



ENHANCING STUDENT MENTAL HEALTH, ACADEMIC PERFORMANCE AND CAREER PLANNING THROUGH COUNSELING INTERVENTION

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Abstract

The importance of guiding in education has grown, making it a crucial component of modern education. Given the importance of leadership in students' lives, this study attempts to identify the function of big group supervision in higher secondary education. Two hundred high secondary school students took part in the study. Experiments have been used to investigate how guidance affects students' job choices, mental health, academic success, and mental performance. The findings show that there is a significant influence on students' profession choices and academic performance. The other conclusion is that there is no available counsel on pupils' mental health. Thus, it can be said that guidance has a significant influence on students' academic achievement and job choices, but not on their mental health. In order to manage student life in connection to academic accomplishment, well-being, and vocational/career, such methods may be designed for the practice of guidance in management with the support of recent and pertinent studies in an academic setting.

Keywords: *Academic Performance, Career Choice, Counseling, Educational Guidance, Guidance, Mental Health, Student Management.*

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1. Introduction

The process of helping people make decisions that impact their lives, such as choosing a preferred lifestyle, is known as guidance. One of the distinctions is that counseling, which aims to help them make adjustments, is valued highly. Counseling that focuses on helping people make improvements is what they would most value. Learning begins at birth and continues throughout our lives. It is an ongoing process. The children are typically brought to school between the ages of four and six, where they are taught guidance-based skills and talents that are seen to be essential to important issues.

Traditionally, the process ended with the completion of official primary and secondary school. Generally speaking, education can be defined as an activity aimed at educating people about the body of knowledge, skills, and attitudes that they need to adapt to their environment. Its ultimate objective is to facilitate and enhance each person's personal growth. Understanding education as a crucial tool for the social and economic advancement of human welfare is key to achieving this goal (Verma, 1990). In the same way that certain biological processes are essential to human life, education is actually one of these processes.

Education can therefore be seen as a necessary process from a social perspective. To live a normal life, one needs education; without it, one would not be able to participate in group activities. Taking into account the interdependencies between these life course follow-up, classrooms, assignments, and evaluation are not only a part of the routine, everyday activities of adolescents, but they also serve as the foundation for the entire course (Shanahan, 2000). Because of this, high school may present enormous pressures for integration and success, and any signs of not fitting in may convey to oneself and others that one is just falling behind. In a world like this, people with learning disabilities could view themselves and their skills differently.

They may have an impact on their life-defining educational routes in terms of life transitions, particularly in a setting where young people are held to extremely high standards (Correll, 2001). As a result, education is a highly social psychological endeavor in which young people learn about the school they attend, create self-concepts as they study, and compare themselves to others (Catsambis, 1994; Marsh et al., 2005). And in today's world, education is crucial. Post-secondary enrollment and graduation, family formation (such as marriage), and health and mortality are two of the most promising indicators of socioeconomic prosperity (Kingston et al. 2003; Schneider and Stevenson, 1999). As a result, secondary school academic credentials that serve as the foundation for chances for post-secondary education such as advanced coursework in a variety of subjects—become increasingly significant in the life course (Adelman, 1999).

It is practically hard for school counselors to reach every kid due to the demands of pupils and the growing number of behavioral issues that students bring up. Therefore,

increasing the number of pupils is likely the biggest advantage of large group mentoring. Counselors can get to know more students through big group advice, and students may be more inclined to seek the counselor's assistance if they are aware of the counselor. By seeing these adolescents engage with their peers in the classroom, counselors can also spot pupils who might need extra support and care (Sears, 2003). Sears (2003) lists other advantages for pupils, which include the following. Pupils will get the opportunity to hear other people's responses or experiences on problems they might be facing. Even if they don't talk in class, they can still get knowledge from the experience. Academic achievement was defined using two terms.

