

Identifying indicators, components and dimensions of academic guidance for first year high school students

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Abstract

Introduction: One of the existing gaps is the lack of examination of a model about academic guidance and its indicators, components and dimensions from the point of view of academic guidance experts. Considering the importance of academic guidance in first year high school students, the current research was conducted with the aim of identifying indicators, components and dimensions of academic guidance of first year high school students.

Research method: This research was applied in terms of purpose and qualitative in terms of execution method. The research community was experts in the field of academic guidance in Tehran, and according to the principle of theoretical saturation, 21 of them were selected as a sample using the purposeful sampling method. The research tool was a semi-structured interview, whose validity was confirmed by the triangulation method and its reliability was obtained by the Cohen's kappa coefficient method of 0.71. Data were analyzed by open, axial and selective coding method in MAXQDA software.

Results: According to the findings, the academic guidance of first year high school students had 83 indicators, 18 components and 6 dimensions (each dimension includes 3 components); So that the dimensions include the student (with the components of the student's intelligence and talent, the student's motivation, interest, desire and spirit and the student's abilities and skills), the family (with the components of giving comprehensive information to the parents, the family economy and the cultural and social background of the parents), the teacher (with the components of the existence of expert teachers, the professional commitment of teachers in the correct guidance and continuous training of teachers), the consultant (with the components of optimal counseling and psychological services, the use of experts in the field of educational guidance planning and the improvement of the level of knowledge and expertise of academic guides), the school (with the components of Implementation of intelligence and talent tests, student's academic records and providing counseling and online tests) and society (with the components of attention to the needs of the country, guidance of the student without coercion and attention to the labor market). Finally, the model of academic guidance of first year high school students was drawn.

Conclusion: According to the indicators, components and dimensions of academic guidance, it is possible to provide the basis for improving the academic guidance of first year high school students.

Keywords: academic guidance, first year of high school, students

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Introduction:

One of the important goals of education is professional growth and career and academic guidance of students, for this purpose students should be able to know their interests, talents, abilities and personality traits and in general their strengths and weaknesses and consider the possibilities of the environment. Because the guidance of students is a very strategic and important issue as the foundation of the growth and development of any country (1). Education can be one of the most important events in the life of every person that provides the basis for his professional growth and development, and on this basis, the discussion of education has always been the focus and study of psychologists, counselors and education officials (2). Today, the role of education in promoting economic programs is obvious and clear, especially in the direction of providing capable human resources, and one of the goals of many countries is to reduce the gap between the two educational systems and the economic system (3). The transformation of the industrial and economic indicators of societies in the era of the global village has created major challenges for the transfer of students from school to the world of work, and thus the main core of economic growth and development of the country is in charge of education, but many students do not know what job they will have after finishing school. should be followed (4). The developments caused by the industrial revolution transformed the long-standing role of education and created fundamental changes in the programs, contents and methods of education, the most important of which were universal education, lengthening of education, creation of diverse fields of study and implementation of counseling and guidance programs in schools. Academic guidance or academic guidance can be defined as the process of helping students to choose the right field of study based on recognizing their talents, abilities, desires, possibilities and environmental conditions (5). Academic guidance is the process of helping students to choose and design an appropriate educational program, which includes making decisions about field selection, course selection and advanced education, learning skills, and adapting to school (6). The first step in choosing a job is choosing a training program; However, with global changes, the choice becomes a little more difficult. In modern and advanced societies, people are free to decide about their future and determine their career path (7).

One of the important goals and tasks of education is to create a basis for the all-round development of the individual and to educate a healthy, efficient and responsible human being to play a role in individual and social life. In this regard, various components and elements are effective and various planning and activities are also necessary. If the students are not guided to the fields of study in a correct and balanced way, there will be no result other than wandering, aimlessness, wasting time and wasting society's resources. Therefore, the goals of education will be achieved when the programs and contents of the lessons are prepared and compiled according to the knowledge of the abilities and desires of the people, the needs and facilities of

the society and the limitations of the students (8). A problem that is always observed in Iranian society, especially from families, is that students who excel in certain subjects such as math and science and get high grades are considered talented. The more serious problem is that only successful students are considered to be able to enter special educational centers such as model and gifted schools (9).

