Family Pathology, Anger Expression and Satisfaction from Communication with Mothers in Female Adolescent Underachievers

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This investigation was aimed at studying family pathology, anger expression, and satisfaction from communication with mothers in female adolescent underachievers. The study was conducted on 100 female, adolescent students and their mothers. The satisfaction from communication scale, anger expression scale and family pathology scale were used in collecting data. Underachievers were found to face slightly more family pathology than achievers. Communication satisfaction correlated negatively with both anger expression and family pathology. Family pathology and anger expression were found to be positively correlated. The study revealed that family related problems as crucial for predicting student’s achievement. On the other hand, satisfaction from communication with parents, is a positive emotion which equips individual with happiness and better adjustment.

Children rely mostly on interactions with their parents to learn the social and cognitive skills required for successful adaptation to school. Through harmonious interaction with their parents, children learn the emotion recognition and self regulatory skills necessary for peer acceptance, social success and academic performance in school (Cassidy, Parke, Butkovsky, & Braungart, 1992; Denham, Mckinley Couchnoud & Holt, 1990; Eisenberg & Fabes, 1992; Parke, Burks, Carson, Neville & Boyam, 1994).

Qualities of mother-child interaction predict a variety of academic & social outcomes for children, especially in the early to mid elementary years (Denham, 1993; Hess, Holloway, Dickson & Price, 1984; Ladd, Birch & Buhs, 1999; Parke, Ornstein, Reiser, & Zahn-Waxler, 1994; Pianta & Harbes, 1996; Pianta Smith & Reeve, 1991; Welsh, Parke, Widaman, & O’Neil, 2001). Parent especially mother child interactions appears to be a determinant of children’s initial success in adapting to the scholastic tasks as well as their long term social & academic success in school (Pianta & Harbers, 1996; Pianta et al, 1991).

Through interactions with their parents & other caregivers, children learn social skills that generalize from the home to the school context. Parents serve many roles in the socialization of their children. One model of parent child socialization, reported by Parke, Burks et al. (1994), describes the parent as taking on three roles: the child’s interactive partner, a direct instructor, & a provider of opportunities to the child.

Prior research shows that these family experience have important implications for children’s school adjustment. (Barth, 1988; Barth & Parke, 1993). In their study of mother-child relationships & children’s subsequent adjustment to school, Pianta et al (1991) reported that mother child factors such as parental support, quality of parental instruction, child self esteem & child affection were associated with child behaviour problems and competence in the classroom.