

## **Damaging Factors of Schools Psychology and Counsel-ing Activities in Iran**

**Ebrahimi, Loghman<sup>1</sup>, Farahbakhsh, Kiumars<sup>2</sup>, Esmaaili, Maasumeh<sup>3</sup> & Salimi Bejestani, Hossien<sup>4</sup>**

### **Abstract**

---

Psychology and school counseling activities provides services based on the needs of students and to solve the problems of education of students in the school context and psychological perspectives. However, evidence suggests that numerous challenges for quality, performance and effectiveness of this activity is fueled. Hence, the present research was conducted in schools with the aim of identifying the damaging factors of counseling activities. The study was conducted using the combinational method. The research population included principals, consultants, teachers and students working and studying in the educational system of West Azerbaijan Province during the 2012/2013 educational year. The sample size was 416 respondents comprising of 46 individuals in the qualitative section who were selected based on comments saturation and 370 individuals in the quantitative section selected by use of stratified sampling method. Data were collected by use of author made interview schedules and questionnaire then analyzed using chi-square, regression, Mann-Whitney, Kruskal-Wallis and Z Test. The findings indicated a significant difference between the existing status and the desired status of counseling activities in schools. The damaging factors of counseling activities and their level of effect were identified. Based on the identified levels of effects, the interpersonal factors showed the highest vulnerability towards counseling activities. Therefore, Several factors affect the quality of school counseling activities that a cause and effect between each other, therefore, any attempt to improve the quality of school counseling activities requires a systematic and coordinated efforts with a deep understanding of the barriers and challenges; that in this study, Damaging challenges in school counseling activities were identified and classified within three areas of Intrapersonal factors, Meta-personal factors and Interpersonal factors.

---

**Keywords:** Psychology and counseling activities; damaging factors; administrators of counseling activities

---

<sup>1</sup> PhD student of counseling, Allameh Tabataba'i University, Tehran, Iran and Faculty Member, Department of Psychology, Zanzan University, Iran.

<sup>2</sup> Assistant Professor; Department of Psychology, Allameh Tabataba'i University, Tehran, Iran.

<sup>3</sup> Assistant Professor; Department of Psychology, Allameh Tabataba'i University, Tehran, Iran.

<sup>4</sup> Assistant Professor; Department of Psychology, Allameh Tabataba'i University, Tehran, Iran.

Email address: Counseling.atu@gmail.com

## 1. Introduction

Programs of school counseling, as one of the progresses of last century and essential part of students training (Gallant & Zhao, 2011) is an action that provides services for students' according to their need and environment (Oye, Obi, Mohd, and Bernice, 2012); and deals with educational problems at school and from a psychological view (mares, 2012; Anagbogu, Nwokolo, Anyamene, Anyachebelu, and Umezulike, 2013). Practice of integrative psychology and counseling not only results in promotion of goals and education but also facilitates the outcomes of educational system, in addition this practice would solve many of issues arising from educational system in an appropriate way (Mohammadi, 2006).

Organizational evaluation is an innovative and powerful tool for improvement and development of a comprehensive evaluation in gaining cognition of an organization, regarding currently at what condition it is, to where it intends to reach, how it will understand whether it has reached its destination and what instruments will contribute to the organization achieving its goals. The aim of evaluation of the activities of an organization not only is discovering its real problems the organization is facing with, but also to identify the reason behind these problems and to help the origination to design a plan for solving these problems (Taghadosi, 2009). In other words, improvement and reconstruction of performance and efficiency of the activities of every organization including educational system requires the evaluation of society which is performed with the aim of identification of the nature and type of the emerged problem requires a systematic and disciplined approach to the whole process (Seyyedi, 2010).

Intervention of organization improvement and its programs are derived from evaluation and includes special measures which are taken with the aim of solving the problems, impediments, damages and eventually improving the organization's performance (Qming & Oerly, 1997).

In evaluation of the activities and performances of the employees of an organization and in relation with the employees' characteristics and environmental necessities organizations have to resort to new solutions and show a higher flexibility from their end to response to the internal and external pressures.

In order to correct and improve the performance of the employees, organizations requires efficient methods in the field of performance assessment, methods which assess the employees' performance based on the job description and certain criteria, identifies the weaknesses and strengths in their performance and with correcting their performance guarantees the increase of services' quality (Pazargadi et al., 2005). Realization of the globalization strategy requires comprehensive and Jihad-like efforts in all the dimension of institutional performance, in a way that in every activity the common global standards will be met and the educational system of any society is the first step and the most important step in this course. Hence, assessment of individual and institutional performance of this man-making institution seems to be necessary in the context of Meritocracy based on performance efficiency. With an extensive glance to the roles of the educational activities, we can perceive the complexities and delicacy of the stream of education. Here, one of the roles of educational activities is to actualize the potential talents of individuals and to increase knowledge and create the necessary skills for a better living which is among the duties of the counseling and guidance of the educational system (Safi, 2001). Quantitative and qualitative development of counseling and guidance services in education is so much important and can be one of the indicators of qualitative development and progress of educational programs (Hamzeei, 2001).

