

Teachers' Attitudes toward the Application of Consultation in Primary Schools of Iranian Zanjan City

Mohammad Reza Karamipour¹, Masoumeh Bayandar²

¹PhD of Educational Management, Academic Staff in Islamic Azad University, Branch of Zanjan, Dept. of educational sciences.

²MA Student in Educational Researches, Islamic Azad University, Branch of Zanjan

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ABSTRACT

Today, all have found that without the assistance of expert consultants cannot use the abilities of the students as much as possible. The present study is aimed at investigating teachers' attitudes towards applying consultation in primary schools of Zanjan. A survey method was adopted in the study through which primary school teacher's attitudes towards applying consultation in primary schools were explored. The population of the study consisted of 1554 primary school teachers serving in the academic year 2013-2014. Based on Cochran's theory and using quota sampling method, a sample of 318 teachers were selected with regard to their gender of teaching. Data was collected through employing instruments developed by the researcher and its reliability was estimated at 93 using Cronbach's alpha. SPSS Statistics was used for data analysis and it was indicated that: primary school teachers perceive consultation as an essential element necessary to apply in primary schools. First, fourth, and sixth grade teacher believe consultation to be more necessary than teachers of other grades do. Moreover, older teachers perceive consultation as being more essential in schools than consultation is required in schools than teachers with less years of service are more conceived that consultation is required in schools. Differences in teachers' views on the consultation by the First, Third Base meaningful and significant others. The result was that elementary teachers' views of their group, regardless of the characteristics of the elementary school counselor were positive and constructive.

KEYWORDS: attitudes, primary school teachers, consultation.

1. INTRODUCTION

As a profession, the consultation is a growing and developing career in Iranian society and its presence in the schools is being increasingly felt necessary. The current teachers have realized that they cannot activate the potentials of the students without being helped by the consultants. In other words, nowadays most teachers believe that the consultation is an effective on and useful for the educational improvement, and emotional and personal stability of the students (Shafi Abadi, 1997: 26). Most consultants believe that the consultation leads to appropriate changes in the students' behavior for meeting their happy and more creative life. The most fundamental objectives of the consultation are as follow: to reinforce the self-knowledge, to improve and facilitate the comprehensive growth, to teach the problem-solving skills desirably, to have a better use of the material and human resources, to meet the educational needs, to reinforce the self-concept, and to have more suitable communications with the peers and others. On the whole, the goal of the consultation for the children in the primary school is to make the children's behavior changes so that the results of such changes lead to a more effective and beneficial life. Moreover, it aims to fulfill the appropriate mental health of the children so that they can live a more responsible life in their inter- and intra-personal relationships and above all, they manage to make appropriate decisions for solving the problems in their ordinary and educational life.

1. Problem statement

At the beginning of his/her entering the school, the child is indeed unlettered and unable, and needs to be consulted and guided by the adults in order to be adopted with the rules and discipline of the school and to be adjusted in the social structure and the requisites of the official education. Teachers' attitude will play a crucial role in creating a social-affective and consultable environment in which the needs of the students are followed and their communicational skills and humanistic behaviors in the school environment are practiced. These attitudes can bridge the available gaps of the school and to promote the position of the consultation in primary schools due to the following reasons:

* **Corresponding Author:** Mohammad Reza Karamipour, PhD of Educational Management, Academic Staff in Islamic Azad University, Branch of Zanjan, Dept. of educational sciences.

- a. The feelings, emotions and behaviors of the children in the primary school are flexible and thus any due preventive actions can be conducted in this period, because the prevention is always better than the treatment. Such an intervention can lead to the growth of a healthy and balanced personality in future periods of the children (Shafi Abadi, 2004: 82).
- b. Relying on the knowledge of consultants in understanding the students through mental tests, personality questionnaires, interviews, and observation of the children's individual talents, the teachers can attempt to fulfill and nourish the creativity of the students and prevent disability crises, mental disorders, complexes of the students and their isolation.
- c. The developmental stages of the children require being familiar with the characteristics and principles of the growth and maturity, and such knowledge is only provided by the consultations and guidance of the professional consultants (Farhadian, 1998: 24).
- d. Guiding the students in the primary school is very important and crucial for their future educational and professional planning. It seems necessary to conduct the professional and educational guidance in the primary school with its own methods and activities, because it is the base and foundation of the high school. The students' needs for security, self-concept, self-actualization, etc. can be met by implementing desirable counseling programs in the primary and secondary schools.

1.1. Objectives of the research

General objective: to study the teachers' attitude toward the application of consultation in the educational process of the primary school students.

Specific objectives:

- A) To recognize the necessity of applying consultation in the primary school from the teachers' points of view;
- B) To realize the different attitudes of the teachers toward the consultation in primary schools in terms of the teachers gender differences;
- C) To realize the teachers' attitudes in terms of the individual characteristics in the primary schools;
- D) To investigate the role of consultation application in the primary school in solving the emotional problems of the students in the teachers' points of view;
- E) To study the role of applying consultation in the primary school in solving the social problems of the students in the opinion of the primary school teachers;
- F) To realize the role of consultation application in the primary school in instructional process of the teachers in terms of the teachers attitudes.

1.2. Research questions

General question: what attitude do the teachers have toward the application of consultation in the primary schools?

