

Behavioural Patterns of Parents and Secondary School Students with Learned Helplessness during Success and Failure

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ABSTRACT

Failure is a part of an individual's life. Its consistent continuity brings psychological issues like learned helplessness to students. Learned helplessness is a phenomenon that causes depression, anxiety, demotivation, and drop out at the secondary school level. Due to diverse and complex human nature, learned helplessness varies with individuals, past experiences, situations, and thinking patterns. The aim of this study was to explore differences in behavioural patterns of secondary school students having low and high learned helplessness (LH) including their parents during failure and success. Secondary school students with learned helplessness and their parents were selected through criterion sampling. The explanatory mixed methods design was found appropriate for the study. Learned Helplessness Questionnaire (Sorrenti et al., 2014) was used to classify the students into high and low learned helplessness. The parents and students classified into two groups with high and low helplessness were interviewed. The study revealed that both groups were found different in exhibiting behaviours during success and failure. The students with high learned helplessness i.e. low performing have more negative experiences than students with low learned helplessness i.e. high performing. Students with high helplessness do not have parental support, a remedial approach to solve problems, acknowledgment, and role clarity in future jobs. In addition, they were found internalizing unethical experiences, drop-out considerations, and carelessness. The patterns indicated in students with high helplessness are missing in low learned helplessness students rather they are experiencing positivity in feelings, relationships and interactions.

INTRODUCTION

Pakistan has the world's 5th largest population with a literacy rate of around 60% (PSLM, 2020). It has the world's 2nd highest drop-out rate (UNICEF, 2019) and 154th position out of 189 countries in the Human Development Index (UNDP, 2020). The figures are enough to estimate the challenges of education policymakers. Now, education is no more taken as a 'privilege' but is added to basic human rights (Shah, 2017). The situation demands screening all affordable and efficient practices. On the other hand, the need of the time is to study all malpractices and ill-beings extensively as well. The need to study students' hindrances arises as the world has shifted from a teacher-centred to a student-centred approach. Student failure has been an issue in every education system but dropout is sustained mostly in developing countries. According to National Human Development Report (2017), the high dropout rate in Pakistan school education is due to poor academic achievement, high repetition rate and quality of teachers among other factors. Hence, serious challenges to Pakistani education need to be addressed.

Parenting is a tough and challenging job. It is considered important for children's academic competence and motivation throughout the literature (Gottfried, 2018; Pomerantz & Grolnick, 2017). As Pakistan is a developing country with a below sixty percent literacy rate, the challenge of parenting gets more complex. Poverty adds to its consequences and causes a lack of awareness among parents about their participation in academic life due to a lack of physical needs (Ahmad et al., 2013). The responsible role of parenting starts lacking by leaving academic motivation and achievement at risk. Parental involvement is essential for a child's successful learning (Farooq & Asim, 2020). The teachers and school staff consider poor parents as careless, uninterested and uncommitted in child's education in Pakistan (Mughal & Aldridge, 2017). Mughal (2018) found fathers of dropped-out children linked ward dropout with teachers' lack of interest. On the other hand, teachers, head teachers, members of school councils and dropped-out boys attributed dropout to a lack of parental interest and support in studies. The contribution of parenting to academic achievement has been studied to some extent in Pakistan but psycho-behavioural perspective needs attention. Learned helplessness phenomenon has negative impacts on students' achievement (Macher et al., 2012). Therefore,

differences in parents' and students' behavioural patterns were needed to study during success and failure.

