Underachievement is widespread and concerns the school population of all ages. In spite of an increased focus on education, a large proportion of people in many countries are still being denied its full benefits. In developing countries it is essential that all its resources are fully utilized because a large number of pupils suffer from poor achievement. It is the responsibility of every country to take the necessary steps to ensure their students maximize their academic potential.

Research shows that school counselling intervention has a substantial impact on students’ educational and personal development. Classroom guidance along with individual and small-group counselling, may contribute directly to student success in the classroom and beyond. Review of literature makes it obvious that much research in guidance and counselling has been dealt in the areas of delinquency, student appraisal, mentally handicapped children and the like. Few studies have been conducted to see the effect of counselling on achievement especially with respect to underachievement. With this background, the investigator, in the present research
reviewed all such studies, as have been conducted in the concerned field and the other variables under manipulation. The studies, relevant for the proposed research have been classified into two areas.

I  **CORRELATES OF ACHIEVEMENT**

II  **COUNSELLING INTERVENTION**

**CORRELATES OF ACHIEVEMENT**

铒 Lynn, R.(1959): *Two personality characteristics related to academic achievement.*

**Objective:** To examine the relationship of two personality dimensions of neuroticism and extra version with academic achievement. **Tool used:** The levels of neuroticism and extra version were assessed with Maudslay Personality Inventory. **Major Finding:** The authors in this study found neuroticism to be a favorable factor for academic achievement. No such relationship was found with extra version factor.


**Objectives:** (a) The investigation was conducted to observe the relationship between some personality variables and achievement. (b) Further it was intended to find out whether personality factors affected achievement independently of intelligence. **Major Findings:** (a) Achievement depended on
personality adjustment of pupils. (b) Among different dimensions of adjustment, home, emotional and social adjustment played a vital role. (c) Introversion also seemed to be positively related to achievement. Personality adjustment and introversion were observed to be influencing academic achievement independently of intelligence.


**Objective:** The study was undertaken to explore the exact relationship between need achievement and the academic achievement of school going children. **Tools used:** (a) Need-achievement, was measured by McClelland’s test for need-achievement. (b) In order to ascertain the relationship between need-achievement and academic achievement, Phi-coefficient of correlation was used. **Major Finding:** It was found that need-achievement as measured by McCelland’s test of need-achievement, was significantly and positively correlated with academic attainment.


**Objectives:** (a) To find out the similarities and differences between the overachieving and underachieving students with respect to sex, grade and academic courses. (b) To make a
comparison between the two groups over several psychological characteristics. **Tools used:** (a) Reasoning and Numerical Ability Sub-scales or DAT (form A). (b) The Jr-Sr High school personality Questionnaires (form A) devised by Cattell and Beloff. (c) The Kuder Performance Record (CH-Vocational form). (d) A forced choice questionnaire, devised by Mukherjee, B. (e) A study habit questionnaire, prepared by Jammuar; and (f) A biological data schedule, developed by the investigator. In analyzing data, examination marks were converted into T-scores and r’s and multiple R’s were computed. Regression equations were established and ‘t’ test was applied for testing the hypothesis. **Major Findings:** (a) Overachieving students tended to be less anxious than the underachievers. (b) The group difference was in favour of the overachievers on social service and outdoor interest, while as musical interest and achievement motivation of this group were found to be lower than those of their underachieving peers. (c) The overachievers showed higher scores on study habits, attitude towards school, religion and cultural background. (d) The underachievers on the contrary tended to have a higher socio-economic status, a more congenial home condition and more of leisure time activities. (e) The over and underachievers within each subgroup sample differed on one or more of the twenty-six variables under study.
Review of the related literature

- **Dutt, et al (1972):** *Factorial Analysis of Intelligence Academic Achievement and some Personality traits.*

**Objectives:** (a) The relationship of some factors of personality and academic achievement. (b) The relationship between personality traits and intelligence. (c) The pattern of relationship existing among various factors of personality. **Tools used:** (a) Jankin’s Non-Verbal group test of intelligence, standardized by CIE. (b) Dr. Sen’s Personality Trait Inventory standardized on Indian population. For academic achievement composite scores awarded to the subjects during the previous annual promotional examination were used as an index of the subjects academic achievement. **Major findings:** (a) Intelligence and academic achievement are highly correlated variables, but they may serve as effective predictors of the other dimensions of the personality in view of the absence of a high correlation amongst them. (b) Neuroticism is to a little extent helpful in academic achievement. (c) Intelligence is relatively independent of personality traits. It is related to introversion only, and that too, very slightly.

- **Menon, S. K (1973):** *A comparative study of the personality characteristics of over and underachievers of high ability.*

**Objective:** To find out the relationship existing between underachievement and some of the personality characteristics like social activity, extroversion–introversion, tolerance,
Review of the related literature

maladjustment and masculinity—femininity and some motivational traits like academic interest, general ambition, persistence, and endurance and areas of interest like outdoor, aesthetic, scientific, mechanical, persuasive, clerical and social science. **Tools used:** (a) The general mental ability test-verbal form A and form B. (b) The personality inventory. (c) The motivational inventory. (d) The interest inventory. (e) A general Data Questionnaire.

The first three tools were developed by the department of psychology and the last two by the investigator respectively. Public examination marks or final examination were taken as a measure of the academic achievement of the subjects.

**Major findings:** (a) Overachieving group of boys and girls of superior ability as well as general group were found to be less socially active and masculine. (b) Overachieving group of boys and girls of superior ability as well as general group was found to show greater academic interest, endurance and greater persistence. Overachieving girls from general group and overachieving boys of both groups were also found to have greater general ambition. (c) Overachieving girls of the general group showed stronger interest than underachievers in aesthetic, social and mechanical activities and less interest in outdoor, persuasive and clerical activities; overachieving boys of the general group had more interest in aesthetic activities and less interest in outdoor work, while high ability underachievers
among boys had an interest in mechanical activities. (d) Overachievement and underachievement were found to be influenced by socio-economic status and demographic characteristics.


Objective: Relationship between academic achievement in a subject or groups of subjects at the first year degree examination and intelligence, need achievement, personality and home environment of students. Tools used: (a) The Questionnaire-cum-rating scale developed by investigator based on the Kuppuswami’s SES scale. (b) The Mukerjee’s sentence completion tests. (c) Cattell’s culture Faire test of intelligence, scale 3, Form A and Form B. (c) The Cattell’s 16 PF test, Form A (1962) and Form B (1961). Major findings: (a) Socio-economic status and personality factors E,F,O and Q2 were not significantly related to achievement in any subject or group of subjects. (b) The variables of parental value on education, emotional climate in the home, parental encouragement, educational facilities in the home, n-Ach, intelligence and personality factors of the 16 PF, namely, A, C, G, H, F, L, M, N, Q1, Q3, and Q4 were found significantly associated with achievement in one subject or the other. (c) Home environment appeared to be more prominent as potential predictor of academic achievement after intelligence.

Objective: To identify factors leading to underachievement in English of secondary school pupils, namely, attitude towards academic work, attitude towards English, language interest, study habits, personal adjustment, social adjustment, socio-economic status, teacher effectiveness, sex, age, residence and school category, were formulated. Tool used: The data on study habit, socio-economic status and intelligence were collected through standardized tools. Those on personal and social adjustment were collected by adapting two parts of a standardized personality scale. The remaining variables were measured by using tools developed by the investigator. Intelligence and achievement in English were used as the basis for classifying the sample into over, normal and underachievers, by using Farquhar’s method, by developing three regression equations for each instructional level using intelligence scores as independent variable and achievement as dependent. Analysis of variance, tests of significance for difference between means and centroid method of factor analysis were used for statistical treatment of the data. Major findings: (a) The achievement level was associated with attitude towards English, personal adjustment, social adjustment and socio-economic status. (b) There was greater proportion of normal achievers among girls as against boys. (c) Underachievement was more
frequent in rural schools and over-achievement in urban schools. (d) Overachievers were proportionally more in private schools than in Govt. schools. (e) Underachievement was more in higher age group and over-achievement was more in lower age group. (f) The factor pattern of the total sample was significantly different from the factor pattern obtained for the underachievers and the overachievers, whereas it was highly comparable with the pattern obtained for the normal achievers. (g) The three factors obtained were scholastic disposition, general adjustment and social stimulation which counted for variance of both the general group and the normal achieving group. (h) For the achievers only linguistic disposition and general adjustment were needed to account for total variance. (i) For underachievers, group adjustment socio-personal adjustment and scholastic disposition were found to be the factors responsible for explaining total variance;


Objectives: (a) relationship between scholastic achievement and adjustment, scholastic achievement and anxiety, scholastic achievement and intelligence. (b) To establish regression equation between achievement as a criterion and adjustment, anxiety, level of aspiration, n-achievement and intelligence as predictors. Tools used: (a) the Sinha’s Adjustment Inventory. (b) the Shah’s Level of Aspiration Test. (c) the Mehta’s Need
Achievement Test. (Projective test). (d) the Jallota’s Group Test of General Mental Ability, and Kuppuswani’s Socio-economic Status Scale. The data were analyzed with the help of frequency distribution, gives mean, S.D. Correlation, ‘t’ test, regression equation and multiple R. **Major Findings:** (a) Anxiety as a personality trait had a changing role in scholastic achievement. Low level of anxiety helped in achieving high, whereas very high level of anxiety was detrimental to achievement. (b) Level of aspiration was not a significant correlation of achievement but it was desirable that students fixed up high goals commensurate with their ability and tried to achieve it. (c) Low goal setting was in no way a desirable characteristic for better achievement. It drove the students into academic activities. (d) Need achievement and intelligence were differential personality correlates.

