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Pedagogical Needs in The Educational Organizations of Iran: An Investigation and Recognition of its Components

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Abstract

The aim of this study was to recognize the areas and dimensions in which high school students are in need of guidance and consultations by relevant experts. In order to reach the goals of the research, the questionnaire, "A guide in the needs of high school students" by Karami (2000) was given to 441 high school students: 194 girls and 247 boys in Isfahan city in Iran. They were selected by Cluster random sampling. The mentioned questionnaire which consisted of 92 questions introduced seven areas of high school students' guidance and consultation needs. The research method was survey. The results of the study revealed that students need educational counselling and experts' guidance in six areas: physical, social, psychological, mental, religious, educational and professional; from medium to high degrees. The findings also indicate that personal characteristics and family situation proved not very effective. What seems important is that a meaningful correlation was observed among all components.

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1. Introduction

The two institutions, namely family and national education organ, are considered to be the most basic social institutions in every society, as asserted by Mussen et al. (1990). Their importance is arguable from different aspects. However, the focus of this study is on the attention and efforts that these two institutions devote to their child and student. Since the creation of man and his natural evolution, needs have been an inseparable part of his life. One should admit that the most basic foundation of human community life is his natural and social needs. In difficult times these needs were responded to in various ways. Kaufman (1991) believes that these needs refer to cases in which the present situation is far from optimal situation. In his idea, the optimal situation includes different ideals, norms, preferences, expectations and realizations on what something should be. In the needs assessment approach, these distance and gap are recognized as Kaufman stated. Bradshaw (2009) defines needs

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assessment as the process of determining goals, specifying current situation, measuring needs and prioritizing activities. According to Suarez (1991), individuals' and groups' ideas relate their needs as the core and centre of needs assessment. Therefore, humans reveal and introduce their problems, defects and flaws in the process of needs assessment in order to make it easier for the experts to guide and give consultations. In this way, the operational efficiency of individuals is improved in reaching their goals. Experts introduced various patterns and methods; one of them is the problem-based model. In this model which is used in the present study, the researcher refers to the view points of students and their stated needs. Need has also been defined as a desire and preference (Soriano, 1995), defect or problem (Barrow, 1991) and a gap or an incongruity and incompatibility (Kaufman, 1991).

Researchers stated that students' needs can be divided to different areas and components and (Karami, 2000) concentrate in the guidance and consultations of school student on those areas. For example, students' needs, especially high school students' needs, can be put into six categories, namely the physical, social, psychological, religious, educational and professional. Karami (2000) defines these categories as follows. Physical needs are those needs which can be satisfied by school or consultants. Social needs refer to accessibility of suitable social environment which includes friends and peers who make relationships with each other and work together and experience a kind of social progress. Psychological needs refer to individuals' desires which are related to the satisfaction of mental and emotional needs and are being fulfilled by school and consultants. Religious needs are those needs which are possibly satisfied by prayer, religion and Quran teachers, parents, school counsellors and educational affairs' coaches. Educational needs refer to a person's needs in preparing for life in a complex world. This includes official institutions which provide a cause to all-round development of personality and prepare students for pursuing a brighter life. Professional guidance needs means the knowing about the preparation of entering into the world of work as well as finding their place in a society in order to achieve self-actualization and self-esteem. In his work "Assessing the counselling needs of high school students" Sculli (2011) stated that high school students want more help with academic and career topics than personal/social issues from their counsellors. Eksi (2007) remarks that determining guidance and counselling needs of primary education second stage students is important to prepare them for life and helping them with their problems during this transitional period. Maslow (1975) described and classified needs in terms of the nature and function. He divided needs into five categories and identifies them as behaviour generator. He considers a hierarchy of needs in which higher needs emerge only when lower level needs are satisfied to some extent. Basically, along the study and investigation of needs in different people, their needs have been estimated and evaluated by the use of self-assessment tool. As an example, Valsinery (2007) made an important breakthrough in assessing and evaluating the need to love. Santrock (2001) and McClelland (1969) measured the need to power. A research by Dashtbozorgi (1994) has shown that psychological and social needs of Ahwaz city students are medium and satisfaction of these needs is not related to their personal characteristics. Dibavajari (2001) studied 422 male and female students in Tehran city entitled "Investigation of high school students' degree of need to counselling in physical, social, psychological, religious, professional, educational fields". The results of her study show that the degree of need to guidance is different depending on the fields of study. It was revealed in her study that educational and professional needs are of primary and secondary importance. In a study with country-wide sample (consisting of 1419 students), it was determined that the needs such as having a warm relationship and mutual rights in family, feeling secure at home, parents trust, family support, doing religious obligations, awareness on physical changes of puberty and sexuality, awareness of health principles, the necessity of going to school, parent's awareness to the child's health and nutrition and finally the need to communicate with the opposite sex and marriage, meeting other girls and boys before marriage were reported as the most important needs of high school students (Osareh & Nasri, 2005). Another research, "An investigation and comparison of the degree of students need to guidance", reports that social, psychological and educational needs of students have high rate and physical, religious and professional needs have medium rate among the studied students. Other result of this research concludes that need to guidance for social and religious needs are different among male and female students (Zahrakar, 2001). Another research by Dogar, et al. (2011) reveal that needs for