LITERATURE REVIEW

According to UNICEF, (2019), Pakistan has the world's 2nd largest population of out-of-school children with which 23 million are never enrolled and 5.4 million dropped out. Out of 189 countries, Pakistan stood in the 174th position in 2020 as per the educational index (UNESCO, 2020). Pakistan has a literacy rate of 57% as per the Human Development Report (UNDP, 2020). This low literacy rate affects the social environment of children negatively. At the parental level, the literacy rate is even worse as it decreases retrospectively. Rehman and Khan (2011) observed that Pakistan is facing the chronic problem of teacher shortage. It darkens the picture of education as an institution. This shortage affects the efficiency of the education system as well. Asian Development Bank (2019) reported that completion rates and school participation in Pakistani secondary education remain persistently low. Students' enrolment, survival, academic achievement, motivation, engagement and dropout are prevailing challenges in school education. According to AEPAM (2013), children enrolled at the elementary level have a dropout rate of 63% before completing secondary education which is compulsory. After a low enrolment rate, this high dropout rate shows serious challenges to the education system. Mughal and Aldridge (2017) mentioned that failure in ninth grade and lack of motivation are causes of dropping out at the secondary level. This prevailing failure causes learned helplessness (LH) besides other psychological disorders.

Consistency in performance causes stability in thinking patterns. It changes these patterns into firm beliefs. Successful consistent experiences in student performance are intended by educators. It not only improves self-image but self-efficacy as well. On the other hand, failure brings negative feelings like depression (Izabela & John, 2016) and negative thinking patterns. When it gets consistent, it creates stable thinking patterns too. This makes individuals believe that efforts and hard work can never improve the situation. He takes failure as an unavoidable destiny which is termed learned helplessness (Nolen, 2017; Peterson, 2010; Raufelder et al., 2015). Mihaela (2015) observed a relationship between academic achievement and psychological factors other than intellectual ability. In school life, getting teachers' approval and acknowledgment, passing an examination, obtaining high test scores, etc. are considered a success. Low test scores, failing in a subject, teachers' scolding, classroom punishment, etc. are usually considered as failures. Moreland et al. (2015) argue that learned helplessness (LH) comes after repeated punishment or failure and it begins with passivity. Krejtz and Nezelek (2016) found helpless individuals performing poorly and experiencing depression and other types of distress.

Every challenge ends with either success or failure. A serious challenge noted by Nikou and Economides (2018) in educational systems worldwide is managing

low-performing and unmotivated students. Unfortunately, success is perceived as a result of teachers' efforts by teachers and failure is attributed to either the home environment or the lack of students' efforts in the Pakistani education context (Farid, 2013). Despite failure providing an indication of weaknesses; education administrators usually are not willing to experience it. It results in dropouts, bullying, demotivation factor, dismissals and depression. Pakistan is a developing country with public spending on nutrition, health, and education only at about 3% of the GDP (Asian Development Bank, 2019). Poverty itself is a challenge in sustaining the ward's compulsory education. According to Bourdieu (1986), students having low socioeconomic backgrounds face difficulties in succeeding at school due to their poor social capital. Interestingly, each society still has colours of low and high performers, success and failure experiences and different psychological levels and contexts. The same failure can have different experiences having different levels of learned helplessness. There arises a need to study these differences in behavioural patterns.

Success impacts positively in almost every profession, situation and aspect of life. When it is evaluated and defined in the educational context, it becomes debatable (York et al., 2015) and ambiguous. Every teacher, head teacher, guardian, child and policy maker has his own parameters and standards to measure success. Labour market, society, government and other institutions have their own standards to acknowledge academic success. Success declared by an agency may not be acknowledged by others but successful experience has positive psychological effects. The school administration in Pakistan generally determines success through high assessment scores (Farid, 2013) which is a blunt measure considering a single component of academic success (Stock et al., 2018). Still, the same success has the potential to induce different behavioural patterns depending on differences in LH levels. Considering above all, there arises a need to study differences in behavioural patterns of parents and students with high and low LH during success and failure.

STATEMENT OF PROBLEM

In school life, low-performing students experience more failures whereas high-performers taste success more. Parents also share the ward's failure or success. Consistency in success leads to motivation and self-efficacy. On the other hand, this consistency in failures leads to demotivation and learned helplessness. Learned helplessness further leads to drop out which the Pakistani education system has been facing continuously (Asian Development Bank, 2019). Ultimately, both student groups have varying levels of learned helplessness (LH) as it is directly affected by failure and success. Ormrod (2008) found individuals explain their successes and failures through everyday language and behaviour. The varying levels of learned helplessness during success and failure may be accompanied by differences in behavioural patterns. Hence, the study has been conducted to explore

differences in behavioural patterns of parents and students with high and low learned helplessness during success and failure.

