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Designing A Model of Educational Guidance for the First Period of Secondary School Students (Tehran City Case Study)

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Abstract: This study aimed to design an educational guidance model for the students in the first period of secondary school students in Tehran. The field of research included experts in the field of academic guidance who were selected by purposeful sampling. The sample size after reaching the theoretical saturation stage was 21 people. A semi structure interview was applied to collecting data. Data analysis was through open, central and selective coding. The results revealed six dimensions and 18 components. In the first dimension (student), three components were identified include: 1- intelligence and talent 2- motivation, interest, desire and spirit of the student 3- abilities and skills. In the second (family) three components were identified include: 1- providing comprehensive information to parents 2- family economy 3- cultural and social background of parents. In the third dimension (the teacher) three components were identified include: 1- access to expert teachers 2- professional commitment of teachers in correct guidance 3- continuous training of teachers. In the fourth dimension (counselor) three components were identified include: 1- Desirable counseling and psychological services 2- Using an expert in the field of educational guidance planning 3- Improving the level of knowledge and qualification of educational guides. In the fifth identified dimension (school) three components were identified include: 1- Implementation of intelligence and talent tests 2- Academic records of students 3- Providing counseling and online tests. Finally in the sixth dimension (society) three components were identified include: 1- Considering the needs of the country 2- Guiding the student without compulsion, 3- Paying attention to the labor market. In general, our findings contribute to the development of a native model of educational guidance for use in the first period of secondary schools in Iran.

Keywords: Educational guidance, high school students, model components

Introduction

Academic guidance has been defined as a basic tool for self-improvement, realizing the individual while pursuing collective social goals (economic growth, reducing the dropout rate) (Romito, 2019). The educational path and career future of students are influenced by academic guidance and this is the reason why the education system has considered one of its most important goals to be the requirements of achieving correct academic guidance and choosing the right field for the students of today's society and the future makers and managers of the country. Academic guidance is a process helps students to know their talents, abilities, interests and personality traits, branches and fields of study, professions and jobs needed by the society, and choose priorities by providing guidance and counseling services (Sharifi et al., 2020). In schools, students basically need academic guidance to help them perform well academically and solve their social and emotional challenges. Academic guidance is carried out in schools to improve student performance, social and emotional adaptations, and the quality and standard

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of education. High school students learn about careers and job opportunities by following academic guidance programs. Therefore, it is vital for people to take advantage of academic guidance to fully understand knowledge and information and implement them in life (Low et al., 2013). Especially since school counselors have a very important role and position in the field of career decision making, goal setting and personal awareness, it is recommended that school counselors improve academic guidance services including future educational planning, university selection and replacement, and help students make the right choice career path, determining educational and career goals, searching for information about jobs and helping to choose jobs (Abubakar, 2019).

Academic guidance programs are implemented to achieve two goals: The first goal is to guide students to academic paths based on their personal characteristics, such as talent, ability, interest, and knowledge, so that each person's academic field is suitable for his/her personality. The second goal is to guide students to academic fields based on the needs of the society, so that those trained in various fields, quantitatively and qualitatively, can meet the needs of the society for human resources (Navidi, 2018). The purpose of academic guidance in secondary school is guiding students to the most appropriate branch or field of study based on their talent and interest and according to the facilities and needs of the country (Rezaei Madani et al., 2019). Basically, the field that students choose in secondary school should be in accordance with the student's interest, satisfaction and ability level; Otherwise, his chances of success in the field he has chosen will be greatly reduced and his career future will be threatened, and on the other hand, the problem of wasting human resources will also be revealed.

Instructional recommendation systems to support academic guidance and adaptive learning have always been an important research issue for intelligent and rational education. Poor guidance of students can cause problems in the continuation of their education and can even continue until they drop out of school (Mimis et al., 2019). In a study, Ahmadi (2014) has shown a significant relationship between incorrect academic guidance and academic failure in second-secondary students. Jama (2016) has reported positive results of providing academic guidance to address common challenges such as poor or ineffective time management, study methods, techniques and test management. In various studies, such as Talezari et al. (2017), it has been found that academic guidance has an effective role in the satisfaction of secondary school students with their field of study and hope to find a work in future and at the same time, academic guidance has an effect on self-concept and mental health. It has had a significant impact on female students of the first period of secondary school in Zabul city (Shahrekinejad et al., 2016), has led to the academic achievement of students and even students in the years of university studies (Lukkarinen & Koivukangas, 2018). According to Carvalho et al. (2014), appropriate and correct academic guidance, in addition to guiding students in positive study paths, allows them to have a professional perspective for the development of sustainable life projects. Crişan et al. (2015) indicated that students do not have a coherent and regular professional academic guidance plan have very poor

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knowledge about job opportunities and their expectations for the future are not related to their level of knowledge, skills and abilities.

