CHAPTER II

AIM AND OBJECTIVES OF THE STUDY

The present project is an attempt to investigate the effect of group counselling on the achievement motivation level of the high school low achievers. Very few researches have been made in this field especially in the North-East region particularly Meghalaya. This is a good attempt in this direction to produce fruitful result which may be helpful, in facilitating the development of the children of this region.

The objectives of the study are summarised as:

1. To study the achievement motivation level of the low achievers.
2. To investigate the effectiveness of group counselling on the low achievers.
3. To investigate whether socio-economic status (SES) is associated with student’s low achievement.
4. To examine whether there are gender differences in achievement motivation.
5. To study the family background of the low achievers.
6. To investigate the home and neighbourhood environment of the low achievers.
7. To suggest some motivational strategies to improve the performances of the low achievers.
8. To develop an understanding about the need for psychological counselling in the educational institution for near future.

Thus the present study aims at a holistic approach towards investigating the psychological and social aspect affecting achievement motivation with special emphasis on group counselling.

Review of Literature

In order to review the studies related to the present investigation conducted both in India and abroad, the relevant research work was broadly surveyed. But only few studies are available. The above field appears to have obvious attention only recently in India. This is obvious from the following survey conducted to ascertain the number of studies devoted to this aspect. Here, an attempt has been made to present a brief review of some studies which appear to be relevant with the low achievement of the students. The following is the review of some important studies.
Subramania, Danda pani (1977) sought to determine whether or not high school male underachievers who participated in a programme of group guidance, counselling and remedial help achieve significantly higher on the academic achievement test at the conclusion of the counselling period in comparison with the control groups of non-counselling underachievers and normal achievers. It was also aimed to ascertain differences in achievement among counselled underachievers belonging to families of professional class, merchant class. The research population consisted of 650 students drawn from X Standard English medium classes of twelve high schools in the Mysore city. An underachievement score on the as one whose predicted achievement score on the basis of regression equation was 0.9 standard error of estimate above the obtained achievement score. The study had an experimental group of thirty underachievers (counseled) and two control groups, one of thirty (non-counselled) underachievers and another of thirty normal achievers. The group test of scholastic ability (GESAs) standardised by the state Bureau of Education and Vocational guidance and a battery of academic achievement tests covering mathematics, science and social studies at the IX and X standards were used for data collection. The programme of guidance and remedial help consisted of ten sessions with an initial meeting of underachievers and their parents, and activities like discussion of their problems, explanation of disparities between ability and achievement presentation by counsellor of recorded talks on subjects like attention, interest, biographies of great men, aspiration and means of achieving them and so on. The data were analysed by employing analysis of covariance. It was found that the academic achievement of underachievers in the experimental group was significantly greater than that of the non-counseled underachievers and normal achievers. There was no significant difference between the two control groups. The underachievers belonging to professional class families showed significant gain in academic achievement at the end of the programme from the underachievers belonging to merchant class and clerical class families whereas there was no significant difference between the latter two.

James, S. Catterall (1987) conducted an experimental study to investigate the effects of an intensive group counselling workshop on low achieving high school students. Participants and controls were drawn from a pool of youngsters who had failed two or more of their classes in the previous school term. Pre and post measure on school performance and participation variables were probed with analysis of covariance. The treatment effects were generally negative but not significant. In addition to school performances, measures of attitudes and self-perceptions were obtained using the Wisconsin youth survey. These scales suggest possible explanations for lack lustre outcomes of the autism spectrum intervention, chiefly the
substantial bonding of group members to each other and their ensuing alienation from regular school activities.

Mantana Boonchan (1993) study the effects of group counselling on increasing the self-esteem of Mathgayom seeksha three students. The hypotheses were that (i) after participating in group counselling the experimental group would have higher self-esteem than the control group. The sample included 16 volunteer Mathayom seeksha, three students of Thamaka Wittayakom school. The subjects were randomly assigned to an experimental and a control group; thus each group comprising eight students. The experimental group participated in group counselling *** a week for an hour and a half-session for total of eight sessions. The instrument was the coppersmith self-esteem inventory (school form) translated into that by Janchar Pitaksirikal. The design was the pre-test post-test control group design. The statistical method for data analysis was the t-test. Results indicated that

1. The experimental group participated in group-counselling showed a greater increase in self esteem at the .05 level
2. The experimental group participated in group counselling showed a greater increase in self-esteem than the control group significant at .05 level.