SIGNIFICANCE OF STUDY

The study has the potential to help low-performing students in calibrating their behaviour and thinking patterns during success and failure. It may not only enrich low-performing students with successful patterns and practices but may also indicate their malpractices. It may help parents in understanding psycho-behavioural perspective of their wards during failure and success. It may help low-performing students and their parents to learn successful and affordable behavioural patterns and practices from their counterparts. It may provide an opportunity for low performers and their parents to unlearn malpractices, poor thinking patterns and unhealthy approaches. It may help teachers and school management in enhancing student achievement. It may improve the classroom environment. This study has the potential to add values of care and parental support in the home environment of low performers.

OBJECTIVES OF STUDY

1. To examine differences in behavioural patterns among students with high and low LH during failures.
2. To study differences in behavioural patterns among students with high and low LH during successes.
3. To explore differences in behavioural patterns among parents of students with high and low LH during failures.
4. To examine differences in behavioural patterns among parents of students with high and low LH during successes.

Research Questions

5. How do students with high and low LH differ in their behavioural patterns during failures?
6. How do students with high and low LH differ in their behavioural patterns during success?
7. How do parents of students with high and low LH differ in their behavioural patterns during failures?
8. How do parents of students with high and low LH differ in their behavioural patterns during success?

Table 1 *Criterion sampling characteristics*

Characteristics	High LH Sample	Low LH Sample
LH score quartile (Descending order)	Upper	Lower
MO score quartile (Ascending order)	Upper	Lower
LH sum score range	19-28	6-12
MO sum score range	9-19	23-34
Failure faced in career (Minimum)	2	None

The challenge faced by the researcher was not only to draw a criterion-based sample but to assess their willing parents for interviews. Finally, a sample of 60

Methodology and Research Design

To explore behavioural patterns and emotional differences in students, this study was needed to categorise students into high and low LH by using a mixed methods design. The LH is a complex phenomenon and fewer studies in the Pakistani educational context are available. The study requires an extensive exploration with multiple methods to address contextual complexity (Cohen et al., 2018). Hence, a mixed methods approach was opted for the study.

In the initial phase, the study had to screen out and categorise secondary school students into high and low LH by using quantitative means. High and low LH students were supposed to be explored qualitatively. Therefore, the Explanatory Mixed method design (Creswell, 2008) also known as QUAN–qual model (Gay, 2012) was found appropriate. For the initial phase of the study, the Learned Helplessness Questionnaire (Sorrenti et al., 2014; Murat, 2019) was administered to draw an appropriate sample i.e. students with high and low LH. On the basis of screened sample, interviews were intended to be conducted.

Population and Sample

The highest dropout level in the Sargodha division between different age groups was found in the 14-16 years age group having 19.9% as compared to other age groups (ASER, 2018). Mushtaq et al. (2020) reported that Sargodha city has an average of less than 40 percent of citizens who have completed secondary education. The situation was appealing to conduct a study to investigate dropout and failure in the Sargodha context. Hence, all students studying in 10th grade including their parents in public schools of Sargodha district were taken as population.

The study needed two groups of students having high and low LH. As the study demanded a sample of specific criteria, criterion sampling (Cohen et al., 2018; Ary et al., 2010) was selected to draw high and low LH students from the population by using the Learned Helplessness Questionnaire (Sorrenti et al., 2014). The criterion for sampling has been given in Table 1 below:

individuals was selected having 30 parents and students each, and both are further equally divided into high and low LH.

DATA COLLECTION

The data for this study was collected through of two tools which are questionnaire and interview given below in detail.

LEARNED HELPLESSNESS QUESTIONNAIRE

Learned Helplessness Questionnaire (Murat, 2019; Sorrenti et al., 2014) was adopted for measuring learned helplessness in students. This Italian questionnaire consists 13 items in which 6 items measure learned helplessness (LH) and 7 items measure mastery orientation (MO). It has a five point Likert scale ranging from 'Not true' to 'Absolutely True'. It was translated in

English initially followed by Urdu translation. It was then tailored as per students' level and comprehension with the help of experienced secondary school teachers and linguistic experts.

