

NATIONAL OPEN UNIVERSITY OF NIGERIA

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VTE 414 VOCATIONAL GUIDANCE (2C)

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MODULE 1

UNIT 1: AN OVERVIEW OF VOCATIONAL

GUIDANCE CONTENTS

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1.0 INTRODUCTION

Vocational Guidance is an important issue in human life as it could affect a person from childhood to maturity. It is the process of helping a client to choose an occupation, prepare for it, enter it and develop in it. Such guidance should be rendered to the student, taking cognizance of his or her personality traits, interests, ability, values and so forth. This is because it will influence his/her life style such as the type of food he/she eats, the type of cloth he/she wears, the type of house he/she lives in, his/her choice of friends and the type of car he/she drives etc.



2.0 LEARNING OUTCOMES

By the end of this unit, you will be able to:-

- Define the concept of vocational guidance
- Discuss the origins of vocational guidance/contributions made
- Explain the objectives of vocational guidance

3.0 MAIN CONTENT

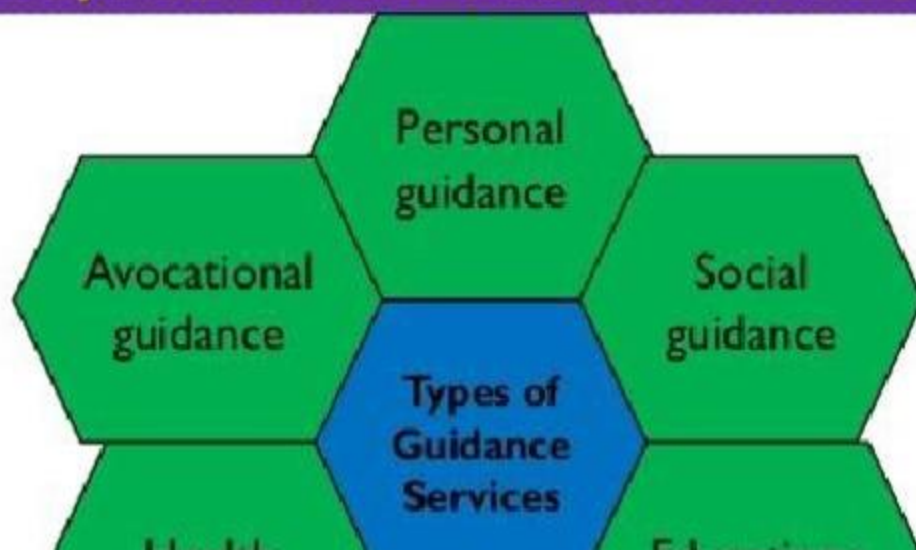
3.1 Definitions



3.1.1 An Overview of Vocational Guidance



TYPES/AREAS OF GUIDANCE SERVICES



Vocational guidance is the assistance given to students in choosing and preparing for a suitable vocation. It is concerned with the selection of vocation and preparation for it by students. This concept of vocational guidance has changed over time. Before delving into the concept, we need to clarify the terms career and vocation: which are used interchangeably most of the time. By the late 19th century and beginning of the 20th Century, "Vocational" guidance was used, but with time, it was replaced

With the concept “career” which is more contemporary and also agrees with the recent trend in the field that career is a lifelong process (Kolo, 1999 in Tor-Anyiin, 2008). In addition, the use of ‘career’ reduces the confusion between ‘vocational’ guidance and ‘vocational’ education.

To Hassen, (2006) in Tor-Anyiin, (2008), career guidance combines the two as well as emphasizes the interaction between learning and work. This is not unconnected with the fact that for the individual to be able to take appropriate decision about a vocation, he/she must have obtained a good picture of himself or herself and attained a good educational level. This explains why career guidance is developmental from early stage of one’s life or learning. This is continuous because of the evolving socio-economic changes caused by knowledge explosion, experience, science and technology.

Therefore, Vocational guidance is the process of helping an individual to choose an occupation, prepare for it, enter it and develop in it. Such guidance should be rendered to the learner, taking cognizance of his or her abilities, interests, values personality, attitude and traits. Furthermore, the National Vocational Guidance Association (NVGA) of U.S.A. defines vocational Guidance as the dissemination of information experiences and advice with regards to choosing a vocation, preparing for it, entering into it and making progress in it.

The services rendered under Career Guidance should include;

- i Creating the awareness about world-of-work.
- ii Providing students with necessary occupational information
- iii Preparing the student for skill acquisition for possible occupation and placement at the end of all levels of education
- iv Encouraging the student in entrepreneur pre-vocational activities, e.g trade/entrepreneurship, arts and crafts.

v. Guiding students and parents on vocational choices, combination of subjects/courses and assisting them in resolving conflicts in such matters

3.1.2 The origin/concept of vocational Guidance in United States of America



The origins of vocational guidance can only be found in antiquity: that is, vocational guidance is as old as mankind Ikeotuonye (1990:1). He went on to say that from the very beginning, the youth were expected to learn one form of trade or the other. In fact, no man or woman would be described as having grown to maturity without acquiring a way of making a living.

