



REDUCING ACADEMIC ANXIETY THROUGH COUNSELLING

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ABSTRACT

Objective: The concept of slow learners and their characteristics, their problem, health conditions, social economic problem and also how to make these slow learners as high achieves is the objection of research work.

Method: Counseling plays a very important role in education slow learners. So the teacher must act as a guide and counselor. So the research felt there is need to counseling the slow learners and this can be mostly by the teachers. So the researches wants to know how far counseling help in educating the students in class room. For the present study the researcher has taken experimental method and also case study method because counseling can be given effectively for individual rather than a group.

Results: This study is limited to know the effect of counseling in reducing anxiety level in few cases of 10th class students in Krishna District Schools and selected 20 students in one section consisting of 40 students and conducted anxiety test. After thorough analysis 2 cases are selected with high academic anxiety level at tenth class level. The preliminary form of the academic anxiety scale for children had 30 items.

Conclusion: Slow learners are one of category of children belongs are exceptional children.

There so many individual differences in the classroom. Mostly in every class there are at least 5 to 10 members of slow learners are there. If we make the development activities to slow learners, then every child becomes happy.

Keywords: Slow Learners, Academic Anxiety, Counseling, Education.

INTRODUCTION

Counseling is an integral part of an overall programme of guidance. Counseling situation arises when a needy person is face to face with an expert who makes available his assistance to fulfill individual needs. Emotions play a significant role in determining reasonability of the human acts and the total goal can only be realized when a person has brought all his reactions in life with his reasonable insight, through the use of available resources within himself.

The main aim of purpose of counseling is to assist the individual to enable him understand himself more meaningfully, realistically, to give the student information on matters related important to his success, help in solving his problems, for solving his difficulties, to know his interests, abilities,

attitudes, develop special abilities and right attitudes and help in planning educational and vocational choices.

Counseling is a process of mental understanding and never waits till a problem acquires seriousness but joint quest a search or pursuit carried out by both the counselor and the counselee's responsibility in the joint venture to understand himself, and the world around him, to proceed in the direction in which he has to proceed and to gain confidence in solving problems as they arise.

If the counselor wants to be an effective and good counselor, to give the required results, counselor has to faithfully follow the following code of conduct which include accept the person irrespective of age, sex, caste, class, education, family and social background, you have to accept the person he /she is, without putting any condition, Should be a good listener. Other include Empathy, Sincerity, Patience, Nonjudgmental, Resourcefulness, Knowing one's limitations, Self disclosure, No favors, Positive and Negative Transference, Recording, Preparation for termination etc.

Adolescent stage is very important in one's life. It is a crucial period because of age linked internal crises due to the commencement of functioning of endocrine glands that release hormones into the blood. Apart from internal crises this is the age of which can divert the thinking levels either in a positive way or in a negative way. This age is called a stress and strain stage & storm and stress. Adolescence is problematic stage and dangerous stage because all the developments like physical development, intelligence development, Emotional development, social development and moral development have to reach to their peaks. Especially adolescence age is very emotional and they find very difficult to control their emotions, so there is a need for the teacher to give guidance and counseling for the students as it is said that the teacher must act like guide, friend, philosopher, parent and counselor.

In every class room, there are high achievers, above average students, average and below average students. The students, who are slow learners have poor memory power, and mental disabilities, therefore they cannot compete with the high achievers and are neglected. Counseling plays a very important role in education of slow learners and so teacher must act as a guide and counselor. The students must find solution for the problem through following the suggestions in counseling sessions. So the researcher felt that there is a dire need for counseling the slow learners, so that they can improve their academic achievement. Hence the researcher felt the need to study the effect of counseling for the slow learners in their academic achievement.

The educational institutions, parents and the society are at pressure pushing a child in particular field irrespective of the aptitude, interest or inclination of the child. Quite a large number of students find themselves in the midst of various adjustment problems. The feelings of loneliness, insecurity maladjustment with the society, the teachers, peers, elders (especially parents). So, the researcher felt that there is a direct need for counseling these specific students so that they can control their academic anxiety level.