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**Seetha, B.C. (1975):** *An Inquiry into the psychological and social factors affecting academic achievement.*

**Objectives:** (a) To examine the psychological and social factors affecting academic achievement. (b) To examine whether non-achievers as a group differ from the achievers of these factors.  

**Tools used:** (a) A Group Test of General Mental Ability. (b) A Study Habit Inventory. (c) The Thematic Apperception Inventory. (d) A Cancellation and Letter Digit Substitution Test. (e) A Picture Frustration Test. (f) An Interest Inventory. (g) The 16 PF Test. (h) A Personal Data Sheet were used to collect the data.
Chi-square test, ‘t’ test and factor analysis were used to analyse the data. **Major findings:** (a) High achievers possessed superior intelligence when compared with low and non-achievers. (b) Study habits had a positive relationship with academic achievement, in that high achievers possessed good study habits while as low achievers had poor study habits. But in case of achievers and non-achievers there was no significant relationship between academic achievement and study habits. (c) Greater need achievement was found in case of high achievers than low and non-achievers. (d) Non significant relationship existed between interest and academic achievement, social adjustment and academic achievement. Out of sixteen personality factors, three factors namely A, B and L had significant relationship with academic achievement.

**Chaudhari, V.P. Jain (1975):** *Factors contributing to academic underachievement.*

**Objectives:** (a) To make a critical study of the factors contributing to academic underachievement. (b) It was assumed that the factors contributing to academic under-achievement, viz, study habits, personality structure and environmental conditions, were interrelated. **Tools used:** (a) P.S.M. General Intelligence Test (Marathi and Hindi), to measure mental abilities of the subjects. (b) Sinha’s Anxiety Scale. (c) Adjustment Inventory (Saxena). (d) Study Habit Inventory (Jamuar). (e) Aronson’s Graphic Expression Test. (f) Socio-
Economic Status Scale (modified from Kuppuswamy). **Major findings:** (a) The study habits of achievers differed significantly from under-achievers. (b) A correlation between the study habit score and the index of achievement was quite high in the case of the male candidates. (c) Achievement motivation of bright achievers was higher than that of bright under achievers. (d) Dull achievers had low achievement motivation than bright underachievers. Difference in mean score of need achievement of two groups was sharper in the case of boys than in girls. (e) There was a negative correlation between anxiety and achiever index. Achievers who had high level of achievement motivation had minimum anxiety whereas dull achievers with low level of achievement had high level of anxiety.


**Objectives:** (a) To study the incidence of academic underachievement among students of class IX of secondary schools of Bikaner division. (b) To study the factors related to academic underachievement. (c) To make a comparative study of incidence of underachievement among boys and girls. (d) To make a comparative study of incidence of underachievement in rural and urban areas. (e) To make comparative studies between underachievers, overachievers and average achievers. (f) To study the relationship between intelligence score of underachievers and scores on; (i) Personality characteristics, (ii)
Factors of personality adjustment, (iii) Motivation, and (iv) Study habits. (g) To make some case studies to identify factors responsible for underachievement. **Tools used:** (a) the Cattell’s 14 PF (HSPQ). (b) the Sexena’s Personality Adjustment Inventory. (c) The Frymier’s Junior Index of Motivation. (d) The Rao’s Study Habit Inventory. **Major findings:** (a) The intensity of incidence of underachievement was more or less uniform in the urban and rural areas. (b) The incidence of underachievement was higher in science group. (c) The proportion of underachievement among girls was larger than that among boys. (d) Very few of the underachievement were found to be outgoing. Seventy five percent of the students among underachievers possessed average emotional stability. (e) About 40% of students were found to be possessing qualities like impulsively lively and gay enthusiastic.


**Objectives:** (a) To find out the difference in the aptitudes, personality traits and achievement motivation of overachieving and underachieving students with regards to sex, academic streams and residential background. (b) To hierarchically present the relative contribution of the identified personality traits, aptitudes and levels of achievement motivation to the prediction of academic achievement of over and underachievers.
(c) To find out the relationship between the personality traits, aptitudes and levels of achievement motivation of the overachievers and underachievers. **Tools used:** (a) Scientific Aptitudes Test Battery (Agarwal). (b) Verbal Aptitude Test (Sharma). (c) The 14 PF Test (HSPQ). (d) The Achievement Motivation Inventory (Mehta). The statistical techniques used for data analysis were multiple coefficients, t-test, analysis of variance and regression equations. **Major findings:** (a) The overachievers and underachievers did not differ significantly of any of the independent variables, namely, aptitudes, achievement motivation or personality traits. (b) The overachievers, regardless of sex possessed high achievement motivation whereas the underachievers possessed relatively low achievement motivation. (c) The difference between the means of the sub-urban underachievers and overachievers on the composite aptitude test were significant and the means were in favour of the former group whereas there were no significant differences in the aptitude scores of rural as well as urban over and underachievers, etc.


**Objectives:** (a) To identify the variables having positive relationship with academic achievement. (b) To find out the relative importance of intelligence and various non-intellectual variables in determining academic achievement. **Tools used:** (a)
Raven’s Advanced Progressive Matrices Test, for the measurement of intelligence. (b) Kulshreshtha’s Socio-Economic Status Scale, to have an idea about the socio–Economic level of the families of the students. (c) An adaptation of Bell Adjustment Inventory, to assess student’s adjustment in the four areas-home, health, social and emotional. Thereafter using Wherry Doolittle method beta coefficients were calculated to find out the relative importance of different variables in academic achievement. **Major findings:** (a) Socio-economic background was a very important determinant for continuation of education. Significantly larger number of students from the lower socio-economic classes failed in the High school examination and significantly a larger number of first class students belonged to higher Socio-economic classes. Parents from higher socio-economic classes gave greater help and encouragement to their children for studies. (b) Study habits were positively related to academic achievement. (c) Students from higher socio-economic classes had higher educational and occupational aspirations. (d) A larger number of students from higher socio-economic classes did some planning for a future career in life.

*Sween, (1984):* Academic achievement of high school students in relation to the instructional design, intelligence, self-concept and need-achievement.

**Objectives:** (a) To study the effectiveness of instructional design on students performance. (b) To find out the impact of self-
concept on students performance. (c) To investigate the effect of intelligence on performance of students. (d) To ascertain the effect of n-achievement on students performance. (e) To study the interaction effects of instructional design, intelligence, self-concept and n-achievement on performance of pupils in various combinations, viz. double, triple and quadruple. Tools used: (a) The Jalota General Mental Ability Test (1972). (b) The Mehta Achievement Value and Anxiety Inventory (1969). (c) Deo Personality Word List (1973). Major findings: (a) The two levels of instructional design, viz. programmed instruction and adjunct programming differed in their effectiveness with respect to mean gain scores. Programmed instruction was found to be more effective than adjunct programming. (b) High intelligent students scored significantly better than low intelligent students. (c) Students with high self-concept achieved significantly higher scores than those with low self-concept. (d) High achievement motivated students gained significantly more than low achievement or intelligence motivated students.

Kapoor (1987): Study of factors responsible for high and low achievement at the junior high school level.

Objective: To find out the factors related to high and low academic at the junior high school level. Tools used: (a) Raven’s Progressive Matrices Test (1985). (b) Dr. S.P Kulshreshtha’s scio-economic status scale. (c) Dr. V.K Mittal’s Adjustment Inventory. (c) Dr. B.V Patel’s Study Habit Inventory.
**Major findings:** (a) Among both the boys and girls the high achievers tended to show a higher level of intelligence as compared to the average and low achievers. (b) Majority of high achievers belonged to higher SES groups and large number of low achievers belonged to lower SES groups. (c) The high achievers had better home, health, social, emotional and school adjustment. The overall adjustment scores of high achievers were also significantly higher than the overall adjustment scores of the other two groups. (d) Among boys and girls, the high achievers had better study habits as compared to the average and the low achievers. The high achievers tended to plan their studies properly, had proper reading habits, could concentrate on their studies, and prepared for the examination in a better planned manner.

