

**RESEARCH PAPER****Assessing the Impact of Counseling Interventions on Student Academic Outcomes in Secondary Schools: An Experimental Study****¹Dr. Samina Akhtar *, ²Dr. Romina Ali and ³Muhammad Saeed Shakir**

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ABSTRACT

The main purpose of the current experimental research was to analyze the impact of counseling on underachieving students by the head teachers at the secondary level. The study's population comprised 219 students from the 9th and 10th classes at City School, a private school located in the district of Multan, Punjab, Pakistan. The study's total sample size was 91, including both male and female students from Classes 9th and 10th. The researchers used 24 students as an experimental group and 24 students as a control group. The researcher analyzed the data by calculating the percentages and mean scores. The scholar administered a pre-test to diagnose the underachieving students. The findings revealed that counseling had significantly improved the academic performance of underachieving students. The study recommended initiating counseling programs that address both academic challenges and the need to create a holistic support system for students in schools.

Keywords: Academic Achievement, Counselling, Interventions, Secondary Schools, Students**Introduction**

The overall development of students might cover several dimensions, such as academic, spiritual, social, vocational, cognitive, behavioral, and personal factors. To begin with, Kaplan et al. (2014) describe counseling as the act of engaging in discussions with students about their issues and providing guidance to help them achieve optimal outcomes on their own. As well as Zainab Canu, (2023) described it as education planners prioritizing the provision of educational services that enhance the learning process in schools, underscoring their crucial function. Furthermore, Smith (2021) emphasizes that counseling services play a crucial role in schools by improving teacher performance, reducing student expenses, and aiding in the creation, assessment, and enhancement of educational programs.

Furthermore, guidance and counseling are essential in facilitating student's development of their orientation and eradicating detrimental notions from their surroundings said to Khansa (2015). Moreover, Supriyanto et al., (2020) stated that the main objective of counseling is to alter behavior to tackle environmental and daily life problems. Consequently, school counselors have a crucial impact on a child's future through their counseling endeavors. In addition to providing a listening ear and offering emotional support, counselors also have the duty of assisting students in establishing and attaining suitable life objectives .

Nevertheless, Rashid Mehmood (2011) describes that School officials must acknowledge the importance of counseling programs and provide specialized counselors to assist individuals. Counseling, a widely accepted practice in many countries, including Pakistan, entails instructors assuming the role of advisers to cultivate support systems and provide counseling services. According to Mallen and Vogel (2016) counselling facilitates the preservation of ties between counselors and their clients. In addition, counselors use

their professional knowledge, abilities, and background to help students overcome scholastic obstacles pointed out by Foluke Nike Bolu-Steve (2017). Similarly, several educational and psychological theories support the implementation of counseling services in high schools(Beasley et al., 2023). According to social learning theory, students may get advantages by observing their peers and engaging with counselors in group situations. Thus, this can enhance both their academic performance and personal growth(Ukoima Nkalo Ruth ,.2021).

Moving forward, High school is a crucial period in students' lives, marked by substantial obstacles and quick growth. Parsakia, (2023) found out that throughout this timeframe, students are required to manage challenging academic, personal, and societal contexts. Moreover, counseling has a crucial role in establishing a favorable learning atmosphere and promoting students' self-adaptation to enhance their academic achievement according to the findings of (Agustiani et al.,2022). Therefore, it is imperative to see counseling as an essential element of education inside educational institutions. The objective of this study was to support educators in comprehending the fundamental causes of student underperformance. The existing educational system seldom offers counseling services, and this research has the potential to facilitate their integration into schools. Moreover, this tool may assist instructors in identifying kids who need counseling and effectively addressing their concerns, so possibly enhancing the quality of secondary school instruction. Introducing counseling services in secondary schools may enhance parental confidence as well. The study's results may provide significant insights into the influence of head teacher counseling on the academic performance of underachieving pupils and aid them in overcoming their everyday academic and psychological difficulties. This research aims to assess the impact of counseling procedures used by secondary school head teachers on students' academic performance.

Literature Review

Academic counseling has evolved into an important component of the study area, with a focus on learning type theory and implementation. It requires providing each individual with a tailored education to assist their personal, intellectual, and professional development (Meijers et al., 2013). In this context, Muhammad Hashim (2023) underlined in his research study that a variety of academic pressures have a detrimental influence on secondary and postsecondary students' motivation, performance, and chance of dropping out. In addition, Pasco (2019) stressed in their research that counseling may accommodate students' different learning concerns and preferences, as well as treat their emotional needs while monitoring their academic obstacles in secondary schools.

