Summary

Some students in spite of having such potentialities and brilliance don’t perform academically well. Most of the brilliant students fail to reach their fullest potential and lag behind their abilities. These students are labeled as underachievers. For the present research, convergence model/convergent parallel design of mixed methods was used. For quantitative, descriptive survey design was used. Multistage random sampling was adopted to select secondary school students from Doaba region of Punjab. No significant gender difference on variable of self-perception and peer pressure. Significant gender difference was found only for the over protecting dimension of perception of parenting style. Findings from correlation analysis pointed out that high self-perception leads the gifted underachievers towards high academic achievement and low self-perception leads to low academic achievement. Significant relationship was found between democratic dimension of perception of parenting style and academic achievement of gifted underachievers. Negative relationship between autocratic parenting and academic achievement was found which indicated that the more the child perceived autocratic parenting style the less he/she achieved academically. Negative relationship between rejecting style and academic achievement showed that parents who were rejecting, had children with lower academic achievement. In the same way, parents, who were over demanding, had children with lower academic achievement. Lastly, regression analysis indicated that total self-perception, rejecting, democratic and autocratic parenting style was all the significant predictors of academic achievement and they contribute to academic achievement conjointly as well as independently. Personal and school factors were almost same if compared the students of high and medium discrepancy. Family and personal factors were contributed more in case of high and low discrepancy. The comparison of medium and low discrepancy revealed that there was similarity between personal factors. Although there was difference between their percentage but this difference was not so high as in case of family and school factors.