High school students express their biggest concern about adjusting their academic and career plans, and teachers and counselors can play the biggest role in reducing and solving this concern (A10). Choosing a job and profession depends on many factors, one of the most important of which is choosing a field of study. Because the choice of a person's future job depends on the choice of field (11). Job provides an opportunity for a person to express his image (12). Choosing a field of study is closer to reality when it is in accordance with the ability, talent, skill, merit, intelligence and competence of people (13). Guiding the students about which field of study to choose, what skills they should acquire, how much effort, effort and perseverance they should be and what jobs they should be looking for, the great, long-term and lasting impact on their academic progress and the evolution of the society in social fields. and economic (14).

Many teenagers face many challenges in choosing their life path, career path and education, and these people usually end up on multiple paths, which makes the importance of choosing a field of study more important and visible (15). One of the most important and vital choices in the life of every student is choosing a field of study and following it choosing a job and profession. The growth and development of science and industry, the complexities, changes and constant transformations of the world of jobs and the ever-increasing demands for choosing some jobs and professions have made entering some of them difficult and challenging (16). The educational systems of different countries are on the agenda to develop standards related to the academic-career preparation of students, and the purpose of this action is to challenge the existing learning in all academic courses and is trying to prepare school programs for students to enter the university. and lead a job (17). For many years, various organizations and institutions have sought to integrate guidance and academic counseling services, and since the mid-1990s, the American School Counselor Association, the Education and Research Coalition, the National College Counselors Association, and the National Association of Secondary School Principals have made efforts to clarify and clarify guidance services. and began the role of school counselors. In addition, the provision of guidance services in the school according to the comprehensive model aims to help students to know and coordinate their abilities, interests and values, and to coordinate these services for students towards choosing the right field and job, solving academic, social and psychological problems and It leads to general compatibility with academic and professional life (18). The practical experiences of implementing academic guidance programs for more than half a century have been reflected in research reports and from their study it can be seen that academic guidance programs in the country have been accompanied by many ups and downs and these programs have not been properly implemented and their main goals and objectives It has not been realized. Now, with the implementation of the 3-3-6 educational system structure, at the end of the first secondary school period (ninth year), students must choose a field and spend the tenth year in one of the

theoretical branches (literature and humanities, mathematics-physics, experimental sciences and sciences and Islamic studies), technical and professional or its associate. With the arrival of the first group of students of the new secondary system to the newly established 10th grade, for the first time the academic guidance of the students with a new form and conditions was keyed and the 10th grade entrants received a recommendation letter different from the similar types given to the students at the end of the middle school period. Entered the second period of high school. The new educational guidance plan, which was implemented with the aim of balancing high school graduates and homogenizing the needs of the society with university graduates and spending hours of expert and intellectual work by educational experts and consulting the Ministry of Education, faced many challenges. According to the new regulation of academic guidance, academic grades are no longer the main criteria for choosing students' majors, but aptitude, interest and opinion tests of madrasa counselors also play a significant role. The approval of this regulation caused protests from ninth grade students in the course selection process; So that some of these people with a GPA above 19 were not allowed to enter the mathematical or experimental field and had to continue their studies in humanities or technical and professional branches (8).

Researches have been conducted about academic guidance and its indicators, components and dimensions, and the results of the most important researches in this field are reported below.

Manbari, Pushneh and Khosravi Babadi (19) in a research titled identifying factors affecting the academic guidance system of students in order to provide a strategic model came to the conclusion that for the said model there are 9 organizing themes in 5 comprehensive themes including the educational dimension (with three themes of correct management in Selection of field, context and field of academic guidance and content of educational guidance planning books), socio-cultural dimension (with a theme of cultural and social harms), organizational dimension (with three themes of education and awareness of academic advisors, presentation of academic guidance plans and guidance system structure academic), individual characteristics (with a theme of students' academic evaluation) and the macro-environmental dimension (with a theme of pathology of the educational guidance system) were identified.

Tahmasabzadeh Sheikhlari, Jafari and Mir Arab Razi (20) in research titled quality evaluation of the components of the new academic guidance plan based on the Kano model, came to the conclusion that there are 36 sub-components in 6 main components including goals (with 5 sub-components), pillars and duties. with 7 sub-components), criteria and agents (with 8 sub-components), resources, facilities and equipment (with 6 sub-components), culture and information (with 6 sub-components) and executive calendar, evaluation and monitoring (with 4 sub-components) were identified.

