



The Nature of Counselling with Reference to Malaysian Schools

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ABSTRACT

Counselling in education is comparatively a highly crucial field of study; especially in relation to school children as well as adults. This paper is a theoretical endeavor to assess the nature of counselling with special reference to Malaysian schools. School going children are in a molding stage and need guidance to become productive adults and contributive societal members. Counselling plays an immense role since these children are normally placed under a whole heap and enormous pressure. Besides, parents and society in general seem to place unbearable weight of expectations on children. Few nations and governments, in the third world, have taken serious initiatives to improve the situation; Malaysia is one of those nations. The subsequent governments of Malaysia have improved counselling services in the schools over the years. Nonetheless, more improvement is needed on the role of counselling in schools and educating the students on counselling services. The objective of this paper is to explicate the nature of counselling; its usefulness, and functions in the life of the individual. In fact, counselling makes reflective and deep impact on the lives of students, families and communities. This service assists individuals steer out of difficulties; and helps clients achieve their personal goals, and gain greater insight into their lives; as it is process of talking about and working through personal problems of the clients; it is more important in the school vicinity as the young minds need constant guidance to improve their personality.

1. DEFINING COUNSELLING

Counselling is a wide and extensive concept; therefore, it is challenging to explicate or describe it in single terms. As a word is very is utilized in numerous psychology fields, although in the English language at least, initially, counselling was created by Frank Parson in 1908, and was then taken up by Carl Rogers as a comeback to the extensive bias in the USA against amateur counselors. Rogers was denied authorization by the skilled psychiatrists to take on the title of a psychotherapist. These aspects steered the rise of the word counselling. Numerous efforts have been taken on over time to explain the term counselling. (<http://counseling.org>)

The British Association for Counselling (BAC), present day BACP, was probably the pioneer qualified body to take on a meaning of qualified counselling. It printed an explanation as follows in the late 1980s:

“Counselling is the skilled and principled use of relationship to facilitate self- knowledge, emotional acceptance and growth and the optimal development of personal resources. The overall aim is to provide an opportunity to work towards living more satisfyingly and resourcefully. Counselling relationships will vary according to need but may be concerned with developmental issues, addressing and resolving specific problems, making decisions, coping with crisis, developing personal insights and knowledge, working through feelings of inner conflict or improving relationships with others.” (The British Association for Counselling, 1984)

Nonetheless, counselling is about working with people as well as interactions. It aims to provide the client with a chance to discover, search and clear up means of living more pleasurably and efficiently. (The British Association for Counselling, 1984)

Counselling signifies an affiliation that is formal between a qualified counselor with their patron. The association is typically one-on-one but it might, at times, include more parties. The purpose is to assist the clients to comprehend and clear up visions of their life space as well as learn to

accomplish their personal objectives by means of expressive, cultured varieties and by means of resolving difficulties (Casey James, 1996).

In many ways, counselling is also a moral affiliation considered through the use of a single or several psychological philosophies as well as an acknowledged cluster of interpersonal abilities, reformed by familiarity or experience, instinct together with additional communication features, to patrons' close apprehensions, difficulties or ambitions. (Feltham and Dryden, 1993) Its major belief is that of easing instead of advisory or compulsion. The relationship could be either short-lived or extensive, occur within an open or secluded location and could go hand in hand with applied, therapeutic or additional matters concerned with private well-being. Counselling is a unique activity taken on by individuals consenting to inhabit the parts of counselor and patron.

Nonetheless, counselling is an amenity taken on by individuals in pain or are confused and desire to converse and solve their problems through a connection that is more methodical and private compared to companionship, and maybe not as defaming as aiding relations existing in customary health or psychiatric surroundings. (Feltham and Dryden, 1993) In a nutshell, counselling is the use of cerebral wellbeing, psychological or human growth values, by means of rational, emotional, behavioral or universal mediations, approaches that discuss health, individual development, or occupation progress and pathology. (<http://counseling.org>)

Besides. counselling addresses health, individual progress, occupation as well as pathological apprehensions. To put it differently, counselors work in zones which comprise of interactions (Casey, 1996). The regions consist of internal- and external apprehensions connected with looking for sense and change in surroundings such as learning institutes, families as well as jobs.