SAMPLE SELECTION

This study is limited to know the effect of counseling in reducing anxiety level in few cases of 10th class students in Krishna District Schools and selected 20 students in one section consisting of 40 students and conducted anxiety test. For the final selection the researcher took the maximum marks in the test into consideration. After thorough analysis 5 cases are selected with high academic anxiety level at tenth class level. The academic anxiety scale has been developed for use with school students of classes VIII, IX and X (age range; 13 - 16 years). The preliminary form of the academic anxiety scale for children had 30 items. After carrying out item analysis based upon Kelley technique (1939) only 20 items were retained and the remaining 15 were dropped).

METHODS OF RESEARCH

For the present study the researcher has taken experimental method and also case study method because counseling can be given effectively for individual rather than a group. Case study makes an intensive investigation in the complex factors that contribute to the individuality of a social unit, a person, family, group, social institutions or community. Case study has a specific focus; it tries to highlight the various features of the unit under study from the beginning to the end. At this point it may be noted that the case study is not mass study for it is concerned with one unit and not with a group of units taken as a whole.

CASE - 1

“Parents these days scarcely bringing up children; they finance them”. - John Brooks

1. Process of Identification:

The case Devi Priya was identified as a student with high academic anxiety level by conducting an anxiety test in which she scored more. Her academic achievement is average. She is unable to concentrate on her studies. Because of this, she feels tensed and faces more anxiety during examination. So the researcher has selected Devi Priya as a case of more anxiety level.

2. Bio - Data:

Name of the pupil	:	Devi Priya
Date of Birth	:	6-9-1994
Order of Birth	:	One
Age	:	15 years
Sex	:	Female
Religion	:	Hindu
Name of the Father	:	V. Srinivasa Rao
Name of the Mother	:	V. Nagamani

3. Preliminary Study of the Case:

Interview with the case - The researcher went to the case's school, met her and interviewed regarding different aspects.

a) Physical Appearance:

Through the researcher's observation Devi Priya was identified as an alert, anxious, sensitive, healthy, attractive and co-operative girl with smiling face. She is of normal height and weight. She dresses neatly. She has a pleasant face. She is a healthy child with minor eyesight.

b) Educational Information:

Devi Priya is a student of X class in School in Krishna District. She is an English medium student. She has been studying in that school from IX standard, she is an average student.

c) Scholastic Record:

Devi Priya' s Yearly Performance in Exams									
Subjects	Unit - I	Unit - II	Unit - III	Average	%	Quarterly	Half Yearly	Average	%
English	19	15	18	17.3	69.3	81	65	73	73
Telugu	21	17	23	20.3	81.3	76	92	84	84
Maths	20	10	18	16.1	64.0	54	62	58	58
Science	19	19	14	17.3	69.3	56	68	62	62
Social	24	13	15	17.3	69.3	60	51	58.5	58.5
	Maximum Marks: 25					Maximum Marks : 100			

d) Family:

Devi Priya belongs to a middle class family. Her father P. Srinivasa Rao who is 45 years old is a post graduate i.e. M.Sc., M.Ed. working as a Principal of B.Ed College at Undisclosed place in Krishna District. Her mother V. Nagamani aged **40** years is working as a teacher in ZPH School as she is B.Sc., B.Ed degree holder. She has one younger brother who is studying 4th class in the same school.

e) Friends:

Devi Priya maintains good relationship with her classmates. She is very friendly natured girl. She has few close friends they are Chandhrika, Neha, and Madhulika etc. She likes them very much and always wants to be with them. She likes to talk with them. She wastes her time in chit–chating with her friends.

f) Information about Aspirations:

She does not have any goal. She never thinks about tomorrow. She wants to enjoy today. She does not have any clear idea of her future goals as is the case with the girls in middle class families.

