

ACADEMIC PERFORMANCE OF UNDERACHIEVERS AND INDIGENOUS INTERVENTIONS: A STUDY

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I dedicate this work to the underachievers of Krishna District of Andhra Pradesh. If this work benefits their academic performance, then the researcher's purpose in doing this work will be justified.

DECLARATION

I, **Korikana Appaji**, hereby declare that the thesis entitled, "**Academic Performance of Underachievers and Indigenous Interventions: A Study**" submitted by me under the guidance and research supervision of **Dr. T. Sumalini** is a bonafide research work which is also free from plagiarism. I also declare that it has not been submitted previously in part or in full to this University or any other University or Institution for the award of any degree or diploma. I hereby agree that my thesis can be deposited in Shodhganga/INFLIBNET.

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LIST OF ABBREVIATIONS

AA	Academic Anxiety
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ANCOVA	Analysis of Covariance
ANOVA	Analysis of Variance
APSRTC	Andhra Pradesh State Road Transport Corporation
BAUQ	Boys Academic Underachievement Questionnaire
BLP	Better Learning Programme
CAPSQ	Counseling program on Academic Performance of Students Questionnaire
CBSE	Central Board of Secondary Education
Dept.	Department
DSM	Diagnostic and Statistical Manual of Mental Disorders
EFL	English as a Foreign Language
et al.	and others
FGDS	Focus Groups Discussion Schedule
FIUS	Factors Influencing Underachievers Scale
GCD	Greatest Common Divisor
GOI	Government of India
GSEB	Gujarat Secondary and Higher Secondary Education Board
H.M	Head master
HEI	Higher Education Institutions
HF	Home Factors
HSPQ	High School Personality Questionnaire
i.e.,	That is
IAR	Intellectual Achievement Responsibility
IAS	Indian Administration Service
ICSE	Indian Certificate of Secondary Education

IF	Individual Factors
IIM	Indigenous Intervention Model
IQ	Intelligence Quotient
LCM	Least Common Multiple
LSYPE	Longitudinal Study of Young People in England
MANOVA	Multivariate Analysis of Variance
MHRD	Ministry of Human Resource Development
Mr.	Mister
Mrs.	Misses
NEP 2020	National Education Policy 2020
NID	National Institute of Design
No.	Number
PAPS	Projected Academic Performance Scale
PAT	Performance Achievement Test
PRISMA	Preferred Reporting Items for Systematic Reviews and Meta-Analysis
Prof.	Professor
r	Coefficient correlation
RCT	Randomized Control Trail
S.C	Schedule Caste
S.D	Standard deviation
SAAR	School Attitude Assessment Revised
SAAS-R	School Attitude Assessment Survey-Revised
SDQ	Strengths and Difficulties Questionnaire
SE	Self Efficacy
SES	Socio Economic Status
SF	School Factors
SMQ	School Motivation Questionnaire
Smt.	Sreemathi
SOLAT	Styles of Learning And Thinking
SPAS	Student's Perception of Ability Scale
SPSS	Statistical Package for Social Sciences

UA	Underachiever
Viz.	Namely
Vs.	Versus
VSSQ	Vocational School Student Questionnaire
WSIC	Wechsler Intelligence Scale for Children

Abstract

The education system links achievement with assessment and evaluation of children. The academic performance of every student may not be the same because they have diverse characteristics. Students can receive academically equal treatment in a classroom with the same teacher, but all their achievement levels are not the same. The students whose performance is low can be grouped as underachievers and low achievers. (Siddiqui, M.2016).The concept of low achievement and underachievement are often interchangeable. Nevertheless, it is necessary to differentiate between underachievers and low achievers. Underachievers are those who could have achieved more; whereas the low achievers are those who are unable to achieve their level, though they work hard. Underachievers have the potential to be the best with moderate achievement because their achievement could have been better, but they are not low achievers. (Ma, F.2016). Many studies have been made an attempt on underachievement in different ways that could minimize the complicated measurement issues: performance, ability and the discrepancy between them.(Karaduman, G.B.(2013. Researchers have addressed the issues related to underachievement in a various contexts, including the concepts of operationalization (Ziegler et al., 2012). The best indicator of underachievement is either reduction in the achievement of a capable achiever or an unaccomplished estimation based on previous achievement (Ziegler, Ziegler, & Stoeger, 2012). Underachieving children are at a difficult stage of becoming “pedagogically neglected”; and are often labelled as “difficult” children (Mynbayeva, A. et. (, 2016). Academic underachiever is frequently used to narrate a student who exhibits a variety range of characteristics and who is not engaged from the teaching-learning process at school. Underachievers also

included from low socio-economic background, the character of low literacy and low numeracy, second language speakers (Garrick & Keogh, 2010). Introducing new strategies and techniques in learning or existing trends and tendencies are will help these students while shifting from primary to secondary schooling system (Redmond et al. 2016) (*Ludicke, et al.2019*). The issues related to academic underachievement is a significant concern; it is not only an issue among gifted children but also in their ability levels. (*Chere, N.E.2014*. Reis & Mc. Coach, 2000) defined “underachievement is the discrepancy between ability and achievement”. Underachievement is a national problem in the United States (Rayneri, Gerber & Wiley, 2006). Reiss (2008) asserts that “underachievers are highly motivated in directions other than getting good grades”. Donald et al. (2006) defined academic underachievers are those who perform below their potential. Academic underachievement is a failure to reach the academic needs of the school setting (Connor, 2002).

Bhalla, (2020) carried out a study on underachievers of VIII class students by adopting a qualitative multi-case study. Thangal, (2016) conducted a normative survey among secondary school underachievers to know the relationship of psycho-social variables. Parveen, (2011) and Kaur, (2002) carried out an experimental study on underachievers to know the effectiveness of counselling strategies. Khan, (2005) reported that individual counselling intervention helped in enhancing the academic achievement of underachievers. Anitha, (2017) found that post intervention test scores had reported significant improvement. Underachievement is associated with socio-economic status and school factors (Siddiqui, & Fatima, (2016); Anica, Bowe. 2015). Factors influencing underachievement are mainly school factors, home environment and

peer group effect [Hussein, & Ouda, (2018); Ma. (2016); Cakir, (2014); Karaduman, (2013); Dixon, Craven, & Martin, (2006)]. The role of counselling has a positive impact on student academic achievement on secondary school students [(Bolu-steve, (2017); Odhiambo, (2014);Rupani, et al.(2012); Williams. J. (1967)]. Parveen, (2011) found that continuous individual counselling sessions have helped to attain better academic performance and also saved from failure in underachievers. The findings of the study conducted by Kaur, (2002) revealed that counselling strategies raised the hope to realise the potentials among underachievers. White, S.L. et al. (2018) reported that the underachievers would most likely benefit from intervention. The experimental study conducted by Prema, (2008) found that experimental group students performed more better than control group students after intervention programme. Reis, S.M. & McCoach, D.B. (2002) suggested that appropriate interventions should be developed to address the needs of the students.

Therefore, the objectives of this study are 1) to identify the underachievers among Secondary school students; 2) to examine the relationship between academic achievement and intelligence of secondary school students; 3) to find out the influence of self efficacy and academic anxiety on underachievers of secondary schools; 4) to find out the influence of school factors, home factors and individual factors on underachievers of secondary schools; 5) to understand the characteristics of underachievers studying in secondary schools; 6) to suggest suitable indigenous interventions for enhancing the academic performance of underachievers. The present study adopted both quantitative and qualitative methods. Descriptive survey method coupled with qualitative multi case study has been used for the present study. A sample

of 212 students of tenth class from 15 secondary schools which includes 5 Municipal Corporation high schools, 5 Zilla Parishad high schools and 5 private management schools of Krishna district in Andhra Pradesh. Samples of 8 headmasters, 47 teachers, 29 parents of underachievers are also drawn from 8 secondary schools (4 government and 4 private management schools). Purposive sampling technique was adopted for the present study. The tools used in the study are Raven's Standard Progressive Matrices Intelligence test, Factors influencing underachievers scale (Developed by the Investigator), Personal Interview schedules for the Headmasters/Principals, Teachers, parents and underachievers.

The study found that (i) 48% of underachievers have been influenced by school factors, (ii) 21% of underachievers have been influenced by home factors (iii) 17% of underachievers have been influenced by individual factors, (iv) 10% of underachievers have been influenced by self-efficacy, (v) 4% of underachievers have been influenced by academic anxiety (vi) 59% of underachievers are unable to complete their home work regularly, (vii) 79% of the sample responded that they don't like to go to school, (viii) 66% of underachievers agreed that there is no use of class subjects in their daily life, (ix) 28% of underachievers only are able to take help from their siblings in completing the school work, (x) 24% of underachievers responded that their parents are meeting the teachers, (xi) 72% of the underachievers reported that their parents are illiterate, (xii) 62% of underachievers are interested in playing mobile games, (xiii) 52% of the students are unable to do the works which are below their standard and they cannot do complex problems. (xiv) Common characteristics observed among the underachievers that are lack of attention, Lack of concentration, Over dependent on

teachers, Negative attitude towards education, Low goal valuation, Use of defence mechanisms, Social orientation, Low self-efficacy, Aggressive behaviour, Low energy levels, (xv) Indigenous interventions such as ‘Game-based teaching’, ‘teaching based on experience’, ‘Inspiring success stories’ ‘real life examples’ and ‘Local resource-based teaching’ are enhanced the academic performance of underachievers. The study can be recommended suitable model deciphered in this study for improvement of the underachievers’ performance. There is a necessity to appoint a counselor in every school to cater to the academic needs of the children and suggest need-based suitable indigenous interventions. This study helps in the utilization of the potentials of underachiever through indigenous interventions not only to enhance their academic performance; but also to meet their independent needs.

Key words: backwardness, underachievement, predicted achievement, academic performance, indigenous interventions.

CHAPTER – I

INTRODUCTION

“I realize by being a teacher, I am making an important contribution to all national development initiatives”.

- Dr. A. P. J. Abdul Kalam

1.0 Background of the Study

Education is the most important factor determining the development of the country among various sectors such as education, agriculture, health, science & technology, industries, and so on. The growth of competencies and principles is fundamental to the development of every country. The progress of a country may be measured by the number of people with educated minds, useful knowledge, increasing talents, and positive attitudes. Education is a means of advancement because it fosters the development of latent talents or skills that may be used to leverage individual and social growth. Since ages, our Gurukuls have emphasized on the holistic growth of the student (the Sishya) and the learning process between Guru (the teacher) and Sishya focused on all-round human development. Education was provided in both a formal and an informal environment in the ancient Indian civilization. Traditional education was taught in the home, at temples, and in institutions known variously as Gurukuls, Pathshalas, Tols, and Chatuspadis. In families, communities, and temples, there were individuals who taught young children how to live a godly life and imbued them with religious values. Temples also served as centres of learning in our ancient society and had an active role in the dissemination of information. In order to acquire more advanced information, students attended Universities and Viharas. Knowledge was delivered orally, and it was expected of pupils to both recall and reflect upon what was presented in class.

Education is the continuous process of learning from birth to death. People acquire knowledge at different stages in different ways from their surroundings. Education is not only the acquisition of knowledge but also development of skills, moral values, beliefs, everyday habits, customs, and traditions encountered in everyday life.

Usually, learning starts from the mother's womb. Mothers are children's first instructors. They guide children's education from infancy until adulthood. Mothers nurture, love, and educate their children. A mother helps a kid grow socially, emotionally, physically, cognitively, and independently. Positive and stable relationships, especially with parents, help children succeed. Studies show that children learn a lot from their environment and peers in early life. The child's learning begins here. Parent-child interactions and social, cognitive, and emotional development will shape a child's destiny.

Similarly, the home environment influences the learning process of a child. During this learning process, parents can understand the child's capabilities, strengths and weaknesses by careful observation. Later, formal education starts at school and continues up to higher levels. Even though education takes place at school, college or university, school is the most important institution for learning where the fundamentals of languages including mathematics and environmental science taught from the primary stage onwards. But the sources of complete knowledge about different languages, mathematical calculations, general science and social science subjects are available at secondary level only.

School curriculum comprises teaching of different languages, mathematics, general science and social sciences apart from co-curricular and extra-curricular activities. According to Mahatma Gandhiji, *"There is no school equal to a decent*

home and no teacher equal to honest virtuous parent” (Varshney, R. & Joshi, U. 2015). A teacher plays a pivotal role and takes an active part in teaching-learning process at school. The students’ role is limited to simple activities assigned by the teacher at school level. Once a child enters school, the role of a teacher influences the youngster's life. The role of teacher is most important in a child’s life shaping their careers, jobs, businesses, and, in general, to become successful human beings. An excellent teacher assists a child in becoming a decent member of society and citizens of the nation. Teachers understand that children are a country's future. However, the perceptions of students change gradually when they enter the college or the university for higher education. So, school education forms the basis for learning.

Education can take place either in formal or informal settings under the guidance of educators. Formal education begins in school environment and the purpose of formal education is to teach the children in a designed classroom of multiple students with a qualified and trained teacher. The school system is planned with a set of values or ideals that rules all educational choices. These choices include pedagogy, learning space, size of the class, curriculum, organisational models, student-teacher interactions and assessment methods. *“Education is the process of knowledge acquisition, promoting learning, and developing skills, values, beliefs, and habits. Education has a formative effect, as it represents the process of developing habits, knowledge, and abilities that the student did not have before.” (Lamichhane, 2018).* The education process becomes easy with experiential learning methodologies such as role play, discussion, story-telling, and most importantly “learning by doing”.

According to John Dewey, *"Education is not preparation for life; education is life itself"* (Talebi, 2015). Education helps in every aspect of life of an individual in his/her all-round development and symphonious adjustment. Each individual is

potentially equipped to realize his/her capabilities and contribute to society. Guidance and counselling services are necessary for self-realization of the individual. Counselling is an educational therapy that helps an individual grows scientifically.

In a regular classroom, students face various academic challenges. Many of the students are unable to cope up with these challenges. It leads to poor academic performance on the part of the students, and this backwardness results in their poor performance. These poor performers are labelled as slow learners, low achievers and underachievers. It is observed that most of the students who are getting low scores in different school subjects exhibit better performance in other co-curricular activities. The researcher has an experience with the problems of underachievement and students' struggle in the classroom.

There are different types of students in a regular classroom with different capabilities. These students can be classified basing on various categories such as gender, economic status, caste, religion, region and ability levels. Children can be classified according to their learning capacity as slow learners, average learners and fast learners. At the same time, they can also be categorised as overachievers, average achievers and underachievers based on their level of achievement. Achievement is defined as “something that is done successfully, especially through hard work or skill”. In some of the cases, students may not achieve up to their levels though they are capable. Every student can learn, but some of them only can achieve the results better than their ability with proper learning environment and better study habits. At the same time, many students are facing risks to utilize their potentials. *Underachievement of the students at secondary level is an obstruction for human resource development and it is linked with parents and teachers.* (Siddiqui, M. 2016).

In the present scenario, many students are facing additional challenges when shifting from primary to secondary level. These students may exhibit poor performance with complex factors such as less engagement school functions, and numeracy or literacy challenges. It is essential to explore how teachers identify young adolescent academic underachievers in a regional setting and the remedial practices used to support these children in the classroom. Teacher's role is significant in the academic performance of the students. But it is a difficult task for the teacher in tackling underachievement in school, as the teacher is involved in multiple tasks. The inappropriate teacher-student ratio is also a root cause of underachievement.

The school teacher responsibility is not only confined to the teaching of different subjects to the school children; but also to find out the individual potentialities in every child. Individual care and equal attention to the school children is essential to provide holistic education. However, it may not be possible to focus on each category of children due to time constraint or due to the demands of pre-planned curriculum, as the students are from various categories according to their achievement levels such as over achievers, average achievers and underachievers. Studying academic performance of underachievers is certainly helpful to the school education in reversing underachievement as well as to raise the literacy rate. The current study incorporates knowledge and understanding about the phenomenon of gifted underachievement through various examples by the investigator and also includes reviews related to underachievement in India and abroad. Therefore, it needs to be studied carefully without taking the personal assumptions on this topic into consideration.

Though students receive equal attention, their academic achievement levels are not the same. There is a necessity to understand the characteristics of underachievers and low achievers. Underachievers could have achieved more while low achievers are unable to achieve though they worked hard. There is a remarkable gap between an underachiever's performance and his/her potentiality. The issues related to academic underachievement is a significant concern. The researcher understood the problem of teachers in the conventional classroom. The researcher also took note of the challenges related to academic aspects of parents and students during individual teaching at home.

Our country follows the current trends in education by using latest technology which play a vital role in science & technology as well as in education. While digital technology has a large role in the classroom, it may not be able to completely replace the interaction between a teacher and a student.

“The Indian Education System is one of the largest education systems in the world with 8.5 million teachers, 250 million children and more than 1.5 million schools.” (Performance grading index 2017-18, MHRD, GOI). There is a substantial population among these school-going children who lag in performance compared to the rest in the same grade, due to the underlying factors; and are termed ‘**underachievers**’. However, due to lack of awareness among teachers and parent community about identification of such children, it has been relatively difficult to arrive at the approximate statistics of underachievers in our nation. In other words, these children can be classified under the category of 'backwardness' that are socially backward, economically backward and educationally backward.

Kothari Commission (1964-66) rightly mentioned

“Backwardness is largely due to one of two reasons which sometimes overlap: (1) mental handicap or low intelligence, arising from hereditary or congenital factors or disease or injury; (2) underachievement or inability to perform up to the level of one's intelligence, especially in persons intellectually well endowed, frequently due to emotional conflict, lack of motivation, poor study habits, cultural deprivation and economic handicaps”

1.1 Views of Educational Commissions on School Education

The post-independence period was marked by several commissions and committees with the examination of our education system. (Vinod kumar, K. (2018).

1.1.1 Secondary Education Commission (1952-53)

The Commission has studied deeply the different issues of secondary education and suggested measures to improve the relationship of secondary education with primary education and university education. The Commission suggested various reforms to rectify the identified various defects in the existing pattern of secondary education. The goal of secondary education is to develop the capacity for earning money, develop human virtues and to produce ideal citizens. *(Modern Education progress after Independence).*

1.1.2 Kothari Commission (1964-66)

Kothari Commission mentioned that the state should give free and compulsory education for children up to the age of 14 years. Nevertheless, it has not been possible to make expected growth in primary education due to many reasons such as huge numbers of backward class children, general poverty, lack of sufficient progress in girl child primary education and the illiteracy and apathy of parents. Kothari commission also suggested some remedial strategies to fulfil the directives.

1.1.3 National Policy on Education (1968)

National Policy on Education (1968) was set up for “transformation of education system to relate it more closely to the livelihood of the people”. Identification of talents and facilities at secondary level is vital for secondary education. The policy prioritised early talent identification and development. This policy advocated for work-experience, community service, and national service to strengthen school-community ties. These programmes were intended to foster character and community service. Science research boosts the economy, so the policy prioritised it.

1.1.4 National Policy on Education (1986)

Under secondary education section, the Commission states policies for potentially high achievers particularly and for the gifted students who can be expected to make actual contribution in their subject areas if monitored properly. This policy recommended the periodical survey of research studies on different aspects to improve the effectiveness of remedial measures and increase the literacy and educational achievements. The secondary education programme calls for expanding the educational system into underserved regions, consolidating the facilities already in place, and creating special accommodations for high achievers and talented students.

1.1.5. Right to Education, 2009

The Constitution (86th Amendment) Act, 2002 added Article 21-A to provide free and obligatory education for children of age 6 to 14 years as a Fundamental Right in a manner determined by the state in Indian Constitution. As per Right of Children to Free and Compulsory Education (RTE) Act, 2009, which implements Article 21-A, guarantees every child a full-time primary education of adequate and equitable quality in a formal school that meets specific requirements. Child-cantered teaching and

child-friendly teaching methods should help all children develop their potential through research, exploration, activity and discovery.

1.2 Conceptual Framework

The education system links achievement with assessment and evaluation of children. The academic performance of every student may not be the same because they have diverse characteristics. Students can receive academically equal treatment in a classroom with the same teacher, but all their achievement levels are not the same. The students whose performance is low can be grouped as underachievers and low achievers. (*Siddiqui, M.2016*).

The concept of low achievement and underachievement are often interchangeable. Nevertheless, it is necessary to differentiate between underachievers and low achievers. Underachievers are those who could have achieved more; whereas the low achievers are those who are unable to achieve their level, though they work hard. Underachievers have the potential to be the best because their achievement could have been better, but they are not low achievers. (*Ma, F.2016*).

Gifted Children

American Association defined about Gifted Children “The gifted child is one whose performance in a potentially valuable line of human endeavour is consistently superior”. Creative giftedness includes inventive potentiality, innovative thinking and persons with exceptional characteristics such as elaboration capacity, a tolerance for unconventionality, insightfulness, ideational originality and flexible thinking. Like healthy children, gifted children also have the similar developmental needs of challenge, an opportunity for self-expression, guidance, self-determination and respect on par with other children. (*Yell, C. L. (1971)*)

Gifted Underachievers

Practically all gifted children underachieve to some extent. Underachievement is significantly lower performance on an aptitude scale. According to Barbe, (1965), *15 to 25 percent of gifted students in most school systems fall into this category. Many other definitions are similar to the discrepancy between measured potentiality and achievement in the classroom. An underachieving gifted student achieves below his potential. Potential is generally defined in terms of intelligence and achievement by teacher grades or standardized tests.* (Lynn. (1971))

Underachievers

“We can lead a horse to water, but we cannot make it drink”. Why do some students perform quality work while others do just enough to get by? Why can some students finish the major work with great results but fail terribly on their assigned projects? Why can most straightforward assignments be completed with considerable disagreement? For a variety of reasons, there could be a remarkable gap between what underachievers produce in school and what potential they have. Such underachieving students are often identified as "lazy" or "difficult" and "learning disabled". It was a great challenge for every teacher to find an intervention to divert the child's motivation to succeed (Rahal,(2010).

Albert Einstein, the great mathematician and physicist, has been labelled as an underachiever in school years. Einstein felt that language was difficult for him, and he struggled to learn French and English languages. At the age of 16, he failed the diploma entrance exam to pursue the electrical engineering programme at Zurich Polytechnic, presumably due to his inability to read the questions accurately in French. Einstein aware about his strengths and his weaknesses. He was interested in teaching to become a teacher because of his "disposition for abstract and

mathematical thought". Einstein was accepted as a teacher but was unable to settle as a permanent teacher. He penned his Theory of Relativity during his employment at a patent office, and the rest is history. (O'Connor & Robertson, n.d) (*Rahal,(2010)*).

Underachievement can be defined as the discrepancy between intelligence and actual achievement. Underachievement was investigated in many studies in different ways that could lessen the complex measurement issues: ability, performance, and the discrepancy between them. (*Karaduman,(2013)*). Researchers have addressed the issues related to underachievement in various contexts, including the concepts of operationalization (Ziegler et al., 2012). The best indicator of underachievement is either reduction in the achievement of a capable achiever or an unaccomplished estimation based on previous achievement (Ziegler, & Stoeger, 2012). Underachieving children are at a difficult stage of becoming “pedagogically neglected”; and are often labelled as “difficult” children (*Mynbayeva, et al. (, 2016)*).

Academic Underachiever

Academic underachiever is defined as, the student who exhibits a range of characteristics and not engaged from the teaching-learning process at school. Underachievers also included students from low socio-economic background, the character of low literacy and low numeracy, second language speakers (Garrick & Keogh, 2010). Introducing new strategies and techniques in learning or existing trends and tendencies will help these students while shifting from primary to secondary schooling system (Redmond et al., 2016) (*Ludicke, P. et al.2019*). The issues related to academic underachievement is a significant concern. It is not only an issue among gifted children but also in their ability levels. (*Chere, 2014*)

- Reis & Mc. Coach, (2000) defined “underachievement is the discrepancy between ability and achievement”

- Underachievement is a national issue in the United States (Rayneri, Gerber & Wiley, 2006). Matthews & Mc. Bee (2007) mentioned that underachievers are affected by the school environment and it is an ongoing concern.
- Donald et al. (2006) defined academic underachievers are those who perform below their potential.
- According to Connor, 2002, Academic underachievement is a failure to achieve the academic needs in school setting.
- Reis (2008) asserts that “underachievers are highly motivated in directions other than obtaining good grades”

Table 1.1 Definitions for the concept of ‘underachievers’

S. No	Definition	Author, Source
1	Discrepancy between actual achievement and ability	Reis & McCoach 2000 <i>Chere, N.(2014)</i>
2	Discrepancy between actual achievement and potential ability	Dowdall(1982);Whitmore (1980); (<i>Ma, F.2016</i>)
3	“Discrepancy between a child’s school performance and some index of the child’s ability”	Rimm(1997); <i>Ma,F.(2016)</i>
4	“Strong discrepancy between actual achievement and expected achievement”. (Expected achievement can be measured through intellectual ability or cognitive assessments or standardized achievement tests. Actual achievement can be measured through teacher evaluations and school grades	Reis & McCoach (2000) <i>Ma, F. (2016)</i>
5	“Perform poorly in school, typically as school grade worse than predicted mental or educational ability”.	Mc. Call, 1994; <i>Ma, F. (2016)</i>

1.2.1 Identification of Underachievers

Usually, learners can be classified based on their annual academic progress report in a traditional classroom. The right methods need to be put in place to identify learners such as overachievers, average achievers and underachievers. Underachievers must be identified correctly to suggest the right interventions to the right students. No underachiever should be left unnoticed in the classroom. Moreover, non-underachievers should not be included in intervention group to be given to the students.

Learners can be classified according to their grades or percentage of marks in a regular classroom. So underachievers can be identified based on the academic progress of the students through marks or grades given by the teacher and teacher observation in the classroom (*Veas, A. et al., 2016*). Method of defining underachievers is broadly in two categories - nomination and statistical method. Statistical methods have been used frequently in empirical research for selecting underachievers and the nomination methods have been used to suggest intervention programme for the underachievers. The three different statistical methods are - Simple difference score method, Regression method and the Absolute split method (Rasch method) (Lau & Chan, 2001).

Underachievers identify in absolute split method, the students who score higher than a certain minimum based on mental ability score (example top 5%), but score lower than a certain maximum based on academic achievement scores (example bottom 5%). This method is most common method used to identify the underachievers (Lau & Chan, 2001). Various levels of mental ability are considered in Simple difference method. In this method we calculate the difference Simple difference score method between the standardized performance score and

standardized ability score. The students whose discrepancy scores are greater than a certain value are selected as underachievers. Lau and Chan (2001) stated that this method is more appropriate in identifying underachievers at any level of ability. In Regression method, the students whose actual achievement score is below the predicted achievement score by one standard error of estimate are treated as underachievers. Reis stated that underachievement is the discrepancy between ability and achievement. In many studies, achievement is considered from school grades whereas the ability can be measured based on their IQ levels.

1.2.2 Factors Influencing Underachievers

Kothari commission strictly mentioned problems of underachievers under the section of 'Education of backward child' as, "Underachievers have at least of average ability but they are not intellectually dull and they may have the superior ability also. Various factors such as physical, intellectual, emotional and environmental are influencing the failure of the underachiever to achieve up to the level of his actual abilities. The primary step is to diagnose the causative factors of such children. Application of psychological tests, interrogation and observation may be used to diagnose the reasons for underachievement. Such a collation of data will make it possible to have a total appraisal of the situation and indicate lines of remedial treatment" (9.61 of Kothari commission, 1964-66).

Scholastic underachievement is a failure to fulfil academic requirements in school setting. Underachievement is affected by the family and teachers and peer group, including the whole community. So, it is a typical problem influenced by multiple factors which includes both extrinsic and intrinsic factors. Extrinsic factors consist of home, school, peer group and community; whereas Intrinsic factors consist of motivation, poor self-regulation skills, locus of control, self-esteem, low self-

concept and negative attitude towards education and learning. (*Ramadan, S.H.S. et al. 2018*).

Karaduman, 2013 mentioned that some of the children in the classroom perform imperfectly though they are capable of performing well. The following are some of the factors influencing directly, or indirectly, these children becoming underachievers.

1. School Factors

School-going children used to spend more time in school than the parents at home on school working days. Underachievement among the school children could be visible at school. At this place, a child may suffer from disinterested teachers or the way of teaching. There may be a displayed negative attitude towards the teacher as well as the subject which creates a negative attitude towards school. Peer group interaction is another factor related to school that influences some children to become underachievers.

2. Family Factors

After school hours, children spend their time with their parents and family members to a large extent. They try to escape from the situation both at school and at home. When teachers approach the parents about the child's escaping nature and misbehaviour, they may dismiss their concern because these children's perception is so different. Some of the parents at home are unable to monitor their children's academic work due to their busy schedule. In such cases, the child may become an underachiever. In some cases, parents' high expectations of their children affect underachievement.

3. Individual Factors

The following individual factors influence underachievers while managing their educational activities at school and home.

1. Socially immature
2. Negative attitude towards school
3. Dependent and less resilient nature than high achievers
4. A psychological disorder like ADD or ADHD
5. Alienated or withdrawn or negative thinking
6. Frequent absence

4. Internal Factors

The following are some of the adverse feelings influencing underachievers internally.

1. Aggressive behaviour
2. Anti-social behaviour
3. Fear of success
4. Fear of failure
5. Guilty feeling about not living up to the expectations of others
6. Anxiety about school and exams

5. Maladaptive Strategies

When they are not coping with the situation, the students simply avoid or exhibit some escaping techniques which may be treated as maladaptive strategies. These strategies include lack of goal or failure to set realistic goals, developing defense mechanism that can reduce their stress, poor coping skills, low tolerance, frustration, and lack of self-control.

1.2.3 Characteristics of Underachievers

Reis & McCoach (2000) stated the most common characteristics of underachievers as follows

1. Aggressive behaviour

Underachievers are hostile in nature and resentful. They may be aggressive or touchy (Reis & McCoach, 2000). This Aggressive behaviour could be visible either in verbal or physical activities that can be applied for self-protection. Hostile learners perpetually get themselves into a lot of hassles making them unable to concentrate on school work, resulting in grades below their capability. Poor adjustment in school environment and low grades make aggressive learners additionally bitter.

2. Attention Deficit Hyperactive Disorder (ADHD) and Anxiety

Underachievers, who are worried, negligent, overactive, or easily distracted may display the symptoms of ADHD or ADD. Anxiety is as an distasteful emotional behaviour resulting from stress or conflict stress and characterized by worry or fear. Extensive anxiety is an indicator of underachievement which can obstruct academic functions. Issues of Children with ADHD are less attentive than their peers and distracted by paying attention for a long time in class.

3. Dependent and Less Resilient

Underachievers are more dependent and less elastic when compared with high achievers (Reis & McCoach, 2000). If the children do not have advantages, such as, good intellectual functioning, parental caring and support from outside the family, they are less likely to recover from stress. Children with less resilient nature are less likely to perform well in academics. These students are dependent on others due to lack of self-confidence. Over dependent learners can feel themselves helplessness and are likely to become underachievers.

4. Depression

Reis and McCoach (2000) conveyed that underachievers have depressed nature. These learners have symptoms like low levels of energy and concentration. Depression is associated with regular life needs as well as academic functioning. Children who are not able to think coherently or who do not have healthy energy levels would understandably have difficulty in getting good grades as per their intelligence.

5. Fear of Failure

Students who are unmotivated for their achievement try to avoid risks due to the fear of failure. They perform less in challenging tasks to protect their self-image. When they are interacting with other learners, they avoid challenging classroom tasks if they feel threatened about being criticized. Such learners are tuned to set their goals and then work partially to reach these goals due to fear for failure.

6. Fear of Success

Reis propounded that fear of success is one of the characteristics of underachievers. Children who have a fear of success put less effort to achieve minimal goals. They feel that their achievements will be resented by their peers. They desire to get benefits and approved by their peers. In such cases, the children's peer group is the chief determinant.

7. Lack of Goal Setting

Underachievers fail to line the realistic goals and they interact in aimless learning. Self-monitoring and Goal-setting behavior are vital aspects of success. Setting goals facilitate people to observe themselves and make them engage in goal-setting behavior which helps to maintain willingness and develop their self-discipline. Studies find that high achievers monitor their education and consistently judge their

progress towards their goals than low achievers. Inappropriate goal or setting no goal is the cause of underachievement.

8. Locus of Control

“Locus of control is the degree to which people trust that they, as opposed to external forces (beyond their influence), have control over the outcome of events in their lives.”(*Julian B. Rotter, 1954*). People who has internal locus of control trust that they will succeed by putting efforts. People who has strong external locus of control feel the situations are due to luck or fate or chance. Such students highly depend on peers and teachers. A person with external locus of control attributes luck, a higher power, or others for academic success or failure. They suffer more with procrastination and challenging jobs.

9. Low Self-esteem

Indicators of self-esteem are the person’s overall assessment or estimation of his own task. Reis & McCoach (2000) declared that underachievers have low self-concept and low vanity. It includes faiths and emotions. They do not trust their potential for better performance due to low self-esteem at school, and it leads to risk of underachievement.

10. Negative Attitude towards School

Negative attitude towards school is a common characteristic of underachievers. These attitudes affect cognitive evaluations like acceptance or rejection; like or dislike feelings, and behavioural aspects like avoidance or approach. They may perceive that insufficient school performance can be applicable in other types of learning experiences also. Due to these experiences, they show negative attitude towards school and simply refuse to go to school.

11. Social Withdrawal

According to Reis and McCoach, (2000) underachievers are suspicious, or gloomy and feel isolated,. They often prefer reclusive activities, withdraw from others and seem lonely. These kind of learners challenges internal emotional activity issues. They prefer to withdraw into themselves, avoid things that arouse emotions, and feel hopeless and pessimistic.

12. Socially Oriented

According to Reis and McCoach (2000) underachievers are more social well-being than academic well-being. They can be relaxed, socially confident, modest, and/or thoughtful. These learners focus outside of the classroom and they may neglect to learn. They do not bother about schoolwork. Reis (2008) described that they are expedient learners. They see no fault in breaking promises when opportunities are unreliable and circumstances are not to their liking. When they neglect their school work and other related duties, these learners become underachievers.

1.2.4 Academic Performance of Underachievers

Academic performance is overall score obtained by the student in the academic subjects like Mathematics, General science, Social Science including Languages. Academic performance depends on variables such as school environment, mode of teaching, student abilities, student's efforts and student attitude towards education. Sometimes peer collaboration also affects academic performance. Academic performance could be increased with the support of peer co-operation and at some times, it may decline also in the absence of peer co-operation. Even parents' and siblings' support is also a major factor influencing the home environment. Academic Support Programs like science club, mathematics clubs and quiz

programmes on different subjects would give extra help to improve the academic performance (Shaterloo, 2011).

Mustaq (2012) reported that the students' academic performance depends on various socio-economic factors such as income sources of the family, father's educational qualification, mother's education qualification, students' attendance, teacher-student ratio, distance of school from home, availability of trained teachers and gender of the student. According to Ogunmakin (2013), academic performance is the yardstick to measure educational outcomes. It is paramount to the scientific, economic and technological advancement of a nation.

Academic performance of underachievers is very poor when compared with overachievers and average achievers. Underachievers are unable to perform up to the standard levels even though they have potential. Academic performance of students in a school is influenced by several factors such as the support of the school administration, availability of facilities, quality of teachers and teaching (professional qualification) and the students' attitude (Kituyi, 2014). Students' low academic performance and underachievement are interrelated terms. The academic performance of underachievers should be enhanced to gain the expected achievement of the underachievers.

1.2.5 Historical Perspective of Guidance and Counselling

Guidance and counselling amenities for school children were first introduced to assist learners in their academic development and career aspirations in the 19th century at the United States of America. Taylor conducted a study in most of the schools in Britain that focused on why school guidance and counselling were introduced. He adopted both quantitative and qualitative methodologies. Findings revealed that school counselling brought drastic changes in family life and society.

Counselling plays a crucial role in shaping the student's emotional, moral, spiritual and psychological development. Therefore, this study will endeavour to fill this gap. Bhatnagar rightly pointed that there is need of systematic investigation on special group of children to provide guidance and counselling services.

History of school counselling started in the 20th century, and there is evidence for this. The philosophical teachings of Aristotle and Plato helped in counselling and guidance principles which began in Rome and Greece. Nonetheless, formal guidance programs did not start until the turn of the 20th century. Jesse B. Davis was the only person who enforced systematic guidance programs at schools in 1907 and became the first counsellor in the United States for school children. He supported English teachers under his supervision as a school principal to use compositions about career interests, character development and behavioural problems (Pope, 2009).

Carl Rogers emphasized on helping relationships which influenced the school counselling profession. According to Rogers, the aim of nondirective counselling is to help the students in goal orientation to be a better organized person (Sollod, 1978). However, we also must understand the growth of present-day guidance and counselling services at school and their contributions by studying human behaviour through various angles such as psychological, sociological, philosophical, anthropological and scientific disciplines.

1.2.6 Counsellor's Role in Guiding Underachievers

In the fifth survey of educational research, Bhatnagar, (1988) (pg. 230) rightly mentioned that *“there is a dire need to conduct investigation on a particular group of children such as **underachievers**, slow learners, spastics, gifted, handicapped and mentally retarded to study the effect of guidance and counselling”*. Underachievement is a necessary oversight for the educators. Underachievement is a

problem that needs responsible efforts by teachers, parents, psychologists and researchers. To arouse interest in underachievers towards better performance, the teacher must act as a counsellor. In this regard, the researcher is interested in studying the academic performance of underachievers and how counselling will help underachievers in enhancing their academic performance in the classroom and also to suggest suitable interventions to overcome academic underachievement.

It is known that underachievers generally have poor self-concepts. They see themselves as not favourable to school and family situations. They try to withdraw from competition rather than assuming responsibility for their successes and failures. They tend to blame the teachers, school, parents, and their surroundings, which indicates that the underachiever has emotional problems. While working with underachievers, the goal of the counsellor is to change their behaviour and attitudes positively and their emotional problems must be dealt with before starting the learning process. Remedial programs cannot succeed in developing their academic skills until the underachiever recognizes his problem.

The Counsellor should help teachers in developing the awareness and sensitivity needed to deal with the emotional aspects of learning. Teachers should be trained to become counsellors and be guided in understanding the personal problems and personal feelings of underachievers in the learning process. A new role of the counsellor is that of working with the teacher in the classroom setting. The best approach of a counsellor is going into the classroom and directly discussing the students' problems. This approach would also result in the students realizing that the school does care about his/her academic needs as an individual. As the teacher becomes more agreeable with this approach, he could be assuming the sole responsibility for implementation. The teacher needs to create, in the students, a

feeling that "we care about you, and we respect your needs and your feelings". This may happen with the full dedication of the administration and the counsellor who must work on behalf of the teachers to gain this commitment.

1.2.7 Educational Interventions for Underachievers

Intervention is an action taken to improve the disorder or condition, which also displays better status from a worse situation. We have to adopt interventions to reduce underachievement with a caring teacher and family in a cooperative manner. Study strategies mean a systematic academic plan or list of educational activities to recover from the issues of underachievers. According to *Karaduman, (2013)* the following school level teaching strategies need to be followed by teachers to help the underachievers -

1. Helping the underachiever to pay attention effectively in class
2. Asking valid questions which are familiar and subject-related to build self-confidence
3. Communicating with the teacher about the underachiever
4. Increasing constructive teacher-child relationship
5. Participating constructively with the underachiever at school

Educational intervention helps bring change in academic performance in individuals through various teaching strategies depending on their potential and interests. Those strategies include teaching with respect to the individual experience, familiar game based teaching, motivating with inspiring stories of successful people, teaching through local resources, and teaching through real life examples to improve their academic performance. Minimal studies have been done so far on evaluation and developing interventions to solve the underachievement issues (Desmet, O., 2020). A

combination of effective counselling and intervention strategies can be adopted rather than a single strategy to reverse the underachievement (Siegle, 2018).

Dr. A. P. J. Abdul Kalam emphasised on the importance of indigenous design at NID on 5th January 2005 and quoted as

"Indigenous design and development capabilities are the keys to gaining a competitive edge... One of the very important ingredients for success of the vision of transforming India into a developed nation by 2020 is the evolution of creative leaders" said His Excellency (Mehta, S & Punekar, R.M)

Indigenous Interventions: Inspired by the quote on “Indigenous design” by Dr. A.P.J. Abdul Kalam, the researcher has opted to research on **Indigenous Interventions** that include - teaching through local strategies such as teaching based on students’ experience; student familiar games; real life examples; local resources based teaching; and teaching through inspiring success stories, which would help to improve their academic performance and to reverse underachievement among secondary school students.

1.3 Theoretical Framework

History of underachievement, classification of underachievers and theories on underachievers are discussed under the theoretical background of the study.

1.3.1 History of Underachievement

Zeigler, A. (2012) demonstrated the history of underachievement as 3 phases of underachievement as follows:

Phase 1- Pioneer Phase (until 1950)

Investigation of early giftedness is basis for extraordinary level of achievement and also equivalent to high intelligence. Underachievers were first

defined as those who displayed above-average performance in occupational and academic aspects, though they are highly intelligent. Intelligence Quotient is the giftedness indicator and it became established, particularly, the discrepancy between achievement and giftedness allured little critical attraction.

Phase 2- The Critical Phase (1950-1970)

Based on several empirical studies, achievers can be categorised into four groups, viz., (i) Gifted achievers (ii) Normal achievers (iii) Gifted non-achievers and (iv) Normal non-achievers. Results pointed out that gifted non-achievers have similar characteristics of average pupils rather than of gifted children. According to Anastasi it was found that comparing Intelligence quotient and results of achievement test was not meaningful in many cases due to measuring error. Other authors stressed that it was more confusion than wisdom over underachievement due to the inflation of unjustified theoretical definitions (Whitmore, 1980). Anastasi concluded that there is a similarity between gifted underachievers and average pupils (*Zeigler, A. (2012)*).

Phase 3- Social Phase (1970 to the present)

The first systematic study conducted by Whitmore on underachievement between 1965-1970 with great interest (Whitmore, 1980). He found that unusual methods were often insufficient for preventing underachievers. These observations stimulated various research efforts and proved that underachievement could be cured. Hence every research effort concentrated on finding the discrepancy between gifted achievers and gifted underachievers. Moreover, numerous researchers working during 1960s had explained that these differences were based on different variables such as motivation, home environment, learning environment, frustration, boredom and personal factors.

1.3.2. Types of Underachievers

According to Yell, C.N. (1971); and French, J. L. (1964), underachievers are mainly classified into three types. They are:

1. Grade or Test Underachievers

The individual who gets low grades but high achievement test scores is an example of this situation. It is almost safe to say that some essential and necessary differences exist in the areas of personality, socialization, or study skills.

2. Chronic and Situational Underachievers

The individual who consistently performs below the level of his capability is a chronic and situational underachiever. This consistency may not show in all classes equally, but his underachieving performance will be both general and relatively consistent. On the other hand, the situational underachiever is one whose underachieving behaviour is transient in nature. The causes behind the situation may be due to prolonged illness, the upset caused by the death of a parent, the physical and psychological problems accompanying growth spurts in adolescence, the personal problems from overprotective parents and similar type of situations - all may be productive of academic underachievement which may be relatively short in its duration (Yell, C.N. (1971).

3. Hidden Underachievers: Hidden underachievement can be seen in two categories. *The first category* is created by the fact that some underachievers not only do poorly in achievement tests and in grades but also perform poorly in intelligence or aptitude tests. This is a kind of severe underachievement to detect, and the teacher's judgment would be a primary criterion in this case. *The second type* of hidden underachievement occurs in students of the highest ability, which is difficult to

diagnose. Sometimes, teachers feel that such individuals are not doing what they are capable of doing in spite of a superior level of performance (*Yell, C.N. (1971)*).

1.3.3 Theories of Underachievers

Based on counselling and clinical work with underachievers, two theories (Mandel & Marcus theory, 1988 & 1995 and Rimm theory, 1995) of underachievement were propounded to reverse the phenomenon of underachievement. These theories discussed the phenomenon of underachievement based on their behavioural characteristics (*Clemons, 2008*).

Mandel & Marcus Theory (1995) on Classification of Underachievers

Mandel & Marcus theory introduced 6 types of underachievers based on personality types found in the third edition of Revised DSM-III-R (Diagnostic and Statistical Manual of Mental Disorders), which was developed from their clinical work. With this clinical work, Mandel & Marcus (1988) mentioned that they did not have any psychological disorders; they were simply trying to express different characteristics with different personality styles (*Clemons, 2008*).

1. Anxious Underachiever

These types of underachievers never think that their work is good enough. 10% to 20% of underachievers of these kind have the characteristics of tense and nervous, and their parents tend to be complicated at home. Anxious learners may have complaints of physical illness to avoid school. When anxious underachievers fail to perform their potential, it is because they cannot stop worrying about committing mistakes. These underachievers always want to improve what they have already done. Consequently, in their minds, a project is never completed or good enough. They are always looking for outside consent and trying to motivate a sense of independence to help the student recognise his or her achievements (*Rahal, 2010*).