vocational guidance as compared to educational, social, behavioural and emotional counselling for the high school students were higher, and educational and behavioural guidance were in the fourth and fifth position.

The significance of the present study is to determine the amount of students' guidance need and counselling in the social, physical, psychological, religious, professional and educational areas. Is there a difference among students in terms of the amount of need to guidance in the six areas mentioned above? Is there a difference between male and female students in terms of the amount of need to guidance in the six areas mentioned above? Is there a difference between students of different courses of study in terms of the amount of need to guidance in the six areas mentioned above? Is there a difference in students from different grades of education in terms of the amount of need to guidance in the six areas mentioned above? Is there a difference between students regarding their fathers' level of education in terms of the amount of need to guidance in the six areas mentioned above? Is there a difference between students regarding their mothers' level of education in terms of the amount of need to guidance in the six areas mentioned above?

2. Methodology

2.1. Population, sample and sampling

The population of the study was comprised of high school boys and girls in Isfahan city. As the numbers of questions in the tools used were many and the analysis conducted on data obtained from these instruments from all regions and areas of education requires time, money, and manpower, only 441 students from the high schools of zone 3 in Isfahan city were selected by multistage random sampling.

2.2. Tools

The questionnaire used in this study was High School Student Needs' Guideline prepared and normalized by Karami (2000). The questionnaire has 92 questions. Each respondent was asked to select an appropriate answer and marked asterisk the chosen answer. The weight given to the choices are as follows: weight 1 for very high, weight 2 for high, weight 3 for medium, weight 4 for low, and weight 5 for none. Therefore, the person who received lower scores in the questionnaire, need more guidance. Cronbach's alpha reliability coefficient for the questionnaire was reported $\alpha = 0.9748$ (Karami 2000). Alpha coefficients calculated in the present study was $\alpha = 0.891$. Using Gutman's method, the reliability coefficients obtained were 0.842, 0.915, 0.891, 0.894, 0.917, and 0.915 for the areas of physical, social, psychological, religious, educational, and professional respectively.

On Karami's (2000) report, the interpretation of the scores, based on quartile deviation and the separation of the gender, can be found in tables 1 and 2.

Table 1. Interpretation of scores based on quartile deviations for boys (quoted Karami, 2000)

Amount of guidance needs	professional	educational	religious	psychological	social	physical
high	9 -19	20 -43	12 -29	20 -48	23 -56	8 -20
medium	20 -29	44 -66	30 -42	49 -69	57 -81	21 -29
low	30 -45	67 -100	43 -60	70 -100	82 -115	31 -40

Table 2. Interpretation of scores based on quartile deviations for girls (quoted Karami, 2000)

Amount of guidance needs	professional	educational	religious	psychological	social	Physical
high	9 -18	20 -42	12 -46	20 -46	23 -56	8 -21
medium	19 -30	43 -69	31 -45	47 -71	57 -83	22 -30
low	31 -45	70 -100	46 -60	72 -100	84 -115	31 -40

It was specified in Tables 1 and 2 how the scores in each area which is in need of guidance will be interpreted. The lower the subjects of the study scores, the more guidance she/he requires and the higher score

indicate less need to guidance. Scores reported in the tables show the cut-off point of amount of need requirement in each of the six areas of physical, social, psychological, religious, educational and employment needs.