INTERVIEW PROTOCOLS

Face-to-face semi-structured interview protocols were developed for a clear and deep understanding (Creswell & Clark, 2017) of the phenomenon regarding students with low and high LH including their parents. Two Separate protocols were prepared for students and parents. The interview protocols were designed in line with the objectives and research questions and described in Table 2 below.

Table 2 Interview Protocols Item Description

Related to	Situation	Respondents	Item
Students Behavioural Patterns	Failure	Parents	How does your child feel or react when he gets failing or low test score?
		Students	How do you feel or react when you get failing or low test score?
	Success	Parents	How does your child feel or react when he gets passing or high test score?
		Students	How do you feel or react when you get passing or high test score?
Parents Behavioural Patterns	Failure	Parents	How do you feel and react when your child gets failing or low test score?
		Students	How do your parents react when you get failing or low test score?
	Success	Parents	How do you feel and react when your child gets passing or high test score?
		Students	How do your parents react when you get passing or high test score?

DATA COLLECTION PROCEDURE

Learned Helplessness Questionnaire was administered during classroom visits by the researcher. The teachers were made unavailable during data collection. The researcher addressed and clarified each query during data collection. Interviews were conducted through personal visits. Interviews were usually conducted in private places like empty rooms, lawns, corners, and offices to ensure confidentiality. Parents' interviews were conducted at the place of their choice and with ease. Interviews were audio-recorded for transcription and thematic analysis after getting consent.

After administration, Learned Helplessness Questionnaire (LHQ) data was fed and analysed through Microsoft Excel. The data was arranged in descending order as per the sum of LH items' scores. The upper quartile was tagged as high LH and the lower quartile was named as lower quartile. Again same data were arranged in ascending order as per the sum of MO items' scores. Upper and lower quartiles were matched with the previous upper and lower quartiles. Common respondents in both upper quartiles were finalized as high LH and lower quartiles as low LH. Item-wise analysis of LHQ was also conducted and tabulated below:

DATA ANALYSIS

Table 3 Analysis of LHQ Item-wise

Item No	Construct	Std. Deviation	Average
Item 1	MO	1.14	3.62
Item 2	LH	1.42	2.41
Item 3	MO	1.25	3.88
Item 4	LH	1.47	2.59
Item 5	MO	1.39	3.21
Item 6	MO	1.41	3.52
Item 7	MO	1.21	4.1
Item 8	LH	1.44	2.69
Item 9	LH	1.53	2.65
Item 10	LH	1.33	1.93
Item 11	MO	1.24	3.73
Item 12	LH	1.38	2.29
Item 13	MO	1.005	4.43

LHQ was administered to 680 students with an alpha coefficient of 0.74 for LH, 0.72 for MO, and 0.73 overall. Considering standard deviation (SD), item 9 has the highest SD whereas item 13 has the lowest. Item 13 has the highest overall mean score of 4.43 and item 10

contains the lowest mean value of 1.93. Construct-wise range, level, percentage, and number of respondents are given below in Table 4 below.

Table 4 Construct Wise Analysis for Low and High LH Grouping

Construct	Level	Range	Percentage	Number
MO	Low	9-19	19.11	130
	Medium	20-22	48.97	333
	High	23-34	31.91	217
LH	Low	6-12	36.91	251
	Medium	13-18	40.88	278
	High	19-28	22.2	151

Medium-level groups of both constructs were discarded. Common respondents found in low MO and high LH levels were named as High LH students which was 17.1% of the total. Their parents were also categorized

as the high LH group. Common respondents found in high MO and low LH level were termed as High LH students which were 23.4% of total. Their parents were also tagged as low LH group in later interview analysis.

