CHAPTER -V

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The present investigation is an attempt made to study the effect of group counselling on the achievement motivation level of the high school low achievers. There are a number of factors that affect the achievement of the student one of the subjective factor is motivation. Some of the objective factors which influence the child in his/her level of achievement are his socio-economic status, attitude of the parents, the home environment and family relation of the child etc. There are many barriers which can affect their achievements, hence we have what we called them ‘the low achievers’, it is very important to find out the root cause of low achievement in this region also. Therefore, to suggest remedial measures to reduce, if not eliminate this problem a group counselling program was undertaken. The present study has the following objectives.

(8) To study the achievement motivation level of the low achievers
(9) To investigate the effectiveness of group counselling on the low achievers.
(10) To investigate whether socio-economic status (SES) is associated with students’ low achievement.
(11) To examine whether there are gender differences in achievement motivation.
(12) To study the family background of the low achievers.
(13) To investigate the home and neighbourhood environment of the low achievers.
(14) To suggest some motivational strategies to improve the performances of the low achievers.
(15) To develop an understanding about the need for psychological counselling in the educational institution for near future.

The projective test of achievement motivation (N – Ach) developed by Pratibha Deo and Asha Mohan and the test is known as Deo-Mohan Projective test of Achievement Motivation (N – Ach) is adopted to assess the achievement motivation level of the low achievers. The socio-economic status scale developed by P. Rajeev Bharadwaj is also used to identify their social class level. The information relevant to low achievement are collected through semi-structured interview schedule prepared by the investigator. In view of these measures adopted the following hypothesis are formulated.
1. Low achievement is directly related to achievement motivation.
2. No gender difference exists in the expression of achievement motivation.
3. There would be an improvement in the performance of the experimental group of the low achievers after the group counselling session.
4. Socio-economic status (SES) does not affect the achievement motivation of the students.
5. There will be no differences in the family background of both the experimental and control groups among the low achievers.
6. There will be no differences in the home and neighbourhood of both the experimental and control groups among the low achievers.

For this study 150 boys and 150 girls were chosen using Stratified Sampling Technique from the high schools located in the rural and urban areas of Khasi and Jaintia Hills Districts of Meghalaya. The age range of the sample was between 15 years to 20 years. Two classes were selected viz., class IX and class X. 75 male and 75 female were taken from both rural and urban areas and they were assigned to experimental and control groups. The 2x2x2 factorial design was adopted as the methodological approach. The two groups were compared on various measures they are rural-urban and male and female. The parametric test like mean, S.D, t-test and chi-square was worked out to see the variation (differences) and relationship amongst the group.

A semi-structured interview schedule prepared by the researcher was used to collect information related to the subjects. Identification data like name, school, date of birth, address of school, day scholar or boarder, sex and age. There are more low achievers in day scholars in the rural areas. Family background like fathers age, mother’s age, step-parents if any, ordinal position in the family, family organisation, house whether own or rented number of rooms in the house, changes in the residence in the last five years, clean lines in the house, general attitude of the family towards the child. Most of the students their father’s age is below 50 years of age and their mother’s are below 35 years of age. Most of the students do have step parents. Their ordinal position in the family shows that most of them belonged to third position. The low achievers lived in all the three types of families (i.e., extended, joint family) in the rural areas most of them have their own house. The number of rooms in their house is mostly 2 to 4 in numbers majority of them did not change their residence in the last five years, and rural female helped the most in cleaning the house. The urban female feels that their parents have no time for their children. Their father’s profession is mainly as labour in the rural areas, in the urban area their father’s are mainly on business, government servants and others. Whereas the
picture is different for their mothers, in the rural areas their mother's are mainly on business; whereas in the urban areas they work as a government servant or others. Their parent's monthly income is less than Rs. 3000 in the rural areas in urban areas their monthly income falls in between Rs. 5000 – Rs. 10,000. Their family interaction with parents and children is good. In the rural area the attendance level is unsatisfactory and in the urban area it is satisfactory. Most of these low achievers used to repeat a class. The students in the rural areas used to study by sharing a room but in the urban area they mostly study in their own room. The parents and the children of these low achievers in the rural area use alcohol and tobacco more. In the urban area other drugs is used more. These low achievers also have middle class followed by lower class types of neighbourhood. Therefore, hypothesis 5 which states that “there will be no difference in the family background of both the Experimental and Control Groups among the low achievers” is rejected, because there are differences in their family background according to figure 2 to 16 and also the hypothesis 6 which states that “there will be no difference in the home and neighbourhood environment of both the Experimental and Control Groups among the low achievers” is also rejected, because there are differences according to figure 2 in the interview schedule.