What is considered as the counseling activities in schools is the best type of cooperation at the level of schools, the aim of which is solving social, family, educational, behavioral and mental damages and problems. Identification of the students' problems with the help of parents and teachers is performed with the guidance factors in school and counseling plays a fundamental role in this relationship (Ranje Bazo, 2008). Damaging factors in workplace can lead to absence, sickness, leaving job, high expenses (medicine, insurance and replacing jobs), low spirit and other destructive consequences (Carr & Tang, 2005). The content of the problems and damages of every type of activity and job is so much diverse and different and these problems and damages can lead to the cause of disturbance and confusion of identity in a person (Cochren, 1994).

So many studies have confirmed the effect of management activities and policies and leadership style on institutional environment and as a result of it on effective performance (Seraj, 2005; Wilson, 2005; Durcikova, 2004; Lambert, 2004; Fouts, 2004; DeMeritt, 2005; Jackson, 2005; Nazem, 2004).

The findings of Timm & Peterson (1986) indicate that factors such as trust, Participatory decision-making, support, openness of relationships from top to bottom, listening to reports from top level individuals and giving attention to the high performance targets exist in strong institutional environment. In addition, there are solid evidences regarding the relationship between institutional environment with other factors such as Emotional Intelligence (Rogers, 2005), institutional teaching (Jimenez, 2004) and job satisfaction (Stevens, 2005).

The reason behind dissatisfaction of the individual from his job and activities can be sought in the job itself (job activities), in the environment (for example having tyrant Colleagues) or inside the individual (personality traits such as stress tolerance and job motivations) (Siyaraji, Forges and Mayer, 2000; translated by Noori Emamzadeheei and Nasiri, 2004). Satisfactory assessment of the pressure sources is only possible with the use of a multidisciplinary approach, i.e., for this purpose the comprehensive spectrum of Psychological, sociological and physiological influential factors on Individual user settings should be studied (Cooper & Davidson, 1998; cited by Akhavan Tafti, 2008). Shertzer & Stone (1974) distinguish efficient and inefficient Counselors in the context of experience, relationship type and personality traits from each other. On the other hand, a minimum of master degree in counseling course is among other conditions which are necessary in so many countries for the qualifications of a counseling job. George & Cristiani (1990) emphasize on the presence of a number of traits in efficiency of counselors which are: ability to create an intimate and deep relationship with other, accepting oneself; awareness of personal values and Opinions; responsibility acceptance; necessary skill and experience as well as having realistic goals. Different studies in Iran and other countries (eg; Shaterloo and Mohammadyari, 2011; Alavi, 2011; Wang and D'Amato, 2013; Wai Ching, 2014; Modo and George, 2013) introduced different factors as challenges to school counseling such as: individual/ environmental; internal/ external; individual/ system; intersystem/ intra-system; and structural/perspective aspects. Recognizing and classification of harmful factors to school psychology and counseling activities can result in addressing education, structure and strategic needs. And after that causes attempt in needed areas which results in improvement of counselors. So the present research is to recognize and classify those harmful factors.

## 2. Method

The present study is an applied research in terms of problem nature, research aims and methods and was conducted using the combinational method. Since the research deals with the evaluation of the damaging factors of counseling activities in schools, the findings will be applicable to the improvement of the current status of the counseling programs in schools. Applied studies, as the name indicates, are used for applied, experimental and assessment objectives. The general belief is that most of the studies in the field of education should be included in the category of applied studies (Gay, 1996; cited by Mohammadi, 2005). Research population includes the principals, consultants, teachers and students during the educational year of 2012-2013 in West Azerbaijan Province. For the quantitative data, multistage cluster random sampling and stratified random sampling methods were used to select a sample of 370 individuals who constituted 50 principals, 52 counselors, 150 teachers and 118 students. Similarly, for the qualitative data, comment saturation method was used to select a sample of 46 individuals who constituted 12 principals, 16 counselors, 10 teachers and 8 students. The present research has been conducted in two stages. In the first stage, first the administrative respondents under study (including principals, counselors, teachers and students) were specified and then the counseling activities in schools were assessed and studied in their views with the use of interview and questionnaire and data regarding these activities in schools were collected. In the 2nd stage and based on the collected data the damaging factors were classified into a number of dimensions namely Intrapersonal, interpersonal, and meta-personal.

