

# Impact of Psychotherapy on School Performance in School Going Adolescent

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## Abstract

**Background:** Psychotherapy is the use of psychological methods particularly when based on interpersonal interaction to help a person to change behaviour and overcome emotional problems like aggression, low self-esteem, anxiety. As a part of Psychotherapy, counselling is a learning oriented process which usually occurs in an interactive relationship with the aim of helping students to learn more about him or herself. **Subjects and Methods:** The study was conducted in department of Paediatrics Dr Sushila Tiwari Hospital Haldwani Uttarakhand. It was a school based study and students of 9th and 10th class (13-17 years) with normal IQ were included. The result was analysed on the basis of a preformed questionnaire filled by children, teacher, parents before and after counselling and taking record of previous school performance. **Result:** 150 students 39 female and 111 male participated in the study. 84.7% agreed that counselling sessions were helpful to them. 72% students have shown good improvement in academic performance and 64% have shown increment of 6 to 10% marks. **Conclusion:** Counselling programmes create a positive impact on the academic performances, career choices, course selection, college and career planning. This study shows that use of excessive social media and poor concentration in studies are among the major causes of poor performances.

**Keywords:** Psychotherapy, School Performance.

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## Introduction

Psychotherapy is the informed and intentional application of clinical methods and interpersonal stances derived from established psychological principles for the purpose of assisting people to modify their behaviour, cognitions, emotions and other personal characteristics in directions that the participants deem desirable. For achievement of meaningful and satisfying life individuals need two competencies the ability to form enduring relationships and capacity for productive activity. Pillars of these competencies are erected at home and school where students learn and grow intellectually, socially, emotionally and ethically thus the development of interpersonal and academic competencies, citizenship skills and moral character are considered to be primary functions of schooling. Academic success of students depends upon their school performances as well as in academic behavior. The study on poor school performances addresses current aspects of academic education, learning and behavioral problems like low self-esteem, anxiety etc and also focuses on main conditions involved in poor school performance.

## Subjects and Methods

The present study was prospective observational study conducted in Sushila Tiwari Government medical college, Haldwani. The study cohort consisted of 150 school going students between 13 to 17 years. The study had been done by school visit at Haldwani city during the period of January 2018 to April 2019.

### Inclusion Criteria

- Students of 9th and 10th class of both sexes.
- Normal IQ.
- Apparently healthy.

### Exclusion Criteria

- Low IQ.
- Chronic illness.
- Endocrinal disorders.
- Students not willing to participate.

An informed consent was obtained from student before enrolling them for study. By analysis of preformed

questionnaire filled by children, teacher, parents before and after counselling and the evaluation of causes was done with the help of a child psychologist. Questionnaire contain questions regarding academic difficulties and their causes, career choices, family type, living conditions, parents and teachers remarks of the improvement after psychotherapy and counselling. During psychotherapy sessions students were given proper guidance and motivation on how to deal with psychological problems which could badly impact their studies and behaviour and to develop certain problem-solving skills which to an extent help them deal with particular issues surrounding their lives and also helps them to cope with different situations they tend to face in their school life.

## Results

[Table 1] showing gender distribution of the study groups. In this study as shown in table 1, a total 150 students were chosen, 111 (74%) of which were males and 39 (26%) of

which were females.

**Table 1: Gender Distribution.**

	Frequency	Percent
Male	111	74
Female	39	26
Total	150	100

[Table 2] shows distribution of causes of poor school performance.

In this study as shown in [Table 2], Excessive use of social media and poor concentration in studies were major causes of poor school performance among students.

[Table 3] shows distribution and improvement in academic score grades.

In this study as shown in Table 3, Overall improvement in academic performance of students after psychotherapy and counselling was 72% with p value of <0.001 which was statistically significant.

[Table 4] shows increment in marks after counselling.

In this study as shown in [Table 4], 64% students shows increment in marks of 6 to 10 %.

**Table 2: Distribution of Causes of Poor School Performance.**

S.No	Reason for Poor Performance	Frequency(n)	%
1	No self study	74	49.3%
2	Excessive use of social media	121	80.7%
3	Anxiety	7	4.7%
4	Poor concentration	112	74.7%
5	Poor reading techniques	41	27.3%
6	Indiscipline	27	18.0%
	(a)watching violent movies	28	18.6%
7	Parental separation	37	24.7%
8	Parent death	19	12.7%
9	Addiction	1	0.7%
10	Poor performance of close friends	83	55.3%
11	Change of school	106	70.7%
12	Low socioeconomic status	13	8.7%
13	Callous attitude of parents	53	35.3%
14	Past medical illness	13	8.7%
15	Poor learning and understanding	106	70.7%
16	Joint family	51	34.0%
17	Illiterate parents	9	6.0%
18	No goals	95	63.3%
19	Low school attendance	20	13.3%
20	Excessive friend circle	20	13.3%