Similarly, counselling is piloted by individuals seen to be working sufficiently as well as those with more severe difficulties. It accomplishes requirements ranging through an extensive variety of individuals. Patrons who need counselors have progressive or circumstantial worries which need assistance in regard to modification or change. Problems encountered frequently need

temporary mediation, however, sometimes cure is lengthy so as to include other sicknesses. (Everts & Mohd Noor, 1993) Counselors take from numerous hypothetical tactics, containing mental, emotional, behavioral, as well as universal. These concepts may be used for people, groups, and families.

On top of that all. counselling is a practice that is perhaps evolving, and in some cases dominant. Counselors emphasize on their patrons' ambitions. therefore, it comprises of both choice and modification. At times, "*counselling is a rehearsal for action.*" (Casey, 1996)

Put differently, counselling is a theory in existence for an extensive period. Counselors assist patrons to improve their life and that possibly will necessitate them to pick up, obtain as well as rehearse fresh abilities, performances or intellectual configurations. At large, counselling tackles mental anxieties, to be precise, once an individual faces problem in his or her private operational as well as social communications, contrasted per bodily tensions. (Everts & Mohd Noor, 1993)

2. IMPORTANCE OF COUNSELLING

Counselling is presumed to have been present in civilizations for centuries. In the setting of social communications, it is destined that there would be individuals who are unsurprisingly fascinated and able to help the rest. Counselors or traditional assistants, who people search for guidance from; are typically high-valued people who are members of the society or kinfolk. The level of trustworthiness in them might be, primarily, because of their roles in the society, precedence, development, skills, understanding as well as knowledge. Alternatively, skilled counselors are the ones that have finished educational training essentially in individual manners and thinking processes and have undertaken overseen medical training for a period of time.

So far, numerous nations among them Malaysia, have put in place procedures and protocols for skilled counselors. The UNESCO module on guidance and counselling (2000a) also hypothesized that:

“Guidance is a programme of services to individuals based on their needs and the influence of environmental factors. Guidance

and counselling is a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. There is agreement among experts that there are three major components of guidance and counselling. These are educational guidance, vocational guidance and personal social guidance.” (UNESCO module 2000)

In the above three main fields, there exist numerous guidance and counselling amenities for example assessment, data, engagement, coordination, examination, referral, and maintenance (Denga 2001). Every one of these key aspects of guidance and counselling unaided with the needed facilities cater for pupils’ necessities, tasks as well as difficulties. Guidance and counselling facilities aim to facilitate every student in schools to develop peak scholastic profits in order to realize their potentials.

The UNESCO National Policy on Education (1998) states:

“in view of the apparent ignorance of many young people about career prospects and in view of personality adjustments among school children, career officers and counselors will be appointed in post primary institutions and tertiary levels.” (UNESCO National Policy on Education, 1998)

Smith (2006) offered and also defined 10 phases of strong counselling so as to exemplify how the tactic could stay applied. The 10 phases include:

"(a) Creating the therapeutic alliance; (b) Identifying strengths; (c) Assessing presenting problems; (d) Encouraging and instilling hope; (e) Framing solutions; (f) Building strength and competence; (g) Empowering; (h) Changing; (i) Building resilience; and (j) Evaluating and terminating." (Smith, 2006)

Succeeding the steps, the method will produce a well-ordered assembly of adolescences who have an emphasis on the fortes which they possess to accomplish particular life objectives. It results in an established thought on ways in which difficulties are to be assessed and the means to examine and define the degree of importance in all the obstacle faced. With a lack of perfect

attention given to the gravity of the current difficulties, a lot of youngsters might not be able to eloquently get answers to the numerous tasks they face. For enabling pupils to devour confidence and self-assurance in their lifetime, they ought to be assisted to decipher life puzzling matters on their own as well as receive change in the manner that they respond to arising difficulties. (Smith, 2006)

