Effective Counseling in Dormitories in Districts 5 and 12 of Islamic Azad University

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ABSTRACT

Background and purpose: Youth and in particular university years is one of the most sensitive periods of life. The inexperience of the younger generation in these contexts and their immature and unreflective decisions can endanger their future and by various risks and hardships. Negative effects of problems arising for students in this period and their lack of success is not limited to the younger generation but can impact families and society as a whole. Therefore, the necessity of counseling centers in university campus is obvious. Shafabadi and Nasser (1998) stressed that providing counseling services in university centers is a highly specialized task and must be carried out by expert advisors familiar with the types of issues and choices facing young people as well as with academic issues. The diversity of students in terms of age, sex, socioeconomic status and intelligence, requires high expertise for counselors at university and dormitory counseling centers. In this regard, it is even necessary to pay due attention to student counseling in planning for counseling academic majors and specialties at the national level. Most students, whose long time aspiration had been to enter university, after stepping into the unfamiliar environment of dormitories find out that it is far from the image they, had in their mind. They enter dorms with no knowledge of the environment and this brings many problems for them. Dormitory life, due to features such as its short time, small environment, high population cultural and language diversity and etc., does not provide the inhabitants with ample opportunity to recognize all of its facets. Students have little chance during the four- or five-year period to experience all dormitory life issues and use the knowledge and experience to remove obstacles and solve problems. The main purpose of this paper is to investigate the effects of counseling centers in the dormitories of districts 5 and 12 of Islamic Azad University, their success rate and possible problems and the strategies to increase their effectiveness. Methods: The research method used is documentary and survey. A sample size of 480 individuals was determined using Cochran formula and were selected through cluster sampling method. Results: Descriptive results of the study show that 83.1% of the respondents were male and 14.8 percent were female. The highest percentage of respondents (58.3%) were between the age range of 20-25 years and a minimum of 3.3 percent are above 30. The highest frequency of respondents (94.8%) were undergraduate students and 5.2% were graduate students. Conclusion: The results of this study showed a significant relationship between student counseling services in dorms with academic improvement of students, university development, and a reduction in damages and deviations in the dorms.

INTRODUCTION

Humans are social creatures and their life is never far from stress. Problems form part of the realities of social life. Even the most stable individuals are not completely immune to life crises. Emphasis on independence and self-reliance is one of the major subjects in psychology. In addition, there is a simple truth today that in order to have a complete life, individuals need healthy relationships. They need to create a balance between intimacy and autonomy and seek help from others without having a sense of despair. They have to be connected with others without losing self-confidence. Creating healthy dependence is related to how we think about ourselves and others. Complexities of life lead to involvement of individuals with individual and social factors. Sometimes, this leads to a series of concerns. Thus, an individual is exposed to pressures. Most of this
pressure in normal life can be ignored or dealt with easily, but there are difficulties that can deeply affect the individual. At this time, the person needs the assistance of counselors. University dormitories which are the place of living for professionals and elites in any country, the presence of a professional team capable of solving internal conflicts, emotional problems, mental confusion, and academic disorders is necessary. Therefore, the counseling centers providing professional psychological and counseling services at university help enhance students’ psychological health. That is because, it is believed that students’ mental health, while has a direct effect on the development and prosperity of human capitals, provides a favorable context for teaching and doing research. Obviously, the individual psychological damages and harmful public spaces lead to ineffectiveness of investments and different strategies in academic areas. Therefore, it can be claimed that providing a healthy psychological environment and improving human elements of the environment is one of the primary goals that can help the realization of other goals and policies. Youth and university years form one of the most critical periods of life, when the future path is chosen and important and critical life decisions such as job selection and mate choice are formed. The inexperience of the younger generation in these contexts and their immature and unreflective decisions can endanger their future and by various risks and hardships. Negative effects of problems arising for students in this period and their lack of success is not limited to the younger generation but can impact families and society as a whole. Therefore, the necessity of counseling centers in university campus is obvious [13].

Providing consulting services in university centers is a highly specialized task and must be carried out by expert advisors familiar with the types of issues and choices facing young people as well as with academic issues. The diversity of students in terms of age, sex, socio-economic status and intelligence, requires high expertise for counselors at university and dormitory counseling centers. In this regard, it is even necessary to pay due attention to student counselling in planning for counselling academic majors and specialties at the national level.