Specific questions:

- A) To what extent the teachers believe that the presence of the consultant is necessary in the primary schools?
- B) What differences exist in the teachers' attitude toward the consultation in the schools in terms of the teachers' gender?
- C) What differences exist in the teachers' attitude toward the consultation in the schools in terms of the teachers' personal characteristics?

1.3. Hypotheses

- 1) There is a significant difference between the application of consultation in the primary schools and the identification solving the affective problems of the students.
- 2) There is a significant difference between the application of consultation in the primary schools and the identification and solving the social problems of the students.
- 3) There is a significant difference between the application of consultation in the primary schools and the identifying the students' individual talents.
- 4) There is a significant difference between the application of consultation in the primary schools and the teachers' educational process.

2. Theoretical variables by definition

2.1. Consultant

Consultant is a person who guides and conducts the persons toward the rational needs practically. Counseling is indeed the collaboration in providing the opinion. Counseling is a trend in which a

particular relationship between the client and the consultant (e.g. student and teacher) is necessary (Patterson, 1974: 36).

Affective problems: affective problems include the behaviors relate to the interests, feelings, moods and emotions. Its levels include paying attention, valuation, organization and fulfillment (Bloom, 1967: 54).

Social problems: social problems include the communicational actions and reactions and their mutual effect on the individuals' behavior.

Individual talent: individual talent includes exclusive characteristics that are identifiable flourishing during the growth.

Educational process: it is the teaching-learning process in line with some predefined goals.

2.2. Practical aspects

In the research-made questionnaire, the affective problems were assessed based on the teachers' attitudes toward the questions 12, 13, 14, 15, 17, 18, 22, 30, 32 and 34 while the social problems were assessed based on their attitudes toward the questions relating to the role of consultation in solving the social problems. On the other hand, the questions 19, 25, 26, 31 and 34 assessed the teachers' attitude toward the individual talent, and the questions 7, 10, 15, 24, 27 and 28 assessed the role of the consultation in identifying the individual talent based on the teachers' attitudes.

The educational process was assessed based on the teachers' attitude toward the questions 1, 2, 3, 4, 5, 6, 8, 9, 11 and 16 for determining the role of the consultation in the educational process; while the individual factors of the respondents (i.e. the teachers) were assessed based on the questions 1-5 of the questionnaire.

3. Counseling in the primary school

Counseling is one of the most important services for the guidance and mental health that can solve many human problems in all his/her life, particularly in the primary schools, because in this period of life, the children urgently need cooperation and interaction to be able to acquire their needed independence and self-efficiency in coming high school and university and to manage to build their future life desirably and to benefit for their own interests and the interests of the society at large. The main purpose of the counseling is to help the clients identify their weaknesses and strengths, to know the barriers of their growth, to plan and make decisions for being adopted to themselves and to their social and natural environment. Counseling is the process of guiding and assisting the client and requires some trainings in order to promote the knowledge, attitude and skills of life through the lingual arts (listening, speaking, reading and writing), the reinforcement of the thought and argumentation, axiology of the values, and moral and religious pedagogies and to fulfill the immediate, intermediate and ultimate goals. Immediate goals are those that are fulfilled right in the counseling session. The intermediate goals refer to the intentions of the child for asking the consultation, and the ultimate goals of counseling relate to the existential philosophy of the counseling (Mark Lien, 1979: 55). The rapid technological advancements in contemporary era have led to some mental disorders and the weakening of human values and relationships. The humans have sacrificed many values to gain the peace and calmness so that they have devoted their creativity and freedom to the mechanical life. Nowadays the human is being disappeared within the huge machines and he/she is now aligned to himself/herself, the others and the beautiful nature. So the counseling is indeed to learn the relatively permanent changes in the potential behavior of the students while the teacher plays the role of a knowledgeable and professional consultant who transfers his knowledge to his/her active and creative learners in order to activate their potential talents.

In any effective educational system, the consultant can pave the ground for making the students' learning at the heart of the educational activities and facilitating learning-teaching process though facilitating the true thinking, discovering the meaning of life, analyzing and applying the leaned materials.

Counseling and mental therapy are professions that can prevent many social, emotional and behavioral disorders in order to play a crucial role in maintaining the mental health of the societies (Navvabinejad, 2000: 15).

The correction of the students' problems and institutionalization of the desirable behaviors in the students can be started from the primary schools and optimize their attitude and behavior for real life.

Being familiar with the principles and methods of counseling, the consultant teachers can create humanistic and intimate relations and behaviors with students and make the learning simple, interesting and fearless for the students, reduce the abnormal symptoms in the children, reduce their weaknesses and reinforce their strengths (Shafiabadi, 2007: 62).

The counseling services can be undertaken by a group of parents, experts, school manager, and

above all, the teacher as the senior member of the counseling group in order to make the counseling more effective (Nikzad, 1991: 13).

3.1. History of counseling

The official history of counseling began with the activities of Frank Parsons in America at 1907 when he proposed some solutions based on Gestalt theory in which the human is viewed from a holistic point of view, i.e. the human is composed of an interconnected set of components like the body, emotions, senses, perceptions and environment that are able to grow in present and future and to reinforce the abilities of optimism and self-directing. Parsons is called the father of professional consultation.