In addition, Abas (2019) discovered in their research that counseling is an effective resource for assisting students with these challenges. It provides a place for discussing a wide range of educational and developmental challenges, including classroom difficulties and mental and social well-being. Similarly, Smith (2021) researched the usefulness of counseling in boosting overall child development and creating an atmosphere conducive to the educational and learning processes in educational institutions. Furthermore, Jumail et al. (2021) stated that counseling is beneficial and supportive of students, encouraging them to express any especially difficult challenges they are experiencing in their academic lives. Besides, Vudembu Pamela Inzai (2016) underlined in their research study that counseling assists students in understanding their problems and determining the best course of action. Furthermore, in another research study, Muhammad Ibrahim (2019) developed a beneficial strategy for dealing with the obstacles that children confront in school.

Similarly, Muhammad Hashim (2023) researched the significance of counseling and guiding services for secondary school students, discovering that guidance may improve students' academic performance. Similarly, Nazia Mushtaq et al. (2023) did research with the primary goal of exploring students' perceptions and expectations of the function of the

school counselor. The research found that pupils had good perceptions regarding the function of the instructor as a counselor. Furthermore, Yaqoob et al. (2017) researched to analyze Pakistani high school students' understanding of career counseling. Correspondingly, Nweze (2014) performed a study with the primary goal of analyzing successful counseling and guidance programs in high schools and found that counseling was beneficial in resolving challenges in students' academic lives.

Material and Methods

The study used an experimental research methodology to collect data. This study used a pre-test and post-test design to investigate the differences in academic achievement among students before and after the experiment, as a result of the counseling sessions. The study's population consisted of 98 students of a private sector City School located in Multan city, South Punjab, Pakistan. The study's total sample included 48 students from 9th and 10th class. The students who were identified as low achievers in their academic performance after evaluation of their result sheets and discussion were included in the sample. The researchers conducted a pre-test to diagnose the underachieving students through their standard scores. The pre-test was conducted on 13 students in 9th grade and 11 students in 10th grade. The 24 students were involved in experimental group for counselling session for 30 minutes daily by their head teachers in school. Students were given the chance to speak with their counselor one-on-one about personal matters like bullying, family matters, and other challenges. The consent was taken from the students as well as their parents and guardians. For the benefit of the students who were having academic difficulties, a seminar on developing effective study habits and routines was organized. On the other hand, the control group which included 24 students received their regular academic activities in the school. After the 4 weeks of counselling session, a standardized post-test was conducted for both the groups to examine their academic performance using the same measure used in pre-test procedure. The required data for this study were the academic achievement results of the students. The post-test was conducted on 13 students in 9th grade and 11 students in 10th grade. All the ethical guidelines were strictly followed throughout the research process. The participant had the right to withdraw from the research investigation. The details of the study participants were kept confidential while maintaining their privacy.

Data Analysis

The study's specific purpose was to assess students' academic achievement at the secondary school level before and after counseling. The student data was organized and entered into SPSS (Statistical Package for Social Sciences). The study's findings and conclusions were derived by a comparison of the percentages, standard deviations, and mean scores.

Results and Discussion

Table 1
Sample Selected

9 th Class		10 th Class	
Category	Number	Category	Number
Experimental	13	Experimental	11
Controlled	13	Controlled	11

Table 2
Percentage of the Result of Class 9 in Pre-Test: Controlled Group

Sr #	Sample Name	English	Urdu	Islamic Studies	Pak Studies	Physics	Chemistry	Bio/Comp	Math	Total
	Total	75	75	50	50	75	75	75	75	550
1	9 C1	30	25	25	21	28	15	22	28	194

		40%	33%	50%	42%	37%	20%	29%	37%	35%
2	9 C2	33	21	20	19	29	22	26	19	189
		44%	28%	40%	38%	39%	29%	35%	25%	34%
3	9 C3	34	22	19	15	32	21	19	30	192
		45%	29%	38%	30%	43%	28%	25%	40%	35%
4	9 C4	25	26	21	19	27	18	22	28	186
		33%	35%	42%	38%	36%	24%	29%	37%	34%
5	9 C5	22	30	20	18	33	21	28	25	197
		29%	40%	40%	36%	44%	28%	37%	33%	36%
6	9 C6	28	25	20	21	32	33	26	29	214
		37%	33%	40%	42%	43%	44%	35%	39%	39%
7	9 C7	27	29	20	19	25	23	24	22	189
		36%	39%	40%	38%	33%	31%	32%	29%	34%
8	9 C8	32	31	22	23	29	21	26	24	208
		43%	41%	44%	46%	39%	28%	35%	32%	38%
9	9 C9	34	31	21	19	27	20	23	31	206
		45%	41%	42%	38%	36%	27%	31%	41%	37%
10	9 C10	36	28	22	23	29	21	25	27	211
		48%	37%	44%	46%	39%	28%	33%	36%	38%
11	9 C11	33	35	22	19	31	20	31	29	220
		44%	47%	44%	38%	41%	27%	41%	39%	40%
12	9 C12	31	32	19	21	28	25	29	28	213
		41%	43%	38%	42%	37%	33%	39%	37%	39%
13	9 C13	26	32	20	22	35	30	34	28	227
		35%	42.6	40%	44%	46.60%	40%	45.30%	37.30%	37.30%
Total		975	975	650	650	975	975	975	975	7150
		40%	38%	42%	40%	39%	30%	34%	36%	34%