The statement of the problem:

Transition from high school to college and entering the dorms is stressful for many students. Changes in the structure of students’ relationships with parents and families, living far away from family, forming new relationships, learning new study habits proportionate to their new level and accepting and practicing independence as an adult are among stressful factors that affect students’ behaviors and lives. Educational, psychological, relational, social and familial problems are considered consequences of these factors. Aside from these situational variables, withstanding pressures related to future, including competition for success at higher education levels, career concerns and obstacles to marriage are other inevitable problems facing students. The importance of solving the problems related to the student community and ensuring the mental health of these irreplaceable capitals of the global society is obvious even without considering scientific findings in this regard. Statistics of students referring to counseling centers with the purpose of seeking scientific psychological assistance to solve the above problems is an objective fact and ongoing process showing the need for student counseling centers. The prevention of social and psychological harms and promotion of mental health are two main missions of the counseling centers and require actions and interventions which, if not based on sound research findings, will not be effective and can have adverse effect.

Dormitory students are often close together in terms of thoughts and age. People living in these environments are usually similar in terms of insight and vision. They are often idealistic people, because the wonderful world of science and books opens a window to a world beyond the real world before them. In fact, they are those elementary students, who, after much debate in their composition lessons with other students over the priority of knowledge or wealth, finally chose knowledge and after passing the obstacle of University Entrance Examination found the opportunity to achieve it. Their success is the result of perseverance and years of study.

But most students, whose long time aspiration had been to enter university, after stepping into the unfamiliar environment of dormitories find out that it is far from the image they had in their mind. They enter dorms with no knowledge of the environment and this brings many problems for them. Dormitory life, due to features such as its short time, small environment, high population cultural and language diversity and etc., does not provide the inhabitants with ample opportunity to recognize all of its facets. Students have little chance during the four- or five-year period to experience all dormitory life issues and use the knowledge and experience to remove obstacles and solve problems.

The main purpose of this paper is to investigate the effects of counseling centers in the dormitories of districts 5 and 12 of Islamic Azad University, their success rate and possible problems and the strategies to increase their effectiveness.

The importance and necessity of the study:

Student population usually includes the main thinkers of the society who are expected to be active and creative and help the survival of the society. However, the age range of students requires some psychological
traits. In this period, they face specific concerns. Usually the first academic year at university is a transition stage in life. In other words, in this age, people are transferred from adolescence to early adulthood [6].

Although, in this period of life, students are at the peak of their physical abilities, psychologically, they have a tendency for independence from parents and establishment of a fixed structure for their future life [31]. However, Burke [6] believes that entering the university faces the individual with a new life style and various career choices which cause identity crisis and increase the person's concern and search over such issues.

Some campuses lack educational and welfare facilities, which students have to face in the first academic year. This weakens their tolerance against mental pressures of being placed in a new environment.

It seems that, due to cultural conditions prevailing in our society, girls have poorer adaptive abilities when entering university. They are less independent and more dependent on family environment. This sometimes leads to hasty decisions remedy this gap via starting a relationship with the opposite sex. The damages of such relationships are higher for girls due to their emotional characteristics.

Research in the field of mental disorders has shown that women are more vulnerable than men to mental illness including mood disorders and anxiety [27].

Today, most universities have counseling centers; however, these centers are often not welcomed by students. The activities of these centers are not successful, while increasing number of students and their strong tendency to migrate from small towns to larger or remote cities have increased the need for consulting services [22].

It seems that despite the presence of mental health service providers in the university systems, and the operating costs for such centers, these centers have not had high efficiency in their respective fields and are faced with serious problems. There has not been an evaluative study for investigating the effectiveness of such centers since the establishment of these centers. Conducting such a study can identify shortages and offer constructive suggestions to improve psychological health status of the educated, yet socially vulnerable class. Correct counseling and creating a background in the dormitory students' minds can vaccinate them against harmful factors. Students get familiar with problems and can show logical reactions in the face of these factors.

Dormitory authorities should identify harmful factors and take a preventative approach to save students against destructive phenomena. To this end, students need to get counseling services and the educational counselors should teach correct strategies to students in the dorms. After the consultation, they should monitor the students' lives and serve proper advice in situations where problems arise.