2. Coasting Underachiever

Coasting underachiever is one of the most common types of underachievers. These coasting underachievers are the world's biggest procrastinators. They delay not only their school work but also their household duties. They have a lot of plausible excuses and vague explanations for their poor academic performance. Previous studies have identified four situations that can affect coasters: (1) a test is about to be given, (2) a project due date has come, (3) progress cards are being sent home, and (4) the parents are about to meet the teacher. Marcus (2007) mentioned that these are a puzzle to parents and teachers. They will not respond to punishments and rewards. Therefore, it is essential to focus on the students' strengths and achievements to help these students (Rahal, 2010).

3. Defiant Underachiever

Act of defiance is the main trait of this category of underachievers. General traits of these underachievers are loss of temper and argumentative behaviour with figures of authority and rejecting adults' requests. They turn everything into a power struggle. They give up something rather than "win". They will intentionally do things that annoy others, and mostly they respond with "I don't know". They can be revengeful and may blame others for their faults. They are simply rebelling for the sake of revolting. They respond with a confrontational tone in the classroom. It is necessary to acknowledge and praise defiant underachievers by making healthy independent choices (Rahal, 2010).

4. Identity Search Underachiever

A small group of underachievers can be classified under this category. These students struggle within themselves, and are interested in figuring out who they are, how they are going to get there, and whether the endeavour will be worthwhile or not.

These students are very much confused and independent. They have big dreams and impressive plans but they rarely resolve anything. Their problem is that they really do not want anyone's advice or help. This type of underachiever is constantly searching and trying out different identities. These symptoms affect girls more often than boys at the high school level. Their priority depends on the value of the subject and not whether they enjoy it or whether actually they can do the work. It is necessary to motivate them to realize that every subject has a relevant importance in the real world (Rahal, 2010).

5. Sad or Depressed Underachiever

Underachievers of this category have low self-esteem and depressed nature. This depression may result in indifference, low energy levels, poor hunger or overeating, oversleeping or trouble sleeping, hopelessness and pessimist feelings. Unsuitable behaviour of these depressed learners can endanger them in classroom conditions. Depression among adolescent students is connected with poor school performance and anxiety. They have difficulty in focusing their tasks and may feel unfortunate and negative (Chere, & Hlalee, (2014)

6. Wheeler Dealer Underachiever

Less than 10% of students fall into this category. Though they are charming, impulsive and disarming, they are irresponsible and get into a struggle, often by crossing the rules. These students are manipulative and they have a low self-concept. They are addicted to instant gratification which is not possible in a normal classroom and their aim in school is to satisfy their immediate needs, even from friends and peers. They attract the same category as friends and normally travel in groups that can resort to bullying. Marcus believes this category of underachievers frequently come from quarrelsome families. They are secretive in nature. Communication is required

among teachers, principals, parents, classmates and these students. A team effort and professional assistance may be required in helping these students. They need to be instructed to realize their impulsive behaviour, which is self-destructive; and they need to take responsibility for their actions (Rahal, M.L.2010).

Rimm's Theory (1995) of Classification of Underachievers

Rimm's theory introduced "16 types of underachievers based on their conformity, non-conformity, dependence and dominance. These 16 types divided into four categories such as dependent conformer, dominant conformer, dependent non-conformer, and dominant non-conformer" (Clemons, 2008).

Table 1.2.Types of Underachievers based on Theories of Mandel (1998, 1995) & Marcus and Rimm (1997, 1995) (adopted from Clemons, 2008)

S. No.	Mandel & Marcus (1988; 1995)	Rimm (1995; 1997)		Description
1	Anxious Underachiever	Perfectionist Pearl	Dependent Conformer	They will not be able to do it well enough. Simply avoid the work
2		Sick Sam	Dependent Non-Conformer	Worried about their work, behave themselves physically ill, scared to go to school
3	Coasting Underachiever	Passive Paul	Dependent Conformer	Play delay tactics, are unmoved, lack anxiety about achievement
4		Poor Polly	Dependent Conformer	Irresponsible and are too dependency nature on adults
5		Taunted Terris	Dependent Non-Conformer	Do not fit in with the other students at school
6	Defiant Underachiever	Rebellious Rebecca	Dominant Non-Conformer	Easily lose their temper, defy nature, argue with the authorities, interruptive and revengeful

S. No.	Mandel & Marcus (1988; 1995)	Rimm (1995; 1997)		Description
7		Bully Bob	Dominant Non-Conformer	“do”
8		Hyperactive Harry	Dominant Non-Conformer	Have high energy and are unsystematic and sloppy
9	Identity Search Underachiever	Creative Chris	Dominant Non-Conformer	Try to figure out identity, do not do particular school activities, are unable to think how activities will help with future plans
10	Sad or depressed Underachiever	Depressed Donna	Dependent Non-Conformer	Exhibit symptoms of depression and hopelessness
11		Torn Tommy	Dependent Non-Conformer	Unable to follow the rules due to experiencing home problems (such as abuse, divorce, fights)
12		Academic Alice	Dominant Conformer	Successful at high school, but struggles at college now that the bar has been increased.
13		Jock Jack	Dominant Conformer	Only attend classes or activities which they feel they can succeed at
14		Social Sally	Dominant Conformer	-do-
15		Dramatic Dick	Dominant Conformer	-do-
16	Wheeler Dealer	Manipulative Mary	Dominant Non-Conformer	Are impulsive and want immediate gratification, manipulate parents and teachers, sometimes pitting them against each other

1.3.4 Theories from Relevant Disciplines about Underachievers

Ma, F.(2016) mentioned that causes of underachievement are presumably related to school, family, society, culture and individuals.

A) Theories from the Angle of Sociology

Capital Deficiency: The phenomenon of underachievement is continually studied from the angle of family background with three dimensions such as economic capital which is related to finance related aspects, cultural capital which linked with cultural aspects and third, social capital is overall potential resources that a person can have. Capital deficiency or capital possession may be the main factors which influence underachievement.

Stereotype Threat: A person's behaviour, traits and role in a social group may or may not affect directly but in the case of negatively affected groups, stereotype threat can reduce their academic performance. The danger of confirming unfavourable preconceptions about an individual's gender, racial, ethnic, or cultural group is referred to as the stereotype threat. This risk may result in a high cognitive load and a reduction in academic attention and performance.

B) Theories from the Angle of Psychology

Peer Effect: Peer groups may affect positively or negatively a student's academic achievement. The relationship between academic performance and peer effect has immensely investigated in education discourse. “Underachievers frequently report the influence of peer pressure as the strongest force impeding their achievement” Siegle and McCoach (2009).

Achievement Motivation: Motivation is the first stage of the learning process and it highly affects learning behaviour. Motivation is directly linked to academic performance. According to McClelland, the theory of achievement motivation

indicated that students are motivated by their achievement needs. Plentiful literature showed strong correlation between achievement motivation and academic achievement which directly denotes that low motivation forecasts low academic performance.

C) Theories from the Angle of Linguistics

Affective Filter Hypothesis: Some of the negative attitudinal factors such as lack of confidence, anxiety and low motivation are showing impact on second language achievement. These negative emotions can become barriers in second language acquisition. Some students' attitudes are not favourable for second languages which are impediments to language learning and have a stronger affective filter. Hence effective pedagogical methods should encourage a low filter.

Comprehensible Input Hypothesis: This is the most influencing one among the five hypotheses of Krashen, 1982. According to this hypothesis, whenever the language input is slightly beyond his current new knowledge, then a language learner shows poor progress. This hypothesis is theoretical basis and extensively used for the selection of teaching learning material and textbook compilation.

1.4 Significance of the Study

Kothari Commission (1964-66) rightly mentioned the category of underachievers under the sub section of kinds of backwardness in chapter nine as “based on previous studies made in educationally advanced countries, it is estimated that 75% of the backward children belong to the first category, usually referred to as mentally handicapped; and the remaining 25% come under the second category, usually designated as the under-achievers. In Indian context, the second category would be obviously much greater. Both categories of pupils, with different reasons, are unable to benefit from normal education”. (9.59 of Kothari Commission, 1964-66)

National Education Policy 2020 clearly mentioned about the need of indigenous games, real life examples and inspiring success stories in local context in teaching learning process at secondary level as

“Indian Knowledge Systems will also be available to students in secondary school as an elective. Competitions may be held in schools for learning various topics and subjects through fun and indigenous games. Video documentaries on inspirational luminaries of India, ancient and modern, in science and beyond, will be shown at appropriate points throughout the school curriculum” (Para 4.27, NEP 2020).

“Curriculum and pedagogy will be redesigned to be strongly rooted in the Indian and local context and indigenous and traditional ways of learning in order to ensure that education is maximally relatable, relevant, interesting, and effective for our students. Stories, arts, games, sports, real-life examples etc., will be chosen as much as possible to be rooted in the Indian and local geographic context” (Para 4.29, NEP 2020).

The researcher studied the case of Tushar Sumera, District Collector of Bharuch, Gujarat, who scored 35 in English and 36 in Maths in his tenth class. He was selected as an IAS cadre officer of the 2012 batch. This success story inspired the researcher and prompted him to focus on the individual's inner potential.

The researcher's experience of teaching in schools and tutoring led to the observation of several academic challenges faced by teachers and parents in the teaching-learning process, including educational and psychological problems among the students. Interventions of Indigenous strategies have been used based on individual characteristics, which has helped improve a few students' academic performances. These observations prompted the researcher to study on academic performance of underachievers.

Bhalla, M. (2020) conducted a study on underachievers of class VIII students by adopting a qualitative multi-case study. Thangal, B. (2016) conducted a normative survey among secondary school underachievers to know the relationship between psycho-social variables. Parveen, A. (2011) & Kaur, S.S. (2002) conducted an experimental study on underachievers to know the effectiveness of counselling strategies. Khan, M.A.(2005) reported that individual counselling intervention helped enhance the academic achievement of underachievers. Anitha, G. (2017) found that post-intervention test scores had reported significant improvement. Archana, (1998) found that the intervention programme for class VI children helped improve their previous academic performance and also helped to develop psychomotor skills, higher cognitive skills and some aspects related to the affective domain.

After reviewing several related studies on underachievers, the researcher understood that there is a remarkable gap between how the students perform in schools and their abilities. Most of the studies focused on factors associated with underachievement, counselling effectiveness and causes of underachievement. Though some studies focused on counselling and various intervention programmes, no study focused on indigenous interventions for enhancing the academic performance of underachievers. In light of research gaps, the researcher was interested in studying underachievers' academic performance and adopting indigenous interventions according to their individual interests and abilities to enhance their academic performance, which could also help to arouse interest in their further education.

1.5 Statement of the Problem

The goal of education is to make every learner self-reliant. This can be achieved only when individual attention is given to the students. The problem arises

when a few students are not able to get through an assessment. It is necessary to diagnose the students who have difficulty understanding concepts and present it. If such students are identified and acknowledged, the factors influencing their teaching-learning process will yield better results. Teachers can be suggested to adopt different indigenous interventions to improve their academic performance, hence the problem is stated as

“Academic performance of underachievers and indigenous interventions: A Study”

1.6 Objectives of the Study

1. To identify the underachievers among secondary school students
2. To examine the relationship between academic achievement and intelligence of secondary school students
3. To find out the influence of self-efficacy and academic anxiety on underachievers of secondary schools
4. To find out the influence of school factors, home factors and individual factors on underachievers of secondary schools
5. To understand the characteristics of underachievers studying in secondary schools
6. To suggest suitable indigenous interventions for enhancing the academic performance of underachievers

1.7 Hypotheses

1. Most of the classrooms show 20-25% low academic achievement.
2. There exists no significant difference between actual and predicted scores of Secondary school students with regard to intelligence.
3. There exists no relationship between academic achievement and intelligence of Secondary school students.

4. Self-efficacy influences underachievers among secondary school students.
5. Academic anxiety influences underachievers among secondary school students.
6. School factors influence underachievers among secondary school students.
7. Home factors influence underachievers among secondary school students.
8. Individual factors influence underachievers among secondary school students.

1.8 Research Questions

- 1) What are the common characteristics observed among underachievers in secondary schools?
- 2) What are the suitable indigenous interventions for enhancing the academic performance of underachievers?

1.9 Operational Definitions

Academic Performance: Academic performance in this study means the student's aggregate marks obtained by continuous assessment.

Underachiever: Student whose actual achievement score is below the predicted score by one standard error of estimate. Actual scores are students' latest achievement scores as per school records. Intelligence scores are obtained by the students in Raven's standard progressive matrices non-verbal intelligence test. Predicted scores are the scores obtained by the student through regression equation with the help of intelligence scores.

Indigenous: A local strategy as per the interest of the student, which is joyful and child-friendly to improve the academic performance of the underachiever such as:

1. Local resources-based teaching
2. Game-based teaching

3. Teaching based on their experience
4. Real-life examples
5. Inspiring success stories

Interventions: Intentional actions that are taken in a critical situation to enhance the academic performance.

1.10 Variables of the Study

Dependent and independent variables are identified for the study is given below.

Dependent Variables: 1. Academic Achievement

Independent Variables

1. Intelligence scores
2. Self-efficacy
3. Academic Anxiety
4. School factors
5. Home factors
6. Individual factors

1.11 Delimitations of the Study

1. This study is delimited to the secondary schools of Krishna district in Andhra Pradesh state.
2. This study is confined to 10th class students from secondary schools
3. This study is restricted to the schools being run by the state government and private organizations.

1.12 Chapterization

The thesis is broadly organised into five chapters. Chapter one is ‘Introduction’ which discusses about conceptual and theoretical frame work of underachievers, significance of the study, problem statement, operational definitions, objectives, hypotheses, research questions, variables of the study and delimitations of the study. The second chapter deals with the review of literature on studies conducted in India and other countries which are related to underachievers, academic performance, guidance and counselling and studies related to interventions followed with research gap and critical discussion. The Third chapter explains the methodology adopted for present investigation, which includes design of the study, method, population, sample and sampling techniques, tools adopted, standardisation and administration of the tools, and statistical techniques adopted in the study. The Fourth chapter includes objective wise analysis and presentation of case studies of underachievers. The Fifth chapter includes the summary of the present study, major findings, discussion, conclusion and educational implications and suggestions for further study.

CHAPTER –II

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter deals with the literature review from several studies conducted in India and abroad. This includes studies related to underachievers, academic achievement, guidance and counselling, and interventions. A thorough analysis has been made to design the present study for framing the objectives, appropriate methodology, sample size, sampling techniques, research tools and analysis techniques. Relevant studies proposed in the present investigation have been classified into four areas.

2.1 Studies related to Underachievers

Kanapathy et al. (2022) conducted a study on **“Gifted and Talented Students Underachievement and Intervention: A Case Study”**. The central objective of the study is to explore the underachievement issues and to suggest intervention for the gifted and talented students. Survey method and document analysis was adopted for the present study. A sample of 63 gifted and talented students of age group 17 years participated in the study. Eight students with below average scores were selected to explore the issues related to underachievement for document analysis.

The survey instrument consists of five sections; 1) demographic variables (name, age, gender); 2) interest towards Chemistry (8 statements); 3) individual attributes (5 statements); 4) institution commitment (6 statements) and 5) profession selection (5 statements) with 5 point rating scale to collect data from the respondents. Semi structured interviews were conducted to understand the issues of the students, which had been identified in the survey. All interview responses were transcribed verbatim.

The problems raised by the students were coded thematically analysed based on the interview responses. The findings of this study revealed that the students' interest in Chemistry was associated with higher academic self-perception. It was also found that there was a weak relationship between their selection of profession and students' interest towards Chemistry. This study concluded that there are various factors influencing underachievement and individualized intervention plan is necessary to improve the academic underachievement. This study strongly recommends that underachievers identification and intervention plan implementations is too late to reduce the underachievement at the upper secondary level. Interventions should be planned at lower secondary school level.

Bhalla, (2020) conducted a study on “**Effectiveness of achievement orientation in reversing underachievement among gifted underachievers**”. A qualitative multi-case study method was used. Achievement orientation model was used to identify the factors influencing underachievers to know the individual characteristics in reversing the underachievement among gifted underachievers. Initially, 456 students were selected based on the teacher's nomination from 20 schools through the sampling techniques. In the second stage, 100 gifted students were selected by Raven's Advanced Progressive Matrices (1998) intelligence test. Twelve members of gifted underachievers have been identified by using the Regression equation method. In the final stage, five gifted underachievers were selected based on the differences between their ability and achievement to adopt the Achievement Orientation model.

The investigator used 12 tools to know the factors influencing underachievers, which include: i) School Attitude Assessment - Revised (SAAR) ii) Challenges to Scholastic Achievement Scale iii) Engagement vs Disaffection with learning iv) Level of Educational Aspiration test v) Guidance needs Inventory vi) Home

Environment scale vii) The Parental involvement Scale viii) Adolescent habits scale ix) Internet usage scale x) Teaching style scale xi) Teacher effectiveness scale; and xii) Parental Disciplinary Practices Inventory. The researcher also interacted with the teachers, parents and peer groups to understand the individual characteristics. This study found that the achievement orientation model worked effectively in reversing the underachievement among underachievers.

Aagaliotis & Kalyva, (2019) explored the motivational profiles differences among gifted underachievers, gifted high achievers and gifted non-achievers in the article, **“Motivational Differences of Greek Gifted and Non-Gifted High-Achieving and Gifted Under-Achieving Students”**. The study aimed at finding answers to three research questions, viz., Are there differences among gifted underachievers, gifted high achievers and gifted non-achievers in (i) achievement goals, (ii) Social goals, (iii) intrinsic motivation? A sample of 102 primary students consisting of 31 (17 B, 14G) Gifted underachieving students, 34 (19B, 15G) Gifted high-achieving students, and 37 (20B, 17G) Non-gifted high achieving students have been selected for this study. Gifted children's I.Q. was more than 130, and Non-gifted children's I.Q. was less than 130. Standardized tool WISC-III was used to assess the intelligence; and another tool, SMQ (School Motivation Questionnaire) was used to measure eight motivational orientations such as mastery orientation (6 items); competitive orientation (6 items); ego orientation (6 items); co-operative orientation (6 items); individual orientation (6 items); intrinsic orientation (6 items); orientation to achieve success (4 items); and orientation to avoid failure (4 items). Findings of this study revealed that gifted underachievers report weaker achievement and weaker social goals than their high-achieving peers. Regarding social motivations (competitive, co-operative and individual), gifted underachievers reported weaker motivation than

students of both high-achieving groups. Finally, gifted high achievers and non gifted high achievers reported comparable performance goals, orientation to achieve success, intrinsic motivation and avoid failure.

Ludicke et al. (2019) carried out a study on "**Identifying and supporting young adolescent academic underachievers in Year 7 and 8 classrooms**". The researchers used mixed methods approach in the form of a case study profiles to analyse the characteristics and secondary school teacher's practices while dealing with academic underachievers in years 7 and 8 classrooms. The findings as revealed by teachers are literacy and numeracy barriers such as absences, lack of engagement, family background factors, participation and confidence in learning. In addition, specific practices were implemented by teachers to address and overcome the underachievement, including pedagogical relationship improvement, and adjusting and modifying the curriculum. The findings revealed that these practices were not consistently informed by learner-centred or middle year's educational models; but tended to be practical responses provided to help underachievers.

Siegle, (2018) described that underachievement affects children of both high and low socio-economic groups in his article, "**Understanding underachievement**". He mentioned that grades are not correct measurement to judge the student's learning capacity. Parents and teachers must be alert about female underachievers along with male underachievers. This study noticed that peer group influenced significantly on student achievement. Conflicts between peers, family and school environment are major possible causes for underachievement. This study discussed four models to understand the underachievement. Out of the four, the first, Rimm's Trifocal model, emphasized the relationship between home, school and students. Second, Snyder and Linnenbrink-Gracia's theoretical approach to underachievement followed two

pathways - declining value beliefs and maladaptive competence beliefs. Third, Renzulli and Reis' school wide enrichment model was about a significant positive relationship between students' interest and assessment. Fourth, This study concluded that some students could reduce their underachievement gradually in later high school years.

White et al. (2018) conducted a systematic study on “**Why do we know so little about the factors associated with gifted underachievement? A systematic literature review**”. Major objective of this study are to discover the methods used to identify intellectual giftedness and gifted underachievement through empirical research and to investigate factors affecting gifted underachievement. Research questions are 1) what are methods used to identify giftedness? 2) what are methods used to select gifted underachievers in empirical research and investigating factors related with gifted underachievement? 3) Which factors do these studies find association with gifted underachievers? This literature review followed PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis). In the initial search, the researcher had identified 957 records from 8 databases. Four hundred ninety records were screened by the researchers through reading the title and abstract. Finally, 114 full-text articles were found eligible based on empirical study. Only 9 articles from 4 countries (United States Australia, Germany and New Zealand) were used for systematic analysis. Motivation, student's perceptions of the school and emotions are found as the most common factors associated with underachievement. This review found that gifted underachievers scored significantly in lower motivation and self-regulation than their gifted achieving peers through the SAAS-R scale and Low self efficacy was found among gifted underachievers. 3 articles out of 9 articles are identified that gifted underachievers based on their academic achievement. This

study focused on individual factors and lesser on school-related factors from the studies' appropriate research designs. This review reported that the careful identification and research methods would ensure more comparability and consistency in research results, enabling researchers to discuss about the estimated prevalence of gifted underachievement with greater confidence, as well as the factors that would most likely benefit from interventions.

Hussein & Ouda (2018) studied the “**Risk Factors of Academic Underachievement among Preparatory School Students in El-Behira Governorate**”. The study was to identify risk factors of academic underachievement. A sample of 400 students (200 achieving and 200 underachieving students) were selected through a systematic random sampling technique from 10 government preparatory schools (40 from each school). Descriptive survey method was used in the study. The researcher measured the student assessment by a self-prepared tool consisting of student characteristics, anthropometric measurements, student life styles and academic performance. The researcher used another standardised tool consisting of the Socio-economic scale and Strengths and Difficulties Questionnaire (SDQ). A sample 40 students were involved in the pilot study to ascertain the tools' relevance, clarity and applicability. Data collection was done through the individual interview method for 45-75 minutes for each student for five months. SPSS version 20 was used in data analysis to find the percentages, frequencies, range, arithmetic mean and standard deviation. Chi-square test used to find association between variables. Several personal risk factors such as birth order, age, number of siblings, health problems, socio-economic level and students' work status were identified. A significant difference was found between group of achievers and underachievers with respect to life styles of the students such as daily sleeping hours, smoking, sports practices and

feeding habits. Significant association between students' underachievement and total strengths and difficulties score was found in the study.

Thangal, (2016) conducted a study on “**the Relationship of Psycho-socio variables with underachievement among secondary school students in Lakshadweep**” with the objectives: (i) To identify the prevalence of underachievement among students of Lakshadweep at the secondary level; (ii) To find out the relationship of Intelligence, Locus of control, Styles of Learning and thinking (SOLAT), and socio familial influence with the achievement of underachieving students at secondary schools in Lakshadweep; (iii) To find out the difference between underachieving boys and girls with regard to their Locus of control, Styles of learning and thinking, and socio familial influence; and (iv) To identify the most predictor variables among Locus of control, socio familial influence and styles of learning and thinking on the achievement of real achievers and underachievers of Lakshadweep. A normative survey method was adopted for this study. Samples of 509 IX class students (198 boys, 311 girls) were selected from 9 schools using stratified sampling method. Tools used in this study were Raven's Standard Progressive Matrices, Levenson's Locus of Control scale, Style of learning and thinking, and Socio familial influence scale. Statistical methods applied in this study were Descriptive statistics (mean, S.D., skewness, kurtosis), t-test, Multiple regression analysis and Pearson's product-moment correlation. This study found that 43.61% of Lakshadweep's secondary school students are underachievers. Particularly, 18.02% of underachievers have intelligence above the 95th percentile out of 43.61%, i.e. intellectually superior, which indicates that the system fails to utilise the capacity of these students. This study revealed that the underachievers scored (53.48) better than real achievers (47.34). Therefore it is inferred that the achievement of underachievers may be better than the

achievement of real achievers. significant relation between socio familial influence and academic achievement was found in the study.

Siddiqui & Fatima, (2016) conducted a study on “**Study of Underachievement concerning Self Concept, Socio-Economic status (SES) and School Environment among Muslim and Non-Muslim Adolescents**” with the Objectives: (i) To find the extent of the relationship between predictive variables (Intelligence, self-concept, SES and school environment) and criterion variable (academic achievement) among underachievers. (ii) To know the significance of the difference between the overachievers and underachievers with respect to mean scores of intelligence, self-concept, socio-economic status and school environment (iii) To compare , self-concept, SES academic achievement, intelligence and school environment among Muslim & non-Muslim, male & female underachievers. A sample of 1102 students (565 Muslim and 537 Non-Muslims) was selected randomly from 25 senior secondary schools of the Aligarh district. t-test and two-way ANOVA used as statistical techniques in data analysis. Major findings were: (i) A positive correlation found between academic achievement and predictive variables (ii) Low correlation was found with respect to school environment and negative relation with SES. (iii) Muslim underachievers scored academically better than Non-Muslim underachievers, while Non-Muslim adolescents had a better self-concept and SES than Muslim adolescents. (iv) Male underachievers showed better academic achievement scores than female underachievers, although both had the same level of intelligence.

Ma, F. (2016), in an article, "**Underachievement and its causes in EFL learning in China's Non-government Universities**", introduced the history of academic underachievement and underachievers in Non-government HEIs (Higher Educational Institute) in mainland, China. The concept of underachievers and definitions are

explained. Interpreting underachievement and their identifications were discussed. This paper concluded causative factors for underachievement in EFL learning.

Mynbayeva, et al. (2016) carried out a study on "**The Work of the School Psychologist with Underachieving Children**". The main aim of the study was the development of the system for school psychologists' work with hidden underachievers, causes for underachievement and planning development programs. The major objectives of the study were: (i) To identify the students, characterised by school failure, (ii) To conduct a psychological-pedagogical diagnostics of underachievers to determine their level of claims in the educational process, (iii) To work out and approve a methodology for correctional and developmental work of educational psychologist with underachievers; and (iv) To determine and analyse the effectiveness of conducting correctional and developmental work. A sample of 109 Almaty 5th class pupils was selected. Analysis, synthesis, generalisation, modelling, conversations with teachers and headmasters, observations, registration and scaling, were used as research methods. In this study, the researchers used three Diagnostic tools, viz., (1) Diagnostic technique of self-esteem by Dembo-Rubinstein (2) "Express diagnostics of the level of self-esteem" test (Fetiskin N. P.); and (3) questionnaire to identify school motivation by N. G. Luskanova. 30.2% of 5th class students have a hidden underachievement found in the study. This study found that 5th class underachievers estimate their learning abilities are low, have a low level of aspirations.

Veas, et al. (2016) conducted a study on "**Underachievement in Compulsory Secondary Education: a comparison of statistical methods for identification in Spain**". The purpose of the study is to compare different statistical methods employed for identifying underachievement in high school students and to analyse

possible differences with respect to gender and course. A sample of 1182 (630 boys, 552 girls) students was selected to detect underachievement through 619 students for the 1st course and 563 students for the 2nd course. Three statistical methods, are the Regression method, Simple difference method and the Rasch method, were applied in this study. The Rasch method identified more number of underachievers as compared to the remaining two methods. The study revealed that there was statistically significant difference between the gender and type of underachievers.

Sebastian, (2016) studied in his article “**A study of the attitude of teachers towards the slow learners with the efforts taken by the teachers to ensure their learning in secondary schools**”. The Descriptive method of study was used for the task. A large sample of data used collect the response from enormous amount of data in data analysis. A sample of 30 teachers selected for the study from English medium SSC schools, teaching standards 6th to 9th teaching school subjects other than physical training. Craft subject was included in the study. The purposive sampling technique was used in the selection of sample. The tool had two parts. Part A consisted of attitude of teachers towards slow learners. Each statement had to be rated on a four-point scale - Strongly Agree, Agree, Disagree and Strongly Disagree. The scale had negative and positive statements. Part B consisted of statements that measure the efforts taken by the teachers to ensure the learning of slow learners. Findings of the study revealed that the attitude of teachers did not correlate with the efforts taken by them. The findings also revealed that whether the teachers have a positive or a negative attitude, they do make efforts to work on the slow learners.

Bowe, (2015) investigated on “**Exploring social and psycho-social factors that might help explain the Afro-Caribbean boy underachievement in England**” for six years from 2004 to 2010 in yearly intervals. Data was collected with the help of

tool named Longitudinal Study of Young People in England (LSYPE) (N=15,770). Sample of the study included the 9th grade students of ages 13 and 14 years. The aim of LSYPE is to examine the current impact policies on this group of young students and provide an evidence-based database for further policy development in England. This study found that Afro-Caribbean students' achievement is relevant to two attitudes and their behaviour patterns explored. The achievement patterns between boys and girls are almost identical.

Cakir, (2014) provided the reasons for underachievement of primary students in the article, “**The relationship between underachievement of gifted students and their attitudes toward school environment**”. A sample of 59 students (24 underachievers, 35 achievers) was selected from 3rd, 4th, 5th& 6th grades. The research instrument SAAS-R (school Attitude Assessment Survey-Revised) contains 43 items prepared to measure five factors, viz., attitudes toward the teacher, academic self-perceptions, attitudes toward school, goal valuation and motivation/self-regulation. t-test was used to know the significant difference between the two groups. The study found that underachievers have low attitude toward their teacher, low self-perception, and school, low motivation and goal valuation as compared to high achievers. The results suggest that motivation factors of the SAAS-R may help the teachers and counsellors identify gifted students at the risk of underachievers in primary schools. Many students may underachieve due to no intrinsic or extrinsic benefits in school.

Esther & Hialele, (2014), in an article, “**Academic Underachievement of Learners at School: a Literature Review**”, stated that sometimes Learners’ academic underachievement can be beyond their control. Apart from these family factors, school factors and individual factors could be responsible for the underachievement of learners. The school environment has an impact on academic underachievement. If

the school environment is not sufficient or impoverished, learning cannot properly take place. In addition, anti-social behaviour showed a negative impact on academic performance.

Clinciu, (2013) conducted a study to know how “**Personality, gender and high school profile correlates of underachievement**”. One hundred twenty participants (42 male and 78 female) were taken as sample from 2 different high schools. The sample consisted of 9th and 11th grade students from two streams - one from Sciences and the other from Humanities. The central objective of this study was to determine the personality correlates of school achievement, with respect to gender, age and type of high school. Another objective of this study was piloting an intelligence battery that was newly conceived on a significant high school student population. The data was analyzed through one way ANOVA statistical technique. The study revealed that underachievement appears more prevailing in sciences in the high schools, where the subject taught was difficult for the students; and it prevents school overachievement. This study found that underachieved males have a significantly higher impulsiveness. From the age point of view, the results showed a slow rise of underachievement towards the end of high school, in parallel with the sharp decline of overachievement, which seems to be a somewhat more critical phenomenon for the classes at the beginning of high school.

Karaduman, (2013) explored “**Underachievement in Gifted students**”. This study discovered the causative factors for underachievement and ways to eliminate the underachievement of gifted children. This article discussed the four significant causes of underachievement, viz., individual factors, family factors, environmental factors and school factors. In this study, three questions were discussed which should help parents to determine whether their child is an underachiever or is experiencing some

other type of learning or emotional problem. Those are: (i) Is the child's underachievement her primary problem, or is she having trouble in other essential areas of functioning as well? (ii) Is the child's underachievement general or specific in nature? (iii) Has the onset of the child's poor academic performance been sudden or gradual?

Ziegler & Stoeger, (2012) studied the “**Shortcomings of the IQ-Based Construct of Underachievement**”. This article mainly discussed two significant aspects of underachievement. One is concept of underachievement along with definitions by providing a brief overview of the history of underachievement consisting of 3 phases such as (i) The pioneering phase (Until 1950) (ii) The critical phase (1950-1970), (iii) The social phase (1970-present). Another aspect was the theoretical, methodological and empirical problems of the IQ-based underachievement. This article also discussed the future of the underachievement concept and mentioned that underachievers are highly at risk of becoming dropouts. Finally, the study concluded that the best indicator of underachievement is an unexpected sharp decline in achievement of high achievers or an unfulfilled positive expectation based on the previous achievement.

Shapiro, (2011) conducted a study on “**Academic underachievement: a Neurodevelopment perspective**”. The researcher felt that the disorders associated with academic underachievement are common pathways with different mechanisms and etiologies. Treatments include techniques to develop self-esteem, academic accommodations, parental training, and medications in treating mental disorders. Management programs are necessary to monitor and detect relevant medical conditions that may emerge, to modify the programme in changing academic and social demands that occur as the child ages. Health providers should play a multiple

roles for prevention, diagnosis, detection and management of academic underachievers.

Parveen, (2011) conducted a study on “**Effective counselling on the Need-Achievement, Study habits and Academic achievement of Underachievers**”. The objectives of this study are: (i) To identify the underachievers, (ii) To help the underachievers to raise need-achievement through counselling. (iii) To help the underachievers for improving their study habits through counselling; and (iv) To help the underachievers increase their academic achievement through counselling. The experimental research design was used as a research method in this study. Initial Sample consists of 310 girl students from class IX from six schools of Srinagar district; and was selected using random sampling technique. Raven's Advanced Progressive Matrices (non-verbal) intelligence test was administered to measure the intelligence of the initial sample. Academic achievement of the students was estimated by taking average of two previous annual examination scores. The final sample of 120 underachievers was selected on the basis of their scores that lie 10 percentile or more below their intelligence percentile scores. The other two tools used in this study are: Mukherjee's incomplete sentence blank test for measuring need achievement; and Khan's Study Habit Inventory. Twenty counselling sessions with a gap of six days have been taken for the sample to increase the need achievement study habits and to improve their academic achievement. This study found that continuous individual counselling sessions improved the academic performance of underachievers than previous results; and thus saved underachievers.

Majzub & Muhammad, (2010) conducted a study on “**Boys’ underachievement: Causes and Strategies**”. This study employed a mixed-methods approach engaging both quantitative and qualitative methods. The quantitative aspect involved using a

survey questionnaire was adopted in quantitative data collection. A sample of 300 Malaysian secondary school teachers was selected for the study. The tool, 'Boys Academic Underachievement Questionnaire' (BAUQ) was developed by the researcher based upon previous studies. The tool contains four constructs, namely, (a) Personality and Boys Learning Orientation (b) Exam Orientation System and Teaching-Learning Processes (c) Lack of Male Models in school (d) Boys' Perception of the Future and Motivation. The Focus Group Discussion Schedule (FGDS) was adapted to for group discussions. Each constructor component consisted of eight questions. Findings revealed that both extrinsic and intrinsic factors influencing boys' underachievement. The study suggested that collaborative efforts need to be gathered to accommodate the different challenges like the need for synergy between teachers and parents, and experts efforts on overcoming the complex interplay between boys and other factors such as socio-economic conditions, location of school, types of schooling, kindergarten experiences, parents education qualifications, learning styles and the statistics related to boys and girls.

Patil, (2009) conducted a study on **"Identification and development of instructional strategies to accelerate Mathematics learning among slow learners"**. The study aimed to identify and develop instructional strategies, and to see the impact of developed strategies and to promote the best instructional strategy in teaching slow learners. The study was conducted in one private and one Government school in Dharwad. First standard children have selected to teach Mathematics subject. The questionnaire was developed to collect the pre-test results. Impact has seen by conducting the post-test by developing instructional strategies such as peer tutoring, materials, picture books and individualised instructions. The results revealed a significant difference has been observed between pre-test and post-test scores of

experimental and control group students through different teaching strategies. Mathematics leaning among slow learners was significantly improved their learning abilities. Experimental group showed better performance than the control group in post intervention results. This supports the hypotheses, ‘One picture is worth a thousand words’ and “Seeing is believing”. The instructional strategies with a combination of different techniques definitely make teaching-learning process effective.

Dixon et al. (2006) conducted a study on "**The Affective Characteristics of Underachieving Intellectually Gifted Children**". This study aimed to explore the three affective characteristics of underachieving and achieving intellectually gifted children who have academic self-concept, academic Locus of control and self-expectations for future achievement. A sample of 41 participants was chosen for the study from 125 middle school children. WISC-R test was administered on 41 participants and then divided into two groups - 7 participants in underachieving group and the remaining 34 participants in achieving gifted group. WSIC was used to measure I.Q, and PAT (Performance Achievement Test) was used to assess the level of achievement in Reading Comprehension, Listening Comprehension, Reading Vocabulary and Mathematics. PAPS (Projected Academic Performance Scale), SPAS(Student's Perception of Ability Scale) and IAR (Intellectual Achievement Responsibility Questionnaire) were used to assess academic expectations, academic self-concept, and academic Locus of control respectively; and the statistical technique MANOVA was used to examine these three affective variables. This study found that the underachievers have a high academic self-concept.

Khan, (2005) conducted a study on ‘**Counselling Intervention and Underachievement**’. The researcher adopted an experimental study with a sample of

60 underachievers (30 experimental and 30 control group) of class 9 from the government high schools. Individual counselling as an intervention was followed by directive and non-directive approaches. Results indicated that post-test academic scores were improved than the pre-test academic scores. Major causes of underachievement observed among the sample were low need achievement and poor study habits. Findings of this study revealed academic performance of underachievers was improved with the help of individual counselling treatment.

Reis & McCoach, (2002) emphasized on underachievement in the study titled, **“Underachievement in Gifted and Talented students with special needs”**. The article particularly investigated twice-exceptional talented children, who are underachievers; and provided general suggestions to address their academic needs and talents. This study explored underachievers with special needs, high-potential students suffering from cerebral palsy, gifted and talented students with learning disabilities, gifted students who have hearing disabilities and gifted children with ADHD (Attention Deficit Hyperactivity Disorder), and behavioural problems. The investigators mentioned that since underachievers are from diverse groups, we need to focus on positive attributes of talent students instead of ascribing common negative characteristics. Researchers concluded that appropriate interventions should be developed to address the specific needs exhibited by the students.

Kaur, (2002) investigated on the **“Effectiveness of counselling strategies for reducing academic underachievement of IX class scheduled caste students of Chandigarh”**. Objectives of this study were: (1) To identify academic underachievers among the Scheduled Caste students of IX class in various Government schools of Chandigarh; (2) To identify and study various non-intellective behavioural correlates such as self-concept, aspiration level, need-

achievement, study habits, adjustment level, attitudinal pattern, socio-economic background, and academic achievement record that are responsible for the academic underachievement of the S.C. students of IX class; (3) To see the effectiveness of the Group Counselling technique on the non-intellective behavioural and environmental correlates responsible for the academic underachievement of S.C. students of IX class; (4) To see the effect of the Parent Counselling technique on the non-intellective behavioural and environmental correlates responsible for the academic underachievement of S.C. students of IX class; and (5) To see the effect of the Combined Counselling technique on the non- intellective behavioural and environmental correlates responsible for the academic underachievement of S.C. students of IX class. The experimental research design was used as a research method for the present study. Initial Samples of 252 IX class S.C. students were selected from 10 schools of Chandigarh by using the purposive sampling technique. Raven's Standard Progressive Matrices (1988) (non-verbal) and Jalota's general mental ability test (1972) (verbal) were administered to measure the intelligence of the initial sample. In addition, the aggregate of VIII class annual examination scores was considered for academic achievement. Finally, a sample of 102 underachievers was selected to study those students whose scores fell below the regression line (0.5σ). Mean, S.D. and t-test were used for statistical analysis. Findings of this study revealed that the overall results of counselling strategies raise a ray of hope that proper Guidance can enable the children to realise their potentials. But at the same time, their basic problems related to their poor socio-economic status could not be overlooked or underestimated.

Lau & Chan, (2001) discusses the three different methods to select underachievers in their study, “**Identification of Underachievers in Hong Kong: do different**

methods select different underachievers?” The study compared the three different selection methods that are simple difference score method, Absolute split method and regression method to identify the underachievers. A sample of 126 Chinese students of grade 7 was taken to compare the methods. According to this study, defining underachievers fall into two categories. One is the statistical method frequently used in empirical research; the other is nomination method used to identify underachievers for the purpose of treatment or intervention programmes. In some cases, nomination method was also used to screen the underachievers, before using any statistical method. This study also stated that teacher and peer nomination could also be used for selection of underachievers, as they frequently interacted with teachers and peer group only. This study found that the method used to select underachievers depends on the purpose of study and intervention. The researchers concluded that ‘how to identify underachievers’ was not only a research question but also a means to counsel the underachievers.

Reis & McCoach, (2000) analyzed the identification of underachievers and causes for underachievement including family dynamics and influence of peers in the article titled, **“The underachievement of gifted students: What do we know and where do we go?”** Low self-concept was observed as one of the most common characteristics of underachievers. The researcher stated that certain treatments should be aimed at tackling underachievement with school-centred intervention and counselling.

Renzulli et al. (1999) discussed the three enrichment activities in the study **“Reversing underachievement through enrichment”**. The three types of enrichment activities explored to reverse the underachievement in the study. Type I involves general investigation activities designed to exhibit students’ uncovered new

ideas in school curriculum; type II activities related to group training with specific skills, and the most advanced category; the type III, is to provide opportunities to become actual investigators of real problems through appropriate means of inquiry and to help the real-world people to come out with their findings. This study found that type III enrichment activity satisfies the students' needs.

Peterson & Colengalo, (1996) studied "**Gifted achievers and underachievers: A comparison of patterns found in school files**" In this study, different dimensions of underachievement were analysed. The authors identified several correlations; and the school counsellors suggested how they could help the students regarding the problem. A sample of 153 gifted students were involved in the study based on their academic grades at graduation. Information sources such as course selection, attendance, tardiness, and duration of underachievement found in the school records were used to compare the moderate and high achievers as well as moderate and extreme underachievers. There were some differences found between achievers and underachievers in the school records.

Grossman, (1969) studied "**A Diagnostic aid to facilitate counselling with academic underachievers**" This study aimed to develop a tool that would have practical value to counsellors in diagnostic work dealing with underachievers. A sample of 74 high school students (33 underachievers, 16 low achievers, 25 high achievers) was selected based on grade point average, intelligent quotients and reading test scores from Chicago Catholic School. The Special Sentence Completion test which was developed by the investigator was administered to a group of low achievers, underachievers and high achievers. The significant findings of this study revealed that the test seems to show promise as a diagnostic tool and as an aid in

counselling students. This study found that bright underachievers did not differ from low achievers in most dimensions.

Sandy, (1965) conducted a study on “**A comparison of the responses of achievers and underachievers in a junior high school on a biographical questionnaire**”. The purpose of the study was to discover biographical differences between achievers and underachievers. A biographical questionnaire with 69 items was used to test the difference between underachievers and achiever groups. A sample of 82 underachievers and 96 Achievers of 9th grade were selected from 408 students. Eighty two underachievers were classified as two groups that are cross-validation group with 32 subjects and a validation group with 50 subjects. Similarly achievers were also randomly separated as two groups that are cross-validation group with 46 subjects and a validation group with 50 subjects. Statistical technique like Mean, Standard deviation and Chi-square were used in the study. These tests found that both male and female underachievers group exceeded the achievers group in verbal, quantitative and total ability measured through the School and College Ability Test. The delineation of operational procedures is necessary for a study of achievers and underachievers.

2.2 Studies related to Academic Performance

Joshi, (2022) investigated “**Role of home environment on the academic achievement of secondary school students a study in Ri-Bhoi, Meghalaya**”. The central objective of study was to find out the role of home environment in eight dimensions such as Organization dimensions, Expressive dimensions, Independence dimensions, Conflict dimensions, Active recreational orientation dimensions, Cohesion, Control dimensions at home and Acceptance and Caring dimensions. Random sampling technique was used to select the sample of 472 tenth class students

from higher secondary and secondary schools at Ri-bhoi district in Meghalaya. Family environment scale was used as a tool in the study. Statistical techniques such as mean, percentages and standard deviation were used. Findings revealed that the academic achievement of secondary school children was strongly influenced by all dimensions related to home environment mentioned in the study.

Pratiksha, (2019) conducted a study on “**Educational Practices of High Performing Secondary Schools under Various Boards: A Case Study**”. This study mainly focused on four objectives that are to determine the features of High Performing Schools, to select the High Performing schools, to find out the reasons for the success and to give suggestions for the sustainability of success of High Performing Schools. Four qualitative tools, viz., document study, semi-structured interview, questionnaire and observation were used. A sample of 6 schools under various Boards (CBSE-2, ICSE-2, GSEB-2) were selected for the study. The researcher prepared the list of schools which are having above 90% result continuously over the past three academic years from 2014. Case study method was adopted to collect an in-depth information from 6 schools, including teachers' profiles and Students' profiles, and to identify the emerging themes. The researcher discussed themes in two parts: (i) Reasons for the success of High Performing Schools. (ii) Suggestions for the sustainability of success of High Performing Schools.

The findings of the study revealed: (i) Before providing admission into primary schools, most of the schools arranged entrance tests or competency tests for checking the abilities of the students, (ii) Absenteeism and drop out ratio of the students was very less or rare, (iii) Group learning or co-operative learning was used in completing the allotted tasks to share their ideas, (iv) Views and opinions of seniors were taken while dealing with the topics. The teacher related findings include:

In most of the schools, teachers were involved in the action research to get the solutions of the problems. In these schools, the homework was more to the children and was being checked or monitored regularly by the teachers. In most of these schools, teachers used "Advance Organisers" practice, and relationship establishment between ancient and new knowledge of learning. The primary student-related findings were: In most schools, Peer tutoring has also been used as a practice in which students teach other students who are weak in studies or need real help in their studies. Parents understand the importance of education because they are literate. Therefore, they encourage their children to go to schools. This study also found that parents' socio-economic background is middle class or higher middle class in these kinds of schools; and the home environment was positive and supportive for studies.