In Iran, the history of counseling roots back in some conference held in Mashhad and Abadan during the years 1958 to 1971. Consequently, the course of counseling was officially inaugurated in 1966 as a part the Tehran Supreme College. Later in 1967, the bachelor and master courses of the counseling was established in other universities.

After the Islamic revolution of 1979, since Quran has emphasized the counseling in some verses (e.g. "and counsel them in your issues" (Al-e Emran, 159) and "make them counsel each other" (Showra, 38)), the Islamic government came to believe that the counseling is very important for preventing the deviations with regard to the existential structure of the man.

The Iranian Supreme Counsel of Education approved the formation of a central core of counseling and then some experts were trained to serve as the consultant in the schools.

3.2. METHODOLOGY

This research is a practical one with regard to its objective because it proposes some research questions and studies the relevant theories and retests them experimentally for extracting some practical solutions and suggestions. Moreover, in terms of the data collection method, this research is a field study because the researchers make use of the relevant instrument and collect the needed data and information directly from the subjects. Additionally, this research is a descriptive survey in which the statistical population of the research is being described as it is.

3.3. Statistical population and sample

The statistical population of this research includes all primary school teachers of Iranian Zanjan City (Districts 1 and 2) in the educational year of 2013-2014. The size of this statistical population is show in table 1 based on the official statistics of the provincial office of the Iranian Ministry of education.

Table 1. Distribution of the statistical population and sample of the research

Statistical population				Statistical sample			
District	Male	Female	Total	District	Male	Female	Total
1	535	164	699	1	108	33	141
2	656	199	855	2	133	40	173
Total	1191	363	1554	Total	241	73	317

The size of the statistical sample was determined as equal to 314 subjects using the following Cochran's equation

$$n = \frac{\frac{z^2 pq}{d^2}}{1 + \frac{1}{N} \left(\frac{z^2 pq}{d^2} - 1 \right)}$$

However, for preventing the deterioration of the result, we considered it as equal to 330, though after the collection of the questionnaires, 318 questionnaires were picked correctly and all of them were analyzed.

3.4. Sampling method

As an instrument, sampling facilitates the research. Sampling makes it possible for the researcher to obtain the results with spending fewer times. In other words, sampling push the research forward and prevents its over-limitation (Sarai, 2009: 4). Anyway, since the time and expenses of the research imposes some limitations, the sampling is very important because it makes it possible to generalize the findings of the research to the whole statistical population. The main objective of sampling is to extract the population values (ibid. 6). In this research we use the stratified sampling method in which we divided

Zanjan City in two districts (districts 1 and 2) and then the needed sample were distributed in each district with regard to the ration of the males and females considering their educational level. Finally the sample subjects were selected randomly considering the ration of their distribution.

3.5. Data collection method

The most common and trustful investigating instrument in sociology and many other fields is the inquiry. Although it seems that such an instrument can assess the social behavior of the individuals only indirectly based on their reaction to the questions, and it seems that the technics such as “observation” and “test” can investigate the social behavior in small groups, but in larger groups, when we intend to compare the groups to each other we will have to use more precise instruments that are more reliable for comparing big samples, and hence the inquiry methods can make us closer to our goal (Rafipur, 2005: 31).

In this procedure we have tried to benefit from the advantages of other technics as far as possible, so we have used a combination of other data collection methods.

Since the research project was a filed survey, the data collection method is based on a field method using the researcher-made questionnaire.

3.6. Data collection instrument

We have used a researcher-made questionnaire for collecting the needed data. The questionnaire contained 35 closed questions about the teachers’ attitude toward the presence of the consultant in the primary schools. The questions were designed and implemented in Likert scale.

3.7. Validity of the instrument

Valid instrument of data collection is the instrument that evaluated what we want to be evaluated. In other words, we must make sure that our instrument evaluates exactly the thing we want to measure. Indeed the validity or invalidity of the instrument is not related to the instrument itself but it relates to its application for measuring the subject. Thus the validity depends on the subject of our study (Davos, 2009: 63). In order to assess the validity of our instrument we relied on the opinions of some experts of the field besides the opinions of the supervisor of the research project.

3.8. Reliability

A measure is reliable if it leads to similar results in case of being repeated. If the individuals answer the same reply to a question, that question is reliable. Indeed we have to make sure that the subjects’ answers to our questions are reliable (Davos, 2009: 61-2).

In order to assess the reliability of our research instrument we used Cronbach’s alpha whose output for the whole instrument was equal to 0.93. Moreover, its outputs for the affective problems, social problems and individual problems were equal to 0.86, 0.91 and 0.89 respectively. These values confirm the reliability of our instrument.

3.9. Data analysis method

4 F test) in order to investigate the questions and hypotheses of the research.

4. Data analysis

In this section we first present the general description of the sample. Then based on the research method, we will discuss the relationship between the variable of the research.

4.1. Introduction

In this section we attempt to find rational answers for the proposed questions of the research. Thus the application of a suitable scientific method can be effective in increasing the validity of the findings. Accordingly, one of the critical and complicated of any research is the precise analysis of the data and extracting the results and rational answers to the questions of the research. In this section first we deal with the general description of the sample subjects and then based on our methodology, we will investigate the relationship between the variables.