Research objectives:
Main objective:
- Investigating the effectiveness of student counseling centers in dormitories for boys and girls in districts 5 and 12 of Islamic Azad University

Secondary objectives:
- Investigating and understanding advisory services in student dormitories
- Investigating and understanding current approved budgets and approaches for development of consulting services in student dormitories.
- Investigating problems in the field of counseling issues in dormitories in collaboration with relevant agencies and providing necessary solutions.
- Planning, coordinating and collaborating with national organizations and institutions in order to find better solutions for counseling centers in dormitories.
- Investigating the laws, regulations, recommendations and advisory protocols for student counseling services via collaboration with relevant agencies

Targets for implementation of the results:
- Working with relevant agencies to establish more effective counseling centers in dormitories
- Monitoring the performance of consulting centers dormitories
- Visiting counseling centers in dormitories to monitor their activities.
- Providing effective solutions and recommendations in relation to this issue

Review of Literature:
Since each study should take into account previous research findings and complement the findings of other researchers and scholars, to review studies on effectiveness of the counseling centers in the girls' dormitory, the researchers went to related research institutes, libraries and research journals. No study on the issue was found, but to honor the efforts of previous researchers, a number of studies related to counseling are reviewed below. A short summary of each study to the extent related to this study is presented below.
- Dadkhah, B. Mohammadi, M. A. and Mozaffari, N. Mental Health Status of the Students in Ardabil University of Medical Sciences.
In this descriptive and analytical study, 426 students, selected nonrandomly were requested to fill out General Health Questionnaire (GHQ) with 28 questions as well as personal information questionnaire. The data were analyzed using descriptive statistics and Chi-square.

Conclusion: This study suggests further psychological evaluation and adequate counseling service to promote students' mental health.

- Zare N, Daneshpajooh F, Amini M, Razeghi M, Fallahzadeh M. The Relationship between Self-esteem, General Health and Academic Achievement in Students of Shiraz University of Medical Sciences.

In a cross-sectional study, a sample of 512 students (168 male and 344 female) from 8 schools were randomly selected through multistage random sampling during autumn 2005. Data was gathered by demographic and achievement questionnaire, Copper-Smith inventory (for assessing self-esteem) and Goldberg Health Questionnaire (to assess general health). The results were analyzed by SPSS-13 using descriptive statistics, Pearson correlation, t-test, ANOVA and multiple regressions. Conclusion: There was not a strong correlation between students’ academic achievement and their general health and self-esteem, but, self-esteem and general health were correlated. It seems that students’ academic achievement is influenced by other factors.


This study aimed to compare group therapy based on choice theory and systematic motivational therapy in order to increase marital satisfaction. In this study, 30 married women with marital satisfaction problems referring to clinics in Mashhad were selected using available sampling method and randomly assigned to treatment, systematic motivational therapy, choice theory and control groups. Marital satisfaction questionnaire was administered in pre-test and post-test. Interventional procedures were carried out in 8 two-hour sessions once a week. One-way analysis of variance was used to analyze the data. The findings showed that both methods have similar effect in terms of increasing marital satisfaction. In conclusion, the findings show that both systematic motivational therapy and choice theory improve marital satisfaction.

Frank Parsons presented vocational guidance via a scientific method for the first time in America. He founded Boston's Vocational Bureau and is rightly called the "father of guidance." The movement spread rapidly in the years after the First World War. Between the late 1920s and 1930s it faced a stagnation but rapidly in the years after the First World War. Between the late 1920s and 1930s it faced a stagnation but flourished again in the next decade and after World War II experienced a revivification. The history of vocational guidance in the years prior to World War was presented by Brewer. Rapid expansion of vocational guidance in the United States have been due to several factors such as social conditions, application of new psychology with a stress on self-knowledge and the importance of individual differences in application of new research techniques and attention to school as a social institution. There were factors that had made millions of young people astray, increased youth crime, etc. leading to high concerns. Guidance identifies critical conditions and helps develop a list of assistance by social institutions, particularly universities, to deal with these issues.

**Theoretical Foundations:**

**Theory of Behavioral Therapy:**

Behavioral Therapy is one of counseling theories that uses results of objective and practical studies about behavior to suggest appropriate ways to solve psychological problems. In this theory, the clear and visible behaviors of individuals are studied. Watson stated for the first time that in psychological research, the same principles and methodology commonly used in material science should be used. He believed that objective observation of organism should be the only successful method in the psychological research. According to Watson, all human behaviors can be explained by conditioning and every stimulus is associated with a response.

