

Principles & Aims of Guidance in Education

Dr. Chandan Saharan*

Head of the Department, Department of Education, Maharishi Arvind University, Jaipur (Rajasthan)-302041

Abstract – Guidance in simple terms means to direct or provide assistance to someone who needs help. In the broader perspective, guidance is provided at all levels to human beings by one person or the other. For instance, in a family, the head of the family may guide other family members to act in a certain manner. In other words, guidance can help a person solve a personal, vocational, educational or any other problem for which he is unable find a solution on his own. Thus, guidance has emerged as both a process and a concept. Guidance is, therefore, interpreted in different ways, especially, when it comes to education. As a concept, guidance deals with maximum development of an individual to ensure that the individual can take his own decisions. As a process, guidance involves making an individual aware of his capabilities and skills. Guidance as a process helps an individual to make the right decisions in various aspects of life so that a balanced development of the individual can be facilitated.

Key Words – Principles of Guidance, Balanced Development, Vocational Guidance, Education Process

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INTRODUCTION

“You just have to have the guidance to lead you in the direction until you can do it yourself”

- Tina Yothers

Guidance is considered an integral part of education. Guidance helps to achieve the goals of education which include enabling a person to realize his inner potential. The main objective of education is the overall development of an individual and guidance helps to realize this objective. According to the Education Commission (1964–66), ‘Guidance should be regarded as an integral part of education and not as a special, psychological or social service which is peripheral to educational purposes. It is meant for all students not just for those who deviate from the norm in one direction or the other.’

According to author of **Principles of Guidance**, **Arthur J. Jones**, ‘All guidance is education but some aspects of education are not guidance. Their objectives are the same the development of the individual but methods used in education are by no means the same as those used in guidance.’

National Vocational Guidance Association of United States of America (USA) defines guidance as, ‘Guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to himself and benefit to the society. ‘Moser and Moser’s define guidance as a term with many meanings. It is a point of view on a group of

services, a field of study which we should be required to choose as one of the emphasized service would pre- dominate’.

According to author of *Guidance Methods for Teachers*, Clarence Clifford Duns moor and Leonard M. Miller, ‘Guidance is a means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and in life. ‘Guidance can, therefore, be considered as a helping service. Guidance encompasses problem-solving and understanding one’s abilities and environment so that his development can take place in tandem with the environment. Guidance involves undertaking multifaceted activities to ensure that the developmental goal is achieved.

NATURE OF GUIDANCE

The nature of guidance has been defined by Mohein as, ‘Guidance seeks to create within the child the need and power to explore and understand himself in order to prepare a balance sheet of his assets and liabilities so that he is able to plan out his future growth and activities in a manner that offers maximum likelihood of success and satisfaction.’ Guidance is based on certain basic principles which are described as follows:

- **Guidance aims at the holistic development of an individual:** Guidance aims at the development of a person as a whole. The aim of guidance is not just

achieving academic excellence for an individual. It focuses on the physical and social aspects of development of individuals as well.

- **Guidance recognizes the individuality of every person:** Guidance is based on the principle that every individual is different from the other and that every person is unique. Guidance emphasizes the fact that every person needs to be shown respect as the dignity of an individual is supreme. In other words, the dignity and respect for a person should not be affected by factors like age, gender and appearance.
- **Guidance man oeuvres individual behavioural processes:** Guidance affects the behaviour of an individual and enables a person to gain better control over his behaviour in terms of likes, dislikes, weaknesses and so on.
- **Guidance is based on cooperation:** As a helping service, guidance is based on cooperation in the sense that the person seeking help must be ready to cooperate with the one providing help for the best results. Guidance cannot be forced upon an individual. In addition, if guidance is forced upon someone, the person may not cooperate and may even become stubborn.
- **Guidance is a continuous and sequential process:** Guidance is a continuous and sequential process aimed at achieving a single goal that is, overall development of a person. As a lifelong and continuous process, guidance begins at home and then is available at school and also in the community.

In other words, there are several people who guide an individual into imbibing the right values and attitude to develop as an individual. The authors of '*An Introduction to Guidance*', Lester. D. Crow and Alice Crow have laid down the following principles of guidance which are accepted, especially, when it comes to education.