Sevari & Falahi, (2018) studied "**The Effectiveness of Math Educational Software on Creativity and Academic Achievement**". The main objective of the study was to find out the effectiveness of mathematical educational software on educational achievement and creativity of primary school male students in Tehran. Research self developed academic achievement test and Abedi Test of Creative Thinking were used as tools to assess the performance of the students. The researcher assessed the expandability of thought, fluid ability of thought, and the innovation of thought and flexibility of thought to know the impact of creativity. Quasi-experimental design was adapted for the present study. The trial intervention was also conducted after the pre-test for two weeks. Data analysis was performed using Mean, S.D. and analysis of covariance (ANCOVA). This study found that fifth grade male students was improved their academic achievement through educational software.

Maganda, (2016) conducted a study on "**Enhancing Learning in Africa through Students' Collaboration with Parents, Teachers and Peers**". This study focused

on daily interactions between teachers and student and the organisation and structure of the schooling institution with a view to support the opportunities of youth to learn. A sample of 119 students of 6th grade, 19 teachers and 19 parents participated in this study. Workshop and meetings were conducted with parents, teachers and students, and then interviews were conducted separately. Parents, teachers and students were interviewed separately with a view to make them express their ideas freely. A thematic approach was adopted for data analysis. The data was collected in 3 different ways; first, *students accessed their parents' funds of knowledge* (When the noticeable changes occurred among students). Second, *students became agents of change* (when students communicated somewhat differently with their teachers). Third, *students used each other's academic inputs to improve their writing* (students working together with their peers and the impact of such interaction).

Maganga, (2016) investigated “**Factors affecting students’ academic performance: A case study of public secondary schools in Ilala District, Dar-ES-Salaam, Tanzania**”. Objectives of the study aimed to see the effectiveness of English capacity among secondary school student’s academic performance; to relate the teaching and learning facilities and academic performance among secondary school students; and to establish effect of guidance and counselling on secondary school student’s academic performance. A qualitative research design had been employed in this study. Interviews and Focus Group Discussions were employed in the study. Findings revealed that they had inferior knowledge of vocabularies used in various subjects and many learners could not master English. They had weak English capacity. Due to this, they were unable to understand disciplines like Geography, Physics and Chemistry. This study found that science textbooks were not enough in Ilala Secondary Schools, with the exception of art textbooks.

Kalagbor, (2016) empirically examined a study "**An Analysis of Factors Influencing Students' Academic Performance in Public and Private Secondary Schools in Rivers State-Nigeria**". This study aimed to identify the factors influencing academic performance of private and public secondary school students in Rivers State. Descriptive survey design was used in the study. Data was collected by using the tool SAPQ (Students' Academic Performance Questionnaire). A sample of 213 private secondary school students and 489 public secondary students were randomly selected for the study. Statistical tools such as mean, percentage, frequency counts, and Pearson-Product Moment Correlation Coefficient were used in this study. This study found that private secondary school students were more positively influenced by factors such as student family background, student-teacher relationship, principal-teacher relationship, welfare of the teacher, teacher supervision, teaching periods, quality of the teacher, teacher discipline, Infrastructural facilities and teacher-student ratio.

Shaterloo & Mohammadyari, (2011) studied on "**Students counselling and academic achievement**". This study focused on educational strategies and guidance and counselling services to enhance academic performance. This study also discussed the effectiveness of school counselling, special teaching programs to help the successful learners, and school counsellors' role in student's achievement. This study mentioned that school counselling programs exhibit some characteristics like design of the school counsellors, implementing and maintaining guidance programs that line up with the school philosophies and educational mission. This study mentioned that the foundational mission and goals would help every student to develop the competencies in social and personal development, academic achievement and career planning.

Venkata Rao, (2010) investigated “**A Comparative study of the personality characteristics of High and Low academic achievers**”. The Descriptive (or) normative survey method was followed with a sample of 800 students (400 boys and 400 girls) of high schools using stratified random sampling method. The tools used were Cattell's High school personality questionnaire of 14 factors (HSPQ) and total marks in 4 Unit tests of High school pupils. Major findings were: Factors of HSPQ have no significant difference in low academic achievers and high achievers in rural high schools and no difference was found in the personality characteristics of the two groups.

Araz & Sungur, (2007) discovered the “**Effectiveness of Problem-based Learning on Academic Performance in Genetics**”. This study aimed to compare the effectiveness of traditional lecture instructions and problem-based lecture instructions on elementary school students. A sample size of 217 students (99 boys, 118 girls) was selected randomly. Genetics Achievement Test was used as a research tool developed by the researchers considering science curriculum in elementary schools. Statistical tools such as mean, S.D. and Multivariate Analysis of Covariance were used in the study. Genetics related topics were covered in science curriculum as a part of the regular classroom with four sessions (40 minutes each) per week during the study. No significant relationship was found between academic performance and reasoning ability; and it was suggested that integration of PBL instruction methods should be used for special computer programs for enhancement of students' learning.

Phelps (2005) reported “**Academic achievement of children in China: The 2002 Fulbright experience**”. This article explored the educational system in China. 2002 Fulbright team (12 professionals belongs education field, school psychology and counselling psychology) explored the cultural factors and critical variables related to

the notable academic performance. The team visited various governmental bodies, private schools, elementary schools, hospitals and universities in China. They noticed that American primary school children are often provided opportunities to choose their activities when compared to Chinese primary students. Many countries wish to emulate the standard of Chinese educational values, persistence and excellence. Nonetheless, the Fulbright team concluded that the number of high schools and universities in China need to be increased to help more students to get an opportunity for higher education.

2.3 Studies related to Guidance and Counselling

Rosfiani, et al. (2022) investigated “**The Influence of Counselling Guidance on the Changes in Student Behaviours**”. This study aimed to link counselling guidance and behavioural change of private high school students in Tangerang, Indonesia. A sample of 30 students was selected from 11th grade through convenience sampling technique. Correlational design was adopted for the present study. Student behaviour checklist consisting 60 items was used in data collection. This study found a significant relationship between student’s behavioural change and counselling guidance such as on time assignments submission, entering class on time, willingness to share resources, obeying rules, responsibility when working together, confidence in work presentation in front of the class, trying to respond best to answer teachers and exams, and sympathize and empathize without discrimination.

Bolu-Steve, (2017) investigated on “**Influence of Counselling Services on Perceived Academic Performance of Secondary School**”. The main objective of the study was to know the significant difference in the influence of counselling services on secondary school students' academic performance in Lagos State based on

age, gender, religion, class level, school type, and consulting the counsellor. Descriptive survey design was used in the study. Multistage sampling technique was used in the study. A simple random technique was used to select two schools, one private and one public. Eighty secondary school students (40 from private and 40 from public schools) were purposefully selected. The ICAPSQ (Counseling Program on Academic Performance of Students Questionnaire) developed by the researcher was used as a tool. No significant difference was found with the influence of counselling services on students' perceived academic performance with respect to age, gender, religion, class level, school type, and the number of counsellor visits.

Egbo, (2015) investigated **“Need for guidance and counselling at the primary school”**. The main objective of the study is to find the need for guidance and counselling services in primary schools. Through this study, primary children were enabled to develop a positive self-image and actualise the adjustment needs for their future. The desired personalities, abilities and skills are harnessed through useful Guidance and Counselling programmes in primary schools. This study suggested that the need of counselling programmes in primary school cannot be overemphasised. *“The human mind at this level is usually in a tabular rasa form”* which mean the child’s mind at this level is open and virgin. By virtue of subsequent training and proper counselling, the child began to develop positive thinking. This paper explored the idea that guidance and counselling are prolific tools for practical human living and adjustment. This study concluded that primary school children encounter problems from bullying, fighting, cheating at school and home, sexual abuse, lateness to school, truancy, withdrawal problems, daydreaming, and poor study habits, among others. If children receive adequate counselling during their formative years, they will have fewer adjustment issues to deal with later in their lives. This

study explained the need for school guidance and counselling at the primary school level. The purpose of this paper was to encourage crucial counselling programmes at the primary school level in order to avoid maladjustment problems in later stages of life by stakeholders.

Georgiana, (2014) investigated “**Teacher’s Role as a Counsellor**”. The purpose of this study was to explore the attitudes of school counsellors, their perceptions, and expectations regarding school counselling activities. To identify the aspects related to the content of school-oriented counselling activity, a qualitative analysis was used. The interview method was adopted to cover a wide range of sub-themes related to school counselling and orientation activities; more frequently, problems occurred in the counselling activities; types of conflicts or problematic situations managed by class teachers; class teachers’ collaboration; and family relations. This study concludes that the development of educational counselling competencies among school teachers can solve the identified problems and difficulties in the school environment, as well as the daily routine problems related to school activities. A strong starting point to prevent many problems is represented, particularly communication with students and other vital factors such as collaboration with all educational factors and relationships with the family.

Odhiambo, (2014) investigated “**Influence of Guidance and Counselling on Academic Performance of Students in Selected Public Secondary Schools in Molo Sub County, Nakuru County, Kenya**”. The purpose of this study was to establish Guidance and Counselling influences on secondary school students’ academic performance in Molo Sub County. Ex-post facto design was adopted for the targeted population of 1385 students and 24 teacher counsellors from 24 public secondary schools. A sample of 12 teacher counsellors and 86 students were collected

through random sampling. Data collection was done through questionnaires. Descriptive statistics like the standard deviation and mean were used for data analysis. inferential statistics technique Pearson's correlation was also used in data analysis. SPSS version 21 was used in data analysis. The study found that the guidance and counselling programmes have a positive impact on the secondary school students' academic performance.

Hong et al. (2012) studied "**The effects of functional group counselling on inspiring low-achieving students' self-worth and self-efficacy in Taiwan**". The major objectives of the integration of activities were to help these low achievers promote their self-worth and self-efficacy, and develop their professional skills. During this time, students in the Experimental Group received functional group counselling interventions. The quasi-experimental method was adopted for this study. Forty-three students from the 10th grade who were low achievers were considered the experimental group for intervention for a period of 24 weeks, which integrated and utilised functional group counselling. Another 51 low achievers volunteered for comparison group I, while 43 moderate or high academic achievers volunteered for comparison group II. The VSSQ (Vocational School Student Questionnaire) developed by the investigator was used as a tool to measure their self-efficacy and self-worth. Besides, six students (2 boys and 4 girls) were purposively selected from the Experimental Group who have the lowest total scores on self-efficacy. ANOVA, analyses of covariance (ANCOVA), and paired t-tests were used. When compared to groups I and II, experimental group students had significantly higher self-worth and self-efficacy scores, and functional group counselling was significantly more effective for low achievers. Triangulation and consolidation of quantitative results were obtained through observations and interviews. This study found that the low-

achieving students who attended functional group counselling drastically improved their attitudes and learning motivation.

Rupani et al. (2012) studied “**The impact of school-based counselling on young people’s capacity to study and learn**”. This study focused on the school-based counselling impact on young people. A sample size of 21 participants (11 male, 10 female) was selected. One pupil had counselled for 3 weeks to 5 months, and 3 years. Eighteen learners had finished counselling and three pupils reported that they would continue for next academic year. Interview responses were recorded and transcribed, each lasting around 15 to 20 minutes and analysed thematically. All responses were analysed in 2 categories such as the impact of difficulties on the capacity to study and learn (*concentration Difficulties, Difficulties in teacher relationships, reduced motivation to attend classes and attendance problems, reduced motivation to finish the school works, Negative impact on grades, behavioural issues, and reduced participation in class*). A significant finding in this study was school based counselling increased the concentration abilities and students’ academic achievements.

Chireshe, (2011) investigated “**School Counsellors’ and Students’ Perceptions of the Benefits of School Guidance and Counselling Services in Zimbabwean Secondary Schools**”. Survey design was used to know the perceptions of school counsellors and students of secondary schools. A sample of 314 school counsellors (149 female and 165 male) and 636 students (314 boys and 322 girls) were selected through convenient sampling method. SAS/SAT statistical package version 9.1 was used for data analysis. Statistical techniques such as Chi-square test, frequencies and percentages were used. This study found that both students and school counsellors

experienced and benefited from services in personal, career, social, and vocational areas.

Winger, (1968) conducted a study on “**The application of a special counselling technique to maladjusted underachievers**” An experimental method was used in the study. A sample of 100 students was selected for the study. It was found that comparing the experimental group with the old group was meaningless because there were so many differences between the experimental group and control group that making the comparison was difficult. This study also found that it was difficult to measure the experimental group as a group because of significant differences at the outset between male and female members.

Williams, (1967) studied on “**The effect of individual and group counselling on underachievers**”. The experimental Study was used for the investigation. Findings of the study were: (1) The mean grade point averages for the experimental group increased from 1.83 to 2.12 after counselling; (2) There was a decrement in mean grade point averages for the control group from 1.71 to 1.59. This Study concluded that (1) Group and individual counselling benefited underachievers; (2) Both counselling procedures were salutary in precluding some severe or less severe concerns. This study recommended that there is a need for early identification of underachievers at the junior high school level.

2.4 Studies related to Interventions

Forsberg & Schultz, (2022) investigated about “**Educational and psychosocial support for conflict-affected youths: The effectiveness of a school-based intervention targeting academic underachievement**”. This study aimed to evaluate the better learning programme level-2 (BLP-2). BLP-2 is a school-based intervention programme in Norwegian Refugee Council. Randomized control trail (RCT) design

was used in the study. A sample of 300 students of age group between 9 and 16 years was involved in the study. A self-developed tool consisting of 17 items investigated in six dimensions (well-being, study skills, self-regulation, self-perceived academic functioning, self-efficacy and future hope) was administered to participants for data collection. School based intervention programme (BLP-2) improved the student's academic performance.

Hamidi, et al. (2018) studied “**Risk Factors of Scholastic Underachievement among Preparatory School Students, Their Mothers' Perception and Intervention**”. Major objectives of this study were 1) to identify the scholastic underachievement risk factors, 2) to explore mothers' perception about underachievement and 3) to adopt intervention measures to support the underachievers. Descriptive and phenomenological research designs were adopted in the study. The multistage sampling technique was used for selecting 10 governmental preparatory schools from 5 educational directorates. A sample of 400 students (200 underachievers and 200 achievers) was involved in the study. A sample of 45 mothers (8-10 from each directorate) was selected using the convenient sampling. Five tools were used for data collection. These tools include: family Socio-Economic Status Scale (SES), preparatory school students' assessment, Assessment of the school climate inventory, Strengths and Difficulties Questionnaire (SDQ), and Focus Group Discussions Guide (FGD). Data was wcollected over a period of 5 months and analysed using SPSS version 16. Statistical techniques such as percentages, frequencies, mean, median, range, standard deviation, t-test, chi-square (X^2), Fisher's exact test, inter quartile range, Monte Carlo test, and Mann Whitney test were used in the study. Findings revealed that there was a significant association found between scholastic underachievement and multiple familial risk factors with respect to parents'

socio-economic status, age, marital status and crowding index. Underachievers' mothers' responses revealed that many community-related risk factors for adolescents' scholastic underachievement including poor community infrastructure, defective educational system, political and socio-economic factors and mass media related risk factors.

Anita, (2017) conducted a study on the “**Effect of Psychological intervention on challenging behaviour of school children**” The study aimed to know the effect of psychological interventions by adopting Quasi-experimental research design with the objectives: 1) To screen out highly challenging behaviour children 2) To study anxiety levels and self-control of high and low challenging behaviour groups of school children 3) To determine personality factors; and 4) To frame the effective intervention programme to reduce such symptoms. An initial sample of 225 parents was identified to select the children with challenging behaviour problems, and then screened to a final sample of 60 members. These samples were divided into two groups such as 30 high challenging behaviour students and 30 low challenging behaviour students. To study the effect of interventions again, each group was divided into subgroups - intervention, and non-intervention groups. The major finding of this study was post-intervention test scores significantly affected and showed improvement.

Goutami, (2016) carried out a study on **the Effect of Psycho-Yogic interventions on the working memory and behavioural problems of Underachievers at the primary level**. The objectives of the study are 1) To compare the mean scores of working memory of underachievers receiving play therapy, meditation and counselling treatments in 3 experimental groups and one control group by considering pre-working memory as a covariate; and 2) To compare the mean scores of

behavioural problems of underachievers receiving play therapy, meditation and counselling treatments in 3 experimental groups and one control group by considering pre-behavioural problems as a covariate. An experimental study was adopted in the study. Purposive sampling method used to select a sample of 80 students. The experimental group consisted of 60 (20 play therapy, 20 meditation, 20 counselling), and the control group consisted of 20 subjects. This study found that the working memory of the underachievers who followed meditation, play therapy and counselling increased effectively due to these interventions.

Hyang, et al. (2014) conducted a study on “**Academic underachievement and recovery: Student perspectives on effective career interventions**”. This study investigated the experiences of college students in coping with underachievement. A sample of 9 college students was selected. Data was collected through interviews. Four broad coding domains, such as study strategies, attitude, external support, and coping difficulties were identified as experiencing academic underachievement and recovery. According to the findings of this study, students should understand the significance of learning experiences in order to combat underachievement. The findings suggested that underachievers are able to cope with academic difficulties while setting their career goals.

Preethi (2006) had undertaken a study on “**The Effectiveness of Various Intervention approaches in reducing aggression concerning Academic achievement among elementary school children**”. This study aimed 1) to identify children with aggressive behaviour 2) to administer three intervention techniques, namely, Yogic exercise, Social skill training and Behaviour modification to reduce aggressive behaviour; and 3) to study the effectiveness of each intervention and compare the relative effectiveness of each one in reducing aggression. The

experimental study was adopted. Schools were selected using random sampling method. A sample of 40 students was selected through purposive sampling. This study found that aggression level in yogic exercise group increased significantly without much difference in their academic scores.

Jaishri, (1998) conducted a study on the “**Problems of children in learning mathematics in middle school and the efficacy of an intervention programme in improving the level of competence in mathematics among poor achievers**”.

Objectives of the study were 1) to know the attitudes of the students towards Mathematics, their study habits and their performance in Mathematics. 2) to conduct an intervention programme on poor performers in Mathematics; and 3) to assess the efficacy of this intervention in improving attitude towards Mathematics. Random sampling technique was adopted to select the sample of 300 middle school children (VI, VII, VIII classes) of 3 systems of education, namely metric, State Board and CBSE. A sample of 30 students was selected for intervention. This study found that the level of achievement increased from 25% to 50% through intervention.

Archana, (1998) conducted a study named, “**An Intervention to improve the quality of instruction in environmental science for primary level school children**”. Major objectives are: 1) To prepare an intervention programme of VI class Environmental Science in seven units in the subject; and 2) To implement the intervention programme on VI class students for studying its effectiveness in terms of their academic achievement in a school. Experimental method was adopted for this study. Achievement tests were conducted for the students, and semi-structured interviews were conducted for the teachers. Findings of the study revealed that the whole intervention programme not only helped the learners to improve their previous academic performance but also helped them to develop meta cognitive abilities,

higher cognitive abilities, psychomotor skills and some aspects related to the affective domain. It was found that the environmental approaches helped in improving the achievement of students.

2.5 Research Gap

Bhalla, (2020) carried out a study on underachievers of VIII class students by adopting a qualitative multi-case study. Thangal, (2016) conducted a normative survey among secondary school underachievers to know the relationship of psychosocial variables. Parveen, (2011) and Kaur, (2002) carried out an experimental study on underachievers to know the effectiveness of counselling strategies. Khan, M.A.(2005) reported that individual counselling intervention helped in enhancing the academic achievement of underachievers. Anitha, G. (2017) found that post intervention test scores had reported significant improvement. Archana, T. (1998) found that the intervention programme for VI class children not only helped the learners to improve their previous academic performance but also helped to develop psychomotor skills, higher cognitive skills and some aspects related to the affective domain.

After reviewing several related studies in the area of underachievers, the researcher understood that most of the studies either focused only on factors associated with underachievement, or relationship between variables. Few studies have dealt with only effectiveness of counselling, while others have investigated about causes of underachievement only. Though some studies focused on counselling and various intervention programmes, no study focused on indigenous interventions for enhancing academic performance of underachievers. In the light of identified research gaps, the researcher was interested in studying the academic performance of

underachievers and to suggest indigenous interventions for enhancing their academic performance, which could help arouse interest in their further education.

2.6 Critical discussion

Underachievement is associated with socio-economic status and school factors [Siddiqui, & Fatima, (2016); Anica, G. Bowe. (2015)]. Factors influencing underachievement are mainly school factors, home environment and peer group effect [Hussein, & Ouda, (2018); Ma. F (2016); Cakir, (2014); Karaduman, (2013); Dixon, Craven, & Martin, (2006)]. The role of counselling has a positive impact on student academic achievement on secondary school students [(Bolu-steve, F.(2017); Odhiambo, (2014); Hong, Z et al. (2012); Rupani, , Haughey, & Cooper, (2012); Williams.. (1967)]. Various interventional strategies helped to improve the academic performance of underachievers [(Hamidi, et al. (2018); Goutami, (2016); Hyang, et al. (2014); Preethi, (2006); Jaishri, (1998)].

The studies conducted by White, (2018), Hussein, et al. (2018), Esther, et al. (2014) & Karduman, (2013) revealed that individual factors influenced underachievers. The studies conducted by Ludicke, P. et al. (2019), White,. (2018), Hussein, et al. (2018) and Esther, et al. (2014) revealed that family factors influenced underachievers; and the studies conducted by White, (2018), (2018), Esther, et al. (2014) & Karduman, (2013) revealed that school factors influenced underachievers. The study conducted by Mynhayeva, et al. (2016) revealed that 30.2% of 5th class students have hidden underachievement. Based on the previous achievement or an unexpectedly sharp decline in achievement of a high-achieving person, Zeigler & Stoeger (2012) mentioned that the best indicator of underachievement is an unfulfilled positive expectation. Renzulli, et al. (1999) found that type III enrichment

activity experience unleash the hidden potential of underachievers with high academic ability.

Maganga, (2016) found that many secondary school students were unable to understand the disciplines like Geography, Physics and Chemistry due to inferior knowledge of vocabulary used in various subjects and also the results indicated that even if teens were pretending to learn, they lost many hours due to chatting on email and smart phones which leads to poor concentration in their studies. Kalagbor, (2016) found that 87% of students in private secondary schools were positively influenced by factors like teacher-student relationship, principal-teacher relationship, teacher-student ratio, teacher supervision, teacher discipline, teacher quality, teacher welfare, teaching periods and student home background. Pratiksha, (2019) found that parents' good socio-economic background supported positively their home environment in their studies. The study conducted by Odhiambo (2014) found that Guidance and Counselling programmes positively impacted the academic performance of students.

Parveen, (2011) found that continuous individual counselling sessions have helped to attain better academic performance and also saved from failure in underachievers. The findings of the study conducted by Kaur, (2002) revealed that counselling strategies raised the hope to realise the potential among underachievers. According to Hong, Z. et al. (2012), attitude and learning motivation of low achieving students have drastically changed through functional group counselling. The study conducted by Rupani, et al. (2012) revealed that school based counselling has improved the pupils' academic achievement by increasing their ability to concentrate. Williams, J. (1967) mentioned that the underachievers were benefited from both group and individual counselling. Khan, (2005) found that the individual counselling treatment helped in improving the academic performance of underachievers.

The experimental study conducted by Jaishri, (1998) found that the level of achievement was increased through intervention programme among poor achievers. The experimental study conducted by Prema (2008) found that experimental group students performed better than control group students after intervention programme. White, et al. (2018) reported that the underachievers most likely benefited from intervention. Reis, & McCoach, (2002) suggested that appropriate interventions should be developed to address the needs of the students.

2.7 Conclusion

All the studies presented in this chapter are arranged in chronological order from 2022 to 1965. Most of the studies discussed in this chapter focused on the phenomenon of underachievement and factors associated with academic performance of underachievers along with characteristics of underachievers. Few studies discussed about the effectiveness of counselling and interventions. Survey method was adopted in many studies and few studies used experimental design for the investigation of underachievement.

CHAPTER III

METHODOLOGY

3.0 Introduction

The present chapter deals with the research method, population, sample and sampling techniques, design of the study, construction of tools, scoring procedure, standardization and administration process, data collection, statistical techniques adopted in data analysis and the procedure for indigenous intervention programme. This chapter also includes the methodological procedure for identifying underachievers, finding the factors influencing underachievers, understanding the characteristics of underachievers and steps followed for the indigenous intervention programme.

3.1 Research Purpose

The present study focuses on the academic performance of underachievers. This study aims to identify the underachievers from secondary schools, to examine the relationship between academic achievement and intelligence, to find out the influencing factors on underachievers, to understand the characteristics of underachievers and to suggest suitable indigenous interventions to enhance the academic performance of underachievers.

3.2 Hypotheses of the Study

1. Most of the classrooms show 20-25% low academic achievement.
2. There exists no significant difference between actual and predicted scores of secondary school students with regard to intelligence.

3. There exists no relationship between academic achievement and intelligence of secondary school students.
4. Self-efficacy influences underachievers among secondary school students.
5. Academic anxiety influences underachievers among secondary school students.
6. School factors influence underachievers among secondary school students.
7. Home factors influence underachievers among secondary school students.
8. Individual factors influence underachievers among secondary school students.

3.3 Design of the Study

The research was conducted in the following stages -

Stage I: 15 secondary schools were visited (5 Municipal Corporation Schools, 5 Zilla Parishad High Schools, and 5 Private Management Schools) of Krishna district in Andhra Pradesh and selected the sample of 212 students of class 10 suggested by the school teachers.

Stage II: Latest academic achievement scores of 212 students of class X were collected for the actual achievement scores which were noted from the latest assessment test from all the schools.

Stage III: Raven's Standard Progressive Matrices Intelligence test (Non-verbal) was administered to 212 students to measure the Intelligence scores.

Stage IV: Percentage of students with low academic achievement with respect to intelligence was calculated.

Stage V: Predicted achievement scores of 212 students have been found by using the Regression equation with the help of SPSS version 21

Stage VI: Difference between actual achievement scores and predicted achievement scores noticed to identify the underachievers.

Stage VII: Twenty nine underachievers were identified whose actual achievement scores were below the predicted achievement scores by one standard error of estimate using the following criteria

i.e. If $Y < \bar{Y} - \sigma_{yx}$, then student will be an underachiever

If $Y > \bar{Y} + \sigma_{yx}$, then the student will be an overachiever

Where, Y= Actual achievement score

$\bar{Y}$ = Predicted achievement score

Stage VIII: Factors influencing underachievers Scale (FIUS), which was developed by the researcher, was administered to underachievers to explore the influencing factors among the underachievers

Stage IX: Characteristics of underachievers were found through semi-structured Interviews for Headmasters, parents, teachers and underachievers.

Stage X: Five underachievers have been selected, with low academic performance and high Intelligence scores.

Stage XI: Underachievers' interests, attitudes, strengths and weaknesses were identified through individual counselling. Latest academic exam answer scripts were collected from their respective schools to understand their level of knowledge and academic abilities.

Stage XI: Indigenous interventions were suggested to five underachievers to enhance their academic performance. Change in their attitude, academic achievement, and other attributes were reported.

Design of the study:

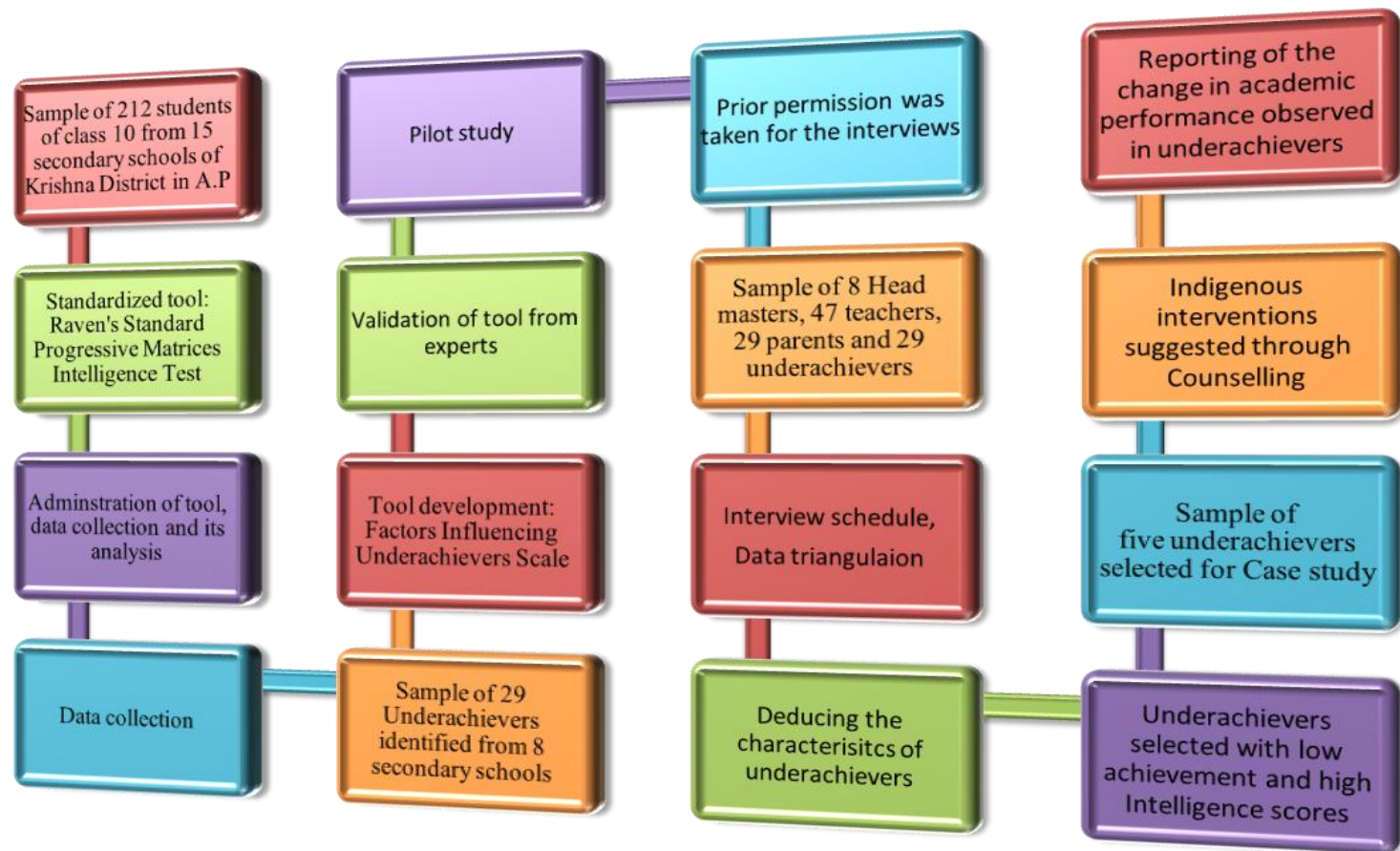


Figure 3.1 Design of the study

3.4 Statement of the Problem

The main aim of education is to make every learner self-reliant. This can be achieved only when individual attention is given to the students. The problem arises when a few students are not able to get through in assessment. There is a need to diagnose the students who have difficulty in understanding concepts and present it. If such students are identified and acknowledged, the factors which influence their teaching learning process would yield better results. Teachers can be suggested to adopt different indigenous interventions to improve their academic performance. Hence, the problem is stated as

“Academic performance of underachievers and indigenous interventions: A Study”

3.5 Research Method

The present study adopted both quantitative and qualitative methods. Descriptive survey method coupled with qualitative multi-case study has been used for the present study. Survey method has been used to identify the underachievers from secondary school students. The survey explored the factors influencing underachievers. Characteristics of underachievers were explored by interviewing head masters, teachers, parents and underachievers. Multi-case study method was adopted to suggest suitable indigenous interventions for selected underachievers based on researcher's interpretation.

3.6 Population

Secondary school students have been chosen from Krishna district, Andhra Pradesh state, for the reason that this district ranks the 2nd highest in literacy rate (73.74%) among the 13 districts in Andhra Pradesh state (2011 census) and also secured the highest literacy rate according to urban literacy rate. Population specified

for the present study has involved all the 10th class students in Krishna district of Andhra Pradesh state, teachers and head masters of schools run by various managements: government schools such as Municipal Corporation High Schools, Zilla Parishad High Schools and Private Management Schools.

3.7 Sample

In this study, the researcher intends to investigate the academic performance of underachievers and suggest suitable indigenous interventions. For this purpose the researcher sought information from different sources. The following figure summarizes the total sample details of the study.

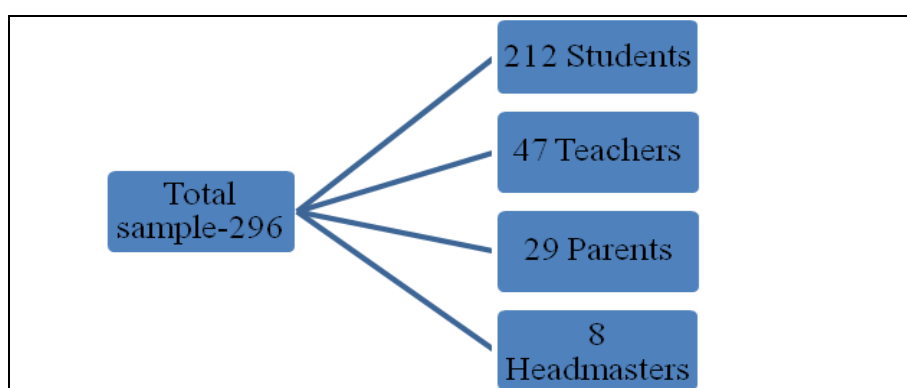


Figure 3.2 Sample details of the study

Consolidated sample for the present study is 296 (Table 3.6). The details of the sample are as follows. A sample of 212 students from Xth class was taken from 15 secondary schools which includes 5 Municipal Corporation High Schools, 5 Zilla Parishad High Schools and 5 Private Management Schools of Krishna district in Andhra Pradesh. From each school 14 to 15 students were identified. Samples of 8 headmasters, 47 teachers, 29 parents of underachievers were also drawn from 8 secondary schools (4 government and 4 private management schools).



Figure 3.3: Map showing Krishna district in Andhra Pradesh state

Table.3.1 Details of the Sample-Management-wise

S.No	Type of School	No. of schools	No. of Boys	No. of Girls	Total
1	Municipal Corporation High Schools	5	44	32	76
2	Zilla Parishad High Schools	5	48	25	73
3	Private Schools	5	36	27	63
	Total	15	128	84	212

Table.3.2 Details of the Sample-School-wise

S. No	Name of the School	No. of Boys	No. of Girls	Total
1	School 01	7	7	14
2	School 02	10	5	15
3	School 03	8	7	15
4	School 04	11	3	14
5	School 05	12	3	15
6	School 06	10	5	15
7	School 07	12	4	16
8	School 08	6	9	15
9	School 09	11	4	15
10	School 10	5	10	15
11	School 11	7	8	15
12	School 12	6	9	15
13	School 13	10	0	10
14	School 14	6	10	16
15	School 15	7	0	7
	Total	128	84	212

Table.3.3 Details of the Sample-Headmasters

S. No	Details of the Sample	Nos.
1	Municipal Corporation High Schools	2
2	Z. P. H. S High Schools	2
3	Private Management Schools	4
	Total	8

Table.3.4 Details of the Sample-Underachievers

S. No	Name of the School	No. of Boys	No. of Girls	Total
1	School 01	4	4	8
2	School 05	4	0	4
3	School 07	1	0	1
4	School 08	1	0	1
5	School 12	1	6	7
6	School 13	5	0	5
7	School 14	1	0	1
8	School 15	2	0	2
	Total	19	10	29

Table.3.5 Details of the Sample-Parents

S. No	Details of the Sample	Nos.
1	School 01	8
2	School 05	4
3	School 07	1
4	School 08	1
5	School 12	7
6	School 13	5
7	School 14	1
8	School 15	2
	Total	29

Table.3.6 Details of Consolidated Sample

S. No	Details of the Sample	Nos.
1	Students	212
2	Parents	29
3	Teachers	47
4	Headmasters/Principals	8
	Total	296

3.8 Sampling Technique

Purposive sampling technique was adopted for the present study. Headmasters/principals, Students, teachers and parents were selected from 15 secondary schools of Krishna district from Andhra Pradesh state.

3.9 Variables of the Study

Independent and dependent variables of the present study is given table 3.7

Table.3.7 Independent Variables vs. Dependent Variables

S. No.	Independent variables	Dependent variables
1.	Intelligence scores	Academic Achievement
2.	Self-efficacy	
3.	Academic Anxiety	
4.	School factors	
5.	Home factors	
6.	Individual factors	

3.10 Description of Tools

Appropriate tools were used in data collection. The following tools were chosen for the study.

1. Raven's Standard Progressive Matrices Intelligence test
2. Factors influencing underachievers scale (Developed by the Investigator)
3. Personal Interview schedules for the Headmasters, Teachers, parents and underachievers (Developed by the Investigator)

3.10.1 Tool 1: Raven's Standard Progressive Matrices

Based on the reviews of related literature on underachievers, the investigator adopted Raven's standard progressive matrices intelligence test to know the potential of the sample students for the identification process of underachievers. This is a non-verbal test and it is easy to administer. This test could be administered either in group or on an individual. The investigator administered this test on a group of 16 students at a time. 30 minutes time was given to the students to complete the 60 non-verbal problems. This test consists of five sections (A, B, C, D, and E) and each section contains 12 problems with 6 or 8 given alternatives in the answer figures. The model of matrix and response sheet is given in Annexure-1. Scoring procedure of the test is very easy. The raw scores can be converted into percentiles. Percentile scores can be classified into five broad categories, "intellectually superior", 'definitely above average in intellectual capacity', 'intellectually average', 'definitely below average in intellectual capacity', and intellectually impaired".

3.10.2 Tool 2: Factors Influencing Underachievers Scale

This tool has been developed by the investigator to know the factors influencing underachievers. This tool consists of 65 items (31 positive items and 34 negative items) measuring 5 dimensions (Self efficacy, academic anxiety, school factors, home factors and individual factors) with a five point rating scale ranging from 'strongly agree' to 'strongly disagree'. The responses are given from 1 to 5 in this tool. The structure and development of this tool are given below.

Table 3.8 List of Dimensions with Negative and Positive Statements

S. No	Dimensions	Nature of Items	Question Nos.	Total No. of Items	Total
I	Self Efficacy	Negative	1 to 6	6	17
		Positive	7 to 17	11	
II	Academic Anxiety	Negative	18 to 24	7	10
		Positive	25 to 27	3	
III	School Factors	Negative	28 to 31	4	7
		Positive	32 to 34	3	
IV	Home Factors	Negative	35 to 36	3	10
		Positive	37 to 44	7	
V	Individual Factors	Negative	45 to 58	14	21
		Positive	59 to 65	7	
		Total Positive items- 31, Total Negative items- 34			65

Purpose of the Tool and its Description

The purpose of this tool is to find out the influenced factors on underachievers.

Dimension wise description of items are given below

Self-efficacy: The first dimension of self-efficacy includes 17 items, which covers the overall potential of the underachievers. This dimension includes 8 components covering - *inability to express doubts, feeling shyness to respond, difficulty in attempting Maths, interests, own potentials, regularity to school, honesty in exams and goal settings.*

Academic Anxiety: The second dimension is Academic anxiety with 10 items. Academic anxiety is exhibited by children during exams and while responding to the teacher in the classroom when they convey their emotions. This dimension consisting

of 6 components includes - *frustration while attempting exams, feeling of failure, teacher's negative attitude, nervous feeling, exam phobia and fear about school.*

School Factors: The third dimension 'school factors' includes teacher's attitude, classroom environment with peer interaction; and attitude towards schools. Siegle, D. (2018), Ma, F. (2016) and Esthar, C.N. et al. (2014) mentioned that the school factors are one of the major factors which is influencing academic performance of underachievers. This dimension consists of 7 items related to 4 components - *unaware of importance of education, non-cooperative peers, teacher's perception and inferiority complex due to low scores.*

Home Factors: The fourth dimension, home factors, consists of 10 items which includes - *parents care and attention about the child and siblings' guidance and cooperation.* Siegle, D. (2018) & Ma, F. (2016) stated that the home factors are one of the major factors for declining academic achievement. For the present investigation, these dimensional factors were divided into 5 components, which include- *Illiterate parents, parents' busy schedules, siblings' support, parents' perception and parents' communication with the teacher.*

Individual Factors: According to Siegle, (2018) & Ma, (2016), 'individual factors' is the most important factor responsible for poor performance of underachievers. The individual factors consist of 21 items - *attitude towards teacher, attitude towards school, poor communication with the teachers and peer group. Individual factors comprising of 6 components include poor vocabulary, inability to understand, lack of practice, engaging with non-academic activities, lack of concentration and addiction to mobile games.*

The description of items are shown in the below Figure 3.4

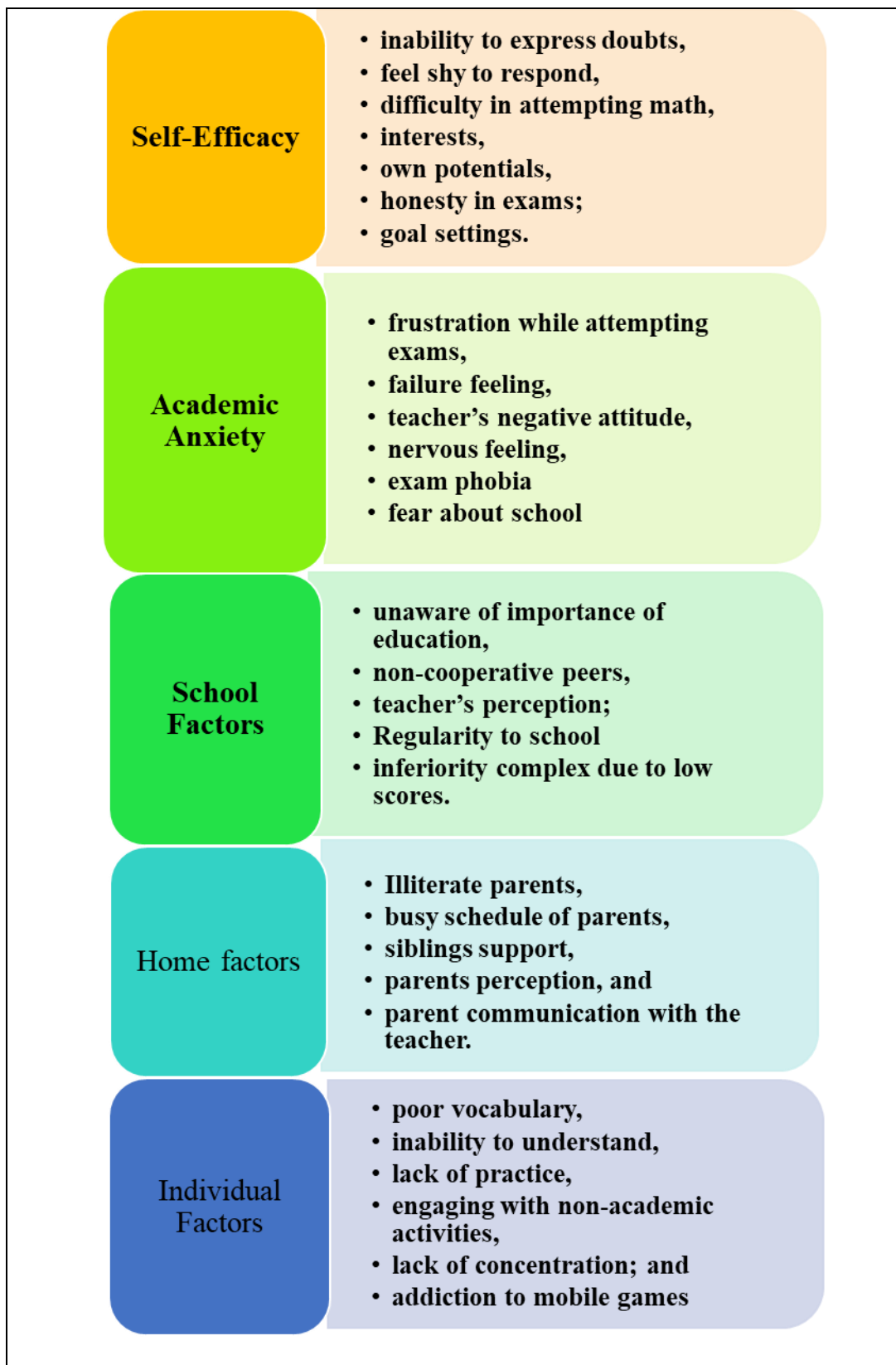


Figure 3.4 Description of Items in ‘Factors Influencing Underachievers Scale’

Writing of Items:

Table 3.9 No. of Items in the Tool from Draft Stage to Final Stage

S. No	Item Type	Draft Stage	Pilot Study	Final Stage
1	Positive items	53	31	31
2	Negative items	42	34	34
	Total	95	65	65

At the initial stage, 95 items were prepared from 5 different dimensions. Those statements were given to the educational experts for their critical feedback. After critical analysis of comments, observations and feedback given by the experts, 65 items were selected for the present study. Draft tool in English and Telugu version is given in Appenix.