**Devanesan, Paul P. (1990):** *Socio-economic status, achievement-motivation and scholastic achievement of higher secondary students in Pasumpon Thevar Thirumagan District.*

**Objectives:** (a) To find out the relationship between socio-economic status, achievement-motivation and scholastic achievement of higher secondary students. (b) To find out the difference among various groups of higher secondary students in socio economic status, achievement-motivation and scholastic achievement. **Tools used:**
(a) Prayag Mehta’s Achievement-motivation Inventory Test. (b) Kuppuswamy’s Socio-economic Status Scale. **Major Findings:**
(a) There was significant and positive relationship between the achievement-motivation and scholastic achievement of higher secondary students. (b) There was significant and positive relationship between the achievement-motivation and scholastic achievement of higher secondary mathematics group of students. (c) There was significant and positive relationship between the achievement-motivation and scholastic achievement of higher secondary science group students. (d) There was a significant relationship between socio-economic status and scholastic achievement.


**Objectives:** (a) To determine the difference, if any, in need achievement of the students (sex-wise and strata-wise). (b) To find out the relationship between need achievement and school achievement specially of the pupils of some secondary schools in west Bangal. **Tool used:** Prayag Mehta’s achievement values and anxiety inventory (AVAI) was used as a measuring tool of achievement motivation. **Major findings:** (a) Need achievement was a good predictor of school achievement. (b) The test related scores had considerable impact on school performance.

Objectives: (a) To find out reasons for low achievement. (b) To find out differences, if any, in the reasons for boys and girls.

Tools used: (a) Group test of intelligence. (b) Study habit inventory. (c) School information blank. (d) Questionnaires.

Major findings: The causes of poor achievement identified as:-(a) low motivation. (b) policy of liberal promotion to the next higher class. (c) Poor study-habits. (d) Lack of parental involvement in education. (e) Poor teaching.


Objectives: (a) To identify the level of student’s achievement-motivation, attitude towards problem solving and achievement in mathematics. (b) To identify the significant relationship, if any, between achievement-motivation and attitude towards problem solving. (c) To find out the significant difference, if any, between boys and girls, between urban and rural students and government and aided school students in achievement-motivation, attitude towards problem-solving and achievement in mathematics. Tools used: (a) The researcher prepared the tool with three parts in it having Achievement-Motivation Inventory Test as the first part, Attitude Scale as the second
part and Achievement Test in Mathematics at standard x level as the final part. (b) For data analysis ‘t’ test and correlation were used. **Major findings:** (a) There was a significant relationship between achievement-motivation and achievement in mathematics and attitude towards problem solving. (b) There was a positive relationship between the attitude towards problem solving and achievement in mathematics. (c) Urban and rural students did not utter in their achievement-motivation, and attitude towards mathematics.

- **Koteshwara, Narayana M. (1991):** *A comparative study of the characteristics of high achievers and low achievers in reading of class VIII pupils were special reference to school and home factors.*

**Objectives:** (a) To identify the specific characteristics of high and low achievers in reading standard VIII. (b) To identify the characteristics of high and low achievers in vocabulary and comprehension separately and in the composite reading scores. (c) To compare the performance to the reading achievement. (d) To compare the study habits of pupils to urban and rural areas. (e) To identify the relationship between the reading achievement, study habits and socio-economic status. **Tools used:** (a) A Study Habit Inventory. (b) A Questionnaire. (c) A Socio-Economic Status. (d) A Reading Achievement Test. **Major Findings:** (a) Urban students had a higher achievement in comprehension, vocabulary and composite reading ability
than the rural students. (b) Girls had a high achievement in comprehension than the boys but did not differ in vocabulary and composite reading abilities. (c) High scoring boys and girls did not differ in their mean scores on vocabulary, comprehension and composite achievement. (d) Low scoring boys and girls did not differ in these reading abilities. (e) Girls had better study habits than boys. (f) Urban students had better study habits than rural students. (g) High scorers on reading achievement had better study habits than low scorers.

**Rajyaguru, M.S. (1991):** *A comparative study of over and underachievers in mathematics to compare the achievement in Maths, personal characteristics and environmental characteristics overachievers and underachievers in Maths.*

**Objective:** To find out overachievers and underachievers in the subject of mathematics. (b) To compare the personality, environment and cognitive aspects of overachievers and underachievers in mathematics. (c) To find out the characteristics of overachievers in mathematics. (d) To find out the characteristics of underachievers in mathematics **Tools used:** (a) Desai-Bhatt Group Test of Intelligence. (b) Bhavsar Numerical Aptitude Test. (c) Mathematics Achievement Test developed by researcher. (d) Mathematics Anxiety Scale by Patel J.Z. (e) Study Habit Inventory by Patel, V.B. (f) Mathematics Aptitude Scale by Desai H.J. (g) Interview schedule and Rotter’s
Locus of Control Scale adopted by Bhogayata (in Gujarati). **Major findings:** (a) There was positive and significant correlation between intelligence test and achievement in mathematics, achievement in maths and numerical aptitude, intelligence and numerical aptitude. (b) Overachievers and underachievers did not differ in intelligence, numerical aptitude and locus of control. (c) Overachievers had better study habits, more positive attitude towards mathematics and less mathematics anxiety.

- **Harikrishan, M. (1992):** *A study of academic achievement of the students of the higher secondary state in relation to achievement-motivation and socio-economic status.*

  **Objective:** To find out the relation between academic achievement, achievement-motivation and socio-economic status among students. **Tools used:** (a) School marks. (b) The Achievement—Motivation Inventory of Prayag Mehta. (c) Socio-economic Status Scale developed by the researcher. **Major findings:** (a) Girls obtained a higher mean in achievement than boys. (b) Socio-economic status was significantly related to academic achievement. (c) Achievement was not related to achievement-motivation.

- **Rani, Meena, (1992):** *A study of locus of control, self-esteem, academic responsibility, academic motivation and scholastic achievement of advantaged and disadvantaged students.*
Objectives: (a) To compare locus of control, self-esteem, academic responsibility, academic motivation and scholastic achievement of advantaged and disadvantaged students. (b) To find out the difference in scholastic achievement of advantaged and disadvantaged students having differential levels of: (i) locus of control, (ii) Self-esteemed, (iii) Academic responsibility, and (iv) Academic motivation. Tools used: (a) Rotter’s Internal-external Control Scale. (b) Self-esteem Scale of Stanley, Kanpur and Smith. (c) Academic Responsibility Scale by the researcher. (d) Academic Motivation by Srivastava and Maheshwari. (e) Socio-economic Status Scale by Varma E. Saxena. Major findings: (a) Advantaged and disadvantaged groups differed significantly with respect to their locus of control, self-esteem, academic responsibility, academic motivation and scholastic achievement. (b) Advantages girls as compared to the disadvantaged had better internal locus-of-control, self-esteem (higher score on general, social, home and school sub-areas of self-esteem scale).


Objectives: (a) To investigate the relationship between self-concept and academic achievement. (b) To study the relationship between achievement motivation and academic achievement. (c) To investigate into the relationship between
self-concept and achievement motivation. **Tools used:** (a) Personality Word List P. Deo (1971) adopted in Oriya. (b) Achievement motivation scale by A. Mohan (1971). **Major findings:** (a) Self-concept is positively related to academic achievement. (b) Achievement motivation is positively and significantly related to academic achievement. (c) Self-concept is not related to achievement motive.

**Mishra, B.B (1997):** *Correlates of academic achievement of high school students in India.*

**Objectives:** (a) To study, separately, the relationship between academic achievement and intelligence, socio-economic status and personality factors, in the case of high school boys and girls. (b) To establish regression equation, for predicting the academic achievement of high school boys and girls, separately, on the basis of their intelligence, socio-economic status and personality factors. **Tools used:** (a) Standard Progressive Matrices by J.C. Ravens (1960). (b) Socio-economic Status Scale by B. Kuppuswamy (1962). (c) Personality Inventory by R.G. Bernreutor (1938). **Major findings:** (a) Intelligence is significantly correlated with academic achievement, for both boys and girls. (b) The correlation between intelligence and academic achievement is higher in case of girls than that of boys. (c) The socio-economic status is not significant related with the academic achievement of boys and girls. (d) The personality factors (except self-sufficiency) are not significantly
related with the academic achievement of both boys and girls. (e) The personality factor self-sufficiency is significantly related to achievement only in case of boys.


**Objectives:** (a) To investigate some of the probable causes of low achievement on the part of higher secondary teacher trainees. (b) To investigate their study habits as one of the probable causes of low achievement. (c) To investigate their vocational interest as one of the probable causes of their low achievement (d) To find out sex difference in their study habits and vocational interests. (e) To try out certain remedial measures to improve their achievement. **Tools used:** (a) For measuring achievement, marks gained by the students in their first test for selection and later on in their second test for assessing their improvement in achievement were considered. (b) For identifying their study habits, Study Habit Inventory (SHI) prepared by M. Mukhopadhayay and D.N. Sansanwal was used. (c) For measuring vocational interests of the trainees Vocational Interest Record (VIR) prepared by S.P. Kulshreshtha was used. (d) For diagnosing causes of poor achievement, personal interview and informal conversation was done. (e) Suitable remedial measures were adopted accordingly. **Major findings:** (a) Physical health, intelligence general interest, study habits and others are the causes of the low achievement
at individual level. (b) Members in the family, structure of the family, position of the child, socio-economic status, parent-child interaction and others contribute to the causes of low achievement at family level. (c) General climate of the school, teacher-student interaction in the classroom inside and outside of the classroom, provision co-curricular activities, provision of teaching aids, system of evaluation and others contribute to the causes of low achievement at school level.