4. Information from Other Sources:**a) Information from the Teachers:**

The researcher went to the case's school and interviewed the teachers of the case about her behavior in the school. By the teacher's information the researcher came to know that she is an active girl .She always secures average marks. Most of the time she listens the lessons carefully but sometimes she used to think something else. She cannot answer all the questions asked by the teacher sometimes especially in Maths period she talks with her friends. She cannot concentrate on the subject for a long time.

b) Interview with the Peer Group:

The researcher interviewed the case's peer group and collected information regarding the case. According to them Devi Priya is very co-operative with her friends and classmates. She shares everything with them. She is afraid of speaking with boys. She becomes very nervous when she has to talk to a boy outside the school.

5. Home Conditions and Family Background:**a) Education:**

Devi Priya's father is well educated a post graduate in Maths and also in Education. He is a M.Sc., M.Ed degree holder earning 25,000/- per month. Her mother is also educated. She is a B.Sc, B.Ed degree holder earning 12,000/- per month. Her brother is studying 4th class in same school.

b) Health:

Maintains good health.

c) Social Status:

Devi Priya belongs to middle class. Her parents are Pvt Employees. Their family income is sufficient to meet their needs.

d) Existing Relationship among the Family Members:

The relationship among the family members is good. Her father is very strict but her mother is affectionate towards her children. Devi Priya is afraid of her father. Her father takes care of his children. Every day he himself drops his children at school inspite of being busy. He observes all the activities of Devi Priya. He restricts her in talking to boys of her class. She doesn't like that. She wants to be free in all the aspects. Her brother complains to her father if she talks to boys in the school. She should not take even books from boys.

e) Customs of the Family:

Their family belongs to Hindu religion and all the family members follow Hindu customs and traditions. They perform pooja's on specific occasions. They celebrate all the Hindu festivals.

f) Surroundings:

They live in their own house. The surroundings of her house are very neat and clean. It is an independent house with five rooms. It is a single storied building. They have all required facilities in their house. They also have open space left for growing plants. In other words they have a large open area for plantation in their house and they have also grown plants in that place. They maintain a beautiful garden.

g) Responsibilities Shared:

Her father is a very responsible person. He fulfills all the requirements of the family. He always provides all the facilities to his children. Her mother looks after the house hold activities and also cares for her daughter's studies. Both the parents enquire about their children's progress in the school time to time. Devi Priya is also very responsible and also does her duties in the family. She takes care of her younger brother.

6) Neighborhood:**a) Culture:**

All her neighbors are well adjusted and well cultured. Most of them belong to Hindu religion. They belong to different castes.

b) Relation of the child with the Neighbors:

Devi Priya is well adjusted with their neighbors. Near her house her aunt's family will stay. At leisure time she will go there. She does not play with peer group near her home. She likes to play with small children.

7) Health**a) Physical Data:**

Height : 5.4 "

Weight : 55 kg's

Chest : 32cm

Face : Round

Hair : Black

Eyes : Black

Complexion : Normal

Nails : Neat

b) Common Illness:

She gets cold and cough.

8) Social and Emotional and Adjustment:**a) Home:**

Devi Priya's family is a middle class family. Her parents show sufficient love and affection alternation towards their children even though her father is very strict. She gets angry on her parents many times when they scold her for petty things especially when she talks to boys. Only in this aspect parents are restricting her. She is comparing her condition with her friends and feels frustrated. She wants to spend more time at school than at home. She is not even permitted to talk to her friends on telephone.

b) School:

She is well adjusted in the school. She maintains good relations with her teachers. She respects them very much. She is also regular to the school and likes her school very much. She feels difficulty in concentrating on studies. Thoughts about her parents behavior is the main obstacle of in her studies. She tries to read with concentration but she is failing in that. She appears to be happy at school but suffers emotionally. Because of all the above reasons she is not preparing for the exams thoroughly and at the time of exam, she suffers with anxiety.

c) Peer Group:

She feels happy with her friends; she always wants to spend more time with them. She is friendly towards her classmates. She shares everything with her friends, very cooperative. She starts crying if any of her friends do not talk to her for any reason. She is very sensitive. Her social and emotional adjustments are at moderate level.