Pilot Study:

The present tool consisting of 65 items was administered on Xth class students. The aim of this pilot study is to find out the understandability of the given items and to finalize the items for the main study.

Validity and Reliability of the Tool

The validity and reliability of the tool relating to the ‘factors influencing underachievers scale’ was established and presented below.

Content and Face Validity

Scale for ‘Factors influencing underachievers’ was developed after reviewing the studies related to underachievers, and after a thorough discussion with the experts of the above fields. At the same time, the researcher reviewed earlier studies conducted on the similar areas used by different investigators. The designed tool was given to the experts in the field of education and their suggestions were sought for the finalization of the tool. The experts opined that the items listed in the tool are relevant

and the words used are very clear and related to factors influencing underachievers. Thus, the tool possessed content and face validity.

Reliability of the Tool

Pilot study was conducted on underachievers to establish the tool's reliability. After incorporating experts' suggestions, the finalised tool was administered on secondary school students of class X. The reliability of the tool calculated by using Cronbach's alpha formula

$$\alpha = \frac{N}{N-1} \left(1 - \frac{\sum_{i=1}^N \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

Where

N is the number of items in tool,

σ^2_X is the variance of the observed total test scores,

$\sigma^2_{Y_i}$ is the variance of items.

The reliability value of tool was found 0.993. Thus, the tool possessed with high reliability coefficient 0.993.

Scoring Procedure

The questionnaire contains 65 items with likert 5 point rating scale "Strongly agree, agree, neutral, disagree, and strongly disagree". The response of the subjects on all the items has been quantified duly assigning the numerical values; 5 for SA (Strongly Agree), 4 for A(Agree), 3 for N(Neutral), 2 for D(Disagree) and 1for SD (Strongly Disagree) in the case of positive statements; and the reverse procedure has been followed in the case of negative statements.

3.10.3 Tool 3: Personal Interview Schedules with the Headmasters, Teachers, Parents and Underachievers

Interview schedules were prepared for Headmasters, teachers, parents and underachievers separately. Headmasters and school teachers were interviewed at school premises after taking prior appointment. Parents of underachievers were interviewed at their homes. Underachievers were interviewed at school as well as home at their convenient time.

Table 3.10 Focused Points in Interview Schedule for Headmasters/Principals and School Teachers

Sl. No.	Focused Points
1	Attention problems of underachievers
2	Performance of class work/home assignments
3	Concentration levels of the students
4	Energy and anxiety levels of the students
5	Adjustment behaviour in the classroom
6	Student's own abilities, interest attitudes and aptitudes
7	Participation of curriculum and co-curriculum components
8	Usage of defense mechanism and particulars
9	Social nature of the students
10	Regularity and punctuality details
11	Academic challenges faced by underachievers

Table 3.11 Focused Points in Interview Schedule for Parents

Sl. No.	Focused Points
1	Performance of class work/home assignments
2	Health issues faced by the underachievers
3	Adjustment behaviour of the students
4	Concentration levels of the students
5	Energy and anxiety levels
6	Own abilities, interests and inner talents
7	Strengths and weaknesses of the students

Sl. No.	Focused Points
8	Usage of defense mechanism particulars of the students
9	Social nature of the students
10	Discipline and punctuality details
11	Academic challenges faced by underachievers
12	Peer group communications and involvement details of the students
13	Involvement of household works at home

Table 3.12 Focused Points in Interview Schedule for Underachievers

Sl. No.	Focused Points
1	Problems faced during the performance of class work/home assignments
2	Parents' involvement and support
3	Siblings' support while performing home works
4	Particulars of participation in voluntary activities
5	Own abilities, interests and inner talents
6	Adjustment problems at school and home environment
7	Previous achievements details - academic or non academic
8	Strengths and weaknesses of the students
9	Issues related to teaching and school environment
10	Aim in life/Role model

3.11 Administration of the Tools

The researcher visited 15 secondary schools run by both government and private management of Krishna district and administered the tools to the respective respondents. All the necessary instructions were given to the respondents and clarified their doubts before administering the tool. Respondents were requested not to leave any item unanswered. The researcher elucidated the purpose of the present study and assured that all the responses would be kept confidential.

3.12 Delimitations of the Study

1. This study is delimited to the secondary schools of Krishna district in Andhra Pradesh state.
2. This study is confined to Xth class students from secondary schools.
3. This study is restricted to the schools being run by the state government and private organizations.

3.13 Procedure for Data Collection

Identification of Underachievers

Achievement scores of 212 students from their school records were collected from latest formative assessment, as they were unable to provide two previous annual examination scores due to the Covid-19 pandemic. Raven's Standard Progressive Matrices Intelligence test (non-verbal test) was administered to 212 students in different time periods in the selected 15 schools. The responses of the above intelligence test were noted. Predicted achievement scores were obtained with the help of regression equation. Then underachievers were selected based on criteria that the actual achievement scores were below the predicted achievement scores by one standard error of estimate (Bhalla, 2020)

Identification of Influencing Factors on Underachievers

Factors influencing underachievers' scale was developed by the investigator to find out the factors influencing underachievers. This tool consists of 5 dimensions, viz., Self efficacy, Academic anxiety, school factors, home factors and individual factors. The tool consists of 65 items with 5 point rating scale. Factors influencing underachievers' scale was administered on underachievers. Major influencing factors

were found among all underachievers. At the same time, dimension-wise factors were also found using descriptive statistics.

Understanding Characteristics of Underachievers

Semi structured interviews were conducted for the Headmasters, teachers and parents of underachievers. The researcher interviewed the teachers at the school premises during their leisure hours and interviews were conducted for the parents at their homes with the help of respective school management. Underachievers were also interviewed at their schools and/or at their homes wherever available. While conducting interview for the teachers, a check list of common characteristics was also prepared along with the semi structured questionnaire based on previous related studies (Chere, N.E., Hlalele, D. 2014 & Rahal, M.L. 2010) and previous teaching experience of the investigator. Similarly, another check list for parents was also prepared along with the questionnaire to obtain the valid responses from the respondents. Both the responses were recorded and noted from parents and teachers during the interview sessions.

Data Triangulation

Data collected from different sources – parents, Headmasters/Principals, teachers and students would give the validity and credibility for the qualitative research (Noble, H. & Heale, R. 2019). Hence data triangulation method was adopted to find out valid responses from the different group of respondents at different times. Data collected from the different people were coded and analyzed thematically. The common and specific characteristics of underachievers were observed.

3.14 Procedure for Indigenous Intervention Programme

Indigenous Intervention Programme comprises of the following 6 steps -

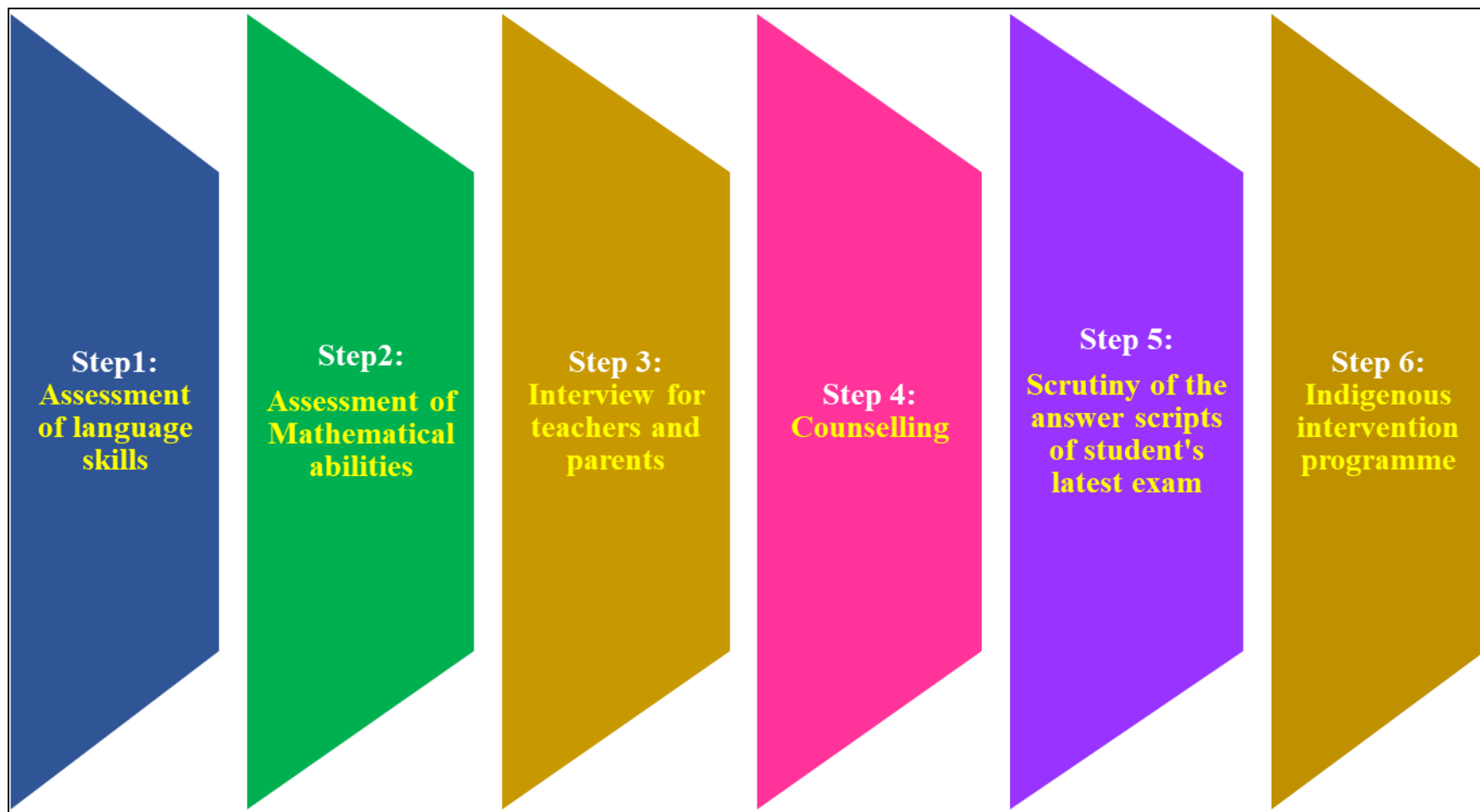


Figure 3.5: Steps of Intervention Procedure

Procedure for Indigenous Intervention Programme

The following 6 common steps are followed during the indigenous intervention programme.

Step1: Assessment of Language Skills:

The students were instructed to write their demographical information such as student name, school name and name of the family members in 3 languages (Telugu, Hindi, English) in running hand.

Step2: Assessment of Mathematical Abilities:

The students were assessed their basic mathematics computation abilities which are grade appropriate/level of standard through the following procedure -

1. Conducted a test on four basic Mathematical operations (addition, subtraction, multiplication, division) and various numbers (even numbers, odd numbers, prime numbers, composite numbers)
2. Conducted test on fundamental mathematical operations (LCM, GCD, simplification of multiple operations on numbers and fractions).
3. Conducted test on multiple operations on algebraic expressions

Step 3: Interview for Teachers and Parents

Teachers and parents were interviewed to understand the strengths, weaknesses, interests and voluntary activities of the students

Step 4: Counselling

Counselling session was conducted for the underachievers for 6 to 7 days. They were provided opportunities to identify their hidden skills through small tasks pertaining to their abilities.

Step 5: Scrutiny of the Answer Scripts of Student's Latest Exam

The answer sheets of latest school academic assessment exams (FA/SA) were collected. Their presentations in languages (Telugu, Hindi, English) as well as subjects (mathematics, general science, social science) were observed to understand their way of presentation in respective subjects. Knowledge levels and general awareness of the students were observed in their paper presentation. Original skills and weak areas were also observed through scrutinizing the answer scripts.

Step 6: Indigenous Intervention Programme:

The researcher chose the topics where they are weak in particular subject. Remedial classes started with a little compliment by recognizing their better performance in other academic/non academic subjects. Remedial teaching classes were conducted for 2 to 3 months. Three classes per week were planned to cover all the academic subjects. The following indigenous intervention programmes were adopted for each student based on their characteristics.

- 1. Local resource-based learning** - Teaching through local resources such as (cultivation, plumbing, gardening, craft making, construction work and things available at teaching environment, etc.)
- 2. Game based teaching** - Teaching through student familiar games (online/physical games)
- 3. Experience based teaching** - Teaching based on the individual's previous experiences or their interests.
- 4. Real life examples** - Teaching through student's familiar real life examples which are content related and available locally and conveniently
- 5. Inspiring success stories** - Motivating with inspiring stories of successful people and moral stories

3.15 Statistical Techniques adopted in Data Analysis

The data collected from secondary school students was organized systematically for data analysis. Descriptive statistics such as mean, standard deviation and percentages were used in the study. SPSS version 21 was used to find out correlation coefficient and the regression equation.

3.16 Conclusion

Methodological procedure for identifying underachievers and procedure for indigenous intervention programme was discussed in this chapter. Mixed methods approach descriptive survey coupled with qualitative multi-case study method was adopted. Purposive sampling technique was adopted in the study. Mean, percentages, standard deviation, Pearson's product moment correlation, and the regression equation were used as statistical techniques in the study. Data analysis, interpretation and presentation of case studies of underachievers are presented in the fourth chapter.

CHAPTER –IV

ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

The present chapter deals with analysis of field data and its interpretation. The researcher collected data from fifteen secondary schools of Krishna district in Andhra Pradesh state. Underachievers were identified by using regression equation. Percentage analysis was used to identify the factors influencing underachievers. Characteristics of underachievers were analysed through the interviews. Thematic analysis was used to code the responses from the interview sessions of Headmasters, Principals, teachers, parents and underachievers. This chapter also analysed five case studies of underachievers along with suggestions of suitable indigenous interventions. This chapter includes objective wise analysis techniques, quantitative analysis of data and qualitative analysis. Analysis and interpretations were done with statistical techniques like mean, standard deviation, percentage analysis and regression equation with the help of SPSS version 21. This chapter consists of two sections - Quantitative Analysis and Qualitative Analysis.

Section A - Quantitative analysis of the data consists of objective wise results for identification of underachievers and factors influencing underachievers along with classification of factors and representation of data through tables and graphs.

Section B - Qualitative analysis of the data includes characteristics of underachievers with the help of thematic analysis of the interview responses from headmasters, teachers, parents and underachievers. This chapter also includes the description of five case studies of underachievers, individual counselling, and remedial teaching to the underachievers.

Objectives of the Study



Figure 4.1 Objectives of the study

Table 4.1: Objective wise Hypothesis with Respective Analysis Technique

Objective-Hypothesis-Data source-Analysis Technique				
S. No	Objective	Hypothesis	Data source	Analysis Technique
1	To identify the underachievers among Secondary school students.	1. Most of the classrooms show 20-25% low academic achievement	212 students Achievement scores & Intelligence scores	Based on Normal probability distribution
		2. There exists no significant difference between actual and predicted scores of secondary school students with regard to intelligence	212 students Achievement scores & Intelligence scores	Regression analysis
2	To examine the relationship between academic achievement and intelligence of secondary school students.	3. There exists no relationship between academic achievement and intelligence of secondary school students	212 students Achievement scores & Intelligence scores	Pearson's coefficient of correlation.

Objective-Hypothesis-Data source-Analysis Technique				
S. No	Objective	Hypothesis	Data source	Analysis Technique
3	To find out the influence of self-efficacy and academic anxiety on underachievers among secondary school students	4. Self-efficacy influences underachievers among secondary school students	Scores of 2 dimensions of (SE,AA) 29 underachievers generated by administering tool “Factors influencing Underachievers scale”	Percentage Analysis of items in the respective dimension
		5. Academic anxiety influences underachievers among secondary school students		
4	To find out the influence of school factors, home factors and individual factors on underachievers among secondary school students	6. School factors influence underachievers among secondary school students	Scores of 3 dimensions of (SF,HF,IF) 29 underachievers generated by administering tool “Factors influencing Underachievers scale”	Percentage Analysis of items in the respective dimension
		7. Home factors influence underachievers among secondary school students		
		8. Individual factors influence underachievers among secondary school students		
5	To understand the characteristics of underachievers studying in secondary schools	Research Question: What are the common characteristics observed among underachievers in secondary schools	Interview responses from 8 Headmasters, 47 Teachers, 29Parents, & 29 underachievers	Thematic Analysis, & Data triangulation
6	To suggest suitable Indigenous interventions to enhance the academic performance of underachievers.	Research Question: What are the suitable indigenous interventions for enhancing the academic performance of underachievers	Presentation of 5 underachiever case studies	Counseling & indigenous interventions ➤ Game-based teaching ➤ Teaching based on experience ➤ Inspiring success stories ➤ Real life examples ➤ Local resource-based teaching
(SE-Self efficacy, AA- Academic Anxiety, SF-School factors, HF- Home factors, IF-Individual factors)				

The **first objective** of the study is to identify the underachievers among secondary school students. The hypothesis is that most of the classrooms show 20-25% low academic achievement. The data source includes the achievement scores and intelligence scores of 212 students, which were analyzed based on a normal probability distribution. Additionally, no significant difference found between actual

and predicted scores of secondary school students with regard to intelligence, which was analyzed using regression analysis. Therefore, the study suggests that a significant number of secondary school students are underachieving, and intelligence scores may not be a reliable predictor of academic achievement.

The second objective of the study is to examine the relationship between academic achievement and intelligence among secondary school students. The hypothesis is that there is no relationship between academic achievement and intelligence of secondary school students. The data source includes the achievement scores and intelligence scores of 212 students, which were analyzed using Pearson's coefficient of correlation. The study found that there was no significant relationship between academic achievement and intelligence among secondary school students. Therefore, the study suggests that academic achievement and intelligence are not significantly correlated among secondary school students.

The third objective of the study is to find out the influence of self-efficacy and academic anxiety on underachievers among secondary school students. The hypothesis is that self-efficacy influences underachievers among secondary school students. The data source includes the scores of two dimensions - self-efficacy (SE) and academic anxiety (AA) - of 29 underachievers generated by administering the tool "Factors Influencing Underachievers Scale". The analysis technique used is percentage analysis of items in the respective dimension. The study found that self-efficacy had a significant influence on underachievers among secondary school students, as indicated by the percentage of items in the self-efficacy dimension. Therefore, the study suggests that promoting self-efficacy can be an effective strategy for reducing underachievement among the student from secondary schools.

The fourth objective is to find out the influence of school factors, home factors and individual factors on underachievers among secondary school students. Based on the study's objective and hypothesis, the data source used was the scores of 3 dimensions of school factors (SF), home factors (HF), and individual factors (IF) of 29 underachieving secondary school students. The analysis technique used was a percentage analysis of items in the respective dimensions to determine the influence of each factor on underachievers. The interpretation of the findings would involve examining the percentage analysis results of each factor's dimension and identifying which factor(s) have the strongest influence on underachievers among secondary school pupils.

The fifth objective of the study is to understand the characteristics of underachievers studying in secondary schools. The data source used for the study was interview responses from 8 headmasters, 47 teachers, 29 parents, and 29 underachieving secondary school students. The research question that guided the present study was "What are the common characteristics observed among underachievers in secondary schools?" The analysis technique employed was thematic analysis and data triangulation. Thematic analysis involved the identification of common themes across the interview responses, while data triangulation involved cross-checking information from different sources to improve the study's validity.

The sixth objective of the study is to suggest suitable indigenous interventions to enhance the academic performance of underachievers. The data source used for the study was the presentation of 5 case studies of underachievers. The research question that guided the present study was "What are the suitable indigenous interventions for enhancing the academic performance of underachievers?" The analysis technique employed was counseling and indigenous interventions, which were further broken

down into 5 specific indigenous interventions. The specific indigenous interventions identified were game-based teaching, teaching based on experience, inspiring success stories, real-life examples, and local resource-based teaching.

The interpretation of the findings would involve presenting and describing each of the identified indigenous interventions and how they can be used to improve the academic performance of underachievers. The findings could be presented in the form of a summary or a detailed description of each intervention and how it could be applied in practice. The benefits of using indigenous interventions and the potential impact on academic performance are discussed. Additionally, the limitations and challenges of using these interventions are highlighted.

Section A (Quantitative Analysis)

4.1 Objective 1: To identify the underachievers among Secondary school students

4.1.1 Hypothesis 1: Most of the classrooms show 20-25% low academic achievement

Table 4.2: Percentage of Students Identified based on Level of Intelligence

S. No	Level of Intelligence	Nos.	Percentage (%)
1	Low	52	24.5
2	Moderate	107	50.5
3	High	53	25
	Total	212	100

Table 4.3: Percentage of Students Identified based on Level of Academic Achievement

S. No	Level of Academic Achievement	Nos.	Percentage (%)
1	Low	33	15.5
2	Moderate	145	68.4
3	High	34	16.1
	Total	212	100

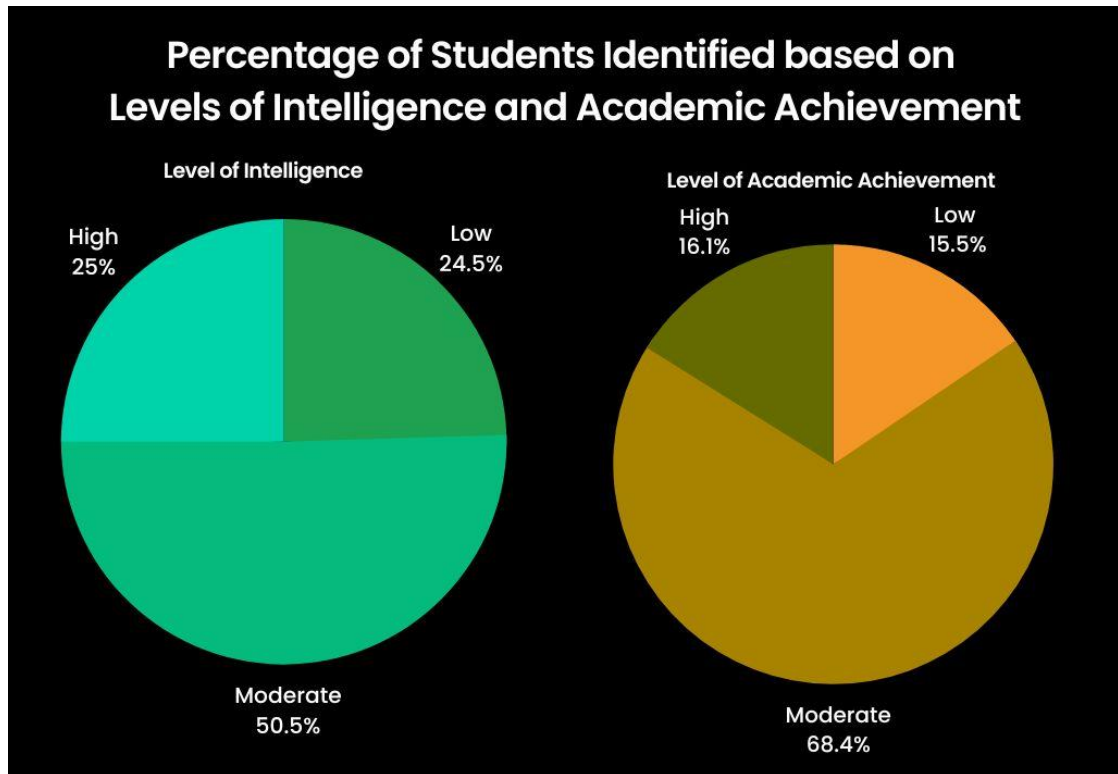


Figure 4.2: Percentage of Students identified based on Levels of Intelligence and Academic Achievement

The study involved students across three levels (Low, Moderate, and High) for two variables, namely "Level of Intelligence" and "Level of Academic Achievement". Approximately one-fourth (24.5%) of the students were classified as low level of intelligence category, while half (50.5%) were classified as a moderate level of intelligence category, and the remaining quarter (25%) students belongs to the category of high level of intelligence. About one-sixth (15.5%) of the students were classified as having a low level of academic achievement, while almost seven-tenths (68.4%) of students classified as moderate level of academic achievement category, and the remaining one-sixth (16.1%) were classified as having a high level of academic achievement. Overall, the data suggests that the majority of students had moderate levels of intelligence and academic achievement. This has important

implications for how educators can design programs and interventions to support and improve academic outcomes for this population.

Table 4.4: 3x3 Contingency Table - Intelligence vs. Academic Achievement

Level of Intelligence of the students	Level of Academic Achievement of students (Nos.)			Total
	Low	Moderate	High	
Low	5	40	7	52
Moderate	18	73	16	107
High	10	32	11	53
Total	33	145	34	212

Table 4.5: Intelligence X Academic Achievement Category-wise Percentage of Students

S. No.	Category	Count	Percentage
1	Low Intelligence Low Academic Achievement	5	2.35%
2	Low Intelligence Moderate Academic Achievement	40	18.86%
3	Low Intelligence High Academic Achievement	7	3.30%
4	Moderate Intelligence Low Academic Achievement	18	8.49%
5	Moderate Intelligence Moderate Academic Achievement	73	34.43%
6	Moderate Intelligence High Academic Achievement	16	7.54%
7	High Intelligence Low Academic Achievement	10	4.71%
8	High Intelligence Moderate Academic Achievement	32	15.09%
9	High Intelligence High Academic Achievement	11	5.18%
	Total	212	100%

Graph : Intelligence X Academic Achievement Category-wise Students - Count

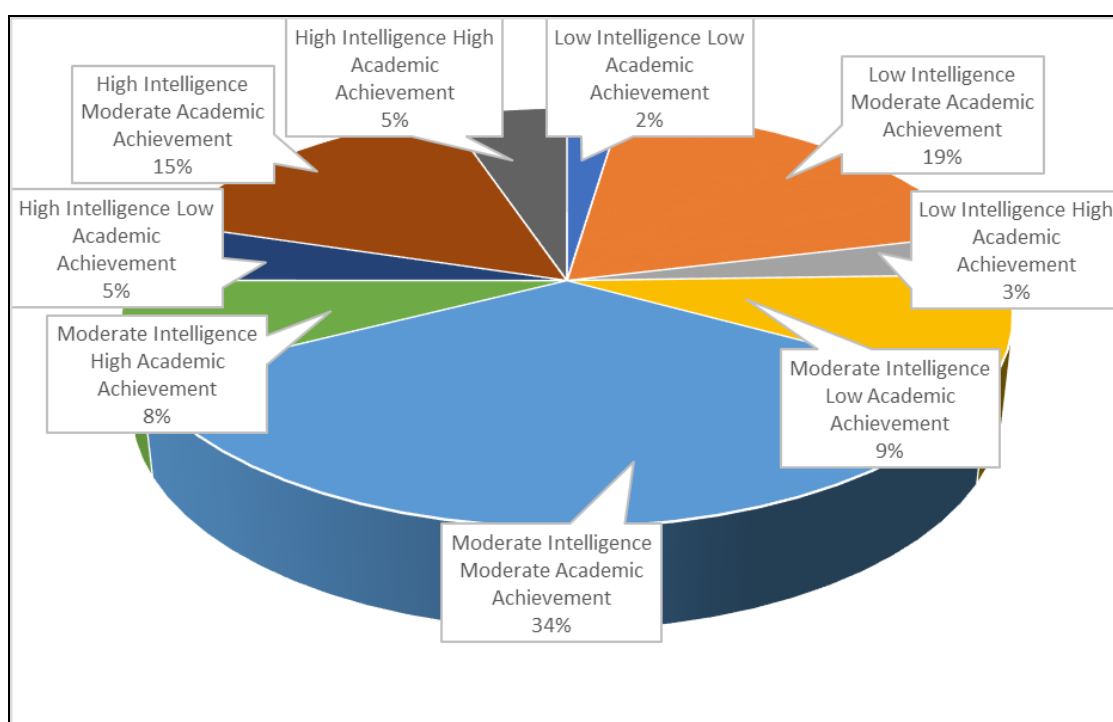


Figure 4.3 : Intelligence X Academic Achievement Category-wise Percentage of Students

Interpretation: The table 4.5 shows the percentage of students with different levels of intelligence and academic achievement. The categories are based on the combination of two factors: intelligence level (low, moderate, or high) and academic achievement level (low, moderate, or high).

The largest group is those with moderate intelligence and moderate academic achievement, accounting for 34.43% of the students. The second largest group is those with low intelligence and moderate academic achievement, accounting for 18.86% of the population.

The smallest group is those with low intelligence and low academic achievement, accounting for only 2.35% of the population. Similarly, those with high intelligence and high academic achievement also make up a small percentage at 5.18%.

Students with high intelligence and low academic achievement account for 4.71%, while 8.49% of students are with moderate intelligence and low academic

achievement, and 2.35% of students are with low intelligence and low academic achievement. So, 15.56% of students show low academic achievement with respect to different levels of intelligence.

The hypothesis suggests that a majority of the classrooms have a low academic achievement rate between 20-25%. This implies that a significant proportion of students in these classrooms are not performing well academically. The low academic achievement may be due to various factors such as teaching quality, student engagement, socio-economic background, and individual differences in abilities.

Inference: The investigator failed to retain the above hypothesis. It can be inferred from the results of this study, that less than 20-25% of the classrooms show low academic achievement with respect to intelligence. This implies that a considerable number of students in these classrooms may be struggling to perform at the expected academic level, and may require additional support or intervention to improve their academic performance.

4.1.2 Hypothesis 2: There exists no significant difference between actual scores and predicted scores of secondary school students with respect to intelligence

To test this hypothesis, predicted achievement scores were calculated with the help of Intelligence scores through following regression equation.

Table 4.6: Regression Coefficients – Effect of Intelligence on Academic Achievement

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	188.099	8.045		23.381	.000
Int	.091	.247	.025	.369	.713

a. Dependent Variable: aa

Table 4.7: Model Summary of Regression

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.025 ^a	.001	-.004	40.107

a. Predictors: (Constant), int

b. Dependent Variable: aa

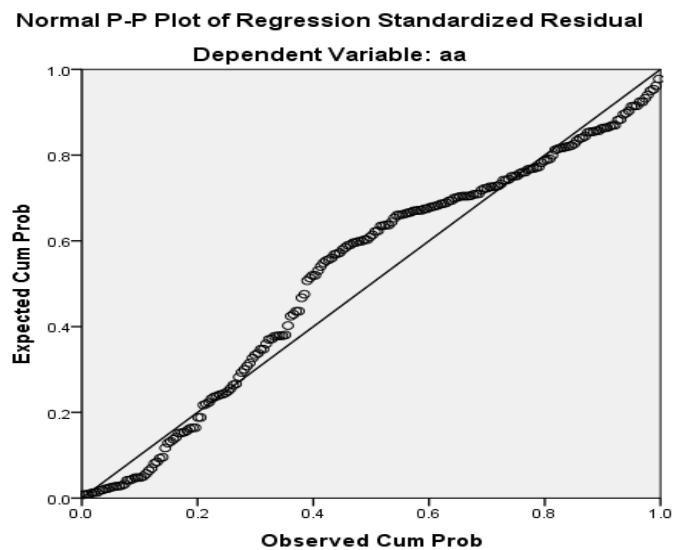


Fig 4.4: Normal P-P Plot of Regression

The mathematical equation for the regression line is $\bar{Y} = 0.091 X + 188.099$,

Where, $\bar{Y}$ is the Predicted achievement score and

‘X’ is the Intelligence score.

The standard error of the estimate (σ_{yx}) is 40.107.

If $Y < \bar{Y} - \sigma_{yx}$, then student will be underachiever

If $Y > \bar{Y} + \sigma_{yx}$ then the student will be overachiever

where Y= Actual achievement score

$\bar{Y}$ = Predicted achievement score

The students whose actual achievement was below the predicted score by one standard error of estimate have been identified as underachievers.

Proof of underachievement for student U01:

Actual achievement (Y) = 95,

Intelligence score(X) = 43,

Then Predicted achievement ($\bar{Y}$) = $0.091 \times (43) + 188.099 = 192.01$

And $\bar{Y} - \sigma_{yx} = 192.01 - 40.107 = 151.903$

$$\bar{Y} + \sigma_{yx} = 192.01 + 40.107 = 232.117$$

Here, Actual achievement score Y=95 which is less than the value of $\bar{Y} - \sigma_{yx} = 151.90$.

Therefore U01 has been identified as an underachiever. The same procedure is followed to identify the sample of underachievers among secondary school students (Bhalla, M. 2020). Twenty-nine students were identified as underachievers from secondary school students whose description is given in the following table.

Table 4.8: List of Identified Underachievers

S. No	Student code	Gender	X (Intelligence score)	Y (Actual achievement)	$\bar{Y} - \sigma_{yx}$	$\bar{Y} + \sigma_{yx}$	$\bar{Y}$ (Predicted achievement)	Discrepancy	Status
1	U01	Female	43	95	151.91	232.12	192.01	56.91	Underachiever
2	U02	Male	45	97	152.09	232.30	192.19	55.09	Underachiever
3	U03	Male	32	96	150.90	231.12	191.01	54.90	Underachiever
4	U04	Female	37	101	151.36	231.57	191.47	50.36	Underachiever
5	U05	Male	33	102	151.00	231.21	191.10	49.00	Underachiever
6	U06	Male	22	106	149.99	230.21	190.10	43.99	Underachiever
7	U07	Female	34	108	151.09	231.30	191.19	43.09	Underachiever
8	U08	Male	42	111	151.81	232.03	191.92	40.81	Underachiever
9	U09	Male	39	111	151.54	231.76	191.65	40.54	Underachiever
10	U10	Male	47	114	152.27	232.48	192.38	38.27	Underachiever
11	U11	Male	30	113	150.72	230.94	190.83	37.72	Underachiever
12	U12	Female	29	114	150.63	230.85	190.74	36.63	Underachiever
13	U13	Male	28	114	150.54	230.75	190.65	36.54	Underachiever
14	U14	Female	37	122	151.36	231.57	191.47	29.36	Underachiever
15	U15	Male	36	122	151.27	231.48	191.38	29.27	Underachiever
16	U16	Female	34	123	151.09	231.30	191.19	28.09	Underachiever
17	U17	Female	52	126	152.72	232.94	192.83	26.72	Underachiever
18	U18	Male	41	125	151.72	231.94	191.83	26.72	Underachiever
19	U19	Male	38	126	151.45	231.66	191.56	25.45	Underachiever

S. No	Student code	Gender	X (Intelligence score)	Y (Actual achievement)	$\bar{Y} - \sigma_{yx}$	$\bar{Y} + \sigma_{yx}$	$\bar{Y}$ (Predicted achievement)	Discrepancy	Status
20	U20	Female	47	129	152.27	232.48	192.38	23.27	Underachiever
21	U21	Male	32	130	150.90	231.12	191.01	20.90	Underachiever
22	U22	Male	44	136	152.00	232.21	192.10	16.00	Underachiever
23	U23	Male	37	139	151.36	231.57	191.47	12.36	Underachiever
24	U24	Female	40	144	151.63	231.85	191.74	7.63	Underachiever
25	U25	Female	40	147	151.63	231.85	191.74	4.63	Underachiever
26	U26	Female	30	147	150.72	230.94	190.83	3.72	Underachiever
27	U27	Male	42	149	151.81	232.03	191.92	2.81	Underachiever
28	U28	Male	35	150	151.18	231.39	191.28	1.18	Underachiever
29	U29	Male	31	150	150.81	231.03	190.92	0.81	Underachiever

Graph: Underachievers by Gender

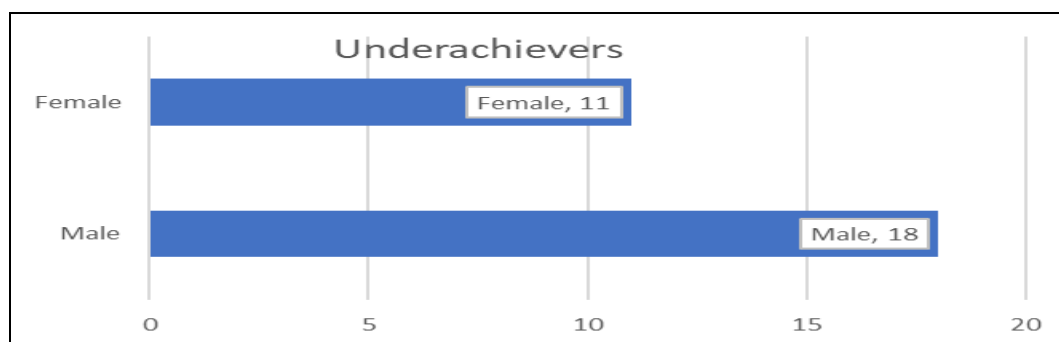


Figure 4.5: Gender wise Identified Underachievers based on Intelligence and Academic Achievement

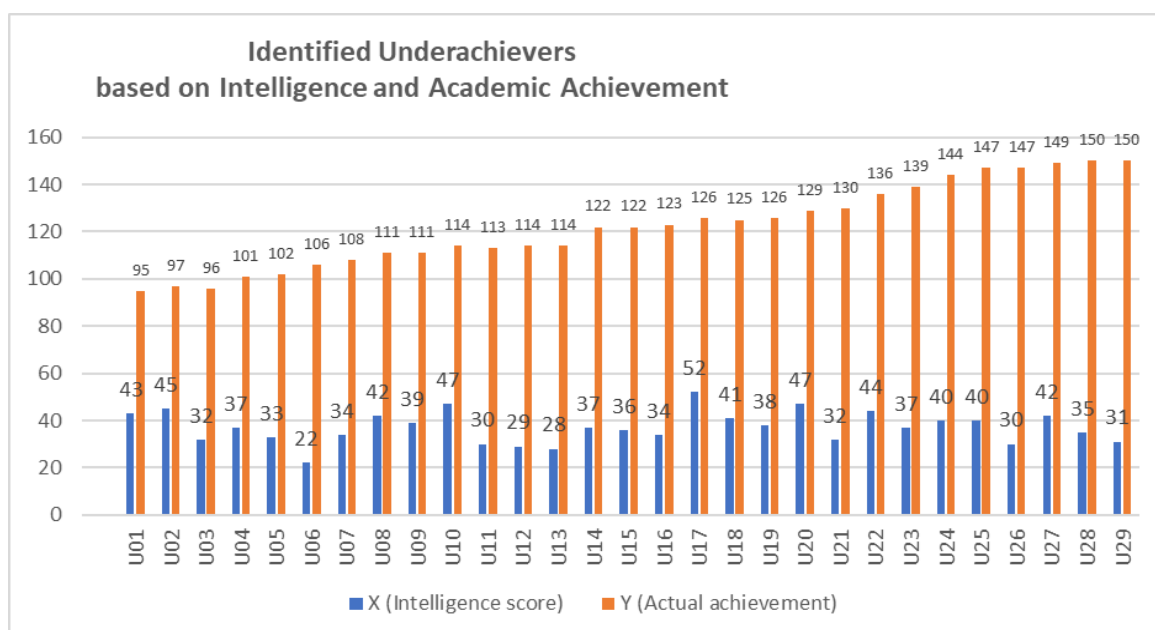


Figure 4.6: Identified Underachievers based on Intelligence and Academic Achievement

Interpretation: The table 4.8, supported by graphical data, presents data of 29 underachieving secondary school students, including their gender, intelligence score (X), actual achievement score (Y), predicted achievement score based on the regression equation ($-\sigma_{yx}$), and discrepancy between actual and predicted scores. The students' intelligence scores range from 22 to 52, and their actual achievement scores range from 95 to 150. The predicted achievement scores range from 190.10 to 192.83, with a discrepancy range of 0.81 to 56.91. The students are classified as underachievers based on their actual achievement scores being lower than what would be expected based on their intelligence scores.

Inference: The hypothesis has been verified and it is observed that the actual achievement scores are less than the predicted achievement scores. Hence the null hypothesis is rejected and concluded that there exists significant difference between actual achievement scores and predicted achievement scores of secondary school students. This means that other factors beyond intelligence are also contributing to the students' academic performance.

4.2 Objective 2: To study the relationship between academic achievement and intelligence of secondary school students

4.2.1 Hypothesis 3: There exists no relationship between academic achievement and intelligence of secondary school students.

Table 4.9: Mean and Standard Deviation of Academic Achievement and Intelligence

Descriptive Statistics			
	Mean	Standard Deviation	N
Academic achievement	190.89	40.025	212
Intelligence	30.58	11.173	212

Table 4.10: Correlation between Academic Achievement and Intelligence

Correlation			
		Academic achievement	Intelligence
Academic achievement	Pearson Correlation	1	0.026
	Sig. (2-tailed)		0.703
	N	212	212
Intelligence	Pearson Correlation	0.026	1
	Sig. (2-tailed)	0.703	
	N	212	212

Interpretation: The **table 4.9** shows the descriptive statistics for two variables: academic achievement and intelligence. For academic achievement, the mean score is 190.89 with a standard deviation of 40.025. This suggests that the distribution of scores is relatively spread out, with scores varying considerably from the mean. The sample size for academic achievement is 212. For intelligence, the mean score is 30.58 with a standard deviation of 11.173. This suggests that the distribution of intelligence scores is also relatively spread out, with scores varying considerably from the mean. The sample size for intelligence is also 212.

From the **table 4.10**, it is clear that the Karl Pearson correlation coefficient shows that $r=0.026$. By this, it can be inferred that there is no correlation between the academic achievement and intelligence scores of the students. The p-value of 0.703 suggests that this correlation is not statistically significant, meaning that it could have occurred by chance.

Inference: Overall, this correlation suggests that there is little to no association between intelligence and academic achievement in this sample of secondary school students. Therefore, the null hypothesis is accepted.

4.3 Objective 3: To study the influence of self-efficacy and academic anxiety on underachievers among secondary school students

4.3.1 Hypothesis 4: Self-efficacy influences underachievers among secondary school students

Table 4.11: Statement wise Response Profile of Underachievers with respect to Self- Efficacy

Item No.	Statement related to Self-Efficacy	No. of students who agreed	%
1	I am unable to express my doubts	13	45
2	I am unable to complete my homework regularly	17	59
3	I feel shy to give response to the teacher in the classroom	12	41
4	I feel like dull student	13	45
5	I feel difficulty in attempting word problems in mathematics	8	28
6	I have trouble in doing four basic mathematical operations	15	52
7	I am good at drawing	16	55
8	I am able to search the lesson topics from the internet	17	59
9	I am interested more in games and sports than studies	22	76
10	I come regularly to school	23	79
11	I can be a good friend to my classmates	23	79
12	I am a good cricket player	6	21
13	I write exams honestly without adopting unfair means	11	38
14	I am able to set my goal	21	72
15	I like to plan short term goals	15	52
16	I want to fulfill my parents' dreams	23	79
17	I regularly shift my goal	12	41

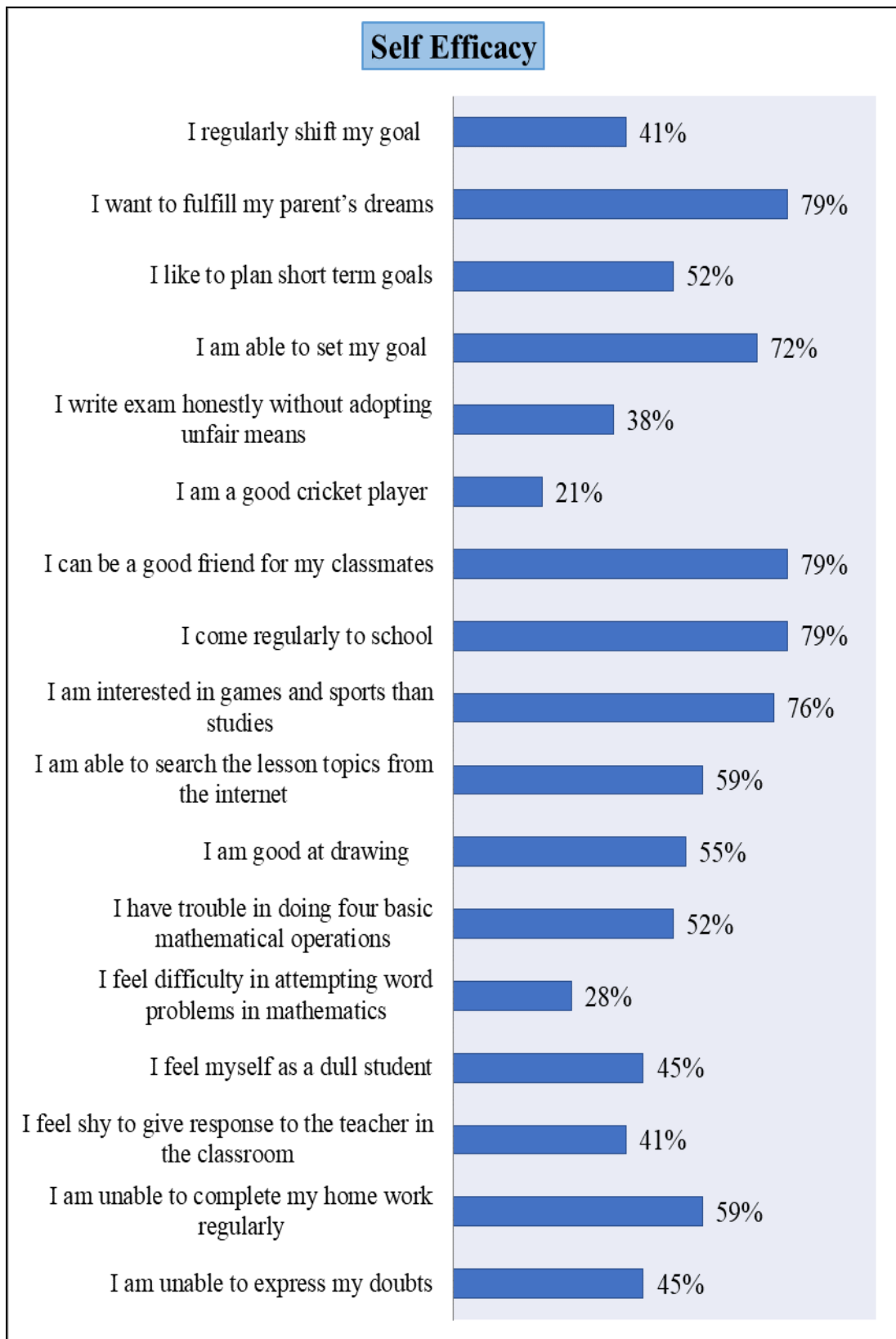


Figure 4.7: Bar graph representing the responses of the underachievers with respect to self-efficacy

Interpretation: The results show that 59% of underachievers are not able to search their lesson assignment/project information from the internet; 59% of underachievers were unable to complete their homework regularly; 52% of underachievers felt trouble in doing four basic mathematical operations; 45% of underachievers feel themselves as dull. 41% of underachievers feel shy in responding to teachers' questions in the class room; and 45% students are unable to express their doubts in the class. From the table and bar graph it is evident that most of the underachievers have high self-efficacy.

