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The Comparison of Students' Psychological, Social And Educational Problems In Vocational-Professional Schools of Iran And Tajikistan

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Abstract: Nowadays, there is a direct relationship among four factors; education, job, income and social position. Therefore, the desired education is the education that leads to a job which has a good income and an acceptable social position. Comparing with the past, the value of education and schooling hasn't remained the same. The viewpoint of modern man toward education is a perky viewpoint. In our culture, a vocational job is evaluated as a low job. So families have little tendency to enter their children into such fields of study. The following study mainly aims at investigating and comparing students' psychological, social and educational problems in vocational-professional schools of Iran and Tajikistan. Descriptive method has been used to achieving this goal. Data collection and analysis were carried out by making use of statistical sources of the education ministry and three multiple choice questionnaires which were prepared by the researcher. After administering square test of X^2 (which has a single variable) and analyzing other data, the following data were acquired: The investigations which were carried out in Tajikistan purely have emphasized on evaluating and strengthening curriculums and instructions and haven't emphasized on students' needs and problems adequately. Such negligence may be resulted from lack of a guidance and counseling system in this country. The findings in Iran are as follows: The totality average of vocational-professional schools during a 38-year period has always increased and it has manifold as 132/37 times, comparing with the beginning of the period. Lack of proportion between equipments and students' instructional needs in vocational-professional schools. Coordination between educational careers and students' tendencies. Lack of proportion between curriculums, teaching methodologies and evaluation procedures in one hand and students' needs on the other hand. The instructional equipments and conditions can't meet students' needs for higher education careers. Students haven't almost acquired significant benefit from counseling services, weekly programs for introducing jobs and visits. In the first grade of high school, the volume of curriculum contents is high while this grade is so important in students' choice of field of study. Students aren't aware enough about psychometrical and counseling services. Almost half of counselors disagree about present condition of educational guidance. %82 of students are satisfied with studying in their selected fields of study. %8/6 of students is dissatisfied with changes of fields of study which were resulted from their counselor' advice.

Key words: psychological problems, social problems, educational problems, vocational-professional schools.

INTRODUCTION

Negative point of view toward vocational jobs is almost inspired to children's mind from their early ages and their textbooks, teachers and pair groups intensify such idea. The analysis of textbooks of primary period has revealed that only 40 jobs (among 508 available jobs in Iran) have been considered and inspired into the students' minds as superior jobs. Such analyses have also showed that 44 percent of students want to be a doctor, 20 percent want to be an engineer, 24 percent prefer free-vocational jobs and only 2 percent want to be a technician. The identification of administrative problems in presenting vocational-professional instructions from different viewpoints in vocational schools of Iran and Tajikistan, as a country which has high cultural interdependence with Iran, in general, and also identification of students' psychological, social, and educational problems in such schools, in particular, are the purposes of this research. The main questions of this research are as follows:

1. Are equipments and facilities of vocational-professional schools suitable from students' point of view?
2. Are contents of theoretical and practical courses suitable from students' point of view?
3. Are fields of study in accordance with students' tendencies?
4. Are available fields of study in vocational schools in accordance with needs of job market?
5. What are students' viewpoints about criteria of educational guidance?
6. What are counselors' opinions about criteria of educational guidance?

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7. What are the most important and influential factors which affect counselors' efficiency from counselors' own viewpoints?
8. What are the main problems and jaws in criteria and principles of educational guidance from counselors' point of view?
9. Have counselors been successful in educational guidance of students?

The most important and related research and studies in both countries are as follows:

1. Prevalence of consuming tobacco, alcohol and drug among students of vocational schools in Sistan and Baluchestan province(1384).
2. Investigating the amounts of boy students' awareness about addictive mind-affecting drugs in vocational schools of Yazd province (1384).
3. The relationship between low self-controlling and drug misuse among students of tenth area of Tehran city (1384)
4. Investigating employment condition and educational continuing of students of vocational-professional fields of study in Kermanshah city (1381)
5. Analyzing planned textbooks for instructing skilled workers by scientists of Tajikistan(a collective PH.D thesis titled "The History of Cultural Construction in Tajikistan")
6. The role of communist party of Tajikistan (in the periods before independence) in instructing the youth in vocational-professional educational system and also the role of specialized institutions of high education in instructing young workers in the second and third decades of 20th century
7. Investigating the pamphlets, textbooks and instructional aides pertaining to vocational-professional education in 20th century and the beginning of 21th century and the amount of their correlation.