4.2. Descriptive analysis of the data

4.2.1. Descriptive analysis of the sample population in terms of the gender

Table 2. Distribution of the teachers in terms of their gender

Groups	Frequency	Percent
Female	194	50.4
Males	124	49.6
Total	318	100

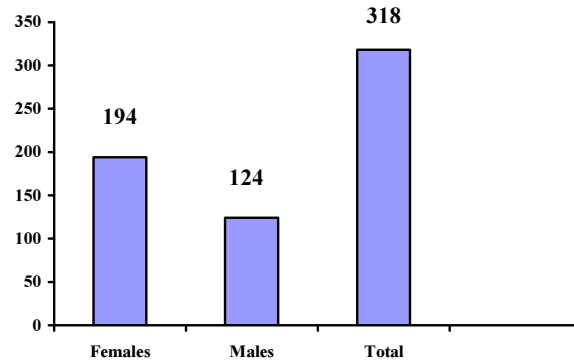


Fig. 1. Distribution of teachers in terms of the gender

According to the data of the table 2 and figure 1, in the sample of the research there are 124 male and 194 female teachers out of 318 teachers.

4.2.2. Descriptive analysis of the sample population in terms of the educational level

Table 3. Distribution of the teachers in terms of their educational level

Groups	Frequency	Percent
High school	16	5.0
College degree	89	28.0
Bachelor degree	192	60.4
Master & PhD	21	6.6
Total	318	100

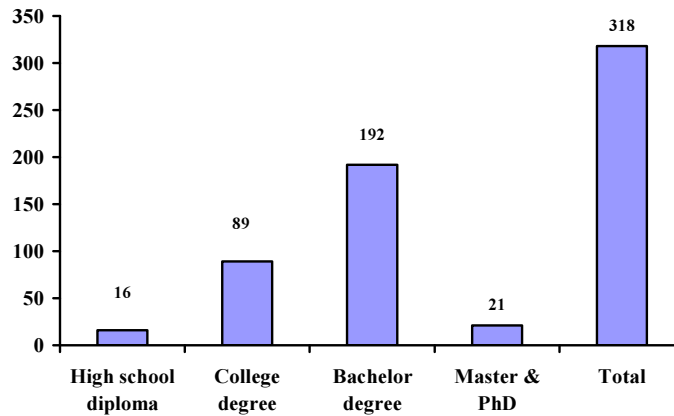


Fig. 2. Distribution of teachers in terms of the educational level

According to the data of the table 3 and figure 2, in the sample of the research, 192 teachers have bachelor degree and 16 teachers have a high school diploma out of 318 teachers; thus the teachers with bachelor degree form the largest group of the sample and the teachers with high school diploma form the smallest group in terms of their educational level.

4.2.3. Descriptive analysis of the sample population in terms of the experience

Table 4. Distribution of the teachers in terms of their educational level

Groups	Frequency	Percent
Up to 6 years	7	2.2
6 - 10 years	23	7.2
11 - 15 years	69	21.7
16 - 20 years	106	33.3
26 - 30 years	75	23.6
Total	318	100

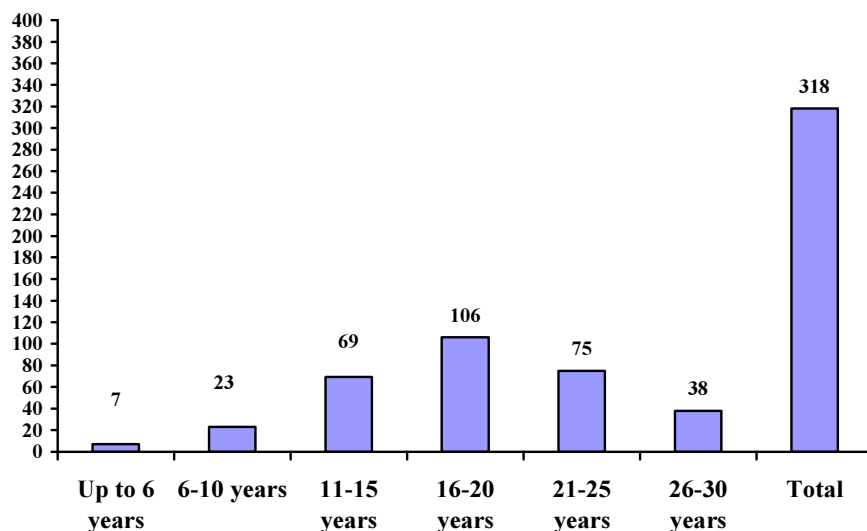


Fig. 3. Distribution of teachers in terms of the educational level

According to the data of the table 4 and figure 3, in the sample of the research, 106 teachers have 16-20 years of teaching experience and 7 teachers have less than years of teaching experience; thus the teachers with 16-20 years of experience form the largest group of the sample and the teachers with less than 5 years of teaching experience form the smallest group in terms of the teachers work experience.

