11

Guidance and Counselling

Nirmala Gupta

Among the many needs that human beings seek to fulfil, need for guidance is the most basic. It is in guiding and nurturing of human potential especially during the growing years that the foundation of healthy growth and development for entire life is laid. Throughout history of human kind, there has been the urge and the concern to develop human abilities and demonstrate skills. The historic origins of "developing one's potential' can be traced back to early Grecian societies which emphasised developing and strengthening individuals through education so that each could fulfill a role reflecting the greatest potential for himself/ herself and the society. "It was believed that within the individual were forces that could be stimulated and guided towards goals beneficial to both the individual and the world community". (Gibson & Mitchell, 1995). Even early philosophers who were also educators such as Luis Vives (1492-1540), recognised the need to guide persons according to their attitudes and aptitudes. Such assumptions also guided the reformers like John Dewey in education, which led to the emergence of guidance as a separate discipline in the educational set up as one means of improving the lives of individuals (Cremin, 1961).

Although early work in guidance, as early as 1908 in U.S.A, focused on out-of-school-youth, Frank Parsons, the 'father of guidance movement' had a vision of vocational guidance "becoming part of the public school in every community" (Lasch, 1965, P. 157). It was however to Jesse B. Davis that the historians attribute the first effort to systematise guidance into the accepted school curriculum (Brewer, 1942, Miller 1961). Such efforts helped in

identifying and launching a new helping profession the "Guidance Counsellor". Today the profession in U.S. has grown and about 50,000 counsellors were functioning in schools alone 70 years later (Gibson & Mitchell, 1995).

The 90's have seen counselling profession entering almost every area of life and work. It is being recognised for its role not only for remediation but for prevention of many of society's ills in the coming years. Today, the profession has advanced to an extent that the standards for the certification and performance of school counsellors have been developed and criteria for school guidance programme evaluation are available with noticeable progress made in the area of counsellor training too.

In India, introduction of guidance services in schools was part of the many initiatives to bring reforms in education in post independence period. There was need to bridge the gap between education, work and real life. Education was considered an important instrument for preparing pupils to lead productive, personally happy and satisfying lives. A consensus emerged as a result of the recommendations of various commissions and committees to guide the youth for gainful employment as well as to make provisions to inculcate positive values desired for an evolving social order. There was also a concern about creating job opportunities and synchronising education and manpower provisions. The Secondary Education Commission (1952-1953) formulated aims of secondary education in relation to character building, development of literary, artistic and cultural interests necessary for full development of personality and economic prosperity. Emphasis was laid on enhancing individual well

being in consonance with social and national goals. Among the many new initiatives that were added to education, Guidance and Counselling services became one of the important programmes, which could meet the personal-social and educational-vocational goals. Also known as pupil personnel services for promoting general welfare and adjustment of pupils, these services came to be recognised and accepted in most developing countries of the world as an inseparable aspect of the educational process particularly concerned with helping individuals discover their needs, assess their potentialities, develop their life purposes, formulate plans of action in the service of these purposes, and proceed to their realisation (Brewer, 1942).

The services are gaining in importance in today's world growing in complexity. Recent changes in socio-political systems, worldwide economic crisis, unemployment and other factors like social and geographical mobility of people, rapid industrialisation, scientific and technological advancements have also brought about immense changes in the life styles of people making it difficult for them to cope with complex demands.

Need for professional career guidance systems and programmes is also being felt more in view of education, training facilities and their requirements being influenced by micro level specialisations required for specialised jobs. Due to such factors, changes are also being experienced by countries which had previously not felt the need. The unemployment situation in many countries has put new demands on career guidance services (Watts 1983a). Schools need to equip their pupils with job seeking skills to make them employment worthy. There is need to create greater awareness and realistic orientation towards opportunities available to help pupils adapt to them. Professional guidance is also considered important as an agent of social change. For example, career guidance programmes are playing an important part in exposing girls to enter non-traditional careers thus helping to bring about a social change.

Countries with well-established guidance and counselling programmes have found such services helpful for students at school stage in deriving maximum benefit from the complex range of educational and vocational choices available in schools (Watts, 1988). Education

and training providers also appreciate their relevance for organising their programmes according to the needs of the learners; employers been helped in finding employees which match their requirements. Guidance has thus come to play a key role in maximum utilisation of human resources in almost all spheres of life and is helping to achieve the wider national and social objectives (Watts 1996).

GUIDANCE : AN INTERNATIONAL PERSPECTIVE

Guidance and counselling programmes are gradually being adopted by most developed and developing countries of the world. A study of the guidance systems adopted by these countries opens a window on their socio-cultural, economic, education and training systems, since guidance policies and practices are influenced by prevalent socio-economic and political structures. The cultural factors underlying relationships between the individual, the family and the wider society also determine the methodology for providing career guidance and counselling services. For example, in the former U.S.S.R. under communist rule, Maoist China at the time of cultural revolution, Germany in the 1930's and South Africa under apartheid, guidance had limited scope partly due to the constraints placed on the services in those regimes and partly because of the belief that individuals could be fashioned in "desirable" directions in relation to prescribed societal goals. Dramatic changes have now taken place in the former Soviet Union transforming it from a communist command economy to increasingly free-market economy. It has made a profound effect on the career development of people. Until now, career development in the former Soviet Union, was not aimed at as much individual fulfillment as collective achievement. The system of education and career management succeeded in establishing an extremely high level of conformity toward collectivity for the majority of soviet people (Kon, 1989 ab). It is well known that in societies where the individual is subordinated to collectivity, role of guidance has limited scope. Individual choices are further limited by religious fatalism and socialisation patterns. In many east Asian/Latin American countries therefore where there is emphasis on

respect for authority, role of guidance has been more directive.

Countries with free market economies and democratic political regimes, however, attach more importance to guidance as it is seen as a means of affirming the values attached to the right of individuals to make free choices about their own lives. Research in the field has affirmed the above ideas as cross cultural studies support the notion that development of individual careers is closely linked to the prevailing cultural norms (Alvi, Khan, Shankar, Hussain & Borg 1990, Cheatham, 1990; Meir, Melamed & Abu Freha, 1990). But until now career research has been concentrated mainly on individual and organisational development while it should involve a study of careers being influenced by a complex interplay of factors at the individual, institutional and societal levels (Arthur, Hall and Lawrence, 1989; Morrison and Adams, 1991).

Research studies have also shown that guidance is being understood and introduced in different ways in different settings. Studies conducted by UNESCO (Watts & Ferreira - Marques, 1978) and the European Economic Community (Watts et. al. 1988; and Watts 1994; 1996) present glimpses of how career guidance services are organised in schools in different countries of Europe and America.

A comparative picture of prevalent models of school guidance show that in many countries like Australia, Newzealand, U.K., guidance programmes are influenced by the U.S. model (Humes 1991). Research studies therefore in these countries are also similar to these of the U.S.A.

Countries such as U.S.A., Australia, U.K. and New Zealand with well established guidance programmes emphasise its role from school stage. Guidance has a broader meaning and is understood to contribute to students' total personal, social and educational development. For example, in Australia, counsellors work both at elementary and secondary levels of education and perform counselling cum psychologist functions. Counsellors are also assisted by school welfare committees. Career advising/ counselling does not receive much emphasis because options are limited and choices for vocational education/higher level institutions etc. are governed by the students' scores obtained at school level. Specialists in developed countries are available inside the school but places where guidance is considered instrumental in mainly career development of individuals, the focus is more on occupational choice and placement and guidance is based more in the employment sector and labour market institutions rather than in educational set ups.

A review of the guidance systems of European countries (Watts, Guichard, Plant, Rodriguez, 1993; Watts, 1994) also shows that in very few of these countries (i.e. Denmark, Greece, Netherlands, Ireland) guidance services are based in educational institutions, at some places in separate institutions i.e. Belgium, France, Italy, Luxembourg, and in some cases i.e. Germany mainly within the official labour market organisations. So far as guidance functions and activities are concerned, their main focus is on career information/career education and placement. Individual counselling for personal, social areas is available to a very limited extent.

Guidance and counselling functions are being performed more by teachers in the European countries. Administrator's and volunteers available in community agencies perform guidance roles as an adjunct to their primary occupational role. Therefore guidance training is incorporated into their core training.

The focus of research in these countries has been on the growing individual, the processes involved in career preferences, choices, adjustment, job satisfaction and job success (Bhatnagar, 1993). The purpose of research has been to clarify concepts and theories and evolve methodologies helpful in guidance and counselling. Thus, research in career development in last 25 years has increased the understanding of the psychology of the growing individual.

There is now a move towards more flexible patterns of training i.e open learning approaches in which the location, timing and duration of the training are adapted to situation and needs of the learner. Most training programmes draw inputs from developmental/differential psychology, learning and personality theories, economics and law (structure of economy and the labour market labour laws), sociology (understanding of socio-cultural diversity of groups, sociology of occupations, groups

dynamics) etc. The focus is on developing skills and competencies arrived at through analysis of expected work roles.

Broad trends identified across Europe (Watts, Guichard, Plant, & Rodriguez, 1993 Watts 1994) could be summarised as:

- Educational and Vocational Guidance is seen as a continuous process which should start early in schools with emphasis on helping the process of transition to adult and working life.
- Move towards a more flexible approach replacing the concept of a specialist working with individual clients with an emphasis on working with and through network of other individuals and agencies.
- Individual perceived more as an active agent rather than a passive recipient within the guidance process.

Although right to information and guidance is being recognised by legislation, growing concern with economic feasibility and cut in expenditures has also brought about the involvement of teachers, supervisors, and parents in their guidance role. Greater emphasis is on self help approaches in the form of self-assessment rather than expert assessment and use of computer-aided guidance systems. Young people are being encouraged to run youth information and peer counselling centres. Thus in many countries (France, U.K. Belgium, Denmark) professional services are being supplemented by other formal/informal systems.

In Portugal also, steps are being taken to establish structure of counselling and psychological services within the school system. In Germany, there is pressure on counsellors to develop their professional image with the help of further training and membership of professional organisations. But the need for specialists is being recognised more or children with specific needs and difficulties. In U.K., guidance has been integrated with the school curriculum in the form of career education programmes, and work experience involving the community resources as well. The model adopted is a more open professional model, in which varied range of interventions are used such as incorporating guidance elements within the curriculum of education and training programmes, group work alongside one-to-one

work and use of computers and other media for guidance and career information.

In Japan, career guidance is regarded as responsibility of the homeroom teacher; in Singapore, it is delivered through pastoral care mainly.

In most developing countries however, guidance has not made much headway. Many guidance programmes in developing countries started with borrowed models from more developed systems. In countries such as Ghana and Malaysia, individualistic client centred models of guidance were started which were inappropriate in the absence of basic required materials, personnel etc. (Bogler, 1978; Watts, 1978; Kim, 1987). However, some authors like Patterson (1978) also argue that 'counselling is neither time-bound nor culture-bound; it transcends time and culture, since it is based upon the universal unity of human nature. Counselling according to him is concerned with self-actualisation which is a universal value not necessarily identified with any one culture. Although guidance services are very much influenced by industrialisation, democratisation, social mobility and cultural factors, its central focus is concern for the individual welfare, its growth and development to the maximum.

Since guidance and counselling methods, techniques and interventions cover a large domain related to individual behaviours and developments in situations like home, education, work and society to facilitate individual adjustment, decision-making and problem solving, the basic aim of the services is to help the individual in the process of becoming. This requires that various dimensions and meta-dimensions of the growing self and the social context are understood. In essence, a counsellor is expected, to enhance the individual's ability to search for alternatives and possibilities in life, establish intermediate and ultimate goals and choose and implement effective strategies to attain the goals. What makes individuals seek counselling? How does he/she operate in the context? What resources and adjustment methods are normally used? What counselling methods and techniques are effective in bringing about desired changes, are some of the pertinent questions, which a guidance researcher attempts to answer.

GUIDANCE : A NATIONAL PERSPECTIVE

In the early years after independence in India too, the introduction of guidance services was aimed at directing individual growth in line with social change. The Secondary Education Commission's (1952-53) scheme of diversified courses had implicit in it the need for guidance services with a view to helping students to make choices of streams which had implications for future careers. A Central Bureau of Educational and Vocational Guidance was set up for training of guidance workers preparation of relevant materials and methodologies. The Bureau became a part of the National Council of Educational Research and Training. The Education Commission (1964-1966) suggested a detailed framework for introducing guidance services nation wide. It emphasised that guidance was needed at all levels of education as each stage of development made critical demands on the individual. The needs of varied groups of individuals also had to be kept in mind. Gradually many States and UTs set up guidance units/wings which carried out research, development, training and extension activities to meet guidance and counselling needs of students at the school level. In addition to measures taken at national and state levels, attempts were also made at other places like Calcutta University at conducting research in the educational and vocational guidance and testing. The Department of Psychological Services and Research, Patna University and the Vocational Guidance Bureau of the Govt. of Maharashtra also made significant contribution to provide a fillip to the guidance programmes through their research and development activities as well as training of careers teachers and counsellors. Guidance Services also assumed importance in the backdrop of the scheme of vocationalisation of education which was introduced in the 1970's to give vocational bias to school education. It was envisaged that guidance workers could help students make correct educational choices in relation to their interests and aspirations, thereby preparing them for gainful employment.