Tools and Methodologies

In socialism period, the improvement of the role of worker class has been the main goal of Soviet society. Leninism believed that only workers can strengthen the basis of communist society in different economic, political, social and spiritual aspects. Worker class is active in the central part of production and they produce required tools for working, agriculture, construction, transportation, different sciences and other parts of economy. The Communist party and Soviet government emphasized on education of young generation of workers and farmers by issuing a circular in Moscow, February 19th 1982. In Lenin' point of view, education can't lead to revolution and development in society unless it includes productive and manufacturing work (Buydakov, Nadzhimova, 2009;192).

The increasing function of vocational schools was emphasized in new basic law of United Republics of Soviet and the extensive development of vocational-professional education, according to acceptable standards, was considered as undoubted right of citizens. The quality improvement of vocational schools, improvement of instructional aides and facilities,especially training specialized man power, were emphasized in June,1983(Niyozov, 2002: 27-28).

The Communist party of Tajikistan is also improving methods of vocational education for the youth, by any possible way, constantly as one of semi-military groups of Soviet Communist party, since they think of instructing skilled workers in vocational-professional schools as a prerequisite for vocational and scientific revolutions and also for finding solutions for problems related to economic efficiency (Buydakov, Nadzhimova, 2009:192).

The necessity of vocational instructions in Tajikistan, especially after its independence, has had a particular importance, since it is believed that the administration of ambitioned economic and cultural plans , in general, and timely introduction of modern technologies along with efficient use of scientific improvements in industry and agriculture, in particular, depend on the development of vocational-professional instructions (Kurgantyube, 2004: 59).

The carried out scientific research in the history of vocational-professional education in Tajikistan can be classified as follows:

First group focuses on the investigation of pamphlets, textbooks and related instructional aides of vocational-professional education in 20th century and the beginning of 21th century and the amount of their correlation with history and culture of Tajikistan.

Second group includes the analysis of designed textbooks for instructing skilled workers by scientists of Tajikistan. The results of such analyses reveal the fact that although the available instructional contents have led to some economic achievements, they have a considerable distance with the ideals (Teacher's Newspaper, № 30, 2004:76).

Third group contains published theses, books and scientific articles about history and activities related to vocational-professional education in Tajikistan. The studies pertaining to the role of Communist party of Tajikistan (the period before independence) in instructing the youth in the system of vocational-professional education and also the role of specialized institutions of high education in instructing young workers in the first and second decades of 20th century are some examples of such investigations(Teacher's Newspaper, № 51, 2004:26).

Forth group refers to studies which were carried out between fourth decade and eighth decade (1940-1980) of the 20th century. The main goals of such studies are as follows:

1. Investigating necessary aspects to instruct teachers for the system of vocational-professional education.
2. The process of strengthening the basic vocational materials in institutions of vocational-professional education.
3. The necessary changes in different aspects of vocational-professional instructions for training skilled workers in industry and construction.
4. Signalizing negative and positive aspects of programs and activities related to training specialized youth for agricultural section.
5. Applicable advices for having more revisions in vocational-professional education of Tajikistan (1st International Scientific and Practical Conference, Dushanbe, 2005).

Vocational instructions were firstly performed in fields of roads and rail-roads in Tajikistan and they were directly controlled by industrial companies and extensive trade networks. The first trade school in the field of oil was established in Tajikistan in 1924 commanded by the government of United Republics of Soviet. In 1929, the first polytechnic school opened in Khojand. The other main vocational schools in Tajikistan are as follows:

1. Agriculture school (J. Rasulov) in Bala Mantagheh
2. Vocational school of chemical industry in Sarband
3. Vocational school of oil and gas in the area of Asfareh
4. Vocational school number 74 in the area of Asht
5. Vocational school number 14 in the area of Istaravshan
6. Vocational school number 16 in the area of Woos
7. Vocational school number 31 in Khojand
8. Vocational school number 32 in Kolab
9. Vocational school number 60 in the area of Vakhsh

Business instructional program: The administration of this program has begun in independent commonwealth countries since 2002. The instructional program "Knowledge of business" has been jointly planned by instruction center of international labor organization to familiarize all interested individuals, particularly graduates of vocational-professional schools, with fields of self-employment and work-innovation in central Asia. Students are the final goal group and teachers of vocational schools are direct goal group in business instructional program. The strategic goals of this program are:

- Increasing youth employment
- Creating opportunity for the youth to move toward self-employment and work-innovation
- Developing positive attitude in the society for involving private section in self-employment
- Creating business culture (Members of CIS. Moscow, 2004: 169).