The instruments used for data collection were: 1) information form (interview) for collecting the required data for the qualitative part; 2) author-made questionnaire for collecting the required data in the quantitative part. The semi-structured interview form was developed with the use of the valuable opinions and guidance of university professors and experts in the field of school counseling. In development of the this form we have also referred to scientific counseling texts related to counseling activities in schools and studying the duties and role of the counselors in schools.

The author-made questionnaire was developed in the following manner: this questionnaire deals with the damaging factors of counseling activities derived from grounded theory and it contains 36 items (12 items for each dimension).

The questions in the questionnaire were designed according to a five-point Likert scale (so much = 5 to so little = 1) and its rating was performed on this basis. For testing the validity of the questionnaire, 5 experts were requested to provide their comments about the content of the questionnaire and from these comments, ambiguous phrases and words were modified. To determine the reliability of the questionnaire, first the questionnaire were distributed among 30 of the colleagues of those involved in counseling activities who were not included in research sample. These 30 individuals were selected considering the nature of the research population and then by use of Cronbach's alpha coefficient the questionnaire's reliability coefficient was calculated. The calculated Cronbach's alpha coefficients for each of the types of damages (traumas) were as follows: (intrapersonal dimension = 0.079, interpersonal dimension=0.74, and meta-personal dimension=0.71).

### 3. Results

Considering the results obtained from interviewing the administrators of counseling in schools and the author-made questionnaire, vulnerability of the counseling activities were intrapersonal, interpersonal and meta-personal damaging factors. Each of these damaging factors in a way interfered with the performance of counseling activities by counselors in schools. For the purpose of identification and classification of the damaging factors of counseling activities in schools the Friedman's test was used. The results of this test indicated that the average rating for intrapersonal damaging factors was 2.64 and therefore, these factors were ranked first among other factors (table 1). For testing whether the average ranks were significant the chi-square test was used. The results indicated a value of (sig=.000) which was significant at the level of ( $p=0.05$ ). Hence, with a 95% certainty the proper ranking for different damaging factors of counseling activities as per table 1 are represented on Table 2.

**Table 1: Friedman's Test Results Regarding Different Types of Damaging Factors of Counseling Activities**

Damaging factors	Average rank
Intrapersonal factors	2.64
Meta-personal factors	2.36
Interpersonal factors	1.01

**Table 2: Chi-Square Test Results Regarding Different Types of Damaging Factors of Counseling Activities**

Sources		Value	Freedom degree	Sig. level	Valid sample
Chi-square test	damaging factors of counseling activities	589.36	2	<0.001	370

counseling activities in schools the regression test was used. With 95% certainty it can be claimed that the level of effect of meta-personal, intrapersonal and interpersonal traumas were equal to 0.994, 0.995 and 0.992, respectively. With comparing the beta coefficient of the damaging factors it can be concluded that the effect of intrapersonal damaging factors was more than the effect of other damaging factors (table 3).

**Table 3: Regression Test Results for Determining the Level of Effect of Damaging Factors on Counseling Activities**

Sources		Beta coefficient	Standard deviation	T value	Sign. Level
Regression test	Meta-personal trauma	0.994	0.002	171.57	<0.001
	Intrapersonal trauma	0.995	0.002	198.96	<0.001
	Interpersonal trauma	0.992	0.002	150.67	<0.001

For comparing and matching the opinions of the administrators regarding the vulnerability of counseling activities toward damaging intrapersonal, interpersonal and meta-personal factors in separation with job categories, and considering the nature of the research variables Kruskal–Wallis test was used. The results of the average rank of each of job categories are presented separately in table 4.

For testing the significance of the rank averages chi-square test was used and the results of this test was (sig=.000) which is significant at the level of ( $p=.05$ ); hence, with 95% certainty it can be claimed that there is a significant relationship between the opinions of the administrators regarding the vulnerability of counseling activities toward damaging interpersonal, intrapersonal and meta-personal factor for different job categories (table 5).

**Table 4: The Results of Kruskal–Wallis Test for Analysis of the Damaging Factors and Job Category**

Job category	Quantity	rank average in meta-personal dimension	rank average in interpersonal dimension	rank average in intrapersonal dimension
Principles	50	27.18	26.01	25.53
Students	118	108.79	109.78	109.49
Counselors	52	197	194.62	194.5
Teachers	150	294.63	295.08	295.5
Sum	370			

**Table 5: Chi-Square Test for the Analysis of the Damaging Variables and Job Category**

Source		Value	Freedom degree	Sig. level	Valid sample
Chi-square test	Meta-personal factors	328.91	3	<0.001	370
	Interpersonal factors	329.01	3	<0.001	370
	Intrapersonal factors	330.75	3	<0.001	370

In the present study, a semi structured interview with a three point Likert scale including disagree, no comment and agree was used to determine the difference between the current status and desirable status of counseling activities in schools. In analyzing the interview questions the score of each option was done as follows : disagree: 3 scores, no comments: 2 scores and agree: 1 score.