4.2.4. Descriptive analysis of the sample population in terms of the target grade

Table 5. Distribution of the teachers in terms of the target grade

Groups	Frequency	Percent
1 st grade	52	16.4
2 nd grade	54	17.0
3 rd grade	53	16.7
4 th grade	53	16.7
5 th grade	53	16.7
6 th grade	53	16.7
Total	318	100

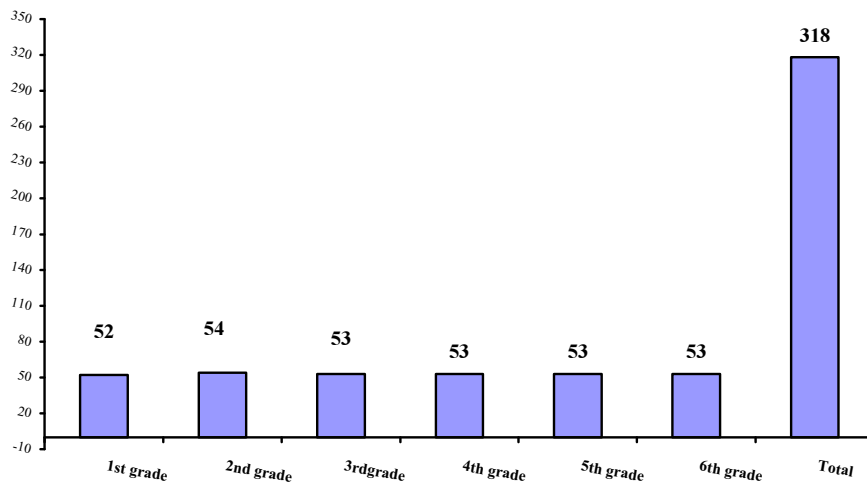


Fig. 4. Distribution of teachers in terms of the target grade

According to the data of the table 4 and figure 3, in the sample of the research, 54 respondents were the teachers of the 2nd grade and 52 respondents were the teachers of the 1st grade, thus the teachers of the 2nd grade form the largest group of the sample and the teachers of the 1st grade form the smallest group in terms of the target grade.

4.3. Inferential analysis of the data

4.3.1. Data distribution

Before dealing with the inferential analysis of the data we study the way of data distribution by Kolmogorov–Smirnov Test (tables 6-9).

Table 6. Data of Kolmogorov–Smirnov Test for the variable of affective problems

Affective problems		
N		318
Normal distribution parameters	Mean	51.19
	Std. deviation	9.02
Maximum differences	Confidence coefficient	0.078
	Positive	0.063
	Negative	-0.078
Test value		1.39
Significance level		0.061

Table 7. Data of Kolmogorov–Smirnov Test for the variable of social problems

Social problems		
N		318
Normal distribution parameters	Mean	23.13
	Std. deviation	4.49
Maximum differences	Confidence coefficient	0.088
	Positive	0.063
	Negative	-0.088
Test value		1.569
Significance level		0.065

Table 8. Data of Kolmogorov–Smirnov Test for the variable of individual problems

Individual problems		
N		318
Normal distribution parameters	Mean	34.6278
	Std. deviation	6.31807
Maximum differences	Confidence coefficient	0.086
	Positive	0.052
	Negative	-0.086
Test value		1.537
Significance level		0.078

Table 9. Data of Kolmogorov–Smirnov Test for the variable of educational problems

Educational problems		
N		318
Normal distribution parameters	Mean	64.42
	Std. deviation	10.76
Maximum differences	Confidence coefficient	0.050
	Positive	0.026
	Negative	-0.050
Test value		0.0897
Significance level		0.0397

Considering the data of tables 6-9, since the Kolmogorov–Smirnov Test for the four variables of the research (i.e. the affective problems, social problems, individual problems and educational problems) is not significant, thus we can infer that the data distribution is normal.

4.3.2. Analysis of the research questions

4.3.2.1. Analysis of the 1st question

To what extent the teachers believe that the presence of the consultant is necessary in the primary schools?

Table 10. Descriptive data of the 1st research question

Agreement level	Frequency	Percent	Frequency percent
Very low	11	3.5	3.5
Low	17	5.3	5.3
Average	51	16.0	16.0
High	106	33.3	33.3
Very high	133	41.8	41.8

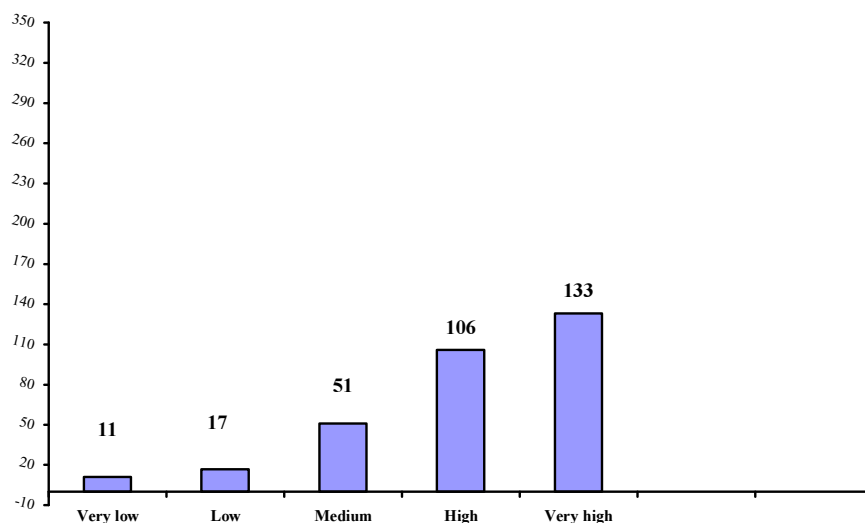


Fig. 5. Descriptive data of the 1st research question

Considering the data presented in the above table and figure, we can observe that more than 75% of the teachers believe that the presence of counseling in the primary schools is necessary.

