CONCLUSIONS

Various conclusions have been drawn from the inferences which arose from the intensive investigations of this study, these are listed as follows:

CHAPTER I

➢ For academic achievement a certain amount of intelligence or scholastic aptitude is necessary along with some favorable non-intellectual variables.

➢ Poor study habits and low need-achievement are to more extent responsible for pulling down the academic achievement of underachievers than other factors.

➢ Organized and continuous sessions of individual counselling will help the underachievers in attaining better academic performance.

CHAPTER II

➢ It has been concluded that in the absence of intellectual abilities high scholastic achievement is not possible.
Conclusions and suggestions

- In the achievement related areas, need for achievement (Need-achievement) and study habits are the most important factors, which contribute to the academic achievement of a person beyond intellectual ability.

- School counselling interventions have a substantial impact on students’ educational and personal development.

- Counselling will help the underachievers to raise their achievements.

Chapter III

- The post counselling test scores showed a significant improvement in the need-achievement of underachievers (experimental group).

- The post counselling test scores showed a significant improvement in the study habits of underachievers (experimental group).

- The post counselling test scores showed a significant improvement in the academic achievement of underachievers (experimental group).

Chapter IV

- There is a significant mean difference between pre and post-test need-achievement scores (factor wise) of experimental group.

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Conclusions and suggestions

- There is a significant mean difference between pre and post-test need-achievement scores (composite) of the experimental group.

- There is a significant mean difference between pre and post-test study habit scores (factor wise) of experimental group.

- There is a significant mean difference between pre and post-test study habit scores (composite) of experimental group.

- There is a significant mean difference between pre and post-test academic achievement scores (factor wise) of experimental group.

- There is a significant mean difference between pre and post-test academic achievement scores (composite) of experimental group.

CHAPTER V

- Counselling has helped to improve the need-achievement of underachievers.

- Counselling has helped to improve the study habits of underachievers.

- Counselling has helped to improve the academic achievement of underachievers.
SUGGESTIONS

On the basis of field experience the following suggestions have been formed:

- Underachievement is widespread and concerns the school population of all ages.
- It is important to understand and concentrate on the factors within the school situation that are conducive to the onset of the causes of underachievement.
- Corrective measures like counselling as part of a program of student personnel services are required if the rate of underachievement is to be reduced and students are to achieve their academic potential.
- The function of education is to provide opportunities for each student to reach his/her potential in the areas of educational, vocational, social and emotional development. The school leader must ensure that guidance is an integral part of education and that it is centered directly on this function.
- Individual counselling will definitely contribute in the education of special children.
Conclusions and suggestions

- School counselors in collaborative efforts can implement both systematic and programmatic changes in schools and communities to prevent students from dropping out of schools.

- If examining the effect of individual counselling in a rural setting, it will definitely be a worthwhile future study.