Inference: It is concluded from the results that self-efficacy is not a significant influencing factor for underachievers in the present study. Therefore, the hypothesis cannot be retained.

Hypothesis 4 suggests that there is a relationship between self-efficacy and underachievement among secondary school pupils. Self-efficacy refers to belief on an individual in their ability to succeed in particular tasks or situations. If a student lacks self-efficacy in academic domains, he/she may believe that they are incapable of succeeding in these areas, which can negatively impact their performance. Improving students' self-efficacy in academic domains may be a promising way to help them overcome underachievement and improve their academic performance. This could be done through targeted interventions, such as counselling or coaching programs that aim to increase students' confidence and belief in their ability to succeed.

4.3.2 Hypothesis 5: Academic anxiety influences underachievers among secondary school students

Table 4.12: Statement wise Response Profile of the Underachievers with respect to Academic Anxiety

Item No.	Statement related to Academic Anxiety	No. of students who agreed	%
18	I get frustrated when my answers are wrong	5	17
19	I feel ashamed when my teacher scolds me in front of others	6	21
20	I have a feeling of failure	9	31
21	I feel nervous when any test/exam was announced	8	28
22	I feel upset when I forget the sequence of answers	9	31
23	I am unable to understand the questions in exam paper	13	45
24	I feel exam is the most difficult task to me	10	34
25	I can remember the answers during exam time	6	21
26	I can attempt my exam with good hand writing	10	34
27	I can finish my exam in time	13	45

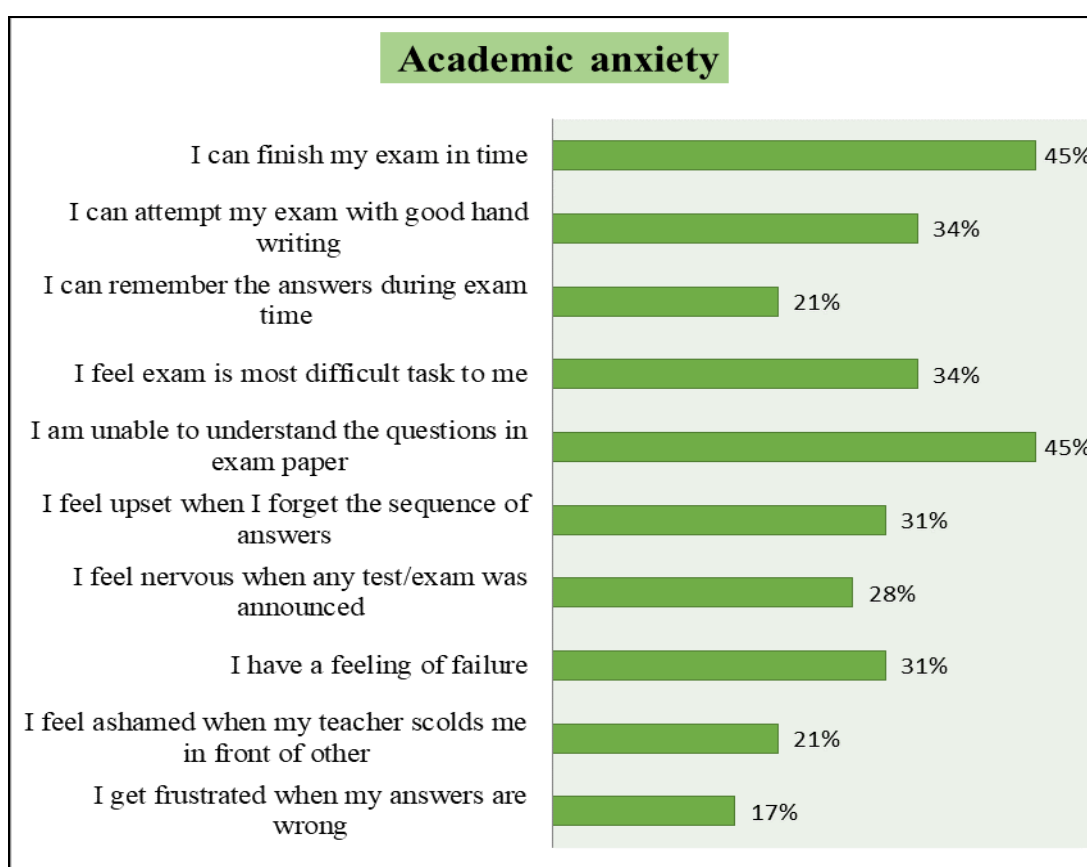


Fig 4.8: Bar graph representing the responses of the underachievers with respect to academic anxiety

Interpretation: Table 4.12, graphically represented in Figure 4.8, describes that only 21% of underachievers can remember the answers during exam time; 34% of underachievers consider that exam is the most difficult task. 31% of underachievers were upset when they forgot the sequence in writing answers during exam time; 31% of underachievers are having a feeling of failure; 17% of the students get frustrated while attempting wrong answers in the examinations.

Inference: It is concluded from the results that the influence of academic anxiety is very less in underachievers. Therefore, the hypothesis cannot be retained. Hypothesis 5 suggests that academic anxiety is related to underachievement among secondary school students, meaning that students with higher levels of academic anxiety are more likely to be classified as underachievers. Academic anxiety refers to feelings of worry, nervousness, or apprehension that arise in response to academic demands or performance expectations. When students experience high levels of academic anxiety, it can interfere with their ability to focus, concentrate, and perform well on academic tasks. Reducing academic anxiety among students may be an important strategy to help them overcome underachievement and improve their academic performance. This could be achieved through interventions that teach students strategies to manage their anxiety, such as cognitive-behavioral therapy, mindfulness practices, or relaxation techniques. Additionally, reducing external pressure and promoting a positive learning environment could also help to reduce academic anxiety in students.

4.4 Objective 4: To study the influence of school factors, home factors and individual factors on underachievers among secondary school students

4.4.1 Hypothesis 6: School factors influence underachievers among secondary school students

Table 4.13 Statement wise Response Profile of the Underachievers with respect to School Factors

Item No.	Statements related to School Factors	No. of students who agreed	%
28	I don't like to go to school	23	79
29	I have no friends in my classroom	23	79
30	There is no use of my class subjects in daily life	19	66
31	My classmates are not supporting me in clarifying my doubts	15	52
32	My teachers clarify my doubts	21	72
33	I like my teachers	23	79
34	I am happy with all activities in my school	20	69

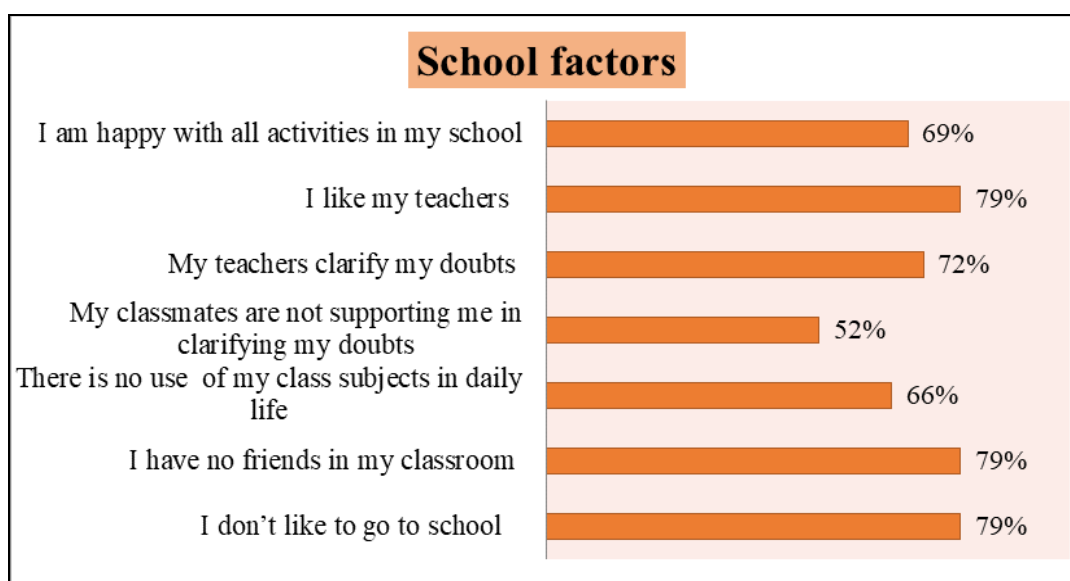


Fig 4.9: Bar graph representing the responses of the underachievers with respect to school factors

Interpretation: Table 4.13, graphically represented in Figure 4.9, shows that 79% of the sample responded that they do not like to go to school and similarly 66% of underachievers agreed that there is no use of class subjects in their daily life. 52% of underachievers reported that there is no support from their classmates to clarify the doubts. 79% of students responded that they have no friends in the classroom.

Inference: From the results, it is found that school factors are highly influencing underachievers. Therefore, the hypothesis is accepted. Hypothesis 6 suggests that school factors play a role in underachievement among secondary school students, meaning that aspects of the school environment or structure may contribute to a

student's classification as an underachiever. School factors that could potentially impact student underachievement may include issues such as inadequate resources or facilities, low-quality teaching, lack of support or guidance for struggling students, a negative school climate, or high levels of stress and pressure. Addressing school factors that contribute to underachievement could be an important strategy to improve student outcomes. This could be done through targeted interventions, such as improving school resources, providing additional support and guidance to struggling students, or implementing changes to the school climate and culture that promote positive learning and reduce stress and pressure.

4.4.2 Hypothesis 7: Home factors influence underachievers among secondary school students

Table 4.14: Statement wise Response Profile of the Underachievers with respect to Home Factors

Item No.	Statement related to Home Factors	No. of students who agreed	%
35	My parents are illiterate	21	72
36	My parents do not help me in my studies due to their busy schedule	13	45
37	My parents scold me if I get less marks	22	76
38	My parents arrange all my school needs	24	83
39	I follow the study time table prepared by my parents at home	10	34
40	My parents understand me very well	10	34
41	My parents encourage me to do different tasks	4	14
42	My parents meet my teachers frequently	7	24
43	My parents arranged special tuition for my self	9	31
44	I take help from my siblings and my relatives to complete the school work	8	28

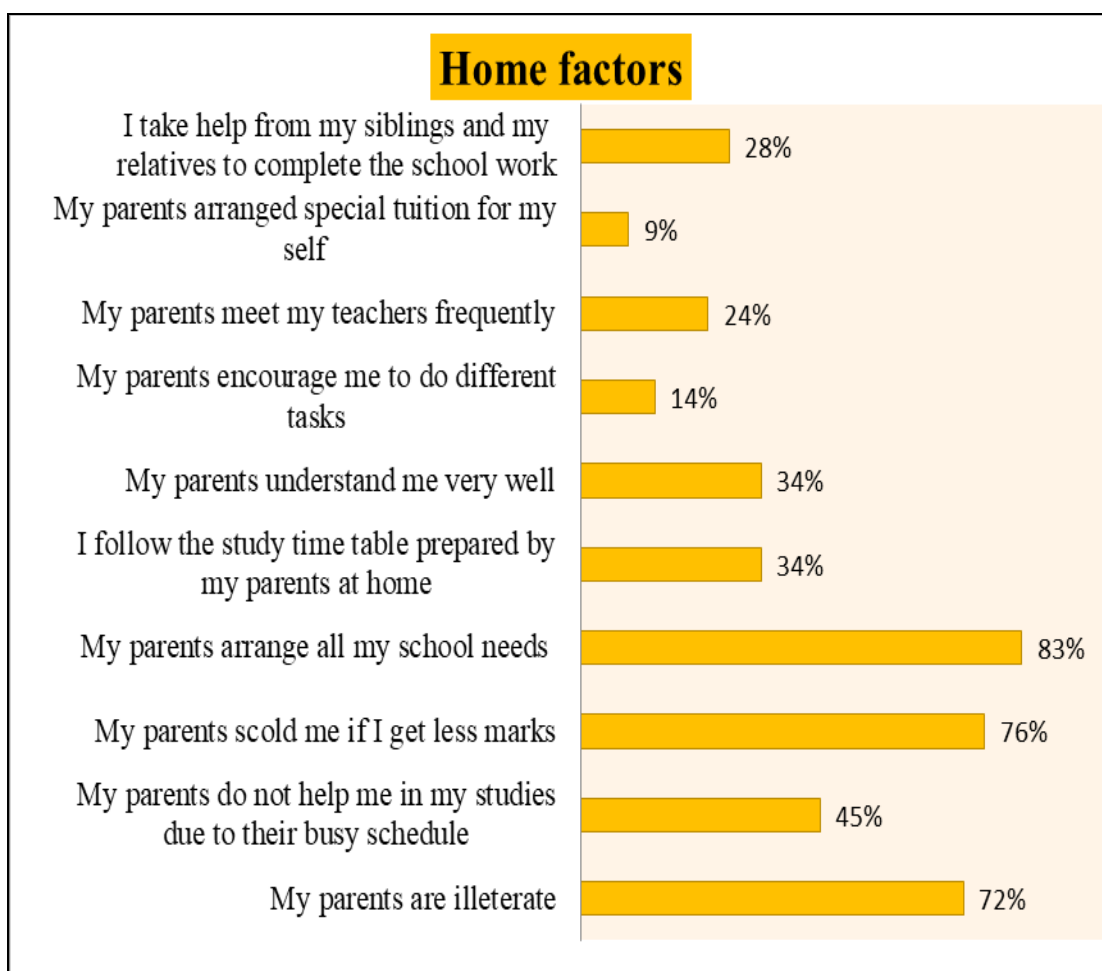


Fig 4.10: Bar graph representing the responses of the underachievers with respect to home factors

Interpretation: Table 4.14, graphically represented in Figure 4.10, demonstrates that only 28% of underachievers are able to take help from their siblings in completing the school work. The data suggests that home factors may play a significant role in the underachievement of secondary school students. Specifically, a large percentage of students agreed that their parents are illiterate (72%), do not help them in their studies due to their busy schedule (45%), and scold them if they get less marks (76%). These factors may contribute to a lack of support and guidance for students, which could impact their academic performance and lead to underachievement. On the other hand, a relatively smaller percentage of students agreed that their parents encourage them to

do different tasks (14%) and meet their teachers frequently (24%). These factors may be indicative of a more supportive home environment, which could potentially promote better academic outcomes. It is also noteworthy that a significant percentage of students (83%) reported that their parents arranged all their school needs. This could potentially indicate a lack of autonomy or self-efficacy among students, which may also contribute to underachievement. Overall, the data highlights the importance of considering home factors in efforts to address underachievement among secondary school students. Addressing issues such as parental support, guidance, and attitudes towards education could potentially help to improve student outcomes and reduce underachievement.

Inference: From the results, it is found that home factors highly influence underachievers because of illiterate parents, lack of siblings' academic support and lack of parental communication with the class teachers. Therefore, the hypothesis is accepted. Hypothesis 7 suggests that aspects of the home environment or family structure may contribute to a student's classification as an underachiever. Home factors that could potentially impact student underachievement may include issues such as low levels of parental involvement or support, high levels of family conflict or stress, lack of resources or educational opportunities in the home, or negative family attitudes or beliefs about education. Addressing home factors that contribute to underachievement could be an important strategy to improve student outcomes. This could be done through targeted interventions, such as providing resources or support to families, improving communication and involvement between parents and schools, or providing educational opportunities and support for families to promote positive attitudes and beliefs about education.

4.4.3 Hypothesis 8: Individual factors influence underachievers among secondary school students

Table 4.15: Statement wise Response Profile of the Underachievers with respect to Individual Factors

Item No	Statements related to Individual Factors	No. of students who agreed	%
45	I cannot maintain good relationship with others	13	45
46	I have poor vocabulary	15	52
47	I get confused easily	15	52
48	I cannot do complex problems	15	52
49	I work very slowly	14	48
50	I feel difficulty in understanding spelling	12	41
51	My classmates disturb me during class	10	34
52	I feel nervous in understanding difficult topics/lessons	14	48
53	I am unable to do work which is below my class standard	15	52
54	I feel difficulty to study my class subjects	12	41
55	I cannot memorize concepts easily	6	21
56	I forget answers easily	12	41
57	I need lots of practice to get pass marks in mathematics	6	21
58	I take long time to write creative answers	7	24
59	I can read and write in my mother tongue easily	21	72
60	I have inner talents other than studies	17	59
61	I like to monitor my class	18	62
62	I can get pass marks in all subjects	11	38
63	I feel happy when my classmates clarify my doubts	24	83
64	I can concentrate on my studies	16	55
65	I am interested to play mobile games	18	62

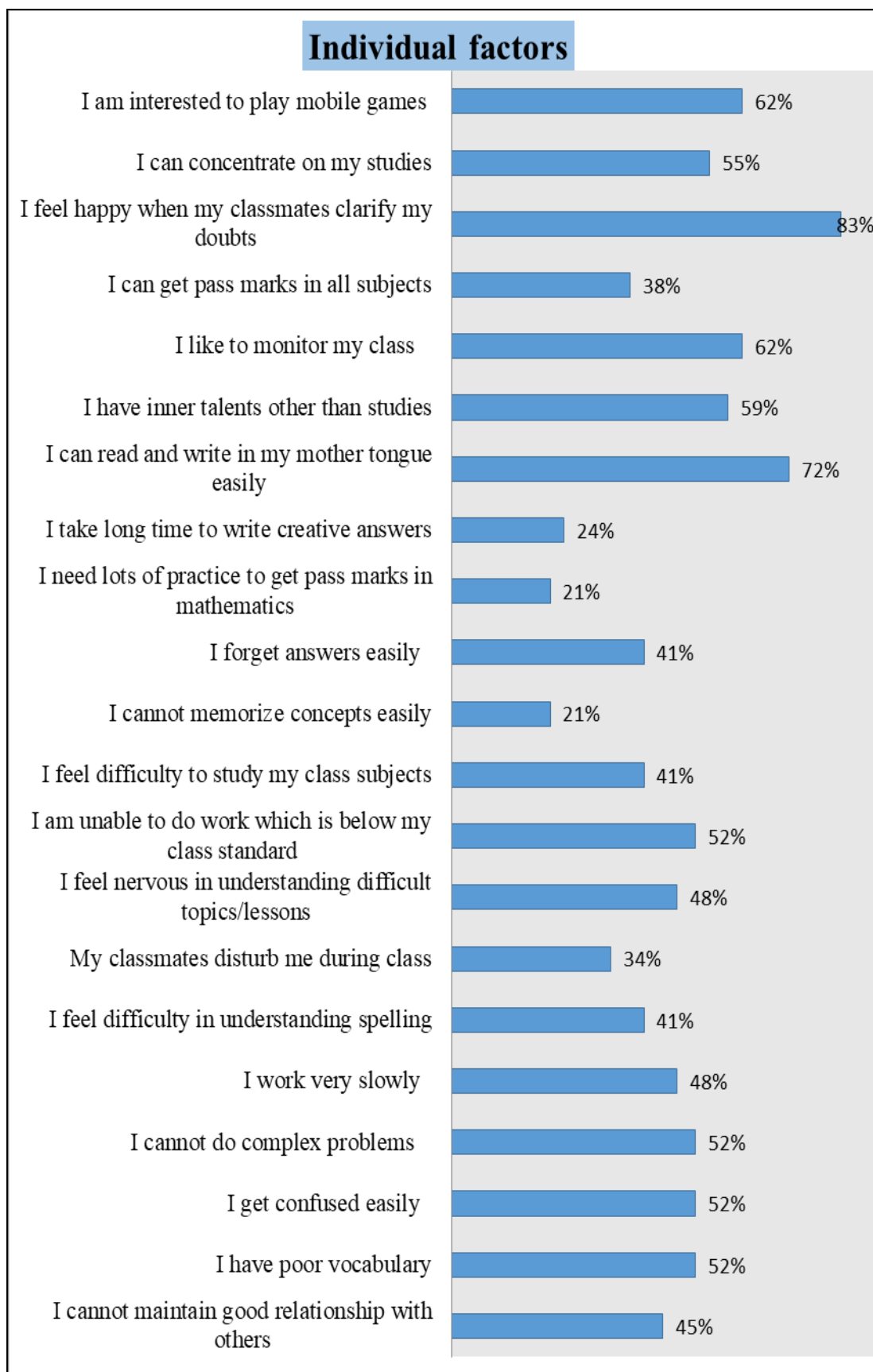


Fig 4.11: Bar graph representing the responses of the underachievers with respect to individual factors

Interpretation: Table 4.15, graphically represented in Figure 4.11, suggests that a significant proportion of students feel that they have individual factors that may impact their academic performance. Over half of the students (52%) reported having a poor vocabulary, getting confused easily, and being unable to do complex problems. A substantial number of students (48%) reported working slowly and feeling nervous when trying to understand difficult topics or lessons. On the positive side, a majority of the students reported having inner talents other than studies (59%) and feeling happy when their classmates clarify their doubts (83%). Additionally, a significant number of students reported being able to read and write in their mother tongue easily (72%) and being interested in monitoring their class (62%). Overall, the data suggests that there are both strengths and areas for improvement among the students surveyed, and it highlights the importance of addressing individual factors that may impact academic performance to promote success.

Inference: From the results, it is concluded that individual factors have a moderate influence on underachievers. Therefore, the hypothesis is accepted. Hypothesis 8 suggests that individual factors play a role in the underachievement of secondary school students. This hypothesis implies that there are personal factors that can affect a student's academic performance, and these factors may be different for each student. Some individual factors that could contribute to underachievement among secondary school students may include: Lack of motivation, Learning difficulties (dyslexia, ADHD, other conditions), Personal issues, (family problems, mental health issues, financial challenges), Poor study habits, and Lack of support. It is essential to note that underachievement can result from a combination of factors, and the factors that contribute to underachievement may vary from student to student. Therefore, it is

crucial to identify the specific individual factors that contribute to underachievement for each student to develop effective interventions and support.

Table 4.16: Overall Factors influencing Underachievers

S. No	Influencing Factor	Number of Students Influenced	Percentage
1	Self-efficacy	3	10%
2	Academic anxiety	1	4%
3	School factors	14	48%
4	Home factors	6	21%
5	Individual factors	5	17%
	Total	29	100%

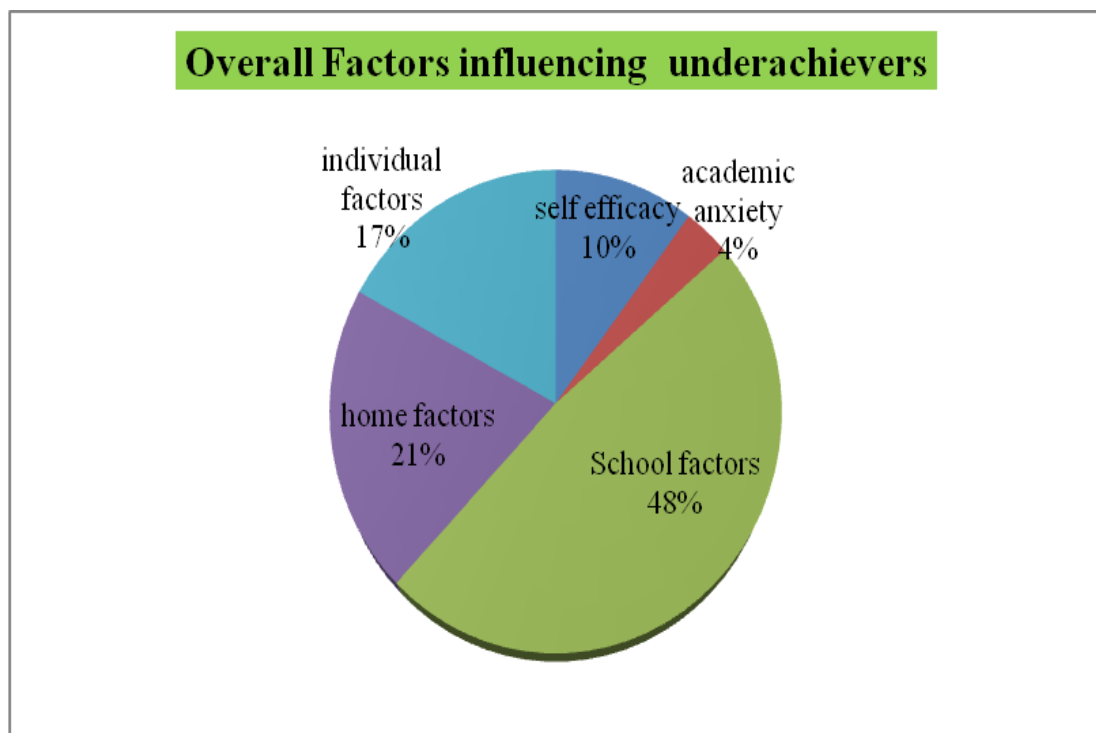


Fig 4.12: Factors influencing Underachievers

Interpretation: The data suggests that various factors can influence underachievement among students, and the prevalence of these factors may differ. Among the 29 underachievers surveyed, school factors were found to be the most

prevalent influencing factor, with 48% of students reporting that they were impacted by these factors. This suggests that school-related factors such as teaching methods, curriculum design, and classroom environment may play a significant role in underachievement. Home factors were the second most prevalent influencing factor, with 21% of students reporting that they were impacted by these factors. This implies that home-related factors such as family background, parental support, and home environment can also have an impact on students' academic performance. Individual factors were reported by 17% of the surveyed underachievers, indicating that personal factors such as motivation, study habits, and learning difficulties can also influence underachievement. Self-efficacy was reported by 10% of underachievers, suggesting that a lack of self-confidence or belief in one's abilities may contribute to underachievement. Finally, academic anxiety was reported by only 4% of underachievers, indicating that test anxiety or other forms of academic stress may have a relatively small impact on underachievement.

Inference: The data highlights the need to consider multiple factors when addressing underachievement among students. It suggests that schools, families, and individuals all have a role to play in promoting academic success, and that interventions that address these multiple factors may be the most effective in helping students achieve their academic goals.

Item wise analysis of overall major factors influencing underachievers:

Over all major factors influencing underachievers in the study is analysed in table 4.17 based on the analysis of finding the factors such as self efficacy, academic anxiety, school factors, homes factors and individual factors influencing on underachievers

Table 4.17: Item wise overall Major Factors influencing Underachievers

Item No.	Statements	No. of students who agreed	%	Type of Factor
28	I don't like to go to school	23	79%	School factor
9	I am interested in games and sports than studies	22	76%	Self-efficacy
35	My parents are illiterate	21	72%	Home factor
30	There is no use of my class subjects in daily life	19	66%	School factor
65	I am interested to play mobile games	18	62%	Individual factor
2	I am unable to complete my homework regularly	17	59%	Self-efficacy
8	I am able to search the lesson topics from the internet	17	59%	Self-efficacy
6	I have trouble in doing four basic mathematical operations	15	52%	Self-efficacy
31	My classmates are not supporting me in clarifying my doubts	15	52%	School factor
46	I have poor vocabulary	15	52%	Individual factor
47	I get confused easily	15	52%	Individual factor
48	I cannot do complex problems	15	52%	Individual factor
53	I am unable to do work which is below my class standard	15	52%	Individual factor
27	I can finish my exam in time	13	45%	Academic anxiety
36	My parents do not help me in my studies due to their busy schedule	13	45%	Home factor
62	I can get pass marks in all subjects	11	38%	Individual factor
43	My parents arranged special tuition for my self	9	31%	Home factor
44	I take help from my siblings and my relatives to complete the school work	8	28%	Home factor
42	My parents meet my teachers frequently	7	24%	Home factor
25	I can remember the answers during exam time	6	21%	Academic anxiety

Item wise overall major factors influencing underachievers

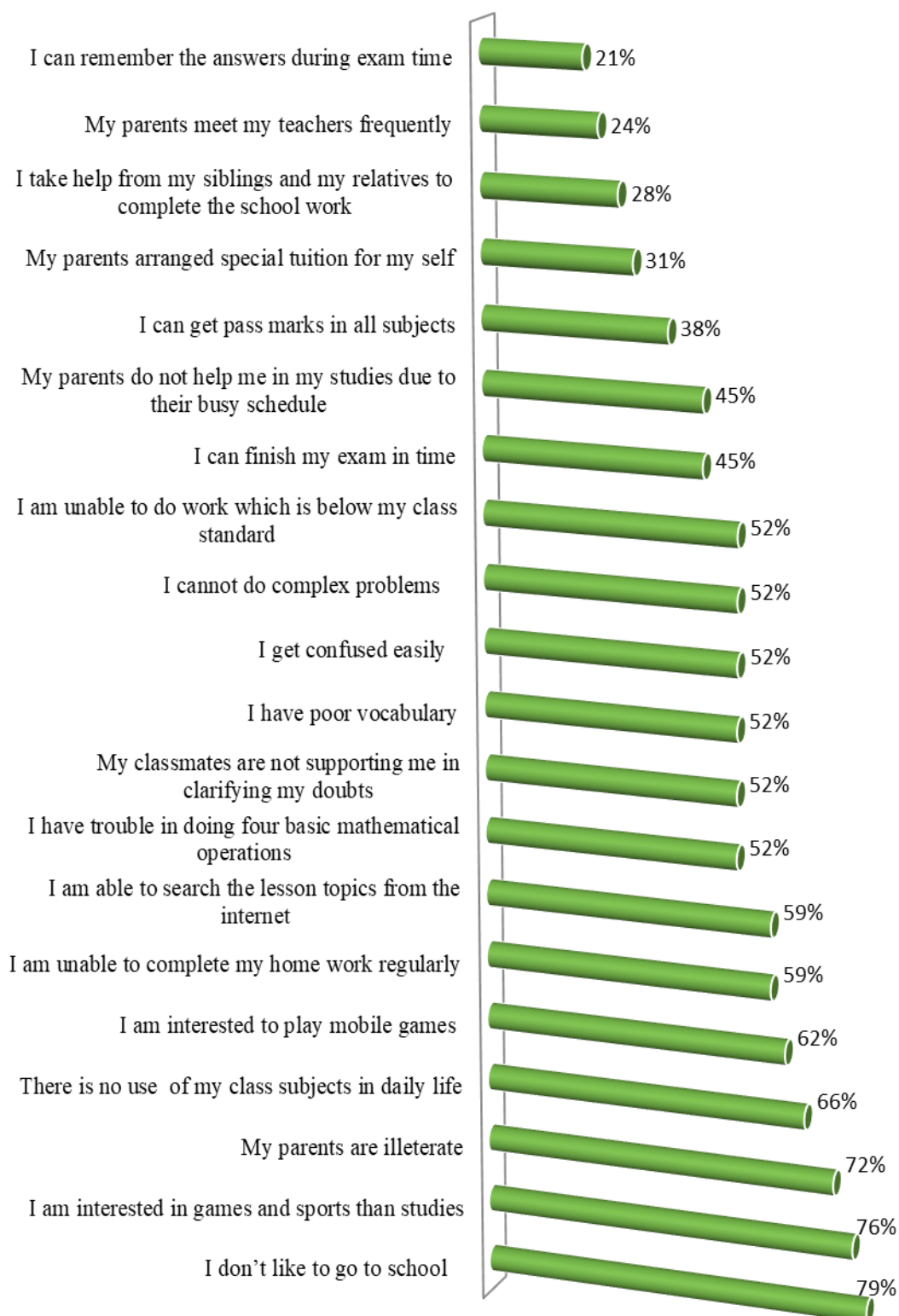


Figure 4.13: Item wise overall major factors influencing underachievers

Interpretation: Table 4.17 (Fig. 4.13) elaborates on various factors that can influence the underachievement of secondary school students. The prevalence of these factors may differ. The most prevalent factor influencing underachievement among the students surveyed was school factors, with 79% of the students agreeing that they do not like to go to school and 66% of the students reporting that they do not see any use of their class subjects in daily life. This highlights the importance of addressing school factors such as the school environment, teaching methods, and curriculum design to improve students' academic performance. Self-efficacy was also found to be a significant factor, with 76% of the students indicating that they are more interested in games and sports than studies, and 59% of the students stating that they have trouble completing their homework regularly. These factors suggest that students' motivation, confidence, and study habits can also play a role in underachievement. Home factors were also reported as significant, with 72% of the students indicating that their parents are illiterate, and 45% of the students reporting that their parents do not help them in their studies due to their busy schedule. This highlights the need to consider the role of the home environment and parental support in promoting academic success. Individual factors such as poor vocabulary, confusion, and difficulty in doing complex problems were also reported by a significant percentage of students, indicating that personal factors such as learning difficulties and study habits can also contribute to underachievement. Finally, academic anxiety was reported by a small percentage of students, with only 21% of the students indicating that they have trouble remembering answers during exams.

Inference: The data suggests that addressing multiple factors such as school factors, self-efficacy, home factors, and individual factors may be necessary to effectively address underachievement among secondary school students. It can be concluded that

major factors influencing underachievers are low self-efficacy, lack of fundamentals in mathematics, poor vocabulary, lack of support from classmates at school, no academic support at home environment, addiction of mobile games, lack of communication between parents and teachers, no awareness about the importance of education, illiterate parents and dislike to attend school. It is found that school and home factors have highly influenced the underachievers in the present study.

Section B (Qualitative Analysis)

4.5 Research question 1: What are the common characteristics observed among underachievers among secondary school students?

4.5.1 Objective 4: To understand the characteristics of underachievers among secondary school students

This objective aimed to understand the common characteristics observed among the underachievers. Semi-structured interviews conducted for the teachers and parents of underachievers as well as underachieving students themselves. The researcher interviewed the teachers at the school premises during their leisure hours and interviews were conducted for the parents at their homes with the help of respective school management. Underachievers were also interviewed at their schools and/or at their homes wherever they were available. Headmasters/Principals were also interviewed to know the characteristics of underachievers.

While conducting interview with the teachers, checklist of common characteristics was prepared along with the semi-structured questionnaire based on previous related studies (Chere, N.E., Hlalele, D. 2014 & Rahal, M.L. 2010) and previous teaching experience of the investigator. Similarly, another checklist for parents was also prepared along with the questionnaire to obtain the valid responses

from the respondents. Both the responses from parents and teachers were recorded and noted during the interview sessions. Underachievers' responses were also recorded in their formal interviews.

Data Triangulation:

Data collected from different sources viz. Parents, Headmasters/Principals, teachers and students give the validity and credibility for the qualitative research (Noble, H. & Heale, R. 2019). Hence data triangulation method was adopted to find out valid responses from the different group of respondents at different times. Data collected from the different people was coded and analysed thematically. The following common characteristics were observed during the interviews by adopting thematic analysis.

Dimension wise common characteristics of underachievers:

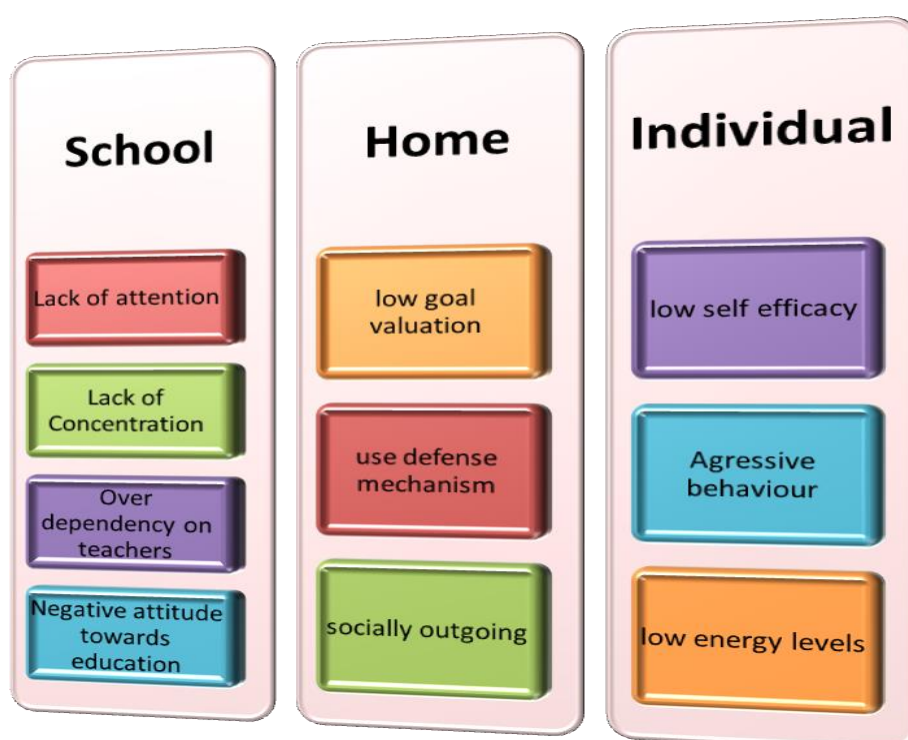


Figure 4.14: Dimension based common characteristics of underachievers

(i) School based common characteristics of underachievers

The researcher interviewed 47 secondary school teachers from 8 secondary schools (4 government and 4 private schools). Similarly, 29 parents of underachievers and the underachieving students were interviewed and the following school based common characteristics of underachievers were listed.

Lack of attention: The primary characteristic observed by all the teachers among underachievers in the classroom is attention problem. All the secondary school teachers asserted that no underachiever was unable to respond to their questions during the class. Further, they exhibited poor performance in the formative/summative assessment test due to lack of attention. They were worried about the underachievers that they do not have the basic knowledge. Chitchats with other students and poor concentration are the indicators of attention problems. Some of the parents also reported that these children were having attention problems from primary school level.

Lack of concentration: Majority of the teachers and parents of underachievers reported that they do not concentrate on studies at school and home. Frequent observation by the parents is that the underachievers are teased by their peer group and there is no positive encouragement at school. This type of discouraging environment at school further promotes their poor progress in every academic year.

Over dependency on teachers: Both teachers and parents expressed that the underachievers were unable to complete their class work/homework regularly. They were worried that they did not try to complete the allotted tasks in spite of having abilities. The pattern understood that they strongly depend on teachers to complete their academic work. Parents also stated that underachievers always depend on teachers even for simple matters.

Negative attitude towards education: The underachievers have negative attitude towards education, as they feel that there is no use of learning different school subjects. They simply avoid the academic tasks such as class work and home work. Parents also declared that some of the students are least interested during teaching learning process. This type of negative attitude towards education was observed particularly in Mathematics subject by the parents. The parents also revealed that their children were accustomed to the negative attitude towards education due to phobia towards a particular subject.

The researcher interviewed 47 secondary school teachers from 8 secondary schools (4 government and 4 private schools) and 29 parents of underachievers and underachieving students. The primary characteristic observed by all the teachers was lack of attention, followed by lack of concentration, over dependency on teachers, negative attitude towards education, and phobia towards a particular subject. Additionally, the teachers and parents observed that the underachievers are teased by their peer group and there is no positive encouragement at school, leading to poor progress in every academic year.

(ii) Home based common characteristics of underachievers

The following home-based common characteristics were observed through the teachers' interviews and parents' interviews at their homes.

Low goal valuation: Another behaviour reported by both parents and teachers was low goal valuation. They reported that the underachievers do not care about their future and they do not have certain goals. They feel that there is no use of subjects learned in the classroom. It is understood that the underachievers are not focusing on their studies due to low goal valuation.

Use of defence mechanism: Using defence mechanism techniques at home and school was summarised by the parents and teachers during the interview sessions. Underachievers are in the habit of using the defence mechanism such as blaming the teacher when parents enquire about their low scores; and declare themselves as sick to escape from the home work when asked by the teachers. They blame others for their actions. These underachievers are impulsive in nature while using the various defence mechanisms. Usually they use defence mechanisms, when the project/assignment deadline is approaching.

Socially outgoing: Another common behaviour observed among the underachievers is that they are more socially outgoing rather than academically oriented. Underachievers are observed to take interest more in social activities than their academic activities. Parents reported that their children were not worried about their school work; and their focus is directed outside of the classroom. Underachievers neglect their studies due to involvement of outside activities.

Home-based common characteristics of underachievers include low goal valuation, use of defence mechanisms, and socially outgoing behaviour. Low goal valuation suggests that the underachievers do not care about their future and do not have certain goals. Defence mechanisms include blaming the teacher and declaring themselves as sick to escape from home work. Socially outgoing behaviour suggests that they are more socially outgoing than academically oriented. Parents reported that their children were not worried about their school work and their focus was directed outside of the classroom. Underachievers neglect their studies due to involvement of outside activities.

(iii) Individual based common characteristics of underachievers

Some of the common characteristics found among the underachievers apart from the school and home are as follows -

Low self-efficacy: The teachers reported that underachievers are not able to reach their expectations due to low self-efficacy. Parents also opined that the underachievers are failing to achieve better performance. They are not able to attain their actual performance due to low self-efficacy. The situation is beyond the control of underachievers.

Aggressive behaviour: Another characteristic observed among the underachievers was their aggressive behaviour. They are hostile and touchy in nature due to poor academic performance. The parents of underachievers stated that their children were exhibiting aggressive behaviour while asking the reasons for getting less marks or failure in academic subjects.

Low energy levels: Teachers and parents stressed the fact that underachievers have low energy levels. Slow responses, impaired decision making and health issues are the indicators noticed by parents and teachers while observing their energy levels. They are feeling hopeless due to the low energy levels.

Underachievers have a variety of common characteristics, such as low self-efficacy, aggressive behaviour, low energy levels, slow responses, impaired decision making, and health issues. Teachers and parents reported that underachievers are not able to reach their expectations due to low self-confidence, and are feeling hopeless due to the low energy levels. They are hostile and touchy in nature due to poor academic performance.

4.6 Research question 2: What are the suitable indigenous interventions for enhancing academic performance of underachievers?

4.6.1 Objective 6: To suggest suitable indigenous interventions for enhancing academic performance of underachievers

This objective aims to enhance the academic performance of underachievers through suitable indigenous interventions. For this purpose, the investigator has selected five underachievers with low academic performance and high intelligence scores. The discrepancy between their actual achievement scores and predicted achievement scores were also considered while selecting the underachievers.

