

The survey of Need to guidance in high school students of theoretical branches

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Abstract

The Purpose of this study was to determine the priority needs of high school students in theoretical branches and comparison it among different courses of theoretical branches, students in urban and rural areas. The research method was descriptive. Using cluster random sampling 512 high school students in Zajan province were selected. Then the guidance need inventory (GNI) was administered. Collected data were analyzed using statistical methods of mean, standard deviation, and t test. Results showed that order of need priority in whole students and with separate of the male and female in different aspects were: the occupational, educational, physical, psychological, and social. Investigation of priority needs in three courses showed that priority of needs in two group of mathematics and experiential courses were the same of whole students. But in human sciences students need guidance on the mental aspect was prior than the guidance on physical aspect. The degree of guidance need in psychological aspect in urban areas was more than rural areas.

Keywords: guidance needs, high school students, theoretical branch

Introduction

Today, philosophy of education is based on the development of all aspects of a individual personality, which means that to develop and deliver creative and beneficial human society, in parallel with the development of cognitive and scientific aspect should be developed physical and emotional aspects as well. In this area school as I as a second home of child, which has a central position in education has crucial and important task (Pourebab, 2005).

Need assessment methods have been promoted by counseling researchers and practitioners for several decades (Cook, 1989; Erford, 2008). Information gathered through needs assessment may help professional counselors in various specialties to identify critical needs of the populations to whom they provide services. In today's era of managed care and educational accountability, needs assessment data can play a central role in advocating for

funding and resources to provide counseling services to clients (Astramovich & Hoskins, 2009).

In the field of professional counseling, needs assessments have been used in various practice setting including schools (Cohen & Angeles, 2006), universities (Harrar, Affsprung, & long,2010), mental health agencies (MacDevitt, 1987), and correctional facilities (Laux et al ,2008).The needs of various demographic groups have also been examined to help identify their unique counseling needs including children and adolescents (Drefs, 2002; Kroll, Harrington, &Bailey,2000), refugees(chung &Bemak,2002), rural clients (MacDevitt & MacDevitt, 1987), and lesbian, gay, bisexual, and trans gender people(smith, McCaslin, Chang, Martinez, &McGrew,2010).

These published needs assessment suggest that professional counseling practice is ultimately enhanced when practitioners recognize the specific needs of the populations which they serve and then implement targeted counseling services to address those needs. In general, needs assessment refers to the evaluative process of gathering and interpreting data about the need for programs and services (Gupta, Sleezer, & Russ-Eft, 2007). Needs assessment information can help organizations and individuals prioritize their services and refine existing programs to meet the needs of various subpopulations (Astramovich, Hoskins, & Erford, 2008).

Needs assessments may be conceptualized as part of the larger counseling program evaluation process that helps inform counseling practitioners about the outcomes of their services and the impact of their programs on various stakeholder groups (Astramovich, Hoskins, &Coker, 2008). Counseling needs assessment should therefore specifically help counselors refine existing programs or create new services designed to meet specific client population needs in order to provide optimal outcomes.

The current education system in the world has different duties and functions and is considered the means to achieve social goals. Its functions is so far that different communities expect that this organization is accountable to their spiritual and material needs and as a factor, make possible the realization of individual and social needs and development of society's political and economic (Safi, 2006) .

Vajary, Hosseiniyan, and Gaedi (2011) showed that the degree of need to guidance in various aspect is different and need to educational is the first order and occupational need the second importance. . The lowest was in need to physical guidance.

Methodology

The method of this study is descriptive.

Population: Populations of study were all public school students in theoretical branch of Zanzan Province.

Sample and Sampling: The sample was 512 students. Of which 262 were girls and 250 were boys. Method of sampling was random cluster sampling0

Instruments: GNI was used to collected data. (GNI) is a tool to help identify strengths of students needs in five aspects, namely, the1- physical, 2 - Social, 3 - emotional, 4 - educational 5 - career. In the present study, Cronbach's alpha for various aspects of the questionnaire were as follows: Physical 0/797, Social0/910, psychological 0/896, Academic 0/905, Career 0/849.

Data analysis: For data analysis, descriptive parameters including frequency, mean, standard deviation, t-test was used.

Findings

First research question: What is the priority of guidance needs in high school students?

Table1: descriptive indicators of subjects in dimensions of need to guidance

S	Adjusted mean	Mean	maximum	minimum	f	need
8/19	2/109	21/09	40	0	512	physical
13/46	1/832	27/48	60	0	512	social
12/33	2/016	26/21	52	0	512	psychological
16/46	2/312	43/94	76	0	512	educational
7/71	2/408	19/27	32	0	512	occupational
49/89	2/123	138	260	16	512	total

Table 1 shows the descriptive indicators such as mean and standard deviation of subjects in guidance need. Table 1 also includes adjusted average. The table shows the mean of guidance need in occupational dimension (2/408) is more than others. After that guidance need in educational dimension (312/2) has the highest value. Guidance need In physical dimension (2/109), psychological dimension (2/016), and social dimension (1/832), respectively, are next in rank. So the priority of guidance needs in high school students outlined as follows: 1 - occupational 2 - educational 3 - physical 4 - psychological – 5-social

Second research question: What is the priority of guidance needs in high school students with separate of course?