After determining these scores, the author for obtaining the current and desirable status have calculated each of the questions of the weight average of items and have explained the difference between the current and desirable status. In studying the existing status of the damaging factors of counseling activities in schools based on the views of the sample individuals, interviews' analysis were used. As it was mentioned earlier, for obtaining the average and standard deviation indicators, the contractual valuation of interview items was used. The obtained results from interviews indicate that the average of the current status for interpersonal, intrapersonal and meta-personal dimensions is 2.17, 2.46 and 1.86, respectively (table 6). To explain the significance of these averages, obtaining the average of desirable status was necessary (table 7).

**Table 6: Results of the Current Status of the Counseling Activities Dimensions**

Indicators	Cub-classes	Status	Average	Standard deviation
Interpersonal factors	Relevance between educational background and job category of the counselors in performing counseling activities	Current	2.04	.44
	The usefulness extent of counselors' role in performing counseling activities	Current	2.37	0.32
	the role of personal characteristics of counselors in performing counseling activities	Current	1.98	0.17
	The role of scientific and practical skills of counselors in performing counseling activities	Current	2.29	0.53
	Sum	Current	2.17	0.47
Intrapersonal factors	Role of the communications and interactions between the employees of counseling program in performing counseling activities	Current	2.78	0.31
	Role of communications and interactions of the counseling program receivers in performing counseling activities	Current	2.11	0.46
	Role of environment and atmosphere dominant on school in performing counseling activities	Current	2.54	0.61
	Role of the attitude of the individuals in charge of school in performing counseling activities	Current	2.43	0.41
	sum	Current	2.46	0.45
Meta-personal factors	The role of institutional atmosphere and the attitude of the authorities of the department of education in performing counseling activities	Current	1.34	0.19
	Employment, supervision, evaluation methods and the way counseling activities are implemented	Current	1.87	0.22
	Structure, interference of the roles and inconsistency between expectations and performance	Current	2.01	0.31
	The role of external effective institutional issues on performance of the department of education in counseling activities	Current	2.23	0.49
	Sum	Current	1.86	0.3

**Table 7: Results of the Desirable Status of Counseling Activities Dimensions**

Indicators Sub-classes	Status	Average	Standard deviation	
Interpersonal factors	Relevance between educational background and job category of the counselors in performing counseling activities	Desirable	2.98	0.56
	The usefulness extent of counselors' role in performing counseling activities	Desirable	2.86	0.48
	the role of personal characteristics of counselors in performing counseling activities	Desirable	2.64	0.32
	The role of scientific and practical skills of counselors in performing counseling activities	Desirable	3	0.98
	Sum	Desirable	2.87	0.58
Intrapersonal factors	Role of the communications and interactions between the employees of counseling program in performing counseling activities	Desirable	3	0.63
	Role of communications and interactions of the counseling program receivers in performing counseling activities	Desirable	2.85	0.82
	Role of environment and atmosphere dominant on school in performing counseling activities	Desirable	3	0.91
	Role of the attitude of the individuals in charge of school in performing counseling activities	Desirable	2.99	0.79
	Sum	Desirable	2.96	0.78
Meta-personal factors	The role of institutional atmosphere and the attitude of the authorities of the department of education in performing counseling activities	Desirable	1.94	0.32
	Employment, supervision, evaluation methods and the way counseling activities are implemented	Desirable	2.67	0.46
	Structure, interference of the roles and inconsistency between expectations and performance	Desirable	2.86	0.64
	The role of external effective institutional issues on performance of the department of education in counseling activities	Desirable	2.89	0.81
	Sum	Desirable	2.59	0.55

The obtained results from the analysis of the difference between the current status and the desirable status of the damaging factors of counseling activities with the use of Z-test indicate that indicated that there is a difference between the averages and standard deviation in all the relevant dimensions and elements meaning that there is a distance and difference between the current and desirable situation. The negative sign of these differences also indicate that the current status is lower than the desirable status and this negative sign is seen in all the dimensions. However, for testing whether this difference between the current status and desirable status is significant we should refer to the z-value and the obtained significance level which we can see that in all the dimensions and elements of counseling activities including damaging interpersonal, intrapersonal and meta-personal factors the significance level is smaller than  $p=0.05$ . Based on this, with 95% certainty it can be claimed that the difference between the desirable and current status of counseling activities is significant. It should be mentioned that with considering  $p=.01$  also the differences will be significant and with 99% of certainty results will be as well confirmed (table 8).