4.3.2.2. Analysis of the 2nd question

What differences exist in the teachers’ attitude toward the consultation in the schools in terms of the teachers’ gender?

Since the difference of attitudes of the female and male teachers toward the dependent variable (i.e. the counseling in the primary schools) is affected by the two-value variable of the gender. Thus we used t-test for analyzing the independent groups whose output is shown in table 11.

Table 11. Descriptive data of the 2nd research question

Gender	N	Mean	Std. deviation	Std. deviation error
Counseling in schools	Female	174.12	30.804	2.211
	Male	172.048	27.253	2.457

Table 12. Analytical data of the 2nd question based on t-test

Variable	Groups	Absolute value of mean difference	Std. deviation	T-value	Degree of freedom	Sig.
Counseling in schools	Females and males	2.07	30.80	0.61	317	0.108

Considering the above-mentioned outputs, the t-test with the t-value of 0.61 and significance level of 317 is not significant at the lower level than 0.05. Considering the table of the descriptive data of this test, we can observe that the absolute value of the mean difference of the both groups is equal to 2.07. Thus, the mean differences are not high enough to show the significant difference between the females and males. Hence, we can conclude from the all sets of the data of the two tables that in the studied population, there is no significant difference between the attitudes of the females and males toward the application of counseling in the primary schools. Additionally, with regard to the findings of the first question we can conclude that the both groups have a relatively similar attitude and believe that the presence of counseling in the primary schools is necessary.

4.3.2.3. Analysis of the 3rd question

What differences exist in the teachers' attitude toward the consultation in the schools in terms of the teachers' personal characteristics (including the educational level, target grade, age and teaching experience)?

A) Differences based on the teachers' educational level

Since the difference of the dependent variable (counseling in schools) is studied under the effect of the independent variable (i.e. the educational level), so we used unilateral variance analysis whose output is shown in table 13.

Table 13. F-test for studying the differences based on the educational level

Differences	Sum of squares	Degree of freedom	Mean of squares	F-value	Sig.
Inter-group	10647.811	3	3549.27	4.217	0.006
Cross-group	263429.009	313	841.626		

Table 14. Output of the Tukey test for studying the differences in terms of the educational level

Education I	Education J	I-J mean difference	Std. error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
High school	College D.	1.7955	7.88451	.966	-18.5693	22.1603
	Bachelor D.	-8.5781	7.54885	.667	-28.0759	10.9197
	Master D.	-18.8155	6.62700	.208	-43.6809	6.0500
College Degree	College D.	-1.7955	7.88451	.996	-22.1603	18.5693
	Bachelor D.	-10.3736 *	3.73462	.029	-20.0197	-0.7275
	Master D.	-20.6109 *	7.04566	.019	-38.8091	-2.4128
Bachelor Degree	College D.	8.5781	7.54885	.667	-10.9197	28.0759
	Bachelor D.	10.3736 *	3.73462	.029	0.7275	20.0197
	Master D.	-10.2374	6.66790	.418	-27.4598	6.9851
Master Degree	College D.	18.8155	9.62700	.208	-6.0500	13.6809
	Bachelor D.	20.6109 *	7.04566	.019	2.4128	38.8091
	Master D.	10.2374	6.66790	.418	-6.9851	27.4598

With regard to the above outputs we can observe that the unilateral variance analysis test on the necessity of the counseling in the schools based on the educational level of the teachers is lower than the significance level of 0.01. Thus there is a significant difference in the attitudes of the teachers toward the necessity of the counseling in primary schools. The results of Tukey test showed that the teachers with higher educational degrees believe more in the necessity of counseling in schools than the teachers with lower educational degrees.

B) Differences based on the target grade of teaching

Since the difference of the dependent variable (counseling in schools) is studied under the effect of the independent variable (i.e. the target grade), so we used unilateral variance analysis test whose output is shown in table 15 (G1 implies grade 1 and G6 implies grade 6).

Table 15. F-test for studying the differences based on the target grade

Differences	Sum of squares	Degree of freedom	Mean of squares	F-value	Sig.
Inter-group	10849.408	5	21692.88	2.56	0.027
Cross-group	263227.412	318	846.390		

Table 16. Output of the Tukey test for studying the differences in terms of the target grade

Grade I	Grade J	I-J mean difference	Std. error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Grade 1	G2	11.6111	5.59891	.304	-4.4442	27.6664
	G3	16.9074	5.65249	.035	.6985	33.1164
	G4	7.0772	5.62526	.807	-9.5036	23.2081
	G5	13.0206	5.62526	.191	-3.1102	29.1515
	G6	2.9662	5.68065	.995	-13.3235	19.2559
Grade 2	G1	-11.6111	5.59891	.304	-27.6664	4.4442
	G3	5.2963	5.65249	.937	-10.9127	21.5052
	G4	-4.5339	5.62526	.966	-20.66648	11.5970
	G5	1.4095	5.62526	1.000	-14.7214	17.5404
Grade 3	G6	-8.6449	5.68095	.650	-24.9346	7.6448
	G1	-16.9074 *	5.65249	.035	-33.1167	-9.985
	G2	-5.2963	5.65249	.937	-21.5052	10.9127
	G4	-9.8302	5.67859	.415	-26.1140	6.4536
	G5	-3.8868	5.67859	.984	-20.1706	12.3970