**Objective:** To compare high achieving and low achieving adolescents’ attitudes toward school, attitude towards teachers, goal-valuation, motivation, and general academic self-perceptions. **Tool used:** School Attitude Assessment Survey-Revised (SAAS-R). **Major finding:** (a) High achieving students exhibit more positive academic self-perceptions, motivation/self-regulation, goal-valuation, attitude toward school, and attitude toward teachers than low achieving students. (b) However, academic self-perceptions and motivation/self-regulation appear to be stronger predictors of academic achievement.

Objectives: (1) To assess the achievement motivation of higher secondary students in Physics and achievement in Physics: (2) to find out whether there is any significant difference between mean scores and achievement scores of boys and girls and in Tamil medium and English medium; (3) to find out the nature of relationship between the components of achievement motivation and achievement of higher secondary students in Physics.

Tool used: Descriptive-Normative survey method was employed in the study. The sample was taken 530 students studying in Physics in the second year of higher secondary school, in Cuddalore district in Tamil Nadu, using probability sampling method for the study. Tools were used such as Achievement Motivation Inventory (Prayag Mehta, 1969) and Academic Achievement for the study.

Major findings: (1) The mean scores of achievement related motivation was higher for girls than boys. (2) There was no significant difference between the students studying in Tamil medium and the students studying in English medium. (3) There was no significant difference in achievement mean scores in Physics between (a) Boys and Girls, (b) A group and B group, (c) Tamil medium and English medium. (4) The positive correlations were found between the achievement related motivation and achievement marks in Physics in respect of (a) girls, (b) students studying in Tamil medium. This study can be extended in other districts. Nine references were cited in the study.

**Objective:** To determine the effect of the study habits on the achievement of students. **Tool used:** Interview schedule. **Major finding:** There exists a significant and positive relationship between achievement of the students and the said factors like schedule of study, habit of notes taking and writing back.


**Objectives:** To investigate prognostic value of Cognitive variables, i.e. verbal and non-verbal intelligence and creativity, non-cognitive variables, i.e. personality variables and socio-economic status for girl students in determining some factors affecting the academic success in science courses. **Tools used:** (a) Mehrotra’s Mixed type group test of intelligence. (b) Creativity test based on Guilford’s Structure of Intellect Model. (c) Personality Inventory constructed by Rani, Bhargava’s Achievement Motivation Test. (d) Socio-economic Scale constructed by Srivastava. **Major findings:** (a) The total sample of girls (N=200) studying in science stream of higher secondary classes had yielded seven factors. (b) The factor analysis of the girl students passed only (N=175) had yielded the following seven factors namely Confident and Suspicious, Conservative, Obstructive, Poor achievement, Lack of non-verbal Intelligence,
liveliness and Creativity. (c) The factor analysis of the scores obtained by the girls securing first division (N=77) had yielded the following six factors namely Nervousness, Experimenting, Venturesomeness, Introversion, Cooperative and Seriousness. (d) High achieving girls, i.e. those securing first division were persevering, venturesome and harsh, but the low achieving girls, i.e. those passed only were fickle minded, shy, stable, kind and conservative. (e) High achieving girls were nervous, impulsive and lack in divergent thinking (creativity), contrariwise, the low achieving girls had been found to be lively, obstructive and creative. (f) High achieving girls were suspicious, confident and lacking behind in non-verbal intelligence.


Objective: To study the influence of school environment, reading habit and self-concept on scholastic achievement.

Tools used: (a) Reading Habit Scale (RHS), School Environment Scale (SES) developed by the researcher. (b) Ahluwalia’s Children’s Self-concept Scale (CSCS, 1986). Major findings: It was found that different predictor variables were instrumental for significantly influencing criterion variable i.e. scholastic achievement for varied sub-sample groups however, in all only seven predictor variables viz., (1) Voluntary concentration-a
facet of reading habit; (2) Fixing priorities-a facet of reading habit; (3) Reading fast loudly-a facet of reading habit; (4) Reading slowly and silently-a facet of reading habit; (5) Students attitude towards school-a facet of school environment; (6) Total school environment; and (7) Self-concept emerged as significant predictors of scholastic achievement.

Imtisunga (2003): A study of the intelligence, motivation of high school students in comparison with scholastic marks.

Objectives: (1) to examine the intelligence of test scores of the students and classify them in terms of IQ’s on the basis of statistics: (2) to investigate scores of students in achievement motivation scale and interpret in terms of Stanine Scale and identify number of students under each level: (3) to compare the examination marks in order identify-over, normal and underachievers: (4) to study the impact of IQ as well as achievement motivation on the academic success: (5) to identify other factors of academic barriers and suggest some remedial measures. Tools used: (a) Standard Progressive Matrices standardized by J.C. Raven. (b) Achievement Motivation Scale prepared by Deo Mohan. Major findings: (1) The scores of correlation co-efficient were positive in all cases but not high. (2) the correlation co-efficient between all variables were very low. (3) Some students with high IQ’s and achievement motivation could scores high academic marks and found as overachievers.
(4) The students have got ability to do but could not do as expected due to some academic barriers and obstacles.

**Nandita & S. Tania (2004):** *Study habits and attitude towards studies in relation to academic achievement.*

**Objectives:**
(a) To find out the attitude of secondary students towards their studies.
(b) To find out the study habits of secondary school students.
(c) To find out the relationship between academic achievement and various dimensions of study habits.
(d) To find out the relationship between study habits and attitude towards studies.

**Tools used:**
(a) RCEB scale of S.P. Anand (1990) to measure the attitude of students towards study, was used.
(b) To study the study habits, the study habit inventory by Dr. M. Mukhopadhyay and Dr. D. N. Sansanwal (1983).

**Major findings:**
(a) There was positive and highly significant relationship between attitude towards studies and academic achievement.
(b) There exists a positive and significant relationship between attitude and academic achievement in geography has been accepted.
(c) There was a positive and significant relationship between study habits and attitude towards studies.

**Sirohi, V. (2004):** *A study of under-achievement in relation to study habits and attitude.*

**Objective:** To study under-achievement in students in relation to their study habits and attitudes.

**Tools used:**
(a) General
Mental Ability Test by Jalota. (b) Teachers Made Achievement Test. (c) Test of Study Habits and Attitude by Mathur. 

**Major findings:** (a) All underachievers indicated deficiency in study habits. (b) 98.7% of the underachievers tend to possess unfavourable attitude towards teachers and needed guidance. (c) 97.5% had poor concentration. (d) 92.5% of them indicated deficiency in school and home environment. (e) 96.2% lacked proper attitude towards examination. (f) 72.8% faced mental conflicts. (g) 72.8% were low in self-confidence. (h) 72.3% had problems related to home assignments. (i) 24.6% indicated deficiency in attitude towards education.


**Objectives:** (a) To identify the number and percentage of students with reading, writing and spelling difficulties in English. (b) To study the intelligence personality-based difficulties. (c) To study awareness of the study in reading, writing, spelling. (d) To study the awareness of parents and teachers towards Disabilities Diagnostic Test. the learning difficulties of the students Disabilities Diagnostic Test. 

**Tools used:** (a) Reading Disabilities Diagnostic Test. (b) Writing Disabilities Diagnostic Test. (c) Spelling Disabilities Diagnostic Test. 

**Major findings:** (a) Most of the students were identified as students with learning difficulties in English. (b) Most of the
students with learning difficulties had low level of intelligence. (c) It was found that boys experience more learning difficulties than girls. (d) Parents occupation influences reading difficulties.

Alam, M.M (2006): Academic Achievement in Relation to Socio-economic Status, Anxiety Level and Achievement Motivation: A Comparative Study of Muslim and non-Muslim School Children of Uttar Pradesh.

Objectives: (1) To study academic achievement in relation to socioeconomic status of the selected sample of school going children; (2) to study the extent up to which academic achievement of the children are affected by their anxiety level; (3) to study academic achievement with respect to achievement motivation of school going children; (4) To compare the data on academic achievement, socioeconomic status, anxiety level and achievement motivation between Muslim and non-Muslim school children. Tools used: The incorporated method and procedure opted for investigation. Various tools/questionnaires, were used such as Socio-economic Status Scale by Dr. Beena Shah; Comprehensive Anxiety Test by Dr. Harish Sharma, Dr. Rajeev Lochan Bhardwaj and Dr. Mahesh Bharagava (1992). Achievement Motivation Scale by Dr. Beena Shah was administered for collection of the data. The Data were tabulated and statistical treatment to the data was given using simple product moment coefficient of correlation, t-test, and skewness through computer. Major findings: Significant positive
relationship has been witnessed between socio-economic status and academic achievement, negative relationship exists between anxiety and academic achievement, positive relationship between achievement motivation and academic achievement of Muslim and non-Muslim children. Both Muslim and non-Muslim children have significant inverse relationship between socio-economic status and anxiety. Socio-economic status goes along with higher achievement motivation. The academic achievement of non-Muslim children has been found superior in comparison to their Muslim counterparts. The non-Muslim children have less anxiety in comparison to Muslim children. On the measure of achievement motivation, non-Muslim children are found to be superior to Muslim children. The study cites one hundred seventy seven references.


