

AN INQUIRY INTO THE TEACHERS' GUIDANCE GIVEN TO THE UNDER-ACHIEVERS OF MIDDLE SCHOOLS: A COUNSELLING APPROACH

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Abstract

This study was to explore the under-achievers of middle school students and inquiry into the teachers' guidance given to them by counselling approach. Counselling is the technique of guidance to assist the students understand themselves, their abilities and characteristics, their environment and their opportunities for attaining an outstanding and successful life. Most of the middle school students cannot understand the difficulties and problems they encounter in their lives. They always solve the problems irrationally. Adolescent protest is accompanied by a rise in emotional turmoil. In this connection, academic achievement of adolescents is very low and they did not inspire in education. And so, drop-out rate in middle school students is very high. Teachers' guidance should conform to all students who are different in physical, intellectual, emotional and social aspects. Especially, teachers must have empathetic understanding on the under-achievers and must force them to become the qualified students by counselling techniques. This study highlighted the guidance culture of the schools under study and causes of being under-achievers from the selected schools. And, this study presents the psychological moods of under-achievers and counselling effect on education.

Keywords: guidance, counselling, under-achievers, psychological moods of under-achievers

Introduction

Problems under-achievers encounter in class may be related many factors: physical health, mental retardation, intelligence, socio-economic conditions, physical environment, social relations, emotions and lack of teachers' and parents' guidance. Among them, teachers' guidance given to the under-achievers is an effective one on their academic performance. Although normal students need normal guidance from their teachers, under-achievers need teachers' more careful and intensive guidance and counselling for them. Teachers' guidance must be a systematic process. It is especially crucial for the under-achievers who have poor academic performance in the subjects they learn. In the classroom of high ratio of teacher to students, teachers' guidance given to the whole class cannot be effective for the under-achievers and so there should be a particular effective guidance and counselling service for them. As the students' achievement plays a vital role in successful learning, it is important to explore the causes of the students' poor academic achievement and to determine how to correct them through the guidance and counselling process.

Purpose of the Study

The main purpose of the study was to investigate the psychological moods of under-achievers of middle schools from the point of view of counselling psychology and highlight the role of teachers in giving proper academic guidance to those learners.

Specific Objectives

- To identify the under-achievers in the class by teachers' rating.
- To explore the feelings and thoughts of under-achievers towards the subjects, teachers, school, peer group and parents.
- To investigate the effect of teachers' guidance on under-achievers' academic performance.
- To conduct counselling interview with under-achievers for academic achievement.

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Scope

This research was conducted in Basic Education High Schools of Hmawbi Township, Yangon Region.

Definitions of the Key Terms

- Guidance** : a kind of assistance or advice given to a student or certain individual who encounters academic or personal problems. (Mok Soon Sang, 2003)
- Counselling** : a systematic process which involves detailed discussion concerning an individual's problem and effort used to overcome or solve it with proper guidance and advice. (Dewan, 1998, as cited in Mok Soon Sang, 2003)
- Under-achievers** : persons and especially students who fail to achieve their potentials or do not do as well as expected. (Operational definition)
- Psychological moods**: under-achievers' feelings, emotions, thoughts, personality traits such as aptitude, attitude, self-concept, aspiration and other psychological activities. (Operational definition)

Review of Related Literature**Importance of Guidance**

The importance of guidance for students has been theoretically acknowledged. Guidance is generally defined as "a kind of assistance or advice given to a student or certain individual who encounters personal or academic problems". All children need to develop self-understanding and an understanding and appreciation of the individuals who live in this world. Developmental guidance is based on the premise that a positive regard and respect for human dignity is essential in an interdependent society.

The purpose of the school is for learning, and its guidance is to be an integral part of the process, then all guidance activities should be directed towards learning. Children who are learning should feel competent and confident about themselves as learners. And it can be seen that only children who grow in a climate that fosters learning about themselves and about the world around them may have a much better chance of growing into competent, healthy adults. All schools are social laboratories, and the learning process has both psychological and academic components.