The scientific study of conditioning which is the basis of behavioral therapy, started with works of Sechenov, the Father of Russian physiology, in 1863. He explained the entire behavior of the human as being a complicated reflex act or reflex arc. It includes sensory neuron (input) and a motor neuron (output). According to Sechenov, behavior is the response to stimuli as a complex interplay of neural excitation and inhibition of the central part. Pavlov started experiments with dogs in this regard and tested their salivary responses to various stimuli through classical conditioning. In Pavlov's experiments, first the conditioned stimulus that does not create a response is presented to the organism. Then after a few seconds, the unconditional stimulus that creates specific response is presented to the organism the result of which is an unconditional response. With repeated conditional and non-conditional stimuli, soon, the conditioned stimulus alone can create the same unconditional response in the organism.

Skinner presented new principles of behavior therapy based on Operant conditioning. Operant. To Skinner, human motivation is obtained via training and is not substantive. Skinner's principles were presented based on the earlier Thorndike's law of effect. The law of effect basically states that behavior is formed with rewards and punishments. Responses that produce a satisfying effect in a particular situation become more likely to occur again in that situation, and responses that produce a discomfiting effect become less likely to occur again in that situation. In other words, behavior is controlled by its outcomes. Reinforcements include consequences that reinforce a behavior and are divided into two types: primary and secondary reinforcements. Primary
reinforcements satisfy basic needs like food and strength the behavior without being accompanied by another reinforcer. Secondary reinforcements such as verbal complements are learned gradually through association with primary reinforcements. For behavior change, after a desired response is provided, it is immediately reinforced by positive reinforcement. It is to be noted that in classical conditioning, emotional learning is emphasized, and its application in counseling is behavior therapy. While, in operant conditioning, observable behavior is stressed, and its use in treatment is the so-called behavior modification.

**Rational emotive behavior therapy (REBT):**

This theory was created and developed by Albert Ellis. According to this theory:

1. Biologically, humans have a strong tendency for reasonable and unreasonable thinking.
2. Cultural factors in general and family values and teachings in particular exacerbate irrational thoughts and make the person anxious.
3. Stress and anxiety are formed via a combination of thoughts and irrational belief in self.
4. Knowledge of the various past factors affective in creation of stress and anxiety will not produce the desired changes in behavior alone.

Based on REBT, clients should learn to: 1) minimize their unreasonable demands and expectations; 2) avoid dogmatic judgments about things; 3) increase the ability to resist failures and 4) relying on reason, continue living. The purpose of REBT counseling is that irrational thoughts and beliefs of clients are reduced to a minimum or eliminated.

**REBT therapy methods:**

1. Emotional therapy: Establishing relationships with clients should be combined with a sense of security and confidence to be able to change irrational thoughts and belief system.
2. Cognitive therapy: via this therapy, the clients gets aware of their unreasonable demands and expectations and realize that to get rid of stress and anxiety, it is necessary to free themselves of irrational musts and must nots.
3. Behavioral therapy: including role modeling of humor and wit and systematic desensitization.

REBT was founded in the latter half of the twentieth century by Albert Ellis. He was first a psychoanalyst, but during the years 1950 - 1960 AD started a search for a method capable of solving psychological problems faster and eventually founded the REBT.

REBT was rooted in thoughts of philosophers such as Zeno, Epictetus and Cicero. According to Epictetus, the event itself does not create stress and anxiety, but the root of stress and anxiety is in the minds of human beings and their irrational belief system. Social nature of human being, the effect of human belief and thought on his behaviors, and human control over his fate proposed in the individual psychology theory of Adler, also affected the Rational Emotive Behavior Therapy. Dealing with stimuli, human responds based upon his interpretations. Therefore, his thoughts and belief systems affect the quality of his response to stimuli. Therefore, REBT has commonalities with individual psychology and behavior therapy.

**Client centered theory:**

Client centered theory was developed by humanist psychologist Carl Rogers (1902 – 1986).

Client centered counseling, which focuses on the here and now makes the client aware of his feelings and behavior at present and helps him take measures for modifying his feelings and behavior in the desired and acceptable direction. According to Rogers, human is a social creature in the progress towards targeted and reliable development. In good conditions, they can flourish. Humans need attention and esteem and if these needs are met they are satisfied. Man is free, yet responsible because freedom without responsibility leads to chaos [21].