Research in India was to begin with more focused on fundamental aspects and the conceptual and methodological issues. Some State level guidance agencies in the beginning took up development of guidance literature, tests and tools although the rigour of psychological test development was missing. Focus has been more on guidance, imparting career information psychological testing services and not so much on counselling. Moreover, research was always a low priority.

The linking up of the scheme of vocationalization with guidance and counselling services opened up new areas for researchers like conduct of area vocational surveys and studies for understanding factors affecting choice of vocational courses and adjustment of students in vocational streams.

In line with the guidance practices, research in the initial stages of guidance movement also concentrated upon areas such as organisation and administration of guidance services, concepts, viewpoints, and on evaluating effectiveness of guidance methods and techniques, understanding factors affecting vocational choices, occupational information, evaluation of guidance tools, and selection and preparation of guidance personnel (Bhatnagar 1999). The stress has always been on providing guidance to large numbers through group guidance and group counselling methods. Hence more work was done on developing and adapting group tests, specifically in the areas of intelligence, aptitudes and personality. Work related to standardisations of tests at the regional level was also taken up. More favoured topics for research in the beginning related to developmental, descriptive and co-relational aspects. Later on vocational choices, interests, guidance needs of exceptional children etc. were also taken up. Time and again surveys (Joshi, 1987; Bengalee, 1991) have indicated that research in the field so far has been disorganised as sporadic attempts have been made to study diverse areas. Researches has largely been undertaken by Central and State Bureaus of Guidance, University Departments of Psychology, Education, Sociology and Child Development.

Trends inferred from earlier surveys show studies classified into a very few areas beginning with five areas in the first survey (Palsane and Buch, 1974), which were: developmental aspects, interest and vocational choice, tests exceptional children, and descriptive and correlation studies. The 2nd survey (Buch, 1979)

added five more new areas i.e. needs and problems of children, vocational preference and vocational maturity, student appraisal, study habits, appraisal of counselling, follow up and school climate. Joshi and Gakhar (1987) added three more areas, viz selection of students, mental health, and evaluation of guidance services. The fifth survey (Bhatnagar, 1999) showed dwindling of research as very few studies were available and the number of areas covered went down to only eleven which showed a declining popularity of the discipline (see Table 1). During the early 80's and 90's trends show the focus of guidance touching new frontiers and reaching out to special groups, development of instructional materials in the form of multimedia packages for guidance purposes.

The Department of Educational Psychology and Foundations of Education of the National Council of Educational Research and Training, New Delhi, has been carrying out research covering a wide variety of areas and student populations such as scholastically superior and underachieving students, vocational students, first generation learners, disadvantaged groups, girls etc. Among the most recent studies in the department, the indepth Study of Guidance Research in India (Mohan-2000) gives a micro and macro level analysis of Indian researches in guidance and counselling conducted in the last four decades. It presents a national level state of the art account on trends, merits, flaws and gaps in guidance research.

Developmental focus on guidance led to interest in studying vocational development of students manifested in studies on career maturity, and its indices, readiness for career planning, career awareness etc. Tools to assess career maturity were developed and some studies contributing to understanding of variables facilitating self/career awareness, career planning/maturity were conducted. With the advent of technology, impact studies of new interventions with the help of multimedia approaches, computers etc have also been available.

Since guidance is regarded as a continuous process, guidance professionals need to understand the processes of development viz personal, social and career and the role of various factors impinging on these processes, effectiveness of various guidance/counselling methods and techniques with various groups throughout the school years.

In view of this aim, findings of studies during the last few years (1993-2000) having implications for guidance and counselling practices at various stages of school education i.e. at the pre-school and elementary, secondary and senior secondary and higher education level are being discussed below. Studies which have implications for personal, social, educational, vocational development and adjustment of students have been included here as their findings have relevance for the work of a guidance worker and teachers.

Table 1: Discipline-wise Distribution of Ph.D. and other Research Projects on Guidance and Counselling Conducted between 1993-2000

Subject-wise Distribution	Ph.D. Thesis			Research Projects			Total		
	Upto 1988	Upto 1992	Upto 2000	Upto 1988	Upto 1992	Upto 2000	Upto 1988	Upto 1992	Upto 2000
Education	70	76	93	29	29	64	99	105	157
Psychology	42	46	49	17	20	93	59	66	142
Sociology	2	2	-	-	-	30	2	2	30
Home Science	1	1	3	1	1	7	2	2	10
Philosophy	1	1	-	-	-	-	1	1	-
Food and Nutrition	1	1	-	-	-	-	1	1	-
Physical Education	-	-	1	-	-	-	-	-	1
Social Work	-	-	1	-	-	11	-	-	12
Total	**117**	**127**	**147**	**47**	**50**	**205**	**164**	**177**	**352**

Table 2 presents a topic-wise distribution of studies. It shows a spurt in the number of studies from 1993-2000 in all areas with maximum number on developmental aspects followed by special groups and appraisal of guidance. The developmental studies in the table also include studies on self-concept and self-efficacy, though it has been discussed separately.

APPRAISAL OF GUIDANCE PROGRAMMES

Pre-school and Elementary

As guidance services are spreading and being adopted by more schools, there is need to have information on the impact of such programmes on all aspects of personality development of students. However, as guidance services in India are identified more with the secondary stage, these services rendered by specialists are hardly available at pre-school and elementary educaton level. Only four studies were available which have attempted to appraise guidance programmes at the early stages. Impact of one such programme (Hymavathi, 1993) based on a teaching model and consisting of activities and methods for developing affective dimensions of personality proved beneficial and practicable with elementary school children.

Keeping in view the important role of parents at this stage, effectiveness of two types of interventions for parental guidance at elementary stage of educaton was also studied by Lavakare and Hiswankar (1995). A mother-directed guidance programme proved more effective than the face-to-face discussion with children. Misbehaviors like crying, argumentation and punishments were reduced as a result of the intervention with mothers. Similarly Tiwari (1999) found use of reinforcement helpful in increasing social participation of socially isolated children. Modelling and cognitive restructuring were also found effective in increasing altruistic behaviour more in case of children than for the adolescents (Aggarwala and Jain, 1993).

Table 2 : Topic-wise Distribution of Studies

Sl. No.	Topics	First Survey upto 1972	Second Survey 1972-78	Third Survey 1978-83	Fourth Survey 1983-88	Fifth Survey 1988-92	Sixth Survey 1993-2000	Total
1.	Development Aspects	11(18)					38(22)**	49(10)
2.	Interests and Vocational Choice	12(19)	–	21(18)	13(31)	5(14)	11(6)	62(12)
3.	Tests	18(29)	–	–	2(5)	–	9(5)	29(6)
4.	Exceptional Children	8(13)	7(11)	16(14)	8(19)	3(8)	–	42(8)
5.	Descriptive and Correlational Studies	13(21)	–	–	–	–	14(8)	27(5)
6.	Needs and Problems of Children	–	9(14)	13(11)	6(14)	–	10(6)	38(7)
7.	Vocational Preferences, Vocational Maturity	–	9(14)	8(7)	2(5)	4(11)	12(7)	35(7)
8.	Student Appraisal	–	31(47)	27(25)	5(12)	–	10(6)	73(15)
9.	Study Habits, Reading Habits	–	4(6)	15(13)	2(5)	–	5(3)	26(5)
10.	Appraisal of Guidance, Followup, School Climate	–	5(8)	6(5)	1(2)	9(25)	19(11)	40(8)
11.	Selecting Students	–	–	6(5)	1(2)	–	–	7(1)
12.	Mental Health	–	–	3(2)	2(5)	–	12(7)	17(3)
13.	Special Groups	–	–	–	–	10(28)	30(17)	40(8)
14.	Assessment of Guidance Inputs	–	–	–	–	1(3)	–	1(.20)
15.	Development of MMP and Instructional Material	–	–	–	–	4(11)	5(3)	9(2)
		62(100)	65(100)	115(100)	42(100)	36(100)	175(100)	495*(100) *Approx

Note: * Figures in the parentheses indicate percentages.
** Includes studies on self-concept and self-efficacy.

Secondary and Senior Secondary

Effectiveness of counselling has been studied on secondary level students. Sharma, Kumarh and Misra (1996) found stress inoculation training helpful for test anxious female students as their scores on an anxiety test declined in post-therapy assessment. Another study assessed the effectiveness of peer counselling which proved helpful in improving verbal ability and cognitive potentiality of adolescent students (Pahuja, 1999). Differential reinforcement of alternative behaviour (Jena, 1998) as well as effectiveness of sex education programmes (Handa, 1994) were also tried out. Sex education brought about positive outcomes as adolescent students became more open to sex education and acquired better understanding of human sexuality.

Appraisals of guidance programmes in India have shown that they received a setback due to paucity of appropriate resources. A critical analysis of the facilities provided for guidance services in Mumbai (Tarkasband 1996) schools showed that only 39% of schools, having these services, had funds available for the programme, in spite of the school principals, parents and guidance workers having a positive and favourable attitudes towards these programmes. Kaur and Kohli (1993) also found lack of administrative and financial support in *forty* schools having guidance services in Punjab and the lack of awareness of these services on the part of students and parents.

Higher Education

The study of guidance programmes have also been conducted *for* undergraduate level females. One such study with undergraduates and (Gupta and Sansanwal, 1996) and another on postgraduate students who were given auto counselling (Panchnatham, 1999) brought out the positive role of psychologists/counsellors in building emotional maturity of youth and preparing it for optimistic and progressive careers.

Some studies have emphasised importance of professionally trained personnel for guidance services as success of guidance interventions depends, to a great extent on whether such programmes are being administered by professionally trained personnel. A few research studies of the Department of Educational Psychology and Foundations of Education at NCERT make an attempt at assessing the efficacy of counsellor training programmes, validity of their selection procedure for predicting success during counsellor training and on the job. The findings showed the usefulness of written test, interview and self expression techniques as suitable criteria for selecting counsellor trainees (Bhatnagar and Pant, 2000).

A follow up study of the counsellors trained in the last decade by the Department (Gupta, Joneja and Saraswat, 2000) showed that they had found jobs in settings other than that of schools but were facing role conflict as their employers were not clear about their role. Their job demands were not in line with their role perceptions, although by and large, administrators, teachers, students and parents had favourable attitudes towards the counsellor. From among the responding counsellors, case studies of some effective counsellors were prepared to arrive at an understanding of the profile of an effective counsellor in terms of educational and familial background, personal qualities, counselling orientation, work emphasis and work activities (Saraswat, 2001).

One national level survey of guidance services was based on the opinions of students, parents, teachers and principals (Gaur et. al., 1993). Data were collected through nineteen government units/cells/bureaus located in as many state education departments. Another evaluative study (Bhatnagar, 1993) was conducted in the erstwhile Department of Educational Psychology, Counselling and Guidance (DEPC&G) of NCERT on behalf of Women's Development Division of the National Institute of Public Cooperation and Child Development (NIPCCD). Both studies sought opinion of teachers. A majority of them (56 per cent in Gaur's study) stressed that guidance services are required on a large scale to deal with educational, vocational and personal-social problems and that these services helped in increasing student awareness, educational performance, decision-making and career planning skills. Majority of the teachers in Bhatnagar's study also endorsed these views.

In Bhatnagar's study, parents were by and large not involved in their ward's school. A

majority of the students (95 per cent, Gaur et. al.; 75 per cent, Bhatnagar, 1993) were informed about presence of counsellor in school. Students also expressed satisfaction with tools and techniques being used, and methods used in dealing with academic and other adjustment problems. The opinion in favour of extending these services to all schools was nearly hundred per cent. The studies have also put forward strong recommendations for a clear cut guidance policy and adequate staff and funds for strengthening guidance services at the central, state and school levels.

DEVELOPMENTAL ASPECTS

Developmental studies provide information on the inter-relationships between factors affecting processes of growth and development having implications for devising suitable guidance interventions for parents, teachers as well as students. Studies conducted at pre-school and elementary stage, though few, have been mainly conducted on child-rearing practices and parental influences on personality development, and academic achievement of students.