- **Principle of all-round development:** According to this principle, guidance must take into consideration the overall development of an individual, when it aims to bring about developmental adjustment in the individual.
- **Principle of human uniqueness:** According to this principle, guidance takes into consideration the fact that every individual is unique and his distinct characteristics facilitate his development. Guidance, therefore, meets the developmental and help needs of each individual in a different manner.
- **Principle of holistic development:** Guidance must focus on the total development of the

personality of an individual. Guidance must take into consideration every aspect of the personality of an individual that affect his development.

- **Principle of cooperation:** According to this principle, no individual can be forced into guidance. To be guided, the consent and cooperation of the person seeking guidance is must.
- **Principle of continuity:** According to this principle, guidance must be provided to an individual needing help in all stages of life and, therefore, is a continuous process.
- **Principle of extension:** According to this principle, guidance is not limited to only children who are studying in schools. In fact, guidance must be provided to people of all ages especially those who need it. The principle of extension says that guidance must be provided to all people who can benefit from it directly or indirectly.
- **Principle of elaboration:** This principle states that when guidance is provided as an integral part of education, the curriculum and teaching techniques must be elaborated in such a manner that guidance can turn out to be an effective process.
- **Principle of adjustment:** This principle states that guidance must aim at helping an individual adjust to his physical, mental and social needs and environment.
- **Principle of individual needs:** According to this principle, the needs of every individual are different and so guidance must be provided in accordance with these needs and demands. Guidance must enable an individual to take decisions that meet his needs.
- **Principle of expert opinion:** According to this principle, serious problems related to guidance must be directed at people who are experts and can help an individual with their opinion.
- **Principle of evaluation:** This principle states that guidance programmes must be evaluated for their effectiveness. If a guidance programme is not effective, improvements must be brought about to make it effective and efficient.
- **Principle of responsibility:** According to this principle, guidance is the responsibility of qualified professionals who offer their services to help others.

- **Principle of periodic appraisal:** According to this principle, guidance programme must be appraised at periodic intervals so that these can be improved for them to be effective and work in a proper manner.

Guidance is considered important for the following reasons:

- It promotes self-understanding and self-direction.
- It promotes optimal development of an individual.
- It helps an individual solve different problems.
- It helps in academic growth and development.
- It helps in making vocational choices.
- It promotes social as well as personal adjustment of an individual.
- It promotes better family life.
- It promotes optimal use of resources.
- It promotes national development.

Guidance is, therefore, considered important not only for students, but also for parents, teachers, administrators and community members. When it comes to education, guidance covers the whole spectrum of the educational world. Guidance includes all types of education— formal, informal, vocational and special. With relation to education, guidance can, thus, be viewed as follows:

- A specialized service which helps an individual solves his problems by opting for the right solution to his problem among the various options available.
- A general service which is similar to education and the various educational processes.
- A sub-process of education which focuses on developmental needs of the learners.

According to **Secondary Education Committee (1952–53)**, 'Guidance involves the difficult art of helping boys and girls to plan their future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work.'

Guidance, as stated, has always been an integral part of education. However, over the last few years, the need for guidance has increased because of advancement in technology, social change,

globalization, need for outstanding leadership, and changes in morality and integrity, lofty aspirations and so on. Guidance, therefore, needs to be made available at the very basic and ground level in educational institutions so that an individual can adjust to his environment socially, physical, mentally and emotionally. Considering the fact that guidance is needed by every individual, it has a very wide scope and covers all aspects of an individual.

TYPES AND AREAS OF GUIDANCE

The following are the types of guidance and the areas where guidance is needed the most:

- **Personal:** Personal guidance helps in the emotional, physical, spiritual, social and mental development of an individual. Personal guidance maybe needed by students who face personal problems. These problems can be related to family, friends, parents, teachers and so on. If personal guidance is not provided to the students at the right time, they may develop low self-esteem which will eventually make them feel insecure in whatever they do. Thus, personal guidance helps an individual to understand himself and deal with personal problems in a mature manner. It enables an individual to take the necessary decisions based on right judgment. Personal guidance also helps an individual to view the social world in the right perspective and make the necessary social and personal adjustments to lead a happier life. Personal guidance is required in all stages of life and must be furthered by educational institutions as a mandatory part of education. At the elementary school stage, personal guidance helps the individual to deal with insecurity, social acceptance and discipline and enables an individual to be expressive enough to deal with personal problems.

