

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.

Specific qualities of the mother child relationship have been shown to be associated with the relationships the child develops with teachers & other adults (Birch & Ladd 1997; Pianta 1992,1999). Early parent child interaction also impacts children's later academic achievement .Studies suggest that children's academic trajectories are shaped during the initial phases of the transition to school (Alexander & Entwisle 1988; Entwisle & Alexander,1992).

Family risk factors , such as poverty and family dysfunction , have been shown to place young children at higher risk for academic and social maladjustment (Brooks –Gunn & Duncan, 1997; Dodge, Pettit & Bates, 1994). The family is probably most readily understood as a group of people, who live together, interact much and who think of themselves as a family (Orford,1980). Homosapiens and his acestors mostly lived in small family group. The enormous importance of families in socializing its young members and make them ready to meet large context of life.

The function served by the family are two in number – firstly fostering of a feeling of security and secondly a sense of capability, self esteem and worth. Father and mother are the two pillars holding the “family roof” over the heads of young ones, protecting and nurturing them . Evidence is there, of some association between apparent absence of parental warmth or nurturance in childhood and lack of social competence in children , relatively low self esteem among adolescents and psychological problems of an antisocial nature in adolescence and adulthood.

The coexistence of polarities like – themselves, their own need satisfaction , wish to be alone have others notice, need for independence , freedom, and take decisions on them own on the one hand and on the other hand, feelings and concerns for others , wish to have human company , need for guidance, relationship, dependence and

so on – produces rampant swings from one pole to another through which adolescents discover who they are (Magen,1998).

During such a period of turbulence and turmoil with the body and mind of adolescents, experiences of while interacting with parents play a very important role in rendering them feeling secure & accepted within the family. The greatest possibility of letting them experience positive emotions is by way of establishing “good” parental communication with them. A good communication with parents produces what is known as “Perception of communication satisfaction”(Hecht, 1978). Satisfaction is a positive emotion with all its virtues. It undoes the detrimental effects of anger expression by reducing felt anger & imbues tranquility and inner equilibrium within the psyche of adolescent. So it can be said that, good communication with parents helps children to achieve in academics. Similarly poor parent child communication (i.e when either or both communicators leaves as misunderstood and emotionally hurt produces poor family relations, as well as harsh hurting home environment. Such a parenting behaviour and parent child communication produces increased aggression for youths than those with good relations(Wallenius & Punamaki 2008).

Steinberg, Dornbusch and Brown (1992) found that an important predictor of academic success for an adolescent is having support for academics from both parent and peers ; youngsters whose friends and parents both support academics have much higher achieve than those who receive support from only one source. Thus, the findings suggest that the interaction of parental and peer support system is critical for predicting competence.

The expression of anger is conceptualized as having intense angry feelings , which may be suppressed / expressing aggressive behaviour / both

(Spielberger, 1996).The most frequent mode of anger expression can be inferred from the relative elevations in the individual's anger/ in and anger/ out scores .Persons with high anger expression score, whose anger/ in and anger out score are also elevated manifest anger in many facets of behaviour.

Objectives:

The present study aimed to investigate the relation between adolescent's satisfaction from communication with their mother and family pathology and their expression of anger.

Method

Participants:

A sample of 100 female adolescent students and their mothers of different schools in Kolkata was selected.

Tools:

Perception of Satisfaction from Communication with Parent Scale modified and adapted by Indrani Mukherjee in 1993 following Michale Hecht's Perception of Communication Satisfaction (PCS). It includes 19 items.

Adapted version of State, Trait Anger Expression Inventory by Spielberger (1996). It includes 24 items for anger expression, besides other subscales not being dealt with here.

Family Pathology Scale by Veeraraghavan and Dogra (2000) . It includes 42 items. The family pathology scale indicates the extent to which maladaptive behaviour is present amongst the family members in their interaction with each other i.e. between spouses and between parents and children.

Procedure

The mothers of those selected students, were requested to come to the school. They were instructed and given the family pathology scale and requested to give the data properly.

Result and Discussion

Table 1. Mean and SD for Anger Expression (Ax/Ex), Communication with Mother (PCS) and Family Pathology Scale (FP) of both Achievers and Underachievers.

Scales	Mean	SD	Scales	Mean	SD
Ax/Ex	22.98	8.276	Ax/Ex	20.56	7.046
PCS	106.84	18.682	PCS	106.08	19.27
FP	74.42	11.914	FP	79.88	10.43

Table 2. Correlation between FP and PCS, Ax/Ex and PCS and FP and Ax/Ex of Achievers and Underachievers.

Scales	Achievers	Underachiever
FP and PCS	-0.279 *	-0.098
Ax/Ex and PCS	-0.278*	-0.246
FP and Ax/Ex	0.345*	.202

*p<.05

Table 3. Z ratio scores of PCS, FP and Ax/Ex of Achievers and Underachievers

FP	2.44*
Ax/Ex	1.575
PCS	.200

*p<.05

Results from this study showed negative correlation between FP and PCS, Ax/Ex, and PCS in case of both achievers and underachievers . The Pearson's r value of FP and PCS of both achievers and underachievers were found to be negative and inversely related to each other. The r value was significant at .05 level in case of achievers, but insignificant in case of under achievers . Here it can be said that, high score of family pathology indicates poorer communication satisfaction . Thus the inverse relationship between FP and PCS suggests that as family pathology increases, satisfaction from communication decreases.The same findings can be drawn, in case of Ax/Ex and PCS .Here, the Pearson's r value of Ax/Ex and PCS of both achievers and underachievers were negatively correlated. In case of achievers,

the r value is significant at .05 level, but , insignificant , in case of underachievers. Here it should be borne in mind that poor satisfaction from communication with mother indicates more anger expression in adolescent girls.

The correlation of FP and Ax/Ex was found to be positively correlated in both achievers and underachievers groups($r = .345$, $p < .05$), in case of achievers but insignificant in case of underachievers. So, from this findings it can be said, that the relationship between family pathology and anger expression is positive which depicts that if rate of family pathology is high , the anger expression will also be high in female adolescents. The Z ratio value of FP of achievers and underachievers was found to be significant at .05 level. So it has been clear to see a significant difference in family pathology in case of achievers and underachievers. The mean values of these two groups are 74.42 for achievers and 79.88 for underachievers. So it can be assumed that the underachiever group faces little higher (statistically) family problems when compared with the achiever group.

While comparing PCS, the two groups did not reveal any significant difference from each other. Mean values are found to be almost same i.e. 106.84 for achievers and 106.08 for underachievers. That is to say , the rate of satisfaction from communication with mothers were almost same for both groups. That is the observed difference in Z ratio value of two groups occurred probably due to chance. The Z ratio value of Ax/Ex of two groups was found to be 1.575 , which is insignificant. The mean values are 22.98 for achievers and 20.56 for underachievers. That reveals there is little difference in anger expressions between these two groups. The situation leading to anger was almost the same for both groups.

Conclusion

The study reveals that family related problems are crucial for predicting student's

achievement and family pathology predisposed adolescents to perceive situations as annoying and frustrating and show frequent elevations in anger. But, communication satisfaction from mother as a positive emotion bears a high potential as an antidote of anger expression and family problems also. Bearing this in mind the author could proceed further to say that, experiences of positive emotions while interacting with parents play a very important in rendering them feeling secure and accepted within the family, to build up mental peace, and make the children more contributive to self and the society.

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Received: August 16, 2011

Revision received: September 10, 2011

Accepted: October 03, 2011

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