In Iran, many people admit that they were not well guided by the educational system during secondary school, and they chose a field of study out of compulsion or the interest of their parents, which has greatly affected their future careers. In general, an organized academic guidance program is essential to help students cope with the stresses they face both academically and outside of school. Some of these include physical and psychological changes that he faces as a result of puberty (Ruttoh, 2015). According to Ruttoh (2015), the challenges of teenagers include adapting to their new image, facing growing academic demands, creating career goals for themselves, and having emotional and psychological independence from their parents. Basically, students in secondary school are in adolescence stage and to help these students an effective guidance, counseling and academic guidance program should be used in schools (Ruttoh, 2015).

Especially, considering the structure of the educational system of Iran, at the end of the first secondary school period (ninth year), students should choose a field and spend the tenth year in one of the fields of humanities, mathematics and physics, experimental sciences and Islamic studies or Technical and professional / manual skills branch.

According to the scientific interviews conducted with experts and teachers, in general, the purpose of academic guidance is to help students in choosing courses or fields of study, to be aware of school regulations, to be aware of exam regulations, to solve academic problems and to summarize any issue and problem that may occur in the classroom or school for students (interview #1 of the research). In the high school period, the student deals with the productiveness of his talent in the direction that he has just reached self-confidence and prosperity. Therefore, the choice may not have been made correctly. Most of the students choose based on the atmosphere of the society that advertises the field of medicine and paramedicine. Family pressure also has a significant impact on the choice of students' field of study (Interview No. 11 of the research).

Choosing a major in secondary school is one of the most important and influential choices throughout life; A choice that determines the direction of many events and activities in students' career and professional life. The issue of educational guidance is one of the important issues of education in the country and it is important in two ways: First, the progress of the country requires efficient human resources, and the provision of this human resource depends on the identification and guidance of academic and occupational talents. Second, each member of the society needs guidance in determining their specialized profession in order to move on the path of personal perfection, mental peace and job satisfaction; For example, in the necessity and importance of organizing academic guidance, it is considered in the Law of the Third Development Plan and the Law of the Fifth Plan (Clause D, Article 18, Fifth Five-Year Development Plan of the Islamic Republic of Iran). The future of students depends on choice. The field is correct and the more accurate this choice is and the students' education is done

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in a balanced way in different fields, the problems caused by the unemployment of educated people in the society will decrease (Interview No. 4 of the research). Some teachers believe that the result of work output is not positive and that the labor market is full of non-specialists and not related to academic fields, which is a sign of the negative performance of academic guidance (Interview No. 16 of the research).

Acknowledging the mentioned cases and taking into account the vacuum of the academic guidance process in schools, the lack of a comprehensive and practical model in the field of academic guidance for the students of the first year of secondary education, which can help students to choose a field of study according to their individual characteristics and interests and at the same time, it should help in line with the nature and needs of the society and the labor market, and prevent factors such as students' withdrawal from continuing their education, dissatisfaction of students and even their parents, negative attitude towards the future of employment, excessive unemployment of educated people in the society. Especially since the mentioned factors, while bringing many personal and social consequences, will also lead to the destruction of national development and growth. Therefore, in order to solve or reduce the mentioned issues and problems, as well as to correctly guide secondary school students towards choosing a field of study according to their talents, interests, and at the same time, the needs of country, it is very important to design a native model in the field of student guidance. Base on it, the existing problems on the way of students' academic guidance should be examined and investigated, and it should be determined what factors influence the students' academic guidance and what solutions are needed. Based on this, the current research aimed to provide an appropriate model of academic guidance for students in the first period of secondary education in Tehran (Iran).