At the secondary stage, personal guidance plays an important role in the lives of adolescents who undergo social, physical and attitudinal changes. Personal guidance at this stage helps the individuals to adjust personally as well as socially. At the tertiary stage, personal guidance enables an individual to address personal problems in the context of family. It enables an individual to adjust mentally, physically and emotionally with various people who form a part of the family and this in turn helps the individual to adjust with the kinds of people existing in the society. Thus, the scope of guidance at this stage is the widest. Personal guidance in essence helps an individual to address the various problems that are confronted in life at the various stages. It enables an individual to emerge as a stronger person both physically and mentally.

- **Educational:** Educational guidance addresses the several educational problems that the students face during the

years when they receive education in educational institutions. Educational guidance is associated with every aspect of education. It covers curriculum, the methods of instruction, extra-curricular activities, disciplines, problems with teachers and so forth. Educational guidance is provided to students so that they can understand their potential with respect to the various fields of education. Educational guidance also helps the students to know about the various educational opportunities available to them and enables them to make the right choices amongst these opportunities. Educational guidance also plays an important role in helping students make the right choices when it comes to schools, colleges, courses and the co-curricular activities.

The main aim of educational guidance is to enable students to make an educational plan based on their abilities, goals and interests. Educational guidance also helps students develop good study habits and to adjust to the school or college environment. This type of guidance also helps the students to take part in the various educational activities and develop social and leadership qualities. Educational guidance also helps the students to keep track of their progress. At the elementary level, educational guidance enables students to make a good beginning in the educational field. At this stage, educational guidance helps to prepare students for secondary education in schools and helps to identify special needs of the students and also the difficulties they face. At the secondary stage of education, educational guidance helps the students to understand the different aspects of the school, the different courses offered and their implications and also the vocational implications of the various subjects taught in the school. At the tertiary level, educational guidance must help students know about the higher study options available and the scope of these studies. It is, therefore, essential for each college or university to have a special guidance unit.

- **Vocational:** Technological development has opened the avenues for several occupations and specialized jobs. This leads to an increased need for vocational guidance. Vocational guidance deals with assisting an individual opt for the right occupation or job. Vocational guidance helps an individual choose the right occupation and then also prepare for it and track his progress accordingly. The main aim of vocational guidance is to help individuals build a better future and choose the right career. Vocational guidance helps an individual to realize his potential and skills and then on this basis decide the right career. It also helps an individual to develop the right attitude towards work.

Vocational education helps an individual to evaluate every job and career option available critically and then choose the right one. At the elementary stage, no

formal vocational guidance may be required but training can be provided to develop skill that are of vocation significance like cooperation, use of hands, respect for manual work, development of interpersonal relationships and so on. At the secondary stage, vocational guidance can be provided to help students identify their areas of vocational interest and to develop employment readiness. At this stage, vocational guidance can help the students to take the right decisions related to their career. At the tertiary stage, vocational guidance must be provided in a more formal manner. At this stage, guidance must be provided to students to inform them about the various career options available, the career options that match their skills, the training facilities available in relation to the various career options and also the various apprenticeship programmes available. Vocational training must enable the students choose the right career option and develop the essential skills that would prepare them to enter the career field opted by them.

AIMS OF GUIDANCE: KOTHARI COMMISSION

Thus, on the basis of the need of guidance at various stages of life and education, the Kothari Education Commission has specified the following aims of guidance at the secondary school level:

- It helps the adolescents to know about their skills and abilities and also develop the same in an effective manner.
- It enables the students to understand their strengths and weaknesses. It also helps the students to do scholastic work as per their abilities and skills.
- It helps students in making educational and vocational choices which are realistic in nature.
- It aims at helping students in acquiring information about various educational opportunities.
- To help the students to adjust to their personal as well as social space and environment.
- To help the school authorities to understand students so that the educational programmes can be designed and delivered in an effective manner.

At the Higher education stage, **Crow and Crow** have listed the following aims of guidance:

- Guidance aims to help the students to choose the curriculum according to their abilities, interests and future needs.

- It enables students to develop work and study habits which guide them towards success.
- It encourages students to understand the purpose and the function of the school in fulfilling their needs.
- Guidance aims to help students in finding out what the school has to offer in terms of study plans.
- It facilitates the students to identify the schools that they may want to attend to acquire higher education.
- It aims to help the students to select and try out the various courses that they may be interested in.
- It aims to help the students in developing leadership qualities by allowing them to participate in various school activities.
- It aims to help the students to develop and maintain fitness levels that can help them to continue their studies.
- Guidance enables students to develop an attitude to continue their studies in the chosen educational institution.