**Table 8: The Results Derived from the Difference between Current and Desirable Status of Counseling Activities Dimensions**

Indicators Sub-classes	Average difference	Standard deviation difference	Z – value	Sig. level	
Interpersonal factors	Relevance between educational background and job category of the counselors in performing counseling activities	-0.94	-0.12	7.53	<0.001
	The usefulness extent of counselors' role in performing counseling activities	-0.49	-0.16	5.46	<0.001
	the role of personal characteristics of counselors in performing counseling activities	-0.66	-0.15	.78	.01
	The role of scientific and practical skills of counselors in performing counseling activities	-0.71	-0.45	7.07	.001
	Sum	-0.7	-0.22	6.83	<0.001
Intrapersonal factors	Role of the communications and interactions between the employees of counseling program in performing counseling activities	-0.22	-0.31	3.34	<0.001
	Role of communications and interactions of the counseling program receivers in performing counseling activities	-0.74	-0.36	6.78	<0.001
	Role of environment and atmosphere dominant on school in performing counseling activities	-0.46	-0.3	5.21	<0.001
	Role of the attitude of the individuals in charge of school in performing counseling activities	-0.56	-0.38	5.89	<0.001
	Sum	-0.49	-0.27	5.09	<0.001
Meta-personal factors	The role of institutional atmosphere and the attitude of the authorities of the department of education in performing counseling activities	-0.6	-0.13	8.83	.01
	Employment, supervision, evaluation methods and the way counseling activities are implemented	-0.8	-0.24	8.78	<0.001
	Structure, interference of the roles and inconsistency between expectations and performance	-0.85	-0.33	9.23	.004
	The role of external effective institutional issues on performance of the department of education in counseling activities	-0.66	-0.32	7.14	<0.001
	Sum	-0.72	-0.25	8.65	<0.001

The findings of this study indicated that most of the damages from interpersonal damaging factors were targeted toward counseling activities in schools, although other damaging factors were as well involved. By interpersonal damaging factors we mean those factors which are related to the individual counselor including personal, emotional, cognitive and personality, scientific and practical counseling experiences

#### **4. Discussion**

In the context of counseling activities, its approaches and its challenges studying the dimensions the findings of this study indicated the present research, is one of the most important aspects of achieving counseling goals in schools and hence the educational goals. Therefore, desirable status of counseling activities in consideration of the theoretical and empirical principles of this subject in the dimensions of damages of counseling activities in desirable status is so much important and this dimension should receive a great deal of importance in the department of education. In the present research the findings indicated that counseling activities in schools were faced by three-dimensional damages, namely interpersonal, intrapersonal and meta-personal. For identifying and prioritizing different damages of counseling activities in west Azerbaijan province the Friedman's test was used. The results indicated that the average rank of interpersonal damages was 2.64 which was allocated the 1st rank among other damaging factors meaning that among these types of damages the highest damage was inflicted by interpersonal damages. Further, the meta-personal and intrapersonal damages were allocated the 2nd and 3rd ranks respectively.

The results of the present research are consistent with the findings of Baggerly & Osborn (2006), who indicated that having proper counseling responsibility is a positive determinant for professional commitment, while stress is a negative determinant for professional commitment (Garden, 2007). The findings of the present study are also consistent with the findings of Melchert et al., (1996) who noted a strong relationship between personal counseling efficiency of the counselor and his/her experience. On one hand, the results of Kruskal–Wallis test indicated that there is a significant difference between the opinions of the employees involved in counseling activities in schools regarding the damaging factors of counseling activities in all the three dimensions in terms of different job categories.

On the other hand, the results of Mann-Whitney test indicated that there is a significant difference between the opinions of the employees of counseling activities in schools in terms of gender regarding the damaging factors of counseling activities in all the three dimensions. The findings of the present study about the effects of meta-personal damaging factors on counselling activities are consistent with a number of studies conducted regarding the effect of management and policy activities and leadership style on institutional atmosphere and hence effective performance (e.g., Seraj, 2005; Wilson, 2005; Durcikova, 2004; Lambert, 2004; Fouts, 2004; DeMeritt, 2005; Jackson, 2005; Nazem, 2004). The findings of the study conducted by Timm and Peterson (1986) indicating that a number of factors such as trust, participatory decision-making, support, openness of relationship from top to bottom of an organization, getting to listen to reports from high level individuals in the organization and attention to high performance goals in strong institutional atmosphere confirm the findings of the present research regarding the effect of meta-personal damages on counseling activities in schools.