Academic achievement is the possession of academic knowledge or skills that students have typically acquired in school and that have been tested or graded in the form of a test or marks made by teachers (Chaudhary, 2004). Academic is related to the school subject, the liberal arts, or the world of mind and creativity. To put it succinctly, an academic achievement is the information and abilities acquired in one or more school subjects, typically expressed as test scores on an annual exam. Success is the shining cap, gained through the hard work, honesty, and sincerity of the successors, parents, teachers, and other success assistants, and as a result, a fruit of return is produced.

Any behavior aimed at achieving criteria of excellence is considered achievement behavior. Academic achievement, according to Crow and Crow (1969), is the extent to which a student is learning something in a particular field of study; in other words, it is determined by the degree of skill and information ingrained in the student. According to Aremu and Sokan (2003), determining the reasons behind subpar academic performance is a continuous task. Among the reasons they have found include motivational orientation, self-efficacy and self-esteem, emotional problems, study habits, teacher consultation, and bad interpersonal relationships.

The World Health Organization (WHO) defines health as a state of complete physical, mental, and well-being rather than only the absence of disease or illness. According to Manninger, (1945), let us say that mental health is the kind of adaptation of human beings to the world and to one another with a maximum of effectiveness and happiness. It is the art of having a joyful face, a lively mind, and social awareness. The following traits apply to mental health.

(i) One of the fundamental components of mental health is enjoyment of life. Mindfulness meditation is one method for achieving this. Naturally, one must occasionally plan for the future while also taking lessons from the past. All too frequently, individuals focus on the future while making themselves unhappy in the here and now. Our life metaphors are one of the things that make living enjoyable.

(ii) People can sometimes overcome adversity. The fact that certain people are better at managing stress is not a fresh finding. What distinguishes adult alcoholic family

members who lead successful lives from those who repeatedly experience the same issues? Resilience is a trait shared by people who can handle stress.

(iii) Mental wellness appears to follow from a balanced life. Each of us should strike the ideal balance between the amount of time we spend with others and the amount of time we spend alone. The concept of balance appears to be important when it comes to striking a balance between indoor and outdoor activities, work and recreation, sleep and wakefulness, and so forth.

(iv) We are all aware of folks who have strong opinions. No amount of debate can alter their opinions. These folks may put themselves under extra stress due to their unwavering expectations. We can improve our mental health by addressing our rigid expectations. It's possible that emotional flexibility is just as crucial as cognitive flexibility.

(v) We have all seen and heard of individuals who have excelled and those who have wasted their potential. People must, of course, first become conscious of their gifts, and acting in a way that acknowledges them is a component of self-actualization. People in good psychological health are striving to reach their full potential. We must feel secure in order to accomplish this.

Choosing a job is just one of the numerous choices high school students must make when making preparations for the future. One such decision that will go along with them is this one. What the student wishes to do with their life's work will determine the essence of who they are. Every single student has a past that shapes their perspective on the world. This background, which is influenced by the student's environment, personality, and opportunities, will affect their career decisions. These occupations are examined in relation to a series of plans for personal goals. Academic, social, and vocational fields are pursued with the intention of achieving intellectual, financial, and personal objectives.

2. Literature Review

Some recent research that are pertinent to this investigation are listed below. An empirical study on lead benchmarking and performance measurement: Guidance to qualitative research was discussed by Anderson and McAdam (2005). These results have shown that in order to facilitate lead benchmarking and performance monitoring, new predictive, forward-looking benchmarks will need to be created. Additionally, it was found that large firms are currently adopting them more frequently, with a notable difference in the areas of organization.

Atkins et al. (2005) examined the outcomes of a school-based mental health program called PALS (Positive Attitudes towards Learning in School), which aimed to treat disruptive behavior disorder (DBD) in urban elementary schools with significant levels of poverty. Classrooms were randomly assigned to either PALS or referral to a nearby mental health clinic. Teachers made the referrals, and parents then evaluated the students' compliance. Results showed that adopting PALS (n = 60) significantly increased

service uptake and retention compared to clinic referrals ($n = 30$), and more than 80% of PALS families continued to use services after a year. PALS services were associated with both the improvement in children's behavior as reported by their parents and the improvement in students' academic performance as assessed by their teachers.