Salari, Islampaneh, Lai and Mousavi (21) in a research titled modeling the factors affecting the academic guidance of students based on the fundamental transformation of education and upbringing document of the Islamic Republic of Iran concluded that the effective factors include 7 dimensions of providing experienced workforce, dynamic economy, stable family , higher efficiency and productivity, stable employment, providing employment and proper distribution of students.

Vojdani Hammet, Salimi Bejestani, Klantar Hormazi and Farah Bakhsh (22) in a research entitled developing a comprehensive model for students' academic guidance based on a developmental approach, concluded that this model has 21 core themes including the relationship between man and existence, human growth and excellence, and human identity. human capabilities and capacities, organizational needs, leadership requirements, academic competencies, job competencies, personal competencies, social competencies, family religious knowledge competencies, a holistic process, school counselors and agents, educational/career planning, facilitation, needs assessment, preparation for post-school, Integrated and growth-oriented assessment had individual and situational differences.

Sharifi, Niazazri and Jabari (23) in a research with the title of presenting a model for achieving efficient academic guidance of students in the Iranian educational system, concluded that in the mentioned model, there are 7 dimensions of human resource management (with the components of comparative studies, continuous training of human resources, sharing knowledge and capability of human resources), information and communication technology (with the components of a comprehensive database, facilitating access to information and online advice), structural and managerial factors (with the components of management stability and free public education), talent identification of students (with the components of learning style, identification of talents, promotion and facilitation of talent search, different dimensions of intelligence, students' abilities and students' interests), legal factors (with components of efficient laws, performance transparency, continuous review and modification and coordination with upstream documents), efficiency policies (with components of outsourcing, approach comprehensiveness, the expansion of study collaborations and looking at the global labor market) and family and social factors (with the components of parental responsibility, appropriate educational investment, reasonable expectations, constructive discourse, social status and personality characteristics) were identified.

Tejri and Javanshan (1) in a research titled identifying the components and indicators of the new academic guidance model: applied to the social well-being of the student and family, came to the conclusion that the said model includes 18 indicators in three social components (with 4 indicators of the prevailing attitude in the society, region, media and virtual space and future studies of the labor market), personality (with 7 indicators of interest, internal control of the student, attitudinal components, stable personality traits of the student, satisfaction, adaptability of the student and the value system of the student) and technical-skill (with 7 indicators of professional ability) The consultant was the professional ability of the teacher, the establishment of human relations, the power of scientific standard tests, the development of educational guidance infrastructure, the skill of parents and the ability of organizational factors such as the principal and school staff).

Rezai Madani et al. (8) in a research entitled "Reviewing the modern educational guidance process from the perspective of school counselors" came to the conclusion that there are 27 sub-categories in the 4 main categories including inadequacies in the educational guidance process (with 10 categories of the inappropriateness of the first secondary school for choosing a major, The heavy weight of academic performance, imposed guidance instead of academic

guidance, lack of land preparation, not having a clear framework, non-compliance with the selection criteria of majors, non-compliance of the process with the realities in schools, lack of feedback on the success of the process, lack of strong communication between staff officials and schools and non-compliance of staff officials with the instructions sent by themselves), test problems (with 6 categories: lack of access to the interpretation of the test, lack of sufficient time to prepare to participate in the test, lack of supervision of the test implementation, ambiguity in some test questions, phased tests and long questions exam), raising awareness (with 7 categories of the need for self-knowledge, ambiguity in changing majors, evaluation of awareness of how to choose, ambiguity of the counselor in his role, confusion of human factors involved in this process, the need to establish a database in the school or office and the need to include the required information in The student's personal page) and the necessity of facilities in optimal implementation (necessity of equipment in optimal implementation of the process, lack of proper implementation of the process, insufficiency of career awareness activities and lack of diversity in fields) were identified.