Conditions necessary for client centered counseling:

1. Empathic understanding: The counselor should perceive the clients’ expressions and feelings as they are.
2. Unconditional Positive Regard (UPR): the counselor’s unconditional respect for the client and attention to his thoughts and feelings.
3. Congruence: the therapist is congruent or integrated in the relationship. With the client.

Client-Centered Theory has a positive attitude towards humans and thus has a significant impact on the success of school counselors. Carl Rogers (1986-1902) is the founder of the theory.

Some of Rogers’ ideas were rooted in ancient thoughts and thinkers of the East, including the Tao. According to Tao, direct intervention in the routine life and thoughts of a person prevents him from logical decision making. Zen also emphasized that human beings find answers within their selves. Such ideas have had an undeniable impact on development of Client-Centered Theory. Rogers used the ideas of Dewey as well. According to Dewey, human can build his future by recognizing his self. Also, during a period of working in Rochester, Rogers was influenced by thoughts and opinions of Otto Rank regarding self- leadership abilities of humans. Rank believed that humans have a special ability to guide their actions and activities and if a counselor
creates a welcoming and safe environment for clients, such ability will flourish. In the same line, Rogers believes that humans have a natural inclination and strong incentive to develop and grow all of his abilities. If appropriate and desired conditions are provided for, this ability will flourish.

Research Hypotheses:
1 - It seems that there is a relationship between providing counseling services for students at dormitory counseling centers and the students’ academic progress.
2 - It seems that there is an inverse relationship between providing counseling services for students at dormitory counseling centers and the students' cultural and social damages.
3 - It seems that there is a relationship between providing counseling services for students at dormitory counseling centers and the development of universities.

MATERIALS AND METHODS

Understanding social phenomena requires adoption of appropriate research method, so that a set of systematic rules and procedures are used to obtain scientific results.

Given the descriptive nature of this study, its large population and the need to generalize findings, survey method was used. Survey method provides a description of the attitude and behavior of the population based on those of a random sample representative of the population and their responses to a series of questions.

Based on different definitions of the survey method, it has two main components: first, a standard instrument for data collection which is mainly a questionnaire. Second, inference based on a sample so that the results can be generalized to the population.

The present study is a causal correlation at two descriptive and analytical levels. First, a description of respondents' views about each of the questionnaire was presented. In conducting this study, two methods of documentary and field research were used. In the documentary method, to develop a theoretical framework for the research, the studies and theories regarding the issue was reviewed. In this respect, for conducting exploratory study and obtaining the research parameters, experts on the subject were interviewed. Based on the theoretical foundations and the results of the interviews, the variables and the instrument were designed.

Population:
A population includes a set of objects, numbers or things with at least a common feature.

The population of the present study included all male and female students of districts 5 and 12 of Islamic Azad University in 2011. According to the general director of student services of Islamic Azad University, the total student population was 261,194 of which 15,167 lived at dormitories.

Sampling:
The main objective of sampling is to make inferences about the population or at least test a belief about that population based on the evidence. Thus, the sample should be selected in such a way to give a correct picture of the population and is representative of its basic features. Studying the sample should be more cost effective.

In this study, the sample size was determined based on Cochrane's formula which is as follows:

\[
n = \frac{(Nt^2 \times pq)}{(Nd^2 + t^2pq)}
\]

\[
n = \frac{(15167(1.96)^2 \times 0.5 \times 0.5)}{(15167(0.0025)^2 + (1.96)^2 \times 0.25)} = 478
\]

Where, the highest variance of 0.25 was considered for population. The minimum level of statistical confidence was considered as 0.95. Thus, the \( Z_{\alpha/2} \) in the formula equals 1.96. The maximum sampling error of 0.05 percent was considered. Given that the total population is 15,167 people, the only unknown in the above equation is \( n \). Thus, the sample size of 480 people was achieved.

To reach the main sample, proportional random sampling is used. We obtained the lists of male and female students living in dorms from the center and the sample was selected via simple random sampling.