Michiko (2005) has already discussed counseling and mental health in Japan: a route for societal change. The study emphasizes the need for mental health counselors to use the social justification technique to bring mental congruence with Japanese culture. A notion of the ideal social fit is proposed. In order to change society and promote psychological well-being and lessen the stigma associated with psychosocial issues and treatment, the suggested model will incorporate action-oriented advocacy and outreach.

She illuminates mental health concerns in Japan's changing society. In order to avoid conflicts and preserve harmony among individuals in the changing society, emphasis is made on culturally particular trends and resources.

The purpose of academic guidance interviews was examined by Denison et al. (2006). Human resources and students who participated in the program were interviewed during guidance sessions using a questionnaire, and the results of those students who failed the formative assessment were recorded in the summative assessment. Early detection and intervention are recommended for the salvaging of failing kids.

Khodeli et al. (2006) investigated the effects of early career counseling on students at a higher education institution's medical faculty. Significantly increased theoretical and practical knowledge in a variety of surgical specialty areas; positive effects on the learning process overall, with improved academic performance with students in all specialties; promotion of research with students actively participating in the department's research work; and ease of integration of students in the clinical departments of metropolitan hospitals were the results of this model.

Rita (2007) discussed standards blending: coordinating school counseling programs with academic achievement goals. The standards blending strategy, which offers a way to specifically take into account the direct influence of school counseling on student academic progress, is recommended in this research. In order to give students a practical understanding and conceptualization of the connections between their learning and real-life circumstances, standards blending is the process of combining counseling standards with core academic subject standards.

The empirically supported school-wide intervention focusing on both academic and mental health functioning was reviewed by Kimmerly et al. (2007). This study reviews school-based mental health interventions. The following has been found by the 24 studies: The social skills, hostility, or behavioral behaviors that have been identified as mental health issues. Academic achievement, academic performance, and school The majority of

the programs were preventive in character, targeted rude, aggressive, and antisocial behavior, and addressed primary school students.

Only 15 of the 24 research found that schooling and mental health outcomes were positively impacted; 11 of these studies included both intensive treatments involving parents and teachers. Results featured less family support and were less intensive. The consequences of these findings for school mental health are examined in this review, which also suggests future lines of inquiry.

Growing Latino early adolescents said that guidance provided the most support throughout these years, followed by friends and instructors who merely helped with homework, according to a study by Azmitia et al. (2009) on support and guidance offered to family, friends, and teachers. However, the only factors that predicted math grades were family income and support and guidance. Implications for policy, research, and practice highlight Latino immigrant households with varying educational attainment as resources and Latino youth using friends, family, and schools as educational institutions. Winters et al. (2009) talked about using a career learning method to analyze Dutch vocational training communication with schools. It has been demonstrated that having a conversation is essential to creating a successful career learning environment. Three key participants are involved in vocational and training processes: the student, the instructor, and the practice mentor. This research examines the communication between the partners in Dutch secondary vocational education.

The findings show that the dialogue or triologue, since there are three parties is not fully utilized. The dialogue between students, instructors, and practice mentors is non-dialogical and focuses only on how to obtain a degree rather than employment. Nancy and Fred (2009) compared the efficacy of FOCUS and CAPA in online careers for college students who were unsure about their career paths. The purpose of this study is to see whether two online job exploration platforms can help 960 students in a large public university's career indecisive students program make better decisions about their careers.

The CAPA system, which combined Bandura's self-efficacy theory with the traditional theory of trait factor, produced comparatively higher increases in the Career Decision Self-Efficacy Scale among women and the entire sample when compared to FOCUS. When it came to White, Asian American, and African American kids, the systems worked just as well.