Many times, it is observed that students choose a field due to lack of knowledge about their abilities, interests and talents, the characteristics of the chosen field of study and career future, and only based on chance or imposition and pressure from family and school. Therefore, the academic guidance of students to fields that suit their interests and abilities and the needs of society and the market is a subject that needs to be investigated. Achieving the goals of the education system in the first year of high school, especially the academic guidance of students to fields of study that meet the needs of society, requires paying attention to the principles and criteria for field selection. Also, in many cases, students do not have accurate and appropriate information about their interest and ability on the other side of the society's labor market, and when choosing a field, they make decisions based only on limited information and the prevailing atmosphere in society. This defect is due to the weakness of families on the one hand, the lack of academic advisors in Madras, and on the other hand, the way parents, schools and advisors look at the category of academic guidance. In this inappropriate environment, it is clear that all the people and talents of the society are directed towards certain fields and fields are neglected, which makes the role and importance of academic guidance more prominent. The review of the research background showed that most of the models and models of academic guidance were based on upstream documents, metasynthesis of research conducted on academic guidance or interviews with counselors and teachers, and no research in this field was found based on interviews with academic guidance experts. Therefore, one of the existing gaps was not examining a model about academic guidance and its indicators, components and dimensions from the point of view of academic guidance experts. Considering the importance of academic guidance in first year high school students, the current research was conducted with the aim of identifying indicators, components and dimensions of academic guidance of first year high school students.

Research method:

This research was applied in terms of purpose and qualitative in terms of execution method. The research community was experts in the field of academic guidance in Tehran, and according to the principle of theoretical saturation, 21 of them were selected as a sample using

the purposeful sampling method. In the purposeful sampling method, the samples were selected according to the criteria that the selection criteria of these experts included having an educational background, being an expert in the field of academic guidance, having relevant scientific and research records, and willingness to participate in the research and accept its conditions, including recording interviews.

The tool of the current research was a semi-structured interview with 8 questions. Interview questions with academic guidance experts were designed based on theoretical principles and with the help of supervisors and advisors. The interview with each of the experts lasted about an hour, and during the interview, in addition to noting important and key content, the interviews were recorded so that information is not lost inadvertently. Due to the specific problems during the research, including the outbreak of Covid-19, the interviews were conducted over the phone and speaker mode was used during the interview, and the contents of all interviews were recorded as agreed with the experts. Interviews were conducted individually and the process of selecting samples and conducting interviews with them continued until the research reached theoretical saturation. It should be noted that the validity of the interviews was confirmed by the triangulation method and its reliability was obtained by the Cohen's kappa coefficient method of 0.71. Interview questions with academic guidance experts were presented in Table 1.

Table 1. Interview questions with academic guidance experts

Row	Question
1	As an expert in the field of academic guidance, what is your definition of academic guidance?
	Do you think the educational guidance plan in our country is successful or not? (Give a reason)
	In your opinion, what are the benefits of academic guidance for the educational system?
	In your opinion, as an expert, what are the shortcomings of academic guidance in the educational system?
	As an expert and expert in the field of academic guidance, what do you think are the indicators that we need to choose for the academic guidance of students?
	How familiar are school teachers with the academic guidance of students?
	As an expert and expert in the field of academic guidance, what do you think are the dimensions that we need to choose for students' academic guidance?
	As an expert and expert in the field of academic guidance, what components do you think we should pay attention to in the education system for the academic guidance of students?

The process of conducting the research was that first, the theoretical foundations of the study were studied and based on them, with the help of professors, questions were designed for interviewing experts. In the next step, the samples were identified and the conditions of the research, including the time of the interview and the recording of the interviews to re-examine the statement, and the researcher committed to comply with the ethical considerations. Interviews were conducted one-on-one at a pre-arranged time over the phone due to specific issues including the outbreak of Covid-19 and the interviews were also audio-recorded. The process of interviewing samples or academic guidance experts continued until the research reached theoretical saturation. Finally, the interviews were analyzed in terms of indicators, components, and dimensions, and the data obtained from the interviews were analyzed with the open, central, and selective coding method in MAXQDA software.

Results:

This research reached theoretical saturation after interviewing 21 academic guidance experts and the characteristics of the academic guidance experts participating in the present study are presented in Table 2.