ANALYSIS OF INTERVIEWS

Interviews analysis was conducted for thematic coding. Initial responses were noted and coded. All initial codes have been grouped systematically into thematic patterns for conceptual sense also termed as ‘hierarchical codes’ by Tracy (2020) and ‘Axial coding’ by (Charmaz, 2014). Differential group analysis was conducted by using pattern with frequency sum of all initial codes

related to that pattern. The whole discussion revolves around differences in behavioural and emotional reactions of students with high and low LH and their parents as well. Only the differences in thematic patterns have been discussed below. Initial codes and corresponding patterns have been given in Table 5 below.

Table 5 Patterns Codes with Corresponding Initial Codes

Patterns	Initial Codes (<i>Modified in action format</i>)
Acknowledgment	Experience credit, Share in Family, clapping
Appreciation	Exemplify performance, praise, congratulate, encourage

Family Cohesion	Enjoy family time, act as team, experience warm intra-family relationship, receive family support
Future Insight	Think about higher education, think about a peaceful life, consider, plan for future, have wishful thinking
Job Insight	Think or discuss about job, consider a white collar job, discuss consequences of low status job
Parental Support	Help in studies, moral support, addressing issues
Performance Analysis	Analyse mistakes and weaknesses, Audit, ask for reasons, consulting teacher
Positive Feeling	Feel proud, become happy, feel blessed, get satisfaction, feel acknowledged
Positive Friendship	Experience friends' support, get encouraged by friends, obtain motivation, take guidance
Remedial Approach/ Problem Solving	Focus problems, opt strategy or method, get counselling, remove barriers,
Unethical Experiences	Scold, Abuse verbally, blame, doubt, curse, label
Negative Reaction	Get worried, get angry, punish,
Family Dysfunction	Feel familial pressure, have cold relationship, face social boycott, experience isolation, get confined in room
Reward	Take or give gift, give or receive treat, receive money,
Drop out	Ask, discuss or think about school quitting, loose interest in studies, poor self-efficacy, disappoint from schooling
Carelessness	Neglect, lack of interest, pay less attention, do not bother
Generalization	Give attributions, link with luck, consider genetic dullness, consider as ill-fate, blame teachers
Negative Emotional Feeling	Get stressed, feel anxiety, feel shame, feel disappointment
Negative Friendship	Face bullying, call bad names, make fun of test score, wonder with friends
Passivity	Become Silent, interact less, avoid class participation, keep head down

After grouping of initial codes, twenty patterns emerged as listed in Table 5. These patterns were used for

STUDENTS' BEHAVIORAL PATTERNS DURING FAILURE

Students and their parents were asked about students' reactions in case of failure. After analysis, patterns have

comparison of high and low LH groups on the basis of the sum of frequencies of initial corresponding.

been tabulated in Table 6 below followed by a description of patterns.

Table 6 Students' Behavioral Patterns during Failure

Pattern Codes	Students		Parents	
	High	Low	High	Low
Carelessness	-	-	4	-
Drop out	23	-	20	-
Family Dysfunction	28	6	-	-
Future Insight	3	7	-	33
Generalization	32	2	-	-
Performance Analysis	2	12	-	-
Negative Emotional Feeling	24	18	-	-
Negative Reaction	6	-	33	14
Parental Support	-	7	-	-
Passivity	14	5	-	-
Remedial Approach/ Problem Solving	1	41	-	-
Unethical Experiences	-	-	26	-

Table 2 depicts that the responses about drop out, carelessness, and unethical experiences were found only in the high LH group. The high LH group also scored higher than the low LH group in family dysfunction,

generalization, negative emotional feeling, negative reaction, and passivity. On the other hand, the low LH group has a higher frequency in future insight, performance analysis, remedial approach/ problem-solving, and parental support.

PARENTS' BEHAVIORAL PATTERNS DURING FAILURE

Parents of high and low LH groups including their wards were asked about the emotions, feelings, responses, and reactions of parents during their ward's failure or low Table 7 Parents' Behavioral Patterns during Failure

test score. Emerged behavioural patterns of parents have been listed in Table 7 below.