Material and Methods

The current research is an applied qualitative study. The research field was formed by experts in the field of academic guidance who were selected with the help of purposeful sampling and the sample size was determined after reaching the theoretical saturation stage, i.e., the stage in which no new data appears related to the category, that was reached after interview with 21 people. Therefore, participants were 9 women and 12 men, and most of them had scientific and research records in the field of academic guidance, and at the same time, they had more than two years of teaching experience in the first period of secondary school. The research collecting tool was an interview. The interview was conducted through a telephone conversation and each interview lasted approximately one hour. The phone was put on speaker mode and the content of people's conversations was completely recorded. Also, at the beginning of the interview, the individual was asked to introduce himself completely. Two methods of triangulation and Cohen's kappa test were used to measure the validity and reliability of the interview, respectively. According to the triangulation method, the interview questions were taken from the research sources that were studied in the research literature and were surveyed from the point of view

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of the supervisor and an expert in the field of academic guidance. Then, to determine the reliability of the interview according to the Cohen's kappa test, the level of agreement between the two evaluators in the field of academic guidance was tested as a source of decision-making, and the results showed that the reliability coefficient of the interview was 0.608 (significance level less than 0.05). The analysis method was based on open, axial and selective coding, which was done after interviewing the target people and implementing the interview text.

Results and Discussion

The research question is: what are the dimensions, components and indicators affecting the academic guidance of students in the first period of secondary education in Tehran? The results of analysis method based on open, axial and selective coding provided in table 1. According to Table 1, it was found that 83 indicators, 18 components, and 6 dimensions affecting the academic guidance of students in first period of high schools in Tehran.

Table 1. Coding analysis results obtained from interviews contents

Selective codes (Dimension)	Axial Codes (component)	Open codes (indicator)
Student	Intelligence and talent	Development of students' talents from the first period of elementary school
		Attention to the different potentials and talents of each student
		Prioritizing the student's intelligence and talent in choosing a field of study according to parents
		Considering special educational talents
	Student's motivation, interest, desire and spirit	Paying attention to students' motivations and tendencies
		Assigning tasks to students according to their mood
		Examining students' compromise-behavioral problems
		Paying attention to the attitudes and behaviors of students, especially in the ninth grade
		Considering the student's value system
		Paying attention to the spiritual aspect of students
	Abilities and skills	Considering the student's capabilities in various fields of writing, music, technology, physical education, etc.
		Paying attention to the student's self-knowledge before academic guidance
		Considering the mental and physical abilities of the student
Family	Giving comprehensive information to parents	Informing students and their families about the regulation of academic guidance
		Improving the media literacy level of parents
		familiarization of students' parents with the educational guidance process
		To justify the parents of the students from the beginning of the seventh year in the direction of academic guidance
		Helping to reduce parents' worries about employment and continuing education after completing the academic course
	family economy	Considering the role of the family's economic well-being in making it possible to get academic guidance
		Attention to the economic aspect of the student's family regarding academic guidance
		Parents' justification for not choosing a major based on students' mental reservations and job income
		Student's academic interests fluctuate with the family's economic conditions

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	Cultural and social background of parents	Paying attention to the strong impact of certain disciplines in the opinion of students and families
		The existence of the thought of choosing a field of study freely and consciously in the family environment
		Paying attention to the social and cultural aspects of the student's family regarding academic guidance
Teacher	The existence of expert teachers	Use of expert and skilled teaching staff
		Paying attention to the professional ability of teachers in guiding students' studies
		comprehensive and complete familiarization of the teachers with the three-year process of academic guidance
		Using teachers with higher education levels in guiding students' studies
		Helping teachers in determining the talents and interests of elementary to middle school students
		The ability of teachers to measure talent and academic orientation
	Professional commitment of teachers in correct guidance	Explaining the issue of academic guidance for all students by teachers
		Not distinguishing between students in academic guidance
		facilitating the context and context of educational guidance
	Continuous training of teachers	Empowerment of school staff
		holding workshops and courses to improve the level of knowledge of colleagues according to the current conditions
		Reducing the weakness of teachers in familiarizing themselves with academic guidance through education
		Information and in-service courses for teachers
Counsellor	Desirable counseling and psychological services	Students' awareness of educational and career programs
		Directing students to the most suitable branch of study
		Sufficient explanation to parents and students if they do not have the conditions to enter the field of interest
		Giving awareness to parents and students about the lack of capacity in some disciplines
		Assessing the talent and ability of students in different stages by professional consultants
	Using an expert in the field of educational guidance planning	Counselor's skill in paying attention to emotional and psychological issues of students
		The counselor's ability to nurture students' mental and emotional development in accepting the choice of future field
		There are very few people who can correctly recognize and guide students' talents
		Counselor's attention to gender roles in choosing a major
		The counselor's ability to encourage the student to learn practical and interesting skills
	Improving the level of knowledge and qualification of educational guides	Changing the attitude of counselors and staff of the educational unit about educational guidance
		Increasing the ability of counselors to correctly guide students towards their fields and talents
		Increasing the level of specialized knowledge and skills of consultants with periodical training
School	Conducting intelligence and aptitude tests	Use of practical tools and new methods to assess students' talent
		Implementation of educational-career values tests for students
		Repeating different tests of intellectual intelligence, social intelligence and aptitude in different levels
		Talent assessment monthly and at the end of the year at each level of education
		Implementation of three tests (mental health, aptitude test and willingness test)
		Practical tests to identify students' interests in the field of physical education, art, poetry, technology and...
		Accurate measurement of students' personality traits
	Student's academic records	Not paying attention to the GPA of the whole student in the elementary and middle school courses
		Conscious choice of academic field and future career path through the student's academic record