Table 2. Characteristics of academic guidance experts participating in the present study

Row	Sex	Teaching experience	degree of education
1	Male	3 years	Master
2	Female	2 years	Master
3	Male	19 years	Masters
4	Female	16 years	Masters
5	Male	6 years	Masters
6	Female	4years	Masters
7	Female	3 years	Masters
8	Female	6 years	Masters
9	Female	5 years	Masters
10	Male	2 years	Master
11	Female	5 years	Masters
12	Male	3 years	Masters
13	Female	9 years	Masters
14	Male	10years	Masters
15	Male	8 years	Masters
16	female	12 years	Master
17	Female	7 years	Master
18	Male	8 years	Masters
19	Male	8years	Masters
20	Male	23years	Masters
21	Male	12years	Master

According to the results of Table 2, most of the academic guidance experts participating in the present study were male (11 people, equal to 52.38%) and had master's education (15 people, equal to 71.43%). The indicators, components and dimensions of the academic guidance of the first-year high school students were presented in Table 3.

Table 3. Indicators, components and dimensions of academic guidance of first year high school students obtained from interviews with academic guidance experts

Dimension	Component	Indicator
Student	Student's intelligence and talent	1. The flourishing of students' talents, 2. Paying attention to the different potentials and talents of students, 3. Prioritizing the student's intelligence and talent in choosing a field, 4. Paying attention to special academic talents.
	Student's motivation, interest, desire and spirit	5. Paying attention to students' motivations and desires, 6. Assigning tasks to students according to their moods, 7. Investigating students' compromise-behavioral problems, 8. Paying attention to students' attitudes and behaviors, 9. Paying attention to students' value system, 10. Paying attention to the mental dimension of students
	Student abilities and skills	11. Paying attention to students' abilities in different fields, 12. Emphasizing students' self-knowledge, 13. Paying attention to students' mental and physical abilities.
	Giving comprehensive information to parents	14. Informing students and families about academic guidance, 15. Improving the level of parents' media literacy, 16. Familiarizing parents with academic guidance, 17. Explaining parents about academic guidance from the seventh year, 18. Helping to reduce parents' worries about employment and continuation education
Family	family economy	19. Attention to the role of family economic well-being in academic guidance, 20. Attention to the economic dimension of the family in academic guidance, 21. Attention of parents about not choosing a field based on mental reservations and job income, 22. Fluctuation of students' academic interests.

Teacher	Cultural and social background of parents	23. Paying attention to the impact of specific fields, 24. The existence of the thought of freely and consciously choosing a field of study in the family, 25. Paying attention to the social and cultural dimensions of the family in academic guidance.
	The existence of expert teachers	26. Using expert teaching staff, 27. Paying attention to the professional ability of teachers in academic guidance, 28. Comprehensive and complete familiarization of teachers with the three-year process of academic guidance, 29. Using teachers with high education, 30. Helping teachers in determining talents and Interests, 31. The ability of teachers in assessing talent and academic guidance
	Professional commitment of teachers in correct guidance	32. Explanation of academic guidance for students by teachers, 33. Non-discrimination between students in academic guidance, 34. Facilitating the context and context of academic guidance
	Continuous training of teachers	35. Empowering school staff, 36. Holding a workshop to improve the level of information of colleagues about academic guidance, 37. Reducing the weakness of teachers in familiarizing themselves with academic guidance through training, 38. Providing information and in-service courses for teachers.
Consultant	Desirable counseling and psychological services	39. Making students aware of educational and career programs, 40. Directing students to the most suitable field of study, 41. Sufficient explanation to parents and students in case they do not have the conditions to enter the field, 42. Raising awareness about the lack of capacity in some fields, 43. Assessing talent. and the ability of students in different stages by the counselor
	Using an expert in the field of academic guidance planning	44. The counselor's skill in paying attention to emotional and psychological issues, 45. The counselor's ability to nurture students'