The aims of guidance can, thus, be summarized as follows:

- Guidance aims to help the individual in realizing his potentialities and to make maximum contribution towards the society.
- It aims to help the individual to solve his problems and make proper choice and adjustment.
- It provides help to the individual to lay a permanent foundation for sound and mature adjustment.
- To help the individual to live a well-balanced life in all aspects— physical, mental, emotional and social.

It has already been said that guidance is integral to education and is needed at all levels of education. The objectives of guidance, thus, keep changing with each level of education. At the primary level of education not much formal guidance is needed by the students. At the secondary and the higher stage, however, students need formal guidance from peers, teachers and trainers and also professional counselors.

AIMS OF VOCATIONAL GUIDANCE

Jones summarizes the aims of vocational guidance as follows:

- It aims at assisting the student to acquire knowledge of the characteristics and functions, the duties and rewards of the occupation of his choice.
- Vocational guidance enables students to find out about the general and specific abilities and skills required for a job or a vocation and also acquire information about the qualifications, age and preparation and other factors required for the specific job.
- To enable students to experience work conditions in and out of school so that they get practical knowledge about the work environment. This enables the individual to develop the essential skills and abilities for the job as well.
- It aims to help the individual realize the importance of hard work.
- It enables an individual to gather vocational information and to analyze the information in a critical manner so that a final decision about a vocation can be taken.
- It enables the student to identify his skills and abilities related to a specific vocation or occupation.
- It helps the handicapped as well as the economically weak individuals to develop skills to find a job and make the right vocational choices.
- It helps the students in finding out information about vocational training offered in schools and colleges and also information related to how to enter these training institutions and what are the outcomes of the same.
- It encourages an individual to adjust in his work environment and enables the individual to understand the relation of workers with the society with regards to the vocation of his choice and also that of other vocations.
- To help the students to be aware of the consequences of making the wrong vocational choices and choosing the wrong training courses.

- **Avocational:** The time a student spends at home or in other activities other than the time spent in school needs to be managed in an effective manner so that it can contribute to the optimal development of the student. This is where Avocational guidance plays an important role. Avocational guidance helps an individual to manage and use his leisure time in effective manner. Avocational guidance is essential as co-curricular activities play an important role in the development of the student. It helps the students choose the right activities in which their energies can be properly channelized. This type of guidance enables the individual to participate effectively in co-curricular activities and, thus, helps them to develop interpersonal skills and also widen their outlook.
- **Social:** Most students face a lot of problems when it comes to social relationships. Students develop their social interactions and social relationships in schools where they meet others from different backgrounds, different economic and social status and, therefore, some students may face problems adjusting to the environment. Social guidance plays an important role here as it helps the individuals to develop feelings of social acceptance and social adjustment. Social guidance teaches individuals to be tolerant towards others and helps them to develop a feeling of social security. Social guidance can be provided formally in educational institutions whereas informal social guidance can be provided by the family, media and so on. Social guidance must be provided at the very basic level in the family so that individuals learn to adjust with various people in the society.
- **Moral:** Moral guidance plays an important role in shaping the ideals and beliefs of the students. Moral guidance prevents students from being affected by factors that lead them to indulge in undesirable practices. This type of guidance must be provided at all stages of life so that an individual remains on the right path and also facilitates the all-round development of the individual.
- **Health:** Health guidance aims at preventive and curative health of individuals. Health guidance is essential for students as it enables them to develop healthy eating habits and for them to know about various diseases including HIV/ AIDS. Health guidance must be provided at all stages of life to students and must form a part of education right from the elementary level. Imparting education and information relating to health must be made mandatory in schools for proper and healthy development of the students. Health guidance given to students must be a cooperative effort on the part of principals, doctors and psychologists.

OBJECTIVES OF THE GUIDANCE

At the **Primary education stage**, the objective of guidance can, thus, be summarized as follows:

- It assists the students in developing a better attitude towards school activities.
- It enables the children to adapt to the school traditions and regulations of the school. It assists the students in developing their physical and emotional stability in a balanced manner.
- It enables the students to identify their problems regarding adjustment with the school environment.
- To make the students independent.
- It ensures cooperation among the students.
- It facilitates the transition of students from primary to high school.
- It provides information to children regarding high school.