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		Paying attention to the level of enthusiasm and academic desire in the student
		Attention to the student's academic performance with personal and social adaptation
		Examining the student's academic records every year for better academic guidance
		Academic guidance test score
	Providing advice and online tests	Upgrading the consulting software and hardware facilities in the school
		Setting up online counseling software
		Conducting online aptitude and ability tests for students
		Considering free cost for online academic guidance consultations
Society	Considering the needs of the country	Guiding students to academic fields based on the needs of society
		Guiding students to academic fields based on the development policies of the country
		Flourishing of students' talents and interests based on the needs of the country
		Coordination of educational guidance of students with the needs and facilities of the country
		Guiding the students to the best field of study according to the facilities and needs of the country, which have been given less attention
	Student guidance without coercion	Removing tags through the community in the chosen field of the student, such as experimental and his colleagues
		Guiding the student towards his interests and abilities
		reacting to coercion in guiding the student to choose a field of study
		Giving the student the right to choose a field based on his priority and then the facilities available in the province where he lives.
		Creating a specific educational framework
	Attention to the labor market	Establishing a balance between fields and jobs
		Attention to the needs of employers and students' abilities
		Assessing the needs of the labor market (currently, medicine is one of the most popular fields that is in high demand without considering the needs of the society)
		Basic attention to the realities of the labor market
		Guiding the students by considering the needs of the society and employment generating units

Data analysis through open, axial and selective coding showed that the dimensions, components and indicators affecting the academic guidance of students in the first period of secondary education in Tehran are: 83 indicators, 18 components, 6 dimensions.

The first identified dimension (the student) has three components: 1- intelligence and talent; 2- motivation, interest, desire and spirit of the student; 3- abilities and skills. In line with the mentioned case, we can refer to earlier studies. Salmani and Fakuri Hajiyar (2017) pointed to the interests and motivations of second-secondary students as an effective factor in academic guidance. In his model, Kiweewa et al. (2018) mentioned helping students in individual planning as one of the focus areas of academic guidance. In the educational guidance model that Sharifi et al. (2020) presented for Iran's educational system, they have included the talent identification of students in the academic guidance of students. As Subasinghe (2016) has stated, each student as a customer has his own characteristics, abilities and special talents and is identified based on these criteria. Understanding and solving students' problems, educational guidance and counseling in school is a mandatory reality to achieve students with moral values through improving educational efficiency, which will lead to the development of the country. Therefore, the educational system should put the student in the center of its attention and guide

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him based on his intelligence, talent, motivation, interest, desire, spirit, abilities and skills to choose and follow his educational and career path correctly. As it was acknowledged in the fourth interview, providing as much and better educational information and support to the students in the first secondary school period can give the students a logical and principled attitude to make the right and worthy decision.