RESULTS AND DISCUSSION

Descriptive results:

<table>
<thead>
<tr>
<th>Description</th>
<th>Absolute Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>399</td>
<td>83.1</td>
</tr>
<tr>
<td>Female</td>
<td>71</td>
<td>14.8</td>
</tr>
<tr>
<td>Sum</td>
<td>470</td>
<td>97.9</td>
</tr>
<tr>
<td>No answer</td>
<td>10</td>
<td>2.1</td>
</tr>
<tr>
<td>Total</td>
<td>480</td>
<td>100</td>
</tr>
</tbody>
</table>
As seen in the table above more than half (83.1 percent) of students are male and the rest of the students (14.8) are female. Thus, the number of male students in the dorms was significantly higher than that of females. In other words, the majority of students in the dorms were male.

Table 2: Frequency of students by age.

<table>
<thead>
<tr>
<th>Age group</th>
<th>Absolute Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 years</td>
<td>116</td>
<td>24.2</td>
</tr>
<tr>
<td>20-25 years</td>
<td>280</td>
<td>58.3</td>
</tr>
<tr>
<td>25-30 years</td>
<td>68</td>
<td>14.2</td>
</tr>
<tr>
<td>Older than 30 years</td>
<td>16</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>480</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 2, 58.3 percent of students are between the 20-25 years. In addition, 24.2 percent are 20 years old. 14.2 percent are over the age of 30 years. Thus, a high percentage of the students in the dorms were between 20-25 years old, which is justifiable given they are students.

Table 3: Frequency of clients by degree.

<table>
<thead>
<tr>
<th>Description</th>
<th>Absolute Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>455</td>
<td>94.8</td>
</tr>
<tr>
<td>Master</td>
<td>25</td>
<td>5.2</td>
</tr>
<tr>
<td>Total</td>
<td>480</td>
<td>100</td>
</tr>
</tbody>
</table>

As can be seen from Table 3 regarding students' academic achievement, most of them are undergraduate students (94.8%) and 5.2% are graduate student.

**Hypothesis testing and data analysis:**

**Hypothesis 1:**

It seems that there is a relationship between providing counseling services for students at dormitory counseling centers and the students' academic progress.

Table 1: Frequency of providing counseling services in dormitory counseling centers and academic progress.

<table>
<thead>
<tr>
<th>Counseling service in counseling centers</th>
<th>Students' academic progress</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>counseling service in counseling centers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>79</td>
<td>62</td>
</tr>
<tr>
<td>Medium</td>
<td>36</td>
<td>156</td>
</tr>
<tr>
<td>Low</td>
<td>5</td>
<td>99</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>317</td>
</tr>
</tbody>
</table>

Kendall's tau-b=0.452    sig= 0.00         df= 4       x2= 140.99

According to the above results and the value of x2= 140.99, there is a significant relationship between providing student counseling services in dorms and academic progress with a probability of 0.99 and error level of less than 000/0. The Kendall tau-b rank correlation coefficient (0.452) also showed good simultaneous correlation between two variables of providing student counseling services in dorms and academic progress. This means that the higher the counseling services provided in counselling centers at dormitories, the higher their academic progress and the lower their academic problems. These services help them solve many problems in this area. The results in the table also indicates the same thing.

Table 2: Correlation of providing counseling services in dormitory counseling centers and academic progress.

<table>
<thead>
<tr>
<th>Cultural and social damages</th>
<th>Pearson correlation</th>
<th>Significance level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing counseling services in dormitory counseling centers</td>
<td>0.482</td>
<td>0.000</td>
<td>480</td>
</tr>
</tbody>
</table>

**Hypothesis 2:**

It seems that there is an inverse relationship between providing counseling services for students at dormitory counseling centers and the students' cultural and social damages.
Table 3: Frequency of providing counseling services in dormitory counseling centers and cultural and social damages.

<table>
<thead>
<tr>
<th>counseling service in counseling centers</th>
<th>Students' cultural and social damages</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>High</td>
<td>130</td>
<td>16</td>
</tr>
<tr>
<td>Medium</td>
<td>60</td>
<td>123</td>
</tr>
<tr>
<td>Low</td>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
<td>200</td>
</tr>
</tbody>
</table>

Kendall's tau-b=0.724   sig= 0.00   df= 4   x2= 313.27

According to the above results and the value of x2= 140.99, there is a significant relationship between providing student counseling services in dorms and cultural and social damages with a probability of 0.99 and error level of less than 000/0. The Kendall tau-b rank correlation coefficient (0.742) also showed good non-simultaneous correlation between two variables of providing student counseling services in dorms and cultural and social damages. This means that the higher the counseling services provided in counselling centers at dormitories, the lower their cultural and social damages and related problems. These services help them solve many problems in this area. The results in the table also indicate the same thing.