Planning a Developmental Guidance Program

A guidance program that is planned and implemented in the quiet confines of the counselor's office is almost certainly doomed to failure. A group effort is essential, therefore, to the individuals who will be involved in the process of guidance and to those who will be the consumers of what guidance has to offer. Organizing for guidance must involve key individuals in an organized, unified effort. If the guidance program is only for an individual school, the involvement of the building principal is essential.

Guidance can make a normal healthy individual development. It is also of vital importance as this juncture is to describe the conditions necessary for successful implementation, which include staffing, district-wide commitment, opportunities for program and staff development, budget, materials, supplies and equipment, and facilities for the program. All of these are essential components and must be included in the planning process (Texas, Education Agency, 1991). Guidance, therefore, does not look for final conclusions, but rather it marks

progress toward adulthood. It attempts to help all children derive personal meaning from what they are learning and to feel good about going so. It stresses self-enhancement, a positive view of self, and the development of personal values. Guidance helps children cope with challenges, develop goals, plan, and assume responsibility for themselves.

Role of the Teacher in Guidance

The interrelation between guidance and instruction in the educational process emphasizes the key role of the teacher in guidance. The teacher who is uniquely responsible for the climate of learning in which the class as a group, and each pupil as an individual in the group, should find opportunity for learning and for personal development. Teachers affect the lives and personalities of children, and their influence goes far beyond the academic area and what can be measured by achievement tests. Ohlsen (1977) says, "If the teacher will accept each pupil as he is, with all his strengths and weaknesses, and will help him to improve where he needs to improve, the teacher will have many opportunities to help pupils understand and accept themselves and to aid them in defining reasonable life goals — two major aims of guidance. He may also influence the attitudes and feelings which contribute to making independent choices either easy or difficult". The role of a teacher as a guide is very important due to the following factors:

1. To help pupils to make suitable adjustment in personal, social, emotional, academic, mental development and moral aspects.
2. To guide pupils in their learning process, for example, explain learning objectives, methods of learning, school rules, inculcate moral values, and emphasize the importance of learning in various subjects.
3. To assist pupils to prepare appropriate learning plan according to their ability, interest and intellectual development.
4. To instill awareness on the importance of learning to pupils in the early developmental stage.
5. To assist pupils to solve problems during their learning process.
6. To assist pupils to make rational decisions.
7. To guide pupils to develop good writing habit, appreciate their own effort, and formulate good characteristics in their personality.
8. To communicate together with pupils' parents to supervise their children's learning activities at home.
9. To fill up the cards to record pupils' personal particulars, inclinations and academic performance.
10. To work closely with the guidance and counselling teacher to carry out school programmes related to matters concerning guidance and counselling service.
11. To refer pupils who need professional assistance, and supply relevant information to the people concerned. (See in Mok Soon Sang, 2003).

Meaning and Classification of Counselling

Counselling is a learning-oriented process that is carried on in a simple one-to-one social environment in which the counselor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter's needs, and within the context of the total personnel program, to learn more about himself and to accept himself, to learn how to put such understanding into effect in relation to more clearly perceived, realistically

defined goals, to the end that the client may become a happier and more productive member of society. Counselling is a combination of science and art. It involves an intimate relationship between counselor and client. This relationship depends in large measure on the counselor.

Counselling can be classified according to the nature of the problem, the complexity of treatment, and the competence of the counselor. Some writers classified counselling in terms of several factors. Lloyd Jones and Smith (1982), for example, described various levels of counselling with respect to the depth of the problem, length of contact, degree of need, and the skill of the counsellor (as cited in Kochhar,2007). At the surface level, the counselling is offered when the student wishes only information items. The counselling given may be casual; it is brief and it may be superficial in that it is not extensive or intensive. But the need for help is important even though it is a slight, and maintained brief contact relationship.

Counselling at the next level requires a more prolonged contact because the client needs more and complicated information. As the problems become more complicated and as more intensive study of the case is required, and more specialized help is needed, counselling at deeper levels becomes necessary. When the student is seriously disturbed, therapeutic counselling may be needed. Williamson (1939) felt that counselling is needed not only for helping individuals to gain insight into their emotional conflicts but also for helping them with problems stemming from lack of information.