Table 2 describes the percentage of the results of the 9th class in the Pre-Test of all subjects. Students of 9th class got 40% marks in English, 38% marks in Urdu, 42% marks in Islamic Studies, 40% marks in Pak-Study, 39% marks in Physics, 30% marks in Chemistry, 34% marks in Biology/Computer, and 36% in Mathematics.

Table 2
Percentage of the Results of Class 10 in Pre-Test: Controlled Group

Sr #	Sample Name	English	Urdu	Islamic Studies	Pak Studies	Physics	Chemistry	Bio/Comp	Math	Total
	Total	75	75	50	50	75	75	75	75	550
1	10 C1	33	31	20	17	30	21	20	23	195
		44%	41%	40%	34%	40%	28%	27%	31%	35%
2	10 C2	35	37	22	20	28	21	33	31	227
		47%	49%	44%	40%	37%	28%	44%	41%	41%
3	10 C3	31	28	20	24	34	32	36	26	231
		41%	37%	40%	48%	45%	43%	48%	35%	42%
4	10 C4	36	31	22	21	30	34	27	29	230
		48%	41%	44%	42%	40%	45%	36%	39%	42%
5	10 C5	31	31	19	21	34	26	33	27	222
		41%	41%	38%	42%	45%	35%	44%	36%	40%
6	10 C6	33	35	22	20	37	31	29	30	237
		44%	47%	44%	40%	49%	41%	39%	40%	43%
7	10 C7	36	33	20	21	30	26	33	32	231
		48%	44%	40%	42%	40%	35%	44%	43%	42%
8	10 C8	34	31	22	21	33	36	29	36	242
		45%	41%	44%	42%	44%	48%	39%	48%	44%
9	10 C9	33	32	24	22	35	34	31	36	247
		44%	43%	48%	44%	47%	45%	41%	48%	45%

10	10 C10	35	36	22	19	30	33	35	28	238
		47%	48%	44%	38%	40%	44%	47%	37%	43%
11	10 C11	37	34	21	20	33	29	36	29	239
		49%	45%	42%	40%	44%	39%	48%	39%	43%
Total		825	825	550	550	825	825	825	825	6050
		45%	44%	43%	41%	43%	39%	41%	40%	42%

Table 3 describes the percentage of the results of the 10th class in Pre-Test of all subjects. Students of the 10th class got 45% marks in English, 44% marks in Urdu, 43% marks in Islamic Studies, 41% marks in Pak-Study, 43% marks in Physics, 39% marks in Chemistry, 41% marks in Biology/Computer, and 40% in Mathematics.

Table 3
Percentage of the Result of Class 9 in Post-Test Controlled Group

Sr #	Sample Name	English	Urdu	Islamic Studies	Pak Studies	Physics	Chemistry	Bio/Comp	Math	Total
	Total Marks	75	75	50	50	75	75	75	75	550
1	9 C1	38	30	25	23	37	30	37	40	260
		51%	40%	50%	46%	49%	40%	49%	53%	47%
2	9 C2	44	40	26	24	38	30	35	37	274
		59%	53%	52%	48%	51%	40%	47%	49%	50%
3	9 C3	42	48	26	23	38	28	35	29	269
		56%	64%	52%	46%	51%	37%	47%	39%	49%
4	9 C4	33	37	21	24	37	35	36	36	259
		44%	49%	42%	48%	49%	47%	48%	48%	47%
5	9 C5	29	35	25	25	34	29	35	40	252
		39%	47%	50%	50%	45%	39%	47%	53%	46%
6	9 C6	30	33	26	24	40	38	40	47	278
		40%	44%	52%	48%	53%	51%	53%	63%	51%
7	9 C7	38	40	26	25	40	36	43	45	293
		51%	53%	52%	50%	53%	48%	57%	60%	53%
8	9 C8	43	46	30	27	43	37	44	48	318
		57%	61%	60%	54%	57%	49%	59%	64%	58%
9	9 C9	45	51	29	26	50	38	44	50	333
		60%	68%	58%	52%	67%	51%	59%	67%	61%
10	9 C10	37	41	20	18	38	19	33	37	243
		49%	55%	40%	36%	51%	25%	44%	49%	44%
11	9 C11	50	52	36	31	51	43	48	53	364
		67%	69%	72%	62%	68%	57%	64%	71%	66%
12	9 C12	31	40	21	19	28	22	35	38	234
		41%	53%	42%	38%	37%	29%	47%	51%	43%
13	9 C13	38	42	27	25	42	38	41	44	297
		51%	56%	54%	50%	56%	51%	55%	59%	54%
Total		975	975	650	650	975	975	975	975	7150
		51%	55%	52%	48%	53%	43%	52%	56%	51%

