



ORIGINAL RESEARCH PAPER

Paediatrics

EFFECT OF PSYCHOTHERAPY ON ACADEMIC PERFORMANCE OF CHILDREN AGED 14 TO 18 YEARS

KEY WORDS:

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ABSTRACT

INTRODUCTION: The adjustment difficulties of school students have been an emerging issue. Many studies have proved that the adjustment difficulties like appetite disturbance, concentration problems & depression are most evident in school going children these days. To help school students in resolving their adjustment issues, we made efforts in the form of establishing a counseling system to provide intervention to the students, so that their social and emotional problems did not interfere with their academic performances, for the current study. We chose to examine the relationship between the college counseling experience and the academic performance in a sample of school children aged 14 to 18years.

AIM & OBJECTIVE:

1. To assess the cause of poor academic performance of children.
2. To analyse the benefit of counselling on academic performance.

MATERIAL & METHODS:

The study was conducted in Department of Paediatrics, Government Medical College, Haldwani attached to Dr. Susheela Tiwari Government hospital, Haldwani. The study was conducted during the period December 2015 to april 2017 by enrolling the students through school visit & OPD, and progressive analysis of school performance based on annual report card pre & post counselling.

RESULT:The study shows the statistical improvement in academic performance of the students after counselling. Marks obtained by students before counselling were below 40% , 40-50% , 50-60% , 60- 70% and above 70% in 23%, 43%, 26%, 6%, 2% respectively. After counselling the scores of students improved with 35% students scoring between 40-50% , 38% between 50-60% , 20% between 60- 70% and 7 % scoring above 70%.

Where in pre counselling the number of students scoring below 40 % were 23% and 0 % in post counselling. The no. of students scoring above 70% increased from 2 to 7 % . The result on academic performance post counselling is statistically significant (P<0.01) .

INTRODUCTION

As a part of psychotherapy, counselling is an interactive process which helps in establishing a relationship where the student learns more about him/herself. Guidance and counselling is therefore aimed at bringing about maximum development and self-realization of human potential for the benefit of the individual and the society.¹ The study on poor school performance aiming at healthcare and educational professionals. It addresses current aspects of education, learning, and the main conditions involved in poor school performance. Formal education is socially and culturally valuable in our world and good school performance is an indicator of future social success.²

In recent years, access to school has become universal and consequently, complaints of poor school performance and learning difficulties have increased in doctors' clinics.³

The paediatrician is the healthcare professional who is first informed about the poor school performance. These complaints should be valued and appropriately assessed for early diagnosis and interventions. This study aims to provide aids to allow the paediatrician to make an initial approach to children having poor school performance and effect of counselling.⁴ Counselling on the other hand is seen as a psychological process of helping an individual to be equipped with self-understanding and skills of problem solving of everyday life in the society, home and school.⁵

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MATERIAL & METHODS

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school visit and OPD (Paediatrics) of Dr. Susheela Tiwari Government Hospital at Haldwani city during the period of December 2015 to April 2017 .Our study was a prospective observational study and approved by the Research Ethics committee of Dr. Susheela Tiwari Government hospital, Haldwani

Method of collection of data:

- Assent and informed consent was obtained from parents and participants.
- By analysis of preformed questionnaire filled by children, teacher, parents before and after counselling and the evaluation of the causes by a child psychologist.
- By analysis of examination report card before and after counselling
- These questionnaires have been analysed by a statistician.
- Sessions of group counselling were conducted with each session comprising of 30 to 40 minutes .The counselling included their personal problems and the academic difficulties in their studies.
- Counselling of 10 to15 minutes for individual students was held to address student's problems.

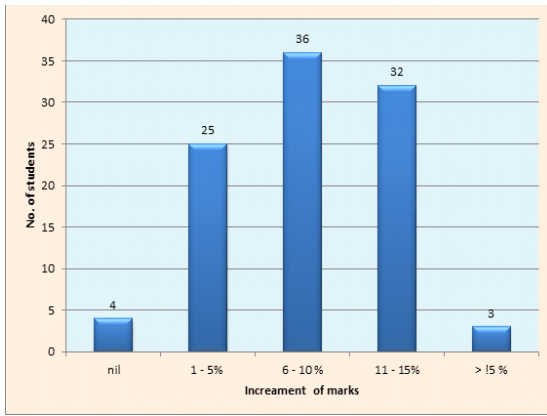
ANALYSIS OF DATA:

The data were compiled and entered in MS Excel sheet and the analysis was carried out using the Statistical Package for the Social Sciences (SPSS 19.0.2) program for windows. Statistical test using chi-square test of significance was applied (p<.01).

COUNSELLING SESSION

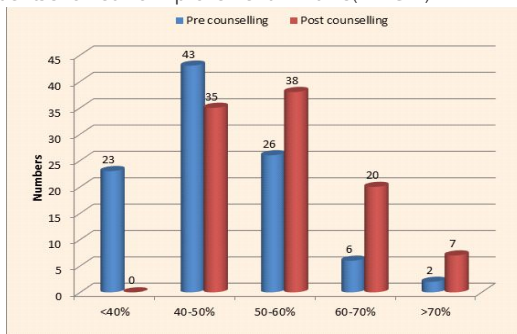
The students were assessed at the beginning of the counseling. The assessment was done to clearly understand the problems of the students, so that their situations could be improved. The students were allowed to express their problem and full confidentiality was assured to them. We offered encouragement, support and solution to their problems, personal and academic.