Purposes of Student Counselling

Student counselling is to help the student to help himself. From this point of view Dunsmoor and Miller (1949) described the following purposes of student counselling (as cited in Kochhar, 2007).

1. To give the student information on matters important to success.
2. To get information about student which will be of help in solving his problems.
3. To establish a feeling of mutual understanding between student and teacher.
4. To help the student work out a plan for solving his difficulties.
5. To help the student know himself better—his interests, abilities, aptitudes and opportunities.
6. To encourage and develop special abilities and right attitudes.
7. To inspire successful endeavour toward attainment.
8. To assist the student in planning for educational and vocational choices.

It is obvious that the goal of counselling is problem clarification and self-directed needs. The teacher counselling officer helps the student to understand the problems and helps the student to help himself. In this process, the role of the student is objective self-assessment of the situation and the role of teacher is to formulate the decision making process and to act as the stimulator of insights and sensitivities of the student. Counselling does not solve the problems but helps in solving and if solution is not possible to help face challenges and to live with them.

Counselling is a part of education thus centering emphasis upon assisting each student to develop himself to the utmost, his whole capacity. Counselling techniques may be classified under five general categories: (1) forcing conformity, (2) changing the environment, (3) selecting the appropriate environment, (4) learning needed skills, and (5) changing attitudes. These five classes of techniques are found in all problem areas and not merely in the field of emotional difficulties (See in B.Ed. Correspondence Course Part 2, 1984).

Aims and Functions of Guidance and Counselling

The main aim of guidance and counselling is to provide proper guidance and suggestions so that pupils, through effective discussions with the guidance teacher or counselor, will be able to solve their personal, academic or career problem with their own effort. In actual fact, guidance and counselling is only a channel whereby the guidance teacher or counselor listens to and understands the pupil's problem so that solutions to the problem can be viewed from various angles, and in this way, an appropriate solution would be chosen by the pupil to solve his/her personal, academic or career problem. In short, the main duty of a teacher is to inculcate a certain value in the pupils' mind so that they could acquire various basic skills by making proper adaptation in various situations, as well as make use of their potential and existing resources to achieve the level of self-actualization in future.

Needed Information for Individual Guidance

There are at least ten areas of the history and development of the individual student from which we get needed information for guidance purposes. One of the ten areas is home background. It is desirable to obtain facts concerning the parents, including type of occupation, education, health, birthplace, citizenship, and language spoken. Second type of information has to do with school history and record of class work. Information should be available concerning names and types of schools attended, achievement in subjects and activities, and school difficulties encountered. Third kind of information needed for individual guidance is an appraisal of the mental ability or academic aptitude of each student. It is generally recognized that academic aptitude is not entirely an innate characteristic but is a combination of native capacity and training. Fourth kind of information has to do with achievement and growth in different fields of study. It should be determined partly by the subjective judgement of the various teachers on the students' effort, interest, enthusiasm, and personality. Class record can give only objective evidence of achievement based on comparable tests.

Fifth type of guidance information deals with the health of the individual pupil because it is important to consider both students' physical and mental health in their academic performance. Sixth type of information consists of notes on the out-of-school experience of students. Special attention should be given to summer experience and work experiences. Seventh type of information is concerned with the educational and vocational interests of the individual pupil. Modern psychology emphasizes the dynamic role of interest in all aspects of mental and emotional development. Eighth type of information includes students' special aptitudes. When a student has exceptionally high aptitude of a particular kind, the counselor should become informed of this fact as soon as possible. Awareness that the student possesses the aptitude will unquestionably influence the counselor's advice concerning courses and other relationships in the school and plans for future educational and vocational choice.

Ninth and very important area in which the guidance department needs information about students is that of personality. It is important in shaping the individual life. The last area of guidance information is plans for the future. This area should include educational and occupational plans as indicated by the pupil, his parents and his counselor. In this research, five areas including family background, emotional factor, school factor, spiritual factor and school factor were identified as the major focus areas.