Pre-school and Elementary

Pre-schoolers manifesting aggressive behaviour (100 boys and girls) were found to have parents showing less warmth and providing less of stimulation through play as compared to parents of non-aggressive boys and girls (Nizamuddin and Sakirabanu, 1995). Another study showed that children, who were given greater parental involvement and care, were accepted by peers than those who has not received them (Chaudhary and Samal, 1997).

Maternal care and involvement has always been considered important for healthy growth of children which appeared as a good predictor of delinquency among 6 to 8 year olds (Lawakare and Hiswanker, 1996). In line with the assumption that maternal employment affects the family climate and the extent of care and involvement provided to children, samples of boys and girls of working and non-working mothers showed the impact of maternal employment on personal-social, educational/vocational development of children (Taluja and Raquiya, 1993). Girls of working mothers were

also found to have higher n-ach and n-aut and lower on n-aff (Taluja and Zainuddin, 1993). In a comparative study of boys and girls (7-11 years) of working mothers, Mathur and Misra (1994) found them to be more outgoing, humble and restrained and boys to be more reserved, assertive and vigorous. Deka (1998) also found positive self-concept to be an outcome more of the attitude of working mothers. Deka concluded that children of working mothers experienced loss of rejection as compared to children of non-working mothers.

Quality of love and discipline also seem to differentially affect achievement levels of children. Srivastava (1995) found moderate love and discipline resulting in better academic achievement than the poor amount of love and discipline. Mother's and father's behaviour and attitudes, however, did not affect socially accepted boys and girls (Srivastava and Rana 1996).

Secondary/Senior Secondary

Findings of the studies with adolescent females (N=260) also show the influence of perceived parental acceptance on their mental health (Jain, 1998). The study revealed less accepted girls to be more emotionally unstable, timid, apprehensive and tense. The perception of maternal role among adolescent boys and girls affected differentially their level of aspiration and academic achievement (Chaturvedi, 1996).

Barua and Barua (1999) found adolescents (198 between ages 15-16 years) of working mothers to be better adjusted on various educational and social-emotional dimensions than the adolescents of non-working mothers. Parental absence also affected adolescent students' comprehension, study habits and personality adjustment (Rawat-1995). Parental attitudes were also related to self checked and peer checked competence (Padhi and Dash, 1994). Students of loving and permissive parents as opposed to hostile and restrictive parents were found different in feelings of acceptance and rejection (Khokhar and Thakur 1993).

In addition to parental behaviours, effects of overall family climate have also been studied. Family size, economic status and non-existence of fathers were related to rejection experienced by withdrawing deviants of Classes IX and XII

(Arora, 1999). Family climate was also found related to creativity (Verma 1997). Suneeta and Mayuri (1999) found that family variables such as occupational status of parents, high SES, small family, encouraging parents, sibling assistance significantly enhanced the academic achievement of students of Classes IX and X. Taj's (1999) study also gives evidence of academic achievement being positively influenced by parent-child interaction, type of school management, and social class. Ramachandran (1993) traced the causes of under achievement to social and family related variables. Pillai and Usha (1994) established that parents sex bias affects achievement of girls. In case of children from rural areas their capacity for retention, concentration and intellectual abilities were found positively related to some personal and socio-economic variables such as age, class, physical health and status (Mayuri and Bilquis, 1999).

Teacher perceptions and their attitude towards students have been found to be equally important variables in student adjustment. Venugopal (1995) found influence of teacher's expectation on the growth of intelligence among high school students but it had no effect on pupil achievement.

Higher Education

Studies providing information on developmental aspects of under-graduate and post-graduate students have been very few; those available show impact of parent-child relationship and socio-cultural effects. Aneja and Kaur (1996) found that under-graduate students (400) of parents with non-fault finding attitudes and non-ignorance of sentiments of their children had more positive attitudes towards family relations. Kumar, Singh and Tauab (1995) found caste playing a significant role in the adjustment of Hindu and Muslim under-graduate subjects (120).

Intrapsychic factors like dependence proneness has been found to be related to prolonged deprivation (Alam and Saeed-u-zzafar, 1993). Another study (Kibbico, 1995), however, did not find anxiety and aspiration to have any relationship among 120 post-graduate and under-graduate students. Majumdar (1994) found degree of competition faced and age

playing a significant role in generating anxiety among the soccer players of various age groups, ranging from 12-25 years; the junior level national soccer players had less anxiety than the all India inter-varsity soccer players.

In the studies discussed above there appears to be a focus on studying effects of parental attitudes on school achievement and adjustment. Developmental issues of interests, values, career attitudes etc. have received less attention in relation to family cohesiveness and family functioning patterns as these provide role models to the children.

DESCRIPTIVE AND CORELATIONAL STUDIES

Studies under this section also have generated information regarding interrelationships; they give causal/comparative picture between various phenomena-intrapsychic as well as environmental which have significance for adjustment and well being of students. These and similar findings can be utilised for planning and designing guidance related interventions suitable for students, teachers, parents and administrators. Seventeen studies being discussed here have been mainly conducted with secondary/senior secondary, college and university level students.

Secondary/Senior Secondary Level

The studies discussed below show school achievement/academic performance to be affected by many factors. Rongali (1993) showed senior secondary school boys of residential schools who were well adjusted having better academic achievement but Sheikh (1994) showed female adolescents (600) who were field-independent to be showing higher achievement scores than their field dependent counterparts. Similarly, Promod (1996) found achievement motivation, state anxiety and future time perspective among Class XI students to be related to achievement. Gupta (1998) found anxiety in age group 15-22 to be a significant influencing factor for good academic performance.

Personality factors have also been found to play a significant role in adjustment and achievement of students. Agarwal (1998) identified-extraversion in case of rural students

of Class VIII (400) and intraversion for urban boys as significant correlates of academic performance. Singh and Verma (1995) found adjustment, interests and socio-economic status affecting the academic achievement of female students of Class X. Intelligence and academic aspiration were also found to be related to scholastic success; less intelligent rural students were found to have less academic aspiration than their urban counterparts. Positive relationship was also found between school factors like school climate and educational aspiration, school environment and school adjustment and social values among male adolescent students (Ved Prakash 1994).

Apart from providing an understanding of the factors affecting academic performance, several studies have enhanced further the understanding of emotional aspects of personality of adolescents. Singh (1993) found low SES adolescent girls to be more emotionally mature than their male counterparts of high or low SES. Similarly Sahoo and Batra (1997) found teenagers of Classes VIII, IX and X who were more mastery oriented having greater stability and self-efficacy than those who had acquired learned helplessness. In another study, boys have been found to be better than girls in creative self perceptions (Khanam and Sen 1998). Prolonged deprivation has also been found to affect n-assessment and n-exhibition in males (371) and n-dominance affected by intelligence in females (229) (Verma and Murti, 1998)

Higher Education

Very few corelational and descriptive studies were found at the higher education level. Those available have dealt with the causes of stress and anxiety among students enrolled at this stage.

Stress related to examinations, future employment etc. have been found to be major causes of anxiety and maladjustment among students at this stage. Sarla Devi and Devraj (2001) found examination stress influencing the cholesterol level of students of X,XII and M.Sc. levels. Attitudes towards self-employment were assessed by Parimala and Ganesan (1993) who revealed post-graduate students having more favourable attitudes towards self-employment

than under-graduates. However, parents who were self-employed had less favourable attitudes towards it. Similarly male athletes were better than female athletes on dimensions of sports orientation competitiveness and orientation to win (Balli, 1994).

NEEDS AND PROBLEMS OF STUDENTS

Guidance and counselling programmes for schools are generally designed keeping in view needs and problems of students. Identification of problems at the initial stages tends to pay dividends in terms of preventing maladjustments. An assessment of guidance needs of students (Pant, 1998) suggests the desirability of their assessment extensively and periodically, since needs change with time and also vary across geographical, socio-economic, caste, age, grades, groups etc. Studies of secondary/senior secondary and college students provide an insight into the problems that they face at various levels of education.

Elementary

Asthana (1993) revealed that dropouts (156 pupils of Classes V to VIII) experienced problems related to adjustment, homework, time-table, attending school, less satisfaction with classroom teaching than their non-dropout counterparts (200 pupils). Parents and teachers in the study expressed poverty, sex discrimination and difficult course content to be the major causes of dropout.

Secondary/Senior Secondary

Jain (1993) found SES related to number of problems faced by adolescent students; lower SES students had greater number of problems than the middle and high SES groups. Another study to asses career consciousness in boys and girls found no gender differences on this aspect.

There are reports of a large number of female students dropping out at secondary/senior secondary stages, This was further substantiated by Pandya (1999) who found a higher proportion of females than males among the dropouts. Poverty, unhealthy home environment and lack of parental support for

child's education, boring teaching style, fear of failure, punishment by the teacher, lack of interest, inability to follow classroom instructions etc. were some of the main causes of the dropouts.

Higher Education

Research conducted to assess problems at higher education levels, identified the problems faced by first generation learners (Mrinal and Rekha, 1994), girl students in polytechnics (Sobha, Rama Mohan and Reddy, 1995), of young educated unemployed (Singh, Singh and Kumari,1998), drug addicts (Patil 1995) and SC/ST students in technical institutions (Kumar and Mehta, 1998). The first generation learners (FGL) in Mrinal and Rekha's study reported illogical fears and depression as compared to non first generation learners. Women polytechnic students reported financial difficulties and problems of interaction with teachers, medium of instruction, difficulties in procuring text-books, lack of facilities for laboratory experiments and non-availability of guidance and counselling services as major problems. Study of unemployed students found them to be lower in development orientation. Patil's (1995) study of drug addicts found unemployment to be the major cause of drug addiction. SC/ST students in technical institutes in Kumar and Mehta's study reported the problems to include inability to understand classroom instruction, language difficulties, problems related to teaching methods, lack of sympathetic attitude of teachers, lack of confidence and other psychological fears.

SPECIAL GROUPS

In addition to the studies undertaken to assess the needs of SC/ST, FGL and some other groups of students, research has been conducted in respect of certain other groups. The needs and problems of these special groups which, if left unattended can hinder their normal growth and development. Guidance programmes designed to meet the needs of children with physical, mental and emotional difficulties could help them cope with special demands and challenges faced by them.

Elementary

Physically handicapped children with different kinds of handicaps differ in their educational needs due to the nature of handicap and its severity (Singh, 2001). Some researches at the elementary stage have also identified children having learning difficulties originating from perceptual or neurological disfunctioning. In one such study of a sample of 1050 elementary school children of Classes II, III and IV, 23 children were identified as learning disabled (Prasad and Srivastava, 1998).

Research has also thrown light on the effect of caste specific factors. Studies comparing SC/ST and non SC/ST provide evidence of differences in cognitive performance of these students as shown in their academic achievement and its associated factors like self concept (Pani, 1993; Benno, 1993; Marie and Patel, 1997). Tribal children in Pani's study performed poorly on all reading measures. It was found that enrolment, retention and academic achievement of tribal children at primary stage was affected by the absence in textbooks of reference to tribal life and culture and non-use of tribal dialect as medium of instruction. However teacher attendance, home work and mid-day meal were found to be positively related to the enrolment of tribal children (Ambasht and Rath 1995).

The need for counselling has been emphasised for families and parents of mentally handicapped children as patient handling and understanding shown by parents can help the mentally handicapped to acquire self-management skills. Geetha and Bhaskar (1993) found elders in the families of mentally retarded children to be very critial and sensitive about the behaviour of these children. Krejci (1998) found Yoga to be helpful in improving the motor development of MR children ranging in age from 9-11 years.

Secondary/Senior Secondary

Social backwardness has been found to affect patterns of socio-emotional and educational development. The advantaged students compared to the disadvantaged were found to be better in these respects (Parween, 1995). School perceptions and attitudes towards

education were, however, not to be influenced by the factors of social backwardness but by parental education (Agarwal, 2000).

Physical handicaps like visual impairement, did not affect adversly visually-impaired students of Class VIII and IX who were found to be easy going, imaginative and having normal degree of ego strength (Arora, 1999). These findings have been further substantiated by Bissa; Singh and Helode (1993) who found visually-impaired to be at par with normal children on self-concept. A comparison of hearing impaired with normal children showed the former to be different from the latter on self-concept and personal-social adjustment (Bindu, 1998). Significant differences also appeared among the stigmatised and non-stigmatised on intellectual, social status, anxiety, happiness and satisfaction dimensions of self concept (Verma and Thakur, 1993).

Academic achievement and adjustment of socially backward students was different from the first generation learners (Gyanani and Gupta, 1996). Similarly adverse effect of prolonged deprivation on scholastic achievement was seen in pupils of Classes IX and X from Bihar and Raipur regions (Kathuria and Ahluwalia, 1994). Academic achievement and motivational intensity of SC students was found lower than the non SC students (Chattopadhay, 1998). Similarly causes of educational backwardness of SC/ST students were identified to be poor educational and occupational status of parents and to other socio-economic factors (Kacharayil, 1998).