"As it is clear, the carried out investigations have often focused on historical aspects and in some cases they have focused on evaluating and strengthening instructions and programs. Anyhow, neglecting students' needs and problems in vocational-professional schools (such negligence is resulted from lack of counseling and guidance system) is one of main characteristics of carried out studies in Tajikistan."

The origin of considering vocational instruction in Iran refers to Iran' defeat in the war with Russia. This defeat confronted the politicians the questions " Why did we have such defeat?", "What did Russia army have that we didn't have?", "How can we compensate our lag?" and so on.

Answering these questions, the reformers of the society identified that the enemy' victory factors are discipline, knowledge and technique. They concluded that the only ways to compensate the lags were sending students abroad, establishing vocational and scientific centers, employing foreign skilled teachers and artisans, publishing newspapers and translating and publishing vocational and scientific books. Darolfonon school, which was established in 1268 as the result of experience and knowing of Mirza Taghi Khon, Great Minister, was opened with the fields of infantry, engineering, medicine and surgery, mineralogy.

The German-Iran school (industrial-governmental school) was the first industrial (vocational) school after Darolfonon. It was opened as a result of a cultural contract between Iran and Germany in 1286. Its curriculum contained two parts. The first part included a six-year vocational-instructional period whose required machinery were purchased from Germany and were installed. But the second part was made up of a six-year high school period in which, in addition to theoretical courses, 6 hours a week of vocational instructions were included.

This school firstly focused on metallurgy and carpentry and if the learners were interested, they could have separate courses on medicine and other vocational fields. In the early years of its establishment the field of dyeing was added and then gradually other fields like electricity, car mechanics and construction were added. The industrial school of Mostazrefeh was established in Tehran in 1289 and its principal was Kamalolmolk, the famous Iranian painter. Kamalolmolk, who was involved in teaching painting in this school, didn't limit instructions to painting and then added fields of sculpture making, woodcarving, carpet making and mosaic-making. Since the industrial school of Mostazrefeh was a new school in which different skills and arts were

taught, the establishment of this school was considered as the beginning of vocational instruction in Iran. Few specialized schools were established in Provisional period in Iran' cities. One of such schools was Falahat school in Rasht city. It was established by public-benefit ministry to teach trade and agriculture (Professor Abdolsalam, 1269-1293).

By careful investigating of published written statistical documents by Iran education ministry, the following data are achievable:

Table 1: The average of the number of vocational-professional schools in a 38-year period (Education ministry, schooling year 1388-1389: 3).

Row	From schooling year	To schooling year	Average number of vocational schools
1	1350-51	1357-58	397/75
2	1358-59	1362-63	663
3	1363-64	1367-68	763
4	1368-69	1372-73	1611/8
5	1373-74	1377-78	1206/2
6	1378-79	1382-83	3192/8
7	1383-84	1387-88	52652/2

As it can be inferred from above table, the total average of vocational-professional schools during a 38-year period has increased. This number has manifold as 132/37 times at the end of above-mentioned period. Such increase has been very considerable in the period of 1383-1388 in comparison with previous period of 1378-1383. This increase has been equal to 49459/4 vocational schools in the last period, that is, 16/49 times more than previous period.

Table 2: Staff number in vocational-professional schools in an 18-year period (Educational ministry from the schooling year 1370-1371 up to the schooling year 1387-1388; 50-83).

Schooling year	The total average of staff	The average percent of bachelor and upper-bachelor staff	The average of bachelor and upper-bachelor staff	The average percent of upper-diploma staff	The average of upper-diploma staff
1370 - 1376	9063/33	45/95	4333	54/05	4730/33
1376-1382	14283/5	68/2	9662/33	31/8	4621/17
1382-1388	18813/17	80	15099/5	20	3713/67

As it can be found in above table, the total average of staff in vocational-professional schools during a 18-year period has constantly increased and at the end of the period this average has manifold as 2/07 times in comparison with the beginning of the period. This average has constantly increased among bachelor and upper-bachelor staff while it has constantly decreased among upper-diploma staff.

