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**ROLE OF COUNSELING IN INCREASING  
PROGRESS RATE OF STUDENTS WITH LOWER  
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# Role of Counseling in Increasing Progress Rate of Students with Lower Progress Rate

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**Abstract – Counseling is a relationship between the counselor and the counselee wherein the latter is helped to gain better insight into his/her problems, abilities and potentialities. The counselor creates conducive atmosphere where in the counselees talk about their problems openly. The counselor listens empathetically and helps them think independently and creatively. This paper presents role of counseling in increasing progress rate of students.**

**Keywords: Counseling, Student, Counselor, Guidance**

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## INTRODUCTION

Counseling is an encounter, an interaction between the counselor and the counseled. It is basically human, dynamic interpersonal relationship which helps the counselee to know himself and to understand his present and future situations and to solve his problems by himself. K. Kochhar says, "Counseling is helping a person to come to see who he really is, what he has and does, not have; what he can do easily and what he can do with difficulty; and what he probably cannot do at all." The -counselor, the counselee and the counseling situation are the three important elements of counseling.

Since, we are living in an age; which makes heavy demands upon high achievement. But those are students who find it difficult to meet these demands. There are also students whose scholastic performance lags far behind their academic abilities and they fail to make use of their innate capacities, particularly the intelligence. This results in low achievement. High achievement on the other hand, requires the full blossoming of all kinds of abilities which an individual has. The period of studentship is the most crucial time to nurture these abilities to their maximum.

1. Low-achievers: It refers to the below average academic achievers. Low achievement is measured by the grade without reference to the potential intellectual capacity, "they are in the first quartile of the class as measured by the grade point averages.

2. Under-achievers: are those whose performance below the expected ability level. Some of

the low-achievers, in this study, are found to be underachievers.

3. The effect of Counseling : is the change in this difference between the pre and the post test results obtained in the various tests as well as the grade point average (G. P. A.J.)

4. Counseling: is a relationship between the counselor and the counselee wherein the latter is helped to gain better insight into his/her problems, abilities and potentialities. The counselor creates a conducive atmosphere wherein the counselees talk about their problems openly and honestly. The counselor listens empathetically and helps them think independently and creatively. In this study, counseling connotes guidance and counseling.

5. Guidance: is the assistance given to an individual or to a group. It is given in the form of classes or seminars, guidance is part of education and counseling is part of Guidance.

6. Academic Achievement; is the level of accomplishment attained in curricular subjects as a result of the teaching-learning process, and is measured in terms of the marks obtained at the examination.

## REVIEW OF LITERATURE:

### ➤ Individual counseling:

Individual counseling centers its attention on the individual, his needs, development, and adjustment. It

essentially maintains an interpersonal character in the sense that there is inter communication between the counselor and the counselee. This communication can be verbal or non-verbal. The counselor, through an empathetic approach tries to project himself in the counselee's situation and develops insights into the counselee.

The philosophy behind individual counseling is that each counselee and each counselor and each counseling situation is different. Each counseling relationship they develop is unique and hence, requires differentiated treatment.

In another 2013 Pew study of Internet habits of 12- to 17-year-olds, rural teens were more likely than their peers in suburbs to say the computer they used the most was a shared computer [1]. Online tools presuppose that they provide the tailored information students and parents of first-generation college-goers most need. Low-income and first-generation college students in a 2007 federal study cited the need for resources to help them complete college applications and identify mentoring programs that may go beyond what some online tools are designed to provide [2].

The researchers found the three-minute video adjusted students' anticipated return on investment from postsecondary education from high to very high — this was particularly the case for students unsure of their educational plans after high school [3]. The number of those students who viewed the three-minute video, who had previously been unsure of their post-high school plans and reported "tuition and other costs" as their primary reason for not enrolling in postsecondary education, dropped substantially on the second survey.

#### ➤ **Group counseling:**

The process of counseling involves interaction between two persons. However, the term 'group counseling' is employed in a broad sense in this study which connotes 'group guidance'.

Group counseling is a relatively new way of working to help pupils. It is a particularly useful way of helping adolescents for whom peer group values are important. It is most adequate when all the members of the group have a common problem or when some common element exists which helps the member to identify himself with the group; for example, lack of motivation for school, making wise choices, accepting responsibilities, and initiating courses of action. S. K. Kochhar says: The interaction which takes place in a counseling group offers the student a means of gaining insights and understanding into his own problems.

The researchers found that, in spite of the districtwide emphasis on college enrollment, especially in four-year colleges during the time of the study, "(a)ttending a coach school was associated with a 13 percent

increase in the odds of attending college and a 24 percent increase in attending a less selective four-year college (vs. two-year college) [4]." The likelihood of students completing three or more college applications and/or the FAFSA was 20 percent and 17 percent higher, respectively, at coach schools. Of particular importance, students with traditionally lower college enrollment — Latino students, students from low-income families, non-AP students, and students at low college-planning high schools — who attended a coach school were more likely to enroll in a less selective four-year versus a two-year college [5-8].

### **RELATIONSHIP BETWEEN GUIDANCE AND COUNSELING:**

It is important to have a clear idea of what guidance and counseling is and what the relationship between the two is in the educational context. Guidance and counseling is sometimes considered to be synonymous. In fact, counseling is only one aspect of guidance and it is the core of guidance. Nevertheless, there is a close relationship between the two. "In actual experience the t\*c overlap" says Charles F. Kemp." The principles applied and the scientific tools and techniques utilized during guidance and counseling processes are often the same. Counseling is a face-to-face relationship between the counselor and the counselee. But guidance needs not be necessarily an individualized process. Mathewson says, "Group guidance and individual counseling need to go hand in hand in reciprocal reinforcement. The process of individual counseling can be supplemented and complemented by special group work in guidance." Group guidance usually raises some personal questions and often leads to individual counseling. In the educational context, both individual counseling and group counseling are necessary, useful and effective especially in dealing with low-achievement problem. At this juncture, it would be appropriate to give a brief description of the two main forms of guidance and counseling services, namely, individual counseling and group counseling.

### **THE DIFFERENT THEORISTS' VIEWS ON HOW BEHAVIOR IS CHANGED:**

The client-centered theorists believe that behavior is changed by the restructuring of the phenomenal field that takes place when the individual is placed in a setting of maximum security and minimum threats. Behavior is changed by creating a situation where it can change itself. The counselor establishes a climate conducive to self-actualizing and at the same time socially valued behavior.

The trait and factor theorists believe that behavior changes when new information is made available to the client and the counselor can suggest new things to the individual with the view of helping him to become the best of possible self. The counselor thinks that the counselee has the right, to choose which self he wishes to become, provided that he understands the

consequence: of his choice. Counseling cultivates understanding of alternative value commitment to rational choice of personal goals, i.e., this is a rational process of helping each individual to identify the alternative way of living which is open to him.

## **CONCLUSION:**

The present study was undertaken to find out the effects of student-centered counseling on low-achievers. Since academic achievement is intimately linked with such factors as study habits, academic motivation and self-concept, the effects of counseling not only on academic achievement but also on these other factors have also been analyzed into their important components, and special care has been taken to tackle the most frequent among them during the counseling.

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