**Objectives:** (1) To prepare and validate the Modular Approach to teach Tamil Grammar at Class IX; (2) to study the effectiveness of the Modular Approach materials in terms of achievement of the students of Class IX; and (3) to study the habits of students. **Tool used:** Experimental method was adopted for the study. Qualitative and quantitative approach was used in the study. A sample of 80 students from Class IX was selected through probability sampling method for this
study. The ‘t’ test and Product moment correlation were used in the study for data analysis. **Major findings:** (1) Control group and experimental group students differ in their achievement in Tamil grammar and study habits. (2) There was significant relationship between the achievement and study habits. (3) The Modular Approach was effective in enhancing the academic achievement and study habits. The study cites eighty-two references.


**Objective:** To find out the effect of cognitive style, intelligence and classroom climate on process outcomes in science. **Tools used:** (1) Group Embedded Figures Test (GEFT) by Otman, *et al.*, 1971, (2) Standard Progressive Matrices Test (SPMT) by Raven, 1958, (3) Scale of Classroom Climate by Usha and Aruna, 1999), (4) Test of process Outcomes in science by (Usha and Aruna, 1999). The statistical techniques used in this study were means, Pearson’s product moment coefficient of correlation and three-way ANOVA with 3×3×3 Factorial Design. **Major findings:** The cognitive style and intelligence have significant positive correlation with process outcomes in science, while the classroom climate has no significant effect on process outcomes in science. The study cites thirteen references.
Review of the related literature


Objective: To document how intelligence and personality relate to academic achievement in Estonian schools, from elementary to secondary level. Tool used: The SPM was administered without time limits, followed by the personality questionnaire. Major Finding: The prominent role of intelligence and conscientiousness in predicting academic achievement agrees with the common sense notion that any kind of success is a result of ability and effort (Gagne and St Pere, 2001).


Objectives: (a) To study the study habits of high achieving CBSE students. (b) To study the study habits of high achieving ICSE students. (c) To compare the study habits of high achieving CBSE and ICSE students in school hours. (d) To compare the study habits of high achieving CBSE and ICSE students in non-school hours. (e) To compare the study habits of high achieving CBSE and ICSE students in different curricular activities and practices. (f) To compare the study habits of high achieving CBSE and ICSE boys and girls in secondary school examination. Tools used: (a) Mixed
questionnaire for the high achieving students. (b) Structured and unstructured interview schedule for the parents. (c) Structured and unstructured interview schedule for the teachers. (d) Structured and unstructured interview schedule for the private tuitors. **Major findings:** (a) High achieving CBSE and ICSE students were having very positive and constructive study habits. (b) High achieving CBSE girls were studying more than the boys. (c) High achieving ICSE boys were devoting more time to studies in comparison to girls. (d) More than 90% of the CBSE and ICSE students were liking to study alone or self study.

**Samuel O. Salami (2008):** *Roles of Personality, vocational interests, academic achievement and socio-cultural factors in educational aspirations of secondary school adolescents in southwestern Nigeria.*

**Objective:** To investigate the extent to which personality, vocational interests, academic achievement, parents’ socio-economic status and demands from extended family predict educational aspirations of secondary school adolescents. **Tools used:** (a) The NEO-PI-R (Costa and McCrae, 1992) was used to assess the five personality dimensions. (b) Vocational interest was assessed by means of Vocational Interest Inventory (VII) by Bakare (1977). (c) Parents’ Socio-economic Status Scale (SES Salami, 2000). (d) Academic achievement tests which consists of three sub scales viz: English achievement tests
Review of the related literature

(EAT), Mathematics achievement tests (MAT) and Science achievement tests (SAT). **Major findings:** (a) A combination of certain components of personality, interests, achievement and other socio-economic factors relate to some aspects of higher level of educational aspirations among secondary school adolescents. (b) Societal context is of considerable importance in Nigeria.

- Khan, Zebun Nisa (2009): *Cognitive and non-cognitive characteristics as determinants of success in professional courses at undergraduate stage.*

**Objective:** (a) To study the prognostic value of components of intelligence and creativity for success in professional courses. (b) To study the prognostic value of personality traits and socio-economic status (non-cognitive) for success in professional courses. (c) To analyze the inter-correlation matrix obtained by correlating predictor variables and the criterion of success in order to arrive at smaller number of significant factors explaining the criterion variable. (d) To investigate the gender differences in variables which potentially predict the performance of students in professional courses. **Tool used:** (a) Personality Inventory by Rani. (b) Verma and Sexena’s Socio-economic Index. **Major finding:** (a) The students of engineering and medical possessed a higher level of verbal intelligence than those of teacher education, law and library science. (b) The students of engineering, medical, teacher education, law and
library science possessed a higher level of non-verbal intelligence. (c) Creativity is very important aspect of the intellect. A significant relationship was found between creativity (originality, flexibility and fluency) with academic achievement irrespective of professional courses studied.

- **Sarwar M., Bashir M., Khan M.N. & Khan M.S. (2009):**
  
  *Study-orientation of high and low academic achievers at secondary level in Pakistan.*

**Objectives:** (a) Is there any significant difference between study-orientation of high and low academic achievers? (b) Is there any significant difference between study-orientation of female and male students? (c) Is there any significant difference between study-orientation of rural and urban students?

**Tool used:** A study-orientation (study habits and attitude) questionnaire was developed on the lines of Brown and Holtzman (1967), Ansari (1983), and Ansari & Chowdhri (1990), and keeping in view its relevance and suitability for Pakistani students and their practices in Pakistani educational institutions. **Major findings:** (a) The students who have better score on study-orientation tend to have better academic achievement. This difference is highly significant on sub categories: study habits, study attitude, delay avoidance, work method, attitude towards teacher and attitude towards education. (b) The difference between boys and girls are non-significant at 0.05 levels of confidence on all categories except
delay avoidance. (c) The difference between rural and urban students is significant on study-orientation, study habits, delay avoidance, work method and attitude towards education in favour of rural students.


Objectives: (a) To find out the gender differences if any, on the factors affecting academic achievement, to analyze the study habits of high school boys and girls, to study the self-concept of high school boys and girls and to analyze the academic achievement of high school boys and girls. (b) To know the influence of study habits and self-concept on academic achievement of high school boys and girls. Tools used: (a) Self Concept Scale developed by Singh & Singh (1988). (b) Study Habits Inventory developed by Patel with slight modification (1976). Major findings: (a) It is revealed that boys and girls had almost similar study habits. (b) It is revealed that boys and girls did not differ significantly on self-concept as the ‘t’ value of 1.75 is found to be significant. (c) It is found that boys and girls did not differ significantly on academic achievement as the t-level of 1.26 was found to be non-significant. (d) The association of study habits of girls with academic achievement was significant. While as the association of the study habits of boys with academic achievement was not significant. (e) The association of
self-concept of boys and girls with academic achievement was significant. (f) It was revealed that significant relationship between reading and note taking habit, habits of concentration and preparation for examination had significant correlation with academic achievement.


**Objectives:** (a) To find out if underachieving students can learn, and if not what can be done to improve their situation. (b) To determine possible causes of underachievement among students. **Major findings:** (a) Lack of motivation, parental/home influence, lack of nurturing of intellectual potential, disabilities/poor health conditions, conflict of values and others are factors that can cause underachievement in school children. (b) Counseling intervention can help underachievers to make decisions on goals and to unlearn habits that have been disruptive to learning.


**Objectives:** (a) What is the relationship between different aspects of intelligence and academic achievement? (b) Is there any significant gender differences regarding the relationship
between different aspects of creativity and academic achievement. **Tools used:** (a) Catell Culture Fair Intelligence Test to evaluate the intelligence. (b) Cumulative Grade Point Average (CGPA) was used as a proxy of academic achievement. **Major findings:** (a) Different aspects of intelligence and academic achievement do not matter for males and females when looking at the relation between intelligence and academic achievement. (b) Findings from this study are consistent with those of others (Deary *et al.*, 2003) Wendy and Johnson (2007) Mulhern (1995) Habibollah, *et al.*, (2008).

- **Ong L C, Chandran V. *et al.* (2010):** *Factors associated with poor academic achievement among urban primary school children in Malaysia.*

**Objectives:** The aim of the study was to identify factors associated with poor academic achievement during the early school years. **Tools used:** (a) Raven’s Advanced Progressive Matrices Test as a general measure of cognitive ability. (b) Audiometry and visual tests, and standardized measurements of weight and height. **Major findings:** (a) Cognitive ability, gender prematurity and social factors contribute to poor academic achievement during the early school years. (b) The higher proportion of poor achievers among non-participants warrants further attention.