Importance of Teacher-Student relationship in Middle School

A student's decision to drop out of high school is not usually spontaneous. This decision is based on years of academic failure, suspensions, or social problems. Many of these problems begin before the ninth grade, so dropout prevention strategies should be targeted to a middle school audience rather than to a high school audience. Middle schoolers -are going through

extreme changes, both physically and socially, and these personal changes are accompanied by drastic change within the school system. The best thing for middle schools to do in this situation, is to stress positive student-teacher relationships and high achievement, so that students feel confident, and have a safe adult to turn to.

Meaning of Under-achiever

An under-achiever is a person and especially a student who fails to achieve his or her potential or does not do as well as expected. He usually fails to do as well in school studies as might be expected from scores made on intelligence and perform below expectations. Academic underachievement is of particular interest. Studies of individuals who have not realized their apparent potential have identified learning disabilities, attention deficit disorder, and many other educational problems, and enabled methods of addressing these problems to be developed.

Methodology

Sampling

A total of 15 Grade 9 students who were labelled as under-achievers by teachers' ratings were selected for this study. The selected students are described in the following table.

Table 1. Numbers of Participated Under-achievers and Selected Schools

School	Grade	Students Numbers		Total
		Male	Female	
B.E.H.S–Taikkyigone Hmawbi (Yangon)	Grade 9	3	2	5
B.E.H.S (1) Hmawbi (Yangon)	Grade 9	4	1	5
B.E.H.S (branch) Thandebin Hmawbi (Yangon)	Grade 9	4	1	5
Total		11	4	15

Research Method

In this study, qualitative approach and case study method were used.

Research Instrumentation

There were 7 questionnaires and structured interview questions in this study. These were theoretically developed and prepared from the related literature survey by taking advices from supervisor, co-supervisor and other respectful teachers. The under-achievers, principals, junior assistant teachers, parents and guardians were also asked the respective questionnaires that include demographic information, multiple choice items of 3-point or 4-point Likert scale, open-ended questions and structured interview questions. Data were collected through administration of survey questionnaires and conducting structured interviews with under-achievers. The questionnaire responses were collected and prepared for conducting follow-up interviews with under-achievers. Participants' responses were described in terms of percentage in respective tables.

Data Analysis and Findings

1. Guidance and Counselling Culture of the Schools under Inquiry

Three principals, and 92 junior assistant teachers were requested to give remarks on the questionnaires. Some responses were presented as follows.

Table 1 Responses of Principals

Item no.	Guidance	Percentage of Agreements
1	I always meet the students who break school discipline.	100%
2	I always give special education program to under-achievers.	33.33%
3	I always meet the students who need help.	33.33%

According to the responses, all of three principals meet the students who do not obey the school discipline but only one principal gives special teaching program to under-achievers and meets the students who need help. The finding showed that the general guidance was given to the students by all the selected principals. But only one principal considered and emphasized for under-achievers in his school.

Table 2 Responses of Teachers on School Guidance

Item no.	Guidance	Percentage of Agreements
1	I often give doctrines to all students especially in the class.	54.34%
2	I often give advices to all students in order to solve their problems.	48.91%
3	The students often ask me for help to solve their problems.	72.82%
4	I treat under-achievers more carefully than other students.	55.43%

According to the responses, it was found that most of the under-achievers believed that teachers can give effective guidance to solve their problems. Thus, it can be seen that most of the teachers are important ones for students instead of their parents and guardians. But only average numbers of teachers gave general guidance to all students including the under-achievers. All the selected teachers did not give attention and emphasis particularly to the under-achievers. Therefore, there was no special program for under-achievers in the class.

Table 3 Responses of Teachers on Counselling Techniques

Item no.	Counselling Techniques	Percentage of Agreements
1	I meet the parents of the under-achievers and give advices to support the child's education.	40.21%
2	I teach the students to solve the difficulties of their life problems rationally.	30.43%

According to the responses, it was found that most of the teachers could not use counselling techniques as a counsellor. But there were only 40.21% and 30.43% of selected teachers who responded that they always meet the parents of under-achievers and give advices to support the child's education and they also give guidance to students to solve the problems rationally. They forced the parents to conform the relationship to their children in its own environment. Thus, it can be said that most of the teachers do not use the counselling techniques.