Schechtmanz, Gilat, Fos L, Flashera 1996 encompasses a study of 142 low achievers in two elementary schools (Grade 2 to 6) in Israel all of whom received 4-6 weekly hours assistance with their academic difficulties in school. After a random division of this sample into experimental and control groups, the former received an additional weekly session of group counselling of an interpersonal nature. The effect of this treatment was examined on four dependent variables, academic achievement self-concept, social acceptance and lows of control. Results indicated significant gains for the experimental group on all these variables-gains that increased over time. Group counselling appears to contribute both to academic progress and to the psychological and social well being of low-achieving people.

Alan E. Dugdale, Siew Tin Chen (1997) proposed a general model relating to social and nutritional factors involved in school performance of children from poor socio-economic background. The model has been tested in a group of 263 primary school children who came from mainly lower-class families in Malaysia school performance was assessed by the mark in a national school examination, the factors considered were race, sex types of school attended, nutritional status and score in the ‘Goodenough – Harris – Draw – a – man test and also the family size in come and education of parents. Multiple Linear regression and extended median test were used in the analysis. There were strong associations between poor school performances, on the one hand and SES conditions on the other. However, detailed analysis
showed that for most sub-groups nutritional status was not a direct causal factor in school performance, both nutrition and school achievement reflected home circumstances, particularly family income. There were however significant differences among children of different races. Many of the pathways on the general model have been shown to be irrelevant in this group of children, those pathways which remain are likely to be causal. The Goodenough-Harris test showed highly significant difference between children of different ethnic groups. The general model seems justified as a frame work for investigating school performance. It has been shown that simple correlation between factors is not a good guide to cause and effect relationship. Each deprived group is likely to have its own significant pathways so that each group should be analyse rather than applying generalisation derived from other population.

Caldwell, Ganel P, Ginther, Dean W. (1996) observed the differences in the learning style of elementary aged low socio economic status, low and high achievers were investigated. 82 subjects drawn from a pool of 194 third and fourth grade students in two low SES elementary, schools were administered the learning styles inventory. Variables on the Lst differentiating low from high achievers. The results showed that low motivation is a critical factor in student achievement especially for the low socio-economic students and there is no significant difference in the environmental learning style needs of these low SES students. The critical differences between low and high achievers were internal variable related to motivation.

Olaf Lolleh, Jurgen Baumert and Kai Schnabel (2009), investigated the relationships between academic interest and achievement in mathematics. A total of 602 students (59.5%) female from academically selected schools in Germany were tested at three time points end of grade 7 end of grade 10 and middle of grade 12. In addition, sex differences on achievement interest and course selection were analysed. At the end of the grade 10, students opted for either a basic or an advanced mathematic course. Further analyses by means of structural equation modelling show that interest had no significant effect on learning from grade 7 to grade 10, but did affect course selection – that is highly interested students were more likely to choose an advanced course. Furthermore, interest at the end of grade 10 had a direct and an indirect effect (Via course selection) on achievement in upper secondary school. In addition results suggest that at least from grade 7 to grade 10 achievement affected interest – that is high achievers expressed more interest than low achievers. The findings underline the importance of interest for academic choices and for self – regulated learning when the instructional setting is less structured.

Bob Peck 2009 studied ethnicity in education and also involved several other variables such as SES, gender and rurality. These variables were statistically controlled in order to study
the effect of ethnicity in particular. This paper gives a reworking of the data in which the associations between SES and a range of educational indicators is the focus of investigation. It was found that on average, compared with students from high SES families, those from low SES families leave school earlier, have lower aspirations tend to have different patterns of subjects selection in post-compulsory schooling achieve at a low level at school obtain lower Tertiary Entrance score, are less likely to go to university and are more likely to enter occupations associated with low SES.

B. Grant Hayes (2001) suggests that group counselling in schools can be valuable experience for children. Argues that it allows them to develop social skills and practice behaviours with peers as well as receiving feedback. Examine the literature on the effectiveness of group counselling in schools and provides guidance for the development of school policy for the delivery of counselling to school age students.

