

Important — Instructions for Authors

1. To be reviewed for possible publication in this journal all authors must follow the instructions below and submit their manuscript to:

Dr Marilyn Campbell
Associate Professor
School of Learning and Professional Studies
Queensland University of Technology
Kelvin Grove Campus Qld 4059
ma.campbell@qut.edu.au

Review

All manuscripts are sent for blind peer-review to members of the editorial board and guest reviewers. The review process generally requires three months. The receipt of submitted manuscripts will be acknowledged by the editor, from whom a decision and reviewers' comments will be received when the peer-review has been completed. Papers submitted to the journal must not previously have been published nor submitted for publication to any other journal.

2. Papers should be submitted via e-mail in Word or RTF format. Authors who wish to submit their paper in hard copy format may do so by arrangement with the editor.
3. Contributions should follow the format and style described in the *Publication Manual of the American Psychological Association* (5th ed.). Spelling and punctuation should conform to *The Macquarie Dictionary* (4th ed.). For matters of style not covered in these two publications the *Style Manual for Authors, Editors and Printers* (6th ed.) should be consulted.
4. Documents should be double-spaced with minimum margins of 20 mm on the left and 35 mm on the right. Uncommon abbreviations and acronyms should be explained. Do not use underlining except to indicate italics. Full stops should not be used in abbreviations or acronyms (e.g., NSW).
5. Use single quotation marks to introduce a word or phrase used as an ironic comment, as slang, or which has been coined. Use quotation marks the first time the word or phrase is used; do not use them again. Do not use quotation marks to introduce a technical or key term. Instead, italicise the term.
6. **Front page:** under the title of the article only the names and affiliations of the authors appear. Qualifications, present appointments, and postal and e-mail addresses should be given in a separate section on the front page labelled 'Address for correspondence'. A word count and suggested running head of no more than 50 characters including spaces should also be provided.
7. Do not use any footnotes. **Endnotes** should be kept to a minimum and listed at the end of the text under the heading 'Endnotes'. **Acknowledgments** should be placed at the end of the article with a separate heading.
8. **Tables** should be at the end of the manuscript, not in the main text. Their approximate positions in the text should be indicated by the words, 'Insert Table X here'. Horizontal and vertical lines should be used sparingly.
9. **Photographs, graphs and figures** should be prepared to the correct size (max. width 80 mm single column or up to 160 mm double column) and each one supplied as an individual file, separate to the manuscript Word file. Include placement instructions in the Word document, such as 'Insert Fig X here'. Figures should be in black and white line art (artwork that has only text and lines, no shades of grey or blocks of colour).
 - Figures created in Microsoft Word, Excel or PowerPoint need to be saved as PDFs. Figures created in a drawing program such as Adobe Illustrator, CorelDRAW, Freehand, Microsoft Publisher or similar should be saved as EPS (encapsulated postscript) files. Figures created in Photoshop or with other photographic software should be saved with a minimum resolution of 600 dpi and in TIF format. Minimum resolution for scanned graphics is 300dpi for halftone work (e.g., photographs) and 600 dpi for line art, and these should also be in TIF format.
 - Manuscripts that contain special characters (equations, Chinese characters, IPA symbols, etc.) need to be supplied as a PDF file as well as a Word document or RTF.
 - Prior to sending artwork, the separate files of figures, graphs, illustrations, and so on, should be printed by the author to test that the fonts have been embedded correctly and there is no distortion in the artwork (e.g., lines and fonts reproduce cleanly with no jagged lines or fuzzy edges), as any such faults cannot be corrected by the publisher.
 - A list of figure captions should follow the tables in the manuscript Word document.
10. **References** should follow the format and style described in the *Publication Manual of the American Psychological Association* (5th ed.). Examples of citations are:

The theory was first propounded in 1970 (Larsen, 1971).

Larsen (1970) was the first to propound the theory.

Examples of references are:

Fisse, B. (1989). The proceeds of the Crime Act: The rise of money laundering, offences and the fall of principle. *Criminal Law Journal*, 13, 5–23.

Zelinski, E.M., & Gilewski, M.J. (1988). Memory for prose and aging: A meta-analysis. In M.L. Howe, & C.J. Brainerd (Eds.), *Cognitive development in adulthood* (pp. 133–158). New York: Springer-Verlag.
11. Authors are expected to check the accuracy of all references in the manuscript before submission. It may not be possible to submit proofs for correction.
12. While manuscripts are subject to editing, the Australian Guidance Counselling Association Limited does not hold itself responsible for statements made by contributors.
13. **Copyright** in all articles rests with authors. A limited set of permanent copyright permission licences has been granted by authors to the publisher to allow publication in this journal. Rights in the reproduction and distribution of the published articles as visual facsimiles of this published edition by either mechanical or digital means is controlled by the publisher and any distributions by CAL for copying of an author's work therefore are due to the publisher and AGCA only. All other rights in the words contained in this edition are controlled by the authors. Authors are therefore free to adapt and/or republish the words making up their own articles either online or in print.

Editorial

Marilyn Campbell

iii

Articles

Questioning the General Self-Esteem Vaccine: General Self-Esteem, Racial Discrimination, and Standardised Achievement Across Indigenous and Non-Indigenous Students _____ 1

Gawaian H. Bodkin-Andrews, Marjorie Seaton, Genevieve F. Nelson, Rhonda G. Craven and Alexander S. Yeung

A Person-Centred Perspective to Counselling in Educational and Vocational Agencies _____ 22

Ross Crisp

The Relationship Between the Secondary School Students' Depression States and Their Feelings of Guilt and Shame _____ 31

Nurten Sargin

What Stresses University Students: An Interview Investigation of the Demands of Tertiary Studies _____ 41

Vicki Bitsika, Christopher F. Sharpley and Vira Rubenstein

A Qualitative Approach to Understanding Turkish Mothers of Children With Autism: Implications for Counselling _____ 55

Selda Koydemir-Özden and Ülkü Tosun

Effects of Conflict Resolution and Peer Mediation Training in a Turkish High School _____ 69

Abbas Turnuklu, Tarkan Kacmaz, Dilara Sunbul and Hatice Ergul

Sexual Education and Teacher Candidates' Attitudes Towards Sexuality _____ 81

Isik Gursimsek

Social Skills and Problem Behaviours of Children with Different Cognitive Styles Who Attend Preschool Education _____ 91

Zarife Seçer, Nadir Çeliköz, Sezai Koçyiğit, Fahri Seçer & Gökhan Kayılı

The Relationships Between Adaptive and Maladaptive Perfectionism and Aggression Among Turkish Adolescents _____ 99

Demet Erol Öngen

Examining School Related Factors Leading to Dropout Through Children's Conceptions and Experiences: Development of a Scale for Attitudes Towards Elementary School _____ 109

Emine Erkin, Rifat Okcabol and Ozana Ural

Book Reviews

119



ISSN 1037-2911