The Projective Achievement Motivation Test was administered to test the hypothesis 1, 2, and 3.

Hypothesis 1 states that “Low achievement is directly related to achievement motivation”.

Hypothesis 2 states that “No gender difference exists in the expression of achievement motivation”.

Hypothesis 3 states that “There would be an improvement in the performance of the Experimental Group of the low achievers after the group counselling session”.

The following results were obtained based on the above hypothesis:

(1) There was non-significant difference between the rural male and urban male, rural female and urban female, rural male and rural female, urban male and urban female. There exist no significant variation in the achievement motivation level of the students, hence it can be concluded that low achievers have low level of achievement motivation.

(2) A comparison between the experimental group before the group counselling session in rural and urban areas for both male and female was not found significant which means that they do not differ from each other regarding their achievement motivation level is concerned.
(3) A comparison between the experimental group after the group counselling session in rural and urban areas for both male and female. When comparison was made between rural and urban male the achievement motivation level did not change, or there was no improvement even after the group counselling, but when the comparison was made between rural male and urban female, and rural female and urban female there exist a significant difference in their achievement motivation level after a group counselling session, which means that there was an improvement after the group counselling but when a comparison was made between the rural female and the urban male they showed a slight improvement.

(4) Comparison between the experimental group before the group counselling session and after the group counselling session in rural and urban areas for both male and female. When comparison is made between the rural male and rural female before group counselling and urban male after the group counselling they appears to be significant which means that there is an improvement in their achievement motivation level. But when a comparison was made between Rural male rural female before group counselling and urban female after the group counselling they appears to be insignificant that means there was no improvement in their achievement motivation level.

(5) Comparison between the experimental group after the group counselling session and before the group counselling session in rural and urban areas for both male and female found to be significant.

(6) Comparison between the control group before the group counselling session in rural and urban areas for both male and female found insignificant that means the low achievers control group have low level achievement motivation before the group counselling session.

(7) Comparison between the control group after the group counselling session in rural and urban areas for both male and female remain unchanged because group counselling was only given to the experimental group not to the control group therefore, the level of achievement motivation of the control group still remain low.

(8) Comparison between the control group before the group counselling session and after the group counselling session in rural and urban areas for both male and female did not show any significant difference in their level of achievement motivation. Therefore Hypothesis NO1, hypothesis No2, and hypothesis No3 is accepted.
The fourth hypothesis states that "Socio-economic status (SES) does not affect achievement motivation of the student". The following results were obtained based on the above hypothesis.

(1) Socio-economic status of the whole sample both in rural and urban areas for male and female is not significant, that means socio-economic status differs in rural and urban children as well as in male and female children i.e. low achievement differs in all socio-economic status.

(2) Low achievement is found in male and female experimental and control group of the upper class level both in rural and urban areas.

(3) Low achievement is also found in the male middle class category in the rural and urban areas.

(4) Achievement motivation level of the low achievers does not affect or relate with the socio-economic status of the female middle class.

(5) Low achievement is related with the socio-economic status of the male and female lower class both in rural and urban areas.

(6) Low achievement is related with the socio-economic status of the experimental group and control group for both male and female in the rural and urban areas in the upper class, middle class and lower class.

Therefore Hypothesis No. is rejected.

RECOMMENDATION & SUGGESTED AREAS FOR FURTHER RESEARCH:

Results of the study have per-ported some for further research which are given below.