9) Scholastic attainment:**a) Regularity:**

Attendance	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb
No. of working days	19	26	23	18	22	23	21	18	20
No. of days present	19	26	23	18	22	23	21	18	20

b) Participation and Achievement in Curricular and Co - Curricular Activities:

She never participates in any curricular activities because she has stage fear. She does not have knowledge to participate in quiz competitions. She does not participate even in Co- Curricular activities. She has no interest in games also.

c) Relation with Teachers Friends and Classmates:

Devi Priya likes her school and also teachers. She is very co-operative to her friends and to her juniors. She maintains good relationship with all her classmates. She respects all the teachers and also maintains good relations with them.

10) Interests:**a) School Subject:**

Devi Priya is very much interested in biological sciences and English. She likes to speak in English. She is interested in Mathematics.

b) Co-Curricular Activities:

She does not like to play any game. Even during games period she just roams around the play ground, she likes to sing, she loves music. She even participated in singing competition ones.

c) Study Habits and Interests:

She does not have any specific interest. She never reads any kind of books other than her academic books.

d) Vocational Interest:

She wants to become a doctor.

e) Personal Interests:

Some of her personal interests are watching movies, listening to music, playing games and talking to her friends.

11. Auto Biography:

The case study Devi Priya was born on in now she is living in Vijayawada with her parents. Her father is working as Principle of B.Ed. College and mother as a teacher in School. Both the parents are highly qualified. She has a younger brother who is studying 4th class in the same school. She is an attractive and co-operative girl with smiling face. Devi Priya maintains good relationship with her classmates. She is average in academics. Her parents are very strict which is leading her to frustration. She wants to spend more time at school than at home. She feels difficult in concentrating on studies.

She is suffering from anxiety. She likes listening music, and playing with small children. She wants to become a doctor.

Observation:

Through the researcher's observation, it was found that Devi Priya is an average student in the class. She is scared to talk with the strangers especially males. She has normal physique. She has high academic anxiety. She has stage fear. Her social and emotional adjustment is moderate.

Objective 1: To find out the Academic Anxiety Level of Adolescent:

The researcher conducted the pre-test for a group of people and from that the researcher selected five students on the basis of their high anxiety level. Devi Priya scored 17 marks out of 20 in the pre-test conducted by the researcher. So she is identified as a student with high academic anxiety.

Objective 2: To find out the effect of Counseling in Reducing Academic Anxiety Level:

After identifying the anxiety level of Devi Priya researcher interviewed the case and applied different techniques to get the desired result. At first Devi Priya hesitated to talk to the researcher. To make her feel comfortable & cooperative the researcher started the counseling session with a few preliminary introductory remarks about the counselee such as her hobbies, her out of school activities etc. Thus, had a general talk to come in contact with her nature.

After thorough study of the counselee the researcher found the following causes for high anxiety level of Devi Priya. Devi Priya is unable to concentrate on her studies. Whenever the teacher gives them/her time to read, she wastes her time in talking to her friends where she expresses her feelings with her friends who are prohibited at her home. Her mind is always diverted as it is pre occupied with other thoughts especially change in her parent's behavior towards her. She does not like the restrictions which are imposed on her by her father, so she always thinks about those. Her brother who is studying in the same school acts as a spy who keeps an eye on her movements and complains to their father.

The basic ingredient of man is always to enjoy freedom in every sphere of life. The case Devi Priya always considers the rules followed by her father as bondage and she wants herself to be free from those chains. She prefers to lead a happy and pleasurable life without any restrictions. Her helplessness leads to frustration and dejection then to anxiety.