In addition, regarding the relationship between institutional atmosphere with other factors such as emotional intelligence (Rogers, 2005), institutional learning (Jimenez, 2004) and job satisfaction (Stevens, 2005) there are solid evidence and in other words the findings of the present research regarding the effect of damaging factors in meta-personal dimension on counseling activities can be considered as consistent with these findings. The findings in the present research regarding the variable related to employment, supervision, evaluation and the way counseling activities are performed is consistent with the findings of the study of Hassanian and Momeni Javid (2010) regarding the role of counseling supervision on facilitation of professional growth and development, increasing qualification and improving accountability of counselors and the study of Amiri (2005) regarding the necessity of a pattern for building efficiency of schools' counselors selection in high schools based on personality and personal characteristics. The findings of the present research with respect to the effect of damaging interpersonal factors on counseling activities are consistent with the findings of the study conducted by Adil –Standiford et al. (1998; cited by Akhawan Tafti, 2008), regarding the knowledge of counselors from the compatibility of the perception of the referees from counseling activities and its positive effect on counseling activities.

Also, other research evidence in line with the findings of the present research, considers positive perception of referees regarding the counseling as an important factor in prediction of the counseling program success (Manthei, 2007). On the other hand, the findings of this research regarding the counseling activities, the role of counselor and personal and communicational characteristics of the counselor are inconsistent with the findings of Duncan and Prisovonski (1993; cited by Akhawan Tafti, 2008) who noted a lack of any relationship between the satisfaction level of referees and counseling quality. The findings of the present research regarding the effect of damaging intrapersonal factors on counseling activities are consistent with the finding of Aghar (2007) regarding the effect of the role of institutional atmosphere of school on counselors' job stress; Kaviani et al. (2002) regarding the lack of formation of proper mental structure and its effect on de desirable performance of psychological counseling and Velsor (2009) regarding the effect of school counseling on emotional and social teachings to students.

It was noted that the findings of the present research regarding the existing gap between the current and desirable status of counseling activities were consistent with the findings of Baggerly & Osborne (2006) in the area of Predictors of professional commitment in school counselors; Adil –Standiford et al. (1998; cited by Hadian et al., 2006) who have studied the awareness and knowledge level of counselors and those who receive counseling activities; Hosseinian and Momeni Javid (2010) who have studies the role of counseling supervision on facilitation of professional development, increasing qualifications and improving accountability of counselors; Kiani et al. (2009) who have studied factors related to following Professional ethics by counselors and Psychologists; Ahghar (2007) who have studied the role of institutional atmosphere of schools in counselors' job stress; Amiri (2005) who have developed a pattern for building efficiency in school's counselors selection in high schools based on their personality characteristics; Kaviani et al. (2002) which has been conducted in the area of studying the role of schools' counselors and psychological counseling impediments; and Abbaszadeh (2001) who has studied the role and position of counseling in the new educational system of high schools.



#### 4.1 Conclusion

To answer the study questions by considering the desirable status of counseling activities according to empirical and theoretical basis on one hand and with a glance to the current status of counseling activities in schools on basis of the obtained data in this study on the other hand, there is a gap between these two situations which is a result of a number of damages which exist in the counseling process in schools (which were categorized in three groups in the present study) and have interfered with the counseling programs performance which make it necessary to give serious attention to evaluation (identification of damaging factors) of these activities and trying to solve the impediments and damages in order to achieve educational goals and objectives.

Based on the findings of this study, the following recommendations were made: School counselors should try to prevent occurrence of problems; delay the emergence of the consequences of these problems; decrease the effects of these problems; improve knowledge, attitude and behavior of others in order to obtain mental and physical health; Ask for family, group, and social support more than ever and etc.

#### 5. Reference

- Abbaszadeh, A. (2001). The role and status of counseling in the new educational system of high school. Master's Dissertation of the field of study of Educational Management. Orumieh: Orumieh University.
- Abdollahi, B., & Naveh ebrahim, A.R., (2006). Empower employees. Tehran: the Nashr publication.
- Ahghar, GH. (2007). Study with the aim of the role of institutional school climate on job stress consultants. *Journal of Counseling Research*, Vol(9),No(37). Pp. 61-55.
- Akhavan tafti, M. (2008). A study of student satisfaction and client testimonials from National University of Applicant counseling centers in Tehran. *Journal of Counseling Research*, Volume 10, number 36. Pp. 87-74.
- Alavi, M., Boujarian, N., Tajudin Ninggal M.(2012).The challenges of high school counselors in work place. *Procedia - Social and Behavioral Sciences* 46. Pp: 4786 – 4792.
- Amiri, M. (2005). Prepare a pattern of selection of school counselors at high schools based on personality characteristics. Master thesis counseling, Allameh tabatabaei University in Tehran.