Studies on tribal students found them to be showing differences in academic alienation, poor home and school environment (Raj Tilak, 1995). Tribal students also exhibited greater social tolerance than non-tribals but lesser social competition, social leadership and composite social competence compared to the non-tribals (Jain, 1998).

Tribals were also higher on creativity than the non-tribals (Nasar, 1998). Chaturvedi (1999) found high creative tribals to be warm hearted, intelligent, emotionally stable, excitable, enthusiastic and self-controlled than the low creatives.

Annaraja and Thiagrajan (1993) also found ST students to be better on self concept, temperamental qualities, and adjustment.

Several studies compared visually handicapped students on study involvement, frustration (Sharma, 1998) and scholastic performance (Lali, 1995) with findings in favour of normally sighted.

Asha (1997) found normal children to be more creative on flexibility than hearing impaired. Intellectually gifted and high creative were found superior in abstract thinking, more assertive, tender minded, placid and spontaneous (Sudhir and Khiangte, 1997). Sair (1998) found that intellectually gifted were affected by family size and interpersonal relations with peers in their academic achievement.

Higher Education

Studies on college level samples show undergraduate girls with high and low deprivation to be significantly different from each other on the degree of narcism and assertiveness (Aurora and Bhargava, 1998).

A study on personality traits of drug abusers (N=142) and non-drug abusers (N=139) showed that the former were high on anxiety, depression, hysteria, manic tendencies, paranoia and schizophrenia (Lather, Vasudeva and Verma, 1997). Similar differences in personality characteristics of handicapped and normal people appeared with regard to neuroticism and psychotism (Kumar, Prasad and Singh, 1995).

VOCATIONAL INTERESTS

Secondary/Senior Secondary

Assessing interests of students is of great concern to a guidance worker for educational and career counselling. Researches have mainly been conducted with secondary level students. Studies have related interests to general mental abilities. Level of achievement motivation in 200 male pupils of Class IX and abilities were found negatively related to commercial, persuasive and household dimensions of vocational interests (Shukla, 1994). Discordandance with chosen curriculum was found to be related to poor psychological adjustment in the case of 196 males of higher secondary classes (Sharma and Mehta, 1993). Students of arts, science and

commerce streams have been found to differ with regard to interests in literary scientific, social service, artistic, constructive and home-management activities (Pradhan, 1995). Behera (1999) found that science students had stronger interests in out door and mechanical activities while those in humanities courses had greater interest in clerical activities.

Zargar and Mattoo (1993) surveyed vocational interests of high and low creative students (Sample 1000 boys and girls of Class X) and found high creative to be more interested in fine arts, and literary activities. Later Mattoo (1994) found high creatives to be dissatisfied and maladjusted and emotionally unstable. Differences in attitudes towards work experience also appeared among students from private aided, private unaided and municipal schools (Jogelkar, Pandya and Kesarkar, 1993).

Higher Education

At higher education levels, interests have shown to be related to area of residence (rural/urban) in female under-graduate students (Jansari and Kumar, 1999) and with SES (Sharma,1994). MBA students showed greater work value preferences towards opportunities to learn and develop, reputation of the company and autonomy to work and least preference for job security, convenient work place location, opportunities to travel and fringe benefits (Reddy and Reddy, 2001). In another study, work values of students of professional colleges were found to be more pronounced than students of non-professional courses. No differences, however, appeared in these two groups in their attitude towards manual work (Sundararajan and Rajasekar, 1994); gender differences appeared with regard to attitude towards manual work in this group.

SELF-CONCEPT AND SELF-EFFICACY

Self-concept has an important role in individual adjustment. During this period research studies on this variable were mostly available on higher secondary school students. These have concentrated on relating general self-concept to intelligence, creativity, SES and achievement (Tondon, 1994), sociometric position of the individual (Srivastava, 1998), sex, age and religion (Gyanany, 1999; Agarwal, 1994). These studies have shown girls to be superior to boys in their role specific self-concept, self-satisfaction and moral, ethical, personal aspects and boys to be higher on intellectual, physical and activity dimensions and on intelligence, creativity and achievement. Srivastava's study found a positive influence of self-concept on the sociometric position of students in the class. Significant correlation has also been found between self-esteem and internal locus of control (De Mello and Imms, 1999), between behaviour problems, self-esteem and adjustment (Priscilla and Karunanidhi, 1998) among male and female adolescents. Gender differences on self-esteem have also been found in favour of boys when compared on their SES (Sundararajan, 99; Sabesan and Ethiraj, 1994).

Higher Education

Pandey (1993) studied the impact of locus of control on self-esteem of college going male and female students and found that internally controlled group possessed higher self-esteem than the externally controlled students.

A study on teacher trainees compared trainees with higher level of self-concept with those of lower level of self-concept and found that trainees with higher self-concept were better on all areas of self-concept adjustment (social, emotional, health), except on home adjustment where there were no significant differences (Sundrerajan, Govindrajan and Rajasekar, 1994).

STUDENT APPRAISAL

A guidance worker attempts to understand individual characteristics, abilities and traits for their nurturance and channelisation in useful and purposeful ways and to enable people make realistic choices and decisions. A few studies have attempted to appraise level of student achievement as influenced by some contexual variables and personal traits.

Elementary

At the elementary education level, Naidu (1998) attempted to assess the academic achievement of grade IV and V students and found it to be

significantly related to home and school environment, literary index and SES.

Secondary/Senior Secondary

At education secondary level too, scientific, numerical-reasoning and verbal aptitudes have a direct bearing an academic achievement and excellence (Sharma, 1995). Intelligence, language usage and sex (Swain and Mishra, 1999), intelligence, parental educational status, occupation and income (Venugopal, 1994) have also been found to be related to scholastic achievement of students. Adolescents of middle SES have been found to have emotional swings and extreme positive and negative emotional states. Those who experienced more negative emotions manifested higher rates of psychological disorders (Verma and Larson, 1999). Similarly lower SES boys and girls appeared to experience greater frustration than those on higher SES (Verma, 1993).

A guidance worker is also concerned with understanding attitudes towards life and humanity which in case of rural boys were found unfavourable by Dhanda and Nath (1994). Occupation of parents and landholding were found to be important determining factors in this regard. Ramalingam (1995) found significant difference between male and female students in their defensive and avoidance style of decision-making.

Higher Education

At the higher educational level, a study of the MBA students showed the quality of decision-making influenced by their vocational achievement and skill orientation. (Panchanatham, Suresh and Amalor, 1998). Mishra and Singh (1998) found male and female graduates of low SES unable to make proper adjustment with environmental situations due to poor facilities of accommodation, transportation and communication.

MENTAL HEALTH

In the previous sections, a number of studies having implications for mental health and adjustment have been reported. These provide information on home and school factors, needs and problems, self-concept, achievement, anxiety etc. affecting mental health and adjustment of students. Some more studies on general mental health and mental health affected by prolonged deprivation, delinquency are being reported.

Elementary

Prevalence of psychological disturbance has been studied in 5-8 year old school going children (810 boys and 725 girls) by Shenoy, Kapur and Kaliaperumal (1996). 18.31% of children were found to be disturbed with higher prevalence in case of boys than girls.

Secondary/Senior Secondary

Eleven research studies have been found to relate to secondary level. Among these one reports mental health status of adolescents to be affected by sex and type of school (Vani, 1995) and two show mental health influenced by socio-economic status and achievement motivation (Tickoo, 1997; Pathak and Rai, 1993). In Vani's study, girls were reported to be better on mental health than boys, although boys from co-educational schools were better than those in unisex schools. No such differences were observed in the case of girls. Tickoo and Pathak and Rai's studies found both SES and achievement motivation to be positively related with mental health.

Studies have shown loneliness, prolonged deprivation and feelings of inferiority in adolescents affecting their mental health. Upamanyu and Upamanyu (1995) found adolescents of grades X and XI (508 males and 532 females) menifesting higher levels of loneliness than those of other age groups. A significant relationship was also found in adolescent girls on feelings of inferiority with emotional, social, educational and general adjustment (Gupta, 1996).

Prolonged deprivation was found to affect differently adolescent boys and girls (N=60) in age range 16 to 18 years (Bhargava and Saxena, 1997). The extremely deprived female group was found to be more emotionally balanced, having greater empathy although more dependent and with more difficulty in establishing personal relationships and having

greater anxiety concerning their body functions than their male counterparts. Non-delinquent adolescents also have a greater degree of self-acceptance than the delinquents (Prakash and Vani, 1994).

Kundu and Basu (1998) conducted a study to assess the direction and type of aggressive reactions to frustration in normal (N=40), depressed (N=20), and conduct disordered (N=20) 13-14 year old male adolescents and found depressed group to have less extraggression and more intraggression, more ego defense and less need persistence than that of the conduct disordered group.

Perception of school environment and influence of teachers also seem to affect the mental health status of students at the secondary/higher secondary levels. Reddy and Nagarathnamma (1994) found that both boys and girls (360 each from VIIIth and Xth Class) with high, moderate and low perceptions of school environment differed significantly among themselves with regard to their mental health assetts and liabilities. Teacher's direct or indirect influence also has been found to make an impact on child's emotional stability, autonomy, activity level, security and level of intelligence (Gupta, 1993).

Higher Education

At the higher education level, a comparative study of 80 under-graduate and post-graduate students including 40 foreign students showed variations in stressors and coping styles of Indian and foreign students (Kibico, 1993). Foreign students experienced more stress exhibited through their intense negative emotions, coping behaviours and socialising styles. Another study on medical and engineering graduates (N=50 each) however showed no significant differences on employment potential, alienation and helplessness (Pal and Singhal, 1995).

STUDY HABITS AND STUDY SKILLS

Causes of poor academic achievement have often been identified as a consequence of poor study habits of students. Educational guidance therefore involves helping students improve study skills. Researches have mostly been done on samples at secondary level.

Secondary/Senior Secondary

Nagappa and Venkataiah (1995) surveyed study habits of secondary school students and found that girls had better study habits than boys with type of school being a significant factor in study habits as students in private schools had better study habits than those in the government schools.

Students having high level of academic motivation also are found to have better study habits than students with average and low academic motivation. High test anxiety group had poorer study habits than their other counterparts. (Singh and Broota, 1995; Verma, Sheikh and Sangita, 1997). Shinde (1993, 2001) observed that imparting training in study skills helped students improve their scholastic achievement. Some of the study methods such as SQ3R, MURDER and Herberts' method also proved effective for students.

Study involvement has also been related to academic achievement. Verma and Kumar (1996) found Class XII government girls students from rural background in the arts stream showing greater involvement in studies than other female counterparts.

VOCATIONAL CHOICES/PREFERENCES AND VOCATIONAL MATURITY

Understanding career preferences and choices has been regarded to be an important individual right from the initiation of guidance services. Research in career preferences and choices has centred around a number of relevant cognitive and affective variables. Studies are mostly of higher secondary and college students.

Secondary/Senior Secondary

Sheikh and Krishnan (1994, 95) explored the relationship between parental attitudes and educational–vocational choices of adolescent students.

Sundarajan (1993) found no sex differences on the three most preferred occupations by boys and girls at higher secondary stage.

The developmental view of career behaviour in the 70's and 80's brought into focus the need to understand the career related tasks that individuals are called upon to perform and the factors which facilitate or impede the processes of career development. Attitudes towards work, skills and career competencies acquired in the process of growth were recognised as important constructs for research. The studies have usually been conducted on middle, high and higher secondary school students mainly to find out 1) the developmental patterns, and 2) to identify related demographic and psycho-social variables. The 90's had the maximum number of studies on these variables (Mohan, 2000).

Johnson and Asha (1993), Asha and Johnson (1994) studied relationship between self-concept, gender, SES and urban-rural setup with career maturity; no significant relationship of self-concept with career maturity emerged. Urban female students were higher on vocational maturity than their rural counterparts. Bhatnagar and Gulati (1998) demonstrated a relationship between career maturity and status on creativity. Sharma, Bhargava and Sinha (1993) found commerce and science students of Class XII differing significantly in respect of career attitudes in favour of science group.

Shenoy (1993) studied the effect of an intervention programme to facilitate career development of high school students and found no differences in experimental and control group on vocational commitment, number of occupations considered and ability ratings. Students who were submissive and low on psycho-social, emotional and social factors relevant to career choice had low vocational commitment and career planning. Bhargava and Sharma (1995) noted inconsistent findings on career competencies among high and low achievers of Class XII. The former were higher on career competencies like self and career knowledge, planning and problem solving and latter on goal selection.