Objective: To examine the impact of motivation in problem based learning environment on the academic achievement of high achievers and low achievers in the subject of mathematics.

Tool used: The researcher made pre-test was administered before the allocation of students to the experimental and control group. Immediately after the treatment was over, a researcher made post-test was administered to both the groups. The validity of the items in the test was assessed by the doctoral committee and two mathematics education experts.

Major finding: The results indicate that the difference between mean scores of high achievers of experimental and the control group on post-test was found to be significant at 0.05 level. Hence, there was a significant difference in achievement of mathematics students’ taught and motivated using problem solving method and those taught with routine method.

Kumar, M. Dixit, R. (2011). An investigation into study habits and personality related to achievement in English and Hindi medium students.
Objective: (a) To find out the difference between the over under achievers students of English medium schools on the basis of the following variables-study-habits and personality. (b) to find out the differences between the over and under achiever students of Hindi medium on the basis of the following various study habits and personality factor. (c) to find out the significant differences in the study habits, personality factors dimensions between the English and Hindi medium students. (d) to offer suggestions regarding the utility of these distinguishing variables (study, habit, personality factors) for education for professional planning to the students. Major finding: (a) The overachievers are those, whose achievements are higher than the level of their abilities. (b) these overachievers of English and Hindi medium have better study habits and they are propertied by positive personality traits. (c) under achievers have faulty study habits also they lack enthusiasm and are emotionally instable. (d) the over achiever English and Hindi medium students differ from under achiever English and Hindi medium students. (e) male and female over achievers exhibit better study habits as compared to under achievers. (f) the researcher found that study habit scores have direct and significant relation to academic achievement.
COUNSELLING INTERVENTION

Since the guidance and counselling emerged as an independent discipline, very sound studies have come out with handsome benefits for people scattered over the globe. The review of literature makes it obvious that much research in guidance and counselling has been dealt in the areas of delinquency, student appraisal, mentally handicapped children and the like. Very few studies have been conducted to see the effect of counselling on achievement especially with respect to underachievers. The investigator with this background in this part of research reviewed all such studies, as have been conducted in the concerned field and the other variables under manipulation.


Objectives: (a) Gradual improvement in school subject achievement. (b) Positive change in the pupils' behaviour-cum-attitude towards studies. (c) Positive changes in teacher's observations of school pupils. Tools used: (a) The Jalota’s Test of General Mental Ability and N.I.I.P. 70/23 (non-verbal test of intelligence). (b) The behaviour description of the students as marked on a list of sixteen negative behaviour description noted generally in case of potential school failures. (c) The school subject marks for the last two school examinations, a Pupil behaviour-cum-attitude checklist was prepared and
administered to twenty eight students selected. The data were analyzed by using ‘t’-test. **Major findings:** (a) The extent of the maximum deviation in the two groups at the first school achievement test did not show a significant effect due to counselling. Further the achievement on third and fourth school tests did not show a significant effect of counselling as regards the deviation in the achievement of the two groups. (b) The teachers observation for experimental group before and after the counselling program differed significantly at 0.05 level. (c) Counselling did not bring significant changes in the attitudes and behaviour of students.

- **Bhatnagar, A. (1972):** *Effect of individual Counselling on the achievement of bright underachievers.*

**Objectives:** (a) To study the effect of individual counselling on the achievement of bright underachievers. (b) Identify some of the probable factors associated with underachievement of the bright pupil. It was hypothesized that there will be an improvement in the achievement of the bright underachievers after individual counselling. An effort was also made to identify some of the non-cognitive factors associated with underachievement of the bright pupils. **Tools used:** (a) Verbal reasoning (DAT) Abstract reasoning (DAT) and Nafd’s non-verbal test of intelligence. (b) Terman-Merrill test-Form L (1938) was administered individually by the investigator. **Major findings:**

(a) The results revealed that there was an improvement in the
achievement of the pupils who had been given individual counselling. (b) Some non-cognitive factors emerged as factors associated with the under-achievement of the bright pupils. These could probably be grouped into four broad categories namely:-(i) Psychological factors, (ii) Physical factors, (iii) Familial factors, and (iv) Educational factors.


Objectives: (a) To study the extent to which self-esteem changed and what type of changes occurred under the influence of group counselling. (b) To examine specific changes in the behaviour of the subject at successive stages of counselling. (c) To find out whether the counselling treatment could influence self-esteem changes in the low self-esteem group. Tools used: (a) A self-esteem scale prepared on the basis of Stephenson’s Q-technique. (b) A depressive effect scale. (c) The Panchal’s neurotic scale. (d) An Anxiety Scale prepared on the model of Taylor Manifest Anxiety Scale (TMAS). Major findings: (a) Both the experimental and control group showed changes in self-esteem after three months but the amount of positive changes were for greater in the experimental groups. (b) Greater amount of change was found in low self-esteem group. (c) Low-esteem control group had least difference in self-esteem measure of pre and post-counselling. (d) Changes in the self-ideal were least in the high-esteem control group. (e) The experimental groups
showed marked decrease in neurotic symptoms, depression and anxiety as a result of counselling. (f) Subjects moved towards greater maturity with the progress of counselling.

Subramania, Dandapani (1977): Effect of a Group Guidance program upon the academic achievement of high school underachievers.

Objective: The study was undertaken to determine whether or not high school male underachievers who participated in a group guidance-counselling program and remedial help achieve significantly higher in academic achievement test as a result of the counselling period in comparison with the control group of non-counselled underachievers and normal achievers.

Tools used: (a) The Group Test of Scholastic Ability (GTSA), standardized by state Bureau of Educational and vocational Guidance. (b) A battery of academic achievement tests covering mathematics, science and social studies. Major finding: It was found that the academic achievement of underachievers in the experimental group was significantly greater than that of the non-counselled underachievers and normal achievers. There was no significant difference between the two controlled groups.


Objectives: (a) To find out the effect of counselling on the study habits in its various components and achievement of the women
teacher-trainees. (b) To find out the comparative effectiveness of three counselling types over the different personality types of the trainees. **Tools used:** (a) The investigator constructed a study habit questionnaire. (b) adapted Gilbert’s Daily Work Schedule. (c) Solomon Four Group Experimental Design was followed. Two-way analysis of variance, 't'-test and correlation were the statistics used for the data analysis. **Major findings:** (a) The treatment groups that received counselling registered significant gain in their academic performance and study habit scores. (b) The controlled groups had nil or insignificant gain in these two variables. (c) Group-centered behavioural counselling was found to be the most effective of the three types of counselling in improving achievement. (d) The personality types had no influence on the academic achievement or study habits. (e) There was no interaction effect between counselling styles and personality types.


**Objective:** To see the influence of guidance and counselling on two socio-metric categories-isolates and neglectees. **Tools used:** (a) Sharma’s (1970) socio-metric test was administered on all the subjects of the present study. (b) The entire data were analyzed on the basis of Bronfenbrenner’s (1945) fixed frame of reference. This enabled the present investigator to identify six
socio-metric categories of pupil. Only the neglectees and isolates were taken out from the whole sample for treating them through guidance and counselling practice. **Major findings:** (a) The mean differences were found significant. (b) The improvement in each group of neglectees and isolates ranging from 80% to 100% with an average of 94.3% for the neglectees and 88.19% for isolates, which is considerable improvement and highly significant and can be attributed to no other factor except counselling.


**Objectives:** (a) To find out the effect of counselling on the achievement of pre-adolescent and adolescent underachievers. (b) To find out the effect of counselling on pre-adolescent and adolescent underachievers as compared to that of non-counselling normal achievers. (c) To find out the effect of counselling on the achievement of pre-adolescent and adolescent underachievers belonging to families holding white-collar and blue-collar jobs. **Major findings:** (a) The academic achievement of counselled pre-adolescent underachievers was significantly greater than that of non-counselling underachievers. (b) The academic achievement of counselled pre-adolescent normal achievers was significantly greater than that of non-counselling pre-adolescent normal achievers. (c) The academic
achievement of the counselled adolescent underachievers was significantly greater than that of non-counselled adolescent underachievers. (d) The academic achievement of the counselled adolescent underachievers was significantly greater than that of non-counselled adolescent normal achievers. (e) The academic achievement of counselled adolescent underachievers belonging to families holding white collar jobs and blue collar jobs did not differ significantly. (f) The academic achievements of counselled pre-adolescent under achievers belonging to families holding white collar jobs and blue collar jobs differ significantly.