Table 4: The average of proportion between learners and staff in vocational-professional schools during a 18-year period (The same as previous sources: 8-110).

Schooling period	The average of total proportion between learners and staff during a schooling period
1370-1376	15/35
1376-1382	21/2
1382-1388	17/96

As it can be inferred from above table, the average of proportion between learners and staff during an 18-year period hasn't remained the same. Although at the end of the period this average has increased as 1/17 times in comparison with the beginning of the period, this average at the end of the period has decreased as 1/18 times in comparison with previous period. In other words, the bilateral comparison between these two periods reveals that the number of the staff has constantly decreased.

The proportion between inputs and outputs during an 18-year period (The same as previous sources: 61-375)

The schooling period	The average percent of proportion between inputs and outputs
1370-1376	236
1376-1382	19/53
1382-1388	32/5

As it can be identified in above table, other than the beginning period, the proportion percentage between inputs and outputs has increased as 1/66 times. The considerable input decrease in 1370-1372 and the considerable input increase from 1372 on have been diversity factor among the beginning period and the other two periods.

A brief list of the most important studies which have been carried out about students' problems in vocational-professional fields in Iran is presented here:

1. The prevalence of consuming tobacco, alcohol and drug among students of vocational schools in Sistan and Baluchestan province (Bakhshani, *et al*., 1384: 1-3).

Research statistical population: boy and girl high school students of Zabol, Iranshahr, Chabehar and Saravan in 1384

Research samples: 930 girl students and 925 boy students

Conclusions: 5/1 percent of girls and 25/4 percent of boys have experienced cigarette. 26/1 percent of girls and 51/2 percent of boys have experienced Kalyan. 2/1 percent of girls and 9/1 percent of boys have experienced drug. 2/2 percent of girls and 9/1 percent of boys have experienced opium. 0/2 percent of girls and 1 percent of boys have experienced heroin. 0/2 percent of girls and 3/8 percent of boys have experienced kef.

2. Investigating awareness and performance levels of boy students of Yazd vocational schools regarding consumption of addictive drugs and mind-destructing chemicals (Yasini Ardakani, *et al*., 1384: 1-3).

Research statistical population: boy students of different vocational-professional fields during the schooling year of 1383-1384.

Research samples: 300 students

Conclusions: The levels of awareness and knowledge are respectively related to opium (60 percent), LSD (8 percent), Xtazy (1/7 percent), cocaine (5/7percent), morphin (7 percent), marijuana (6/7 percent) and heroin (34/4 percent).

3. The relationship between low self-controlling and drug misuse among students of tenth area in Tehran city (Verdipoor, *et al*., 1384: 1-3):

Research statistical population: students of tenth area of Tehran city during the schooling year of 1383-1384

Research samples: 183 students

Conclusion: The amount of drug misuse and cigarette consumption among students with low self-controlling is more than students who have higher self-controlling. Also there is a significant relationship between low self-controlling and peer group pressure for experiencing drugs.

4. The investigation of employment and study continuing position for students of vocational-professional fields in Kermanshah city (Lorestani, 1381; 1-2).

In this research 195 graduates of vocational-professional fields in Kermanshah city in 1381 were investigated. Research samples have been studied by finding their addresses and telephone numbers from vocational schools from which they have graduated. Their conditions, regarding employment and study continuing in university, are as following table:

Sex	Employed	University student
Girl student	3/1 percent	9/7 percent
Boy student	14/1 percent	6/8 percent

Data collection tool has been a 32-question questionnaire. Research methodology is a descriptive type. The main results of this research are as follows:

The longest unemployment period for the graduates is 2 or 3 years. As this period lengthens, employment in unrelated jobs increases. The highest numbers of accepted graduates of vocational-professional fields refer to and the fields of accounting, industrial electricity and architecture. Based on the acquired data, the ways of attracting graduates of vocational-professional fields in job market are as the following table:

Attraction way	By needs of job market	By employment notice	By friends	Direct referral to work place
percent	12/5	37/5	37/5	16 /7