Table 4 describes the percentage of the results of the 9th class in the Post-Test of all subjects. Students of the 9th class got 51% marks in English, 55% marks in Urdu, 52% marks in Islamic Studies, 48% marks in Pak-Study, 53% marks in Physics, 43% marks in Chemistry, 52% marks in Biology/Computer and 56% in Mathematic.

Table 4
Percentage of the Results of Class 10 in Post-Test Controlled Group

Sr #	Sample Name	English	Urdu	Islamic Studies	Pak Studies	Physics	Chemistry	Bio	Math	Total
	Total Marks	75	75	50	50	75	75	75	75	550
1	10 C1	38	40	26	25	43	36	37	44	289
		51%	53%	52%	50%	57%	48%	49%	59%	53%
2	10 C2	39	41	27	25	45	30	37	43	287
		52%	55%	54%	50%	60%	40%	49%	57%	52%
3	10 C3	40	44	25	24	41	32	36	44	286
		53%	59%	50%	48%	55%	43%	48%	59%	52%

4	10 C4	36	38	26	25	43	34	37	42	281
		48%	51%	52%	50%	57%	45%	49%	56%	51%
5	10 C5	40	44	27	25	45	36	39	45	301
		53%	59%	54%	50%	60%	48%	52%	60%	55%
6	10 C6	35	38	23	20	37	33	34	37	257
		47%	51%	46%	40%	49%	44%	45%	49%	47%
7	10 C7	45	50	27	25	42	31	41	44	305
		60%	67%	54%	50%	56%	41%	55%	59%	55%
8	10 C8	37	39	25	24	44	38	41	49	297
		49%	52%	50%	48%	59%	51%	55%	65%	54%
9	10 C9	44	46	38	26	43	37	45	48	327
		59%	61%	76%	52%	57%	49%	60%	64%	59%
10	10 C10	44	46	27	26	44	41	46	43	317
		59%	61%	54%	52%	59%	55%	61%	57%	58%
11	10 C11	52	55	38	30	54	49	52	56	386
		69%	73%	76%	60%	72%	65%	69%	75%	70%
Total		825	825	550	550	825	825	825	825	6050
		55%	58%	56%	50%	58%	48%	54%	60%	55%

Table 5 describes the percentage of the results of the 10th class in the Post-Test of all subjects. Students of the 10th class got 55% marks in English, 58% marks in Urdu, 56% marks in Islamic Studies, 50% marks in Pak-Study, 58% marks in Physics, 48% marks in Chemistry, 54% marks in Biology/Computer, and 60% in Mathematics.

Table 5
Percentage of the Result of Class 9 in Pre-Test: Experimental Group

Sr #	Sample Name	English	Urdu	Islami Studies	Pak Studies	Physics	Chemistry	Bio/Comp	Math	Total
	Total	75	75	50	50	75	75	75	75	550
1	9 E1	38	21	22	21	32	16	18	26	194
		51%	28%	44%	42%	43%	21%	24%	35%	35%
2	9 E2	38	25	24	20	27	18	21	25	198
		51%	33%	48%	40%	36%	24%	28%	33%	36%
3	9 E3	33	29	27	23	22	17	19	35	205
		44%	39%	54%	46%	29%	23%	25%	47%	37%
4	9 E4	18	31	29	22	37	21	30	22	210
		24%	41%	58%	44%	49%	28%	40%	29%	38%
5	9 E5	20	27	27	26	32	19	27	21	199
		27%	36%	54%	52%	43%	25%	36%	28%	36%
6	9 E6	33	22	30	25	34	20	26	28	218
		44%	29%	60%	50%	45%	27%	35%	37%	40%
7	9 E7	33	23	29	23	21	22	26	25	202
		44%	31%	58%	46%	28%	29%	35%	33%	37%
8	9 E8	35	29	25	22	26	21	27	32	217
		47%	39%	50%	44%	35%	28%	36%	43%	39%
9	9 E9	37	29	25	26	33	19	30	29	228
		49%	39%	50%	52%	44%	25%	40%	39%	41%
10	9 E10	32	31	26	27	30	17	29	30	222
		43%	41%	52%	54%	40%	23%	39%	40%	40%
11	9 E11	30	30	21	25	31	17	33	22	209
		40%	40%	42%	50%	41%	23%	44%	29%	38%
12	9 E12	22	33	20	24	36	19	36	27	217