		mental and emotional development in accepting the choice of field, 46. Help from capable people in the field of identifying and guiding students' talents, 47. The counselor's attention to gender roles in the selection Field, 48. The consultant's ability to encourage students to learn practical and favorite skills
	Improving the level of knowledge and expertise of study guides	49. Changing the attitude of counselors and educational staff about academic guidance, 50. Increasing the ability of counselors to guide education, 51. Increasing the specialized knowledge and skills of counselors in exams.
School	Conducting intelligence and aptitude tests	52. Using practical tools and new methods to measure talent and desire, 53. Conducting academic-occupational values tests, 54. Repeating different tests of intellectual intelligence, social intelligence and talent identification, 55. Monthly and annual talent identification, 56. Conducting triple talent tests, desire and mental health, 57. practical tests to identify students' interests in different fields, 58. accurate measurement of students' personality traits
	Student's academic records	59. Not paying attention to the overall grade point average of the students, 60. Consciously choosing the field of study and the future career path through the academic competition, 61. Paying attention to the level of enthusiasm and academic desire of the students, 62. Paying attention to the academic performance and the relationship with personal and social adaptation, 63 Annual review of academic records for better academic guidance, 64. Academic guidance test score
	Providing advice and online tests	65. Upgrading consulting software and hardware facilities, 66. Launching online counseling software, 67. Conducting online aptitude and ability tests, 68. Considering free fees for online academic guidance consultations.

Society	Attention to the needs of the country	69. Guiding students to fields needed by the society, 70. Guiding students to fields related to the development policies of the country, 71. Flourishing the talents and interests of students based on the needs of the country, 72. Coordinating academic guidance with the needs and facilities of the country, 73. Guiding students to the best branch of study according to the needs and facilities of the country
	Student guidance without coercion	74. Removing labels in the field of choice, 75. Guiding students towards interest and ability, 76. Responding to coercion in guiding students' studies, 77. Giving students the freedom to choose a field based on their preference and available facilities, 78. Creating a clear framework educational
	Attention to the labor market	79. Establishing a balance between disciplines and jobs in the society, 80. Paying attention to the needs of employers and students' abilities, 81. Assessing the needs of the market, 82. Basic attention to the realities of the labor market, and 83. Guiding students according to the needs of the society and employment units.

According to the results of Table 3, the academic guidance of first year high school students had 83 indicators, 18 components and 6 dimensions (each dimension includes 3 components); So that the dimensions include the student (with the components of the student's intelligence and talent, the student's motivation, interest, desire and spirit and the student's abilities and skills), the family (with the components of giving comprehensive information to the parents, the family economy and the cultural and social background of the parents), the teacher (with the components of the existence of expert teachers, the professional commitment of teachers in the correct guidance and continuous training of teachers), the consultant (with the components of optimal counseling and psychological services, the use of experts in the field of educational guidance planning and the improvement of the level of knowledge and expertise of academic guides), the school (with the components of Implementation of intelligence and talent tests, student's academic records and providing counseling and online tests) and society (with the components of attention to the needs of the country, guidance of the student without coercion and attention to the labor market). According to the dimensions and components identified for academic guidance, the model of academic guidance of first year high school students was drawn in Figure 1.

