

## Effectiveness of Counselling on Academic Achievement of Low Achievers

A. Rajkamal <sup>a</sup>, N.Prema <sup>a</sup>

<sup>a</sup> SRM School of Teacher Education and Research, SRM Institute of Science and Technology, Tamil Nadu, INDIA

### ABSTRACT

Low achievers are the students who are not at satisfactory level in their academics due to several reasons. Proper counselling may help them to achieve to the extent possible. The prime aim of this study is to know whether all the low achievers are slow learners by testing their intelligence level and provide counselling for the low achievers and to make out the impact of counselling on academic achievement of such students. Out of Forty six students, Twenty six of them were identified as low achievers from 7<sup>th</sup> standard as sample for this experimental research process. Intelligence level of all the low achievers have been measured and noted that 13 out of 26 were not slow learners and they have I.Q ranged between 90 and 105 can be categorized as low achievers with normal level of I.Q. The remaining 13 students were falls under slow learners (backward children) having I.Q ranged between 80 and 89 (below normal-I.Q) can be categorized as slow learners. Counselling had been given by the investigator separately for both the group, and also individually to all the low achievers for a period of 3 months. Pre-test and post-test scores have been analysed and found out that there was a remarkable improvement among low achievers with normal level of I.Q in their academic achievement and comparatively little lesser improvement have also been noted among students with below normal level of I.Q in their academic achievement.

### KEYWORDS

Counselling, Low achievers, Slow learners, Intelligence, Academic achievement and I.Q test

### ARTICLE HISTORY

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## Introduction

There are three critical areas in school counselling, such as academic, personal and professional. Students will be benefitted through school counselling to mould their life in a prompt way along with good achievements in studies. Psychological services are very much essential for present day generations.

Low achievers are the students, who have lowered in academics, because of various reasons. This may be due to physical, mental, psychological, familial and social discomforts. All low achievers are not slow learners. Children who are lagging behind in their educational performance, and they needs special teaching methods are called slow learners. But the low achievers need not any special

**CORRESPONDENCE** N. Prema [premaguhan@gmail.com](mailto:premaguhan@gmail.com)

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methods of instructions; they need only some special counselling and guidance for learning in a proper way. Even though, some of the low achievers are also slow learners. But the physical appearances of slow learners are similar to that of normal children. They won't fall under the category of mentally retarded and not fit in to special education. Because of the low intellectual abilities, slow learners may fail in academics but good in outside class room activities. Depending on their background, they have wide range in their abilities. Apart from their intellectual abilities, they may not have good health, proper nutrition and adequate sleep.

The human beings are superior over the animals, because of intelligence. In our day-to-day conversation we often comment that a particular child or individual is very intelligent or not intelligent. All such comments are based on our observation of the performance or behaviour of the individual concerned in comparison to others of his group. Wide individual differences exist among individuals with regard to intelligence. The assessment of intelligence by various tests has given reasons enough to believe that not only does intelligence vary from individual to individual but it also tends to vary in the same individual from age to age and situation to situation (Mangal.S,K). Intelligence cannot be accurately measured as we measure our height and weight. By administering suitable intelligence test, well trained teachers can calculate the Intelligence Quotient. I.Q had been calculated by finding the ratio between mental age and chronological age.

### ***Definitions: Intelligence***

Wagnon: "Intelligence is the capacity to learn and adjust to relatively new and changing conditions".

Woodworth and Marquis: "Intelligence means intellect put to use. It is the use of intellectual abilities for handling a situation or accomplishing any task".

### ***Definition: Low Achiever***

A high achiever is someone who is successful in their studies or their work, usually as a result of their efforts. A low achiever is someone who achieves less than those around them.

### ***Definition: Slow Learner***

T.N. Birkett States, "A slow-learning child is one whose capacity for learning the kind of material which is taught in the ordinary school is limited by some deficit in intellectual capacity. Limited intelligence, however, this may be defined, is the chief characteristic of the 'Slow learner'".

### ***Characteristics of Low Achievers***

- Difficulties in studies
- Not attentive in classes
- More distracted
- Low span of attention
- Very low level of self esteem
- Have health Issues

- Irregular in school attendance
- Behavioural problem
- Never participate in school activities
- Intolerable for problems
- Inability to maintain friendship

### ***Supportive approaches for Low achievers***

- Finding out the exact reason for their backwardness in studies
- Helping them to get rid from their personal problems
- Giving responsibilities in class room activities
- Permitting them to Lead a group
- Let them mingle with other high achievers for class room and home work schedules
- Encouraging them whenever they show improvement in their performance
- Providing extracurricular activities for their leisure time.
- Cultivating reading habit among backward children will improve their confidence

### ***Supportive approaches for Slow Learners***

- Finding out their areas of strengths and can be motivated by insisting that you are capable.
- Keeping continuous observation and asking to do simple tasks related to class room activities
- Minimizing their home work
- Activity based instructions such as drawing and painting etc.
- Appreciating each and every completed tasks
- Involving them in all kinds of co-curricular and extracurricular activities
- Asking simple questions to explore themselves as achiever.
- Be patient till they achieve their goal

### ***Research Questions:***

Do all the low achievers have below normal level of I.Q?