3. Findings

In the descriptive index (mean and standard deviation), the sample of students was calculated and was reported in tables3, 4 and 5. Mean and standard deviation of subjects according to sex generally were presented in Tables 3 and 4.

Table 3. Mean and standard deviation of the students on the six areas that are in need of guidance

	Girls students		Boys students	
	Standard deviation	Mean	Standard deviation	Mean
physical	6.96	20.54	7.26	20.86
social	19.28	56.67	19.24	59.93
psychological	15.33	46.83	17.1	50.54
religious	10.84	30.23	11.69	32.48
educational	14.03	44.51	15.92	49.34
professional	7.9	21.38	8.03	22.49

Provided for comparison of the means in Table 3 and the report of test developer, data in Tables 1 and 2 reflect the fact that most of the means of male and female students in six areas in need of guidance are high and medium. It is concluded that the sample in the areas – physical, social, psychological, religious, educational and professional –requires guidance by specialists. For example, the cut-off score of 8 to 20 in table 1 for the boys means severely in need of guidance. In the present study, the mean for the boys is calculated as 20.86. Closeness to these means with respect to the grade variable is shown in table 4.

Table 4: Total mean and standard deviation of the six areas that are in need of guidance

	Mean	standard deviation
physical	20.72	7.12
social	58.49	19.31
psychological	48.91	16.42
religious	31.91	11.36
educational	42.21	15.29
professional	22.00	7.98

The relationship of different guidance need areas was shown in Table 5. The results showed that different dimensions of needs are correlated with each other and all the correlations are considered positive.

Table 5. Correlation matrix of the six areas of guidance with each other

	professional	educational	religious	psychological	social	physical
physical	0.442	0.483	0.524	0.616	0.646	1.000
social	0.617	0.684	0.680	0.797	1.000	0.646
psychological	0.625	0.752	0.723	1.000	0.797	0.616
religious	0.487	0.571	1.000	0.723	0.680	0.524
educational	0.697	1.000	0.571	0.752	0.684	0.483
professional	1.000	0.697	0.487	0.625	0.617	0.442

Table 6. Summary of ANOVA results of the significant differences in six areas of the needs to guide the boy and girl students

	f value	Significant level
physical	0.220	----
social	3.107	----
psychological	5.616	----

religious	4.296	----
educational	11.068	0.001
professional	2.121	----

According to the data given in table 6, subjects of the study in terms of male and female students are only significantly different ($f=11.068$) in educational guidance. Based on the information given in Table 3, the boys' mean score is 49.34, and the mean score of female students is 44.51. Therefore, girls need more guidance than boys in this dimension. There is no significant difference between boys and girls in other aspects.

Table 7. Summary of f test results of the calculation of the significant difference in the needs to guide the students based on their grade levels

	f value	Significant level
physical	0.107	---
social	1.981	----
psychological	1.392	---
religious	3.667	---
educational	2.037	----
professional	1.354	---

The data in Table 7 shows no significant difference between the needs for guidance with regards to the grade levels of the students (one, two, three and pre-university). This is true in relation to the level of father's education (illiterate, elementary, middle and secondary, tertiary and college, and deceased father) (Table 8).

Table 8. Summary of ANOVA results based on father's education

	f value	Significant level
physical	2.126	----
social	1.837	----
psychological	1.150	----
religious	0.507	----
Educational	0.432	----
professional	1.273	----

According to table 9, there is no significant difference between the subjects of the study in terms of mother's education (illiterate, elementary, middle and high school, and higher education, and the deceased mother) in the physical, social, psychological, religious, educational and occupational areas.