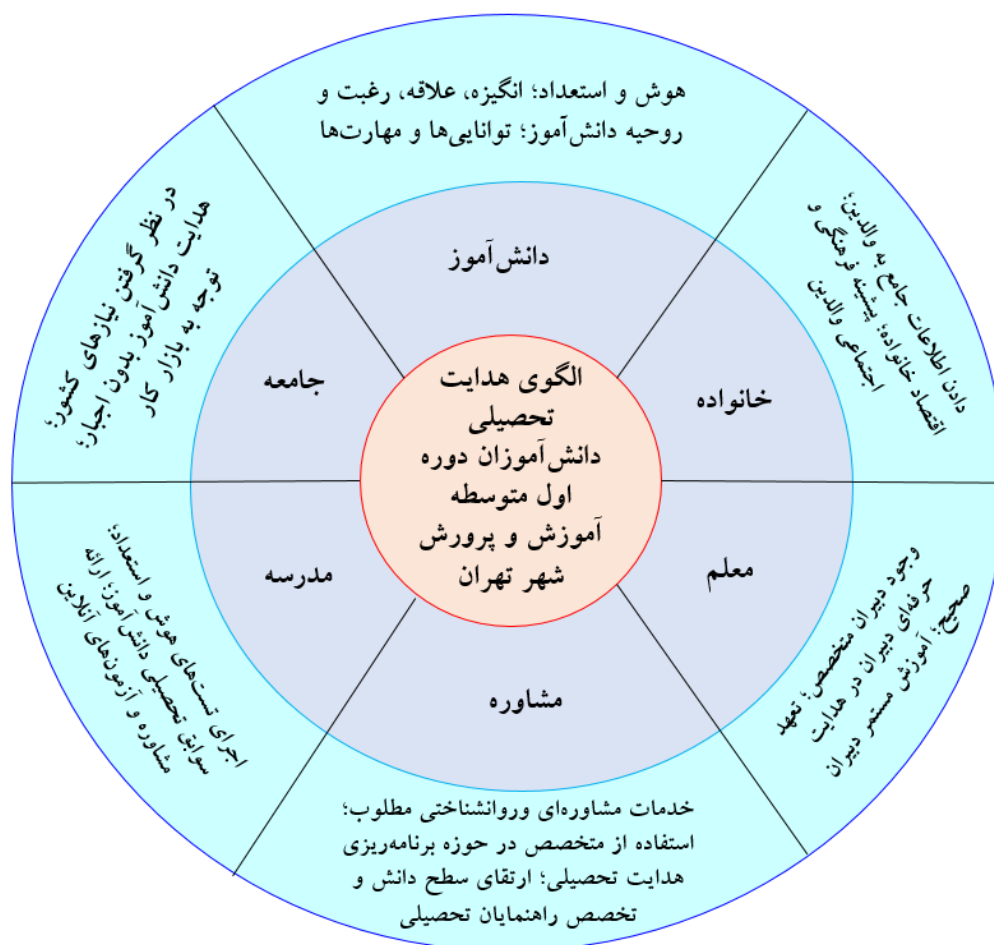


Figure 1. The model of academic guidance of first year high school students obtained from interviews with academic guidance experts

Discussion and conclusion:

Examining academic guidance and its indicators, components and dimensions from the point of view of academic guidance experts can help specialists and planners of the educational system to improve the academic guidance of first year high school students. As a result, the current research was carried out with the aim of identifying the indicators, components and dimensions of academic guidance of first year high school students.

The findings of the present research showed that the academic guidance of first year high school students had 83 indicators, 18 components and 6 dimensions (each dimension includes 3 components); So that the dimensions include the student (with the components of the student's intelligence and talent, the student's motivation, interest, desire and spirit and the student's abilities and skills), the family (with the components of giving comprehensive information to the parents, the family economy and the cultural and social background of the parents), the teacher (with the components of the existence of expert teachers, the professional commitment of teachers in the correct guidance and continuous training of teachers), the consultant (with the components of optimal counseling and psychological services, the use of experts in the field of educational guidance planning and the improvement of the level of

knowledge and expertise of academic guides), the school (with the components of Implementation of intelligence and talent tests, student's academic records and providing counseling and online tests) and society (with the components of attention to the needs of the country, guidance of the student without coercion and attention to the labor market). In some ways, these findings are similar to the findings of Manbari et al. (19), Tahmasabzadeh Sheikhlari et al. (20), Salari et al. (21), Vojdani Hemet et al. (22), Sharifi et al. and Rezaei Madani et al. (8) were in agreement.

In the explanation of these findings, it can be concluded that the first dimension of the student included three components of the student's intelligence and talent, student's motivation, interest, desire and spirit, and student's abilities and skills. Each student as a customer has his own special characteristics, abilities and talents, and 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 students in the center of attention and guide the students based on their intelligence, talent, motivation, interest, desire, spirit, abilities and skills so that they can choose and follow their educational and career paths correctly. The second dimension of the family consisted of three components: providing comprehensive information to the parents, the family economy, and the cultural and social background of the parents. Academic guidance with the opinion of the family prevents the incorrect choice of the field of study and its consequences such as academic failure and the lack of flourishing of students' talents, and by increasing the awareness of students and families about fields and jobs, it makes their attitude and expectations from the educational goal more logical and reasonable. It provides satisfaction from the future job and advancing the needs of the society. In this dimension, 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 educational guidance and 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. . The third teacher dimension included the three components of the existence of expert teachers, professional commitment of teachers in correct guidance and continuous training of teachers. The teacher must cooperate with the counselor and the school principal in achieving the goals of the educational guidance and guidance program, provide maximum use of the facilities for the students, provide accurate and understandable academic and career information to the students, about the abilities and desires and behavior and The students' goals are to get a wide range of information and help the counselor in solving problems. Also, they should refer students who have behavioral problems to the school counselor and encourage students to use guidance and counseling services, especially academic ones. Based on this, the direction of the expert and committed teachers in the matter of educational guidance, their continuous training should be considered by the educational system. The fourth dimension of the counselor included three components of desirable counseling and psychological services, the use of experts in the field of educational guidance planning, and improving the level of knowledge and expertise of academic counselors. Counseling consists of all ethical activities in which a committed counselor tries to help clients to engage in those behaviors that can lead