The average of monthly income	Lower than 300000 Rials	500000 to 700000 Rials	1000000 to 1500000 Rials
Percent	22/9	42/8	5/7

Regarding income levels, positions of graduates of vocational-professional fields in the same year are as the following table:

Few of Iranian researches have focused on identifying counseling and psychological barriers and real function counselors. Some researches show that counselors don't have a clear and common definition about their own profession and such variety of definitions leads to different and even contradictory performances. The existence of some characteristics in counselors' performances is necessary. They are as follows:

* Capability of creating a friendly and deep relationship with others
* Self-acceptance
* Being aware of their values and opinions
* Acceptance of responsibility
* Having necessary experience and skill

* Having objective goals (Ahmadi, 1376; 60-62)

Shafi Abadi (1370) in his study asked 190 university students about required characteristics of a counselor and found that , other than obligation (73 cases), being interested in counseling (61 cases), secrecy (30 cases), discipline (18 cases) and complete demand on counseling principles (132 cases) can be named as required characteristics of a counselor. It is also clear that a counselor must have scientific and practical experience about counseling.

The investigation of counselors' position, before and after revolution, shows that they have been more involved in clerical affairs than counseling. Based on findings of this research, 40 percent of counselors in new system of high school education have been involved in clerical affairs. If such affairs are added to administrative affairs, they will reveal that third of counselors' activities is unrelated.

In order to identify and analyze students' educational, social and psychological problems in Iran's vocational-professional schools during the educational year of 1389-1390, a descriptive research was done by the writer of this article. The summary of this research is as follows:

Research Objectives:

*Identification of instructional problems from students' viewpoints of vocational-professional schools

*Presentation of solutions for improving and developing instruction process in vocational-professional schools.

Research Questions:

1. Are the students of vocational-professional schools satisfied of available equipments and facilities?
2. Do students evaluate theoretical and practical contents as suitable contents?
3. Is there any correlation between educational fields and students' interests?
4. Is there any correlation between available educational fields of vocational-professional schools and needs of job market?
5. Has any facility been prepared for students to continue their study in higher educational levels?

Statistical Population And Samples And Sampling Methodology:

Research population includes all students of Iran's vocational-professional schools in the educational year of 1388-1389. Since population in extensive, it has been divided into 5 areas. For easy access to samples, they have only been selected from centers of the provinces. The selected areas are as follows:

1. Northern area of the country, Gilan province, Rasht as the center
2. Southern area of the country, Khozestan province, Ahvaz as the center
3. Western area of the country, Kermanshah province, Kermanshah as the center
4. Eastern area of the country, Sistan and Baluchestan province, Zahedan as the center
5. Central area of the country, Markazy province, Arak as the center

Sampling Volume And Methodology:

Based on Morgan table, the highest number of samples with 95 percent of confidence and the level of $\frac{\alpha}{2}$ (equal to 1/96) is 386 students. Such number of samples has been selected randomly in each selected areas. 20 percent is added to above number to eradicate probable problems like questionnaire invalidity. So the number will be 453 students. After removing invalid questionnaires, 395 acceptable questionnaires were analyzed.

Data Collection Tools And Data Analysis Methodology:

The measuring tool of this study is a researcher-made questionnaire which investigates students' educational, social and psychological problems in vocational-professional schools from their own point of views. Content validity of this questionnaire has been verified by two professors of Razi university of Kermanshah. This questionnaire includes 30 closed 5-choice questions. The normality of its distribution is calculated by making use of Calmogrov Smironov Test at the level of $P \geq 0/05$.

Statistical Methodology:

The questionnaire was analyzed by single-variable square test of X^2. The use of this test is common for the researches in which the degree of agreement among people about frequency distributions of different issues is desired. In order to investigate the intensity of the relation, Cramer Test has been used.

Research Findings:

1. Lack of proportion between educational fields and students' interests
2. Curriculums and teaching methodologies aren't correlated to students' needs.
3. Lack of proportion between students' needs on one hand and curriculum, teaching methodologies and administrating methods of practical and theoretical exams on the other hand.

4. Lack of coincidence of equipments and facilities of vocational schools with students' instructional needs
5. The available prepared conditions for study continuing in higher levels don't correlate with needs of students of vocational-professional schools.