As the analysis of research data showed, the second identified dimension (family) has three components: 1- providing comprehensive information to parents, 2- family economy, 3- cultural and social background of parents. In line with the mentioned case, we can refer to the studies of Salmani and Fakuri Hajiyar (2017) who emphasized the important influence of parents of students in academic guidance. Also, the study of Sharifi et al. (2020) also confirm that family factors have a positive effect on students' academic guidance. Rezaei Madani et al. (2019) has also reminded that academic guidance with the opinion of the family prevents the wrong choice of the field of study and its consequences such as academic failure and the non-blossoming of students' talents, and by increasing the awareness of students and families about fields and jobs, their attitudes and expectations makes the academic goal more reasonable and logical and provides a basis for satisfaction with the future job and advancing the needs of the society. Basically, it should be acknowledged that the family is the most important social institution, and one of its essential and continuous functions is the educational function. In order for the family to be able to help their child in the path of academic guidance, it is necessary to provide comprehensive and sufficient information to the parents so that they can guide their child in the right direction based on their economic, cultural and social background.

As the research data analysis showed, the third identified dimension (teacher) has three components: 1- existence of expert teachers, 2- professional commitment of teachers in correct guidance, 3- continuous training of teachers. According to Green and Keyes (Kiweewa et al., 2018), teachers are critical contributors to the delivery of a comprehensive academic guidance program. Croninger and Lee (2001) believes that the teacher should cooperate with the counselor and school principal in achieving the goals of the educational guidance and guidance program, provide maximum use of facilities for students, accurate educational and career information. and provide an understandable information to the students. Based on this, in order to have expert and committed teachers in the matter of students' academic guidance, their continuous education should be considered by the educational system. Especially, in the interview with the experts, they were of the opinion that unfortunately most of the teachers do not have a comprehensive and complete knowledge of academic guidance (third interview) and teachers are rarely familiar with the academic guidance plan.

As the research data analysis showed, the fourth identified dimension (counselor) has three components: 1- Desirable counseling and psychological services, 2- Using an expert in the field of educational guidance planning, 3- Improving the level of knowledge and qualification of educational guides. In line with the mentioned case, we can refer to previous studies. In this context, Salmani and Fakuri Hajiyar (2017) acknowledged the positive role of school counselors in the academic guidance of students and confirmed the claim that school counselors have a positive role in discovering talents and discovering

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interests in students. In fact, counseling implies a professional relationship between a trained counselor and clients. This relationship is usually between two people. Although sometimes consultation is done with more than two people. This relationship is held to help clients to understand and clarify their opinions about their living environment and to teach them the way to achieve their chosen individual goals by choosing measured ways with individual meaning and solving emotional and interpersonal problems. Counseling helps the student to find a suitable solution to problems (Rezaei Madani et al., 2019). Chireshe (2011) found that both school counsellors and students believed that the services resulted in personal-social, career and vocational benefits. Totally, both school counsellors and students rated the Zimbabwean SGC services fairly. Therefore, the use of expert advisors for the spiritual development of students in accepting the choice of the future field should be considered.

As the analysis of research data showed, the fifth identified dimension (school) has three components: 1- Implementation of intelligence and talent tests 2- Academic records of students 3- Provision of counseling and online tests. In line with the mentioned case, we can refer to past studies. Karimyan et al. (2021) showed that the aptitude test in some fields and disciplines has a positive and significant correlation with the results of the academic guidance report card. In the analysis of the findings, it should be said that the school is an educational institution that, in order to achieve its educational goals, is required to prepare and provide trained and expert teachers and executive staff, facilities and suitable educational space. The preparation and implementation of intelligence and aptitude tests in different time frames is necessary for the academic guidance of students and should be provided by the school. Also, the school has online counseling and tests, especially in the current period when everyone expects to get advice and guidance from experts without time and place restrictions, which should be taken into consideration for the correct and principled implementation of the academic guidance plan in schools.

Finally, and according to the research data analysis, the sixth identified dimension (society) has three components: 1- Considering the needs of the country, 2- Guiding the student without coercion, 3- Paying attention to the labor market. In line with the mentioned case, we can refer to the studies of previous researchers. Among them, Askari and Abedi (2017) listed socio-cultural issues and facilities and facilities of society as effective factors on students' academic guidance. One of the tasks that the educational system has for the education and training of the young generation is to meet the needs of the country for development and growth, as well as paying attention to the labor market and employers. Considering that every student has a special potential and has unique skills and abilities that he can use in his field of work, it should be considered in the academic guidance of students. Guiding students to choose a field and job should be done without coercion and based on their interests, not on the basis of national and country policies. Based on the results, it is recommended that different potentials and talents of each student, attention to the social and cultural aspects of the student's family, using different tests of intellectual intelligence, social intelligence, and aptitude and considering needs of the society and the development policies of the country should be considered.

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