After identifying the problems/reasons the researcher with a good rapport counseled the counselee in the following manner. Researcher suggested the counselee that while reading when she is unable to concentrate then the researcher asked her to close her eyes for some time to avoid thoughts and also to meditate for 10 minutes every day. Researcher told the counselee not to waste the time in talking and if she prepares for the exams beforehand she can avoid anxiety during exams by understanding the subject rather than by rote learning.

Researcher convinced the counselee that her parents love her very much that's why they are more concerned about her. The strict discipline followed by her father is very good for her for it teaches her some very necessary virtues—such as obedience, punctuality, diligence, regularity, good manners and forbearance. Researcher explained that her father is advising her to always go in the right path. The researcher told the counselee to talk to her parents openly and make them develop confidence on the counselee.

Researcher made the counselee to understand the characteristics of adolescence. The changes that are occurring are due to adolescence and her parents are worried about these changes so the researcher said her to understand her parents and to follow their instructions.

Interpretation:

Researcher observed that the case Devi Priya did not find any chance to ventilate her feelings, she used to think always about her parent's behavior and always scared of the situation, and she used to feel nervous whenever she has to talk to boys of her class. She was unable to concentrate on studies and always used to compare herself with her friends. The case Devi Priya does not have a habit of playing games which help to reduce her tension.

During counseling sessions she felt relieved from anxiety as she was allowed to cry for sometime where she got the chance for outlasting her emotions. Counselee started to follow the instructions given by the researcher and observed the change. She felt very happy and her anxiety level was also reduced.

After completing 10 sessions of counseling researcher conducted a post-test to test the anxiety level of Devi Priya in which she scored 10 marks out of 20 which reveals that there is a significant effect of counseling in reducing her academic anxiety.

Case - II

“Counseling is like a catalyst to a confused student” - N. K. Rao

1. Process of Identification:

The case Ravi Shekhar was identified as a student with high academic anxiety level by conducting an anxiety test in which he scored more. His academic achievement is average. He is unable to concentrate on his studies. Because of this, he feels tensed, faces more anxiety during examination. So the researcher has selected Ravi Shekhar as a case of more anxiety level.

2. Bio Data of the Case:

Name of the pupil	:	K. Ravi Shekhar
Date of Birth	:	28-06-1993
Order of Birth	:	One
Age	:	16 Years
Sex	:	Male
Religion	:	Hindu
Name of the Father	:	K. Subbarao
Name of the Mother	:	K. Siva Lakshmi

3. Preliminary Study of the Case:

Interview with the Case:

The researcher went to the case's school, met him and interviewed regarding different aspects.

a) Physical Appearance:

Through the researcher's observation Ravi Shekhar was identified as an anxious, shy and calm boy with normal complexion. He is tall and of normal weight, his hair is brown in color.

b) Educational Information:

Ravi Shekhar is a student of X class in School in Krishna. He is an English medium student. He has been studying in that school from IX standard, he is a below average student.

c) Scholastic Record:

Ravi Shekhar's Yearly Performance in Exams									
	Unit - I	Unit - II	Unit - III	Average	%	Quarterly	Half Yearly	Average	%
English	6.5	10	7	7.1	31%	26	16.5	21.13	21
Telugu	6.5	14	4	8	32	20	20	20	20
Maths	4	4	8	5.3	21.3	9	15	12	12
Science	8	10.5	4.5	7.1	30.67	30	40	35	35
Social	12.5	10.5	5	14	37	22	36	29	29
Maximum Marks: 25					Maximum Marks: 100				

c) Family:

Ravi Shekhar belongs to lower middle class family. His father K. Subba Rao who is 47 years old is a graduate and works in a private college as a librarian. His mother K. Siva Lakshmi studied till 10th class only. She is a house wife. He has one younger sister who is studying 7th class in the same school.

d) Friends:

Ravi Shekhar has very few friends. They are Bhaskhar, Divya charan and Suneel. He plays cricket with his friends. He does not talk much with them.

e) Information about Aspiration:

Ravi Shekhar does not have any goal. He does not have awareness to think about his future as he belongs to lower middle class family. His parents are also not aware of the things happening in the world.