Three other separate questionnaires were also administered in this study. Two of them aimed at knowing students' opportunities for educational guidance and investigating barriers of gaining good ways from learners and counselors' point of views. The third questionnaire examines students' opinions about degree of counselors' success in educational guidance of students. This questionnaires are researcher-made and their content justifiability has been verified by specialists. Their validity, which is at a desirable level (0/8), has been evaluated by Cronbokh Alfa. The analysis of available data of the questionnaires has been carried out by computer and SPSS software. It must be noted that the students' questionnaires have been
filled by previous samples while counselors' ones have randomly been filled by 75counselors of 5 selected areas. More details about these questionnaires are as follows:

First: The questionnaire related to status of students' educational guidance and investigation of barriers to find desirable ways according to viewpoints of learners and counselors of vocational-professional schools in Iran: research questions are as follows;

1. What are students' opinions about criteria of educational guidance?
2. What are the most effective and important factors in educational guidance from students' point of view?
3. What are the most vital problems and jaws concerning criteria and principles of educational guidance from students' point of view?
4. What are counselors' opinions about criteria of educational guidance?
5. What are the most effective and important factors in counseling efficiency from counselor's own opinions?
6. What are the most vital problems and jaws concerning criteria and principles of educational guidance from counselors' point of view?

Research Findings:

A. The results of student-questionnaire analyses:

1. The majority of students are interested in their own field of study

2. Among 7 criteria of educational guidance, students select learners' opinion, course score and parents' opinion as the most important ones. In more comfortable areas, learners' opinion is more preferred criteria and it is because of the effect of social-economic status on educational guidance.

3. Students don't profit considerably from counseling services, weekly programs to introduce jobs and visits.

4. The most important problems concerning criteria and principles of educational guidance from students' point of views are follows:

*Planning book is not used properly and efficiently
*Lack of familiarity with fields and jobs and their market status
* The effect of average on choosing some fields
*Competition and rivalry instead of rational and arbitrary choice of field of study
*Imposition of parents' opinion in choosing field of study
*Guidance school teachers and some high school teachers don't pay enough attention to justification and explanation of different fields of study
*Shortage or lack of specialized vocational-professional schools for girls
*Abnormality of content volumes of the books of grade 1 whose importance is very high in choosing field of study
*Inadequate cooperation among counselors
*Inadequate attempts of society organizations and mass media concerning selection of field of study

5. The attitudes of students, who are the chief addressees of counseling services in
schools, are so important. Research findings reveal that:
*Students aren't aware enough about psychological counseling services.
*Students resist consulting the counselors
*Students aren't sure enough about counselors' secrecy
*Students' attitude about counseling in positive in schools whose counselors are
competent.

B. The results of counselor-questionnaire analyses:

1. Majority of counselors consider course scores and students' opinions as the most necessary and the main scales in choosing field of study.
2. Nearly half of counselors aren't agreed with present status of educational guidance.
3. Majority of counselors(82 percent) believe that clerical duties are main barriers for eradicating educational-cultural problems and offering counseling services.
4. 95 percent of counselors believe that weekly meetings are useful and applicable.

5. 93 percent of counselors are more interested in compatible counseling than educational counseling.
6. The most effective and important factors of counseling efficiency from counselors' own point of views are as follows:

*Suitable relation with students
*Providing the counselors with psychological hygiene
*Increasing the level of knowledge and proficiency
*Providing equipments and facilities
*Decreasing the varieties of duty specifications
*Establishing suitable relation with co-workers
*Suitable system of evaluation and supervision
*Having interest and job satisfaction
*Preparing instructional programs for changing attitudes of respondents and students and even the counselors about guidance and counseling services in vocational-professional schools.
*Mass media can help improving counselors' status by producing written, audible and seeable products and also designing more actual programs about real functions of counselors.

7. The most vital problems concerning criteria and principles of educational guidance from counselors' point of view:

* Varieties of duty specifications
*Clerical duties
*Lack of equipments and facilities
*Unavailability of reliable psychological tests
*Unfamiliarity of teachers and parents with fields and principles of educational guidance
*Lack of counselors in guidance schools
*Unfamiliarity of some counselors with new educational fields

8. Comparing with other groups, family members have more determinative role in all occupational and educational affaires of students. After family members, school respondents and then friends are other students' addressees to consult about their educational-occupational affaires. Therefore, counselors must have serious interaction and sympathy with students' parents, who have more relation with students in their families, in the processes of educational guidance, selection of educational field and occupational guidance of students.