Can the counselling improve the academic achievement of low achievers?

### ***Objectives:***

- To find out the ratio of children with normal I.Q and children with below normal I.Q among low achievers through intelligence test
- To provide counseling to all the low achievers
- To determine the effectiveness of counseling on academic achievement among low achievers

### ***Hypotheses:***



**H1**-All the low achievers have only less than 90 in range of I.Q.

**H2**-There is no significant difference between before and after counselling in academic achievement of low achievers with normal I.Q.

**H3**-There is no significant difference between before and after counselling in academic achievement of low achievers with below normal I.Q.

**Sample, Materials and Methods Used:**

One of the Government school from Kanchipuram District, Tamil Nadu has been chosen for this investigation. Low achievers of Class VII students were listed based on their achievement marks of several tests conducted by the class Teachers. Out of 46 students, 26 of them were identified as low achievers. Intelligence test has been administered to all the 26 low achievers by using standardized tool to calculate their I.Q. In which 13 students have I.Q ranged between 90 and 105 falls under normal level of I.Q and 13 students have I.Q ranged between 80 and 89 falls under slow learners. Totally 26 students were taken for the final study and counselling has been provided personally and also separately for low achievers (group) with more I.Q and low achievers with below normal I.Q. Without control group and with pre-test and post-test experimental group design had been adopted for this study. Before starting the counselling process, pre-test had been conducted among students. Counselling had been given to the students for a period of 3 months by using standardized modules. To measure the effectiveness of counselling post-test had been conducted and appropriate statistical analysis was made.

**Statistical Analysis:**

**Table-1** Categories' of Low achievers based on I.Q level

No of Students	I.Q range between	Categories
13	90 and 105	Low achievers with normal I.Q
13	80 and 89	Low achievers with below normal I.Q

**Table-2** Difference between pre-test and post-test in academic achievement of low achievers with normal I.Q

Variable	Number	Mean Value	SD	't' value	Remarks at 5% level
Pre-test	13	24.23	2.4	19	S
Post-test	13	44.75	3.1		

**Table-3** Difference between pre-test and post-test in academic achievement of low achievers with below normal I.Q

Variable	Number	Mean Value	SD	't' value	Remarks at 5% level
Pre-test	13	23.21	2.1	15.43	S
Post-test	13	40.19	3.4		

## Results and Discussion

All the low achievers are not slow learners. Nearly around 50% of the low achievers are having normal level of I.Q, because of some personal problems they are not able to cope up with their studies. The remaining students with low I.Q may classified as slow learners. The result shows that there is a lot of improvement in academic achievement among the students who have normal level of I.Q. Significant improvement also has been observed among the students who have below normal level of I.Q, but little lesser when compared with the students who have more I.Q.

Familial problems like busy parents, lack of knowledge and negative thoughts about education all were creep in to the studies of children. Economic condition of the parents and poor relationship with their children are also scratching the achievements of children. If the parents are low achievers the children are also low achievers whether due to nature or nurture. The above said reasons are the major obstacles for the children had observed by the investigator during the counselling and also as perceived by the teachers. Most of the children were reared by single parent only. Children from broken family, shows some psychological problems like maladjustment, emotional imbalance, not giving respect to elders etc. Such categories of children can be amended only by counselling.

## Recommendations

- Intelligence tests should be conducted in schools to provide additional guidance for the low achievers.
- Work load for the students has to be either maximized or minimized depends on their capabilities.
- Co curricular and extracurricular activities must be inculcated among the students to bring them up to meet out the challenges of the society.
- School Counselor has to be appointed and counseling must be provided all the students regularly based on their requirements.
- Parents should be informed about the progress and problems of the students regularly.
- Teachers must be trained to handle the students psychologically.

## Conclusion



This study will be an eye opener for the teachers to realise that all the low achievers are not slow learners. Once the personal problems of the students have been resolved, they will be easily overcome the hurdles and achieve more as high achievers. As per this investigation around 50% of the low achievers are not slow learners. Due to some familial, psychological and social problems only, they are backward in studies, and not because of their I.Q. Only 50% of the low achievers have low level of I.Q. Hence, counselling will be the only solution to remove the obstacles in studies of many students.

### Disclosure statement

No potential conflict of interest was reported by the authors.

### Notes on contributors

**Mr.A.Rajkamal**- SRM School of Teacher Education and Research, SRM Institute of Science and Technology, Tamil Nadu, INDIA

**Dr.N.Prema**- SRM School of Teacher Education and Research, SRM Institute of Science and Technology, Tamil Nadu, INDIA

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