		29%	44%	40%	48%	48%	25%	48%	36%	39%
13	9 E13	29	28	20	24	26	21	29	16	193
		39%	37%	40%	48%	35%	28%	39%	21%	35%
	Total	975	975	650	650	975	975	975	975	7150
		41%	37%	50%	47%	40%	25%	36%	35%	38%

Table 6 describes the percentage of the results of the 9th class in the Pre-Test Experimental group. Students of the 9th class got 41% marks in English, 37% marks in Urdu, 50% marks in Islamic Studies, 47% marks in Pak-Study, 40% marks in Physics, 25% marks in Chemistry, 36% marks in Biology/Computer, and 35% in Mathematics.

Table 6
Percentage of the Results of Class 10 in Pre-Test: Experimental Group

Sr #	Sample Name	English	Urdu	Islami Studies	Pak Studies	Physics	Chemistry	Bio/Comp	Math	Total
	Total	75	75	50	50	75	75	75	75	550
1	10 E1	36	23	25	22	24	17	18	27	192
		48%	31%	50%	44%	32%	23%	24%	36%	35%
2	10 E2	37	30	23	19	21	21	23	29	203
		49%	40%	46%	38%	28%	28%	31%	39%	37%
3	10 E3	35	27	22	17	20	23	23	33	200
		47%	36%	44%	34%	27%	31%	31%	44%	36%
4	10 E4	27	26	20	18	28	22	27	26	194
		36%	35%	40%	36%	37%	29%	36%	35%	35%
5	10 E5	25	23	21	16	30	22	28	25	190
		33%	31%	42%	32%	40%	29%	37%	33%	35%
6	10 E6	31	23	19	19	22	23	23	26	186
		41%	31%	38%	38%	29%	31%	31%	35%	34%
7	10 E7	30	25	18	15	23	25	25	28	189
		40%	33%	36%	30%	31%	33%	33%	37%	34%
8	10 E8	38	29	19	21	22	28	22	29	208
		51%	39%	38%	42%	29%	37%	29%	39%	38%
9	10 E9	34	28	22	20	24	26	27	26	207
		45%	37%	44%	40%	32%	35%	36%	35%	38%
10	10 E10	36	25	20	20	22	27	29	28	207
		48%	33%	40%	40%	29%	36%	39%	37%	38%
11	10 E11	28	27	17	21	23	23	28	29	196
		37%	36%	34%	42%	31%	31%	37%	39%	36%
	Total	825	825	550	550	825	825	825	825	6050
		43%	35%	41%	38%	31%	31%	33%	37%	36%

Table 7 describes the percentage of the results of the 10th class in the Pre-Test Experimental group of all subjects. Students of the 10th class got 43% marks in English, 35% marks in Urdu, 41% marks in Islamic Studies, 38% marks in Pak-Study, 31% marks in Physics, 31% marks in Chemistry, 33% marks in Biology/Computers and 37% in Mathematics.

Table 7
Percentage of the Result of Class 9 in Post-Test: Experimental Group

Sr #	Sample Name	English	Urdu	Islamic Studies	Pak Studies	Physics	Chemistry	Bio	Math	Total
	Total	75	75	50	50	75	75	75	75	550
1	9 E1	41	45	27	25	39	37	42	48	304
		55%	60%	54%	50%	52%	49%	56%	64%	55%
2	9 E2	44	46	36	27	42	35	40	47	317

		59%	61%	72%	54%	56%	47%	53%	63%	58%
3	9 E3	37	40	26	25	48	37	46	49	308
		49%	53%	52%	50%	64%	49%	61%	65%	56%
4	9 E4	44	46	31	27	47	40	43	46	324
		59%	61%	62%	54%	63%	53%	57%	61%	59%
5	9 E5	40	39	28	26	48	40	43	48	312
		53%	52%	56%	52%	64%	53%	57%	64%	57%
6	9 E6	47	46	26	25	47	43	44	48	326
		63%	61%	52%	50%	63%	57%	59%	64%	59%
7	9 E7	37	38	23	21	41	33	39	30	262
		49%	51%	46%	42%	55%	44%	52%	40%	48%
8	9 E8	48	53	31	30	54	48	51	55	370
		64%	71%	62%	60%	72%	64%	68%	73%	67%
9	9 E9	49	51	30	32	52	42	50	53	359
		65%	68%	60%	64%	69%	56%	67%	71%	65%
10	9 E10	42	43	26	25	45	41	44	48	314
		56%	57%	52%	50%	60%	55%	59%	64%	57%
11	9 E11	40	50	28	27	48	41	46	49	329
		53%	67%	56%	54%	64%	55%	61%	65%	60%
12	9 E12	45	49	27	24	44	41	45	47	322
		60%	65%	54%	48%	59%	55%	60%	63%	59%
13	9 E13	47	52	27	26	51	38	48	52	341
		63%	69%	54%	52%	68%	51%	64%	69%	62%
Total		975	975	650	650	975	975	975	975	7150
		58%	61%	56%	52%	62%	53%	60%	64%	59%