Siegel, Del (2001) compared high achieving and low achieving adolescent’s attitudes towards school, towards teachers, goal valuation, motivation and general academic self-perceptions. Specifically, we sought to determine whether high achievers really differed from low-achievers on these five factors and to ascertain which of the five factors were the best predictors of students status as either a high achiever or a low achiever. The comparison of the scores of high achievers and low achievers on attitudes towards school, attitudes towards teachers, goal valuation, motivation and general academic self-perceptions revealed large differences between high achievers and low achievers on all five factors. However two factors academic self-perception and motivation, predicted student’s achievement status as well as the five models did using logistic regression, these two sub-scales were able to classify student’s achievement status correctly over 85% of the time. These results suggest that high achievers and low achievers differ in both their motivational pattern and their academic self-perceptions.

Antonio Lazano Diaz (2002) studied the relationship between personal, family and academic factors that account for school failure, as well as determined how these factors influence each other. He studied a sample of 1178 students from four secondary schools in Almenia city (Spain), two measuring instruments were used: an adaptation of the TAMA, questionnaire and a measurement of school failure. The result of this survey make clear the direct influence of variables such as parents academic level, gender, motivation, relationship between peers and others.

Ronald S. Kiyana, Susan M. Tracz (2002) investigated how academically at risk students face chromic multiple – stressors leading to significant emotional distress, which hinders educational and personal achievement. An effective remedy for this concern includes
successfully integrating counselling with the school educational mission. This study describes a counsellor service established by an elementary school and a counsellor education programme at a regional university. The setting for the presented model is an urban, low socio-economic status and ethnically diverse elementary school. The data analysed for this report represent a five year time period. The most frequently cited reasons for referral included low academic performance, low motivation and disruptive behaviour. An analysis of the teacher assessment counsellor trainee assessment and student satisfaction scores revealed significant correlation values ($p^{**}100$) suggest hopeful outcomes for such program.

Martin, Andrew (2002) explores a model of motivation and introduces the concept of academic resilience. Although motivation is critical to academic success or academic gains, the students may be lost if they are not resilient to set back, study pressure and stress in the school setting. It is therefore importance that students are motivated and resilient to academic pressure. A problem with motivation theory and research, however, is that it has been formulated in a way that provides educators and students with a common language with which to develop motivation and academic resilience in the class room. This paper draws together seminal motivation theory, posits clear constructs that represent these theories and then re-packages them into a model that can be used by educators and understood by students. Such a model also holds direct implications in the class room and counselling contexts.

Martin, Andrew J. (2003) examines the refined student motivation scale applied to a sample to 2561 Australian high school students. The student motivation boosters and four motivation guzzlers. Analysis of the data revealed a strong factor structure compromising reliable factors. Students scored relatively higher in self-belief, values of schooling and learning focus but also relatively higher in anxiety. Senior and Junior high school student reflect a more adaptive pattern of motivation than middle high school students as do girls over boys. Booster are more strongly (positively) correlated with mathematics and English achievement while guzzlers are more strongly (negative) associated with SES. Taken together examination of the data shows that student motivation scale is psychometrically sound and can be usefully implemented to determine groups of students at risk or for the low achievers, disengagement disinterest and underachievement.

Tiina Onatsu – Arvilommi; (2003) examine the relationships between achievement strategies, family background and school performance. This is done by using data from four studies three focussing on underachiever and low performance students, and one cross-lagged longitudinal study focusing on first graders in primary school. The result showed first that the under and low achieving adolescents used a maladaptive achievement strategy consisting of a
low self-concept, high level of failure expectation and task irrelevant behaviour and a low level of motivation. Second the breakdown of the original family and single parenting as well as a negative and discordant atmosphere in the family, were found to increase the problems at school and later. Third, mothers depressive symptoms and how they were reflected in their parenting styles and fathers feelings of stress and powerlessness in the context of parenting, were associated with their children’s adoption of maladaptive strategies in the class room setting. In return mother’s authoritative control were found to be beneficial for the development of adaptive strategies at school. Fourth, the achievement strategies the children deployed at school and their reading skills in particular seemed to form a cumulative, either positive or negative development cycle. The dissertation concludes with a discussion emphasising the importance of making an effort to break negative cumulative cycles early on before they lead to a negative long term impact on children’s school achievement and to problem behaviour. Such interventions should involve not only cognitively – oriented practices, but also efforts to change children’s achievement associated beliefs and related strategies. Moreover the family context should be taken into account by including family counselling to support parents who have problems in parenting.

Campbell, Chari (2003) describes a study evaluating the impact of school counsellor led intervention on students academic achievement and school success behaviour. A group counselling and classroom guidance model called student success skills (SSS) was the primary intervention. Positive effects were found.