Table 4 Responses of Teachers according to Demographic Data

Item no.	Guidance and Counselling	Percentage of Agreements		
		Novice	Experienced	Old-service
1	I helped the students to solve their difficulties by listening to and giving advices to them.	31.8%	45%	40%
2	I told the students general knowledge and doctrines in the class.	54.5%	17.5%	20%
3	I taught the students to solve their educational and social problems rationally.	0%	67.5%	66.67%

According to the demographic data, the experience of the teachers in this study was categorized into three groups: novice teachers, experienced teachers (at least 5 years to 15 years in teaching experience) and old-service teachers (15 years and above in teaching experience). By seeing the responses, there were 22 novice teachers, 40 experienced teachers and 30 old-service teachers in this study. According to some responses, the experiences of these teachers also influenced on their guidance to all students in the class. Although some novice teachers can give more general guidance to students than experienced and old-service teachers, some experienced and old-service teachers provide more useful advices and teach the students to solve the problems rationally. Thus, it can be found that teaching experiences in education affect positively upon their knowledge of guidance and counselling.

Under-achievers and Counselling

In the present situation, counselling is found as a weaker one than guidance function. All students can get general guidance and advices from their principals and teachers. Actually, under-achievers were those who need essentially care and affection from their teachers and caregivers. There was also no rapport between the teachers and under-achievers. Thus, lack of rapport to build counselling process for these under-achievers may be one of the main reasons in losing their academic performances.

The Causes of Being Under-achievers

Under-achievers are those students who cannot fulfill the physical and mental needs up to a certain level. Factors affecting on the under-achievers' academic performance may be many. Among them, family background, emotional factors, social factors, spiritual factors and school factors influence greatly on the under-achievers. By analyzing the results, it was found that family background and emotional factor were the most effective factors in this study.

Family Background

Family and the school have the same responsibility for understanding the child's academic performance. The problems and difficulties of the family influenced significantly on the selected students' academic achievement in this study. According to demographic data, there were only two graduated parents and most of the parents are gardeners, farmers, carpenters, drivers and small shopkeepers. To inquiry into the family's influence, the questionnaire items were based on the following factors: doing housework, getting parents' care and affection, encouragement of parents' on school affairs, solving the problems with parents' suggestions, and punishment of parents, etc. Some of the questionnaire respondents are presented as follow:

Table 5 Responses of Under-achievers on Family Background

Item no.	Responses	Percentage of Agreements
1	I always do the housework as soon as I arrive home.	80%
2	The parents (or) guardians do not take care of me as they are very busy.	80%
3	The family members do not encourage me more in my school affairs even when I failed in the exam.	67%

According to the responses, it was found that selected under-achievers did not have enough time to take a rest and to study the lessons and do homework regularly. Due to the socio-economic status, they did not get care and affection from their parents and caregivers. The parents and caregivers were also not interested in their child's education. The under-achievers were not encouraged in their school affairs even when they failed in the exam. All these facts affect directly on the under-achievers' academic performance and so their educational progress is also disturbed. Thus, family factor was a major influence on the selected under-achievers in the present research study and the primary cause of being under-achievers.

Emotional Factor

All the selected under-achievers were at the age of adolescence. At this stage, the influence of emotional factor on education is greater than that of any other factors. Thus, the questionnaire items were also constructed based on the anxiety in exam, interest in working, lack of confidence on their intelligence and inferiority about reward. Some respondents on emotional factors are presented in the following table.