At the **Secondary education stage**, the objectives of guidance are listed as follows:

- Its main objective is to familiarize the students with their school environment and enables them to cooperate with their classmates.
- It enables the students to critically analyze the subject options and to help them choose the best according to their aptitude.
- It encourages the students to participate in co-curricular activities according to their skill set for their overall development.
- To ensure that the students grow in a healthy environment and have a healthy mind and body.
- To meet the individual and social needs of adolescents.
- Guidance endeavors to create an environment feasible for the healthy growth and development of the students.

The objectives of guidance at the **Higher Level of education** include the following:

- It aims to inform the students about the process of admissions to colleges and universities.

- It provides information to students about the co-curricular activities they can participate in their college or university.
- It aims to help the students choose subjects and programmes that can help them build a bright future.
- Guidance aims to help the students get vocational advice so that the students can choose a career for themselves.
- It aims to develop an environment conducive to the educational and social needs of the students.

EXAMPLE: PROVIDING GUIDANCE TO CHILD CARE PROVIDERS

Here are some basic guidance tips for child care providers for guiding the behavior of the children.

The child care providers must keep the rules simple and easy to understand for the children. They must discuss the rules with the children and repeat them as often as possible so that the students follow the said rules. A few rules that work well with children include the following:

- The children must help each other.
- The children are required to take care of their toys.
- The children must say 'please' and 'thank you'.
- The children must be kind to each other.

The child care providers must say what they mean and use 'do' instead of 'do not' as this inculcates positive behaviour among the students. The day care providers must not make use of negative sentences but must use sentences like the following:

- 'Slow down and walk' instead of 'stop running'
- 'Come hold my hand' instead of 'don't touch anything'
- 'Keep your feet on the floor' instead of 'don't climb on the table'
- 'Use a quiet voice inside' instead of 'stop shouting'

The child day care providers must make sure to keep the sentences simple and short. They must also make sure to talk to the children rather than shouting at them. When talking, the day care providers must maintain eye contact with the children and should not lecture them at length. They must give the children

time to respond and their views should not be overlooked. Children at day care learn by observing. They observe the behaviour of the day care providers and, therefore, it is essential that the day care providers set good examples by using the right words and behaving in the right manner. The children must also be encouraged to set a good example for each other since a lot of learning takes place by observing each other at the day care. At the day care, to inculcate good behaviour in the children, the children must be given simple and clear choices and must not be forced to do something. When children are forced to do a thing, they generally respond in a negative manner and do not behave in a positive manner. The children must be shown respect and must not be punished for their misbehavior in front of everybody. Instead, the day care providers can talk about the behaviour of the child in isolation and guide him to behave in the right manner.

The day care providers must always appreciate the children when they are good rather than just punishing them for their naughty acts. This will further encourage the children to behave in the right and positive manner. The day care providers must act like good coaches and guides and guide the children as to what is right and what is wrong. The providers must appreciate the children when they are good and must encourage the children to do the same often. At the day care centre, the children must be taught social skills and good manners in a play way method. The providers must think of games that enable the children to learn good manners and identify the feelings of others. This enables the children to apologize easily and say sorry when required. This is something that cannot be taught forcefully.

The children must be taught as to how they can change their behaviour and behave in the right manner. When a child does not behave in the right manner or misbehaves, the providers must make sure to talk to the child and guide him not to misbehave. However, the provider must make sure that he does not make use of a negative tone and instead helps the child to change his behaviour to a positive one.

CONCLUSION

Guidance plays an important role in the development of an individual. Guidance, thus, has a developmental function associated with it which helps in self-realization and self-development of an individual. Guidance also helps in national development. Another important function of guidance is adjectives function. Guidance helps individuals to adjust to their environment which can be their school, college, workplace or even home. Hence, by helping individuals to adjust, guidance works to ensure that an individual can live peacefully in his environment. Oriental function of

guidance enables the students to be oriented with the required information that can help solve various problems that they may face. Guidance orients an individual to career planning, educational, personal and social aims. Guidance services, therefore, today form an important part of schools, colleges and universities across the globe. These services help the students to adjust to all aspects of their life and development and develop into responsible citizens of society. These guidance services undertake guidance programmes based on the unique needs of the students and take into consideration the fact that each individual has different social, personal and emotional needs. These programmes basically aim at the complete adjustment and overall development of an individual which is the basic aim of education and guidance.

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Corresponding Author

Dr. Chandan Saharan*

Head of the Department, Department of Education,
Maharishi Arvind University, Jaipur (Rajasthan)-
302041