Pattern Codes	Students		Parents	
	High	Low	High	Low
Drop out	9	-	14	-
Future Insight	-	-	-	13
Generalization	36	9	11	-
Negative Emotional Feeling	37	-	42	12
Negative Reaction	10	8	14	-
Parental Support	-	-	-	10
Performance Analysis	11	15	-	18
Remedial Approach/ Problem Solving	38	68	18	54

Above-given Table 7 shows a total of 9 patterns for parents' behavioural patterns during failure reported by them and their wards. Parental support and future insight patterns were exclusively found in the low LH group. Besides this, the low LH group scored more than the

high LH group in remedial approach/ problem-solving and performance analysis patterns. The high LH group has marginally higher scores in drop out, generalization, negative emotional feelings, and negative reaction patterns.

STUDENTS' BEHAVIORAL PATTERNS DURING SUCCESS

Students with low and high LH and their parents were asked about students' reactions, feelings, and emotions

during success. Their responses were clustered and emerged patterns have been tabulated in Table 8 below followed by the description.

Table 8 Students' Behavioral Patterns during Success

Pattern Codes	Students		Parents	
	High	Low	High	Low
Acknowledgment	-	-	15	29
Appreciation	-	-	9	14
Family Cohesion	10	15	-	-
Future Insight	15	33	-	14
Job Insight	-	-	-	7
Negative Friendship	6	-	13	4
Parental Support	9	24	-	-
Positive Feeling	10	20	19	26
Positive Friendship	9	14	-	-
Remedial Approach/ Problem Solving	3	17	-	-
Reward	27	16	-	-
Unethical Experiences	7	-	-	-

Table 8 shows that the job insight pattern was found only in the low LH group. Unethical experiences pattern was found in the high LH group only. Besides it, the high LH

group took the margin from the low LH group in negative friendship and reward patterns. Furthermore, the low LH group scored higher in the rest of the patterns.

PARENTS' BEHAVIORAL PATTERNS DURING SUCCESS

Parents of low and high LH groups including their wards were asked about their feelings, reactions, and response of parents during their ward's success or high test scores

or passing an exam. The behavioural patterns of parents have been tabulated in Table 9 below followed by the description.

Table 9 Parents' Behavioral Patterns during Success

Pattern Codes	Students		Parents	
	High	Low	High	Low
Appreciation	23	46	6	9
Future Insight	1	9	-	11
Job Insight	-	-	8	23
Positive Feeling	14	24	15	15
Positive Friendship	-	-	6	22
Remedial Approach/ Problem Solving	15	26	-	-
Reward	22	30	27	27
Unethical Experiences	7	-	-	-

In the above-given table, 9 patterns were observed in parents during success. The high LH group was found to share their success and have unethical experiences. Rest

all the patterns have been scored greater by the low LH group. The greatest difference was observed in giving future insight. The low LH parent group has scored more than two times in giving job insight.

CONSOLIDATED BEHAVIOURAL PATTERNS

All behavioural patterns of students and their parents of both low and high groups have been consolidated in Tables 10 and 11.

Table 10 Students and Parents' Consolidated Behavioral Patterns during Success and Failure

Pattern Codes	High LH Students	Low LH Students	High LH Parents	Low LH Parents	
Acknowledgment	-	-	15	29	
Appreciation	23	46	15	23	
Family Cohesion	10	15	-	-	
Future Insight	19	49	-	71	
Job Insight	-	-	8	30	Greater in low LH group
Parental Support	9	31	-	10	
Performance Analysis	13	27	-	18	
Positive Feeling	24	44	34	41	
Positive Friendship	9	14	6	22	
Remedial Approach/ Problem Solving	57	152	18	54	
Family Dysfunction	28	6	-	-	
Generalization	68	11	11	-	
Negative Emotional Feeling	61	18	42	12	Greater in high LH group
Negative Friendship	6	-	13	4	
Negative Reaction	16	8	47	14	
Passivity	14	5	-	-	
Reward	49	46	27	27	
Carelessness	-	-	4	-	Only in High LH group
Drop out	32	-	34	-	
Sharing Success	12	-	20	-	
Unethical Experiences	14	-	-	-	

Table 10 presents consolidated patterns of both groups and stakeholders. The low LH group scored higher than the high LH group in 10 patterns. On the other hand, the high LH group also scored greater than the low LH group in 10 patterns as well. However, four patterns

were found in which only the high LH group has given responses and the low LH group was found to have all the missing. Table 11 depicts a simple table with bifurcation on the basis of greater frequency scores by high and low LH. The description is followed by its table.