With time, their self-restraint principles will enhance, consequently generating a nous of accountability to cope with matters in life. Altogether, giving receptive amenity and scheming guidance undertakings is crucial. There exists an apparent change from a corrective to a precautionary, strong configuration. In the majority of societies, there has existed, and still exists, an intensely rooted belief that, when in suitable situations, individuals are able to help their peers with their difficulties. Certain individuals assist the rest to discover means to cope with, solve, or surpass their complications. (UNESCO)

In institutes of learning, in an environment where association amid educators and scholars is proper, pupils' study in an applied manner. Young individuals cultivate levels of liberty in their lives as they come to be conscious of choices as well as benefits from them. For maximum advantage, aiding ought to facilitate people to discard shackles and take care of life situations successfully. (UNESCO)

Unmatched monetary and communal alterations have, in the centuries, altered how we handle our lives. As a result, very few of the historical teachings can successfully handle the tasks of current eras. Operational counselling, particularly in bodies of knowledge has now become essential. Boys and girls, and young men and women, must be directed in the affiliations among well-being and the surroundings, grossing abilities, information, as well as approaches that lead to achievement and letdown in life. (UNESCO)

The requirement for counselling is now vital with the aim of promoting the child's welfare. Successful counselling ought to aid in bettering the sense of worth in young individuals and

enable accomplishment in life responsibilities. Counselling ought to sanction youngsters to partake entirely in, and profit from, the financial and communal growth states. (UNESCO)

3. DEVELOPMENT OF SCHOOL COUNSELLING IN MALAYSIA

Malaysia had seen flourishing circumstances as Dr. Mahathir Mohamad pushed the country into the vanguard of industrial advancement by starting a Multimedia Super Corridor, a revolutionary cable center, a unique international airport and a Light Rail Transit (LRT) structure intended to ease traffic cramming on the new super highways and toll roads constructed in the 1980s. Education in Malaysia was casual before British colonization and restricted to obtaining abilities important for existence, such as fishing and farming for boys, and cookery and weaving for girls. Educational Counselling is considered a recent area in Malaysia as counselling amenities in Malaysian schools were initially developed in 1963.

Beginning 1983, each secondary school was obligated to hire a profession guidance tutor (Quek, 2008). By 1985, all high schools had a counselling area with an occupation guidance tutor. The occupation guidance tutor manages the occupational difficulties and more similar problems for instance informative, communal, mental, and family stresses (Chew, Lee & Quek, 1995).

In addition, they had an obligation to teach subjects and carry out extra hour's guidance amenities. As a result of these hefty duties handled by counselors, the Ministry of Education issued a manuscript titled "Panduan Pelaksanaan Bimbingan dan Kaunseling di Sekolah-sekolah Menengah" (*A guide for practicing guidance and counselling in secondary schools*) in 1993. This publication functioned as a standard for counselor educators to carry out guidance and counselling programs in learning institutes. Well ahead in 1996, the Ministry of Education assigned regular counselors in high schools to cater for the rising stresses and requirements of counselling amenities. From that time, there existed quick and radical alterations in counselling activities in Malaysia. The Malaysian government showed upkeep in providing official teaching for upcoming counselors as the request of counselor teaching courses amplified. (Salim & Jaladin, 2005)

Majority of the previous counselor teaching courses had been steered at tertiary level at Malaysian communal campuses. For instance, the University of Malaya (UM) presented its pioneer counselling subject in its Master of Education (Guidance and Counselling) course in 1976, in the Department of Educational Psychology and Pedagogy (now recognized as Department of Educational Psychology and Counselling) (Salim & Jaladin, 2005) Then, it remained an exploration focused course. Conversely, with the present wants and demands, the course has been altered to an assorted course with coursework and research involved. Presently, UM gives the Executive Diploma in Counselling (EDIC), Bachelor of Counselling, Master of Counselling and PhD (Counselling). (Salim & Jaladin, 2005)