Grade 4	G6	-13.9412	5.73347	.149	30.3823	2.5000
	G1	-7.0772	5.62526	.807	-23.2081	9.0536
	G2	4.5339	5.62526	.966	-11.5970	20.6648
	G3	9.8302	5.67859	.512	-6.4536	26.1140
	G5	5.9434	5.65148	.900	-10.2627	22.1695
	G6	-4.1110	5.70662	.979	-20.4752	12.2532
Grade 5	G1	-13.0206	5.62526	.191	-29.1515	3.1102
	G2	-1.4095	5.62526	.1000	-17.5404	14.7214
	G3	3.8868	5.67859	.984	-12.3970	20.1706
	G4	-5.9434	5.65148	.900	-22.1495	10.2627
	G6	-10.0544	5.70662	.492	-26.4186	6.3098
Grade 6	G1	-2.9662	5.68065	.995	-19.2559	13.3235
	G2	8.6449	5.68065	.650	-7.6448	24.9346
	G3	13.9412	5.73347	.149	-2.5000	30.3823
	G4	4.1110	5.70662	.979	-12.2532	20.4752
	G5	10.0544	5.70662	.492	-6.3098	26.4186

With regard to the above outputs we can observe that the unilateral variance analysis test on the necessity of the counseling in the schools based on the target grade of teaching is lower than the significance level of 0.05. Thus, there is no significant difference in the attitudes of the teachers toward the necessity of the counseling in primary schools except in the attitudes of the teachers of grades 1 and 3. The results of Tukey test showed that the teachers of grades 1 and 4 believe more in the necessity of counseling in schools than the teachers of grade 3. The other grades have no different in this regard.

C) Differences based on the age of the teachers

Since the difference of the dependent variable (counseling in schools) is studied under the effect of the independent variable (i.e. age), so we used unilateral variance analysis test whose output is shown in table 17.

Table 17. F-test for studying the differences based on the age

Differences	Sum of squares	Degree of freedom	Mean of squares	F-value	Sig.
Inter-group	12203.194	5	4067.731	4.862	0.003
Cross-group	261873.626	313	836.657		

Table 18. Output of the Tukey test for studying the differences in terms of the age

Age I	Age J	I-J mean difference	Std. error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
20 – 30 years old	31 – 40	-17.7952	7.08107	.060	-36.0848	.4944
	41 – 50	-23.9227 *	7.02835	0.004	-42.0762	-5.7693
	+50	-37.5368	14.53843	.050	-75.0879	.0143
31 – 40 years old	20 – 30	17.7952	7.08107	.060	-4944	36.0848
	41 – 50	-6.1275	3.38976	.271	-14.8751	2.6201
	+50	-19.7416	13.16960	.439	-53.7572	14.2740
41 – 50 years old	20 – 30	23.9227 *	7.02835	.004	5.7693	42.0762
	31 – 40	6.1275	3.38676	.271	-2.6201	14.8751
	+50	-13.6141	13.14133	.728	-47.5567	20.3274
Higher than 50	20 – 30	37.5368	14.53843	.050	-0143	75.0879
	31 – 40	19.7416	13.16960	.439	-14.2740	53.7572
	41 – 50	13.6141	13.14166	.728	-20.3284	47.5567

With regard to the above outputs we can observe that the unilateral variance analysis test on the necessity of the counseling in the schools based on the age of the teachers is not significant at the level under 0.05. Moreover, among the two mentioned groups, the mean of the age group of “41-50” is higher.

D) Differences based on the teaching experience

Since the difference of the dependent variable (counseling in schools) is studied under the effect of the independent variable (i.e. teaching experience), so we used unilateral variance analysis test whose output is shown in table 17.

Table 19. F-test for studying the differences based on the teaching experience

Differences	Sum of squares	Degree of freedom	Mean of squares	F-value	Sig.
Inter-group	13514.393	5	2702.879	3.226	0.07
Cross-group	260562.427	311	837.821		

Considering the above outputs, we can observe that the results of the unilateral variance analysis test on the necessity of the counseling in schools based on the teaching experience of the teachers is not significant at the 0.05 level, thus there is no significant difference in the attitudes of the primary school

teachers on the necessity of counseling in schools.

4.3.3. Analysis of the research hypotheses

4.3.3.1. Analysis of the 1st hypothesis

The application of the counseling in the primary school is different from solving the affective problems of the students.

In order to study the difference between the “application of counseling” and “solving the affective problems” of students, we used chi-squared test with regard to the relative question. Data of this test is shown in table 20.

Table 20. Data of chi-squared test for studying the difference between the “Application of counseling” and “solving the affective problems”

Chi-squared data	Application of counseling	Affective problems
Test value	102.918	144.113
Degree of freedom	108	38
Significance level	.620	0.000

Considering the data of the above table we observe that the chi-squared test is significant at the level lower than 0.01. Thus we can claim with 99% confidence that the “application of counseling” and “solving the affective problems” of students are different.

