

The Hidden Talents of Underachievers Through Counselling

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ABSTRACT

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

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

1. Introduction

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

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

rightly mentioned that Anxiety and Tension could be controlled by providing professional counselling so that the child could show better performance in Academic studies.

2. Incidence of Underachievement

Few students' poor performances in exams that are conducted in the class are surprising to match them with previous marks, many a time it is a puzzle for the teachers and parents to see such an extraordinary Performance and labelling these students under the low achievement category were not justifiable. The term underachievement is connected with words such as like potential, aptitude, ability, capacity; achievement and intelligence, so assigning these students to a low category can be faulty assessment. Unfortunately, no definition was universally accepted to define gifted and talented, and there was no unique definition for underachievement (Reis, S. M., & McCoach, D. B. 2002). Depends on the characteristics, underachievers may differ. Underachievement can be seen in any of the following types (Zilli, M. G. 1971) Hidden underachievement: Main criteria of this type of underachievement generally may occur by the teacher's judgment. Chronic underachievement: Invariably perform below measured potential or aptitudes for academic achievement. Situation underachievement: This type of underachievement is transient and resulting in a particular set of situations, such as the death of a parent. Low achievement test scores and high grades Low grades and high achievement test scores. The discrepancy between actual achievement and expected achievement may be seen in underachievers, as they may have some hidden talents. Recognizing the potential Moreover, hidden talents of the underachiever cannot be defined sufficiently. Identifying the hidden gifted and the difficulties are associated with suitable interventions are extremely difficult (Part, J., & Party, M. C. 1996). Underachievers are frequently undisciplined and unmotivated. Primarily due to lacking this motivation and the underachievement become more severe in some students. It would be a great loss to the nation as they are very talented. In this context, coordination and communication is a must among the teachers, parents and school administration. If the student is provided with a suitable intervention, then respecting children talents in a positive manner are crucial (Roach, P. B., & Bell, D. 1989).

3. Exploring the factors associated with underachievement

Once the academic performance is decreased in the school; it could be Understandable that some factors influence gifted or talented students. Various factors may be causative factors for poor academic achievement. Teachers should be very careful in this setting because proper intervention can be suggested reversing their underachievement. Furthermore, the factors are not the same in all categories; it depends on the characteristics of underachievement. However, the influencing factors mainly three types as Individual factors, School factors and family factors.

3.1. School factors

School is the potential determinant of the child behaviour includes interactions with teachers and peer groups (Chan, D. 1999). The major part of education settings about the student is planned in school only. The following statements are evidence for the underachievement with respect to the school factors.

- Inflexible curriculum requirements.
- Inadequate support for gifted students.
- A mismatch between student needs and the school environment.
- A mismatch between student learning styles and pedagogical approaches.
- Age-grouping in school may affect student motivation.
- Highly engaged in non-curricular activities such as leadership and monitoring.

3.2. *Individual factors*

Underachievement is ascribed to emotional, motivational or behavioural problems within the student—several individual factors influencing underachievers due to unbalanced behaviour towards their education.

- The most evident factor is a readiness to school and a negative attitude towards school.
- Maladjustment with peer group
- Deficits in study and organization skills (Chan, D. 1999)
- Lack of self-concept and self-regulation
- Fear of perfectionism and failure
- Health issues affecting the regularity

3.3. *Family factors*

Perspectives of a family system are influencing more on student academic achievement as well as behaviour. Missing Interactions and relationships with family members due to disputes among parents or any other family members. Some of the factors may be described as

- Lack of love and affection from the parents
- Inadequate support from parents
- Lack of togetherness atmosphere (Chan D. 1999)
- Lack of academic help from siblings or any family members
- Inconsistent parent expectations
- Family conflicts

4. **Methodology**

Understanding underachievement and knowing their characteristics will provide the actual capacities of the underachievers. It is necessary to study individually and to identify the inner talent and actual capacity. The case study method is the best method to discover their talents that would explore the case in detail, including strengths and weaknesses along with their abilities. Moreover, this method more comfortable to understand the overall potentiality to recognize the talents. Hence the researcher has chosen the case study method. The investigator notified the strengths during the interaction with underachievers. Counselling sessions created more interest in discovering their talents.