Table 4: Correlation of providing counseling services in dormitory counseling centers and cultural and social damages.

<table>
<thead>
<tr>
<th>providing counseling services in dormitory counseling centers</th>
<th>cultural and social damages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson correlation</td>
<td>0.719</td>
</tr>
<tr>
<td>Significance level</td>
<td>0.000</td>
</tr>
<tr>
<td>Number</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td>480</td>
</tr>
</tbody>
</table>

Hypothesis 3:

It seems that there is a relationship between providing counseling services for students at dormitory counseling centers and the development of universities.

Table 5: Frequency of providing counseling services in dormitory counseling centers and development of universities.

<table>
<thead>
<tr>
<th>counseling service in counseling centers</th>
<th>Development of universities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>High</td>
<td>79</td>
<td>61</td>
</tr>
<tr>
<td>Medium</td>
<td>41</td>
<td>151</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>262</td>
</tr>
</tbody>
</table>

Kendall's tau-b=0.638   sig= 0.00   df= 4   x2= 284.75

According to the above results and the value of x2= 140.99, there is a significant relationship between providing student counseling services in dorms and development of universities with a probability of 0.99 and error level of less than 000/0. The Kendall tau-b rank correlation coefficient (0.638) also showed good simultaneous correlation between two variables of providing student counseling services in dorms and development of universities. This means that the higher the counseling services provided in counselling centers at dormitories, the higher the development of universities and the more successful the students. These services help them solve many problems in this area. The results in the table also indicate the same thing.

Table 6: Correlation of providing counseling services in dormitory counseling centers and cultural and social damages.

<table>
<thead>
<tr>
<th>providing counseling services in dormitory counseling centers</th>
<th>development of universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson correlation</td>
<td>0.641</td>
</tr>
<tr>
<td>Significance level</td>
<td>0.000</td>
</tr>
<tr>
<td>Number</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td>480</td>
</tr>
</tbody>
</table>

Conclusions:

In dormitories, students face a new world. Students in the dorms are all from remote cities and towns because based on regulations of the Department of Science, domestic students cannot live in dormitories. Students coming from the small community of family environment into the dormitory world full of diversity,
have no background in their mind of the environment. In this place, they face people from different cultures and different environments that is challenging for them. Sometimes these internal challenges cause dichotomy and a lot of other problems. Students in such situations should soon get accustomed to the environment and deal with it.

Presenting the spiral of silence as a political science and mass communication theory, the political scientist Elisabeth Noelle-Neumann states that individuals in this group who are the minority are forced to remain silent rather than explain their positions. The more they remain silent, the more they believe they are in the minority. The pressures imposed on them by norms of the majority force them to remain silent and, over time, they come to the belief that they have no choice but to accept the norms of the majority.

In such circumstances, the new students cannot be expected to resist against these norms. They are more reversible and passive rather than active. This passivity makes them vulnerable in the face of psychological and social damages including smoking, addiction, depression and etc. These threaten the mental health of dormitory students. There are a number of factors that exacerbate this vulnerability including employment concerns and social problems that lead students towards damages [27].

Today, most universities have counseling centers; however, these centers are often not welcomed by students. The activities of these centers are not successful, while increasing number of students and their strong tendency to migrate from small towns to larger or remote cities have increased the need for consulting services [22].

It seems that despite the presence of mental health service providers in the university systems, and the operating costs for such centers, these centers have not had high efficiency in their respective fields and are faced with serious problems. There has not been an evaluative study for investigating the effectiveness of such centers since the establishment of these centers. Conducting such a study can identify shortages and offer constructive suggestions to improve psychological health status of the educated, yet socially vulnerable class. Correct counseling and creating a background in the dormitory students' minds can vaccinate them against harmful factors. Students get familiar with problems and can show logical reactions in the face of these factors.

Dormitory authorities should identify harmful factors and take a preventative approach to save students against destructive phenomena. To this end, students need to get counseling services and the educational counselors should teach correct strategies to students in the dorms. After the consultation, they should monitor the students' lives and serve proper advice in situations where problems arise.

The results of this study showed a significant relationship between student counseling services in dorms with academic improvement of students, university development, and a reduction in damages and deviations in the dorms. In other words, if activities of counselors increase in such centers and try to increase cooperation with students, the students will be more successful in their academic and personal life.

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