4. Information from Other Sources:**a) Information from the Teachers:**

The researcher went to the case's school and interviewed the teachers of the case about his behavior in the school. According to the teachers information he is a dull boy he always secures less marks. Many times he fails in the exams. He seem being attentative in classes but he cannot concentrate for much time. He cannot answer to the questions which are posed by the teacher. Even he does not talk to his classmates freely.

b) Interview with the Peer Group

The researcher interviewed the case's peer group and collected information regarding the case. According to them Ravi Shekhar is not an active boy, he speaks with his classmates whenever necessary. He plays with them in games period. He does not share his feelings with classmates. He has very few friends and does not maintain intimate friendship. He becomes very nervous when he is asked to speak to a stranger or even to the teacher outside the school. He hides his face and passes away.

5. Home Conditions and Family Back Ground:**a) Education:**

Ravi Shekhar's father is a graduate. He is a B.A. Degree holder. His mother studied 10th class. She is a house wife. He is having a sister K. Sruthi sister studding 7th class in same school.

b) Occupation:

His father is working in private college as librarian with 8,000/- salary. His Mother is a house wife.

c) Health:

Father's health is normal but his mother does not feel well many times. He suffers with weakness.

d) Social Status:

Ravi Shekhar belongs to lower middle class family. Only his father is working and with his income they hardly meet their needs. His parents were very social to the neighboring families and also get respect from them.

e) Existing Relationship among the Family Members:

The relationship among the family members is good. His parents take care of their children. Both the parents are affectionate towards their children. They maintain moderate discipline.

f) Customs of the Family:

Their family belongs to Hindu religion and all the family members follow Hindu customs and traditions. They celebrate all the Hindu festivals.

g) Surroundings:

Their house is rented house. It is a single storied building with two portions. Their portion has three small rooms. The surroundings of their house are neat. They do not have place to grow plants.

h) Responsibilities Shared:

His father is a very responsible person. He always tries to fulfill his children's desires. His mother looks after the household activities. Ravi Shekhar has to go to school at 7 ° clock in the morning. Many times his mother cannot prepare breakfast at that time, so he prepares breakfast himself without troubling his mother. He understands his mothers problem i.e., ill health and helps her in house hold activity .He takes care of his younger sister also. Ravi Shekhar performs his duties in the family.

6) Neighborhood:**a) Culture:**

All her neighbors are well adjusted and well cultured. They all belong to different castes and religions, but mostly they are Hindus.

b) Relation of the Child with the Neighbors:

Ravi Shekhar does not have many friends at his surroundings. He never talks to his neighbors especially elders. He sometimes plays with few children during holidays.

7) Health:**a) Physical Data:**

Height	: 5.8 "
Weight	: 59 kgs
Chest	: 34cm
Face	: Round
Hair	: Brown
Eyes	: Brown
Complexion	: Normal
Nails	: Neat

b) Common Illness:

He sometimes suffers from common cold and cough. He also suffers from legs pain.

8) Social and Emotional Adjustment:**a) Home**

Ravi Shekhar belongs to a lower middle class family. He is well adjusted with his family members. His parents always scold him about his studies. He is a slow learner; he cannot cope up with the syllabus of his class. But his parents do not understand his defect and always scolds him. By this kind of behavior of his parents sometimes he gets aversion towards his parents. This is a common problem of slow learners.

b) School:

He is very sensitive to others comments on him .He never reports to the teachers. He is regular to the school. He is unable to concentrate on studies. He does not participate on group activities because he thinks that he is not capable of participating in group activities. He cannot talk to the teachers freely. He feels anxious whenever he is asked any questions in the class related to the subject.

c) Peer Group:

He feels happy when he is with his friends. But he cannot tolerate their criticism. He is very sensitive. His adjustment is flexible with moderate emotional balance. He does not share his difficulties with his friends.