Higher Education

Singh (1994) studied the differences in vocational choices of male and female undergraduates and found no differences in their choices for vocations like teaching, library science, engineering, medicine, administrative and police services, banking, LIC etc. Males had, however, more preference for occupations like railways, factory work, social work etc as compared to females.

Career patterns of men and women were studied by Mohan (1998). Age, sex and SES differences appeared on job stability and mobility patterns.

TESTS

Tests are an important component in guidance and counselling work. Realistic assessment and appraisal of students is required for educational and career guidance and for guiding students in their personal-social development and adjustment. The need for indigenous tools suited to various age and maturity levels and local needs to accommodate cultural variations has always been emphasised as there has been a dearth of such tools and tests suitable for Indian context. A lot of research in tool development and adaptation was undertaken in the 60's and 70's but not much work has been initiated with regard to this aspect in recent years. Research for test development therefore is scant.

Pre-school and Elementary

At the pre-school level, tests for measuring perceptual and spatial abilities of 3-6 year old children have been developed by Sangawan, Chitkara and Sangwan (1997) based on a pre-testing sample of 200 children. The tests showed high reliability irrespective of sex and cultural background.

Secondary/Senior Secondary

For high school and intermediate students, Srivastava (1993) developed a verbal test of intelligence on pre-tsting sample of 645 students. The test was found highly predictive of success in science and mathematics for urban girls and rural/urban boys.

Adaptation of tests and tools has also been a favourite area of work with many researchers at this level.

A Marathi adaptation of Bell's School Inventory has been done by Jnana Prabodhini Institute of Psychology, Pune (1993) with the name of school Inventory using the concept of

school adaptability. It has a co-efficient of stability of 0.71. An adaptation of perceived social support questionnaire of Polack and Harris (1993) has been done in Hindi by Nehra, Kulhara and Verma (1996). Pre-tested on 50 female 15-19 year old female participants, it has been found to be a reliable and valid tool.

Higher Education

Rema and Ravindran (1996) developed a Malayalam adaptation of 16 PF (Form C) after pre-testing it on 100 college students (22-26 yrs.). It has an acceptable co-efficient of reliability and validity. An emotional competency scale was developed by Bhardwaj and Sharma (1994) on a sample of 100 post-graduate students with a satisfactory reliability and validity. Singh, Singh and Sinha (1996) developed an identity crisis scale which has a reasonable reliability and content and factorial validity.

A questionnaire for the purpose of diagnosing the frequency and nature of stressful life events and perceived control over such situations has been developed after pre-testing 346 male-female adults (Latha, 1997).

DEVELOPMENT OF MULTI-MEDIA PACKAGE

Use of electronic media for educational and guidance purposes is a recent phenomon in India. Audio, video and computer aided materials are being developed to facilitate learning and inculcate skills among children and youth.

Elementary

At the elementary education level Bansal (1997) found that cognitive and self-monitoring ability of the grade IV and V students could be increased when they are exposed to computers for a considerable period of time.

Secondary/Senior Secondary

With secondary and Senior Secondary samples of students, Chaudhary (1997) found a significant difference in the academic performance of adolescents with emotional and

behavioural problems after being exposed to computer assisted instruction as compared to regular classroom instruction. Joshi and Mahapatra (1997) obtained similar positive findings with computer assisted instruction. Dhand (1998) advocates internet as a powerful communication tool and has found learning through it to be dynamic, interactive and empowering. The use of video technology as compared to conventional teaching also led to higher achievement and retention in case of low achieving 102 Class XII pupils (Chetanlal, 1998).

TRENDS AND GAPS

Pre-school and Elementary Stage

This stage, although crucial and important from the point of view of laying the foundation for healthy growth and adjustment, lacks attention from researchers. Level-wise distribution of studies surveyed during the period under study show very few studies available at the pre-school and elementary stage (Table 3). Only four studies at pre-school and twenty two at the elementary education level have been found. The researches discussed show that not many guidance interventions by professionally trained personnel are being provided in schools at the pre-school and elementary level.

Table 3 : LEVEL-WISE DISTRIBUTION OF STUDIES (1993-2000)

Pre-School/Elementary	26 (15)
Secondary/ Sr. Secondary	107 (61)
Higher Education	35 (20)
All levels	7 (4)
Total	175 (100)*

*Figures in parenthesis include percentages.

Results of some of the studies at this level have shown that interventions tried by teachers have proved effective in developing affective dimensions of personality. One study showed improvement in self-monitoring ability of children with the help of Yoga. Modelling and reinforcement were also found helpful in increasing social participation and altruistic behaviour of children. Some interventions have also been tried out with parents with positive outcomes. More studies on assessing

effectiveness of counselling interventions using specific techniques need to be undertaken to have greater confidence on the utility of such techniques at the early stages. Correlational studies at this stage have focused on understanding relationship of familial variables of parental acceptance, involvement and care, with some criteria of achievement and adjustment. Table 2 shows eight studies at the elementary stage which have established that children belonging to special groups like physically handicapped and tribal children have needs different from those of the other groups. Social backwardness has also shown to be related to academic achievement and self-concept of children.

Nine developmental studies have assessed influence of parental care and involvement, especially presence or absence of mother in the home. Some studies out of these have shown consequences of mother's employment on personal, social, and educational development of children at early stages and absence of mother affecting boys and girls in childhood and adolescent stages differently.

The nature of the problems of learning disabled also needs to be explored further as learning difficulties emerge at this stage. Research-based data would help counsellors do the required diagnostic, remedial and preventive work with the children at the primary stage. No studies were found to have been undertaken on self-concept formation; hence research on processes of self-concept formation, influences on the children's sense of self-efficacy, and their level of self and career awareness, the nature of career preferences emerging at that stage and factors influencing such preferences would help in understanding the process of career development at early stages. The nature of study habits and the problems faced by children during their elementary school years seem also very prominently appearing gaps in research.

Researches discussed on mental health status of children have reported some incidence of psychological disturbance at a very young age. More studies would greatly help planning suitable programmes for prevention of such difficulties at an early age. Development and try-out of programmes for healthy personality development, study skills, interpersonal skills,

study habits and how these relate to academic achievement, motivation and adjustment of children would also be useful for guidance workers and teachers for planning guidance activities at this stage.

Secondary/Senior Secondary Stage

Most studies (61%) discussed for the period 1993-2000 have been on samples of secondary and senior secondary students (Table 3). Guidance services in schools right from their initiation were introduced for students from this stage. The stage is also crucial from the point of view of career decision-making and personal-social development; therefore, more researches having implications for guidance and counselling work have been undertaken at this stage rather than other stages.

Eleven studies have been undertaken at this stage for appraisal of guidance programmes. Besides some traditional methods, to reduce stress and anxiety, some new techniques, like group counselling, peer counselling, sex education programme etc. have been successfully tried out for helping youngsters with various problems.

Fourteen developmental studies reported have focused mainly on identifying the effect of some commonly assessed background variables like parental acceptance and rejection and effect of maternal employment on various personality aspects of boys and girls. These studies have further affirmed the relationship between academic achievement and personality characteristics with some routine variables like sex, age, SES, intelligence, level of motivation which have been over-emphasised. A few studies have also attempted to identify new areas like the concomitants of learned helplessness and effects of prolonged deprivation on mental health. The type of school has also emerged as an important variable as students from co-educational schools are reported to be better on mental health than those in other schools. Students experiencing inferiority, loneliness have been found to have more intraggression then extraggression. Mental health of students is also found influenced by variables of SES, gender, school environment and teacher behaviour and attitudes.

Self-concept and self-efficacy have been subjects of study by many researchers at this stage. These and internal locus of control have emerged as important influencing variables along with many other familial factors.

Many studies reported at this stage have been undertaken on factors affecting academic achievement and personal adjustment of the first generation learners, SC/ST, and handicapped groups.

Among the newer areas two studies have assessed student's attitudes towards life and humanity and quality of decision-making which are influenced by gender and other background factors. More studies of this type would help counsellors have a better understanding of factors affecting client adjustment and happiness.

Less explored issues at this stage include: how do students make educational/vocational choices and preferences? What role do the parental aspiration and other familial variables play in it? How to assess career maturity and its various dimensions? What are the patterns of career development of students in the Indian context which need to be taken up for research?

Results affirm the need to inculcate among students good study habits, academic motivation, involvement in studies, ability to make choices and decisions. Hence guidance interventions could be aimed at such issues and further exploratory research on these aspects would greatly enhance their understanding and implications for intervention.

Although studies on vocational interests and vocational maturity are available, they are still limited. More needs to be understood about the pattern of career choice development and decision-making. Understanding of attitudes of children and youngsters towards work would help in countering the prevalent materialistic attitudes that the modern day youngsters seem to be acquiring. Some longitudinal, extensive and indepth studies are needed to provide patterns of development so far as career attitudes, choices and competencies are concerned. This being the school leaving stage the issues for exploration include: What is the level of self and career awareness of students? What kind of planning, goal setting, decision-making and problem solving skills do they have? Are their career choices and preferences realistic in terms of their personal traits and occupational requirements?

Higher Education

In the context of recent emphasis in career psychology on the developmental view of career behaviour, need for guidance is being emphasised at all levels of education. 25% researches have been undertaken at this level during this period.

Researches at this stage have been scattered along various dimensions and diverse groups ranging from under-graduate/post-graduate students, medical, engineering, M.B.A. students, teacher trainees, young educated unemployed, drug addicts and SC/ST students of technical institutes. The concerns taken up for study centre around self-concept, self-esteem, stressors and coping styles, alienation and helplessness, and quality decision-making.

Some studies have focused on vocational interests, career choices, work-value preferences and attitude towards manual work. There has not been any study on career maturity at this level although its relevance at this level can not be denied.

Positive outcomes on effectiveness of auto counselling, self-concept enhancement were also obtained.

Assessment of guidance programmes in Delhi, Mumbai and Punjab also give indications of positive perceptions of teachers, parents and students towards guidance and counselling services at school levels. One national level survey also presents by and large positive views of all toward guidance and counselling which has implications for planning guidance activities at all levels.

More studies spanning developmental concerns and problems of this stage faced by students at this stage should be taken up especially to focus on the problems related to entry into world of work, meeting social demands, responsibilities of adulthood, establishing relationship with opposite sex, coping with crisis situations. Effect of interventions like peer counselling, crisis counselling,

counselling for prevention of drug abuse, alcoholism, AIDS/HIV would be useful areas for research.

CONCLUSIONS

The report given above is a consolidation of about 175 studies having relevance for guidance and counselling methodology and practices at various levels of school education. The developmental, co-relational and descriptive studies included have dealt with popular and much studied topics showing relationship of demographic and familial variables like sex, age, parental attitudes and personal traits of intelligence, self-concept, problems of students with academic achievement, mental health, decision-making and other adjustment variables. These two areas together account for almost 33% of studies discussed here.

The need for studying some more variables extraneous to the individual is felt in view of the fact that in today's world of mass communication and globalisation, individual life style and adjustment are very much affected by factors outside the individual and home. What role do the factors like family, community and other socio-political and economic factors play in the personal, educational and career development of individuals in their success in career and personal life planning and adjustment needs to be studied further.

Guidance workers also need to have an understanding of the social and global concerns and issues and how these influence the career development and adjustment of students at school stage. Opinion surveys to understand these issues from the perspective of students, teachers and parents and the nature of guidance interventions needed to meet the needs of children and youth to reduce the stress and anxieties as a result of such concerns would also be helpful. Equally important are the longitudinal and cross-sectional studies with wider samples of populations which may be more representative of the school age population to arrive at more conclusive findings.

More studies would be welcome on identifying factors causing academic stress and on assessing the effectiveness of individual, group guidance and counselling and classroom developmental guidance programmes to facilitate student achievement and adjustment. This would also help reduce the incidence of suicide, truancy, dropout at school leaving stage – problems causing great concern among educators, parents and teachers.

New research areas in the Indian context need to be focused on evaluative and follow up studies assessing the effectiveness of different kinds of training strategies for improving training programmes for teachers/teacher-educators in guidance and counselling and also the counsellor training programmes. The guidance programmes for different age groups suited to different cultural and socio-economic groups should be identified and tried out. Moreover studies on career maturity to understand career behaviour of children and youngsters at various stages of development would help in designing suitable programmes for elementary, middle, high school and higher secondary school students.

Surveys of student problems to provide an understanding of developmental demands and challenges faced by youngsters would also help in devising suitable guidance strategies for various age groups.