to solving problems and issues. In fact, counseling implies a professional relationship between a trained counselor and clients, although sometimes counseling takes place with more than two people. This relationship is held to help the clients to understand and clarify their opinions about their living environment and to teach them the way to reach their chosen individual goals by choosing measured ways with individual meaning and solving emotional and interpersonal problems. Usually, counseling and guidance specialists are familiar with most of the educational guidance, but other teachers are relatively less and maybe not at all. Therefore, the use of expert advisors for the mental and psychological development of students in accepting the choice of the field of study should be considered. The fifth dimension of the school included the three components of intelligence and aptitude tests, student's academic records, and providing counseling and online tests. A school is an educational institution that, in order to achieve its educational goals, is required to prepare and provide trained and specialized teachers and executive staff, suitable educational facilities and 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 availability of online counseling and tests for the school, especially in the current period when everyone expects to get advice and guidance from experts without time and place limitations, is also a need that should be taken into consideration for the correct and principled implementation of the educational guidance plan in schools. The sixth dimension of the society with three components was attention to the needs of the country, guidance of students without coercion and attention to the labor market. One of the duties of the society and the educational system towards the education, growth and development of the young generation is to meet the needs of the country for growth and development and to pay attention to the labor market and employers. Nourishing human resources in the labor market with the correct selection and needs assessment of specialized labor increases productivity and efficiency and increases employee satisfaction at work. The lack of balance in the training of human resources and the education system with the labor market is one of the reasons for the ineffectiveness of the management system in the country. The existence of a large number of unemployed graduates is another sign of this inefficiency. Considering that every student has a special potential and has unique skills and abilities that he can use in his career field, these things should be taken into consideration in the academic guidance of students.

Research limitations:

The current research is only qualitative research and has all the limitations of this type of research. Another limitation was the limitation of the research community to academic guidance experts in Tehran, which researchers chose this community to conduct the research due to time management and cost savings. Another limitation was the conservatism of some academic guidance experts, which the researcher tried to reduce the obligation to comply with ethical points. As the last limitation, we can mention the spread of covid-19 and conducting interviews by phone.

Recommendations:

It is suggested that in the future researches, quantitative researches should be used and questionnaires should be made for academic guidance, and the degree of realization of dimensions and components of academic guidance in different societies should be investigated. Another research suggestion is to measure the indicators, components and dimensions of academic guidance from the students' point of view. The findings of this study can have many practical implications for education specialists and planners, and they can provide the basis for improving the academic guidance of first year high school students according to the indicators, components and dimensions identified for academic guidance. Also, in the aspect of the student, it is suggested that the educational system should put the student in the center of attention and guide them based on their intelligence, talent, motivation, interest, desire, spirit, abilities and skills in order to guide them in their educational and career paths. Choose correctly and go through. In the family dimension, it is suggested that comprehensive and sufficient information be given to parents so that they can guide their children in the right direction based on their economic, cultural and social background. In the teacher aspect, it is suggested that expert and committed teachers of academic guidance should be used and they should continuously receive training related to academic guidance to pass on to the students. In the counseling aspect, it is suggested to use expert counselors for the spiritual development of the students in accepting the choice of the future field. On the other hand, it is suggested that in order to achieve the educational goals, they are required to provide teachers and executive staff trained and specialized according to the facilities and suitable educational space. In addition, the preparation and implementation of intelligence and talent tests in different periods of time is necessary for the academic guidance of students, which must be provided in the school. In the community dimension, it is suggested that every student has a special potential and has unique skills and abilities that he can use in the career field, therefore, guiding students towards choosing a field and career should be done without coercion and based on interest. National policies should be carried out.

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