

EFFECT OF COUNSELLING ON THE NEED-ACHIEVEMENT AND STUDY-HABITS OF UNDERACHIEVERS

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Teachers often mistakenly assumed that underachievement is a simple problem. This is why one often sees on school reports dreaded stereotyping comments such as 'not working to potential', 'lazy', or worse still, 'dumb' but in disguised terms. The review has attempted to address the issue of underachievement in schools, especially at the secondary level. The lack of generally accepted definitions and agreed causes of underachievement was found to be a long standing problem among educationists. The gifted underachiever was identified as one of the types of underachievers that has attracted greater attention in recent time. The available literature has provided insights into the problem and revealed promising intervention strategies for the remediation of the situation, suggesting that underachieving learners can still learn if provided with the appropriate help. (Ogbonnia Chukwu-Etu, 2009).

The No Child Left Behind (NCLB) Act of 2001 which President George W. Bush signed into law on January 8, 2002, clearly demonstrated a strong national commitment to improving the academic success of all children (U.S. Department of Education, 2002). NCLB legislation is forcing school systems across the nation to focus on student outcomes. This focus on accountability and outcomes puts pressure on administrators, teachers, and school

counsellors alike. All of these professionals are responsible for making the changes that are mandated within the NCLB and need to be involved in the process of increasing student achievement, reducing the achievement gap, improving school attendance and graduation rates, and ensuring adequate levels of safety within school systems. Although the specific term "underachievement" was not used in the NCLB, the law is clearly aimed at all students who do not succeed, whether it is because they can't or because they won't. It is therefore the responsibility of every country to take necessary steps to control wastage or underachievement and to ensure the student's academic process.

Extensive research has been conducted to examine the role of psychological and social factors on academic achievement (Bruinsma, 2004; Caprara, Barbaranelli, Steca, & Malone, 2006; Dickhouser & Reinhard, 2006; DuPaul et al., 2004; Englund, Luckner, Whaley, & Egeland, 2004; Evans & Rosenbaum, 2008; Gooden, Nowlin, Frank, & Richard, 2006; Greene, Millar, Crowson, Duke, & Akey, 2004; Guglielmi, 2008; Howes et al., 2008; Martin, Montgomery, & Saphain, 2006; Martins & Alexandre, 2008; Papaioannou, Ampatzoglou, Kalogiannis, & Sagovits, 2008; Schwartz, Gorman, Duong, & Nakomoto, 2008). The direct relationship between intelligence and academic achievement has also been widely studied.

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