Table 6 Responses of Under-achievers on Emotional Factor

Item no.	(Responses) Emotional Factor	Percentage of Agreements
1	I always feel worry in the exam.	67%
2	I did not get any prize in school.	80%
3	I think I fail in the exam because I am poor in intelligence.	87%

According to the responses, most of the under-achievers had fear and anxiety in the exam. They always got punishment and scolding instead of reward. Reward may be effective for them who did not get any support and care from the parents and guardians. They always felt inferiority and so they had no optimistic feeling in education. Moreover, they also thought they were poor in intelligence. They did not believe their own intelligence and potentialities about the academic performance. Due to the above mentioned facts, emotional factor is also dominant on the academic performance of the under-achievers.

School Factor

School is the most important place for the child's formal education. Teachers have close contact with the children six to eight hours a day, five days a week and nine or ten months in a year. The influence of school factor also plays as a primary role in the child's academic achievement. Thus, the questionnaire items were instrumented with respect to the under-achievers' opinions and attitudes towards their school, class teachers and subject teachers. Some respondents on school factors are presented in the following table.

Table 7 Responses of Under-achievers on School Factor

Item no.	(Responses) School Factor	Percentage of Agreements
1	I always happy in school.	87%
2	My class teacher encourages me whenever I fail in the exam.	100%
3	The subject teachers encourage me whenever I fail in the exam.	100%
4	My class teacher always listen to my difficulties and give me the advices.	87%

As shown in the table 7, most of the under-achievers were very fond of attending school. Moreover, all the selected under-achievers were always encouraged by their class teachers and subject teachers. And, it was found that the under-achievers also got attention, advices and empathy from their class teachers. Therefore, it was assumed that the cause of being under-achievers was not because of the school factor.

Spiritual Factor

All students need to have positive spirit on their education. Life of students is shaped by a wide varieties of factors. Among these factors, spiritual factor plays a crucial role for the under-achievers. Most of the under-achievers did not have optimism on their education. Thus, questionnaire items were also based on the following facts: self-confidence on their own abilities, inspiration of attending university and having role models about education. The responses of under-achievers are presented in the following table.

Table 8 Responses of Under-achievers on Spiritual Factor

Item no.	(Responses) Spiritual Factor	Percentage of Agreements
1	I always solve the problems on my own.	20%
2	I want to attend university after finishing the school.	47%
3	There is a role model for me in the family, classmates and neighbor.	87%

It was clearly seen that most of the under-achievers were low self-confidence and they did not want to continue their education to the university level. They had negative concept on continuation of education and they were likely to leave high school level. Their ambitious level was not very high. Although they responded that they had role models in their surroundings, they did not want to observe interestingly. So, imitation for model learning would not be possible. Thus, it was seen that self-concept and self-esteem of spiritual factor influenced upon academic performances of under-achievers.

Social Factor

Influence of social factor may be the maximum help to students for their academic achievement. Most of the students usually solved the difficult lessons and problem with the help of their friends. They did not want to ask their teacher and they thought that asking their friends is more comfortable for them. And they also thought that their close friends could give sympathetic understanding for their difficulties and problems. Thus, questionnaire items for spiritual factor were also instrumented based on the following facts: involvement in school

activities, solving problems with the friends and asking the difficult lessons to their friends. The responses are presented in the following table.

Table 9 Responses of Under-achievers on Social Factor

Item no.	Responses	Percentage of Agreements
1	I always take part in school activities.	80%
2	I understand difficult lessons and problems when I asked my friends.	87%
3	My classmates always treat me unchangeably whether I get low marks or high marks in the exam.	93%
4	I always solve the problems with my friends.	67%

According to the responses, social factors influenced partly on the under-achiever's academic performance. There is a close contact between under-achievers and their classmates. Thus, the influence of social factors affects positively on the under-achievers and it was found that social factor was not related directly with the causes of being under-achievers in this study.

Discussion and Conclusion

In the present research study, all the selected under-achievers are at the ages of adolescence within 13 to 16 years old. Erikson argued that the main task of the adolescence is the development of a sense of identity. Since childhood is totally dependent on the parents and caregivers, they do not need to think of who they are and what they are here for. However, when they become adolescents, such dependence upon parents and caregivers is not necessary and they initiated their own value and attitudes toward education. So, the role of identity became very important factor for under-achievers. Adolescent protest can be seen as part of this process, and it frequently involves emotional turmoil. It has been argued that adolescent turmoil should be overcome by well-training of their parents, guardians, teachers and other caregivers. So, the students should be nurtured as emotionally developed persons. And so these under-achievers were not aspired towards education by their parents and caregivers.