Savita Devi & K. Maywi (2003) has studied about the effects of family and school on the academic achievement of residential school children. They study the family and school factors of these children studying in class IX and class X. The sample consisted of 120 children, 60 from class IX and 60 from class X, and 40 teachers from 15 residential schools of Hyderabad city. An interview schedule was developed by the investigator, to study the family factors the questionnaire administered to the teachers was developed by the second author to study school factors. I – IV rank holding children were the criteria of sample selection from previous final year examination and present quarterly examinations. The result indicated that girls were superior to boys. Finally factors like parental Aspirations and socio-economic status significantly contributed to Academic achievement. Among school factors, teachers qualification, physical set up, curriculum and subject matter, classroom organisation, method of teaching, teacher-student interaction were found to be having effect in the academic achievement of the school children.
Butter, S. Kent 2003 focuses on systematic conceptualisations that attempt to explicate why academic achievement may be challenging for some urban African American high school students. In addition the author delineates the important roles that high school counsellors can play in ensuring urban African-American high school students academic success. According to a recent report from the United States Census Bureau (200) African Americans currently comprises nearly 13% of the total Americans in the US live in large urban areas, and more than 35% of African Americans under age 18 live in poverty. These figures suggest that African-Americans are over represented among the poor urban school-aged population. Because of environmental factors stemming from living in poverty, researchers and educators have often applied the term “Low achievement or at risk” in reference to urban African American adolescents. However the school counsellors play an important role.

Alan Green, Jacqueline A. Conleys, Kim Barnett, Eric Benjamin (2004) focused on students intervention for underachieving African American urban students with better opportunities to improve their school performance. In this study exploratory analysis of evaluation data from the implementation of an urban school counselling project was used to learn more about how the academic achievement gap are discussed in light of the wider ecological context in which the project was implemented i.e., through models that promoted what is referred to as comprehensive school counselling programs and services, school counsellors seek to address all of the developmental needs of students including their academic achievement. The primary goal of a comprehensive school counselling program is to support student growth in academic, career, personal-social domains. These programs allow school counsellor to shift their focus away from reacting to crisis towards becoming proactive about student needs as they are related to achievement.

Rachel Yuk Hung Hon and Alexander Seeshing Yeung (2005) suggested that positive relations with their parents would have significant impacts on children’s attitude and behaviour. Their study has two purposes (a) To examine whether parent Child relations would influence low achievers linking of school (b) To investigate whether low achievers parent-child relations and liking of school could be improved through a focused intervention emphasising interpersonal skills-using, a confirmatory factor analysis approach the path from prior self-concept of parent relationship to subsequent self-concept of parent relationship to subsequent self-concept of academic affect were examined using a sample of students who fail in school system of Hongkong but were provided with further education opportunities through innovative program known as project. Yi Jin initiated by the special administrative region, government of Hongkong (N=2, 779) controlled for the effect of prior affect prior parent-child relation were
found to have a significant though small, association with subsequent academic affect. The result supported the positive influence of parent-child relation on children's liking of school. Analysis of variance of pre-test and post-test score showed that as a result of a program emphasising the development of interpersonal skills the students improved in both parent child relations and liking of school. The findings have important implication for a holistic approach to children's education by incorporating parent education as an important component of the educational system.

Mary Melissa Lavender (2005) compares academic motivation between academically prepared and academically unprepared community college students. The researcher collected data to determine whether a relationship exists between academic motivation level and academic achievement as define by grade. Point average surveying students from a community college in Northwest Florida, the academic motivation scale (AMS-C) was used to assess motivation along a continuum and self-concept determination theory. Result from this study indicates that there are motivational similarities between academically prepared and academically unprepared students and that there is a relationship between motivational levels and academic success.

Selcuk R. Sirin (2005) reviewed the literature on socio-economic status (SES) and academic achievement in journal articles published between 1990 and 2000. The sample included 101,157 students, 6,8,7, schools, and 128 school districts gathered from 74 independent samples. The results showed a medium to strong SES-achievement relation. This relation is moderate by a unit the source, the range of SES variable and the type of SES achievement measure. The relation is also contingent upon school level minority status and school location. The author conducted a replica of white's (1982) meta-analysis to see whether the SES achievement correlation had changed since white's initial review was published. The results showed a slight decrease in the average correlation.