9) Scholastic Attainment:**a) Regularity:**

Regularity	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb
No. of working days	19	26	23	18	22	23	21	18	20
No. of days present	19	26	21	18	25	22 ½	21	18	20

b) Participation and Achievement in Curricular and Co-Curricular Activities:

Ravi Shekhar participates in co-curricular activities like games. He also got prizes in volley ball, kabaddi, koko competitions. He also plays basket ball. Kabaddi, cricket also. Except in games he does not participate in any other co-curricular activities. He never participates in curricular activities like quiz, elocution since he has no knowledge.

c) Relations with Teachers, Friends and Classmates:

Ravi Shekhar has favorable attitude towards the school and teachers. But he cannot maintain good relationship with teachers and classmates because of inferiority complex which he developed. He never quarrels with his classmates.

10. Interests:**a) School Subject**

Ravi Shekhar is very much interested in science.

b) Co- Curricular Activities:

He likes cricket, volley ball basket ball, kabaddi, koko. He does not have interest in other co-curricular activities.

c) Study Habits and Interests:

He likes to read twinkle, comics. He also has the habit of reading news paper like Eenadu and Hindu paper in the school library.

d) Vocational Interests:

He wants to become a chartered accountant.

e) Personal Interest:

Some of his personal interests are watching T.V., Listening Music and playing games. He also likes to read comics, sleeping for more time etc.

11. Auto Biography:

The case Ravi Shekhar was born on 28th June, 1993 in Guntur. His father is a librarian in a private college. His mother is a house wife. He has a younger sister who is studying 8th class in the same school. His father takes care of them. He is a low academic achiever so he feels inferior to mingle with his classmates. He is afraid to talk to teachers. He never dares to ask any doubt to the teacher in the class. He respects elders and his teachers. He is a calm and good boy. He likes sports and likes volley ball, cricket, and kabaddi. His hobbies are watching T.V, listening music. He wants to become a chartered accountant.

Observation:

Through the researcher's observation, it was found that Ravi Shekhar is academically a low achiever. He always secures very less marks. He fails in many subjects. He participates in games and sports competitions. He feels inferior to others as he is a slow learner. He has poor memory. He works hard but he cannot cope up with the syllabus. Ravi Shekhar is a calm and dull boy. He maintains good relations with his family but he is always afraid to speak with teachers. He does not have high goals as he thinks that he is not capable of fixing goals.

Objective: 1

After identifying the anxiety level of Ravi Shekhar researcher interviewed the case and applied different techniques to get the desired result. At first Ravi Shekhar hesitated to talk to the researcher. To make him feel comfortable & cooperative the researcher started the counselling session with a few preliminary introductory remarks about the counselee such as his hobbies, his out of school activities etc. Thus had a general talk to come in contact with his nature. After thorough study of the counselee the researcher found the following causes for high anxiety level of Ravi Shekhar.

Objective: 2

Ravi Shekhar has low academic achievement record, because of that he feels inferior to others. In the class he tries to avoid talking to teachers and even to his friends. He cannot concentrate on studies and he is unable to remember the things which he reads, so during exams he feels anxious. He is scared to speak in front of whole class even to strangers. As he belongs to lower middle class family, he does not have any exposure so he cannot mingle with others. He is hard working with poor memory.

The Researcher came to know that he shows general ability to understand words and phrases in a familiar context but cannot follow connected topics/words. The researcher found that he is unable to organize and present thoughts in a reasonably logical and in fluent manner even in familiar situations. His inferiority complex leads to frustration and supports to increase his academic anxiety level. After identifying the problems/reasons the researcher with a good rapport counseled the counselee in the following manner.