But all the selected under-achievers in the present research were those who were unable to depend on their parents and caregivers. They thought their parents and caregivers emphasized on the family's socio-economic condition. They always wanted to get much money for supporting the whole family. As they were the physical workers and their education level is very low, they did not appreciate the education of their children, and unable to do planning ahead for the child's future. These under-achievers did not know the things that they experience were whether right or wrong. No one supervises the under-achievers' emotions and thoughts since they were in childhood. Finally, they did not feel completely empathy from their parents and caregivers.

Most of the difficulties that under-achievers encounter in education were neglected by their parents and caregivers. They solved their problems on their own and took advices from their teachers and peers. But, the teachers and peers can give only general guidance and advices. These people were unable to give full empathy and they could not afford to understand the students' difficulties and give advices to solve these difficulties by the under-achievers themselves. In this condition, emotional turmoil was the major problem and it affected directly on the under-achievers' academic performance and future plan. Thus, the way of living for them was directed towards earning money. They were inspired that wealth is more necessary for them than

education. They aspired to be a person who was recognized by their environment in all possible ways. So, they were in need of guidance and counselling strategies by their teachers, parents and communities also.

In the present research study, guidance culture of the selected schools was fruitful to all under-achievers. Because the teachers and principals always gave general guidance to all students. These general guidance techniques could not be effective for the under-achievers. Under-achievers were those who could not do their academic progress with general guidance and encouragement of their teachers and principals. They were the special children who suffer with family problems and emotional inferiority. The essential thing to help these under-achievers for their academic achievement is empathy. All the under-achievers in this study didn't feel empathy of their teachers, parents and caregivers.

Moreover, in this study, there were many influences upon the under-achievers' academic performances. Among them, family influence and emotional factor were of great importance. Other influences such as spiritual factor, social factor and school factor didn't affect significantly on the under-achievers' academic performances in this study. In the present research study, emotional maturity and personality development were not found in all selected under-achievers. There was no intimate relationship between the under-achievers and their caregivers. There was also no sympathetic relationship between the teachers and the under-achievers. And, most of the under-achievers were those who solve their academic difficulties without taking the help of teachers, parents and caregivers. According to the results, counselling was not familiar with the school under study. All the teachers and principals didn't use widely the counselling techniques in their schools. Moreover, they did not know the value of counselling effect and counselling techniques. Thus, all the under-achievers in this study could not deserve the advantages of counselling completely from their schools.

Suggestions

In the present situation, it is essential that government authority, administration officers, policy makers, project planners, and education officers have to provide guidelines and supervisions to initiate the school guidance and counselling program in all school of basic education and higher education level. Principals and school personnel have to seek the help of their community and other persons for the successful achievement of their special education program to assist the under-achievers of their concern. The class teachers and subject teachers need to make good use of various types of interactions with peer group, parents, caregivers, etc. They should possess the competence to correctly identify and properly use various types of counselling techniques. They should also use efficiently all possible personnel and sources in assisting the under-achievers' academic performances. Moreover, all the principals and teachers should have enough knowledge in the selection and use of the appropriate counselling techniques according to the needs of the under-achievers. Thus, all the teachers should be given the counselling program by well-trained personnel and other community personnel should help the teachers in inculcating the counselling practice.

Nowadays, it can be seen that all the principals and teachers can give general guidance to all students. And so, all the under-achievers can also receive general guidance from the school. The essence of counselling is more than that of guidance. Actually, the teachers should give special teaching program to the under-achievers and must consult with the parents and caregivers to improve the under-achievers' academic achievement. And, the under-achievers are usually very low intelligence, or they have no logical and critical thinking skills. Thus, general guidance and encouragement given to the under-achievers cannot support their education up to a maximum

level. By seeing the results in this study, it was found that social factor, school factor and spiritual factor didn't influence significantly on the under-achievers. All the selected under-achievers were said to be in experience of family need and emotional need. Thus, the teachers should consider the family difficulties and emotional problems of these under-achievers from a point of view of counselling psychology and should give effective guidance and counseling for them throughout the school year.