Table 11 Consolidated Behavioural Patterns Comparison (Group Comparison)

Patterns with more iterations in low LH group	Patterns with more iterations in high LH group
Acknowledgment	Unethical Experiences
Appreciation	Negative Reaction
Family Cohesion	Family Dysfunction
Future Insight	Reward
Job Insight	Drop out
Parental Support	Carelessness
Performance Analysis	Generalization
Positive Feeling	Negative Emotional Feeling
Positive Friendship	Negative Friendship
Remedial Approach/ Problem Solving	Passivity

Table 11 has been given above with high and low groups. Each group scored higher than the other in 10

patterns. The table has been arranged as per corresponding patterns for compare, contrast, and meaningful differential comparison.

FINDINGS

1. The study has revealed that 17.1% of students in public secondary schools have a high level of LH.
2. Group mean age of students with high LH was found higher than students with low LH.

3. High LH group was found with more failures in academic life than the low LH group.
4. High LH parents revealed that their wards are careless about their assessment scores in failures. These parents also admitted that they exhibit unethical patterns like anger, abuse, taunting etc. in failures. Furthermore, high LH students and their fathers have revealed that they start thinking to quit schooling in failure. On the other hand, these three aspects were found missing in the low LH group.
5. Students of the high LH group have scored more than four times greater score in family dysfunction. On the other hand, low LH students are availing parental support in failure or low test scores.
6. High LH students were found generalizing and attributing their failure 16 times greater than low LH students. Conversely, low LH students analyse their performance in failure 6 times more than high LH students.
7. The study revealed that the high LH group experience and exhibit negative reactions and emotional feelings more than the low LH group. Moreover, this group also exhibited passivity more than two times.
8. Except for one single response, the rest of the responses regarding the 'Remedial Approach/Problem-Solving' approach relate to the low LH group. Only parents of low LH students have revealed that their wards share their feelings.
9. The study also revealed that low LH students have greater scores in future insight whereas only low LH parents were found in giving future insight.
10. The study highlighted that parents of low LH students give future insight and their support in case of ward failure whereas these aspects were found missing in the high LH group.
11. Students with high LH and their parents revealed that parents discuss school quitting in failure or low test scores.
12. Parents of high LH students generalize and attribute the performance of their wards to four times higher than the low LH group. Only parents of high LH students also reported their generalizations. On the other hand, parents, as well as students of the low LH group, were found greater in analysing performance during failure than the corresponding group.
13. Parents of high LH students were found with more negative reactions and emotional feelings than low LH students in failing situations.
14. Parents of low LH students were found opting more remedial approach and problem-solving than low LH students in failing situations.
15. Parents of low LH students share their feelings about the ward's failure or low test scores more than their counterparts.
16. Low LH students experience acknowledgement and appreciation more than high LH students.
17. Only high LH students experience unethical experiences like allegations and/or doubts of cheating, doubt of lying etc. even in the success or high test scores.
18. Low LH students are given job insight by parents as per this study. The study also highlighted that students and parents of the low LH group experience future insight more than the high LH group.
19. Low LH students have more responses about family cohesion and parental support than high LH students.
20. High LH group experience negative friendship more than the low group. On the other hand, the low LH group experience positive friendships and feelings more than the high LH group.
21. Low LH students opt for remedial approach and problem-solving more than five times higher than high LH students whereas high LH students are rewarded more than low LH students.
22. Only high LH students face unethical experiences like abusive remarks, taunting, allegations etc.
23. Low LH students experience future and job insight more from their parents than low LH students do. They also get parental appreciation and rewards more than high LH students.
24. High LH students were found less positive feelings and friendships than low LH students.
25. Parents of low LH students opt for remedial approach and problem solving more than parents of high LH students as reported by students.