1. The lack of educational support for low achieving student despite their academic and socio emotional similarity.

2. The possible negative impact low achievement has while in school.

3. The resulting negative impact on society when low achieving children receive poor educational experiences.

4. The overall lack of research on this very large group of children in our public education system.

5. The current political trend to improve the educational experiences of all children that focuses on meeting educational standards that children who are low achievers, by definition have particular difficulty achieving.
Often students experience low level of motivation or negative motivation especially when they have to appear for their examination. It is a situation where teaching strategies need to be developed to motivate the students to learn and perform beyond the minimum requirement to pass. In such a situation teachers need to create a teaching and learning environment that will help students relate the success back to their original motivation for being in school and re-energise, them to learn the material. Hence students are often motivated to succeed in the class only because they need to pass the module as part of the programme’s requirements it is the fear of negative results than motivates them rather than the expectation of learning something useful. The anxiety and panic created by the complex subject matter and the pressure to pass the course seriously interfere with the students memory and concentration. This can be emotionally draining for the students. As a result there is a lack of motivation to engage with the course material even though the students have the ability to learn it when the students fail to engage actively with the material they fail to internalise the concepts and later do poorly in the assignments, thereby reinforcing the feeling of incompetence at the core of the cycle.

As Duch, et al. (200) have indicated that students can be motivated in learning material by providing a real life situation, setting a goal and action plan for learning and relating learning to student needs. Teachers can also increase student’s extrinsic motivation by providing clear expectations giving corrective feedback and providing a valuable reward especially to student’s who did well. The change to teachers therefore is to create teaching methods that in corporate the extrinsic and intrinsic motivational behaviour in order to encourage the students to learn in their classes.

Shipman and Hicks said that teachers and boys had different ideas of motivation. Teachers thought boys were motivated when they were taking notes. But the boys felt this was just teachers keeping them heads down in useless busy work. Boys felt they were motivated when they were exploring experimenting and arguing (west 2002, p.112).

Some researchers also talk about a need for some risk, challenge even a whiff of danger as part of how boys want to learn, hence the attraction of some outdoors if its too safe, it becomes boring for many boys and bored boys often cause trouble. (Martin 2002) Teachers should teach through real objects, excursions, artefact etc. Good teachers are teaching principles and generalisations from things relevant to the students interest.

Students will learn best when there are clear incentives to learn. There must be in part intrinsic extrinsic motivation. The intrinsic motivation could be enjoyment and satisfaction in the learning process itself, the extrinsic motivation are the set of benefits which comes from
successful learning, the benefits include the economic reward is job skills credentials, access to further education or training higher earning, the cultural benefits include knowledge interest values the social benefits are friends experiences maturity network etc. The other could be the school cultural where students have a good attitude towards school, friendly atmosphere and attachment. The encouragement and organising a range of extra-curricular activities like sports, music, performing arts, computer games and other areas which create opportunities for mutual support. The other way to motivate the students is a liasoning between, the school and the parents, like term report card and mostly news letter ***by the school.

As education is expanding its frontiers making it well nigh impossible for an individual students to make a choice of courses and deal with their personal problems and adjustment there's a need for all the school to employ a trained counsellor to meet the varied needs of the educational system, administration and students in their total development. Therefore, the counsellors group counselling technique to help to motivation low performing students and improve the grades and self-concept of at risk students.

Last but not the least the policy makers need to develop effective interventions, they need to ascertain which factors are most important for identifying low achievers and develop policies that address these issues for example, if parenting practices are associated with low achievement then education programs targeted towards parents may reduce the number of low achievers. To conclude, it is a challenge for the future counsellor to take the challenge to develop an understanding about the need for psychological counselling in the educational institution for near future. The most recent techniques which the counsellor can use that appear to be the most effective intervention strategies include Mnemonic strategies, enhancing reading comprehension, behavioural modification, Direct instruction, formative evaluation, early intervention motivational strategies related to the real world.