One more forerunner university that provides counselling programmed is the University Kebangsaan Malaysia (UKM). UKM initially presented its counselor teaching course in November 1980. (Salim & Jaladin, 2005) The courses opened diverse stages stretching from Diploma to Doctoral stages. The Ministry of Education by means of its counselor education courses designated educators to undertake a one-year expert counselling course and has supported graduate educators for counselor education programmes at UKM with a Diploma in counselling. (Quek, 2008)

The above-mentioned unit is described as an all-inclusive counselling course established in UKM (Scorzeli (cited in Salim & Jaladin, 2005). The course contains one year of academic coursework, administered research and, a three-month counselling placement that happens outside the school year. Thus far, there exists 3 counselling courses presented by the University Kebangsaan Malaysia, namely; Diploma in Psychology (Counselling), Master of Social Science (Counselling Psychology) and PhD. (Schalkwyk, Van & Sit, 2013)

In the year 1981, the University Putra Malaysia (UPM), in its Faculty of Educational Studies pioneered the very initial degree of counselling course, i.e. Bachelor of Education Guidance and Counselling. (Tarroja, & Fernando, 2013) The core aim of the four-year course was to prepare

experienced guidance teachers for secondary schools. The guidance educators are the ones that have attained Certificate of Education and joined programmes in guidance and counselling at the Teachers Training Institutes or parallel programmes steered by the Ministry of Education. UPM presented its Master of Science (Guidance and Counselling) in 1987 as well as PhD level. The master course includes a specialization in five fields of concentration that is; school counselling, career counselling, mental health and community counselling, organizational and industry counselling, and family counselling. (Luk-Fong, 2013)

In the year 1983, the University Technology of Malaysia (UTM) started to offer a Master of Education (Guidance & Counselling) in Social Science and Humanities (presently recognized as Faculty of Education). (D'Amato, Van Schalkwyk, Zhao, & Hu, 2013)

In Malaysia, the amenities steered by school psychologists are the accountability of school counselors who help school managers with the communal, emotive, and educational growth of pupils. (Cook, Jimerson & Begeny, 2010)

The lack of school psychologists in the Malaysian school structure might be because of socio-cultural, socio-political, and historical reasons. These elements comprise of an absence of attentiveness concerning the significance of psychological amenities for enabling children's growth. (Akin-Little & Little, 2013)

Furthermore, the socio-cultural standards of an aloof culture and nonexistence of help pursuing manners among native kin are non-understanding to expressiveness amid students, and additionally add to the lack of school psychological facilities in Malaysia. (Chong, Lee, Tan, Wong & Yeo, 2013) Conversely, comparable to school psychologists during the course of industrializing countries and predominantly in Asia, Malaysian school counselors share a chief aim of improving the general excellence of life of children. (Akin-Little & Little, 2013)

Before the establishment of the guidance and counselling facilities area in Malaysia, class and correction tutors took care of the communal, emotive, and psychological growth of pupils. In

1963, the Malaysian Ministry of Education introduced the guidance and counselling segment in the Education Planning and Research Division. The section offered counselling facilities in Malaysian schools to better significance in the school education structure. High school counselling facilities are nowadays properly recognized in Malaysia where many of the school's hire, as a minimum, one regular counselor. Regrettably, present counselling is mainly school built; where school counselors do not perceive their parts outside exclusively giving restricted amenities to scholars. Even so, the school community and more consider counselling amenities as a solution for communal evils for example drug dependence, misbehavior, and well-behavior in schools. (Othman & Awang, 1993)

The disapproval of counselling amenities amid pupils is additionally reinforced by other native educations. (Chai, 2000) A wide-ranging counselling and guidance course ought to include educational, occupation, private, and communal growth of scholars (Schmidt, 2008). Still, Chai (2000) established that merely 16% of Malaysian learners used school counselling amenities for expressive or psychological difficulties. Pupils apparently solely pursue counselling amenities for school work and occupation difficulties, otherwise when their main maintenance structure has been unsuccessful in helping them in resolving their complications successfully (Tan, 1989). Gysbers and Henderson (2001) suggested that a counselling course ought to contain all participants of learning, additionally backed the necessity for an additionally inclusive and well-rounded school counselling course to solve the multiethnic problems of the Malaysia education structure. (Chai, 2000)