In the present study, all the selected teachers and principals didn't have a wide range of knowledge about the child's psychology. They were not aware of the psychological moods of under-achievers. Thus, every teacher should know that all the selected under-achievers need to be developed of their personality and emotional maturity. One of the prime objectives of counselling is to assist the needy individual in moving from immaturity towards maturity. Moreover, in this study, the emotional turmoil influenced directly not only on the under-achievers' thinking but also on the performances of education and in this way, they were become underachieved in the school subjects. The teachers need to know that children's experience enhances socialization skills and positive self-concept. They must assess how well the students are functioning and what interventions, if any, might be aided to under-achievers. Moreover, they must know that counselling can enhance self-esteem of under-achievers by helping them look at themselves through the eyes of a special person.

The students should have a feeling of trust and confidence towards the teachers before they are willingly to talk of personal matter and problems of life. According to the results, it was found that there was no sympathetic relationship called rapport between the teachers and the selected under-achievers. Thus, the role of counselling process was not found in all schools under inquiry, and the selected under-achievers didn't feel counselling effect from their schools. In the present situation, most of the Myanmar people have little guidance and counselling knowledge. Especially in the rural area, people cannot give even conventional doctrines to their children. Although they want to expect their children to be the educated persons, they cannot give any support and encouragement on education. They believed that school can give proper education to their children.

The teachers should have the ability to understand how the under-achievers feel, to be able to communicate this understanding back to the under-achievers, and to use this understanding as the basis for the under-achievers' higher academic achievement. The under-achievers cannot learn those kinds of lessons which are more advanced, difficult and is especially suited for normal students in the regular class. They should be given only the assigned learning materials that are modified and adapted for them. And then, they should be provided similar lessons and led to more difficult ones by step to step.

The teachers should know the students who are outstanding, who are disruptive, who are industrious and who are studious. And so, the teachers can arrange the under-achievers not to mix the disruptive students and with the clever ones and especially create the conducive learning environment for all students which will be facilitated for learning. In Myanmar society, educational counselling is not a well-known function. It is a very relatively popular service in education of industrialized countries. To be able to improve the standard of education, counselling can help partly to all the students' academic progress. Because under-achievers may become the average students, and the average ones may become the high achievers by treating with the counselling approach. Moreover, the excellent student can be enhanced to the genius students by counselling effect.

Recommendations for Teachers, Parents and Community

In fact, all the Myanmar teachers and school personnel should be well trained with modern pedagogic skills and techniques of guidance and counselling. All teachers should be inculcated with a lot of experiences in the field of educational guidance and counselling. Furthermore, there should be a consultation with teachers, administrators, and parents in the school. Necessary assessments of students, parents, teachers and other school personnel should also be conducted regularly as a means of identifying local priority needs. In Myanmar education system, counselling is an indistinct process. Nowadays, all the government authority, administration officer, policy makers, education officer, principals and teachers are unable to create effective counselling to the under-achievers. Thus, there should be an effective guidance and counselling program in Myanmar schools with participation of teachers, parents, stakeholders, government authority officers and other community personnel for all students' better academic performance especially for the under-achievers.

Limitations of the study

A number of limitations can be found in this study. Firstly, random sampling was conducted only in the High Schools of Hmawbi Township, Yangon Region. The representativeness was weakened according to state and township level and sampling was purposive because selecting participants was conducted only according to the teachers' ratings and there was an unequal gender ratio of 11:4 in this study. Second, there was not considered about the learning difficulties of the students such as learning environment, teaching pedagogy, learners' interest, aptitudes, language, cultural norms, and different ethnicity in constructing the questionnaire items. Third, most of the selected under-achievers were from the orphanage and so factors being to be the under-achievers may be influenced mainly by family background and emotional factors.

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