Table 4.18: List of Underachievers selected for Case Study

Student code	Gender	School Code	Type of management	AA score (%)	Intelligence score (%)	Discrepancy	Status
U27	Male	S07	Govt. Mpl. HS	50	70	2.81	Underachiever
U23	Male	S08	Govt. Mpl. HS	46	62	12.36	Underachiever
U14	Female	S14	Private	41	62	29.36	Underachiever
U08	Male	S15	Private	37	70	40.81	Underachiever
U01	Female	S01	Govt. ZPHS	32	72	56.91	Underachiever

Table 4.19: Profile of Factors influencing Underachievers' Scores (in percentage)

Student code	Gender	Management type	School code	Self-efficacy score (%)	Academic anxiety score (%)	School factors score (%)	Home factors score (%)	Individual factors scores (%)
U27	M	Govt. Mpl. HS	S07	60	62	97	64	62
U23	M	Govt. Mpl. HS	S08	60	54	91	82	73
U14	F	Private	S14	72	76	80	76	67
U08	M	Private	S15	71	38	91	92	69
U01	F	Govt. ZPHS	S01	66	56	97	74	70

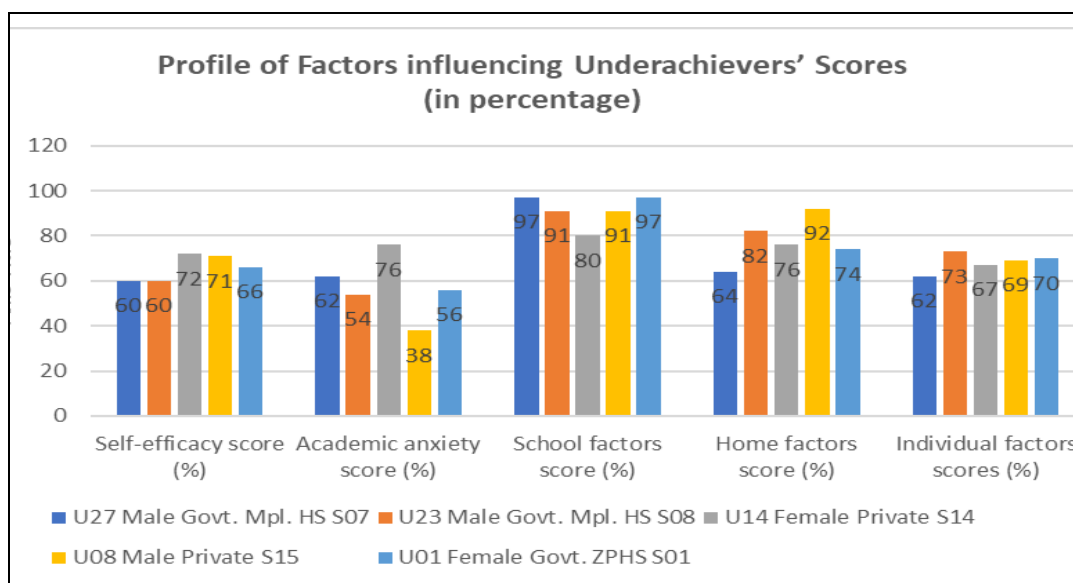


Figure 4.15: Profile of Factors influencing Underachievers' Scores (in percentage)

The data represents a set of students with their demographic and academic information, including gender, management type of the school, school code, self-efficacy score, academic anxiety score, school factors score, home factors score, and individual factors score. The students' gender is either male or female, and they attend either a government or private school. The self-efficacy score represents the students' belief in their ability to accomplish tasks, while the academic anxiety score reflects their level of anxiety related to academic performance. The school factors score represents the influence of school-related factors on academic performance of underachievers, while the home factors score reflects the impact of home environment on academic performance. The individual factors score represents other personal factors that may affect academic performance.

Overall, indigenous interventions for enhancing academic performance of underachievers should be rooted in a deep understanding of the students' cultural backgrounds, and should involve collaboration among teachers, parents, and community resources to provide a holistic and supportive learning environment.

4.7 Presentation of Case studies

4.7.1 Presentation of Case study-1 (U27)

4.7.1.1 Introduction:

U27 is a boy aged 16 years studying in class 10 and residing at Chittinagar in Vijayawada urban city. He lost his father when he was in eighth standard. His mother, working as a house servant, has been taking care of her children after the demise of her husband. His grandparents also stay along with his family. His sister studies in eighth class in the same school along with him. His mother usually leaves home at 10 am and comes back at 9 pm daily after completing her services as a maid servant. The monthly income of the family is about Rs.7,000/-. He has limited facilities at home. His family follows Hinduism as its religion.

4.7.1.2 The School:

U27 is a student of S-7 school. This High school is being managed by Government Municipal Corporation where there are classes from VI to X. This school is located in the midst of the town, Vijayawada. Majority of students admitted in the school are from poor families whose parents are daily wage workers.

4.7.1.3 Description by Teachers and Headmaster:

When the researcher revealed to the headmaster that U27 was selected for case study under intervention programme, he replied that it was a golden opportunity for the student because he is unable to perform up to the level though he has the necessary potential. He replied that the researcher has done right selection and the intervention programme could certainly be beneficial to the child. His science teacher, who also serves as the homeroom teacher, concurred that student U27 is underperforming due to concerns about his low grades. All his school teachers found that he is the only boy who is in frontline in doing mischievous things among all the students in the class.

All the teachers regarded him as a good student, but not achieving commensurate performance.

4.7.1.4 Description by Parents:

The mother of U27 perceived him as an underachiever. He always delays many activities like arranging and setting all his needs and things. He always enquires about his things to his sister due to his carelessness. His mother found him as a dependent child. She is unable to help him in his studies as she is not aware of his academic subjects. About the childhood days of U27, his mother remembered that he was good at his studies. She said that his academic performance declined drastically after his father's death. U27 desired to help his grandfather who is suffering from paralysis. The mother expressed her gratitude about her son who is always taking care of his grandfather promptly from feeding to toilet activities.

4.7.1.5 Case self-description:

U27 always works hard trying to obtain good marks in exams. His current aim is to become an IAS officer. He feels that studying daily makes him up-to-date in the subjects that are taught to him in the class. Still, he is not able to reach his actual standards. He likes to watch television.

4.7.1.6 Triangulation:

From the qualitative data collected from different sources viz. parents, headmaster and teachers etc., the following information is carried out through data triangulation method for valid information about U27.

4.7.1.7 Researcher's description:

U27 looks very fat. He belongs to a middle-class family. His academic performance has shown a decreasing trend from eighth class onwards. He belongs to a chronic underachiever category (Lynn, Yell, C.1971) and coasting underachievers according

to Mandal & Marcus theory. He failed in Mathematics as he could not perform even two-digit multiplications at the age of 16 years. He even gets very low scores in Science.



Figure 4.16: Individual counselling cum teaching class for the student U27 at his home

Table 4.20: Factors Influencing Underachievement of U27

Student code	Gender	Management type	School code	Self-efficacy score	Academic anxiety score	School factors score	Home factors score	Individual factors scores
U27	M	Govt. Mpl.HS	S07	60	62	97	64	62

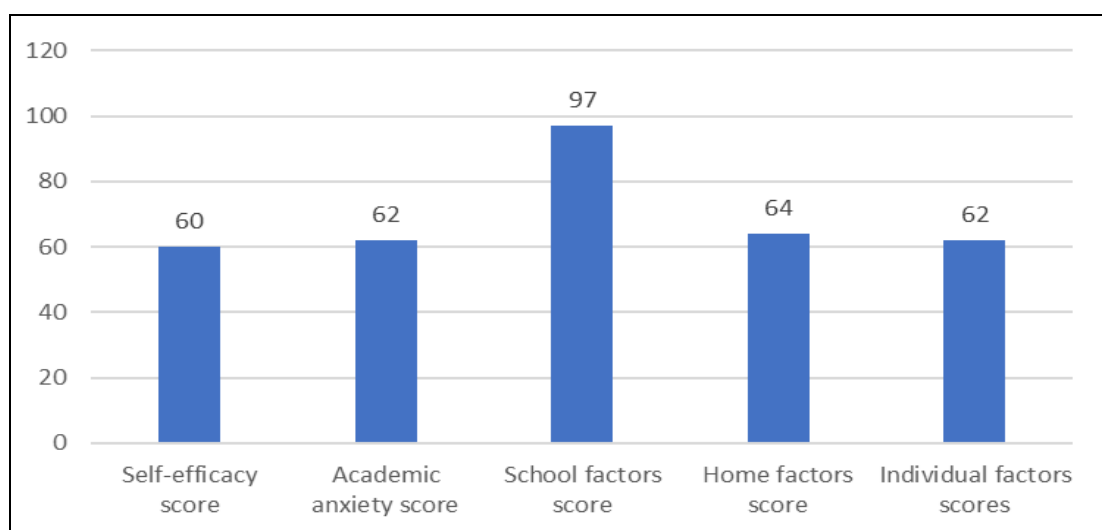


Figure 4.17: Factors Influencing Underachievement of U27

From the above table it is understood that the student U27 is primarily influenced by school factors for his underachievement. Home factors and individual factors are moderately influencing his underachievement.

4.7.1.8 Characteristics

The characteristics identified about the student U27 after data triangulation include:

- less attentive in the class
- less resilient nature
- fear of failure
- no confidence in his own abilities
- social withdrawal
- pessimistic nature
- Negative attitude towards Maths

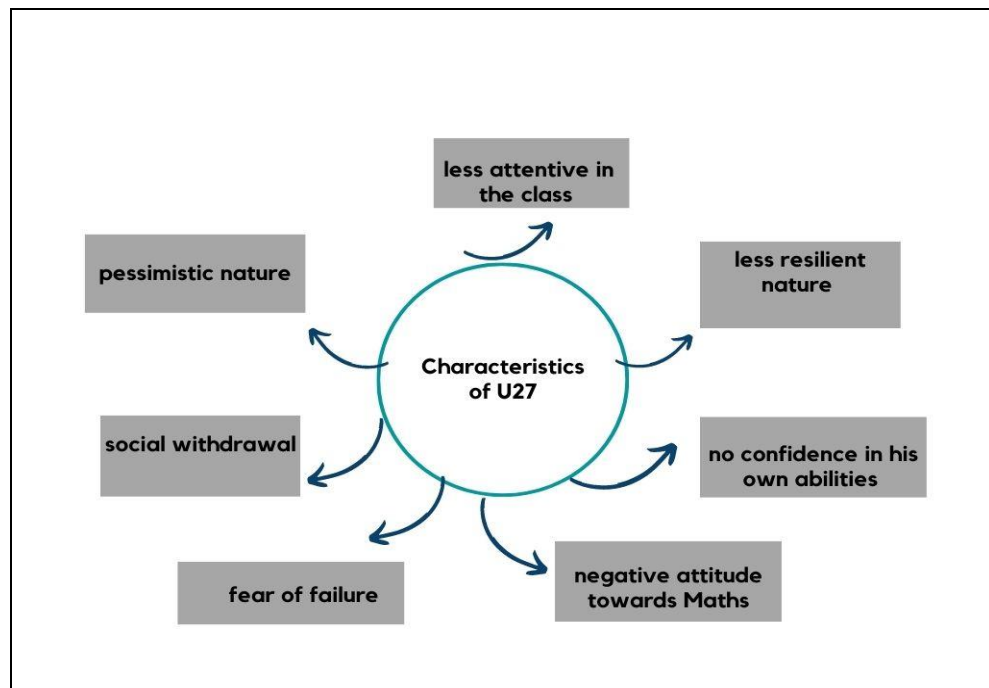


Figure 4.18: Characteristics of U27

4.7.1.9 Indigenous Intervention programme 1: Game-based teaching

Activity: Snake and ladder game

Subject: Mathematics

The researcher has also given various tasks to the student basing on the concept of these numbers. The child has learned with great delight through relishing his favourite game. Finally, the child is observed to have taken interest, developed self-concept; and developed a positive attitude towards mathematics and optimistic nature through this indigenous intervention.

4.7.1.10 Indigenous Intervention programme 2: Teaching based on experience

(Teaching with respect to child's previous experiences)

Activity: Student work experience (As salesman in a hardware shop)

Subject: Physical Science

Concept: Construction and working of an electric motor

Discussion: While interacting with the student U27 and his parents, the investigator noticed the child's previous work experiences. This previous experience has been chosen as an indigenous intervention for teaching the concept of construction and working of an electric motor. The investigator recognised the work experiences of the student U27 which he performed during the summer vacation for the purpose of financial adjustment for his family needs. The researcher selected the concept of 'working of an electric motor' from physical science subject. Firstly, he appreciated the student regarding the financial commitment for helping his mother, and then he demonstrated about electric motor and its working principle with the help of his own work experience of motor sale in a hardware shop which he performed during his summer vacation for the sake of financial adjustment and support to his family.

Learning Outcomes: The child has learnt the electric motor concept with a passion, as he already had his own experience about the motor and its parts in the past. The child participated in the teaching learning process with great exhilaration and quickly responded to the questions asked by the researcher. He got the vivid understanding

about the electric motor and its construction. Apart from this, he clearly understood the difference between the principle of electric motor and principle of electric generator. The child grasped the basic concepts of Science as they relate to everyday life. This indigenous intervention made learning easy in understanding the concept and the prominence of education in daily life.

4.7.1.11 Post indigenous intervention result:

Before intervention, the student U27 did not attempt the multiplication of two-digit numbers and he was not aware of any mathematical formulae due to negative attitude towards Mathematics. He had failed in Mathematics subject and got around 50% marks in Science subject in his earlier assessments in the school. But after following the indigenous interventions, the child scored 48% marks in Mathematics and Science performance increased to 72% in Board examination conducted by the government of Andhra Pradesh. He obtained 58% in his overall academic performance at the end of his Board examination which provided the evidence of his enhanced academic performance through indigenous interventions.

4.7.1.12 Concluding Remarks:

The child delightfully participated in the interventions suggested by the investigator and he felt that those are learner friendly activities which make it easy to understand the academic subjects through local resources. These indigenous interventions helped the student to improve his academic performance. His mother experienced the bliss through this intervention programme and requested the investigator to guide the child for further studies and future plans. His class teacher appreciated the interventions strategy by noticing drastic change in the student's academic performance.

4.7.2 Presentation of Case study-2 (U23)

4.7.2.1 Introduction:

U23 is a Tenth-class boy aged 16 years residing at Bhavanipuram in Vijayawada city urban area. His father is working as a watchman for newly constructed apartments. His mother dons the role of his father as well as working as servant in other houses. His sister is studying in Seventh class in the same school along with him. His father studied up to 7th class only and his mother is an illiterate. His parents' monthly income is about Rs. 12,000. His home conditions are not much supportive financially to continue his studies. His family belongs to Muslim religion.



Figure 4.20: House atmosphere of the student U23 along with parents and building construction equipment

4.7.2.2 The school:

U23 is student of S-8 school. This high school is being managed by Municipal Corporation; and the school provides instruction for students from classes VI to X.

This school is located near labour colony at Vidyadharapuram in Vijayawada I town. Most of the children admitted in this school are brought up in uneducated families.

4.7.2.3 Description by teachers and Headmaster:

The school Headmaster assented to the selection of underachiever U23 for case study under the indigenous intervention programme for the present study. He advocated the researcher by providing all the sources to interact with the teacher and students because he trusted that the indigenous intervention would benefit the child. He described the reasons behind the low performance of the students in this school. These reasons include uneducated parents, lack of communication with the teacher and non-cooperation of the school management. In this connection, he intended that this study would be beneficial for the other children also. His Mathematics teacher also expressed the same feelings about the school situation regarding low academic performance. The other teachers also opined that U23 is an underachiever and is suitable for the case study. They informed that this underachiever had a good sense of humour.

4.7.2.4 Description by Parents:

The father reported that U23 scores very less marks in the school exams. He observed that his son is more interested in other activities than his studies. He opined that his academic performance is declining due to the influence of a bad peer group. Both mother and father are unaware of the education of their ward and they cannot extend any educational assistance to their son. His mother is also an illiterate and this is due to the negligence of her education by her own parents. Parents of U23 are agonizing about his underachievement. They are striving for greater academic success for their son. His father is longing that his son has to study well to take responsibility of the family. The father reported that his son is assisting him with his duties as a watchman,

including carrying cement bags, moving building materials, watering walls, and lending a hand with plumbing tasks.

4.7.2.5 Case self-declaration:

U23 has a strong interest in comedy and regards himself as a comedian. He revealed his goal that he wanted to join “Jabardasth” comedy show which is the most popular comedy entertainment programme telecast by Eenadu television. He wanted to get just enough marks without working hard. He likes to spend his time watching comedy shows than studies. He expounded how his friends have been enjoying his comedy sense in the school.

4.7.2.6 Triangulation:

Data was collected from his parents, teachers and headmaster. The following information was noticed through data triangulation method for valid information about U23.

4.7.2.7 Researcher’s description:

U23 is an underachiever and his parents were illiterate. His parents were dependent on school teachers about his education. They were ready to bear the education expenses though they are economically backward. They have admitted him in a separate tuition for his better academic performance. But still, he is facing underachievement. He is an Identity search underachiever according to the characteristics (Mandal & Marcus theory, 1998) because he has big dreams. He is able to get pass marks in languages, but fails to score pass marks in Mathematics, General science and Social Science. He fails frequently in Mathematics subject due to lack of knowledge in fundamentals. He can do only addition, subtraction and multiplication but cannot do problems on division. His presentation in the Mathematics exam is observed. He follows memorization method while solving the mathematics problems.

Table 4.21: Factors Influencing Underachievement of U23

Student code	Gender	Management type	School code	Self-efficacy score	Academic anxiety score	School factors score	Home factors score	Individual factors scores
U23	M	Govt. Mpl.HS	S08	60	54	91	82	73

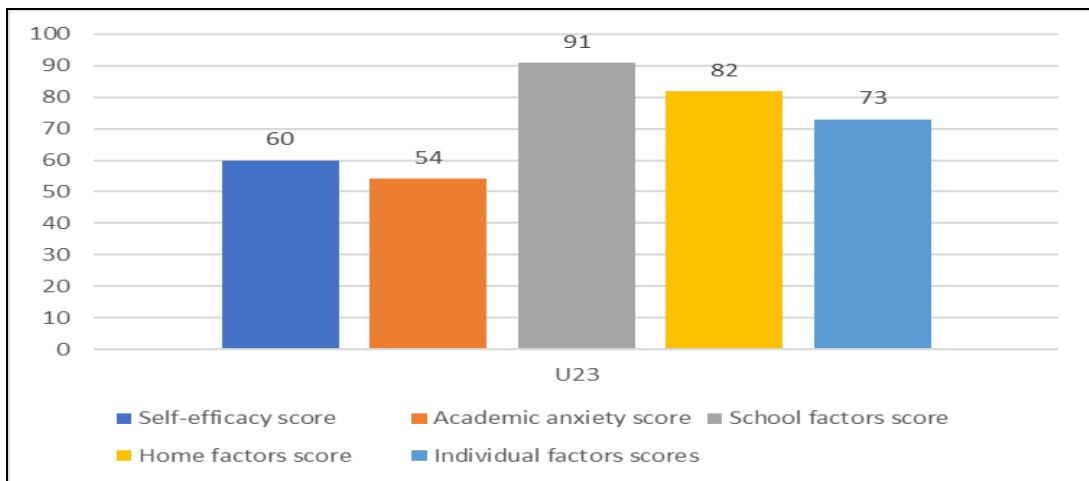


Figure 4.21: Factors Influencing Underachievement of U23

According to the results shown in the table, both school factors and home factors have a strong impact on student U23's status as an underachiever. Academic anxiety also plays a moderate role in his underachievement.

4.7.2.8 Characteristics

After data triangulation of the student U23, the following characteristics have been identified:

- negative attitude towards teachers
- low resilience
- fear of failure
- pessimistic nature
- day dreaming
- lack of concentration

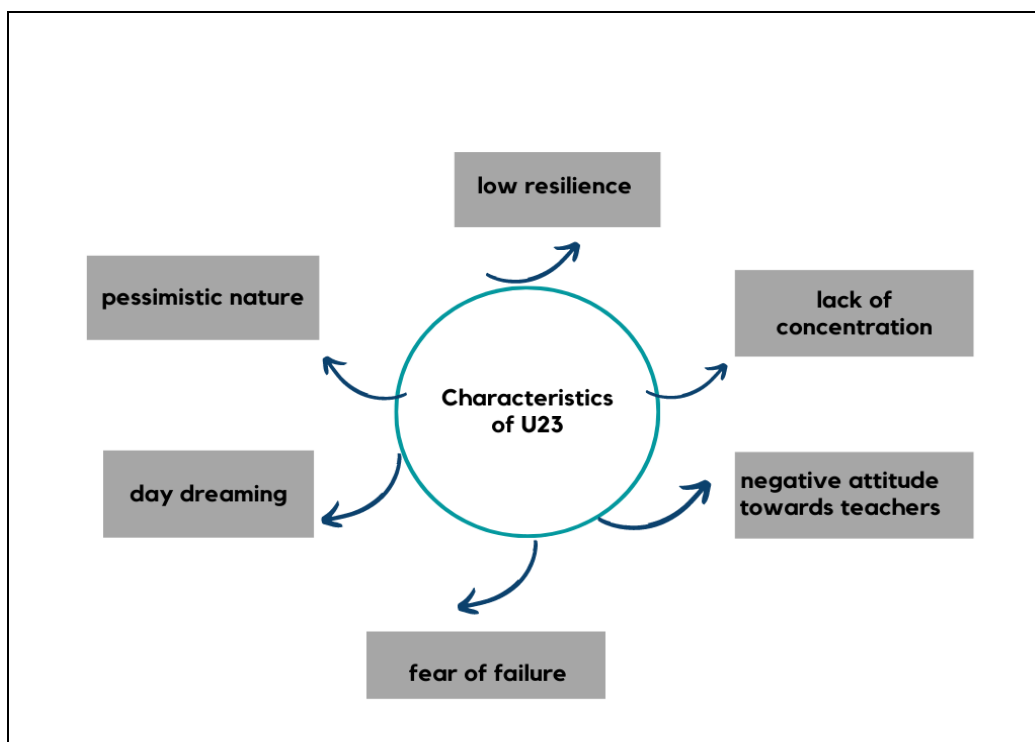


Figure 4.22: Characteristics of U23

4.7.2.9 Indigenous Intervention programme 1: Inspiring success story

Activity: Story narration and video display of contemporary success story of an IAS officer

Subject: Motivation towards Education

Concept: Inspirational success story of an IAS officer who scored just pass marks in English, Maths and Science subjects during his tenth class.

Discussion: The researcher narrated a contemporary success story of an IAS officer who scored 35 marks in English, 36 marks in Mathematics and 38 marks in Science in his tenth class. The video of the same story was also displayed to the student for self-motivation. The student understood that how a pupil became an IAS officer though he scored just pass marks in his tenth class.

35 in English, 36 in Maths: Gujarat IAS officer Tushar Sumera's Class 10 marksheet goes viral

TNN | Jun 14, 2022, 07:21 AM IST



SURAT: Bharuch district collector Tushar Sumera, a 2012 batch IAS, is attending calls for the past two days as people across the country are thanking him for giving them a hope to study and work hard. Most of them are students.

But for Sumera, it is not new. He becomes famous around exams or results on regular intervals due to his class X marksheet where he managed to score only just above the passing marks in English (35), Mathematics (36) and Science (38). A native of Surendranagar district of Gujarat, Sumera has now become a social media sensation after a motivator Shailesh Sagpariya and then Awanish Sharan, a 2009 batch IAS of Chhattisgarh cadre, shared his marksheet on social media.

Figure 4.23: Newspaper article of an IAS officer's success story

Learning Outcomes: The child believed that marks do not matter and the secret of success is commitment, dedication and hard work. He was inspired with the story narration and video display of a contemporary success story.

4.7.2.10 Indigenous Intervention programme 2: Teaching based on experience

(Teaching with the help of experience of involvement in house construction works)

Activity: Various works in building construction

Subject: Mathematics

Concept: Areas and volumes in mensuration

Discussion: The student U23 is observed involving in building construction work activities regularly due to tasks of his father in his watchman duties. So, teaching with the help of home environment has been taken as an indigenous intervention in the present case study. It is observed that the student being involved in construction work will help him understand area and volumes concept. The researcher demonstrated

about the tools used in the study, square shaped tiles used for flooring, painting four walls of room, dimensions of a room and how to find the area or volume by using the given dimensions. The student recollected his work experiences at his home and understood the concepts easily. He enjoyed the whole learning process and his attitude towards Mathematics subject was changed in a positive direction. The researcher illustrated some live examples on areas and volume problems, and then the student solved the problems without expecting any assistance from the researcher.

Learning Outcomes: The child is able to understand various geometrical shapes, with his experiences in estimating the dimension of a room. The practical experience of calculating area and volumes evoked interest in him to learn the fundamentals in Mathematics. The student was thrilled at this learning experience at home environment. He has started to learn tables and solving division problems which are essential to find the areas and volumes. At last, the child developed self-reliant nature through this indigenous intervention.

4.7.2.11 Indigenous Intervention programme 3: Teaching based on experience (Teaching based on students experience in house construction works)

Activity: Student involvement in different professional activities in construction work

Subject: Social Science

Concept: Production and Employment

Discussion: U23 received only passing grades in Social Science. The investigator employed construction work as a locally-based intervention, involving various trade occupations involved in building a house, from laying the foundation to completing the structure. The researcher explained terms of production and employment; then exemplified the various professionals engaged in construction; masonry, plumbing, carpentry, sanitation, electric works and painting along with their type of

employment. The student observed various works performed by different professionals and understood their nature of work and employment. The researcher differentiated the three main sectors such as primary, secondary and tertiary sectors in social studies with some examples with the help of student home experiences to understand the whole concept.

Learning Outcomes: The child understood the concept through the live examples which were related to his daily experiences. The student recognised the importance of Social Science in regular life because of his perceived events. Unambiguously, he understood every aspect in that lesson with the help of his daily interactions with the occupational works. This indigenous intervention made learning very simple to understand the concepts in Social Science and its need in daily life.

4.7.2.12 Post indigenous intervention result:

Before intervention, the student U23 had fear of failure in Social Science subject and scored just pass marks only. Post-interventions, he was able to score more than 50% in this subject. Now he is very confident in gaining better marks in Social Science subject. He obtained 45% in his overall academic performance at the end of his Board examinations.

4.7.2.13 Concluding Remarks:

The underachiever U23 felt himself enlightened through this teaching learning experience. He got the opportunity to use his abilities in education. This way of teaching provides the students an opportunity to utilize his potential and these are purely learner friendly activities which are available locally and help in understanding the academic subjects. These Indigenous interventions nurtured his academic performance. Both parents and the underachiever personally experienced the enhancement in academic performance after following the indigenous intervention.

4.7.3 Presentation of Case Study-3 (U14)

4.7.3.1 Introduction:

U14 is a Tenth-class girl aged 16 years residing at Mahanthipuram in Vijayawada city urban area. Her father works as a salesman in a wholesale cloth shop. Her mother works as an attendant in a college. Her family members are basket weavers by profession. She studies in a private school. Her brother studies Eighth class in the same school. Her parents' educational qualification is Tenth class. Her parents rely fully on the school for their daughter's education. The family follows Christianity as its religion.

4.7.3.2 The school:

U14 is a tenth-class student of S-14 school. This high school is being run by a private management and admissions are available from L.K.G to X in this institution. This school is located at Wynchipet in Vijayawada city. Nearly 80% admitted children in this school belong to uneducated families and all their parents are dependent on school teachers about the education of their children.

4.7.3.3 Description by teachers and Headmaster:

The school Headmaster felt very happy for the efforts taken by the researcher in identifying the underachiever U14 for case study under the indigenous intervention programme. He expressed his concern about the loss of potential for talented students to contribute to society, as he has witnessed underachievement in the education system throughout his career. He supported the investigator for attempting a study on underachiever's academic performance. He stated that U14 is a clever girl but she is facing underachievement. In this context, the present investigation would certainly be beneficial to her. The school teachers mentioned that she is weak in Mathematics and Science subjects only but she can score good marks in the remaining subjects.

4.7.3.4 Description by Parents:

Parents asserted that U14 has the potential to obtain 60% marks in overall academic performance. They specified that she is consistently performing very poor in Mathematics as well as Science. They are distressed about her poor academic performance in Maths and Science. They declared that this poor performance was not seen at primary level but observed at secondary level. They thought that the girl could show signs of improvement in further classes but, there was no scope for the improvement in 8th and 9th classes due to Covid-19 pandemic effect. Later this continued till tenth class. Her mother stated that U14 was addicted to mobile phone during pandemic situation because of online classes. It was noticed during interview session. The parents were unable to express the strengths of the student due to their daily busy schedule. Her mother reported that negative peer group impact also influenced the academic performance of her daughter.

4.7.3.5 Case self-description:

Only remarks have been recorded about U14 while interviewing the teachers and parents. Hence the researcher focused on finding the interests and strengths of the student while interviewing. No supportive strength was noticed during student interview. So, the researcher concentrated on digital awareness to know her abilities which was reported by her parents. U14 nicely demonstrated about 14 mobile apps (Whatsapp, Facebook, Instagram, Snapchat, Meesho, Zomato, Flipkart, Playstore, Google, Sharechat, Youtube, Zoom, movies and music) and its uses. She briefly explained about 11 television channels (Pogo, CN, Hungama, Zee Telugu, Star Maa, Gemini music, Gemini movies, Etv, Etv plus, Ninja, Naptol). She revealed that programmes such as *shinchan*, *Ben 10*, *Selfie with bajrangi* and *Doraemon* were her favourites.

4.7.3.6 Triangulation:

Data triangulation method is applied to gather valid information about the student after interviewing the headmaster, teachers and parents. The following background information was prepared for further process.

4.7.3.7 Researcher's description:

U14 is an underachiever in Mathematics and Science subjects. Her parents are uneducated and both are involved in jobs. They do not have enough time to interact with the student about the academic performance due to their busy schedule. Hence, they rely on school teachers for their daughter's education. According to *Lynn Yell, C. 1971 & French, J.L.1964*, she belongs to the category of situational underachiever. She is poor in Mathematics and Science subjects only. She is weak in basic mathematical concepts and has a negative attitude towards Science. She has developed good hand writing as observed from her presentation in the exams.



Figure 4.24: Individual counselling cum teaching class for the student U14 at school

Table 4.22: Factors Influencing Underachievement of U14

Student code	Gender	Management type	School code	Self-efficacy score	Academic anxiety score	School factors score	Home factors score	Individual factors scores
U14	F	Private	S14	72	76	80	76	67

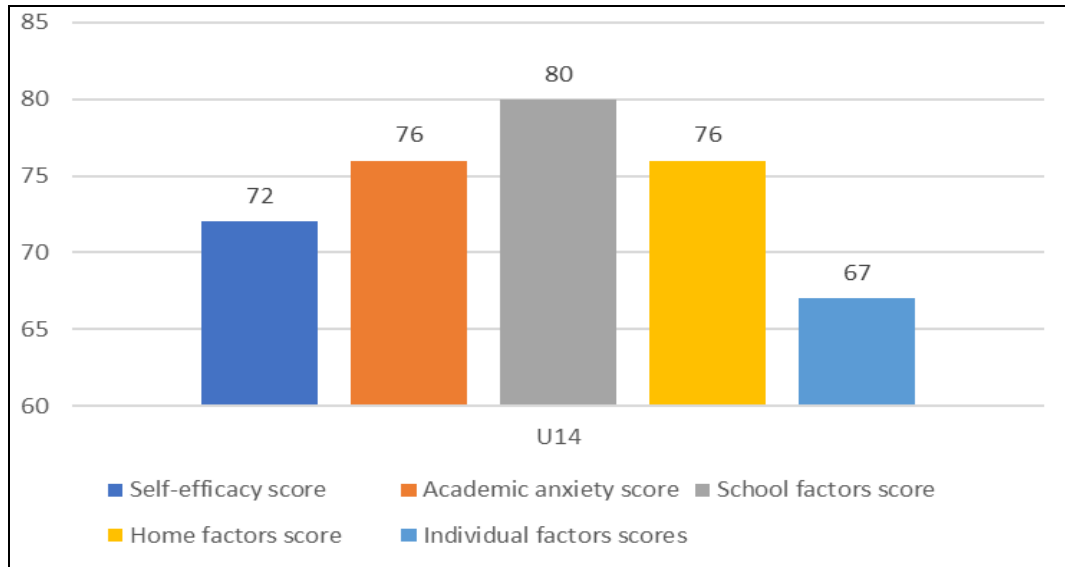


Figure 4.25: Factors Influencing Underachievement of U14

In case of underachiever U14, results revealed that school factors have a greater influence on her. Next in priority, home factors and academic anxiety are influencing her underachievement.

4.7.3.8 Characteristics

From data triangulation, the following characteristics are identified with respect to the underachiever U14.

- negative attitude towards Maths and Science
- less resilient nature
- low self-efficacy
- fear of failure
- not having trust in her own abilities
- Intense interest in particular area

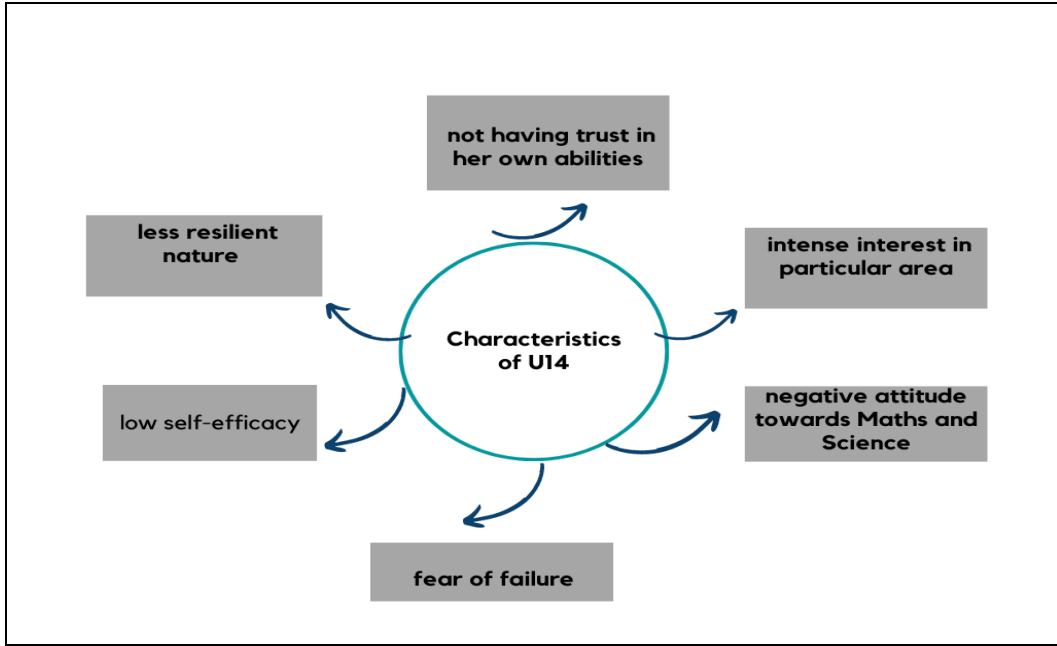


Fig 4.26: Characteristics of U14

4.7.3.9 Indigenous Intervention programme 1: Inspiring moral stories

Activity: Story narration and video display of Vishnu Sharma ‘Panchatantra’

Concept: Motivation for understanding her own abilities

Discussion: The researcher understood that U14 is spending her time with Youtube videos and cartoon stories. So, here the suitable indigenous intervention chosen was ‘Inspiring moral stories’. The researcher narrated few Panchatantra stories to motivate the student. Youtube videos of Vishnu Sharma Panchatantra stories were also shown to the student as she was very much interested in watching cartoon stories.

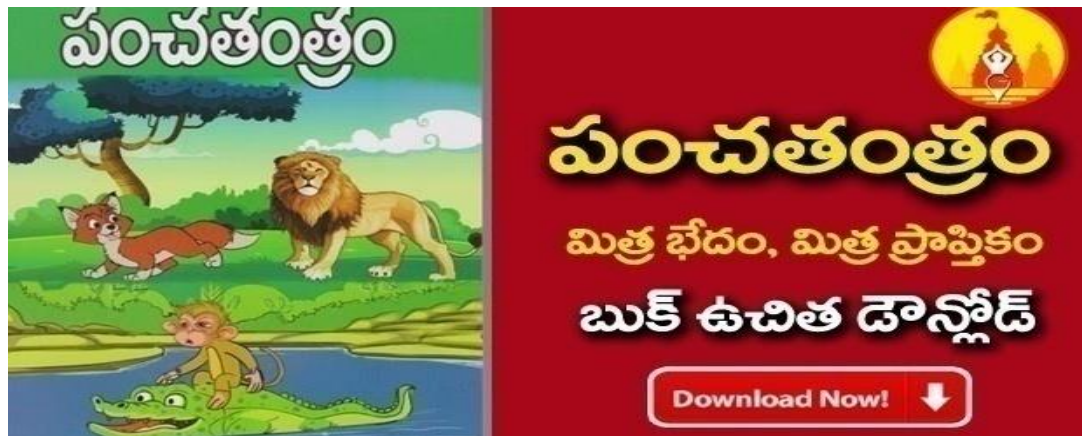


Figure 4.27: Cover page of Panchatantra stories

Learning Outcomes: The student U14 enjoyed the cartoon stories of Panchatantra which helped the researcher in recognizing her abilities. She participated with great interest and enthusiasm in the entire intervention session.

4.7.3.10 Indigenous Intervention programme 2: Game-based teaching

Activity: Snake and Ladder game for solving linear equations and quadratic equations

Subject: Mathematics

Concept: Linear equations in two variables, Quadratic equations

Discussion: The researcher understood that U14 is more familiar with cartoon stories. So, individual counselling for a period of one week was planned for U14.

Individual counselling:

At the beginning, she was appreciated for her good hand writing to establish rapport with her. So, the researcher selected a story from her favourites named '*Doraemon*' and discussed the story and adventures displayed in that story for a while. The researcher emphasized the application of Science and Technology in those adventures. She felt happy with the discussion. She took a lot of interest in the story. Later, the researcher explained the necessity of some apps like Google Pay and Phone Pe, which are used for digital payments. At the same time, she was warned about the usage of unnecessary apps. She understood the techniques of utilizing internet for educational purposes.

Snake and Ladder Game:

The investigator showed the snake and ladder board which contains some simple quadratic equations and linear equations at the bottom part of every ladder in the game board. The thumb rule of the game is to solve the equation at the ladder before climbing any ladder. She showed interest to learn the simplification and solving of

equations for the purpose of playing the interesting game. When she observed the ease in learning she started practicing mathematical problems. Types of numbers and choosing factors from those numbers were also taught using the snake and ladder board game, where it contains 1 to 100 numbers. The researcher gave more examples of solving equations for home work practice. The researcher illustrated some live examples of area and volume problems and then the student solved the problems without expecting any assistance from the researcher.

Learning Outcomes: The student U14 enjoyed the learning process which was involved in playing games. She got excited about this learning experience in the home. She practiced mathematical tables for solving equations and took much interest in simplifying the larger fractions into smaller fractions.

4.7.3.11 Indigenous Intervention programme 3: Inspiring success story (Motivating Inspiring Story - Albert Einstein)

Activity: Story narration and video display

Subject: Motivation for developing positive attitude towards Science subject.

Concept: To believe in one's own abilities and motivation towards Maths and Science

Individual counselling: The investigator encouraged the student about her talent in drawing pictures. The researcher appreciated her memory power while describing the various apps in the interaction. The researcher convinced U14 by comparing the same incident in Einstein's Biography.

Discussion: As the student U14 is an underachiever in Mathematics and Science, the researcher narrated the life story of Dr. Abdul Kalam, who was not a clever student during his school years.

Story Narration:

The investigator narrated the story of Einstein as an indigenous intervention for the present case study. The investigator explained the story of Einstein who was considered as an underachiever in all subjects except Maths and Science (Archer, R.2005). The researcher narrated about the failure of Einstein in his diploma exam due to language barriers and explained how he became a world-famous scientist later. U14 recalled her negative attitude towards Science. She was motivated by the biography of Albert Einstein which was similar to her condition.

Learning Outcomes:

The student recognized the importance all the subjects in education. The intervention programme changed her negative attitude towards science through the story of Einstein. The student made up her mind to improve her overall academic performance.

4.7.3.12 Post indigenous intervention result:

Before intervention, the student U14 failed in Mathematics subject and scored very less marks in science before the intervention. Post intervention results changed her attitude towards Maths and Science. She obtained 48% in Mathematics subject and passed in Science subject at the end of tenth class state board examinations.

4.7.3.13 Concluding Remarks:

The underachiever U14 felt enlightened with knowledge in Maths and Science through the teaching learning experiences. She recognized her abilities in other subjects; and motivated herself with the inspiring story of Einstein and familiar game-based teaching. These Indigenous interventions made her to improve her academic performance.

4.7.4 Presentation of Case study-4 (U08)

4.7.4.1 Introduction:

U08 is a student of class X residing at Vidyadharapuram in Vijayawada city. U08 is 15 years aged boy and his father is a government employee working in APSRTC (Andhra Pradesh State Road Transport Corporation) as a bus driver. His mother is a home maker who looks after household affairs alone. He studies in a private school. He is the beloved grandson to his grandparents who are very affectionate towards him. His family belongs to Christianity religion.

4.7.4.2 The school:

U08 is a student of S-15 school. This school is being managed by a private organization wherein the school runs from classes I to X. This school is located at Jojinagar in the urban area of Vijayawada I town. The students studying in this school belong to both educated and uneducated families.

4.7.4.3 Description by teachers and Principal:

The school Principal gave his consent for the selection of underachiever U08 for case study under the indigenous intervention programme. He commended the investigator for selecting such a student who is very poor in all subjects. He gave the permission to the researcher to conduct the counselling cum teaching classes at the school premises also. He used to relieve the student daily during the school official hours for the purpose of intervention programme. Telugu teacher is worried more about his condition that the student is unable to read and write even in mother tongue. English teacher reported that the student U08 often gets pass marks in English subject. Mathematics teacher informed that the student is weak in fundamentals of Mathematics. Science and Social Science teachers also stated about the poor performance of the student in their respective subjects. All the teachers opined that

U08 is a perfect underachiever and needs some special intervention programmes for his progress.

4.7.4.4 Description by Parents:

Father perceived that U08 is too weak in all subjects to obtain better scores. He elucidated about his job position which he got from his father due to sudden demise in service. He informed that he has studied up to 8th class. He is very much worried about his son's education and expressed his anxiety about the sustenance of his son without minimum education. So, he expects that his son needs to acquire reading and writing abilities and ability to manage basic mathematical operations which is required for real life. Mother has also studied up to 8th class. Parents are apprehensive about their son's future because he lacks reading or writing abilities and he does not know simple calculations that are essential in his day-to-day life. They opined that their son did not get proper education at primary school level. They described about that U08 had been promoted in every class with just pass marks up to 5th class at primary level; and has been performing poorly even though he has been shifted to another private school at secondary level. Sometimes they tried to counsel their son about education but they were objected by his grandparents who have neglected this matter. The parents finally told that they have a feeling of hopelessness with regard to the career of their son. They noticed that U08 had been involved in machine-based activities and showed interest in them while they were staying in the village.

4.7.4.5 Case self-description:

U08 considers himself as a normal achiever. He puts his efforts just enough to get on but does not want to try hard. He is not aware of the importance of studies and he has no fear about his failure because there is no scope for him to know the value of education from his home environment. He likes to spend his time with Smartphone

and uploading WhatsApp status. He usually applies defence mechanism to escape from educational activities.

4.7.4.6 Triangulation:

The researcher interacted with his parents, grandparents, principal and teachers and then prepared the following valid information about U08 after using data triangulation method

4.7.4.7 Researcher's description:

U08 is an underachiever in all subjects. His parents are unaware of education as they studied up to 8th class only. So, they always depend on school teachers to know the progress of their son's education. But they are unhappy about the school and the teachers working therein since primary stage. It is understood that the school environment is not favourable for U08 and his parents. Parents have been perplexed about their son's underachievement, as he does not have minimum knowledge of 6th class level at the age of 16 years. Overprotective grandparents are one of the causative factors for his underachievement. Primary schooling of U08 was completed in a private school with just below average academic performance. The parents admitted the boy in a better private school in sixth class with high expectations of his achievement. But there has been no improvement in his performance. The issue of underachievement has not been resolved up to 9th class. Now the student displays his linguistic disabilities. He can do only additions and subtractions in Mathematics. He is not aware of classification of numbers and formulae to solve problems in Mathematics subject. Similarly, he fails in Science and Social Sciences also due to poor vocabulary and lack of fundamentals in languages.

Table 4.23: Factors Influencing Underachievement of U08

Student code	Gender	Management type	School code	Self-efficacy score	Academic anxiety score	School factors score	Home factors score	Individual factors scores
U08	M	Private	S15	71	38	91	92	69

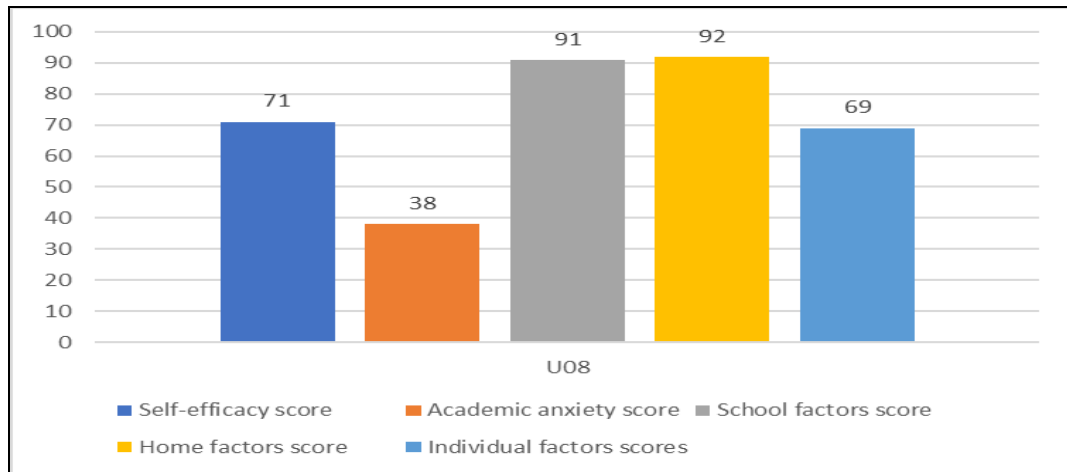


Figure 4.28: Factors Influencing Underachievement of U08

From the above figure 4.28, it is clear that both home and school factors highly influence U08 for his underachievement.