Research is also lacking into emerging issues and concerns and the guidance techniques/strategies in the areas of child abuse, sex abuse, gender inequalities, drug abuse, prevention and rehabilitation of people with HIV/AIDS, children of divorced/single parents, coping with stress, anger, violence, rape, attempted suicide, terrorism, natural disasters etc. Insight into nature of counselling strategies and guidance programmes with regard to above issues should be of para-mount concern for a researcher.

Most of the research seems to have followed what might be termed as anglo-saxon tradition and perceptions. In fact, but for the samples drawn from the Indian universe, the research designs including research questions and objectives seem largely derivative of those undertaken in USA and UK. In this sense, research in guidance and counselling – in fact, their philosophy and practices are largely based on the western socio-cultural contexts which are characterised by diversities of different kind. There seems a need to undertake research to take note of Indian philosophical, psychological and sociological systems so that more relevant theories and practices of guidance and counselling are developed.

In Indian context, what supportive role does and can the community play in providing formal/informal counselling to youngsters in their process of growing up and making decisions and adjustments to life situations is what constitutes a major research area for a researcher. There is also need to see the effects of some indigenous methods like yogic exercises, *asanas* and meditative and physical relaxation techniques to nurture individual resources of mind and body to increase individual ability to cope and adjust to complex and varied demands of life.

REFERENCES

Agarwal, A. (2001). **A study of some educational problems of scheduled caste students.** *Indian Educational Abstracts*, Vol. 1(2), 15.

Agarwal, R. (1994). **The relationship between sex and general self-concept in grade IX students.** *Bhartiya Shiksha Shodh Patrika*, Vol. 13(2), 17-22.

Agarwal, S. (1998). **A study of the factor affecting the scholastic achievement of Xth Class science girls of identical intelligence.** *Perspectives in Psychological Researches*, Vol. 21(1&2), 55-59.

Aggarwala, S. and Jain, P. (1993). **Modification of altruism among children and adolescents through modeling and cognitive restructuring.** *Journal of Community Guidance and Research*, Vol.10(2), 127-135.

Alam, J. and Saeed uz Zafar (1993). **Prolonged deprivation as related to dependence proneness.** *Perspectives in Psychological Researches*, Vol. 16(1&2), 89-92.

Alvi, S.A.; Khan, S.B.; Shankat, N.; Hussain, M.A. and Borg, T. (1990). **A study of the validity of Holland's theory in a non-Western Culture.** *Journal of Vocational Behaviour*, Vol. 36, 132-146.

Ambasht, N.K. and Rath, K.B. (1999). **A study of the effect of household, community and school factors on the enrolment, retention and achievement of scheduled tribe children at primary level.** *Indian Educational Abstracts.* Vol. 6 (1).

Aneja, A. and Kaur, P.(1996). **Parent-child relationship in opinion of adolescent boys and girls.** *Praachi Journal of Psycho-Cultural Dimensions*, Vol. 12(2), 111-116.

Annaraja, P. and Thiagarajan, A.P. (1993). **Academic achievement of scheduled tribe adolescents in Salem, district of Tamil Nadu: A psycho-social study.** *Journal of Indian Education*, Vol.18(6), 50-55.

Arora, S. (1999). **Personality configuration of congenially visually impaired children.** *Social Science International*, Vol.15(2), 46-54.

Arthur, M.B.; Hall, D.T. and Lawrence, B. (Eds.) (1989). **Handbook of Career Theory.** Cambridge, England : Cambridge University Press.

Asha, C.B. (1997). **Creativity of hearing impaired and normal children.** *Disabilities and Impairments*, Vol.11(2), 81-85.

Asthana, M.(1993). **A study of socio-psychological correlates of dropouts of senior basic level.** Unpublished Doctoral Dissertation in Education, Rohilkhand University, Bareilly.

Aurora, S. (1999). **Acceptance-rejection need experiences of adolescent school deviants as determined by their family setting.** *Journal of Community Guidance and Research*, Vol. 16(3), 235-246.

Aurora, S. and Bhargava, M. (1998). **Motivational profile analysis of deprived female adolescents.** *Praachi Journal of Psycho-Cultural Dimensions*, Vol.14(2), 157-162.

Bali, C. (1994). **A comparative study of sports orientations, behavioural coping and emotional coping among winners and non-winners of inter-varsity competitions in contact and non-contact games.** Unpublished Doctoral

Dissertation in Physical Education, Kurukshetra Univeristy, Kurukshetra.

Bansal, I.S. (1997). **Computer as a tool for cognitive development of primary grade children.** *Indian Journal of Psychometry and Education,* Vol. 28(2), 95-100.

Barua, K. and Barua, J. (1999). **Adjustment differences of adolescents in relation to maternal employment.** *Journal of North-East India Council for Social Science Research,* Vol. 23(1), 51-55.

Behera, S. (1999). **Vocational interest of +2 girls.** *The Educational Review,* Vol. 105(10), 165-168.

Bengalee, M.D. (1991). **Research in guidance and counselling : A trend report.** In, M.B. Buch (Ed.) *Fourth Survey of Educational Research,* Vol.1, 523-545, New Delhi: National Council of Educational Research and Training.

Benno, M.A. (1995). **A study of certain correlates of academic achievement among scheduled caste students in the union territory of Pondicherry.** Unpublished Doctoral Dissertation in Education, University of Mysore, Mysore.

Bharadwaj, R. and Sharma, H.C. (1994). **Development of emotional competency measures,** Vol. 25(1&2), 117-120.

Bhargawa, M. and Sharma, A. (1995). **Scholastic attainment and career maturity.** *Indian Journal of Psychology and Education,* Vol. 26(1), 25-30.

Bhargava, M. and Saxena, A. (1997). **Sex differences in personality dynamics of extremely prolonged deprived adolescents.** *SIS Journal of Projective Psychology and Mental Health,* Vol. 4(2), 155-160.

Bhatnagar, A. (1999). **Guidance and Counselling : A Trend Report.** In, *Fifth Survey of Research in India,* 1988-1992, New Delhi: NCERT.

Bhatnagar, A. (1993). **Status Survey of Career guidance in Selected Schools of Delhi.** Independent Study, DEPFE, NCERT and Women's Development Division, NIPCCD.

Bhatnagar, A. and Pant, D. (2000). **Predicting Counsellor success: A re-look at selection procedure.** New Delhi : Department of Educational Psychology and Foundations of Education, NCERT.

Bindu, C.M. (1998). **Self-concept and socio-personal adjustment of hearing impaired and normal secondary school students.** *Experiments in Education,* Vol. 26(3), 3-6.

Bissa, S.; Singh, B.G. and Helode, R.D. (1993). **Self-concept: A comparison between blind and normal students.** *Perspectives in Psychological Researches,* Vol. 16 (1&2), 58-60.

Bogler, A.W. (1978). **Guidance and Counselling in a Developing Country.** *International Journal for the Advancement of Counselling,* Vol. 1(3), 225-229.

Brewer, J.M. (1942). **History of Vocational Guidance** (ed). New York : Harper Brothers.

Buch, M.B. (ed) (1979). **Second Survey of Research in Education.** Baroda : Society for Educational Research and Development.

Budhdev, P.V. (1996). **A study of attitudes of secondary school students towards various school subjects.** *Indian Educational Review,* Vol. 31(2), 112-125.

Chaturvedi, S. (1996). **A study of adolescents' perception of maternal role of professional and non-professional mothers in relation to their level of aspiration and academic achievement.** Unpublished Doctoral Dissertation in Education, Avadh University.

Chaturvedi, S. (1999). **Prolonged deprivation as determinant of personality and mental health of visually impaired children.** Unpublished Doctoral Dissertation in Education, Dayalbagh Educational Institute, Agra.

Chattopadhayay, M.K. (1998). **A quasi-experimental study on the educational backwardness of SC secondary school students in some districts of West Bengal.** *Perspectives in Education,* Vol.14(2), 87-95.

Chetanlal, N. (1998). **The production and validation of video teaching-learning material in home science for senior secondary students of Delhi.** *Indian Educational Review,* Vol. 33(1), 143-146.

Cheatham, H.E. (1990). **Africentricity and career development of African Americans.** *Career Development Quarterly,* Vol. 38, 334-346.

Choudhary, K. (1997). **On-task behaviour of disruptive children using computer-assisted remedial instruction in mathematics.** *Indian Educational Review,* Vol. 32(2), 146-154.

Chowdhary, A. and Samal, J. (1997). **Parental involvement and academic achievement of the peer accepted and peer rejected children.** *Journal of Community Guidance and Research,* Vol. 14(2), 165-180.

Cremin, L.A. (Ed). (1961). **The Transformation of the school.** New York : Alfred Knops.

DeMello, L. and Imms, T. (1999). **Self-esteem, locus of control and coping styles and their relationship to school attitudes of adolescents.** *Psychological Studies,* Vol. 44 (1&2), 24-34.

Dhanda, B. and Nath, M. (1994). **Attitudes of high school boys towards life and humanity in relation to socio-economic status.** *Praachi Journal of Psycho-Cultural Dimensions,* Vol.10(1&2), 63-67.

Dhanda, H. (1998). **Using the Internet in social studies instruction.** *Indian Educational Review,* Vol. 33(1), 80-92.

Geetha, C.V. and Bhaskar, G. (1993). **A study of certain characteristics of the families of mentally retarded children in comparison to families of normal children.** *Indian Journal of Applied Psychology,* Vol. 30(1), 25-29.

Gibson, R.L. and Michell, M.H. (ed), (1995). **Introduction to Counselling and Guidance.** *Merill,* an imprint of Prentice Hall Englewood Cliffs, New Jersey, Columbus, Ohio.

Gupta, A. (1993). **Effect of teacher's influence upon mental health of his pupils.** *Psycho-Lingua,* Vol. 23(2), 95-104.

Gupta, A. (1998). **Anxiety level and scholastic achievement among adolescents.** *Perspectives in Psychological Researches,* Vol. 21(1&2), 86-88.

Gupta, N.; Joneja, G.K. and Saraswat, R.K. (2000). **Counsellor in the making: Status and development (Phase I).** New Delhi : DEPFE, NCERT.

Gupta, R. (1996). **Inferiority feelings as a source of variation in adjustment of female adolescents.** *Journal of Personality and Clinical Studies,* Vol.12 (1&2), 29-32.

Gupta, V. and Sansanwal, D.N. (1996). **Self-concept enhancement programme of undergraduate female students.** *Journal of Higher Education,* Vol.19(4), 519-527.

Gyanani, T.C. (1999). **Self-concept of the adolescents in relation to caste, religion and gender differences.** *Praachi Journal of Psycho-Cultural Dimensions,* Vol.15(1), 29-36.

Gyanani, T.C. and Gupta, M. (1996). **Problems and their effect on the academic achievement of backward class students in relation to their education and generation gap.** *Indian Journal of Educational Research,* Vol. 15(2), 13-22.

Handa, A. (1994). **Sex education for adolescents.** *Journal of Indian Education,* Vol. 20(2), 39-43.

Havalappanavar, N.B. (1998). **Work values of professional and non-professional college students.** *Journal of Psychological Researches,* Vol. 42(1), 85-90.

Humes, C.W. (1991). **School counselling on Australia.** *The School Counsellor,* Vol. 38, March 1991.

Hymavathi, K. (1993). **Evolving a teaching model for developing the effective aspects of children as envisaged in National Policy on Education.** Unpublished Doctoral Dissertation in

Education, Osmania University, Hyderabad.

Jain, A. (1993). **Problems of adolescence in present changing society.** Unpublished Doctoral Dissertation in Home Science, Devi Ahilya Vishwavidyalaya, Indore.

Jain, S. (1998). **Social competence among tribal and non-tribal pupils.** *Psycho-Lingua*, Vol. 28(2), 131-134.

Jain, S. (1998). **Effect of family relationship on child's mental tension.** *Journal of Community Guidance and Research*, Vol. 15(1), 63-71.

Jansari, A. and Kumar, P. (1999). **Vocational interests of students as determined by their communities and residential areas.** *Journal of Community Guidance and Research*, Vol. 16(3), 279-284.

Jena, S.P.K. (1998). **Effects of differential reinforcement of alternative behaviour on disruptive noise making in a retarded child.** *Indian Journal of Clinical Psychology*, Vol. 25(1), 77-81.

Jindal, S.D.; Kato, M. and Maekawa, H. (1998). **Using self-evaluation procedures to maintain social skills in a child who is blind.** *Journal of Visual Impairment and Blindness*, Vol. 92 (5), 362-366.

Joglekar, S.V.; Pandya, S. and Kesarkar, M.K. (1993). **Attitude of students toward work experience.** *The Progress of Education*, Vol. 67(8),185-190.

Johnson, R. and Asha, C.B. (1993). **Effects of gender and urban-rural rearing on vocational maturity.** *Perspectives in Psychological Researches*, Vol.16 (1&2), 20-22.