- Anagbogu, M. A., Nwokolo, C. N., Anyamene, A. N., Anyachebelu, F. E. and Umezulike R. Q.(2013).Professional challenges to counselling practice in primary schools in Anambra State, Nigeria: The way forward. *International Journal of Psychology and Counselling . Vol.5(5)*, pp. 97-103.
- Baggerly, N. & Osborn M.(1998).Career commitment in Enginerring Effects of Gender,Environment, and personality.
- Carr, A.E. & Tang, T.L.P. (2005). Sabbaticals and employee motivatgion: Benefits, concerns and implication. *Journal of Education for Business*, 80(3), 160.
- Ciarrochi, ZH., Forgas, ZH., Mayer, J. (2000). Emotional Intelligence in Daily Life. *Trans. A. Nouri Emamzadei and H. Nassiri*, 2004. Neveshteh Publishing House. Cochren LC, 1994. What is career problem? *The Career Development Quarterly*, 42(3), 204.
- DeMeritt, E. G. (2005). An examination of the effect of organizational storytelling on the administrative climate of church – based schools as a model for the leadership of nonprofit organizations. *Dissertation Abstract PhD, Capella university.*
- Durcikova, A. (2004). The role of organizational climate in the use of knowledge management systems to support problem- solving. *Dissertation Abstract PhD,*
- Farhangi, A., & Eskandari, M. (2006). Introducing the empowerment in management and its patterns. *The Journal of Management Studies*. No 39 and 40.
- Fouts, H. M. (2004) Organizational climate of North Carolina cooperative extension. *Dissertation Abstract. EdD, North Calorian State University.*
- Ebrahimi, L. (2012). Pathology consultation activities in secondary schools. Study groups and research of department of education province of western Azarbajian.
- Gallant, DJ and Zhao, J.(2011).High School Students‘ Perceptions of School Counseling Services: Awareness, Use, and Satisfaction. *Counseling Outcome Research and Evaluation 2(1)* 87-100.
- Garden,lila lenoria.(2007). A study of relationships among prestige / autonomy, job satisfaction,career commitment, career path training and learning, and performance as perceived project managers ph.d.Texas A&M university.
- George, R. L., & Cristiani, T. S. (1990). *Counseling theory and practice (3rd ed.)*. Englewood Cliffs, NJ: Prentice Hall.
- Hadian, M., Jalilvand, M., Salarifar, M.H., & Salehi, M. (2006). "A Study of the Factors effective in Satisfaction of those Seeking Counseling Services". In *Psychological Studies Periodical*. Issue Nos. 1 & 2. Faculty of Educational Science and Psychology, Al-Zahra University.
- Hamzei, M. (2001). The position of the consultants in education. *Training Magazine*. No 3.
- Hoseinian, S., & Momeni Javid, M. (2010). The role of the Counseling supervision on professional growth facillitating, increase competence and promoting accountability consultants. *Journal of Counseling Research*. Volume 11, number 42. Pp. 48-43.
- Jackson. Malik. Pamela, J. (2005). Organizational climate and hospital nurses' job satisfaction, burnout, and intent to leave. *Dissertation Abstract, PhD. university of Pennsylvania.*
- Jimenez, B. M. (2004). Organizatinal climate and organizational learning in schools, *Disseration abstract, EdD. John's University, school of Education and Human services.*
- Kaviani, H., Pornash, M., & Golfam, M. (2002). The status of school counselors and Barriers to Counseling: Quality review. *Cognitive Science News*, year. 4, number. 1.