4.7.4.8 Characteristics

After triangulation of data, the following characteristics have been observed about the student, U08. These characteristics include:

- Poor work habits
- less attention in the class
- lack of efforts in tasks
- emotional frustration
- failure to respond to usual teaching techniques
- less resilient nature
- social withdrawal
- negative attitude towards education

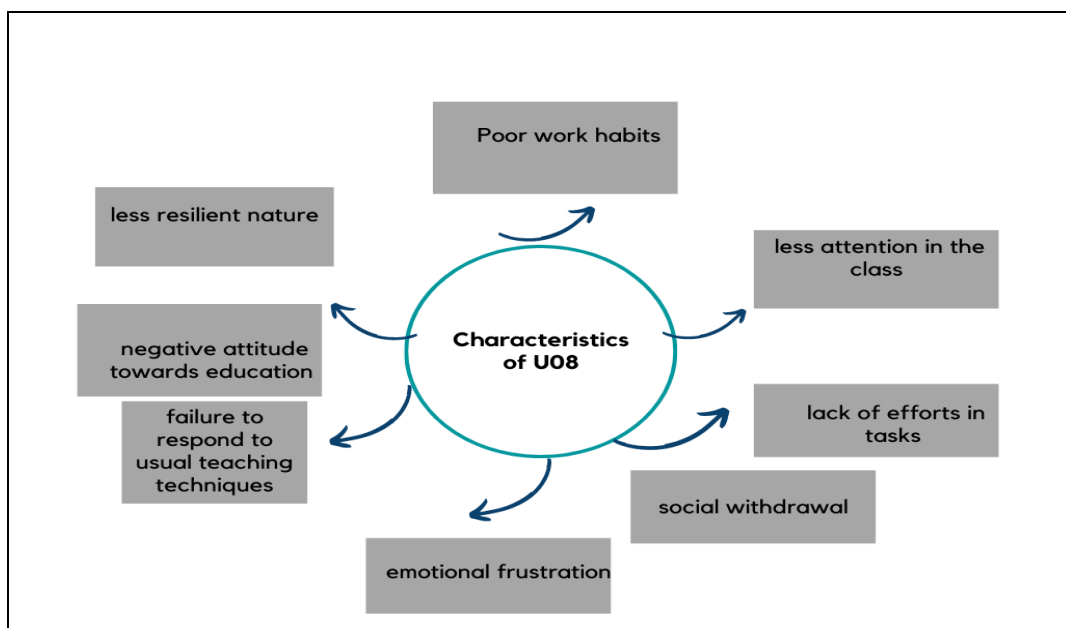


Figure 4.29: Characteristics of U08

4.7.4.9 Indigenous Intervention programme 1: Inspiring success stories

(Motivating with Inspiring stories of successful people)

Activity: Story narration and video display

Subject: Motivation for improvement of academic performance in all subjects

Concept: Dr. A.P.J. Abdul Kalam's biography, Stephen Hawking's story which is a lesson in his English textbook, and the biography of Albert Einstein.

Discussion: As the student U08 is an underachiever in all subjects, the situation demanded that he needs achievement motivation. So, the researcher conducted individual counselling sessions for a period of 10 days with duration of 90 minutes per day.

Individual counselling: The investigator found that the student is aware of motor bike repairs. So, the researcher appreciated the student for his skills as a bike mechanic. He asked the student to drop him at his home. The researcher asked about the student's technical knowledge of two-wheelers. The student articulately demonstrated all parts and functioning of the engine. The researcher admired the

student for his technical knowledge and delineated his skills which will help in learning Science subject.

Story Narration: The investigator used inspiring stories about Dr. A.P.J. Abdul Kalam, Stephen Hawking and Einstein as indigenous intervention for the present case study.

Inspiring Story 1:

The researcher narrated the achievements of Dr A.P.J.Abdul Kalam. The researcher said that Dr Kalam was not a clever student in his school years. Abdul Kalam was an average student but he had passion for learning. The investigator conveyed how that passion had taken him to great heights from an average student to a great nuclear scientist in his life.

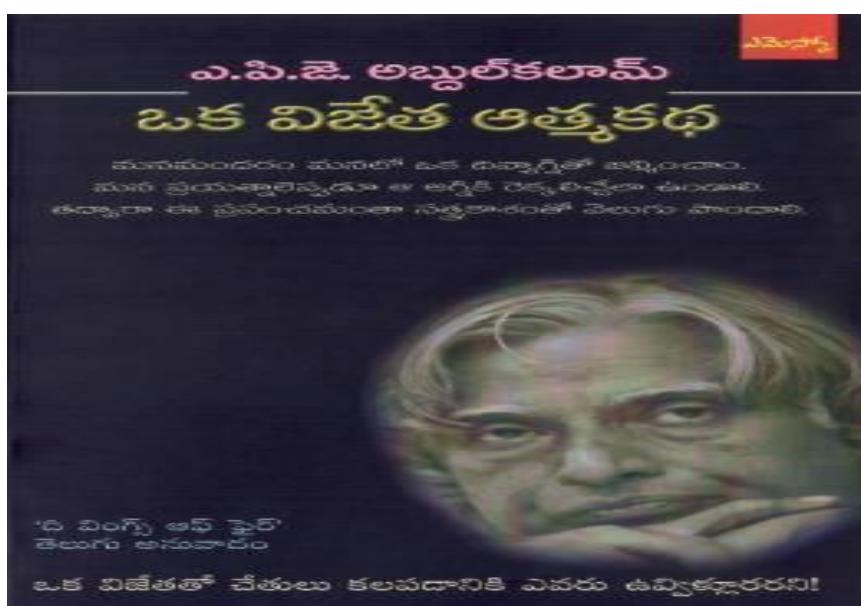


Figure 4.30: Cover page of Dr. Abdul Kalam's autobiography

Learning Outcomes: The student recognized the importance of all the subjects in education. The intervention programme changed his negative attitude towards Science subject through the story of Dr. Abdul Kalam. The student made up his mind to improve his overall academic performance.

Inspiring Story 2:

The investigator elucidated the story of Albert Einstein, a great scientist, who was an underachiever (Archer, R.2005 & Rahal, M.L.2010) in all the subjects except Mathematics and Science during his school days.

“It is interesting to note that neither of his parents had any knowledge in the areas of math or science. Even Albert, in his early years, was a very shy but curious kid that showed very little aptitude for anything. In elementary school, Albert was such an under achiever in all subjects other than math and science that his parents suspected that he might be retarded” (Archer, R.2005)

The researcher narrated the failures of Einstein during his school days and also his growth as a great scientist in the later years. U08 realized that he has been neglecting his studies and wasting his time without understanding the value of education. The researcher emphasized the boy's ability in taking up mechanic's work and how it will be helpful to him in understanding the related subjects. The student U08 was mesmerized by the story of Albert Einstein which is similar to his present situation. The student **changed his negative attitude** towards education and got confidence in his **own abilities** to ameliorate himself.

Learning Outcomes: The student recognized the importance of languages in education and reversed his negative attitude towards Mathematics and Science subjects through the story of a genius person who was a great scientist and mathematician. The student was motivated to improve his overall academic performance.

Inspiring Story 3: The researcher illustrated the biography of another great contemporary scientist named Stephen Hawking who is familiar to the student as the

name is already indexed as ‘Personality Development’ lesson in the English Reader of tenth class (Published by Government of Andhra Pradesh, English text book, page no.2 of 2014 edition). The researcher exhaustively described life incidents of Stephen Hawking through the two anecdotes; one about the continuing of his education although suffering from motor neurone disease, and second one about the commitment towards achieving his goal by overcoming all the struggles. The researcher highlighted the factors influencing U08 for his poor performance by comparing his own life with the life history of Stephen Hawking with a view to motivate him by perceiving the inspiring situations in the story.

Learning Outcomes: The student acquired a dedicated attitude towards achieving his educational goals in the future and understood that having a big dream is crucial for success by overcoming difficulties. The student developed a positive attitude towards Science subject. Finally, the child developed a self-esteem through this indigenous intervention.

4.7.4.10 Indigenous Intervention 2: Real life examples (Teaching through familiar things in and around the living environment)

Activity: Task was given to list out the names of family members, name of the living place, name of the school, objects visible around his place and list of names based on student’s interest (movie/hero/heroine/cricketer/visited places)

Subject: Telugu, Hindi and English

Concept: Improvement of Reading and Writing Skills in Languages

Discussion: In the beginning session, the investigator instructed the student to write all the names of family members, name of the school and living place in Telugu, Hindi and English. He wrote all the names wrongly including his own name in both Telugu and Hindi. But he wrote all the names correctly in English. The investigator

understood that special training is essential in Telugu and Hindi but not in English. Moreover, if anyone is good at his mother tongue, then one can easily learn any other language. Hence, the focus was kept on making the student learn his mother tongue first and then second and third languages.

Telugu language is the student's mother tongue. So, the researcher assigned tasks such as listing names of the months, names of the weeks, names of favourite cricketer/hero/heroine/movie/place and also to list out the objects/things/actions/tools etc. in living surroundings. This small assignment proved very useful to the student to identify the hurdles in reading and writing. These exercises continued for three weeks including story narration and writing by the student. Dictation test was conducted frequently to check his reading and writing abilities. Gradual improvement was observed in the student in certain aspects like letter identification and writing words. It was found that reading and writing skills have improved in his mother tongue with these activities. Then, the researcher explained him the important lesson stories briefly for question-and-answer section. All the required grammar topics were explained with live examples for easy understanding. In the final stage, practice was given on comprehension, writing letters and general essays. All the above teaching techniques improved the language skills of the student.

A minimum of 20% marks are required to pass in Hindi. So, the following steps have been followed. In the first step, the teaching sessions were started with practice of Hindi alphabet identification. Next, reading and writing exercises were provided using familiar words. In the second step, the focus was on few general concepts like a set list of letter writing and essay writing which follows a structured pattern for easy presentation in exams. All these exercises were practised thoroughly

and the researcher soon observed that scores increased from single digit to two digits in the exams held after this intervention.

English language is essential for understanding concepts of subjects like Mathematics, General Science and Social Science. So, the teaching sessions for English were carefully planned. The researcher focused first on drilling various comprehension passages, as the student has been scoring minimum marks in this area. Secondly, the student was given the task to write a story from a well-known lesson/a story from any movie for improving his creative writing skills. It was noticed that he could present the information of whatever he knows, with little errors. Later, his skills in grammar were checked by giving him some familiar sentences through which all the fundamental grammar concepts were provided. Third, the researcher provided some live examples of conversations, wishing the people in various situations, and separating the words from the given question such as things/actions/profession or any other fixed words. Lastly, focus was kept on textual concepts and little vocabulary. After teaching all the above concepts in a hierarchy, a test was conducted to know whether there is any betterment in his presentation. Again, he was informed to correct his mistakes in the related areas which were found in the test.

Learning Outcomes:

The student could read the sentences/stories in his mother tongue. He felt that he could enhance his language skills with the help of his surrounding environment only. Now he is able to read the text book and can write sentences in his mother tongue on his own. He got confidence to pass in all languages. Through this indigenous intervention he understood that we can learn many things from our environment.

4.7.4.11 Indigenous Intervention 3: Game-based teaching

Activity: Snake and Ladder game

Subject: Mathematics

Concept: Addition and Subtraction of Integers

Discussion: The major problem in mathematics at secondary level is the addition and subtraction of an integer. Four rudimentary mathematical operations on integers are essential for secondary school students. Here the underachiever cannot solve the sum or difference of integers. Snake and Ladder game was used to dispel the ambiguity of addition and subtraction among integers. Two dice were taken for this game – one with 6 positive numbers (1, 2, 3, 4, 5, 6) and the other one with 6 negative integers (-1, -2, -3, -4, -5, -6). The integers were counted every time by throwing the dice by the student. The student was given practice on addition and subtraction of integers while practicing the game. The student participated attentively in learning this concept. He put all his efforts for getting right answer for the sum and difference of integers. Later, some examples were given as homework on the same concept. It was observed that he exhibited active participation in learning. This learning process based on games has generated interest in exercises related to addition and subtraction of integers.

Learning Outcomes: Addition and subtraction of integers was made easy and this learning process provided scope to solve more problems on integers, which is a phobia for many students at early stages. This concept helped in multiplication and division of integers. Continued practice provided more confidence in the student in simplifying algebraic expressions. The intervention helped in developing self-learning skills by the student.

4.7.4.12 Indigenous Intervention 4: Real life examples (Teaching with the help of home environment)

Activity: Lesson teaching through Paddy cultivation experience in the native village

Subject: General Science and Social Science

Concept: Rampur: A Village Economy (Chapter-9) of Social Science &
Natural Resources (Chapter-10) of Biological Sciences

Discussion: It was difficult for the underachiever U08 to get pass marks in Science and Social Studies. Here we could understand that the learner was unaware of the importance of Science and Social Studies as well as the importance of education. Hence the researcher chose “the student’s awareness on paddy cultivation in his own village” as an indigenous intervention to improve his performance in Science and Social Studies subjects. The researcher demonstrated several aspects in paddy cultivation such as seeds, fertilizers, labour, steps in harvesting, the way of taking grains to the market and different types of production mechanisms in farming in relating to Social Studies.

The same indigenous intervention helped in understanding the lesson “Natural Resources” (Chapter-10) of Biology text book. The knowledge of the student of this concept was linked to the information given in the text book of the student on aspects - Paddy cultivation in different seasons like Kharif and Rabi and its production.

Learning Outcomes: It was understood that this is the best strategy to develop positive attitude towards Science, that is, learning environmental sciences from our own environment. The student was very much pleased with this teaching method, which made him self-reliant.

4.7.4.13 Post indigenous intervention result: The underachiever U08 had a bad experience that he failed in all subjects and in the aspects related to reading and

writing before the intervention. The researcher assured the improvement of U08 in languages and Mathematics by conducting small tests. Post indigenous intervention results showed that he scored 52% in English subject, 49% in Mathematics subject and passed in all the other subjects.

4.7.4.14 Concluding Remarks: The underachiever U08 experienced the reality that we can utilize our potential with the right intervention in academic performance. Then primary importance was given for better learning outcomes in English language, as it is essential for understanding concepts of Mathematics, General Science and Social Science subjects either in text books or during teaching process. Student vocabulary in English language was improved by providing him the opportunities that made him a better achiever. The researcher motivated the underachiever by providing him necessary counselling and teaching him all the academic subjects through indigenous intervention to obtain minimum 50% score in all subjects. These indigenous interventions positively influenced his academic performance in all subjects.

4.7.5 Presentation of Case study-5 (U01)

4.7.5.1 Introduction: U01 is a 16-year-old girl residing at Guntupalli village 15 kilometres from Vijayawada city. She studies in tenth class in a government Zilla Parishad High school. Her father works as a painter. Her mother is a homemaker who cares for her sister, who is suffering from diabetes. Her mother is an illiterate and her father studied till 7th class. Their family members are basket weavers by profession. They go to church as they belong to Christianity religion.

4.7.5.2 The school: U01 was studying tenth class in S-01 school. This high school is being managed by Zilla Parishad and is running classes from VI to X. This school is

located at Guntupalli village of rural area of Vijayawada city. All the students admitted in this school belong to rural area and their parents are daily wage workers.

4.7.5.3 Description by teachers and Headmistress:

The school Headmistress supported the selection of underachiever U01 as she is an underachiever who is facing underachievement due to domestic problems. She reported that U01 is scoring just pass marks in all subjects even though she has intelligence. She is a good athlete. Teachers also reported very positively about U01. They stated that the student is very attentive in the class. But it is found that she is irregular to school in tenth class.

4.7.5.4 Description by Parents:

Parents are worrying about their daughter's poor academic performance. They declared that she is unable to attend the classes as she has to take care of her sister. The parents informed that their younger daughter has been suffering from Diabetes since 1st class onwards. It is a terrible situation that she needs insulin daily and she suffers from multiple diseases such as Nervous weakness, Thyroid and so on. She studies eighth class and she is cleverer than their elder daughter. Their elder daughter is irregular to school due to her sister's health problems at home. They are very sad about the underachievement of U01; and they expressed their helplessness towards the education of their children.

4.7.5.5 Case self-description:

The student U01 expressed that she is getting only pass marks in all subjects. She has some learning issues in Mathematics at school. Her goal is to become a doctor. She said that she won different medals and prizes in running competition at different events. At present, she is unable to get expected performance due to her irregularity in the tenth class.

4.7.5.6 Triangulation:

Data triangulation method is applied for valid information given by the headmistress, teachers, parents and grandparents through the interviews about the student U01.

4.7.5.7 Researcher's description:

U01 is an underachiever in all subjects and is scoring just pass marks in all subjects. Her mother is an illiterate and her father studied till 7th class. The main reason for underachievement of U01 is her irregularity to school. She is unable to attend the classes regularly, as she has to attend to her sister, who is severely suffering from multiple diseases, and needs intensive care at home. The student U01 belongs to chronic underachiever category (*Lynn Yell, C. 1971 & French, J.L.1964*). She is poor in all subjects at secondary level due to her problems at home.

Table 4.24: Factors Influencing Underachievement of U01

Student code	Gender	Management type	School code	Self-efficacy score	Academic anxiety score	School factors score	Home factors score	Individual factors scores
U01	F	Govt. ZPHS	S01	66	56	97	74	70

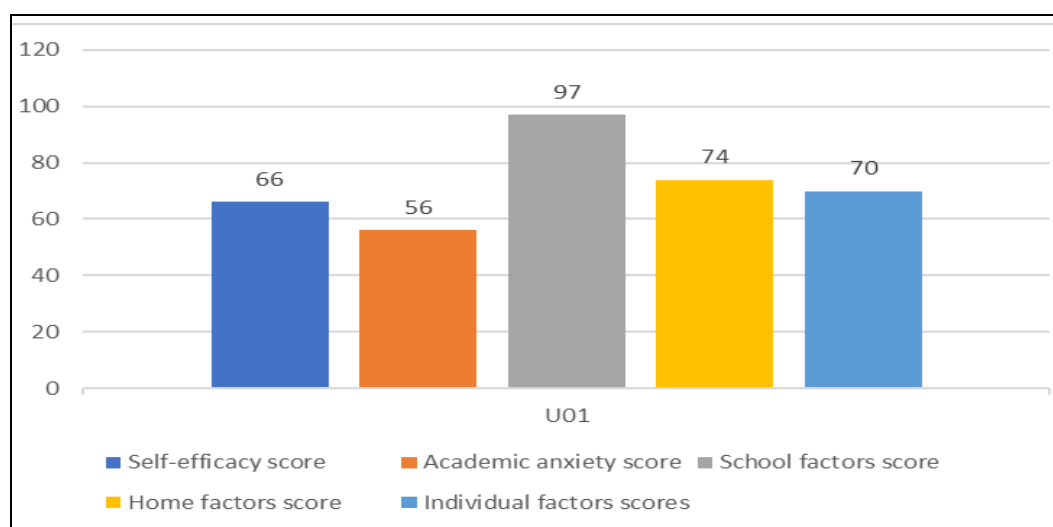


Figure 4.31: Factors Influencing Underachievement of U01

From the above table, results revealed that the underachiever U01 is predominantly influenced by school factors, followed by home factors and individual factors.

4.7.5.8 Characteristics

After data triangulation, the following characteristics are identified in respect of the student U01. These characteristics include:

- fear of failure
- lack of trust in her own abilities
- frequently unfinished work
- negative attitude towards Maths
- inability to concentrate
- negative attitude towards self and peers
- pessimistic nature

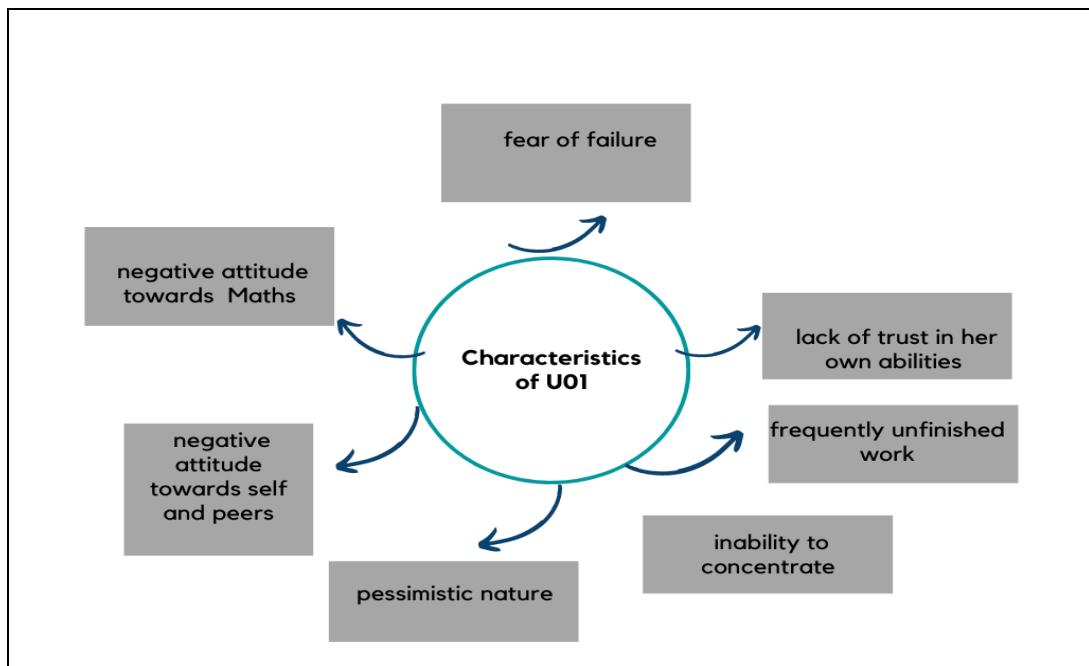


Figure 4.32: Characteristics of U01

4.7.5.9 Indigenous Intervention programme 1: Inspiring success stories and moral stories (Motivating with Inspiring stories of successful sportsperson, Ms. P.V. Sindhu and the story of Ekalavya from Mahabharata)

Activity: Story narration and video display

Subject: Motivation for enhancement of academic performance in all subjects

Concept: Biography of Ms. P.V.Sindhu

Discussion: U01 is an underachiever in all subjects but she is good at sports. Hence, the researcher decided that she needs achievement motivation. So, the researcher counselled the student and motivated her towards her studies.

Individual counselling: The investigator found that the student U01 excels in sports. So, the researcher appreciated her abilities in sports and suggested her to focus on studies to utilize her potential. The researcher admired her for her talent in sports.

Story Narration: The investigator planned to narrate the successful story of a sportsperson. In this connection, the researcher chose the biography of Ms. P. V. Sindhu who won two medals in Olympics and has other great achievements in different events. The investigator briefly explained the story of P.V. Sindhu and her achievements. The researcher emphasized the excellent performance of P.V.Sindhu in sports and how she became a successful person through sports. The student U01 was highly inspired with this story. She understood that the underachievement is temporary. She realised that she can achieve anything with inner talents.



Figure 4.33: Famous Sports Personality Ms. P. V. Sindhu

In this case, the underachiever U01 is unable to attend the classes due to her sister's ill health. In this context, the researcher selected the story of Ekalavya and narrated how a student learned archery without the presence of a Guru. Ekalavya's great desire to learn made him a brilliant archer. The researcher enlightened her with the story of Ekalavya and suggested that she does not need to worry about her absence to the classes and she must keep her contact with the teacher in the school. The researcher asked her to practice the learning of different subjects through the internet sources.

4.7.5.10 Indigenous Intervention 2: Local resource-based teaching (Teaching with the help of local resources as examples)

Activity: Paddy cultivation experience at their own village

Subject: Mathematics, General Science and Social Science subjects

Concept: Rampur: A Village Economy (Chapter-9) of Social Science,
Natural Resources (Chapter-10) of Biological Sciences and
Mensuration chapter of Mathematics

Discussion: The student U01 lives in a village. She is familiar with paddy cultivation which she observes on her way to school and also in her home surroundings. She used to go to the fields to help her mother. She has some idea about the shape of fields and different activities involved in cultivation such as planting, growth of the plant, water requirement, weather conditions, crop production and profits in the production etc. The researcher demonstrated in detail about all the activities involved in the cultivation process and how these activities are helpful to understand the academic subjects. The agricultural fields are in different shapes like rectangle, square and trapezium etc. Finding the area of a land and finding height of rising level for a given plot was explained with the help of the live fields which is near to her home. The

researcher elaborately explained many aspects in paddy cultivation such as use of fertilizers, steps in harvesting, planting paddy samples, labour involvement and estimations of expenses for a particular crop in the context of Biological Science. The same indigenous intervention helped to understand the lesson, “Natural Resources” (Chapter-10) from Biology text book. Weather conditions, Paddy cultivation seasons like Kharif and Rabi are explained in the context of Social Science. The researcher elucidated in detail about the relevance of academic subjects with daily life experiences through this indigenous intervention.

Learning Outcomes: The student U01 developed positive attitude towards education. She grasped the experiential learning through home and school environment. This intervention made her self-confident and self-reliant.

4.7.5.11 Post indigenous intervention result:

The student U01 had scored just pass marks with 40% in her formative assessment before intervention. The results of post-indigenous interventions showed that she obtained 59% in overall academic performance at the end of the tenth-grade state board examinations.

4.7.5.12 Concluding Remarks:

The underachiever U01 felt happy with the improvement of her academic performance through the indigenous interventions.

4.8 Broad Findings of the Study

The findings of study are observed after data analysis

- ❖ 48% of underachievers have been influenced by school factors
- ❖ 21% of underachievers have been influenced by home factors
- ❖ 17% of underachievers have been influenced by individual factors
- ❖ 10% of underachievers have been influenced by self-efficacy

- ❖ 4% of underachievers have been influenced by academic anxiety
- ❖ 59% of underachievers are unable to complete their homework regularly
- ❖ 79% of underachievers responded that they do not like to go to school
- ❖ 66% of underachievers agreed that there is no use of class subjects in their daily life
- ❖ 79% of underachievers responded that they have no friends in the class
- ❖ 28% of underachievers are able to take help from their siblings in completing the school work
- ❖ 24% of underachievers responded that their parents are meeting the teachers
- ❖ 72% of the underachievers reported that their parents are illiterate
- ❖ 62% of underachievers are interested in playing mobile games
- ❖ 21% of underachievers responded that they can memorize the concepts easily
- ❖ 52% of underachievers are unable to do the works which are below their standard
- ❖ 52% of underachievers responded that they cannot do complex problems
- ❖ Common characteristics observed among the underachievers are - lack of attention, lack of concentration, over dependence on teachers, negative attitude towards education, low goal valuation, use of defence mechanisms, social orientation, low self-efficacy, aggressive behaviour, low energy levels
- ❖ Indigenous interventions such as ‘Game based teaching’, ‘teaching based on experience’, ‘Inspiring success stories’ ‘real life examples’ and ‘local resource-based teaching’ enhanced the academic performance of underachievers.

4.9 Conclusion

This Chapter concludes that the underachievers are highly influenced by school factors and home factors. Common characteristics observed among the underachievers are lack of attention, lack of concentration, over dependence on teachers, negative attitude towards education, low goal valuation, use of defence mechanisms, and low energy levels. Indigenous interventions helped to utilize the potential of underachievers and enhanced their academic performance.

CHAPTER –V

Summary, Findings, Discussion, Conclusion and Suggestions

5.0 Introduction

Secondary school level underachievers were highlighted in this research study. The researcher has identified the underachievers through regression analysis and given them counselling. The researcher also suggested suitable indigenous interventions based on the abilities of the underachievers. This chapter is predominantly concerned with the findings of the present investigation and a brief description of the results, educational implications, objective-wise discussions, and recommendations to policymakers, teachers, and parents, conclusions, and suggestions for further investigation was discussed.

5.1 Summary

The present study examined the academic performance of underachievers. The central objective of this study is to suggest suitable indigenous interventions for underachievers to enhance their academic performance. Underachievers were identified in the first phase. Factors influencing underachievers were found in the second phase. Common characteristics among the underachievers were observed in the third phase. Suitable indigenous interventions were suggested based on the underachievers' characteristics.

In the first chapter, the conceptual and theoretical framework, significance of the study, problem statement, operational definitions, objectives, hypotheses, research questions, variables used in the study, and delimitations of the present study were discussed. In the second chapter, the review of related literature is organised in

chronological order, collected from India and abroad from 1965 to 2022. Critical discussions and research gaps are also discussed. In the third chapter, design of the study, the methodology adopted, population, sample and sampling technique, tools used in the study, the validity and reliability of the tools and their administration process, the procedure for data analysis, and the statistical techniques used in the study were presented. In the fourth chapter, data analysis was done in two following sections -

Section-A: Quantitative analysis of the data consists of objective wise results for identification of underachievers and identification factors influencing underachievers.

Section-B: Qualitative analysis of the data includes characteristics of underachievers and the presentation of five case studies of underachievers with the help of interview responses from teachers, parents, headmasters/Principals and underachievers. Individual counselling sessions to the underachievers were given along with remedial teaching.

Statement of the Problem:

Education aims to make every learner self-reliant. This can be achieved only when individual attention is given to the students. The problem arises when a few students are not able to get through in assessment. There is a need to diagnose the students who have difficulty in understanding concepts and present it. If such students are identified and acknowledged, the factors which are influencing their teaching-learning process would yield better results. Teachers can be suggested to adopt different indigenous interventions to improve their academic performance.

Keeping this context in view, the problem is stated as

“Academic performance of underachievers and indigenous interventions: A Study”

5.2 Major findings

The following major findings are observed in the study

- ❖ 15.56% of students show low academic achievement with respect to different levels of intelligence in the present study
- ❖ There exists significant difference between actual achievement scores and predicted achievement scores of secondary school students
- ❖ 29 underachievers identified out of 212 students
- ❖ self-efficacy is not a significant influencing factor for underachievers in the present study
- ❖ The influence of academic anxiety is very less in underachievers in the present study.
- ❖ School factors and Home factors are highly influencing underachievers
- ❖ 48% of underachievers have been influenced by school factors
- ❖ 21% of underachievers have been influenced by home factors
- ❖ 17% of underachievers have been influenced by individual factors
- ❖ 10% of underachievers have been influenced by self-efficacy
- ❖ 4% of underachievers have been influenced by academic anxiety
- ❖ 59% of underachievers are unable to complete their homework regularly
- ❖ 79% of underachievers do not like to go to school
- ❖ 66% of underachievers feel there is no use of class subjects in their daily life
- ❖ 28% of underachievers are only able to take help from their siblings in completing the school work
- ❖ 24% of underachiever's parents are only meeting the teachers
- ❖ 72% of the underachiever's parents are illiterate

- ❖ 62% of underachievers are interested in playing mobile games
- ❖ 21% of underachievers only can memorize the concepts easily
- ❖ 52% of underachievers are unable to do the works which are below their standard
- ❖ 52% of underachievers cannot do complex problems
- ❖ Common characteristics observed among the underachievers are - lack of attention, lack of concentration, over dependence on teachers, negative attitude towards education, low goal valuation, use of defence mechanisms, socially outgoing, low self-efficacy, aggressive behaviour, low energy levels
- ❖ Indigenous interventions such as ‘Game-based teaching’, ‘teaching based on experience’, ‘Inspiring success stories’ ‘real life examples’ and ‘local resource-based teaching’ enhanced the academic performance of underachievers.

5.3 Discussion

Objective-wise research findings of the present study are discussed below.

Objective 1: To identify the underachievers among secondary school students

Two hypotheses were tested to identify the underachievers from secondary school students. The results revealed that 15.56% of students show low academic achievement with respect to their intelligence levels in testing hypothesis ‘Most of the classrooms show 20-25% of low academic achievement’. Predicted achievement scores were calculated through regression equation to test another hypothesis ‘There exists no significant difference between actual scores and predicted scores of secondary school students with respect to intelligence’. Actual achievement scores were less than the predicted achievement scores. Hence, the student whose actual achievement scores are below the predicted achievement scores by one standard error

of estimate was identified as an underachiever. Twenty-nine underachievers were identified from 212 secondary school students in the present study.

Objective 2: To examine the relationship between academic achievement and intelligence of secondary school students

Karl Pearson's coefficient of correlation is used to examine the relationship between intelligence and academic achievement of secondary school students in order to test the hypothesis framed "There exists no significant relationship between academic achievement and Intelligence of secondary school students". Karl Pearson correlation coefficient shows that $r=0.026$. By this, it can be inferred that there is no correlation between intelligence and academic achievement scores. Therefore, the null hypothesis is accepted. It can be concluded that the students can show low academic achievement either in low or high-intelligence cases.

Objective 3: To find out the influence of self-efficacy and academic anxiety on underachievers among secondary schools

This objective has investigated the factors influencing underachievers by conducting quantitative research. Percentage analysis is used in order to test the following hypotheses (hypothesis 4 to hypothesis 8).

The following findings are observed from all the five dimensions

Findings related to influence of self-efficacy on underachievers

- ✓ 59% of underachievers are unable to complete their homework regularly
- ✓ 52% of underachievers are getting troubled in doing four basic mathematical operations
- ✓ 45% of underachievers are feeling as dull students.
- ✓ 45% of underachievers are unable to express their doubts in the class

It is concluded from the results that self-efficacy is not a significant influencing factor for underachievement in the present study.

Findings related to the influence of academic anxiety on underachievers

- ✓ 21% of underachievers responded that they could remember the answers during exam time
- ✓ 34% of underachievers felt that exam is the most challenging task for them
- ✓ 31% underachievers have expressed a feeling of failure
- ✓ 17% of underachievers responded that they get frustrated while attempting wrong answers in the exams

It is concluded from the results that the influence of academic anxiety is very less on underachievers in the present study.

Objective 4: To find out the influence of school factors, home factors and individual factors on underachievers among secondary schools

Findings related to school factors, home factors and individual factors in the previous studies are as follows: Siddiqui & Fatima (2016) found that underachievement is associated with socio-school factors. Factors influencing underachievement are mainly school factors, home environment and peer group effect (Hussein, & Ouda, (2018); Ma. F (2016); Cakir, (2014); Karaduman, (2013); Dixon, et al. (2006)). The studies conducted by White, (2018), Hussein, et al. (2018), Esther, et al. (2014) & Karduman, (2013) revealed that individual factors influenced underachievers. The studies conducted by Ludicke, et al. (2019), White, (2018), Hussein, et al. (2018) and Esther, et al. (2014) revealed that family factors influenced underachievers.

The following results are found in the present study with respect to the influence of school, home, and individual factors on underachievers.

Findings related to the influence of school factors on underachievers

- ✓ 79% of underachievers responded that they do not like to go to school
- ✓ 66% of underachievers agreed that there is no use of class subjects in their daily life
- ✓ 52% of underachievers reported that their classmates are not helping them in getting their doubts clarified
- ✓ 79% of underachievers responded that they have no friends in the class

From the results, it is found that school factors are highly influencing underachievers.

Findings related to the influence of home factors on underachievers

- ✓ 28% of underachievers take help from their siblings in completing the schoolwork
- ✓ 24% of underachievers responded that their parents meet the teachers frequently
- ✓ 72% of the underachievers reported that their parents are illiterate.

The results found that home factors also highly influence underachievers because of illiterate parents, lack of siblings' academic support and lack of parental communication with the class teachers.

Findings related to the influence of individual factors on underachievers

- ✓ 62% of underachievers are interested in playing mobile games
- ✓ 21% of underachievers responded that they could memorize the concepts easily
- ✓ 52% of the underachievers are unable to do the works which are below their standard

- ✓ 52% of underachievers responded that they could not do complex problems; got easily confused, and had poor vocabulary

From the results, it is concluded that individual factors have a moderate influence on underachievers.

Objective 5: To understand the characteristics of underachievers

Interview schedules for headmasters, teachers, parents and students were used to understand the characteristics of underachievers. Thematic analysis was used to code the responses from the respondents. Data triangulation was adopted to find valid responses from the different groups of respondents at different times. The following common characteristics have been observed among the samples of underachievers in the three dimensions: school, home and individual factors.

School-based characteristics of underachievers:

- ❖ Lack of attention
- ❖ Lack of concentration
- ❖ Over dependent on teachers
- ❖ Negative attitude towards education

Home-based characteristics of underachievers:

- ❖ Low goal valuation
- ❖ Use of defence mechanisms
- ❖ Socially outgoing

Individual-based characteristics of underachievers:

- ❖ Low self-efficacy
- ❖ Aggressive behaviour
- ❖ Low energy levels

Objective 6: To suggest suitable indigenous interventions for enhancing the academic performance of underachievers

To achieve this objective, a qualitative multi-case study method was adopted for an in-depth case study of five underachievers. The research has prepared an Indigenous intervention model to improve the academic performance of underachievers from secondary school students. The investigator has applied the Indigenous interventions based on the profile of underachievers to enhance their academic performance. The following results are found from the five case studies.

Findings of Case Study 1:

- ✓ It is found that the underachiever U27 enhanced his academic performance through “Game-based teaching” (Snake and Ladder) as an indigenous intervention. Post-intervention results improved his academic performance by scoring 48% marks in Mathematics subject in the Board examinations.
- ✓ 50% marks in Science was improved to 72% marks in Board examinations through “Teaching with respect to child’s previous experiences” (Student work experience during summer as a salesman in a hardware shop) as an indigenous intervention.

Before the intervention, student U27 did not attempt the multiplication of two-digit numbers and was unaware of any mathematical formulae due to his negative attitude towards Mathematics. In his earlier school assessments, he failed in Mathematics and scored less than 50% in Science. Post-indigenous interventions results enhanced his academic performance in Maths and Science. He obtained 58% in his overall academic performance at the Board examination conducted by the government of Andhra Pradesh

It is concluded that the underachiever U27 enhanced his academic performance in Maths, Science and in aggregate, through the indigenous interventions ‘Game-based teaching’ and ‘teaching based on experience’. The child is observed to have taken an interest in Maths, developed a self-concept; tried to develop a positive attitude towards Mathematics, and exhibited an optimistic nature through this indigenous intervention

Findings of Case Study 2:

- ✓ The underachiever U23 enhanced his academic performance in Mathematics by scoring 57% in Board examinations. Through the indigenous intervention ‘Experience mode teaching’ (Teaching with the help of student’s work experience at his home environment - construction work experience and watchman duties of his father).
- ✓ Failure performance in Social Studies improved to 56% through “Teaching with the help of home environment” as an indigenous intervention. (Student’s involvement with different professionals of construction work and watchman duties of his father)
- ✓ The overall academic performance improved from 38% to 48% through the indigenous intervention ‘Inspiring success story’.

The student U23 had fear of failure in Social Studies and Mathematics before the intervention. He has enhanced his academic performance in Mathematics, Social Studies and science after suggesting indigenous interventions. He obtained 48% in his overall academic performance in his Board examinations. It is concluded that indigenous interventions such as ‘Teaching based on experience’ and ‘Inspiring success stories’ enhanced his academic performance.

Findings of Case Study 3:

- ✓ The underachiever U14 enhanced his academic performance by scoring 48% marks in Mathematics at Board examinations through “game-based teaching” (Snake and ladder for solving linear equations and quadratic equations) as an indigenous intervention
- ✓ The underachiever improved his performance by securing 68% marks in science through “Motivating with Inspiring story of Einstein” (Story narration and video display) as an indigenous intervention
- ✓ The overall academic performance has also been improved from 52% to 67%

Before intervention, the student U14 had failed in Mathematics and scored very less marks in science. Post intervention results changed her attitude toward Mathematics and science. She enhanced her academic performance in Mathematics and science at the end of tenth class state Board examinations. It is concluded that the indigenous interventions that are ‘Teaching based on experience’, ‘Inspiring success stories’ and ‘Inspiring moral stories’ enhanced her academic performance.

Findings of Case Study 4:

- ✓ The underachiever U08, who failed in all subjects except English has been motivated to concentrate on studies through “Motivating with Inspiring stories of successful people” (Stephen Hawking story which is a lesson in his English textbook, and Einstein’s biography) as an indigenous intervention.
- ✓ The underachiever, who showed poor performance in languages has improved his academic performance by scoring 21% in Hindi and 52% in English through the indigenous intervention, “Teaching through familiar things around the living environment” (Tasks allotted to the student are - list out the names of family

members, name of the living place, name of the school, objects visible around his place and list of favourite movies, hero, heroine, cricketer and visited places etc.

- ✓ The underachiever U08, enhanced his academic performance by scoring 49% marks in Mathematics and 42% in Social Studies at board examinations through the indigenous intervention “Game-based teaching” (Snake and Ladder for addition and subtraction of integers).

The underachiever U08 had failed in all subjects before the intervention. It is found that post-indigenous intervention results improved the academic performance in English, Hindi, Social Studies and Mathematics through three indigenous interventions that are ‘Game-based teaching’, ‘real life examples’ and ‘inspiring success stories’. These indigenous interventions enhanced his academic performance in all subjects.

Findings of Case Study 5:

- ✓ The underachiever recognised her potential through the indigenous intervention “Motivating with Inspiring stories of successful sportsperson Ms. P. V. Sindhu’s biography”. With this indigenous intervention, she motivated herself and enhanced her over-all academic performance from 43% to 59%.
- ✓ The underachiever enhanced her academic performance in Mathematics from 38% to 57%, 41% to 56% in Science, and 37% to 50% in Social Studies through the indigenous intervention ‘Local resource-based teaching’. This indigenous intervention helped her to identify the content-related aspects involved in paddy cultivation activities.
- ✓ It is concluded that the indigenous interventions ‘Inspiring success story’ and ‘Local resource-based teaching’ enhanced the academic performance of underachiever U01.

Table 5.1 Overview of Case Studies of Underachievers of Class X

Student ID	Background Information	Influencing Factors	Characteristics	Adopted Indigenous Interventions	Reporting Result
U27	➤ Father passed away when student was in 8th class. Mother studied up to 7th class and is working as housemaid. ➤ Fail in Maths, Low score in Science ➤ Situational Underachiever (Upset caused by death of parent)	School and Home factors	Negative attitude towards Maths, Does Not believe in his own abilities	1. Game-based teaching (Snake and Ladder) 2. Teaching based on experience (work experience in a hard ware shop)	48% in Maths, 72% in Science, 58% in aggregate
U23	➤ Father's qualification is 7th class and is working as watchman. Mother is an illiterate and working as housemaid. ➤ Fail in Maths, Low score in Social ➤ Identity Search Underachiever (Has big dream to become a comedian)	School and Home factors	Day dreaming, Lack of concentration	1. Inspiring success story (Contemporary success story of Gujarat IAS officer) 2. Teaching based on experience (Work experience of various tasks related to construction)	57% in Maths, 56% in Social Studies, 48% in aggregate
U14	➤ Father and Mother studied up to 10th class. Father working as salesman. Mother working as attender in a college ➤ Fail in Maths, Low score in Science ➤ Anxious Underachiever (Cannot stop worrying about committing mistakes)	School and Home factors	Negative attitude towards Maths, Does Not believe in her own abilities	1: Game-based teaching (Snake and Ladder), 2. Inspiring Success stories of Dr. Abdul Kalam and Albert Einstein - Life history and Moral stories (fromPanchatantra)	48% in Maths, 68% in Science, 67% in aggregate

Student ID	Background Information	Influencing Factors	Characteristics	Adopted Indigenous Interventions	Reporting Result
U08	➤ Father's qualification is 8th class and is working as bus driver in government service. Mother's qualification is 8th class and she is a homemaker. ➤ Fail in all subjects except English ➤ Coasting Underachiever (Uses lot of plausible excuses and vague explanation), and Wheeler-Dealer underachiever (Irresponsible, manipulative and low self-concept)	School and Home factors	Negative attitude towards education, Less resilient nature	1. Inspiring Success stories 2. Real life examples 3. Local resource- based teaching 4. Game-based teaching	21% in Hindi, 52% in English, 49% in Maths, 42% in Science
U01	➤ Father's qualification is 7th class and is working as a Painter. Mother is illiterate and working as daily labourer. ➤ Scores pass marks in all subjects ➤ Situational Underachiever (Unable to attend classes due to caring for her ill sister)	School and Home factors	Pessimistic nature, Inability to concentrate	1. Inspiring Success stories 2. Local resource-based teaching	56% in Maths 56% in Science, 50% in Social Studies, 59% in aggregate

5.4 Educational Implications

The researcher framed the following educational implications based on the quantitative and qualitative findings

- ✓ This study will help the teachers to identify the underachievers in a methodological process rather than labelling certain students as underachievers.
- ✓ The present study will be helpful for the teachers and researchers as well as the policy makers to identify the influencing factors of underachievement among secondary school students.
- ✓ This study will be helpful to the Headmasters to provide guidance to the teachers, parents and community members who are involved in the educational system at secondary level so that they can pay special attention towards poor performing student groups in terms of academic performance.
- ✓ Teachers can communicate with the parents about the poor academic performance of their children; and can understand the characteristics and the factors that influence underachievement
- ✓ Teachers can identify the hidden talents of underachievers which would be the motivators for them and create interest in them towards their studies
- ✓ Students can apply their interest and experiences in their academic subjects to understand in an easy way that can improve their academic performance through the indigenous interventions.
- ✓ The present study will help to create a great bond between the students and the teachers while organizing different academic programmes.