4.1. *Recognize the hidden talents among underachievers:*

A proper way of teacher interaction with a student in a problem-solving situation reveals the student potentials. But how it could be possible? A student has to be motivated positively towards their academic achievement and to know the meaningfulness over education. Their school cannot determine student efficacy grades. The poor grades may be occurred due to various factors such as, school factors, family factors and individual factors. Remember, the gifted underachiever "can't do everything," but he could be inspired and encouraged to exhibit the skills necessary to begin (Roach, P. B., & Bell, D. 1989). The gifted underachievers are more precious, and their talent should not be wasted, not only for the individual but also for our nation. Original talent should be hunt by the special teacher or counsellors.

4.2. *How do counselling develops a positive attitude*

Counselling is a process, a specialist in a particular field undertakes another person to help in face to face to mode. This assistance will help to understand the students in the forms of vocational, social, emotional, moral and educational behaviours (Egbo, J. O.2015.) A good rapport should be developed between the counsellor and the client before starting any

counselling session. There are three critical areas in school counselling which is Academic, professional and personal counselling. School counselling is more beneficial to mould the students' life in a proper way along with exemplary achievements in studies (Rajkamal, A., & Prema, N. 2018) Counselling is also a relationship characterized by genuine and total acceptance of the client with mutual respect. Individual counselling has designed to enhance the all-round development of both intellectual and non-intellectual. Counselling service is purely education service among others:

- To make education meaningful.
- To promote effective teaching methods.
- To assess and develop educational programmes
- To reverse educational costs.
- To develop the competence of teachers and teaching
- To retrieve the hidden talents of the students.

5. Discussion

An Individual case was investigated in the present study for a period of three months with 1 or 2 sessions per week to discover the strength and weaknesses of an underachiever. After a series of counselling sessions with the student, teachers, parents and family members, observed strengths were utilized to recognize the original talent of the student to motivate toward studies. 17 years old higher secondary student named Sai Aditya was introduced to the investigator as an underachiever based on academic performance from the school records and declaration by both teacher and parent. The following stages are the pieces of evidence for talent recognition.

In the first stage of the counselling session, the researcher had verified previous scholastic records from 6th to 10th with the support of rapport and interact with the parent. The primary issue noted that the student was getting the scores just between 35% to 40% only in his Intermediate 1st-year periodical tests. It was an unexpected result as his performance was very good in earlier classes from 6 to 10. Then, the situation emerged from reviewing the case to interact with the teachers and family members.

In the second stage, the investigator interacted with the teacher, and it was clearly understood that he is capable of performing academically promising if he attends regular. The less attendance was observed only due to conflicts between the student and his father. The research was also noticed that the other factors influencing the student. The father has revealed that his son was deliberately neglected his studies as he did not arrange a new mobile phone on his promise at the stage of the 10th class board examinations. Hence the student became a rebel who could be treated as defiant underachiever (Rahal, M.L. 2010).

In the third stage, the investigator interacted with the father and the student and family members for two weeks with twice a week for 3 hours. There were the family members also revealed some family disputes and conflicts. In this instance, the student behaved himself as independent and intimidated the family members to satisfy his needs. The researcher felt that there were multiple factors influencing the student for the state of underachievement. The investigator has decided that it should be essential to discover the strengths and weaknesses to overcome the situation.

In the final fourth stage, the researcher has recognized his hidden talent that was a cricket game more interested in the student mind? The investigator appreciated his efficiency in a cricket game. Later student was also actively participated in the counselling session and modified his rebellious behaviour. Now he is a successful learner only because of witnessed counselling sessions.

6. Conclusion

Underachievement may appear at any stage due to various influencing factors. Whatever it may be, it is a great loss to the nation as efficient and talented students are unable to utilize their abilities. If the abilities were recognized, it would be great prosperity to the education system. Counselling is one of the best techniques to find out the hidden talents of an individual. On the same wavelength, if we can recognize the hidden talents of underachievers; irrefutably, it could foster their academic performance. It will be a substantial contribution to the nation by recognizing the talent in a person.

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