4.3.3.2. Analysis of the 2nd hypothesis

The application of the counseling in the primary school is different from solving the social problems of the students.

In order to study the difference between the “application of counseling” and “solving the social problems” of students, we used chi-squared test with regard to the relative question. Data of this test is shown in table 21.

Table 21. Data of chi-squared test for studying the difference between the “application of counseling” and “solving the social problems”

Chi-squared data	Application of counseling	Social problems
Test value	103.527	161.379
Degree of freedom	108	21
Significance level	.604	0.000

Considering the data of the above table we observe that the chi-squared test is significant at the level lower than 0.01. Thus we can claim with 99% confidence that the “application of counseling” and “solving the social problems” of students are different.

4.3.3.3. Analysis of the 3rd hypothesis

The application of the counseling in the primary school is different from the individual characteristics.

In order to study the difference between the “application of counseling” and “individual characteristics”, we used chi-squared test with regard to the relative question. Data of this test is shown in table 22.

Table 22. Data of chi-squared test for comparing the “application of counseling” and “solving the individual characteristics”

Education level			
Chi-squared test data	Test value	Degree of freedom	Significance level
	103.932	114	.001
Target grade			
Chi-squared test data	Test value	Degree of freedom	Significance level
	144.881	114	.001
Age			
Chi-squared test data	Test value	Degree of freedom	Significance level
	103.527	114	.001
Teaching experience			
Chi-squared test data	Test value	Degree of freedom	Significance level
	203.614	114	.001

Considering the data of the above table we observe that the chi-squared test is significant at the level

lower than 0.01. Thus we can claim with 99% confidence that the “applications of counseling” and “solving the individual characteristics” are different categories except for the teaching experience.

4.3.3.4. Analysis of the 4th hypothesis

The application of the counseling in the primary school is different from the teachers’ educational process.

In order to study the difference between the “application of counseling” and “educational process” of teachers, we used chi-squared test with regard to the relative question. Data of this test is shown in table 23.

Table 23. Data of chi-squared test for studying the difference between the “application of counseling” and “educational problems”

Chi-squared data	Application of counseling	Educational problems
Test value	102.918	162.491
Degree of freedom	108	50
Significance level	.620	0.000

Considering the data of the above table we observe that the chi-squared test is significant at the level lower than 0.01. Thus we can claim with 99% confidence that the “application of counseling” and “solving the educational problems” of students are different.

5. CONCLUSION AND DISCUSSION

Apart from the mentioned research questions, we investigated 4 research hypotheses relating to the teachers’ attitude toward the function of the consultants in helping the students for identifying their affective problems, social problems, individual talents and facilitation of their educational process. The results of these investigations are as follow:

- a) The teachers believe that the role of the consultants in identifying the affective problems of the students is considerable; thus, the hypothesis implying that the consultants are effective in identifying and solving the affective problems of the students in primary schools is confirmed. This result is consistent with the results of the studied theoretical foundations and other national and international researches.
- b) The teachers believe that the role of the consultants in identifying the social problems of the students is considerable; thus, the hypothesis implying that the consultants are effective in identifying and solving the social problems of the students in primary schools is confirmed. This result is consistent with the results of the studied theoretical foundations and other national and international researches.
- c) The teachers believe that the role of the consultants in identifying the individual talents of the students is considerable; thus the hypothesis implying that the consultants are effective in identifying the individual talents of the students in primary schools confirmed. This result is consistent with the results of the studied theoretical foundations and other national and international researches.
- d) The teachers believe that the role of the consultants in facilitating the educational process of the students is considerable; thus the hypothesis implying that the consultants are effective in identifying the educational process of the students in primary schools is confirmed. This result is consistent with the results of the studied theoretical foundations and other national and international researches.

2. Suggestions

A) Practical suggestions for the planners and authorities

- 1. Based on the findings from first and second research questions about the necessity of counseling in primary school, it is to suggest to the Iranian authorities of the Ministry of Education that a full-time position has to be defined in the organizational structure for the consultant.
- 2. Based on the findings from the second research question, it is to suggest that the variables of age and educational level have to be considered as the basic criteria for defining the counseling position.
- 3. Considering the confirmation of the first, second and third hypotheses of the research, it is to suggest the managers, teachers and parents to have continuous contact with the consultants for solving the affective and social problems of the students and identifying their individual talents.
- 4. Since the fourth hypothesis of the research was confirmed, it is to suggest that the teachers of the primary schools have a closer contact with the consultants in order to facilitate the educational process of the students.

B) Suggestions for further researches

In this research we focused on the necessity of counseling in the primary school from the teachers' points of view. The confirmed hypotheses of the research showed that the presence of the consultant in primary school is necessary for solving the pedagogical problems of the students. Thus for supplementing this research we suggest to other researches focus on the attitudes of other parties, i.e. the managers of the schools, the administrative staff, and the families of the students.

3. Limitations of the research

It seems that the application of questionnaire alone is not sufficient for collecting the data for such a research, and it would be useful to use other data collecting methods such as the interview and observation. Moreover, it seems quiet useful to study the variables qualitatively. The lack of time and indeed the poor cooperation from the side of educational authorities was one of the most important limitations of this research.

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