Researcher counseled the student to concentrate on his work and to understand the given topic/lesson to read at least 4 or 5 times so that he follows it to some extent. He needs to spend more time to regularize his studies. The Researcher also advised him that to get at least pass marks he needs to spend more time on studies as he is a slow learner. The researcher suggested the counselee to meditate every day at least for 10 minutes to improve concentration. He is suggested to follow light meditation i.e. the client has to see a candle light continuously till he is able to concentrate.

Researcher advises him to talk regularly to his neighbors i.e. elders, teachers in order to be free from anxiety. He must be in a position to talk even to friends and share his thoughts and feelings with them, so that he can freely mingle with all his friends. As the researcher believes in the dictum "All work and no play makes jack a dull boy". The Researcher advised him to participate in games in the evenings as they make the students disciplined and obedient and also teach punctuality and regularity.

Interpretation:

The Researcher observed that the case Ravi Shekhar has no interest in studies with poor memory. As he is a slow learner, he feels inferior to his classmates. He is scared of the situations and even avoids talking to others. The Researcher understood that he needs the affectionate part of a teacher and enjoys the resounding laughter of his friends.

During counseling sessions he was able to develop confidence and cope up in his academic tests. He started to talk to friends and even with strangers as he started to follow the instructions given by the researcher and observed the change in himself. He was also able to concentrate well on studies. The researcher has seen a ray of hope - a sort of glow on his face as he gained confidence. He became active and felt very happy as he is able to mingle with others and can talk to strangers freely. Now he is able to organize and present his thoughts in a reasonably logical and fluent manner even in unfamiliar situations.

Counselee started to participate the instructions given by the researcher and observed the change. He felt very happy and his anxiety level was also reduced. After completing 10 sessions of counseling researcher conducted a post – test to test the anxiety level of Ravi Shekhar in which he scored 8 marks out of 20 which reveals that there is a significant effect of counseling in reducing his academic anxiety.

CONCLUSION

Slow learners are one of category of children belongs is exceptional children. For any type of class room like primary level, secondary level, intermediate level, degree and PG level. Slow learners are available. But this concept is limited to secondary stage pupil that to 10th class pupil. To develop the learning, reading & writing ability by counseling. Here this topic discuss about the concept of slow learners and their characteristics, their problem, health conditions, social economic problem and also how to make these slow learners as high achieves.

Curriculum and syllabi have expanded during the past few years. There is an emerging demand from the society for a shift toward an emerging on self learning as compared to the spoon-feeding approach of earlier years. Now a day there is a compulsion of education for all. But not all the students are having equal capabilities. There so many individual differences in the classroom. Mostly in every class there are at least 5 to 10 members of slow learners are there. If we make the development activities to slow learners, then every child becomes happy. Here is a necessary to take. The development activities for slow learners. Then only the slow learners can follow the regularity and shows interest on studies.

Counseling plays a very important role in education slow learners. So the teacher must act as a guide and counselor. So that the students may find a solution for the problem. So the research felt there is need to counseling the slow learners and this can be mostly by the teachers. So the dire need of the day is limited. Every teacher must act as a counselor. So the every teacher must act as a counselor in order to educate the slow learners in a comfortable way. So the researches wants to know how far counseling help in educating the students in class room.

FURTHER SCOPE OF RESEARCH

The case study is a development approach for appraisal of the individual. Comprehensive information about the subject is gathered systematically from as many reliable sources as possible. Though there is no standard style of form for case report. It should be sufficiently comprehensive to reveal the subject's typical behavior and their past and current forces influencing his development. The reporter is proceeds cautiously in generalizing regarding future developments because new data. Teachers should take interest in discovering and rectifying the causes of slow learners. Parents and teachers should motivate their children to become an educate children. Need special home tuitions. Teachers should develop positive attitude among the slow learning children. There must be a communication among the parents and teachers in order to discussing about the futures of the slow learners. There is a necessary to find out the slow learners at college level and university level also. We can also study the problems of slow learners at primary level.

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