In order to create more interaction between counselors and parents for educational and occupational guidance of learners, students' parents must be familiar with the philosophy, procedures of administrating new system of high school education and the processes of educational guidance and selection of educational fields in vocational schools.

Second: The questionnaire related to examining students' viewpoints in vocational-professional school about degree of counselors' success in students' educational guidance

Research objectives

1. Evaluation and reconsideration of counselors' activities in new system of high school education
2. Identification of counseling barriers, problems and jaws to eradicate available problems and deficiencies
3. Persuading students and their parents to support, cooperate and sympathize with counselors

The main question of the research is: Do counselors succeed in students' educational guidance?

The above question is divided into smaller questions as follows:

1. Do counselors consider students' tendencies and interests in process of educational guidance?
2. Do counselors consider students' capabilities and talents in process of educational guidance?
3. To what extent do counselors use useful tests in process of educational guidance?
4. To what extent are students bound to follow their counselors' advices and orientations in selecting their educational field?
5. To what extent are students satisfied of their selected educational field?
6. Is there any difference between boy students and girl students regarding the acceptance of counselors' advices?
7. Do counselors have acceptable personal characteristics from students' point of view?
8. To what extent do students and their parents cooperate with counselors?
9. What are barriers and problems of educational counseling from students' point of view?
10. Is there any relation between counselors' educational degrees and their success in educational guidance?
11. Is there any relation between counselors' previous counseling experiences and having necessary educations on one hand and their success on the other hand?

Research Findings:

1. %95 of students remarks that they have benefited from having counselor from their first grade of new high school system.

2. %65/5 of students has evaluated counselors' activities in collecting data and arranging comment forms and have remarked that they are lower than normal level.
3. From students' point of view, %66/7 of counselors has been successful in justifying students for selecting their fields of study.
4. %79/5 of students has stated that counselors have rarely used tendency and talent tests.
5. %56/7 of students has continued their study in the fields that have been advised by counselors.
6. %82/5 of students has been content from studying in selected field of study.
7. %58/6 of students has been unsatisfied from the counselors' advised change of field of study.

RESULT AND DISCUSSION

While the majority of boy and girl students aren't significantly hopeful for achieving their desirable job by continuing their study, non-educational activities are one of failure factors for girl and boy students (Kordabadi, 1381: 2). On the other hand, research findings have revealed that %83/2 of workroom managers and bosses have evaluated efficiency and proficiency of vocational-professional graduates and have remarked that they are highly efficient and proficient, comparing with graduates of theoretical fields of study. Among those employed in different jobs only %37/7 have stated that their jobs are completely related to their field of study. It was also found that the reason of such irrelevancy is lack of jobs which are related to graduates' fields of study. Generally, vocational-professional graduates have been content of their incomes and more than %58/2 of them believes that their income is high, comparing with available jobs, (Navabakhsh, 1383: 2-4). In other words, it can be said that if vocational-professional fields are created based on needs of different areas of the country, in addition to decreasing unemployment, it will persuade more students to select such fields as their fields of study. There is a significant difference among viewpoints of students, teachers and clerical officials about counselors' work. Students have evaluated their work at a lower level, comparing with the other two groups (Tahmasbi Brojeni,1385:2). Also there is difference between available status and desirable status of vocational-professional fields based on three variables of space,personnels and equipments. So available status is placed lower than desirable status (Rezapoor, 1383: 2).

The graduates of vocational fields highly insist on entering university and continuing their study in higher educational levels. Such tendency hasn't been at least the desired goal. The administration of professional instructions in educational centers related to education ministry, despite of too much costs of equipping and establishing such schools, consequently separates learners from real working environment and causes that the graduates of such fields don't have enough proficiency. Equipment shortage, worn-out equipments, high number of students, unavailability of real skill-learning in most schools and unwillingness of some students are also effective factors. In present condition, the goal of internship programs is not correctly specified and in some cases such programs are not truly carried out in suitable and relevant workrooms and institutions. So, internship programs are carried out just as a duty which should be apparently done. Therefore, the administration of skill-learning programs in education ministry is quite contrary to their main meaning and goal.

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