RESULT



DIAG-1

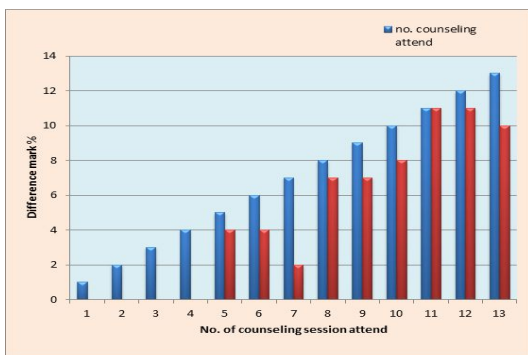
36% showed an increment in the range of 6-10%, 11-15% increment of marks seen in 32%, 0-5% in 25% students, 3% students showed an increment of over 15%, however 4% students showed no improvement in marks(DIAG-1)



DIAG-2

The study shows the statistical improvement in academic performance of the students after counseling. Marks obtained by students before counseling were below 40% , 40-50% , 50-60% , 60- 70% and above 70% in 23%, 43%, 26%, 6%, 2% respectively. After counseling the scores of students improved with 35% students scoring between 40-50% , 38% between 50-60% , 20% between 60- 70% and 7 % scoring above 70% .

Where in pre counselling the number of students scoring below 40 % were 23% and 0 % in post counselling. The no. of students scoring above 70% increased from 2 to 7 % . The result on academic performance post counseling is statistically significant (P<0.01) .(DIAG-2)

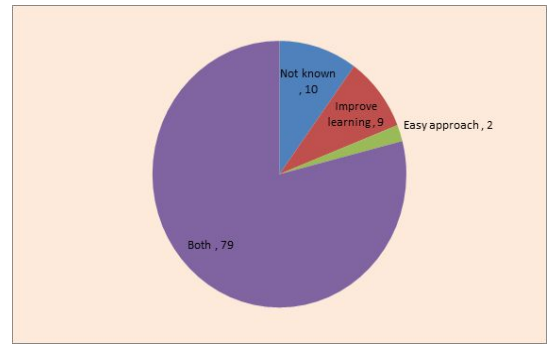


DIAG 3 Correlation between increment in average marks with number of counseling session.

% . The study showed that no. of counseling sessions correlated positively with the academic performance. 57% students who attended 10 or more counseling sessions showed an improvement in average marks 8-11% .

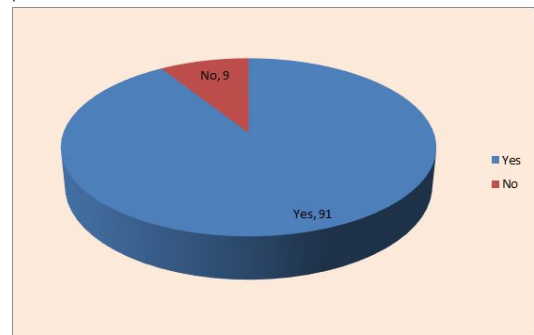
While the improvement in average marks was only 4-7% in

students who attended less than 10 sessions i.e. 43 (DIAG 3).



DIAG 4 How counseling helped in improvement in study habit.

This study has shown improvement in learning and approaches both. 79% students agreed that they found improvement in both approach and learning and 2% found easy approach , 10% students however could not comment whether counseling was helpful or not.(DIAG 4).



DIAG 5 Remarks by parents/ teachers whether the improvement is seen after counseling.

In this study ,it is stated that among 100 student and their improvement in academic performance after the remarks of their parents and teachers on and about counselling session .its observed that 91% agreed that session are useful for their students/wards and 9% stated that its not useful. (DIAG5).

DISCUSSION

Our study explored the impact of counselling on the academic progress and the retention by using both objective and self-reported measures. The result of academic performance of students pre & post counselling sessions were compared. It indicated that the counselled students showed a superior retention as compared to their pre-counselling performance. Reviews which were done on the school counselling (group and individual) also proved that it had a positive effect on the children. This study proved that 87% of the students had found that the counselling sessions useful. This study also proved that 35% students showed improvement in the academic performance by more than 10% and that 36% of the students showed improvement in the range of 6-10%. Thus, this study proved that 71% students had shown good improvement after the counselling. Our finding is supported by study by Renuka Devi M.R., P.R. Devaki et al. Which showed increase in the average marks by about 15%-25% among 43% of the students and by about 10%-15% of marks among 13% of the students There was no marked improvement among 31% of them and there was no change in 4% of the students. Also Bruce et al, the achievement gap between African-American students and White students on the Enhanced Math narrowed during the 2007–2008 testing period, with 63.2% of African-American students achieving pass rates as compared to 70.5% of White students. The pass rate increased from the 38.7% pass rate among African-American students from the previous school year, indicating that the intervention was successful in improving pass rates on high-stakes testing. The study offers evidence base for professional school counsellors for utilizing the practice of group

counselling to promote achievement.

CONCLUSION

The study conducted on the outcomes of academic performance following counseling is very effective in improving the academic performance as well as confidence of the student & that an effective & comprehensive guidance programme will help in the success of the students & thereby the schools.

The evidence linking school counselling with positive student outcomes in academics, careers and personal/social domains appear to be clearly supported through both quantitative and qualitative research. Counselling programmes create a positive impact on the areas of academic performance, course selection, college and career planning. This study also proved that those who attended more number of sessions showed better response than those who attended less number of sessions. Finally, we can conclude from this study, that counselling is very effective in improving the performance as well as confidence of the students. Our study also found that intense addiction to social media is one of the major cause of poor performance in academy today.

Through this study we recommend that each school should have a counsellor to address the psychological and academic needs of students and the same should be mandated by the Ministry of education and child welfare.

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