Tony D. Crespi., Amy L. Gus Tofson, Silvia M. Borges (2005) school psychologists are increasingly being confronted with a wide spectrum of psychological, psychosocial, familial and home – school issues impacting child development. With one of six children raised in alcoholic families with divorce impacting approximately 60% of families and with such issues as teenage pregnancy, parental neglect as well as sexual and physical abuse affecting large numbers of children and youths many practitioners are interested in interventions which can directly assist children in school settings. Group counselling represent one viable and valuable intervention. This articles reviews existing studies on group counselling, discusses major stages
of group processes, outlines, legal and structural issues in forming school groups provide a case study and generally explores the positive contributions of group counselling in the schools.

Campbell, Chari A, Brigman Greg (2005) evaluated the impact of a group counselling intervention on student academic and social performance. Twenty five school counsellors were trained to use a structured approach to small group counselling with students scoring in the mid to low range in math and reading. The group intervention focused on improving student achievement and student success skills, which included academic, social and self-management skills. Results indicated that gains in reading and math achievement scores and in teacher-rated behaviour related to student success skills with elementary and middle school students.

Halawah, Ibtesam (2006) designed to study the effect of motivation, family environment and student characteristics on academic achievement. The study was conducted on 388 high school students from Abu Dhabi district UAEA Likert type instrument that consisted of three parts (scales) was used to measure student’s level of motivation parental influences and students characteristics while academic achievement was measured using students GPA. Calculations were also break down by gender to assess differences between male and female students. Student’s means level of motivation was less than the means of parental influence and students characteristics. No gender differences were observed on variables measured by the instrument correlation between each of motivation, family environment student’s characteristics and academic achievement were small and practically not significant. Remarkably high correlation value was observed between motivation and student characteristic. The highest correlation value was observed between family environment and student’s characteristics.

Gilmore Linda A and Boulton-Leur’s Gillian M (2005) studied children who are poorly motivated at school are at risk of academic underachievement and a range of other diverse socio-economic and health outcomes. Atteibution to laziness reflected in comments about children needing to “try-harder” and “make more effort” may mask cognitive and learning characteristics that explain low motivation in many children. This paper reports preliminary findings from an ongoing study of “Lazy” children, in the early years of primary school. In order to investigate possible explanations for low academic motivation such as learning difficulties anxiety disorders, intellectual impairment attentional problems and giftedness children were assessed using appropriate psycho-educational instruments tasks and questionnaires. The discussion focuses on developing a deeper understanding of academic motivation in the early school years through illustrative profiles of poorly motivated children.
Wolters, Christopher A., (2006) examined perceived parenting styles and parental involvement to determine if they predicted student motivation. The two views of motivation examined included achievement goal Theory and self-determination theory. Algebral students (N + 140) in a south east East Texas public high school completed self-report surveys. Multivariate analysis indicated that perceived authoritative parenting was positively related to both a mastery goal orientation and positively related to a performance approach orientation. Authoritarian parenting was positively related to a performance approach orientation only. Also behavioural involvement was positively related to both a performance approach and performance avoidance goal orientation. Generally, future research should include measure. That are specific to the beliefs and attitudes of adolescents and that address more specific aspects of parenting styles.

Willbourne, Mitsy (2006) – studies in the field of psychology has shown a positive correlation between intrinsic motivation and academic achievement. This study used a diverse sample of 797 children who were between 3rd grade and 8th grade. In all six grade level the correlation between intrinsic motivation and grade point average was positive. However, the correlation between extrinsic motivation and GPA was negative with one exception the third grade sample. Intrinsic motivation and standardised test scores were both positively correlated however extrinsic motivation and standardised test score proved to be negatively correlated. Using the self-report scale of intrinsic vrs extrinsic orientation in the classroom developed by Susan Harter, researchers have found a significant and progressive deadline in intrinsic motivation across the elementary and middle school years. This is not surprising, given the excessive use of extrinsic incentives in many American classrooms and the escalating importance attached to grades and test scores in American schools. This lack of intrinsic motivation is correlated to declines in children’s dedication to their class-work their enjoyment of academic activities. Their valuing of effort perceived competence, their pursuit of learning their ratings of the importance of usefulness of school and their mastery behaviours of challenging tasks.