Objectives: (a) To find out the needs of children living in destitute homes. (b) To ascertain the intellectual level of such children. (c) To study children’s achievement and identify their interests. (d) To diagnose adjustment problems of children living in destitute homes. (e) To compare needs, intellectual level, achievement, interests and adjustment problems of these children on the basis of sex, age and grade level. (f) To prepare a guidance program for these children. Tool used: Almost all children studying in VI, VII and VIII of the destitute homes were selected for the study. Their achievement scores were recorded from official records. The superintendents and class teachers of these children were approached to furnish details of their curricular and co-curricular needs on the basis of the guidance
needs questionnaire (teacher form). **Major findings:** (a) In destitute homes, 20 to 30 percent of the children suffered from sickness, headache, fatigue, bad sleep and physical handicaps. Medical facilities for prevention, treatment and cure of diseases were not available. (b) Basic requirements of life, such as food, clothes and living conditions were not adequately met in nearly half of the destitute homes. (c) Personal and Psychological relationships were strained on account of the prevalence of a sense of insecurity, anxiety, frustration, boredom and a pseudo-superiority complex in a majority of destitute home children. (d) Life in destitute homes was not conducive to development of harmonious social relationships. (e) Curricular and co-curricular programs were not suited to the needs of the majority of destitute home children. (f) Teaching strategies were generally not geared to the needs of 20% of the children. (g) In the area of teacher-taught relationship, social distance seemed to prevail. (h) The learning environment in classrooms and the learning style of the children were poor. (i) On intelligence test and achievement test boys performed better than girls. (j) Boys were significantly better adjusted than girls. (k) Subjects preferred by these children in order of importance were Hindi, English, Sanskrit, General Science and Social Studies. (l) More than 90% of the children showed a preference for government jobs. (m) The environmental setting of destitute homes was satisfactory but financially these destitute homes were not on firm ground.
(n) The happiest time for 50% of children was when they were with their parents.


Objectives: (a) To measure the self-concept of remand home boys. (b) To study their academic achievement. (c) To give them coaching in two school subjects, viz., Science and Mathematics, to improve their academic achievement. (d) To find out the difference, if any, in the self-concept of those boys. Tools used: (a) The case-study method and experimental method were adopted. (b) Questionnaires. (c) Interviews. (d) Observation. (e) Personal guidance and records were the tools for the study. Major findings: (a) There was significant improvement in achievement of students due to coaching. (b) The t-ratio for pre-test and post-test of IQ was significant at 0.01 level. (c) The t-ratio for pre-test and post-test of self-concept (perceived self) scores was significant at the 0.01 level. The t-ratio for pretest and post-test of self-concept (ideal self) was significantly at 0.05 level. (d) Self-concept is a developmental aspect of personality and it could be improved through improvement in academic achievement.

Objective: The present investigator designed the study for helping subjects with better intelligence to improve their scholastic achievement through individual counselling.

Tools used: (a) Ravens advanced progressive Matrices (1962) (A Mental Measurement test), in different sittings. Those subjects were considered bright who were top 20% scores (i.e., score 13 on APM). Two years examination results (7th & 8th), were considered as a criterion for normal and underachievement. In this manner 61 subjects, who were within an age range of 14+, had a score of 13 on APM and above but scholastic achievement below 60% were considered bright underachievers for the study. The sample subjects were divided into two parallel groups—experimental and control. (b) In order to get an understanding of the problems of experimental group, a questionnaire developed by the investigator was administered and the counselling session was planned accordingly. After five counselling sessions, the teachers were required to administer a performance test of the subjects. Major findings: (a) Individual counselling helps in increasing the academic achievement of bright underachievers. (b) Poor home background, study habits and need achievement are the factors responsible for the underachievement of bright students.

**Objectives:** (a) To determine if participation in a short-term group guidance program would enable students to move in a positive direction towards the goal of increasing maturity in career related attitudes. (b) To find out sex differences in the career maturity attitudes of adolescents. **Tool used:** The Attitude Scale of Crite’s Career Maturity Inventory (CMI).

**Major findings:** (a) All the three groups, viz. Boys, Girls and combined, showed significantly higher scores after the guidance intervention. (b) The comparison across gender showed no significant difference in means in the pre-intervention and post-intervention.

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**Kanth, R.J (1994): Impact of directive counselling upon study habits writing skills of grades VI and VII students.**

**Objectives:** (a) To measure the effect of directive counselling on study habits. (b) To measure the effect of directive counselling on writing skills. **Tools used:** (a) Students with poor writing skills and inadequate study habits were selected through screening. (b) A self-constructed counselling technique was used to provide directive counselling. **Major findings:** (a) Counselling had a positive influence on children in modifying their behaviour in a desirable direction. (b) Counselling seemed to be more effective in the elementary classes where children happened to be curious enough to learn more adequate responses for a teaching-learning situation. (c) On ‘readability’
whereas experimental group changed its percentage statistics significantly, the control group stuck to its pre-counselling position.

**Dua, Pratibha, (1990): Changes in academic self-concept through group counselling and its effects on school-related behaviour.**

**Objectives:** (a) To improve the academic self-concept (ASC) of low ASC children through group counselling. (b) To see its effects on achievement and school adjustment. **Tools used:** (a) The Hindi adaptation of dimensions of self-concept (DOSC) by W.B. Micheal & R.S. Smith. (b) The Standard Progressive Matrices (SPM) by Ravens. (c) The School Adjustment Inventory by M.N. Bhagia. (d) School terminal examination marks as the measure of school achievement. **Major findings:** (a) Group counselling was found to be an effective method for changing the ASC of low ASC students of class IX. This consequently resulted in improvement in school adjustment (greater in the case of girls) and school achievement levels (greater in the case of boys) of these students. (b) During group counselling, the low ASC students revealed their deeper feelings about their academic selves, while others helped them to discuss more about their real selves. Thus they learnt alternative ways of perceiving their own selves and dealing with others. They developed realistic aspirations and goals and better perception of their academic selves.
**Kerr Barbara and Erb Cheryl (1991):** Career counseling with academically talented students: effects of a value-based intervention.

**Objective:** Two studies were conducted to assess the impact of persuasive, value-based career counseling intervention on the development of purpose and identity in multi-potential college students. **Tools used:** (a) The Student Development Inventory (SDI) sub-scale of identity developed by Hood 1986. (b) The identity-confidence sub-scale. (c) The development of purpose-vocational sub-scale. **Major findings:** (a) In the first study, a simple pre-test-post-test evaluation, students who received the intervention showed significant gains in the development of purpose and identity. (b) Students who experienced the intervention in the second study, a Quasi-experimental design, gained significantly more than a control group in the development of identity but were similar to controls in their development of purpose.


**Objective:** To summarize school counseling outcome research published between 1988 and 1995. **Tools used:** (a) Computer databases (ERIC and PsycLIT). (b) Other reviews of outcome research were used to identify additional school-based studies. (c) The reference lists of these studies were checked and other
potential studies were identified. **Major finding:** On the basis of the review it was found that a broad range of activities school counselors perform often result in positive changes for students.

- **Pant Daya, (1998):** *Guidance needs of the school-going students.*
  
  **Objective:** This review attempts to consolidate the available research work relating to guidance needs of the school students.  
  **Major finding:** The studies provided useful information about developmental problems and guidance needs. The review revealed information about the guidance needs of the children upto 12 years and adolescents in the age group of 13 to 17.

- **Kadesh et al (1999):** *The study of recidivism rates of youth who receive JCAP services compared with those who do not receive.*
  
  **Objective:** To examine the recidivism rates of youth who receive JCAP services compared with those who do not receive.  
  **Major findings:** (a) that 25% of JCAP clients reoffend compared with 63% of youth who did not receive these services. (b) The significant difference in the recidivism rates suggest that JCAP is working toward its goal of decreasing the rate at which these youth reoffend.

- **Omeogun, O.M. (2000):** *Effect of Remedial Guidance on the Academic Achievement of Lagos State Adolescents in English Comprehension.*
**Objective:** To see whether the Robinson’s SQ3R Model (Austin, 1960) will significantly improve the academic achievement of Lagos State Secondary School Adolescents in English Language, especially English Comprehension. **Tool used:** Robinson’s SQ3R Model (Austin, 1960). **Major findings:** (a) The study reveals that the remedial guidance intervention, using RSQ3R Model, was effective and thus promotes adolescents academic achievement in English comprehension. (b) It is suggested that the model should be employed to improve secondary school students academic achievement in English language.

**Ilangoavan, K.N & Rangaraj K.R (2001):** *Relationship between counselling programs in test anxiety and scholastic achievement of DTE students.*

**Objective:** The objective of the study was to find out the relationship between group counselling programs in test anxiety and scholastic achievement of the students of diploma in teacher education course. **Tools used:** (a) Test Anxiety Scale (TAS), developed by Sarason et al. (b) Scholastic achievement marks obtained by DTE students in their revision test. **Major findings:** (a) The relationship between test anxiety and scholastic achievement as far as the total sample is concerned, is negative and significant at 0.05 level. A diligent and well-prepared student scores less than his performance level. Under otherwise normal conditions, because she becomes nervous, shaky and overanxious on the eve of a list, she forgets most of what she
learnt. (b) The relationship between test anxiety and scholastic achievement of the male sample is significant. This is due to the fact that the boys are generally less sensitive and susceptible to tests. Besides, the intervention program was too burden and short for male group to respond to it in a careful manner. The counselling program may need certain modifications, so as to suit the stronger sex. (c) It was inferred that there exists relationship between group counselling programs in test anxiety and scholastic achievement of DTE female students. That is to say, the more anxious the student is, the less achievement is his/her performance in the examination.