Numerous local exploratory studies examined the delivery of school counselling amenities and discovered that they were ostracized amid scholars and can be additionally enhanced. School-aged youngsters remain in the upkeep of their kinfolk, typically their parents, and numerous writers recommended that the school counselling amenities for such youngsters are attached to their kinfolk and community. (Sew Kim Low, Jin Kuan Kok and Mah Ngee Lee, 2016)

A qualitative research study was steered with 12 high school counselors from Perak, Malaysia. The counselors were cross-examined to discover their skills of working in the present-day counselling services system. The results exhibited that there lacked partnership between

numerous instructive shareholders and the capitals from the public were not consumed efficiently. Due to this study, a broad well-rounded prototype for school counselling was suggested and conversed. (Sew Kim Low, Jin Kuan Kok and Mah Ngee Lee, 2016)

4. SOME OBSTACLES OF SCHOOL COUNSELLING IN MALAYSIA

Malaysian school counselors deal with numerous obstacles. (Nahrawi, 1983) These obstacles comprise of a dearth of a distinct description of the work of the counselors; absence of specialized distinctiveness and rank; insufficient professional preparation; scarce budget and amenities; absence of managerial backing from principals; teacher prejudice in contrast to counselors; and the student misunderstanding that they ought to be dysfunctional if they have to search for the counselor. Furthermore, academicians with a dual role as teacher counselor have to manage the pressures of hefty jobs and likely conflict of responsibilities. (Nahrawi, 1983)

The subject of vagueness regarding the work of the secondary school counselor affects many of these problems. (Wittmer & Loesch, 1975)

Work uncertainty adds to role misunderstanding and an absence of lucidity in matters concerning the area of school counselling. (Williams, 1993) It also adds to communication problems in the middle of the counselor and the school staffs which causes insufficient organizational backing from principals, insufficient acknowledgment and collaboration from teachers, stress. (Falvey, 1987; Holt, 1982) It is commonly established that when managers, teachers, counselors, students, and others erroneously explain the school counselor's professional part, the consequences for counselors are role uncertainty, dearth of organizational obligation, deterioration in job fulfillment (Harris, 1986; Moracco, Butcke, & McEwen, 1984), and unproductive work (Podemski & Childers, 1980).

In spite of the fast-rising counselor education programmes in Malaysia, it looks as if the main matters challenging counselling and counselling education in the state, are the really regularly encountered through other societies heavy dependence on overseas counselling philosophies, and experiences may be mismatched or inadequate if one practiced counselling with the natives. This

state is superficial due to numerous factors. First, majority of older lecturers graduated from counselor education programmes in United States. (Scorzelli, 1987)

Consequently, there is likelihood that the course outlined in training the future counselors could have implemented the Western methods as in their educational preparation experience. Thus, the counselling programmed presented in many of the communal Malaysian universities are built on the counselor education courses in the United States. In response to this circumstance, lately, in July 2006, the University of Darul Iman (formerly known as KUSZA) introduced the Bachelor of Usuludin and Counselling programme, which was the founding counselling programme in Malaysia that joint counselling and spiritual perceptions. The course is presented for six semesters. (Scorzelli, 1987)

Secondly, Malaysian counselling exercise is under the rules of the Council for Accreditation of Counselling and Related Educational Programme (CACREP). Counselors in Malaysia are attached with the Malaysian Board of Counselors. The board associates with the CACREP which works as an organization for counselling endorsement programmes in the United States (Salim & Jaladin, 2005). Intrinsically, most of the counselling rules and ideologies appropriate in Malaysian setting replicate those in the CACREP which once more might not be completely harmonized with the native counselling necessities.

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