in their study, the salience of mother–child interactional process and child’s cognitive engagement at school (2001). They found negative relationship between the two. Nancy. A. Gonzales, Ana Mari Cauce, Ruth. J. Friedman, Craig. A. Mason (1996) also found maternal support is prospectively related to adolescents’ grades at school. Family system theory focuses on the idea that family members affect one another in both behaviour and thinking process (White and Klein, 2008). Obviously, if it is not beneficial and nurtarant and positively meaningful for the offspring, its detrimental effect sets in easily affecting adversely his/her physical health, mental health, educational domain relation with peers – almost everything.

Family cohesion is a factor that is important to the family unit, and has ability to affect family members. Leidy, Guerra and Toro (2010) discussed that family cohesion predicted improvements in a child’s problem solving abilities. The emotional closeness of a family also has ability to affect how well a child can succeed academically within their educational careers. In the present study, family pathology was manifested by mother’s perception of relating to her child. As the subjects of the present study were females, and female adolescents tend to have greater identification with their mothers, who is centrally important female figure in life, so mother’s behaviour influenced a lot their scholastic achievement. In the study of Hsien – Yuan Hsu et al. (2010), it has been found that mothers were more involved than fathers in education and that mother involvement had more predictive power of adolescents’ academic achievement.

Moreover, family environment is also a very strong factor to influence academic achievement. In the present study, the responses of the mothers which showed significant amount of family pathology, the academic underachievement also took place in those families. This finding found support from the study of Bolu –
Steve, F.N., Sanni, W.O. (2013) and Barmola (2013). They found that parents should endeavour to create and enable home environment for their children so as to encourage good academic performance. Research findings also indicate that conflict at home or family sensitize children to anger. They react with distress, anger anxiety and fear (Ballard et al. 1993).

Looking at the table 5 of logistic regression it is observed that family pathology as depicted by mother’s perception of relating to her child singularly contributes significantly to the model. Whereas the other variables are found to be insignificant in explaining the satisfactory results in underachievement of female adolescents.

The Exp (B) column in table 6, presents the extent to which raising the corresponding measure by one unit influences the odds ratio. An odd’s ratio (OR) tells about changes in the DV due to changes in IV. A ‘B’ is converted into an OR using the corresponding Exp (B) value. It can be interpreted that Exp (B) in terms of the OR. The Exp (B) value associated with achievement motivation was .993 and study habit was .995. In this way communication with father and state anger have EXP (B) value is .996 and .959 respectively. If the value exceeds 1 then the odds of an outcome occurrence increased; if the figure is less than 1, any increase in the predictor leads to a drop in the odds of the outcome occurrence. So, in this study barring the other following IVs: communication with mothers has the Exp value 1.003; school adjustment 1.021; family pathology 1.057 state anger 1.025 and trait anger 1.017. So it can be said that these variables influence the academic achievement of the students. If these factors increase, academic underachievement will also increase.