Objective: To empower students to become self-regulated learners. Major findings: This article was divided into three parts (a) Presents a frame work for integrating current research on self-regulated learning. (b) Outlines components of the school context that either encourage or inhibit the development of self-regulated learner. (c) Argued that by more fully implementing a comprehensive school counselling program, school counselors can shape those aspects of the school context creating the condition that encourage the development self-regulated learning. (d) Identifies both effective learning strategies and the steps necessary to motivate students to use these strategies. (e) School counselors have critical role to play in working with both
Review of the related literature

teachers and students to increase the use of achievement-enhancing learning strategies.


Objectives: (a) Do school counselor conducted group counseling and classroom guidance—which focused on cognitive, social, and self-management skills? (b) Have a positive impact on student achievement and school success behavior? Tools used: (a) Florida Comprehensive Assessment Test, Math and Reading (Florida Department of Education, 2002). (b) School Behavior Rating Scale (Merrell, 1993). Major findings: (a) The results revealed that the combined school counselor interventions of group counseling and classroom guidance were associated with a positive impact on student achievement and behavior. (b) The interventions targeted on specific skills associated with school success and that the school counselor used research based techniques to teach these critical skills were seen as central to the positive outcome of the study.


Objective: Whether Comprehensive Developmental Guidance (CDP)—based school counseling programs are of demonstrable
benefit to students in terms of enhanced academic achievement. **Tools used:** (a) The Comprehensive Guidance and Counselling Programs and Student Success in Washington State Elementary Schools Telephone Survey developed by the researchers. (b) The Iowa Test of Basic Skills-Form M(ITBS). (c) The Washington Assessment of Student Learning (WASL), a criterion referenced test. **Major findings:** (a) CSCP students in their first few years of school enrollment generally received significantly lower achievement test scores than those students in non-CSCP schools. The group achievement difference was largely erased as students remained for at least three years in their CSCP schools. (b) A Significant interaction was found for both third- and fourth-graders between Group and Length of Enrollment in high implementation CSCP versus non-CSCP schools. That is to say, the longer the participants stayed enrolled in high implementation CSCP schools, the more likely they would have significantly higher test scores. (c) Significant gender differences were also reported, but these are less important to the focus of this research brief.


**Objective:** The study aims to introduce group counselling programme in a college setting and study its effectiveness in bringing about their adjustment, improved self-confidence, and emotional stability. **Tools used:** (a) Bell Adjustment Inventory
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(Bell, 1952). (b) Local of Control Scale (Rotter, 1972). (c) Eight State Questionnaire (8SQ, Curran and Cattell, 1973). Major finding: There were positive changes being brought about by counselling in terms of adjustment, self-confidence, locus of control and certain emotional states.


Objective: To examine the effect of guidance services on study attitudes, study habits and academic achievement. Tools used: (a) Study habits and study attitude scale developed by the National Institute of Psychology (NIP) Islamabad. (b) Problem checklist developed by National Institute of Psychology (NIP) Islamabad. (c) Cumulative Record Card prepared by the Institute of Education and Research, University of the Punjab. (d) Achievement Test (comprehension tests were developed and the reliability of each test was calculated using Kuder Richardson Formula). Major findings: (a) Guidance services have significant positive effect on students study attitudes and study habits. (b) Improvement in study attitudes and study habits resulted in improvement of students academic achievement. (c) Significantly better performance of experimental group in the subjects of physics, mathematics, biology, chemistry and English text is an evidence that study attitude and study habits do affect students achievement.
Review of the related literature


**Objectives:** (a) To review mental health issues transforming children’s mental health. (b) To consider differing group counseling models and stages of group development. (c) To examine contemporary legal and ethical dilemmas inherent in school practice. **Major finding:** Group counseling is one of a useful intervention models that can positively impact children.


**Objective:** To examine the relationship between counseling experience and college students’ academic performance and retention. **Tools used:** (a) Pre-college academic performance. (b) Archived records of high school GPA. (c) Verbal SAT and math SAT scores were used to assess pre-college academic performance. **Major finding:** (a) The results indicate that counseling experience is significantly associated with student retention. (b) Students receiving counseling services were more likely to stay enrolled in school.


**Objectives:** (a) To find out if underachieving students can learn,
and if not what can be done to improve their situation. (b) To determine possible causes of underachievement among students. **Major findings:** (a) Lack of motivation, parental/home influence, lack of nurturing of intellectual potential, disabilities/poor health conditions, conflict of values and others are factors that can cause underachievement in school children. (b) Counseling intervention can help underachievers to make decisions on goals and to unlearn habits that have been disruptive to learning.


**Objectives:** (a) To determine the nature of the attitude of secondary school students’ towards guidance and counseling services in Cross River State Nigeria. (b) To investigate how these students’ attitudes were influenced by certain variables such as sex (gender) and geographical location of the school. **Tool used:** Secondary school students’ attitude towards guidance and counseling services, questionnaire (SSATGES) designed by the researcher. **Major findings:** (a) Secondary school students’ attitude towards guidance and counseling services are positive. (b) Sex (gender) has a significant influence
on students’ attitude towards guidance and counseling services. (c) Schools geographical location influence students’ attitude towards guidance and counseling services.


**Objective:** The Main purpose of this study was to investigate the separate and combined effects of counseling interventions, gender and mode of schooling on senior secondary school student’s achievement in mathematics. **Tools used:** Four instruments were used to carry out the study. (a) Bakere’s Study Habit Inventory (SHI). (b) Bakere’s Academic Need Achievement scale (ANAS). The other two were self constructed achievement tests in mathematics. **Major findings:** The major findings include the following: (a) The group treated with a combination of Improved Study Habit and Enhanced Need-Achievement performed best among the groups. (b) the Enhanced Need-Achievement group performed better than the improved study Habit group. (c) there was no significant effect of mode of schooling on students achievement in mathematics. (d) there was no significant interaction effect among the pair-wise comparison of the three variables on students achievement.
AN OVERVIEW

The direct relationship between intelligence and academic achievement has been widely studied (Ediseth, 2002; Gagne & St. Pere, 2002; Kossowska, 1999; Parker et al., 2004; Smith, Smith, & Dobbs, 1991; Stipek & Gralinski, 1996). In addition, several researchers have investigated the relationship between intelligence and gender and or academic achievement (Duckworth & Seligman, 2006; Ehrmann & Massey, 2008; Fraine, Damme, & Onghena, 2007; Naderi. Habibollah, Rohani. Abdullah, & Tengku. Aizan, 2008). It has been observed that in the absence of intellectual abilities high scholastic achievement is not possible. At the same time mere presence of superior intelligence does not ensure higher achievement.

Many empirical studies based on scientific investigation have shown that pupils of superior intelligence can be underachievers, while some people with average intelligence achieve more than what is expected of them. In the achievement related areas, need for achievement and study habits have been found to be the significant variables, which contributes to better performances in people. McClelland et.al, 1953: have found significant correlation between academic performance and need achievement; Jain (1967), has found that bright achievers were characterized by better study habits and higher achievement motivation than dull achievers; Shivappa (1980) has found that study habits and educational aspiration are the
positive correlates of academic achievement; Singh (1984), has found that high achieving adolescents had significantly better study habits than middle and low achievers; Kapoor (1987) has found that high achievers had better study habits as compared to the average and the low achievers; Davanesan and Paul (1990), have found that there is significant an positive relationship between the achievement-motivation and scholastic achievement of higher secondary students; Harikrishnan, (1992), has found that academic achievement is positively related with achievement-motivation and socio-economic status of students; Alam (2006) has find out that positive relationship exists between achievement motivation and academic achievement of Muslims and non-Muslim children. Sarwar et al (2009) showed that students who have better scores on study-orientation tend to have better academic achievement.

Reviews of the research on school counseling show that the services of school counselors have a positive effect on children (Borders & Drury, 1992; Gerler, 1985; St. Clair, 1989; Whitson & Sexton, 1998). Quantitative analyses of research (meta-analyses) also substantiate the beneficial effects of school counseling programs (Baker, et al 1984; Prout & Demartino 1986; Sprinthall 1981). (Omizo, et al 1988) reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not
participate in the program. In studies on the effects of a small group counseling approach for failing elementary school students, 83% of participating students showed improvement in grades (Boutwell & Myrick, 1992). School counseling programs have significant influence on discipline problems (Baker and Gerler 2001). School counselors’ interventions have reported success for helping students reduce test anxiety (Cheek et al, 2002). School counseling interventions have a substantial impact on students' educational and personal development. Studies on high school attrition indicate that preventive counseling, occurring before students are in crisis, reduces the risk of these students dropping out later (Hayes, Nelson et al, 2002). Several studies found that elementary guidance activities have a positive influence on elementary students’ academic achievement (Sink & Stroh, 2003).

In the light of research gaps the investigator was desirous to find out if underachievers could be helped through counseling intervention so as to bring their achievements at par with their intellectual capability. The investigator also wants to explore if underachievers could be helped to better their need-achievement and improve their study habits through counseling.