Joshi, A. and Mahapatra, B.C. (1997). **Effectiveness of computer software in terms of reasoning ability in science.** *Experiments in Education*, Vol. 25 (1), 35-40.

Joshi, J.N. and Gakhar, S. (1987). **Guidance and Counselling : A trend report.** In, M.B.Buch (ed). *Third survey of research in education*, 1978-1983, New Delhi : National Council of Educational Research and Training.

Joshi, G. (1998). **Correlational study of neuroticism extraversion and academic achievement.** *Journal of Psychological Researches*, Vol. 42 (1), 56-60.

Julka, A. (1998). **Teacher empowerment and successful mainstreaming of visually impaired children.** *Disabilities and Impairments*, Vol. 12 (1), 40-50.

Kacharayil, J. (1998). **An analytical study of some causes leading to educational backwardness of scheduled caste and scheduled tribe pupils.** Unpublished Doctoral Dissertation in Education, Calicut University, Calicut.

Kathuria, P.R. and Ahluwalia, S.P. (1994). **Scholastic achievement and prolonged deprivation: A study in Chhattisgarh region of Madhya Pradesh.** *Experiments in Education*, Vol. 22 (11), 225-236.

Kaur, S. and Kohli, T. (1993). **Effectiveness of guidance programmes and practices in higher secondary schools of Punjab.** *Punjab University Research Bulletin (Arts)*, Vol. 24 (2),13-21.

Kim, Y.M. (1987). **Student Guidance in Secondary Education in Latin America.** *Prospects*, Vol. 17(1), 107-114.

Khanam, M. and Sen, A.K. (1998). **The influence of creativity, sex and type of school on creative self-perception.** *Social Science International Inter-disciplinary Readings*, Vol. 14 (1& 2), 60-70.

Khatarabhai, G. and Valambhai, G. (1997). **A study of the releationship between educational achievement and socio-economic status of SC, ST students of secondary schools with reference to psychological variables.** Unpublished Doctoral Dissertation in Education, Sardar Patel University, Vallabhgarh Vidyanagar.

Khokhar, C.P. and Thakur, Y. (1993). **Parent-child relation and the feeling of acceptance and rejection experience in children.** *Praachi Journal of Psycho-Cultural Dimensions*, Vol. 9(1), 21-24.

Kibico, D.N. (1993). **Stressors affecting foreign students and the coping styles the students use.** *Perspectives in Psychological Researches*, Vol. 16 (1&2), 30-36.

Kibico, D.N. (1995). **The motivational effects of anxiety and aspiration.** *Perspectives in Psychological Researches*, Vol. 17 & 18 (1&2), 22-25.

Kon, I.S. (1989a). **The psychology of social inertia.** *Soviet Sociology*, Vol. 28, 7-27.

Kon, I.S. (1989b). **Psikhologiia rannei yunosti.** Moscow, USSR : Prosveshchenie.

Kothari, S. (1993). **Effect of locus of control on anxiety and achievement motivation.** *Indian Journal of Psychometry and Education*, Vol. 24 (2), 103-108.

Krejci, M. (1998). **A study of the use of yoga with mentally retarded children.** *Disabilities and Impairments*, Vol.12(2), 75-80.

Kumar, S. and Mehta, A.K. (1998). **A study of SC and ST students in a technical institute of education.** *The Indian Journal of Technical Education*, Vol. 12(1), 33-37.

Kumar, D.; Prasad, S.K. and Singh, V. (1995). **A comparative study of normal and physically handicapped in relation to their personality characteristics.** *Perspectives in Psychological Researches*, Vol. 17 & 18 (1&2), 50-52.

Kumar, D.; Singh, V. and Tauab, M. (1995). **Effect of community, caste, and faculty on adjustment – maladjustment of adolescents.** *Perspectives in Psychological Researches*, Vol. 17 & 18 (1&2), 39-41.

Kundu, R. and Basu. J. (1998). **Aggression in reaction to frustration among adolescent boys with depression and conduct disorder.** *SIS Journal of Projective Psychology and Mental Health*, Vol. 5(2),119-126.

Lali, S. (1995). **A comparative study of the scholastic performance of the visually handicapped pupils studying under the** integrated system with that of the normal pupils in secondary schools of **Kerala.** Unpublished Doctoral Dissertation in Education, University of Calicut, Calicut.

Lasch, C. (1995). **The New Radicalism in America** (ed). New York : Vintage Books.

Latha, S. (1997). **Development of stressful life events questionnaire.** *Journal of Psychometry*, Vol. 10(2), 20-27.

Lather, A.S.; Vasudeva, P. and Verma, P. (1997). **A study of drug abuse among students as related to personality variables.** *Journal of the Indian Academy of Applied Psychology*, Vol. 23 (1&2), 43-49.

Lavakare, N.A. and Hiswankar, S. (1995). **Effect of parent-directed intervention on the child's personality dimensions and parental approach towards the child.** *Indian Journal of Applied Psychology*, Vol. 32 (1&2), 74-79.

Lavakare, N.A. and Hiswankar, S. (1996). **Effect of parent-directed intervention on the child's personality dimensions and parental approach towards the child.** *Journal of Community Guidance and Research*, Vol. 13 (1), 19-26.

Laxminath, N. (1998). **Psycho-social correlates of social problem solving skills among preadolescents.** Unpublished Doctoral Dissertation in Psychology, Bangalore University, Bangalore.

Malhi, P. and Singh, P. (1998). **Psycho-social management of attention deficit hyper activity disorder in school aged children: some guidelines for school teachers.** *Journal of Community Guidance and Research*, Vol.15(3), 311-323.

Mathur, K. and Mishra, G. (1994). **Influence of maternal employment on children's personality.** *Indian Journal of Psychometry and Education*, Vol. 25 (1&2), 11-24.

Mattoo, M.I. (1994). **Vocational interests and adjustment of high and low creative students.** *Indian Educational Review*, Vol. 29 (1&2), 86-88.

Mayuri, K. and Bilquis (1999). **Factors determining retention, concentration, and intellectual abilities of rural school children.** *Journal of Community Guidance and Research*, Vol.16 (2),161-169.

Mazumdar, S. (1994). **The effect of various levels of competition on psychological and physiological parameters of anxiety on soccer players.** Unpublished Doctoral Dissertation in Physical Education, Jiwaji University, Gwalior.

Meir, E.; Melamed, T. and Abu Freha, A. (1990). **Vocational, avocational and skill utilisation congruences and their relationship with well being in the two cultures.** *Journal of Vocational Behaviour*, Vol. 36, 153-165.

Miller, C.H. (1961). **Foundations of Guidance** (Ed). New York : Harper and Brothers.

Mishra, S. and Singh, R.P. (1998). **Personality adjustment of graduates with reference to their socio-economic status.** *Praachi Journal of Psycho-Cultural Dimensions*, Vol. 14 (1), 43-44.

Mohan, S. (2000). **Guidance research in India: an in-depth study.** New Delhi : DEPFE, NCERT.

Morrison, R.F. and Adams, J. (Eds.). (1991). **Contemporary career development issues.** Hillsdale, NJ : Erlbaum.

Mrinal, N.R. and Rekha, Y.S. (1994). **Problems of first generation learners.** *Indian Journal of Psychometry and Education*, Vol. 25 (1&2), 69-73.

Naggapa, P.S. and Venkataiah, N. (1995). **Study habits of secondary school students of Mysore city.** *Experiments in Education*, Vol. 23 (9), 143-152.

Naidu, K.J. (1998). **A comparative study of the academic achievement of the students of formal and non-formal education.** *Indian Educational Review*, Vol. 33 (1), 152-158.

Nasar, R. (1998). **A study of creativity of tribal and non-tribal students of north eastern state.** *Journal of Psychological Issues*, Vol. 6 (1&2), 29-34.

Nehera, R.; Kulhara, P. and Verma, S.K. (1996). **Adaptation of social support questionnaire in Hindi.** *Indian Journal of Clinical Psychology*, Vol. 23 (1), 33-39.

Nizamuddin, S. and Sakira Banu, K.S. (1995). **Child-rearing practices by parents of aggressive and non-aggressive pre-school children.** *Indian Journal of Applied Psychology*, Vol. 32 (1&2), 20-24.

Padhi, J. and Dash, A.S. (1994). **The relation of parental attitudes to adolescence competence.** *Psycho-Lingua*, Vol. 24 (1), 33-42.

Pahuja, P. (1999). **Effect of peer-tutoring on verbal ability.** *Psycho-Lingua*, Vol. 29(1), 31-38.

Pal, G.C. and Singhal, S. (1995). **Employment potential, alienation and helplessness.** *Perspectives in Psychological Researches*, Vol. 17 & 18 (1&2), 9-14.

Panchanatham, N. (1999). **Psychologist and auto-counselling on the academic achievement of university students.** *Journal of the Indian Academy of Applied Psychology*, Vol. 25 (1&2), 143-146.

Panchanatham, N.; Suresh, V. and Amalor, D. (1998). **Achievement motivation and quality decision-making.** *The Indian Journal of Technical Education*, Vol.21 (2), 30-34.

Pandey, A.P. (1993). **Locus of control and self-esteem.** *Perspectives in Psychological Researches*, Vol. 16 (1&2), 14-16.

Pandya, R. (1999). **Factors causing municipal schools.** *Journal of Community Guidance and Research*, Vol.16 (2), 179-186.

Pandya, R. and Bora, S. (1997). **A study of factors causing school dropouts.** A survey report. *Journal of Indian Education*, Vol. 23 (3), 32-37.

Pani, M.K. (1993). **A differential study of academic performance in reading achievement and cognitive tasks among tribal children.** *Psycho-Lingua*, Vol. 23 (1), 19-24.

Pant, D. (1998). **Guidance needs of the school going students: A review.** *Indian Educational Review*, Vol. 33 (1), 66-79.

Parimala, K. and Ganesan, D.R. (1993). **Some correlates of attitude to self-employment among women college students in Madras city.** *Experiments in Education*, Vol. 21 (11), 265-276.

Parween, S. (1995). **A study of adjustment among disadvantaged students.** *Perspectives in Psychological Researches*, Vol. 17 & 18 (1&2), 56-58.

Pathak, R.P. and Rai, V.K. (1993). **Mental health of higher secondary students in relation to socio-economic status.** *Journal of Indian Education*, Vol. 18 (5), 52-56.

Patterson, C.H. (1978). **Cross Cultural or International Counselling or Psychotheraphy.** *International Journal for the Advancement of Counselling*, Vol. 1(3), 231-247.

Patil, K.S. (1995). **Drug addiction among youth in Goa with special emphasis on treatment and rehabilitation.** Unpublished Doctoral Dissertation in Social Work, Nagpur University, Nagpur.

Pradhan, N. (1995). **Vocational interest of higher secondary girl students in relation to their stream of study.** *The Progress of Education*, Vol. 70 (4), 78-80.

Prakash, L. and Vani, E.M. (1994). **Self acceptance of delinquent and non-delinquent adolescent boys.** *Journal of Education and Social Change*, Vol. 8 (2&3), 12-18.

Prasad, S. and Srivastava, A.N. (1998). **Learning disabled children: Diagnosis and remedial measures.** *Psycho-Lingua*, Vol. 28 (1), 81-87.

Priscilla, S. and Karunanidhi, S. (1998). **Influence of self-esteem, locus of causality and adjustment on behavioural problems of adolescent girls.** *Journal of Psychological Researches*, Vol. 42 (3), 146-150.

Promod, S. (1996). **Future time perspective cognitive efficiency, achievement, motivation, anxiety and academic performance among XI Standard boys and girls.** *Indian Journal of Applied Psychology*, Vol. 33 (1), 34-33.

Raj, T. (1995). **A study of academic alienation among tribal high school students of Himachal Pradesh in relation to their home and school environments.** Ph. D. Education, Himachal Pradesh University, Shimla.

Ramachandran, K.M. (1993). **Social and familial Variables which cause under achievement in Malayalam in Secondary Schools.** Ph. D., Education, University of Calicut, Calicut.

Ramalingam, P. (1995). **Comparison of decision-making styles among higher secondary students.** *Indian Journal of Applied Psychology*, Vol. 32 (1&2), 67-73.

Rath, A. and Patnaik, S. (1999). **Role of maternal disciplinary practices on academic achievement and peer-social status among adolescents.** *Experiments in Education*, Vol. 27 (7), 117-124.

Rawat, L. (1995). **A study of the effect of parental absence on adjustment, study habits and academic development of students of high school classes.** Ph. D. Education, Hemwati Nandan Bahuguna Garhwal University.

Reddy, G.S. and Reddy, P.G. (2001). **Work values: A study on M.B.A. students.** *Journal of Psychological Researches*, Vol. 45 (2), 65-70.