5.4.1 Indigenous Intervention Model (IIM) for Teachers

Introduction:

Indigenous intervention means the utilization of local resources-based teaching aids while teaching to make learning interesting, joyful and child friendly. The main objective of Indigenous intervention approach is to enable the teachers to develop understanding capacity among underachievers in all subjects as a teaching aid. This can be done through classroom resources such as learners' previous experiences, contemporary success stories published in newspapers, inspiring life stories, real life instances, and familiar game based teachings in a user-friendly manner to enhance the academic performance of underachievers.

Underachievers show low performance in comparison to their grade level, whereas their ability is much higher than their performance. The performance of underachievers is influenced by various factors such as school factors, home factors and individual factors. Underachievers cannot utilize their potential fully and cannot be contented in real life until their abilities are recognized. The role of the teacher is to assess their present level of performance and to understand their ability to apply the characteristic based suitable indigenous interventions to make them reach their levels of ability in their performance.

Objectives:

- To understand the suitability of indigenous interventions for integrating lessons across the curricular areas
- To explore and elucidate the indigenous intervention for integrating the content while teaching curricular subjects
- To organize indigenous knowledge where participants can imagine, explore, understand and reflect through various indigenous practices.

- To understand how indigenous interventions lead to holistic development of underachievers

Principles of Indigenous Intervention Approach

1. Bridge the gap between content and real-life needs:

Indigenous interventions can bridge the gap between the bookish content and real-life experiences in different ways for different subjects such as languages, Mathematics, General Science and Social Science. As an example, understanding the illnesses and their impact on health would provide light on the relevance of general science in everyday life.

2. Create belief in one's own abilities:

This type of learning helps the underachievers to utilize their natural abilities and to flourish in their academics. Difficult concepts can be easily understood through familiar game-based teaching with great interest. When they learn through their own experiences, they can have belief in their own abilities.

3. Develop self-regulatory skills:

Learners can nurture self-concept, self-esteem, self-love, self-concern and self-reliance by applying their own knowledge and experiences in the teaching learning process. This type of instruction helps the underachiever with the development of language skills, motor skills, effective skills and cognitive skills.

4. Create Spontaneity:

Choosing the native resources to demonstrate the concept can create the spontaneity among the underachievers because learning takes place around the environment/ability/interest/experiences. Indigenous interventions can be used in any subject. For example, a task on demographic information would enhance language

skills and a task on daily transactions for home/personal needs would help to develop mathematical skills.

5. Create Inspiration:

Contemporary success stories/moral stories will inspire the underachievers for better achievement and personality development.

6. User friendly

User-friendly actions/activities can help to eliminate academic phobia and meet the real-life needs. Moreover, indigenous interventions would provide better output in the academic performance of underachievers instead of repeatedly teaching the content.

7. Joyful learning:

Children will enjoy the teaching as they can feel that their experience is an aid for teaching-learning process. Indigenous intervention retrieves the hidden abilities of the learners by adopting native resources as teaching aids. Familiar/previous experiences enhance language development in teaching.

Role of the teacher:

Teacher does not require any raw material for teaching underachievers during the intervention programme. Only the actions to be taken for improvement of their performance is required. User-friendly activities using local need-based resources allow teachers to utilize the learner potential with live examples in classroom including learners' experiences in the teaching process. Teacher should maintain a good rapport with the learners to identify their potential which helps the teacher in choosing the innovative activities for teaching learning process to become interactive. Teacher may conduct group activity to observe the engagement of every child in the

activity. Teacher can display and demonstrate the videos of inspiring people whose performance was enhanced after much struggle.

Implications:

Through Indigenous interventions, the underachiever develops positive attitude towards learning the concepts in a better way. Underachievers get inspired through the success stories. Joyful learning can be enhanced through relishing familiar games. The interest of the child can be restored. They can develop optimistic attitude towards weak areas in their academic subjects. The child can realize the crux of science in daily life. Through indigenous interventions, learning is made easy to understand the concepts of daily life and simultaneously makes underachievers self-reliant. The students can understand unambiguously every aspect through daily interactions or with their occupational works.

Indigenous Intervention Model (IIM) to enhance the Academic Performance of Underachievers

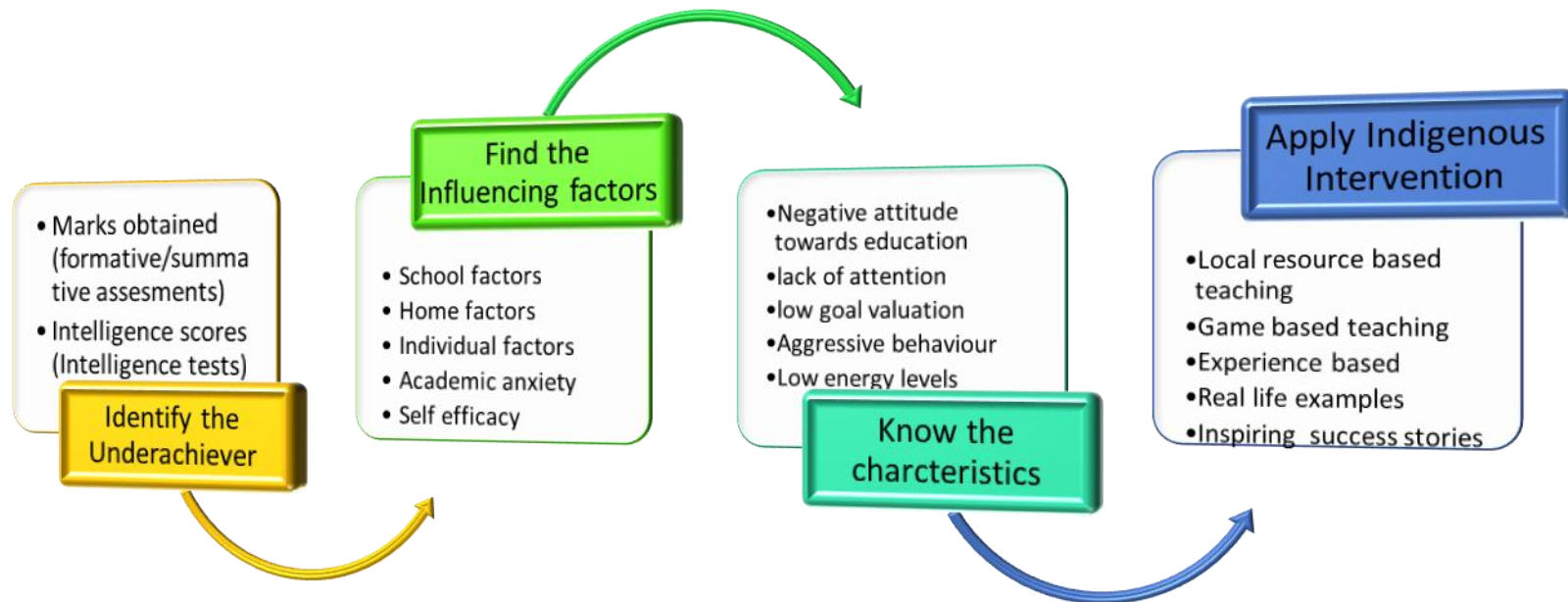


Figure 5.1 Indigenous Interventions Model to enhance academic performance of underachievers

5.5 Recommendations

5.5.1 Recommendations to the Policy

1. **Suitable model deciphered in this study (Figure 5.1) can be recommended in the educational policies for improvement** of the underachievers' performance.
2. There is a **necessity to appoint a Counselor in every school** to cater to the academic needs of the children and suggest need-based suitable indigenous interventions.
3. The present study recommends certain indigenous interventions such as game-based teaching, teaching based on experience, inspiring success stories, real life examples and local resource-based teaching to be followed to improve the academic performance of underachievers.

5.5.2 Recommendations to Teachers

1. Teachers should know the interests, abilities and experiences of the students to use these aspects as examples to include in the pedagogy.
2. Teachers should provide an opportunity to the students to exhibit their abilities, both academic and non-academic, that develop in the underachievers a belief of confidence of their own abilities in performing different tasks.
3. Teachers should encourage the students' merits, whether they may be small or big.
4. Teachers should use the contemporary success stories of inspiring people for motivating the underachievers towards education.

5.5.3 Recommendations to Parents

1. Parents should be aware of the strengths, interest and abilities of their children.
2. Frequent communication with the teachers should be maintained by the parents without fail and they need to co-operate with the teacher for the individual

development of the children. At least informal meetings are required with the teachers in case of illiterate parents.

3. The parents should also encourage the child's interests and merits whether they may be academic or non-academic rather than scolding them repeatedly for no valid reason.
4. Parents should interact with their children about their future goals and aspirations which are the internal motivators for the students.

5.6 Suggestions for Further Research

Whatever be the research problem in any research, a solution to the problem needs to be found. But there are certain limitations in the entire research process. Based on the nature of the study, the limitations may vary. The present study investigated the academic performance of underachievers among secondary schools and suggested some indigenous interventions for the enhancement of their academic performance. Suggestions given below can facilitate the future investigators to explore in the following areas -

- 1) The present investigation is confined to study the underachievers in secondary schools. A similar study can be conducted on the underachievers in primary schools.
- 2) The researcher has identified 29 underachievers for the present study. This can be replicated to a large sample of underachievers in a larger geographical area.
- 3) The present study adopted mixed methods approach, both qualitative and quantitative. A similar study can be conducted adopting only qualitative approach.

- 4) This study focused on overall academic performance and subject specific underachievers. A similar study can be conducted exclusively on the subject specific underachievers.
- 5) The present study is confined to the students of state government schools only. A similar study can be conducted on the students of CBSE and ICSE schools.
- 6) The sample for the present study has been taken from urban and semi-urban areas. A similar study can be conducted taking the sample from rural schools.
- 7) An experimental study can be conducted to address the problem of underachievement among school students.

5.7 Conclusion

After careful identification of underachievers, finding influencing factors and understanding the characteristics of underachievers, it is concluded that suggested suitable indigenous interventions enhanced the academic performance of underachievers. In general, pedagogy is designed for average students only. In this context, the underachievers are unable to follow the common pedagogy. There is a dire need of innovative teaching strategies for the enhancement of the academic performance of underachievers. Hence, the Indigenous interventions will help the teachers in enhancing the academic performance of their students. At the same time, the teachers should also have an awareness of these interventions. There is dire need to appoint a counsellor to provide necessary guidance and counselling to suggest suitable indigenous interventions to cater to the academic needs of the underachievers based on their potentials. This study helps in the utilization of the potential of underachiever through indigenous interventions, not only to enhance their academic performance, but also to meet their independent needs. This study would give hope to improving the literacy rate in India.

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The Hidden Talents of Underachievers Through Counselling

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ABSTRACT

Originality cannot be determined through outer appearance as there are some hidden qualities behind every individual. In the education process, one cannot judge the actual capacity of learners. Many times, No one can estimate the student's abilities in the classroom without knowing their inner talent. Every individual is talented by birth; if the inner talents are not recognized it would be a great loss to the system when the hidden talent of an underachiever has been identified and enriched so that they can reach great heights, and that could be the happiest movement for a child as well as their parents. Counselling is one of the best techniques to find out the hidden talents of an individual. It would be an irrefutable and substantial contribution to the nation by recognizing the talent in a person.

keywords: originality, estimate, irrefutable, underachiever, hidden talent

1. Introduction

Why do some students fail to perform consistently in their regular classes? This is a challenging question for many parents and teachers, and there might be many reasons behind the failure of these students. Particularly the multiple talented pupils are becoming underachievers academically due to poor academic performance. Underachievement among such children has been perplexing to the teachers as well as parents. The hidden qualities of a student cannot be determined through his appearance. Similarly, one cannot judge the multiple intelligence of learners through the education process, every individual is talented by birth. Hence, it is necessary for recognition of such hidden skills. However, it is perplexing for educators as well as parents to categorize them in underachiever's list. If we do not recognize such talent, then it could be a great loss for a country. Many studies are trying to find a clear solution in resolving the issues of underachieving children through specific interventions in talented students. (Snyder, K. E. et al. 2019) No single strategy works for an underachiever to improve their academic performance. The type of strategy that works purely depends on the ability of a student. An educator needs to identify the children with multiple talents and suggest them a compatible intervention. Each student has specific abilities and its development is a lifelong process. In developing nations, multiple talented children are acknowledged as gifted children, and they are national and international resources and have the capacity to enhance us in multi ways (Kaur, S. & Bhall, M.

Zilli, M. G. (1971) agrees with Shaw, M. 1961, who defines "Underachievers with the superior ability" and "Whose performance is judged either by achievement test scores or grades are significantly below the potential or demonstrated or high measured for academic achievement". The most prevalent type of underachievement among the gifted children represents low grades and high achievement test scores and the numbers of boys are more than the girls. The environment at home and school plays an important role that influences the non-performers. Moreover, emotional these children show an imbalance like anxiety and frustration, and if they understand and balance their emotions the academic performance can be improved however individual counselling by teachers, parents and school psychologists can help them. Zilli, M

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“SLOW LEARNERS- A UNIVERSAL PROBLEM AND PROVIDING EDUCATIONAL OPPORTUNITIES TO THEM TO BE A SUCCESSFUL LEARNER”

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Abstract

Education plays an important role in a country's development. Parents strongly feel that learning should be cultivated among their children. A teacher can make this become true with his teaching efficiency. But sometimes they may fail to do such due to different reasons. There are different types of learners such as fast learners, average learners, and slow learners. This learning difficulty may arise from poor memory, unawareness about the importance of education and lack of fundamental knowledge and psychological factors. If the teacher can bring out the children's inner talents through the use of different conditions, slow learners will be happier at learning. This article tries to solve this universal problem by applying an inspiring quote from the universal scientist Albert Einstein saying "I never teach my pupils. I only attempt to provide the conditions in which they can learn". Data was collected through the Case study method. Counseling was used as a tool for their enhancement. The major finding was that slow learners were more successful by providing suitable conditions and educational opportunities to them.

M Counselor Education: An Effective Teaching Method to Train the Mind to Think

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Abstract

Education provides much knowledge to fill the children's mind through teacher and teaching by learning facts as per age or grades. But consistent with Einstein, Education isn't learning the facts but the training of the mind to think. This is often possible for classroom teachers through his teaching and his experience, but there's no scope to form it true or to prove this, as he could also be engaged with multi-tasks or the kid might not be coping up with studies due to varied reasons. During this scenario counselor education can bring the change in children minds to think and to retrieve their original talents by counseling. This text tries to elucidate the concept 'Counselor Education' and the way it helps the teacher to coach the youngsters minds to think.

Keywords: Plenty, knowledge, learning, Experience, retrieve.

1.Introduction:

Education provides much knowledge to fill the children's mind through teacher and teaching by learning facts as per age or grades. But consistent with Einstein, Education isn't learning the facts but the training of the mind to think. This is often possible for a classroom teacher through his teaching and his experience. But there's no scope to form it true or to prove this, as he could also be engaged with multi-tasks or the kids might not be coping up with studies to his educational problems. Discipline of Education that's concerned with methods of teaching and learning in schools or school-like environments as against various non-formal and informal means of socialization. Education are often thought of because the transmission of the values and accumulated knowledge of a society. During this sense, it's like what social scientists term socialization or enculturation.

What is counselor education?

Counselor Education may be a field focused on the preparation of students to professionally apply the idea and principles of guidance and counseling for the tutorial, personal, social, and vocational development of others. Its emergence and development has been tied with the evolution of counseling as a singular professional field.

The primary focus of counselor education is that the training and preparation of professional counselors; this includes recruiting and training the longer term generations of educational professionals who will teach the curriculum of counseling theory and practice.

Quality Education with Reference to Academic Audit and Best Practices in Evolution System

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Track Name: Quality in Education

Abstract

Development of a country depends on development of education. In India there is an emerge to maintain quality education as education department influenced by many factors. The number of institutions imparting higher and professional education has grown up by leaps and bounds in recent past. But there is no quality in education in most of the institutions. In this scenario well qualified teachers and innovation in teaching practices are must. Good administration with indigenous strategies of teaching will enhance the quality of teachers and education. Academic audit, best practices in evolution system, utilizing the library facilities will improve the quality in education. Motivate the learners to spend their time in libraries instead of wasting their valuable time with electronic gadgets like smart phone and Bluetooth devices. Quality management and quality teaching staff with proper utilization of updated technology will give quality education.

Key words: Indigenous, Evolution, learners

INTRODUCTION:

The two words “quality” and “education” are commonly and carelessly used in every day discussion. Quality as contained in Oxford Advanced Learner’s Dictionary (2010), means the standard of something when it is compared to the things like it. How good or bad something is. Quality is used on every commodity e.g. quality shoes, shirts, cars, etc. When a woman selling mango in the market sees a potential customer approaching her shed, she will not waste time to make use of quality to draw the man nearer for the purchase of her mango. Thus she will say “buy high quality mango”. This means that any commodity can either be of a high quality or low quality. Equally we have low quality and high quality education.

In the present scenario there is no quality in education at all the levels such as primary, secondary and higher education. Primary level children are purely dependents on teachers. So the teacher is the entire responsibility of quality education at primary level. Whereas in secondary level children will have maturity and some awareness about education. So secondary level stage is an important

stage to achieve quality education at higher level. The students at higher education level are able to follow the rules and regulations of the teaching staff. But there are many factors influencing at this stage. The main factor for no quality education at higher level is lack of quality education at primary and secondary level, especially secondary level. Because the secondary level is the main stage to receive the knowledge as much as possible. After this stage a child can apply his/her knowledge what he learned during primary and secondary stage in higher education.

Generally education can be regarded as an activity which goes on in a society and its aims and methods depends on the nature of the society in which it operates; so education is sensitive to time place and circumstances. This is because it is constantly changing, adapting itself to new demands. Education management is also failing in this aspect by improper monitoring of staff, syllabus and activities among children. The class room teachers also engaged with multiple works so they are also facing problem in providing quality education to the students.

Mostly teachers are brought from above average students only. Because almost the toppers of the class are going to different fields such as civil services examinations, joining in IITs and getting placement at top most MNCs etc. If we observe the past 10 years of education system education is purely commercialized. Private institutions are working result oriented and publicity oriented but not quality education. Even most of the government institutions are working to satisfy and reach the government targets but not quality education. Then where is the quality education? Very few institutions are working for quality education. If we have quality student in such type of institutions they are almost choosing different sectors, some are interested in software technology and some are interested to settle in foreign countries. Then there is no possibility to expect quality teachers. If quality teachers are not available then there is no scope to maintain quality education.

Registration ID: ERCICTEL1924074



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Certificate of Honour

This certificate of honour is awarded to

Appaji Korikana

of

Department of Education and Education Technology, University of Hyderabad, Hyderabad, India

for

Slow Learning- A Universal Problem and Providing Educational Opportunities to them to be a Successful Learner

as

PRESENTER

In technical presentation and research contribution to

23rd ICTEL 2019 – International Conference on Teaching, Education & Learning, held at

The National University of Singapore Society (NUSS), The Kent Ridge Guild House, 9 Kent Ridge Drive, Singapore

Organized By: Teaching & Education Research Association (TERA)



Eurasia Research Conference Secretariat

“Collaborate to Co-create”

12-13 November 2019

CERTIFICATE
OF
Virtual Presentation

This Certificate Is Proudly Presented To

Korikana Appaji

Who participated in the 3rd International Conference on New Approaches in Education and
presented the paper

“RECOGNIZE THE HIDDEN TALENTS OF UNDERACHIEVERS THROUGH COUNSELING”

Chairman of Organizing Committee
Farzam Chakherlouy

Farzam Chakherlouy





63543

THE INTERNATIONAL ACADEMIC FORUM

international | intercultural | interdisciplinary

The IAFOR Conference on Educational Research & Innovation (ERI2022)

Virginia Tech, Arlington, Virginia, United States | May 05–07, 2022

Organised by The International Academic Forum (IAFOR) in partnership with Virginia Tech, the IAFOR Research Centre at Osaka University and IAFOR's Global University Partners

Certificate of Presentation

Korikana Appaji
(University of Hyderabad, India)

has presented the research entitled:

Indigenous Learning Practices Among Secondary School Students

This is to confirm that Korikana Appaji (63543), having presented the above research, actively participated in The IAFOR Conference on Educational Research & Innovation (ERI2022), and thereby contributed to the academic success of the event.

On behalf of the ERI2022 Organising Committee:

A handwritten signature in blue ink, reading 'Joseph Haldane', with a horizontal line underneath.

Dr Joseph Haldane

Chairman & CEO, The International Academic Forum (IAFOR)

CERTIFICATE

OF ORAL PRESENTATION

This Certificate Is Proudly Presented To

Korikana Appaji

Who participated in The 5th International Conference on Advanced Research in
Education and presented the paper

"Difficulties In Education Overcome Through Counsellor Education"

Chairman of Organizing Committee
Farzam Chakherlouy



APPENDIX-C (Permission letters for Data collection)

File No.ESE02/688/2021-SCERT

GOVERNMENT OF ANDHRA PRADESH
SCHOOL EDUCATION DEPARTMENT

Memo.Rc.No.ESE02/688/2021-SCERT Dated:14/09/2021

Sub:School Education - SCERT, AP - Data collection for research work in respect of Mr. AppajiKorikana, Doctoral research Scholar, University of Hyderabad - To visit schools for data collection - Permission accorded - Reg.

Ref: Representation of the individual dated 8th September, 2021.

\$\$\$

The District Educational Officers of Srikakulam, Vizianagaram, Visakhapatnam, West Godavari, Krishna, Guntur and Kurnool are informed that in the reference cited, Mr. AppajiKorikana requested the Director, School Education that he is pursuing Ph.D course in Education at Department of Education and Educational Technology, School of Social Sciences, University of Hyderabad with Regd. No. 18SEMD06, his research topic is "Academic Performance of Underachievers and Indigenous Interventions: A study". In this connection he would like to collect the data from secondary schools from 7 districts of Andhra Pradesh i.e.Srikakulam, Vizianagaram, Visakhapatnam, West Godavari, Krishna, Guntur and Kurnool

2. He further requested the departmental permission to visit the schools and to interact with the teachers and students.

3. Therefore, Mr. AppajiKorikanais here by permitted to visit schools under all managements in the specified districts, if agreed the draft memo is submitted for kind perusal and approval pl. and the District Educational Officers concerned are requested to take further necessary action accordingly.

Chinaveerabhadru Vadrevu
Director, School Education

To

The District Educational Officers concerned.

Copy to the
The Regional Joint Directors of School Education in the State.
Sri. Mr. AppajiKorikana

Rc.No: 06/D3/2021

Dated 25/10.2021.

Sub:- School Education SCERT, AP – Data collection for research work in respect of Mr. Appaji Korikana, Doctoral research Scholar, University of Hyderabad –To visit Schools for data collection- Permission accorded – Reg.

Ref:- 1. Memo. Rc.No.ESE02/688/2021-SCERT dated 14.09.2021 of the Director of School Education, AP, Amaravathi.

In the reference 1st cited, the . Director of School Education, AP, Amaravathi has accorded permission to Mr. Appaji Korikana, Doctoral research Scholar, University of Hyderabad his Regd.No.18SEMD06 his research is "Academic performance of under achievers and Indigeneous Interventions: A Study". In this connection, he wants to visit the Schools and to interact with the teachers and students of Secondary Schools.

1. ZPHS Guntupalli, Ibrahimpatnam Mandal
2. ZPHS Kanchikacherla, Kanchikacherla mandal
3. ZPHS Gollapudi, Ibrahimpatnam Mandal
4. ZPHS Ibrahimpatnam, Ibrahimpatnam Mandal
5. ZPHS Jakkampudi
6. Gandhiji Mpl Corporation High School, Tarapeta, Vijayawada
7. Annapurna Devi Mpl Corporation High School, Kothapeta, Vijayawada
8. GNR High School, Vidyadharapuram, Vijayawada
9. DSMC High School, Kummaripalem, Vijayawada
10. Moulana Azad High School, One town, Vijayawada
11. Sri Gowtham High School, Chittinagar, Vijayawada
12. Rakesh High School, KL Rao nagar, Vijayawada
13. Ravindrabharathi School, Bhavanipuram, Vijayawada.
14. Geetanjali High School, Gollapalem gattu, Vijayawada
15. Bhashyam School, Bhavanipuram, Vijayawada.

Therefore the Deputy Educational Officers and the Headmasters of said High Schools are instructed to permit their co-operation to Mr. Appaji Korikana, Doctoral research Scholar, University of Hyderabad duly following the instructions of the Director of School Education, AP, Amaravathi without inconvenience to the normal functioning of the School hours.

//t.c. attested//

Sd/- Tahera Sultana,
District Educational Officer,
Krishna District , Machilipatnam.

Assistant Director

To

Sri Mr. Appaji Korikana, Doctoral research Scholar, University of Hyderabad

Copy to the Deputy Educational Officers concerned

Copy submitted to the Commissioner of School Education, A.P., Amravathi for kind information.

APPENDIX-D

List of schools selected for the presented study

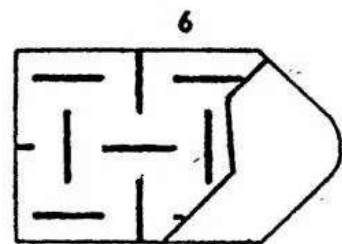
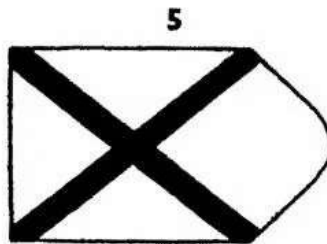
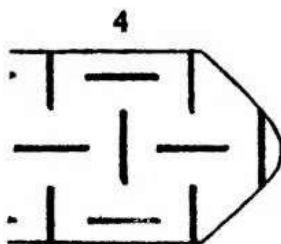
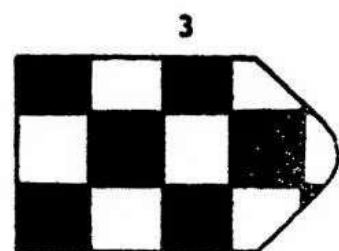
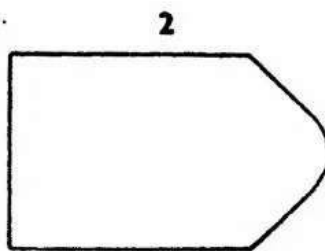
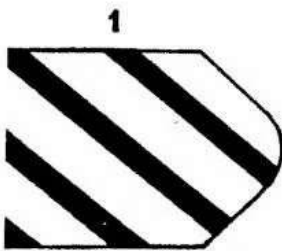
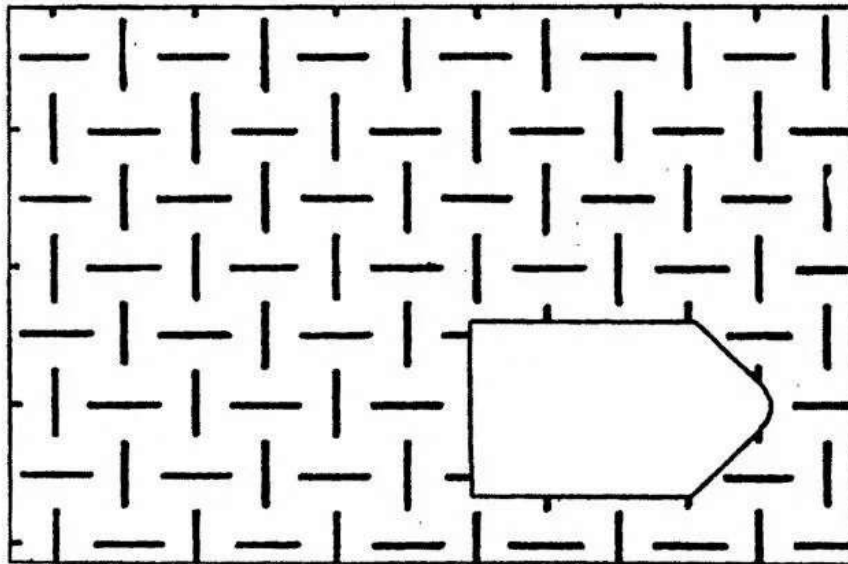
S. No	School code	Name of the School	No. of Boys	No. of Girls	Total
1	S01	Zilla Parishad High School, Guntupalli	7	7	14
2	S02	Zilla Parishad High School, Kanchikacherla	10	5	15
3	S03	Zilla Parishad High School, Gollapudi	8	7	15
4	S04	Zilla Parishad High School, Ibrahimpatnam	11	3	14
5	S05	Zilla Parishad High School, Jakkampudi	12	3	15
6	S06	Gandhiji Municipal Corporation High School, Tarapeta	10	5	15
7	S07	ADMC Municipal Corporation High School, Kothapeta	12	4	16
8	S08	GNR Municipal Corporation High School, Vidhyadharapuram	6	9	15
9	S09	DSMC Municipal Corporation High School, Kummaripalem	11	4	15
10	S10	Moulana Azad Municipal Corporation Urdu High School, B.R.P.Road	5	10	15
11	S11	Sri Gowtham High School, Chittinagar	7	8	15
12	S12	Rakesh High School, K.L.Rao Nagar	6	9	15
13	S13	Ravindra Bharathi High School, Bhavanipuram	10	0	10
14	S14	Geetanjali High school, Gollapalem gattu	6	10	16
15	S15	Bhashyam High School, Jojinagar	7	0	7
		Total	128	84	212

APPENDIX-E

RAVEN'S PROGRESSIVE MATRICES

SET A

A1



**ANSWER SHEET FOR
RAVEN'S STANDDARD PROGRESSIVE MATRICES INTELLIGENCE TEST
SETS A, B, C, D, & E**

Name of the student:

Class & Roll No:

Father name :

Mother Name:

Father Education:

Mother Education:

Father occupation:

Mother occupation:

Name of the School:

Mobile Number:

Place of School :

Age:

Test begun time :

Test Ended time:

SET-A	Answer	SET-B	Answer	SET-C	Answer	SET-D	Answer	SET-E	Answer
A1		B1		C1		D1		E1	
A2		B2		C2		D2		E2	
A3		B3		C3		D3		E3	
A4		B4		C4		D4		E4	
A5		B5		C5		D5		E5	
A6		B6		C6		D6		E6	
A7		B7		C7		D7		E7	
A8		B8		C8		D8		E8	
A9		B9		C9		D9		E9	
A10		B10		C10		D10		E10	
A11		B11		C11		D11		E11	
A12		B12		C12		D12		E12	
TOTAL									

Total_____

APPENDIX -F

UNIVERSITY OF HYDERABAD



Factors Influencing Underachievers Scale (FIUS)

Dear Student, I am doing Ph.D. in Education at Department of Education and education technology, School of social sciences, Hyderabad Central University, Hyderabad. I need your valuable information and details in the given format for my Research work. The information which is going to be provided by you, will be used for my research work only. It is not a test, so feel free when you respond to the items. Thank you for your kind co-operation.

Supervised by

Dr. T. Sumalini,

Assistant Professor

Department of Education and Education technology

School of social sciences

University of Hyderabad

Korikana. Appaji

Doctoral research Scholar

DoEET

School of social sciences

University of Hyderabad

Instructions

The following statements are concerned with factors influencing underachievers; there are positive and negative statements. Read each statement carefully and then mark your response by putting 'tick(✓)' mark on the given sheet. If you are agree with STRONGLY AGREE then 'tick(✓)' in the respective box to the corresponding statement. If your agree with AGREE then 'tick(✓)' in the respective box, If you are agree with NEUTRAL then 'tick(✓)' in the respective box, if your agree with DIS AGREE then 'tick(✓)' in the respective box, if your agree with STRONGLY DISAGREE then 'tick(✓)' in the respective box for the given corresponding statements. Scoring STRONGLY AGREE=1, AGREE=2, NEUTRAL=3, DISAGREE=4, STRONGLY DISAGREE=5, Positive statements: (SCORING..... 1 2 3 4 5) Negative Statements:(SCORING...5 4 3 2 1)

DIMENSION-WISE DISTRIBUTION OF ITEMS:

S. No	Dimensions	Nature of Items	Question Nos.	Total No. of Items	Total
I	Self Efficacy	Negative	1 to 6	6	17
		Positive	7 to 17	11	
II	Academic Anxiety	Negative	18 to 24	7	10
		Positive	25 to 27	3	
III	School Factors	Negative	28 to 31	4	7
		Positive	32 to 34	3	
IV	Home Factors	Negative	35 to 36	3	10
		Positive	37 to 44	7	
V	Individual Factors	Negative	45 to 58	14	21
		Positive	59 to 65	7	
	Total Positive items- 31, Total Negative items- 34				65

S. No	Statements	Strongly Agree	Agree	Neutral	Disagree	strongly Disagree
1	I am unable to express my doubts నేను నా డౌట్స్ టీచర్ ని అడగలేకపోతున్నాను					
2	I am unable to complete my home work regularly నేను ప్రతిరోజు నా స్కూల్ హోమ్ వర్క్ పూర్తి చేయలేకపోతున్నాను					
3	I feel shy to give response to the teacher in the classroom తరగతిలో ఉపాధ్యాయుడు అడిగిన ప్రశ్నలకు సమాధానం చెప్పడానికి సిగ్గు అనిపిస్తుంది					
4	I feel myself as a dull student నాకు నేను డల్ స్టూడెంట్ ని అనుకుంటాను					
5	I feel difficulty in attempting word problems in mathematics గణితంలో పద సమస్యలను ప్రయత్నించడంలో నాకు ఇబ్బంది అనిపిస్తుంది					

S. No	Statements	Strongly Agree	Agree	Neutral	Disagree	strongly Disagree
6	I have trouble in doing four basic mathematical operations గణితంలో నాలుగు ప్రాథమిక ప్రక్రియలు (కూడిక, తీసివేత, గుణకారం, భాగహారం) చేయడంలో నాకు ఇబ్బంది ఉంది					
7	I am good at drawing (నేను డ్రాయింగ్ బాగా వెయ్యగలను)					
8	I am able to search the lesson topics from the internet నేను ఇంటర్నెట్లో నాకు కావలసిన సమాచారం వెతకగలను					
9	I am interested in games and sports than studies నాకు చదువు కంటే ఆటలు మరియు క్రీడలపై ఆసక్తి ఎక్కువ					
10	I come regularly to school నేను ప్రతిరోజూ క్రమం తప్పకుండా పాఠశాలకు వస్తాను					
11	I can be a good friend for my classmates నేను నా క్లాస్మేట్స్ కి మంచి స్నేహితుడిగా ఉండగలను					
12	I am a good cricket player (నేను మంచి క్రికెట్ ప్లేయర్ ని)					
13	I write exam honestly without adopting unfair means నేను నా పరీక్షలను నిజాయితీగా వ్రాస్తాను					
14	I am able to set my goal (నేను నా జీవిత లక్ష్యాన్ని ఎంచుకోగలను)					
15	I like to plan short term goals నేను స్వల్పకాలిక మైన చిన్న చిన్న లక్ష్యాలను కూడా ప్లాన్ చేసుకోగలను					
16	I want to fulfill my parent's dreams నేను నా తల్లిదండ్రుల కలలను నెరవేర్చాలనుకుంటున్నాను					
17	I regularly shift my goal నేను నా గోల్ ను ఎప్పటికప్పుడు మార్చేస్తూ ఉంటాను					

S. No	Statements	Strongly Agree	Agree	Neutral	Disagree	strongly Disagree
18	I get frustrated when my answers are wrong నా సమాధానాలు తప్పుగా ఉన్నప్పుడు నేను నిరాశచెందుతాను					
19	I feel ashamed when my teacher scolds me in front of other నా టీచర్ నన్ను ఇతరుల ముందు తిట్టినప్పుడు నాకు షేమ్ అనిపిస్తుంది					
20	I have a feeling of failure ఫెయిల్ అవుతాననే భయం నాకు ఎక్కువగావుంది					
21	I feel nervous when any test/exam was announced ఏదైనా పరీక్ష ప్రకటించినప్పుడు నాకు భయం అనిపిస్తుంది					
22	I feel upset when I forget the sequence of answers నేను సమాధానాలను ఒక వరుసలో రాయలేకపోతే కంగారుపడతాను					
23	I am unable to understand the questions in exam paper నేను పరీక్షపేపర్‌లోని ప్రశ్నలను అర్థంచేసుకోలేకపోతున్నాను					
24	I feel exam is most difficult task to me పరీక్ష నాకు చాలా కష్టమైన పని అని నేనుభావిస్తున్నాను					
25	I can remember the answers during exam time నేను పరీక్ష సమయంలో సమాధానాలను గుర్తుంచుకోగలను					
26	I can attempt my exam with good hand writing నేను మంచి చేతి రాతతో పరీక్షరాయగలను					
27	I can finish my exam in time నేను నా పరీక్షను ఇచ్చిన టైంలో పూర్తిచేయగలను					
28	I don't like to go to school(నాకు స్కూలుకి వెళ్లడం ఇష్టం లేదు)					

S. No	Statements	Strongly Agree	Agree	Neutral	Disagree	strongly Disagree
29	I have no friends in my classroom (నా తరగతిగదిలో నాకు స్నేహితులు లేరు)					
30	There is no use of my class subjects in daily life నేను నేర్చుకున్న చదువు నిత్య జీవితంలో ఉపయోగపడటంలేదు					
31	My classmates are not supporting me in clarifying my doubts నా డౌట్స్ ను క్లియర్ చేసుకోవడంలో నా తోటి విద్యార్థులు నాకు సహకరించటం లేదు					
32	My teachers clarify my doubts నా ఉపాధ్యాయులు నా సందేహాలను నివృత్తి చేస్తారు					
33	I like my teachers (నాకు నా టీచర్లు అంటే ఇష్టం)					
34	I am happy with all activities in my school మా స్కూల్లో చదువుతోపాటు అన్ని కార్యక్రమాలు ఉన్నందుకు సంతోషంగా ఉంది					
35	My parents are uneducated (నా తల్లిదండ్రులు నిరక్షరాస్యులు)					
36	My parents do not help me in my studies due to their busy schedule నా తల్లిదండ్రులు వారి బిజీషెడ్యూల్ కారణంగా చదువులో నాకు సహాయం చేయలేక పోతున్నారు					
37	My parents scold me if I get less marks నాకు తక్కువ మార్కులు వస్తే నా తల్లి దండ్రులు నన్ను తిడతారు					
38	My parents arrange all my school needs నాకు స్కూల్ కు అవసరమైన వాటన్నిటినీ నా తల్లిదండ్రులు సమకూరుస్తారు					
39	I follow the study time table prepared by my parents at home నేను ఇంట్లో తల్లిదండ్రులు చెప్పిన స్టడీ టైమ్ టేబుల్ ను ఫాలో అవుతాను					

S. No	Statements	Strongly Agree	Agree	Neutral	Disagree	strongly Disagree
40	My parents understand me very well నా తల్లిదండ్రులు నన్ను బాగా అర్థం చేసుకుంటారు					
41	My parents encourage me to do different tasks తల్లిదండ్రులు చదువుతో పాటు అన్నిటోనూ పాల్గొనాలని ప్రోత్సహిస్తారు					
42	My parents meet my teachers frequently నా తల్లిదండ్రులు తరచుగా నా ఉపాధ్యాయులను కలుసుకుంటారు					
43	My parents arranged special tuition for my self నా తల్లిదండ్రులు నాకోసం ప్రత్యేకంగా ట్యూషన్ ఏర్పాటుచేశారు					
44	I take help from my siblings and my relatives to complete the school work స్కూల్ హోమ్ వర్క్ పూర్తి చేయడానికి నేను నా అన్నదమ్ములు మరియు అక్కాచెల్లెళ్ల నుండి మరియు నా బంధువుల నుండి సహాయం తీసుకుంటాను					
45	I cannot maintain good relationship with others నేను ఇతరులతో మంచిసంబంధాన్ని కొనసాగించలేను					
46	I have poor vocabulary నేను కొత్త కొత్త ఇంగ్లీష్ పదాలను అర్థం చేసుకోలేను					
47	I get confused easily (నేను ప్రతి చిన్న విషయానికి కంగారుపడతాను)					
48	I cannot do complex problems (నేను కష్టమైన లెక్కలను చెయ్యలేను)					
49	I work very slowly (నేను చాలానెమ్మదిగా పనిచేస్తాను)					
50	I feel difficulty in understanding spelling స్పెల్లింగ్ అర్థంచేసుకోవడంలో నాకు ఇబ్బంది అనిపిస్తుంది					

S. No	Statements	Strongly Agree	Agree	Neutral	Disagree	strongly Disagree
51	My classmates disturb me during class క్లాస్ సమయంలో నా క్లాస్మేట్స్ నన్ను డిస్టర్బ్ చేస్తారు					
52	I feel nervous in understanding difficult topics/lessons కష్టమైన విషయాలు/పాఠాలను అర్థం చేసుకోవడంలో లోలోపల వణికినట్లుగా భయంగా అనిపిస్తుంది					
53	I am unable to do work which is below my class standard నేను నా తరగతి కంటే తక్కువ తరగతి వర్కులను చేయలేను					
54	I feel difficulty to study my class subjects నా క్లాస్ సబ్జెక్టులు చదవడానికి నాకు కష్టం అనిపిస్తుంది					
55	I cannot memorize concepts easily నేను క్లాస్ లో చెప్పిన విషయాలను తొందరగా గుర్తుంచుకోలేను					
56	I forget answers easily (నేను సమాధానాలను తొందరగా మర్చిపోతాను)					
57	I need lots of practice to get pass marks in mathematics గణితంలో పాస్ మార్కులు పొందడానికి నాకు చాలా ఎక్కువ ప్రాక్టీస్ కావాలి					
58	I take long time to write creative answers పాఠంలోని విషయాలు సొంతగా రాయడానికి నాకు చాలా సమయం పడుతుంది					
59	I can read and write in my mother tongue easily నేను మాతృ భాషలో చదవగలను మరియు రాయగలను					
60	I have inner talents other than studies చదువే కాకుండా గేమ్స్, స్పోర్ట్స్ లాంటి మరి కొన్ని విషయాలలో నాలో అంతర్గత ప్రతిభ దాగి ఉంది.					
61	I like to monitor my class (నాకు క్లాస్ లీడర్ గా ఉండటం ఇష్టం)					
62	I can get pass marks in all subjects నేను అన్ని సబ్జెక్టులలో పాస్ మార్కులు పొందగలను					

S. No	Statements	Strongly Agree	Agree	Neutral	Disagree	strongly Disagree
63	I feel happy when my classmates clarify my doubts నా క్లాస్మేట్స్ నా డౌబ్స్ ను క్లీయర్ చేసినప్పుడు నాకు సంతోషం అనిపిస్తుంది					
64	I can concentrate on my studies నేను నా చదువు మీద పూర్తి శ్రద్ధ పెట్టగలుగుతున్నాను					
65	I am interested to play mobile games నాకు మొబైల్ గేమ్స్ అంటే ఇష్టం					

APPENDIX-G

Interview Schedule for Headmaster and Teachers

1. Which problems do you face in the teaching-learning process?
2. Is there any impact of their peer group in getting less marks?
3. How do you interact with parents of poor-performing students?
4. Is there any parental cooperation for improving the child academic performance?
5. Have you observed any other factors influencing underachievers?
6. Have you observed the underachievers' participation in extra-curricular activities?
7. What is the behaviour of the underachievers in the classroom?

Interview Schedule for Parents

1. Are you satisfied with the progress of your child?
2. Is your child happy with this school?
3. What is your favourite thing about your child?
4. Which type of teacher–student relationship do you observe in the school?
5. In what situation do you admire your children?
6. How do you solve your child's learning problems?

Interview Schedule for Students

1. Which subject you like most in school? Why?
2. In what way do teachers encourage you?
3. Are you comfortable with the teaching methods?
4. Do your parents helping in your studies?
5. Are you interested in any co-curricular activities?
6. Do your parents meet teachers about your progress?
7. What are the reasons for getting less marks in your exams?

APPENDIX-H

Glimpses of data collection



Interview with Headmasters



Interview with Teachers



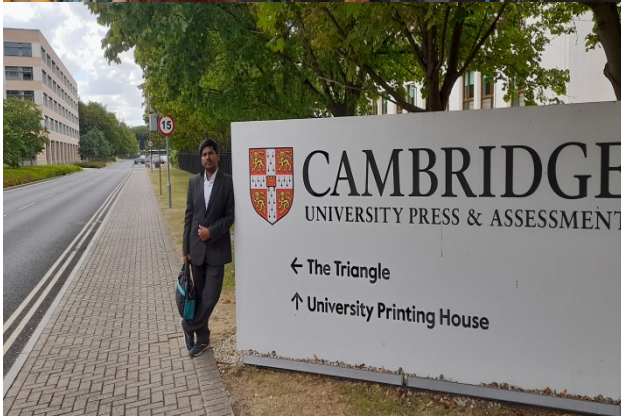
Interview with Parents



Singapore conference presentation at National University of Singapore (12.11.2019)



UK conference presentation at Cambridge University (26.08.2022)



ACADEMIC PERFORMANCE OF UNDERACHIEVERS AND INDIGENOUS INTERVENTIONS: A STUDY

by Korikana Appaji

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