Table 8 describes the percentage of the results of the 9th class in the Post-Test experimental group of all subjects. Students of the 9th class got 58% marks in English, 61% marks in Urdu, 56% marks in Islamic Studies, 52% marks in Pak-Study, 62% marks in Physics, 53% marks in Chemistry, 60% marks in Biology/Computer and 64% in Mathematics.

Table 8
Percentage of the Results of Class 10 in Post-Test: Experimental Group

Sr #	Sample Name	English	Urdu	Islamic Studies	Pak Studies	Physics	Chemistry	Bio	Math	Total
	Total	75	75	50	50	75	75	75	75	550
1	10 E1	48	47	28	25	47	39	44	49	327
		64%	63%	56%	50%	63%	52%	59%	65%	59%
2	10 E2	47	50	29	25	48	49	44	51	343
		63%	67%	58%	50%	64%	65%	59%	68%	62%
3	10 E3	38	49	26	25	45	36	39	42	300
		51%	65%	52%	50%	60%	48%	52%	56%	55%
4	10 E4	49	51	33	29	51	43	51	55	362
		65%	68%	66%	58%	68%	57%	68%	73%	66%
5	10 E5	40	41	26	25	48	37	45	48	310
		53%	55%	52%	50%	64%	49%	60%	64%	56%
6	10 E6	45	49	27	24	48	37	42	48	320
		60%	65%	54%	48%	64%	49%	56%	64%	58%
7	10 E7	44	46	23	19	44	40	40	45	301
		59%	61%	46%	38%	59%	53%	53%	60%	55%
8	10 E8	47	50	29	27	51	41	49	53	347
		63%	67%	58%	54%	68%	55%	65%	71%	63%
9	10 E9	41	50	29	28	51	44	47	53	343
		55%	67%	58%	56%	68%	59%	63%	71%	62%
10	10 E10	44	51	30	28	52	45	48	50	348
		59%	68%	60%	56%	69%	60%	64%	67%	63%
11	10 E11	44	43	23	27	47	42	40	41	307
		59%	57%	46%	54%	63%	56%	53%	55%	56%
Total		825	825	550	550	825	825	825	825	6050
		59%	64%	55%	51%	64%	55%	59%	65%	60%

Table 9 describes the percentage of the results of the 10th class in the Post-Test Experimental group of all subjects. Students of the 10th class got 59% marks in English, 64% marks in Urdu, 55% marks in Islamic Studies, 51% marks in Pak-Study, 64% marks in Physics, 55% marks in Chemistry, 59% marks in Biology/Computer, and 65% in Mathematics.

Table 9
Subject-wise comparison of Percentage and Mean of Class 9 in Pre-test and Post-test Controlled Group

Sr #	Subjects	Study Group	Percentages	Mean
1	English	Pre-Test	40	32.62
		Post-Test	51	38.31
2	Urdu	Pre-Test	38	35.45
		Post-Test	55	41.15
3	Islamic Studies	Pre-Test	42	26.54
		Post-Test	52	26.00
4	Pak Studies	Pre-Test	40	25.38
		Post-Test	48	24.15
5	Physics	Pre-Test	39	32.46
		Post-Test	53	39.69
6	Chemistry	Pre-Test	30	21.31
		Post-Test	43	32.54
7	Bio	Pre-Test	34	29.62
		Post-Test	52	38.92
8	Math	Pre-Test	36	28.15
		Post-Test	56	41.85

Table 10 shows the subject-wise comparison of the percentage and mean of the 9th class in the pre-test and post-test Controlled Group of all subjects. Regarding English, the percentage and mean of the ninth grade in the pre-test are 40% and 32.62, respectively, and in the post-test, they are 51% and 38.41. The percentage and mean of the ninth grade in Urdu were 38% and 35.45 in the pre-test, respectively, and 55% and 41.15 in the post-test. The percentage and mean of the ninth grade in the Islamic Studies subject were 42% and 26.54 in the pre-test and 52% and 26.00 in the post-test, respectively. Regarding Pakistani studies, the percentage and mean of the ninth grade were found to be 40% and 25.38 in the pre-test and 48% and 24.15 in the post-test, respectively. The percentage and mean of the 9th grade in the Physics subject were 39% and 32.46 in the pre-test and 53% and 39.69 in the post-test, respectively. The percentage and mean of the 9th grade in Chemistry were found to be 30% and 21.31 in the pre-test, and 43% and 32.54 in the post-test, respectively. The percentage and mean of the 9th grade in the biology subject were 34% and 29.62 in the pre-test and 52% and 38.92 in the post-test, respectively. The percentage and mean of the 9th grade in math were 36% and 28.15 in the pre-test and 56% and 41.85 in the post-test, respectively.