Teachers implemented SEL programs. The adoption of four suggested practices to instruct staff on how to do so and whether there were any problems with implementation had an impact on the program's effects. The study contributes to the growing body of empirical data regarding the advantages of SEL programs. By making evidence-based SEL programs available as a standard educational practice, policymakers, educators, and the community may contribute to children's health.

Mihai and Mihaela (2011) conducted long-term research on Romanian high school students' career counseling and the psychologist profession. Attitudes, goals, ideas, and perspectives are created during adolescence, a complex stage of life that encompasses many life adaptations. In Romania, the area of career development extends beyond occupational counseling to support high school pupils. According to the studies, it is necessary to encourage study specializations and educational counselors starting in the tenth grade. This is because students may not choose to pursue a career in psychology if they are informed in the twelfth grade. According to Hooley et al. (2012), there has been a lot of criticism recently regarding jobs in English schools. The government has now imposed a statutory obligation on schools to ensure such provision, and schools, rather than local governments or the federal government, are now responsible for commissioning career advice and assistance in schools. However, the obligation is relatively vague, and neither financial support nor delivery guidelines are provided. the preference for in-person guidance from certified career counselors and the requirement that schools offer career education.

The validity of a career-related parent support scale for Chinese high school students was investigated by Sandra and Mantak (2012). The 24-item Chinese version of the CRPSS was created by modifying the Career-Related Parent Support Scale (CRPSS; Alliman-Brisbet, Lapan, Udipi, and Ergun, 2003). The four subscales (Instrumental Assistance, Verbal Encouragement, Emotional Support, and Career Related Modeling) in the Chinese version are identical to those in the original CRPSS. In this study, a sample of Hong Kong high school students (N = 677) was used to assess the Chinese CRPSS. The subscales and the scale as a whole have good reliability, according to reliability testing. The Chinese version of the CRPSS was found to be satisfactory in capturing Chinese teenagers' perceptions of their parents' support for their professional goals, according to the findings of the exploratory and confirmatory factor analyses.

The McWhirter et al. (2013) study examined the impact of gender and unfavorable expectations about the impending immigration age on the dependent variables of future employment opportunities, anticipated internal and external obstacles, and future education of 475 Latino high school students. The results show that students who had expected issues with their immigration status had lower expectations for their occupational outcomes and greater obstacles to achieving their postsecondary goals. Older high school students and Hispanic girls with immigration status issues were less likely to intend for higher education and more likely to plan for two-year college, respectively. discussed the consequences for research, policy, and practice.

According to Valerie and Kathy (2013), the question is whether immigrants and non-immigrants in an urban setting and on the urban periphery have equal outcomes. In its Review of Migrant Education in Ireland (2009), the Organization for Economic

Cooperation and Development made this recommendation, although it also noted that it is difficult to evaluate the experiences of immigrant students in the lack of survey data.

This study will examine the educational attainment of immigrants and non-immigrants at second-level schools in Galway City and the urban outskirts using survey data from more than 500 people. The study also examines the effects of school choice, acknowledging the difficulties in making decisions related to school choice and access. The study combines content analysis and multi-level modeling to examine how different social factors impact academic achievement and school choice. The achievement disparity between young migrants and non-migrants appears to be explained by differences in school and individual levels, as this article demonstrates.

2.1. Objectives

1. To determine how students' academic performance is affected by big group guidance.
2. To determine how guidance in large groups affects students' mental health.
3. To determine how guidance affects students' career decisions.

2.2. Hypothesis

1. Students' academic performance would be significantly impacted by guidance.
2. Students' mental health would be significantly impacted by guidance.
3. Students' job choices would be significantly impacted by guidance.

3. Methodology

3.1. Sample

The current study will use a sample of Gujrat district residents. 200 pupils from four different public schools in the Gujrat district participated in the current study on higher secondary students. These pupils' range in age from 14 to 16. The cumulative scores from the formative assessment (part two) of every assessment segment pertain to academic performance.