Reddy, V.S. and Nagarathnamma, B. (1994). **Relationship between perceived school environment and mental health status among school children.** *Journal of Community Guidance and Research*, Vol.11 (2), 131-137.

Rema, M.K. and Ravindran, A. (1996). **Malyalam adaptation of the 16 personality factor questionnaire (Form C).** *Psychological Studies*, Vol. 41 (1&2), 61-64.

Rongali, S.P. (1993). **A study of adjustment in relation to social integration and achievement of the students of residential schools.** Ph. D., Education, Andhra University.

Sahoo, F.M. and Batra, G. (1997). **Self-efficacy and attributional styles in mastery**

oriented and learned helpless students. *Indian Educational Review*, Vol. 32 (2), 93-103.

Sair, H.D.(1998). **A study of some selected socio-personal and psychological traits of academically gifted senior secondary school students.** Ph. D. Education, Punjabi University.

Sangwan, S.; Chitkara, S. and Sangwan, S. (1997). **Development of perception test for 3-6 years old children.** *Journal of Psychometry*, Vol.10 (2),9-14.

Sangwan, S. and 'Sangwan, S. (1997). **Development of a test measure special relations of 3-6 years old children.** *Indian Journal of Psychometry Education*, Vol. 28 (2), 101-104.

Sarladevi, K. and Devaraj, S.N. (2001). **The influence of examination stress on cholesterol levels of X, XII, M.Sc. and Vocational group students.** *Journal of Psychological Researches*, Vol.45 (1), 5-8.

Saraswat, R.K. (2001). **Counsellor in the making: Status and development** (Phase II). DEPFE, NCERT, New Delhi.

Sharma, A.; Bhargawa, M. and Sinha, R.K. (1993). **Career attitude and competency among adolescents studying commerce and science at intermediate level.** *Indian Journal of Psychometry and Education*, Vol. 24(2), 109-113.

Sharma, M. and Mehta, M. (1993). **The effects of discordance between interest and chosen curriculum upon psychological adjustment and academic achievement.** *Indian Journal of Psychometry and Education*, Vol. 24 (1), 25-30.

Sharma, P. (1995). **Aptitudes of academic achievers.** *Psycho-Lingua*, Vol. 25 (1&2), 103-110.

Sharma, S. (1994). **Influence of certain socio-psychological variables on choices of career among women students.** Unpublished Doctoral Dissertation in Psychology, Aligarh Muslim University, Aligarh.

Sharma, S. (1998). **A study of visually disabled** and sighted students in relation to their frustration and study involvement. *Disabilities and Impairments*, Vol. 12(2), 101-106.

Sharma, S.; Kumarh, V. and Misra, H. (1996). **Behavioural intervention in test anxiety.** *NIMHANS Journal*, Vol. 14(1), 57-60.

Sheikh, G.Q.(1994). **A study of personality traits, psychogenic needs and academic achievement of rural and urban female adolescent students in relation to their cognitive style.** Unpublished Doctoral Dissertation in Education, Himachal Pradesh University, Shimla.

Sheikh, N.R. and Krishnan, U. (1995). **Vocational choice and parental attitude in relation to socio-economic class.** *Praachi Journal of Psycho-Cultural Dimensions*, Vol. 11 (1&2), 71-74.

Shenoy, J.; Kapur, M. and Kaliaperumal, V. (1996). **Prevalence and pattern of psychological disturbances among 5 to 8 year old school going children: Preliminary findings.** *NIMHANS Journal*, Vol. 14(1), 37-43.

Shenoy, S. (1993). **Psycho-social correlates and facilitations of career development among high school students.** Unpublished Doctoral Dissertation in Psychology, Bangalore University, Bangalore.

Shinde, V.R. (1993). **The effect of training in study skills on the scholastic achievement.** *Journal of Psychological Researches*, Vol. 37 (3), 1-8.

Shinde, V.R. (2001). **Study of skill training programme and its impact on scholastic achievement of ashram schools of Adiwasi (tribal) area.** *Journal of Psychological Researches*, Vol. 45 (1), 43-49.

Shukla, P. (1994). **Vocational interest as related to general mental ability and achievement motivation.** *Indian Journal of Psychometry and Education*, Vol. 25 (1&2) 35-42.

Singh, A. and Broota, A. (1995). **Effect of study skill counselling on high test anxious students.** *Journal of Psychological Researches,* Vol. 39 (1&2), 72-76.

Singh, L.B.; Singh, A.K. and Sinha, B. (1996). **Construction of an identity crisis scale.** *Journal of Psychometry,* Vol. 9(1), 6-12.

Singh, L.; Singh, P.P. and Kumari. M. (1998). **Educated unemployed young men in India: An Analysis of their level of development orientation.** *Applied psychology: An International Review,* Vol. 47(4), 571-574.

Singh, R.P. (1993). **A study of emotional maturity of male and female students of upper and lower socio-economic status.** *Praachi Journal of Psycho-Cultural Dimensions,* Vol. 9 (2), 15-19.

Singh, R. and Verma, S.K. (1995). **The effect of academic aspiration and intelligence on scholastic success of XI graders.** *Indian Journal of Psychometry and Education,* Vol. 26 (1), 43-48.

Singh, S. (2001). **Educational needs: Relevant curriculum and rehabilitation expectations of handicapped children.** *Indian Educational Review,* Vol. 37(1), 84-96.

Singh, T. and Tripathi, K.N. (1994). **Locus of control, reward and task motivation.** *Indian Journal of Psychometry and Education,* Vol. 25 (1&2),109-116.

Singh, V. (1994). **Job preferences of male and female students.** *Bharatiya Shiksha Shodh Patrika,* Vol.13 (1), 21-26.

Sobha, I.; Ramamohan, V. and Reddy, M.S.N. (1995). **A study of problems faced by girl students in women's polytechnics.** *Journal of Indian Education,* Vol. 21 (3), 65-71.

Srivastava, N.C. (1993). **Verbal test of intelligence as predictor of success in science and mathematics.** *Psycho-Lingua,* Vol. 23 (2), 65-70.

Srivastava, R.K. (1995). **Effect of the parent-child relationship perception upon the academic achievement of Class V pupils.** *Praachi Journal of Psycho-Cultural Dimensions,* Vol.11 (1&2), 27-31.

Srivastva, R.K. (1998). **A study of self-concept of high school pupils in relation to their sociometric status.** *Indian Journal of Psychometry and Education,* Vol. 29 (1), 49-52.

Srivastava, R.K. and Rana, R. (1996). **Parental behaviour and sociometric position of children.** *Indian Journal of Educational Researches,* Vol. 15 (1), 47-53.

Sudhir, M.A. and Khiangte, V. (1997). **Personality and creativity among secondary school students: A study in talent development.** *Indian Educational Review,* Vol. 32 (2), 115-125.

Sundararajan, S. (1993). **Vocational preferences of the higher secondary students.** *Experiments in Education,* Vol. 21(10), 241-249.

Sundararajan, S. and Williams, S.S. (1993). **Teachers' attitude towards vocational education in the higher secondary schools in Tamil Nadu.** *Experiments in Education,* Vol. 21(11), 277-290.

Sundararajan, S.; Govindarajan, M. and Rajasekar, S. (1994). **Self-concept and adjustment problems of B.Ed. Teacher Trainees.** *Experiments in Education,* Vol. 22 (2), 27-34.

Sundararajan, S. and Rajasekar, S. (1994). **Professional and non-professional college students' attitude towards manual work.** *Experiments in Education,* Vol. 22 (5), 77-106.

Sundararajan, S.; Sabesan, S. and Ethiraj, A. (1994). **Self-esteem in high school pupils.** *Experiments in Education,* Vol. 22 (4), 69-72.

Suneeta, B. and Mayuri, K. (1999). **Effect of familial factors on academic achievement of school children.** *Psycho-Lingua,* Vol. 29 (1), 83-87.

Swain, S. and Mishra, A. (1999). **Effect of intelligence, language usage and sex on academic achievement of secondary school students.** *The Educational Review,* 105 (9), 144-146.

Taj, H. (1999). **Academic achievement as a function of social class, parent and child interaction, dependency behaviour and school management.** *Psycho-Lingua,* Vol. 29(2), 153-158.

Taliya, H. and Zainuddin, R. (1993). **The development of need autonomy, need achievement, and need affiliation in children as related to child-rearing practices.** *Indian Journal of Applied Psychology,* Vol. 30(1),1-7.

Tandon, U. (1994). **A comparative study of self-concept among high and normal IQ adolescents in relation to creativity, SES and academic achievement.** Unpublished Doctoral Dissertation in Education, Kanpur University, Kanpur.

Tarkasband, U.K. (1996). **A critical study of the guidance and counselling practices in secondary schools in Greater Mumbai.** Unpublished Doctoral Dissertation in Education, Shrimati Nathibai Damodar Thackersey Women's University, Mumbai.

Tickoo, S.J. (1997). **Relationship between achievement motivation and mental health among 100 male students in a senior secondary school.**

Uniyal, B.P. (1993). **Student activism in relation to intelligence and achievement motivation.** *Perspectives in Psychological Researches,* Vol.16 (1&2), 41-42.

Upamanyu, S. and Upmanyu, V.V. (1995). **Lonliness at adolescence: Correlates, attribution and coping.** Independent Study, Sohanlal D.A.V. College of Education, Ambala City (ERIC Funded).

Vani, E. M. (1995). **Sex, type of school, standard and mental health status of high school students.** *Experiments in Education,* Vol. 23 (5), 83-87.

Ved, P. (1994). **A study of educational aspirations, school adjustment and values of +2 arts and science male students in relation to school environment.** Unpublished Doctoral Dissertation in Education, Punjabi University, Patiala.

Venugopal, G. (1994). **Intellect profile and achievement of middle school pupils.** *Experiments in Education,* Vol. 22 (7),141-147.

Venugopal, G. (1995). **The influence of teachers' attitude and expectations on pupils' achievement.** *Experiments in Education,* Vol. 23 (1), 12-18.

Verma, B.P. (1993). **A study of need frustration and anxiety among adolescents.** *The Progress of Education,* Vol. 67 (7),146-150.

Verma, B.P. (1997). **The family climate and creative personality.** *Journal of Educational Research and Extension,* Vol. 34 (2), 25-33.

Verma, B.P. and Kumar, R. (1996). **Study involvement and learning styles of women students as related to residential background, academic stream and type of institution.** *Indian Educational Review,* Vol. 31(2), 99-111.

Verma, S. and Larson, R. (1999). **Are adolescents more emotional? : A study of the daily emotions of middle class Indian adolescents.** *Psychology and Developing Societies,* Vol. 11(2), 179-194.

Verma, B.P. and Murti, R. (1998). **Interface between prolonged deprivation and intelligence as determinant of values, needs and adjustment of male and female students at the +2 stage.** *Indian Educational Review,* Vol. 34(2), 79-89.

Verma, B.P.; Sheikh, C. Q. and Sangita (1997). **Study habits of adolescents student as related to academic motivation and test anxiety.** *Psycho-Lingua,* Vol. 27(2), 107-110.

Watts, A.G. (1978). **Career Guidance in a Developing Country : Malaysia.** *International Journal for the Advancement of Counselling,* Vol.1(2), 97-105.

Watts, A.G. and Ferreira – Marques, J.H. (1979). **Guidance and the school curriculum.** Paris : UNESCO (Mimeo).

Watts, A.G. (1983a). **Education, employment and the future of work.** Mitton Keynes, Open University Press.

Watts, A.G. (ed.) (1983b). **Work Experience and Schools.** London, Heinemann.

Watts, (1988). **The Changing Pace of Career Guidance in school.** *Prospects,* Vol. XVIII, 4.

Watts, A.G. (1992). **Career guidance services in a changing Europe.** *International Journal for the Advancement of Counselling,* Vol.15, 201-207.

Watts, A.G. (1994). **Occupational Profiles of Vocational Counsellors in Europe.** *Journal of Counselling and Development,* Sep/Oct. 1994, Vol.13, 44-50.

Watts, A.G. (1996). **International Perspectives.** In, Rethinking careers education and guidance : Theory, policy and practice (eds.) A.G. Watts, Bill Law, John Killeen, Jennifer M. Midd and Ruth Hawthorn, Routledge, London.

Watts, A.G.; Guichard, J.; Plant, P. and Rodriguez, M.L. (1993). **Educational and Vocational Guidance in the European Community.** Luxembourg : Office for Official Publication of the European Communities.

Zargar, A.H, and Mattoo, M.T. (1993). **Creative thinking ability and vocational interests.** *Journal of Psychological Researches,* Vol. 37 (3), 47-50.