Adedeji Tella (2007) investigated the impact of motivation on student’s school academic achievement in mathematics in secondary schools using motivation for academic preference scale (X= 0.82) as a measuring instrument and achievement test in mathematics (ATM). Two hypotheses were tested for significant at 0.05 margin of error using test and analysis of variance (ANOVA). Results showed that gender difference were significant when impact of motivation on academic achievement was compared in males and females students. Also other result indicates significant difference when extent of motivation was taken as a
variable of interest on academic achievement in mathematics based on the degree of their motivation. Implications suggestions and recommendations on students parents, government, counsellors, educations stakeholders, etc were discussed.

Brenda Navarrete Hector Betancourt, Patricia Flynn (2007) investigates the role of socio-economic and cultural factors that may contribute to motivational factors and academic achievement in Latino American and Anglo American high school students in California. A theoretical model for the study of culture was used to examine the proposed relations among socio-economic status and fatalistic cultural value orientations as determinants of stability of causal attributions for academic failure and students’ achievement. As hypothesised, findings supported the proposed effect of socio-economic status and fatalistic cultural value orientation on academic achievement through the mediating role of attribunal processes. Results are discussed in terms of suggesting a viable place for intervention by demonstrating that aspects of socio-economic status, culture and attributions contribute to the academic achievement of Latino and Anglo American high school students in USA.

Ryan, Julie Anne (2007) made a qualitative study and used data from semi-structured interviews with eight school counsellors working with adolescents in secondary education and asked them how they perceived counselling interventions as helping to raise achievement. The present context in secondary education is perceived as results led. This adheres to government policy as manifested in the National Curriculum and the examination system. However, at a grass roots level there is a growing acceptance of having counsellors working in schools to support the emotional and psychological needs of children and adolescents. The counsellors identified three areas in which they felt their clients achievement was raised through a counselling intervention: developmentally, socially and less directly, academically. Further study is called for to explore, what effect applying a complementary integration and understanding of counselling and educational philosophy might have on raising achievement with adolescents in secondary education.

Robert Cassen and Geeta Gandhi Kingdom (2007) investigated ten of thousands of young people leave school with no or very few qualifications in England. This paper seeks to build a fully picture of key stage for low achievement and its correlates than available hitherto. They focus on three aspects. Firstly, the role of students personal characteristics, especially gender, ethnicity and post achievement in explaining the incidence of low achievement at age 16. Secondly, to extent to which particular personal characteristics constitute direct risk factors for low achievement because of their correlation with unobserved school and neighbourhood quality. Thirdly, the paper examines the relationship between school resources particularly per-
pupil expenditure and the avoidance of low achievement. A number of interesting findings emerge about the correlates of low achievement and of school quality and they consider the policy implication of their findings.


The chief objective of the study were: (i) to study the extent to which self-esteem changed and what type of changes occurred under the influence of group counselling (ii) to examine specific changes in the behaviour of the subject at successive stages of counselling (iii) To find out whether the counselling treatment could influence self-esteem changes in the low self-esteem group.

The sample consisted of 100 students (both boys & girls) of class X of five different high school of Baroda city. After administering the self-esteem scale, two groups, high self-esteem and low self-esteem each consisting of 50 students were formed. The subjects of each group were divided equally into control and experimental groups. The two experimental groups were them subjected to group counselling for a period of three months. The groups were tested on four measures viz., self-esteem, depression neuroticism and anxiety. The tools employed were (i) a self-esteem scale prepared on the basis of Stephenson’s Q-technique, (ii) A depressive affect scale, (iii) The Panchal’s Neurotic scale and (iv) An anxiety scale prepared on the model of the Taylor Manifest Anxiety Scale (TMAS). Correlation analysis of variance and analysis of covariance were the statistical techniques employed for analysing data.

The following were the major findings of the study –

(i) Both the experimental and control groups showed changes in self-esteem after three months but the amount of positive changes was far greater in the experimental groups.

(ii) Greater amount of changes was found in low self-esteem groups.

(iii) Low self-esteem control group had least difference in self-esteem measure of pre and post counselling.

(iv) Changes in the self-ideal were least in the high self-esteem control group.

(v) The experimental groups showed marked decrease in remotic symptoms, depression and anxiety as a result of counselling.

(vi) Subjects moved towards greater maturity with the progress of counselling.
Hypotheses

In the light of available findings in this area, the following hypotheses 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 difference in the family background of both the control and experimental group among the low achievers.
6) There will be no differences in the home and neighbourhood environment of both the control and experimental group among the low achievers.