Table2: descriptive indicators of subject in guidance need and its dimensions with separate of courses

s	Adjusted mean	Mean	maximum	Minimum	f	Course	Need
28/8	1/987	19/87	37	0	122	Humanity science	Physical
7/73	2/163	2/63	40	0	241	Experiential science	
8/76	2/122	21/228	40	3	149	Mathematics	
13/32	1/879	28/19	60	2	122	Humanity science	Social
13/35	1/862	27/93	60	0	241	Experiential science	
13/74	1/744	26/16	56	1	149	Mathematics	
12/65	2/05	26/66	52	0	122	Humanity science	Psychological
11/91	2/087	27/14	52	0	241	Experiential science	
12/60	1/871	24/33	50	0	149	Mathematics	
17/99	2/242	42/11	76	0	122	Humanity science	Educational
14/77	2/407	45/74	76	6	241	Experiential science	
17/50	2/216	42/107	73	0	149	mathematics	
8/23	2/367	18/94	32	0	122	Humanity science	Occupational
7/11	2/435	19/48	32	0	241	Experiential science	
8/24	2/401	19/21	32	0	149	mathematics	
52/677	2/096	136/29	247	20	122	Humanity science	Total
46/41	2/183	141/93	260	16	241	Experiential science	
52/72	2/046	133/53	241	21	149	mathematics	

Table 2 shows the descriptive indicators of subjects in guidance need and its different aspects separate with educational courses. Table 1 also includes adjusted mean. According to the table 2 priority needs in various courses can be state as following: Humanity science: 1. Occupational, 2. Educational, 3. Psychological, 4. Physical, 5. Social; experimental science: 1.Occupational, 2.Educational, 3. Physical, 4.Psychological, 5. Social mathematics: 1. Occupational, 2. Educational, 3. Physical, 4.Psychological, 5. Social

Third research question: is there difference between guidance needs of urban and urban areas?

Table3: descriptive indicators of subjects in guidance need and its dimensions with separate of city ant rural region

Sig	t	df	Standard error	Mean difference	mean	f	group	needs
0/417	0/813	510	0/724	0/588	21/39	253	City	Physical
					20/80	259	Rural	
0/282	1/078	510	1/189	1/281	28/13	253	city	Social
					26/84	259	Rural	
0/036	2/097	510	16/08	2/278	27/36	253	city	Psychological
					25/08	259	Rural	
0/781	0/278	510	1/45	0/404	44/14	253	City	educational

					43/74	259	Rural	
0/428	0/793	510	0/68	0/541	19/54	253	City	occupational
					19	259	Rural	
0/428	1/156	510	4/41	5/094	140/58	253	City	Total
					135/49	259	Rural	

Table 3 compares the guidance need and its dimensions among urban and rural students. It shows that the degree of guidance in dimensions of physical, social, educational, and occupational among urban and rural students is no different. But there is significant difference among urban and rural students in psychological dimension of guidance need. And with regard to mean of groups can be said that mean of guidance need in psychological dimension among urban students is more than rural students.

Conclusion and Discussion

The purpose of this study was to determine the priority needs of high school students branches of theoretical and comparison of it among, students in urban and rural areas. Results showed that order of need priority in whole students and with separate of the male and female in different aspects were: the occupational, educational, physical, psychological, and social. The degree of guidance need in psychological aspect in urban areas was more than rural areas.

Vajary, Hosseiniyan, and Gaedi (2011) showed that the need for help in various field are different educational guidance need was in priority and job guidance need were in secondary importance. One of the primary goals of education is to prepare for useful and satisfying job. In the past, the fate of the people in general was associated with the origin of their family lineage. Workers, farmers, and artisans Children were forced to accept the family occupations. With development of science and advanced industry, fundamental change created in people life. Diverse educational courses associated with student problems. the economic change not only makes necessary to study post education diplomas, but make educational and career choices more complex (Mohammadi kaji and kamkari, 2011). According to result of present study career guidance are in first priority. This type of guidance deserves to help students job and work choice. Obviously, student should guide it careers that have talent and experience for that. Another aspect of career guidance is to aware student from the career possibilities and opportunities in his world.

According to the present research results educational guidance is second priority. Educational guidance in high school has one of two roles, compensation role and planning to university education and career choice. Guidance has two goals in this level: help students to select appropriate educational course with regard to talent, interest and other personality characteristics. Also help to realization of educational goal, and direct students to courses that needed to society.

This study conducted on high school students of public students and has limitation on generalize to other schools and grades. Whit regard to this research results suggest that school counselors and administrators of education at the same time of attention to students comprehensive guidance special attention do on career and educational guidance.

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