Table 9. Summary of ANOVA based on the mother's education in six areas of needs for guidance

	f value	Significant level
physical	2.200	---
social	1.800	---
psychological	1.200	----
religious	0.507	----
educational	0.432	----
professional	1.300	----

4. Discussion and conclusion

Need is a general concept which is widely applicable in different fields and has many definitions. For instance, in one definition, need is something which is necessary and useful for the satisfaction and fulfilment of an accessible goal. In this view, need plays a mediating role which its satisfaction leads to reaching a goal or moving toward it (Abbaszadegan & Torkezadeh, 2000). Humans have a set of needs which generate certain

behaviours in them. The aim of the present research is to study to what extent high school students need guidance and consultation with regards to the physical, social, psychological, religious, educational and professional areas. According to the results of this research, we can conclude that students need guidance from medium to high degrees in the mentioned areas. This finding is considerably compatible with other researchers' findings like Dashtbozorgi (1994), Osareh and Nasri (2005) Dibavajari (2001) and Karami (2000). Moreover, other researches such as Palsani (1969), Kaufman (1991), Soriano (1995) and Mussen (1990) have shown that these needs are relatively observed in student populations. Interpreting these findings assumes that high school students are bound to face problems, worries and uncertainties on physical and health issues, social problems, psychological problems, religious issues, a variety of educational problems and various aspects of working issues, and so the experts and counsellors should try to instruct, guide and assist them properly. As an example, there is the possibility in social aspect that students need guidance in issues such as making friends, establishing good relationships with neighbours, understanding their rights and responsibilities in the society, and establishing friendly relation with teachers and professors through proper and better communication. In the same manner, getting familiar with different professions, discovering their talent and natural ability, having a job after school hours or during school holidays and a correct use of summer holidays are main concerns and professional needs of high school students.

In the findings and results section we observed that sample students with different personal characteristics and family status didn't show meaningful difference in the extent of need for guidance in the six areas. Male and female students did not show a difference in the extent of need for guidance in the physical, social, psychological, religious and professional areas; but for the variable "need to educational guidance" they showed a meaningful difference ($f=11.068$). Since the mean in male students is ($M=49.34$) and in female students is ($M=44.51$), the difference is meaningful and it can be interpreted that female students need more guidance in the educational issues. Although according to data in tables 1 and 2, both means as compared to cut-off scores are considered to be in medium degree of need for guidance. Nevertheless the findings are incompatible with the results of the research performed by Dibavajari (2001) and Zaharakar (2001). In the interpretation of these findings, the possibility arises that both male and female students have ambiguities in the areas such as choice of course of studies, getting help from teachers and school advisors, increasing their interest to course materials, being encouraged by teachers, choice of college after finishing high school and etc; hence, they need to be guided and consulted. Since these needs are personal, it is not logical to compare the actual results regarding needs assessment from one research with another research in the same area. But if only regarding one group of subjects, two or several needs assessment is done, their amount of variability in needs is comparable and can be discuss. It should be pointed out that for grade and course of studies variables, there was no meaningful difference in their mean score in terms of the amount of need for guidance in the six areas –physical, social, psychological, religious, educational and professional. In interpreting this result, it can be claimed that there is a difference between all students with various grades and courses of study in terms of need for guidance in the six areas and cannot be claimed that a student with special fields of study does not have such needs.

The results also show that there is no meaningful difference between students whose parents have different levels of education in terms of need for guidance. On a deeper thought, it becomes clear that probably all students, whether they have educated parents or not, have almost the same need for guidance in the six areas—physical, social, psychological, religious, educational and professional. In other words, all of the mentioned needs are equally important for students with different parents' education.

To sum up, the most important pedagogical needs of high school students are six areas of physical, social, psychological, religious, educational and professional guidance which all of them are the most basic needs and involvements of the students without prioritizing their parental education, male and female students, from different grades and course of study. With regard to the finding of this research it can be recommended that the results of this study be used in the compilation and writing family guide books. These needs also can be discussed as a topic in interviews and round tables of national broadcasting organ, articles in psychological and social magazines, film screens and plays. In this way we can use official and local media for education purposes in different aspects.

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