Table 10
Subject-wise comparison of Percentage and Mean of Class 10 in Pre-test and Post-test Controlled Group

Sr #	Subjects	Study Group	Percentages	Mean
1	English	Pre-Test	45	32.45
		Post-Test	55	40.91
2	Urdu	Pre-Test	44	26.00
		Post-Test	58	43.73
3	Islamic Studies	Pre-Test	43	20.55
		Post-Test	56	28.09
4	Pak Studies	Pre-Test	41	20.55

		Post-Test	50	25.00
5	Physics	Pre-Test	43	23.55
		Post-Test	58	43.73
6	Chemistry	Pre-Test	39	23.36
		Post-Test	48	36.09
7	Bio	Pre-Test	41	24.82
		Post-Test	54	40.45
8	Math	Pre-Test	40	27.82
		Post-Test	60	45.00

Table 11 shows the subject-wise comparison of the percentage and mean of the 10th class in the pre-test and post-test Controlled Group of all subjects. In the English subject, the pre-test percentage and mean were 45% and 32.45, respectively, whereas the post-test results were 55% and 40.91, respectively. The percentage and mean of the in Urdu were 44% and 26.0 in the pre-test and 48% and 43.73 in the post-test, respectively. The percentage and mean in the Islamic Studies subject were 43% and 20.55 in the pre-test and 56% and 28.09 in the post-test, respectively. In Pakistan Studies, the percentage and mean in the pre-test were 41% and 20.55, respectively, however, in the post-test, they were 50% and 25.00. The percentage and mean in Physics were 43% and 23.55 in the pre-test and 48% and 43.73 in the post-test, respectively. In the Chemistry subject, the percentage and mean were 39% and 23.36 in the pre-test and 48% and 36.09 in the post-test, respectively. The percentage and mean in the biology subject were 41% and 24.82 in the pre-test and 54% and 40.45 in the post-test, respectively. The percentage and mean in math were 40% and 27.82 in the pre-test and 60% and 45.0 in the post-test, respectively.

Table 11
Subject-wise comparison of Percentage and Mean of 9th Class in Pre-Test and Post-Test: Experimental Group

Sr #	Subjects	Study Group	Percentages	Mean
1	English	Pre Test	41	30.62
		Post Test	58	43.15
2	Urdu	Pre Test	37	27.54
		Post Test	61	46.00
3	Islamic Studies	Pre Test	50	25.00
		Post Test	56	28.15
4	Pak Studies	Pre Test	47	23.69
		Post Test	48	24.08
5	Physics	Pre Test	40	29.77
		Post Test	62	46.62
6	Chemistry	Pre Test	25	19.00
		Post Test	53	39.69
7	Bio	Pre Test	36	27.00
		Post Test	60	44.69
8	Math	Pre Test	35	26.00
		Post Test	64	47.69

Table 12 shows the subject-wise comparison of percentage and mean in the 9th class in the pretest and post-test in the experimental group. In the subject of English percentage and mean of the 9th class in the pre-test was 41% and 30.62 while in post -test was 58% and 43.15 respectively. In the subject of Urdu percentage and mean of the 9th class in the pretest was 37% and 27.54 while in the posttest was 61% and 46.00 respectively. In the subject of Islamic Studies percentage and mean of the 9th class in the pretest were 50% and 25.00 while in the post-test were 56% and 28.15 respectively. In the subject of Pak. The studies percentage and mean of the 9th class in the pretest were 47% and 23.69 while in the posttest were 48% and 24.08 respectively. In the subject of Physics percentage and mean of

the 9th class in the pretest was 40% and 29.77 while in the posttest was 62% and 46.62 respectively. In the subject of Chemistry percentage and mean of the 9th class in the pretest were 25% and 19.00 while in the posttest were 53% and 39.69 respectively. In the subject of Biology percentage and mean of the 9th class on the pre-test was 36% and 27.00 while in the post-test was 60% and 44.69% respectively. In the subject of Math percentage and mean of the 9th class on the pretest were 35% and 26.00 while in the posttest were 64% and 47.69 respectively.