DISCUSSION

The study examined the behavioural patterns of secondary school students and their parents through the lens of LH. It highlighted that carelessness and dropout were found only in the high LH group as Mughal et al. (2019) also found a relationship between the non-conducive home environment with dropout at the secondary level. Mughal and Aldridge (2017) also found dropout rates higher at the secondary level than primary and elementary levels. One of many potential factors of dropout could be LH. Carelessness has also been found in the high LH group only. Areepattamannil (2010) explained that a lack of love and care leads to adverse psychological effects in students. He further went on to say that these students enjoy the company of bad friends which leads to socially unaccepted behaviours like alcoholism, prostitution and drugs at the cost of their studies. BBC (2019) reported that dropouts and truants are being abused sexually by paedophiles in Pakistan. The current study also highlighted this aspect as a 'Negative Friendship' pattern found in the high LH group. The probable cause is carelessness from high LH students and their parents which not only affects academic performance but their psycho-social aspect also. On the other hand, parental support has emerged as a successful tool against LH in failures. The study of Boateng et al. (2020) was found coherent with the findings of the current study. He upheld parental support and expectations as important contributors to academic

performance and students' behaviour during the schooling period. Low LH or high-performing students were also found to experience job and future insight more than high LH or low-performing students. These findings about both insights were found coherent with the studies of Hong (2012) and Adongo et al. (2016). Both studies highlighted that when the wards are expected to perform well in school, they avoid social vices and utilize their all resources in studies which causes high academic performance. Appreciation and acknowledgement were found more in the low LH group and both boost motivation which was also found positively linked with academic achievement by Guay et al. (2010). Passivity has been observed in the high LH group which is consistent with the research findings of Maier & Seligman (2016) who linked passivity with LH. Therefore, passive students with consistently low performance may be potential victims of LH. This study highlighted that the Low LH group faces failure and even success with performance analysis whereas the high LH group is found with generalizations and attributions. This study exposed prevailing negativity in the high LH group in the shape of unethical experiences, negative reactions, family dysfunction and negative emotional feelings. Comparatively, positivity is found more in low LH students in the form of Family Cohesion, positive feelings and positive friendship. The high LH group has been found lacking in remedial and problem-solving approaches. Hence, learning difficulties, barriers, weak areas and challenges of low-performing or high LH students remain unaddressed.

CONCLUSION

The study concluded that high LH or low-performing students experience negativity in their relationships, feelings, emotions, and thinking patterns. This leads to anxiety, carelessness, dropout, passivity, and social

exclusion. On the other hand, low LH or high-performing group has been found inclined towards positivity in interactions, feelings, relationships, and thinking patterns. Hence, low LH or high-performing group experience satisfaction, happiness, motivation, and social inclusion. Optimizing thinking patterns, problem-solving approaches and reactions during failures or successes can improve existing situations. High LH or low-performing students can overcome underachievement, solve psychological and/or social issues, address learning barriers, and experience a healthy academic life by learning from behavioural patterns and practices of their counterparts.

RECOMMENDATIONS

1. It is upheld in light of the current study that low-performing students and their parents may analyse the ward's performance to seek learning difficulties, weaknesses, and challenges. They may be counselled to unlearn generalizing and attributing failures that were found ineffective.
2. This study recommends that parents of high LH students are to be made to extend parental support to their wards even in case of failure. Parents of low LH students may be asked to share their relationship with the ward during the parent-teacher meeting.
3. Low-performing or high LH students must be given more future and job insight which has the potential to boost their performance.
4. Success, effort, and improvement of high LH or low-performing students in any capacity must be appreciated and acknowledged. Their parents must avoid doubt, taunt and label their success.
5. Our study upholds that the high LH group may not consider dropping out during failure. The remedial and problem-solving approach has been observed effectively in student achievement.

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