- Kiani, A., Navabi Nejad, SH., & Ahmadi, KH. (2009). Investigation of factors related to observance of professional ethics by counselors and Psychologists. *Journal of Counseling Research*. Volume 10, number 40. Pp. 45-39.
- Kolah mal Hamadani, A. (2011). Society and education. *Journal of Consulting Training School*, volume 15. No 2. pp 32-37.
- Lambert, W. E. (2004). Servant leadership qualities of principals, organizational climate, and student achievement: A correlational study. *Dissertation Abstract*. Nova southeastern university.
- Mares', J. (2010). Kvalita z'ivota s'koly [The school life quality]. *S'kolsky' psicholo'g*, 1-2, 17-24.
- Melchert, T.P.; Hays, V.L.; Willjanen, L.M. & Koloceck, A.K. (1996). Testing modeles of counselor development with a measure of counseling self efficacy. *Journal of Counseling and Development* 74, 650-655.
- Modo FN, George IN (2013). Professional Challenges to counseling practice in Akwa Ibom State. *J. Educ. Practice* 4(3): 83-89.
- Mohammadi, SH. (2006). Evaluation of the effectiveness and performance of the Psychiatry and psychiatric services of counseling advising centers for students of the Department of education. *Journal of Counseling Research*, volume 5, number 19, pp:15-26.
- Nazem, F., & Persians, p. (2006). The relationship between institutional climate and the productivity of managers at the Imam Khomeini Relief Committee (s) and appropriate management model. *News and Research Consultancy*. Volume 6, Number 28. Pp. 72-65.
- Oye N. D., Obi M. C., Mohd T. N., Bernice, A. (2012). Guidance and Counseling in Nigerian Secondary Schools: The Role of ICT. *I.J.Modern Education and Computer Science*, 8, 26-33.
- Peterson, J.V., & Nisenholz, B. (1995). *Orientation to counseling*, (3rd ed.). Massachusetts: Allyn & Bacon Co.
- Pazargadi, M., Afzali, M., Javad Zadeh, Z., & Alavi Majd, H. (2005). The proposed pattern presented for evaluation of performance of head nurses in the hospitals of Tehran University of medical sciences subsidiary. *Medical research (Journal of the Faculty of Medicine, Research) University of Medical Sciences and Health Services*, Tehran, 29 years, No2, pages 187-193.
- Prokopenko, J. (1992). *Productivity management: A practical handbook*. Geneva: ILO.
- Qming, K & Orerly, M. (1997) *organizational development*, N. I, Prentic Hall.
- Rahimi, E. (2007). Performance evaluation of company managers and service managers of sap co. *Productivity and Management Studies Center of Tarbiat Modarres University*.
- Ranjeh Bazoo, K. (2008). Mistakes in training and education. *Information Bulletin*. No 3. Page 48.
- Rogers G. Sh. (2005). A study of the relationship of principal emotional intelligence competencies to middle school organizational climate and health in the state of Washington. *Dissertation Abstract EdD*, Seattle Pacific university.

- Roghani, Z. (1996). Study of students ' opinions about the secondary and University Counseling Center. Expertise. Department of counseling and senior secondary educational psychology. University of Tehran.
- Seyedi, L. (2010). Pathology human resources training in educational planning and research organization. Master thesis educational planning. Tehran's Allameh Tabatabaai University.
- Seraj, A. (2005). The relationship between leadership style and creativity with productivity of educational guidance and madras high school city managers Sawadkooh. Senior thesis. Islamic Azad University. Rood hen branch.
- Shafia Abadi, A. (2004). Education and career counseling: concepts and applications. SAMT publishing. Tehran.
- Shafia Abadi, A. (2005). The theory of psychological counseling and therapy. 11st printing. Academic publishing. Tehran.
- Shafia Abadi, A. (2009). The theory of individual psychology is based on choosing a career school of humor. The 8th seminar of the Iranian society of counseling. Institutional and career advice. Besat publishing. Tehran.
- Shaterloo, A., Mohammadyari, Gh.(2011). Students counselling and academic achievement. *Procedia - Social and Behavioral Sciences* 30.PP: 625 – 628.
- Shertzer, B., & Stone, S. C. (1974). *Fundamentals of Counseling* (2nd ed.). Boston:
- Spreitzer, G.A. (1995). Psychological empowerment in the word place: Dimensions, measurement and validation. *Journal of Management*. Vol. 38, N (5), Pp: 142-165.
- Spreitzer, G.M. (1997). Psychological empowerment in the workplace: dimensions, measurement, and validation. *Academyof Management Journal*, 45, 1442-1465.
- Stevens, D. J. (2005). The correlation of job satisfaction and worker productivity in the market data industry. Dissertation Abstract PhD, Capella university.
- Taghaddosi, M. (2009). Empowering the State pathology experts in Tehran municipality planning and studies centers and provide solutions for the lack of it. Master thesis educational administration Allameh Tabatabaai University of Tehran
- Thomas, K.W., Velthouse, B.A. (1990). Cognitive elements of empowerment: an "interpretive" model of intrinsic task motivation. *Acad Manage Rev*1990;15(4):666-81.
- Velsor., P. V. (2009). counselor as social emotional learning consultants Professional .*Journal of school counseling*. NO12.
- Wai Ching, S.(2014).The need for guidance and counselling training for teachers. *Procedia - Social and Behavioral Sciences* 113 .PP: 36 – 43.
- Wang, Y., & D'Amato, R. C. (2013). Providing comprehensive school psychology services in the Republic of Taiwan. *School Psychology International*, 34(2), 145–153.
- Wilson, P. A. (2005). The effects of politics and power on the organizational commitment of federal executives. *Journal of Management*, 21(1), 101-118.
- Wilson, R. T. (2005). Servant leadership. *Physician Executive*, 24(5), 6-12.