Table 12
Subject-wise comparison of Percentage and Mean of 10th Class in Pre-test and Post-test Experimental Group

Sr #	Subjects	Study Group	Percentages	Mean
1	English	Pre Test	43	32.45
		Post Test	59	44.27
2	Urdu	Pre Test	35	26.00
		Post Test	64	47.91
3	Islamic Studies	Pre Test	41	20.55
		Post Test	55	27.55
4	Pak Studies	Pre Test	38	18.91
		Post Test	51	25.64
5	Physics	Pre Test	31	23.55
		Post Test	64	48.36
6	Chemistry	Pre Test	31	23.36
		Post Test	55	41.18
7	Bio	Pre Test	33	24.82
		Post Test	59	44.45
8	Math	Pre Test	37	27.82
		Post Test	65	48.64

Table 13 shows the subject-wise comparison of the percentage and mean of the 10th class in the pretest and post-test in the experimental group. In the subject of English percentage and mean of the 10th class in the pretest was 43% and 32.45 while in the post-test was 59% and 44.27 respectively. In the subject of Urdu percentage and mean of the 10th class in the pretest was - 35% and 26.00 while in the posttest was 64% and 47.91 respectively. In the subject of Islamic Studies percentage and mean of the 10th class in the pretest was 41% and 20.55 while in the posttest was 55% and 27.55 respectively. In the subject of Pak. The studies percentage and mean of the 10th class in the pretest were 38% and 18.91 while in the posttest were 51% and 25.64 respectively. In the subject of Physics percentage and mean of the 10th class in the pretest was 31% and 23.55 while in the post-test was 64% and 48.36 respectively. In the subject of Chemistry percentage and mean of the 10th class in the pre-test were 31% and 23.36 while in the post-test were 55% and 41.18 respectively. In the subject of Biology percentage and mean of the 10th class in the pretest was 33% and 24.82 while in the posttest was 59% and 44.45 respectively. In the subject of Math percentage and mean of the 10th class on the pretest were 37% and 27.82 while on the post-test were 65% and 48.64 respectively.

Table 13
Overall comparison of Controlled & Experimental Group of Class 9th & 10th

Mean/Percentage	Percentages	Mean
9th Pre Test C	34	203.54
9th Post Test C	51	282.62
9th Pre Test E	38	208.62
9th Post Test E	58	320.08
10th Pre Test C	42	230.82

10th Post Test C	55	303.00
10th Pre Test E	36	197.45
10th Post Test E	60	328.00

The analysis showed that the pre-test-controlled group percentage for the 9th class was 34% and the mean was 203.54. Similarly, the post-test-controlled group percentage for the 9th class was 51% and the mean was 282.62. The analysis suggested that the percentage of the 9th class experimental group in the pre-test was 38% and the mean was 208.62 in the same manner percentage of the controlled group post-test of the 9th class was 58% and the Mean was 320.08. The analysis suggested that the percentage of the 10th class-controlled group in the pre-test was 42% and the mean was 230.82 in the same manner percentage of the controlled group post-test of the 10th class was 55% and the Mean was 303.00. The analysis suggested that the percentage of the 10th class experimental group in the pre-test was 36% and the mean was 197.45 in the same manner percentage of the control group post-test of the 9th class was 60% and the Mean was 328.00.

Discussion

The study found that the school's counseling and guidance units employ dynamic, flexible, one-on-one methods to assist and counsel underachiever students. The findings of the current study revealed that counseling has a significant impact on the academic performance of secondary school students. The findings align with the study by Nazia Mushtaq et al. (2023), which highlighted the importance of teachers and counselors at the secondary level in assisting students with their achievements, academic performance, and personal, social, and career development. The study by Nweze (2014) also aligns with the findings, concluding that guidance and counseling services for students enhance academic performance, self-awareness, and a positive perspective on career choice. Moreover, Ibrahim's (2021) study highlights that most students demonstrate excellent academic performances after receiving counseling services.

Conclusions

The 9th-grade results showed that the experimental group's pre- and post-tests demonstrated significant progress in all subjects, except for Pakistan Studies, among the underachieving students in the school. Similarly, the secondary school head teachers' counseling sessions led to a significant difference in the academic scores of underachieving students in all selected subjects in the Class 10th pre- and post-test experimental group. Therefore, it can be inferred that school counseling and guidance programs aim to help students fulfill their fundamental physiological needs, develop self-awareness and foster relationships with peers, balance control and freedom of movement in the classroom, achieve success, and foster opportunities for independence in secondary schools.

Recommendations

The following recommendations are made based on the basis of results .

- The schools should initiate counselling programs to have a positive impact on learning performance of students.
- Policymakers should incorporate counseling materials into the headteachers' training modules, enabling them to excel as both counselors and managers or leaders.
- It is also necessary to arrange training workshops and refresher courses for Head Teachers to work as an effective counsellors in schools.

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