**Table 3: Distribution and Improvement in Academic Score Grades.**

S. No	Pre Counselling Academic Score Grade	Total	Post Counselling Academic Score Grade					Total improved Students	p value
			<40 % (grade 1)	40-50% (grade 2)	50-60% (grade 3)	60-70% (grade 4)	>70% (grade 5)		
			Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)		
1	<40% (grade 1)	16(11.0%)	3 (18.8%)	10 (62.5%)	3 (18.8%)	0(0.0)	0(0.0)	13	<0.001
2	40-50%(grade 2)	39(26.0%)	0(0.0%)	8 (20.5%)	29 (74.4%)	2 (5.1%)	0(0.0)	31	
3	50-60%(grade 3)	61(40.6%)	0(0.0%)	0(0.0%)	13 (21.3%)	47 (77.0%)	1 (1.6%)	48	
4	60-70%(grade 4)	24(16.0%)	0(0.0%)	0(0.0%)	0(0.0)	8 (33.3%)	16 (66.7%)	16	
5	>70%(grade 5)	10(1.0%)	0(0.0%)	0(0.0)	0(0.0)	0(0.0)	10 (100%)	0	
	Total	150	3 (2.0%)	18 (12.0%)	45 (30.0%)	57 (38.0%)	27 (18.3%)	108 (72%)	

**Table 4: Increment in Marks after Counselling.**

S. No	Increment	Frequency(n)	%
1	1-5%	48	32.0%
2	6-10%	96	64.0%
3	11-15%	5	3.3%
4	>15%	1	0.7%
	Total	150	100%

**Table 5: Students Assessment of Counselling Sessions.**

S.NO	Student remark	Frequency	%
1	Helpful	127	84.7%
2	Not Helpful	4	2.6%
3	Not Known	19	12.7%
	Total	150	100%

[Table 5] shows students assessment of counselling sessions. In this study as shown in [Table 5], 84.7% students found counselling sessions helpful.

## Discussion

Education is one of the most important aspects of human resource development every child should have the opportunity to achieve his/her academic potential. In recent years complaints of poor school performances and difficult learning in children have increased in doctor clinics. These complaints should be valued and appropriately assessed for their causes and making timely interventions.

The purpose of this study was to understand the causes for poor school performance amongst students and explore the impact of psychotherapy in improvement of school performance. In this study we have compared the pre and post counselling results of academic performance of students. Our study had shown that 84% students found counselling sessions to be helpful with 72% students showing an improvement in marks of which 64% students showed an increment of 6-10% marks post counselling with the p value of <0.001 which is statistically significant. It was observed that students who attended more number of counselling sessions showed better response than those who attended less number of sessions. The findings were consistent with those mentioned by Renuka Devi M.R., Devaki P.R., et al study on the "Effect of Counselling on the Academic Performance of College Students" which revealed that 93% students found counselling sessions useful, 43% students showed increment in marks by 15-25% and 13% students showed 10-15% increment of marks. The study also found that the more than 50% (43+13%) of students had shown good improvement after the counselling and number of counselling sessions correlated positively with the academic performance, Nweze and Okolie et al study in Nigeria confirms guidance and counselling services are important for beneficial changes in academic performance, self-understanding and career choices.

In our study Causes for Poor School Performance were as follows

**Student Related Factors:** Excessive use of social media (80.7%), Poor concentration in study (74.7%), Poor learning

and understanding (70.7%), Change of school (70.7%), No goals (63.3%), Poor performance of close friends/siblings (55.3%), No self-study (49.3%), Poor reading techniques (27.3%), Indiscipline (18.0%), Excessive friend circle (13.3%), Low school attendance (13.3%), Past medical illness (8.7%), Anxiety (4.7%), Addiction (0.7%).

**Family Related Factors:** Callous attitude of parents (35.3%), Joint family (34.0%), Parental separation (24.7%), Parent death (12.7%), Low socioeconomic status (8.7%), Illiterate parents (6.0%). Similar results have been found by Manizheh Alami et al who conducted a study on "Causes of poor school performance among Omani students" and found 76.7% Student related factors including no self-study (16.5%), low school attendance (15.04%), not understanding subject/finding subject difficult (6.79%), not focusing while teacher teaches (6.31%), playing with mobile (5.09%) indiscipline (0.48%), addiction (1.96%) and other causes accountant for poor school performance among student related factors were;- coming late to the class/exam (5.58%), laziness (4.61%), dislike to study (4.36%), not understanding teacher's language (3.64%), talking in classroom (2.91%), having problem with teacher/dislikes teacher (2.42%), having no plan for future (1.69%), feeling shy/feeling uncomfortable because of mixed classes (1.45%), dislike college (1.21%), cheating (0.72%), spending too much time with friends (0.48%), having exam phobia (0.24%). Family related factors including uneducated parents and big family (80.0%), Poor family and Divorced parents (4.44%), parents have no idea how to treat/bring up children 6.66%, permissive parents/ no discipline 2.22%.

## Conclusion

Through psychotherapy and counselling awareness was created among students regarding educational and career options and were given psychological and social guidance. With this study we sought to inculcate discipline among students and an improvement in academic performance was noticed. Student were benefitted in areas of learning, improved concentration and decreased usage of mobile.

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