3.2. Scales and Tests

In this study, two tests or scales were examined

1. Family Climate Scale: Beena and Shah (1990) standardized this scale. It has ninety items, forty-five of which are positive and forty-five of which are negative. The responses are displayed against the choices of Always, Sometime, and Never. There are two sets of questions on this survey: positive and negative. For the positive items, the alternatives always, occasionally, and never are evaluated as 2 (two), 1 (one), and 0 (zero), respectively. Negative items have a 0 (zero), 1 (one), and 2 (two) where the response-altern is always, sometimes, and never, respectively.

2. Mental Health measure: Bhatia and Sharma (1998) created this measure. The test evaluates five general dimensions of students' mental health: autonomy, emotional stability, pleasant living, realism, and social maturity. It has a total of 50 items, 10 in each

dimension, some of which include positive and negative wording. A five-item response scale—strongly agree, agree, uncertain, disagree, and strongly disagree—was used to answer the questions. Based on the strongly agree, agree, uncertain, disagree, and strongly disagree responses, the scale's positively phrased items received ratings of 5, 4, 3, 2, and 1, respectively; the opposite was true for the negatively phrased items.

3.3. Career Decisions

Students have chosen their own careers. Among the students, fifteen different job choices have been identified. Students must check the option that best describes them. The occupations include medical, accounting, and so forth; the category "undecided/others" is added at the end. Categories are divided into two groups during data analysis: determined and undecided. Most categories are thought to be resolved, but the last one is not. Statistical Analysis: To ascertain the impact of large group mentoring on academic performance, the study employs a t-test of the student's career choice and mental health.

4. Findings and Discussion

The current study examines the effects of mass guidance on students' grades, career choices, academic performance, mental health, and career choices. The three tables below illustrate how this can be developed.

The study examined the effect of counseling and large group supervision on academic achievement, mental health, and career preparation of the higher secondary school students. The results showed that pupils' academic performance was significantly improved by supervision and counseling. Students who participated in counselling activities showed improved motivation towards their academic goals, improved study habits and greater involvement in academic activities. The findings of the study support previous studies which pointed to the role of counseling services in helping students overcome academic challenges and improve their academic performance. Further, guidance sessions helped students to be engaged in class learning activities and to take decisions confidently.

The study also shown that students' career planning and choices were significantly influenced by counseling. Most of the students after receiving the coaching had made better decisions on their career options and gained knowledge about lots of career options. Students who took part in counselling programmes could identify their skills and interests and their future goals. This finding is consistent with earlier studies which found career counseling to be effective in making students' career decision more confident and less confused. Students gained perspectives on their potential careers and educational opportunities through advice, and planned their careers better.

The study, however, found that there was no significant effect of advice/counselling on the mental health of the students. Although opportunities for interaction and emotional support were provided during counseling sessions, the statistical

results revealed no significant changes in students' psychological well-being. Based on this, the researchers suggested that a school counseling program might not be sufficient to help with other factors that impact mental health, such as the family environment, social factors, emotional experiences and personal stress. Thus, guidance programs can make a greater contribution to academic and career outcomes than mental health issues, if the psychological interventions are not provided.

The general tenor of the discussion reflects the importance of the counseling and guidance services in enhancing the performance of children in education and awareness in their career. The findings indicate that schools' counseling programs need to be enhanced to support the academic success of students and their career choices. Along with establishing additional mental health support programs, including the services of a professional psychologist, educational institutions should also establish programs that better address the emotional and psychological needs of students.

5. Conclusion

Peer support is essential to students' development. The current research project that has examined the field in describing the performance, psychological well-being and career choice of students, reviewed guidance on the above variables. This study showed that students' careers and academic achievement were impacted by guidance, but not their mental health. The results of these studies might be used to create management training for teenagers that could enhance their capacity to handle the necessary knowledge and study/career plan. This could be crucial for employing counselor help to succeed in tests, careers, and mental health difficulties. It suggests that management techniques within academic administration can be developed to coordinate student lives in terms of academic success, health, and career choice.

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