However, in Nigeria it was usual for the first son to take to his father's profession and the first daughter to her mother's trade. Other male siblings could as well learn their fathers' occupation or be apprenticed to various professionals to learn their trades, for example, medicine men, blacksmiths, fortune tellers, hunters, fishermen, weavers, cooks and so forth. While female siblings usually took to their mothers occupation in addition to learning the art of home – making. The girls were specifically prepared for marriage, home-making and child rearing. It was an advantage if they learnt any trade. (Ikeotuonye, 1990).

To Ikeotuonye, (1990), vocational guidance in Nigeria, like in other places in the world, is not a new phenomenon. It is as old as mankind. This is to show that before the modern vocational guidance, Nigerians have their own method of working to earn a living and were comfortable based on their cultural heritage. However, the origin of vocational guidance both the modern vocational guidance in United States of America (USA) and Nigeria will be discussed below.

The modern Vocational Guidance is usually associated with the work of Frank Parsons from 1854 - 1908 which came to lime

light since 1905. That is, the roots of organized formal vocational guidance lie in the early 20th century. (Ikeotuonye, 1990). Frank Parsons who is regarded as the father of modern vocational guidance realized the need for young people migrating to the city of Boston as well as those in the city to be given help in securing jobs.

London (1973) in Ikeotuonye (1990:3) stated that in 1905, Parsons established what became known as the Bread winners' institute in the civil service House of North Boston. The Institute was a settlement house or welfare centre financed originally by gifts and endowments from wealthy people to assist in-coming immigrants, poor families and out-of-school and unemployed youths. The Institute provided some indoctrination and citizenship training for immigrants, assisted them in locating friends and housing and helped them find employment. If they were without means, and many were, the centre supplied them with food and necessary clothing until they could provide for themselves. It helped out-of-school and unemployed youths of poor families secure entry jobs where on-the-jobs training was possible, so that they could advance in an occupation, care for themselves, and assist their families.

Parson's efforts yielded further results in 1908 when the Vocation Bureau for the city of Boston was established and Parsons was the first director and counselor. From the city of Boston, the idea of formalized vocational guidance spread to other cities of the United States of America. In his book titled "**Choosing a Vocation**", published post-humously in 1909, Parsons formulated three-point techniques of counseling comprising of the following steps:-

1. Firstly, a clear understanding of yourself, aptitudes, abilities, interests, resources, limitations and other qualities.
2. Secondly, knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work.
3. Thirdly, being the last stage is true reasoning on the relation of these two groups of facts; that is matching the first and second steps together.

It is also known from

Parsons' book that, he based his vocational counseling on a number of principles which include:-

1. It is better to choose a vocation than merely to hunt for a job.
2. No one should choose a vocation without careful and thorough self-analysis, under guidance.
3. The youth should have a large survey of the field of vocations, and not simply drop into the convenient or accidental positions.
4. Expert advice or the advice of those who have made careful study of men and vocations and of the conditions of success must be better and safer for a young man than the absence of it.
5. The putting down on paper of a self-analysis is of supreme importance.

Vocational guidance ideas originating from Frank Parsons, dominated the practice years after his death. He felt concern for the complexity of the world of work and the resultant difficulty in career planning, a concept that is still viable today. As originally practiced by Parsons and his associates, the concept of matching youths with jobs, based on the characteristics of both, has also had a long and traditional association with the counseling

movement. Frank Parsons died on September 26, 1908.

As this concept was broadened and other basic activities were added in the 1920s and 1930s, vocational guidance became a service activity most frequently identified with the provision of occupation and educational information. In the late 1950s and 1960's, with the original impetus from the National Defense Education Act of 1958, placement and follow-up also became significant activities of the vocational or career guidance phase of counseling programme. Thus, for nearly 60 years, the counseling movement was the care-taker for career planning in U.S.A. schools and agencies.

London (1973) in Ikeotuonye (1990) pointed out that prior to the work of Parsons, a number of people made attempts at organizing a formalized vocational guidance programme. Notable among them were Lysander Richards and George A. Merrill. Richard's book on "vocophy" published in 1881, advocated a new profession that would enable individuals find their right vocations. On his own part, Merrill developed what might be called a programme of conational education rather than vocational guidance at the California school of Mechanical Arts in San Francisco. According to Brewer (1942), the programme which took off in 1895 comprised:-

1. Two years in the High school of sample exercises drawn from simple work in each of the trades taught by the school, with about half of the time given to such studies as English, civics, mathematics and science.
2. Study of the individual and counseling
3. Choice by the pupil of a specific trade
4. Two years of preparation for a trade, including related technical studies.
5. Placement at work and follow-up.

According to Parsons (1909: pp. 1) vocational guidance is" "The process of assisting people to choose a vocation, prepare for and enter into it, and attain efficiency and success in it". To Parsons (1909), the concept of vocational guidance was that of matching individuals with the available occupations, to enable them earn a living. Hence, the whole essence of vocational guidance was to enable the applicants enter a job. The Ultimate aims of vocational guidance is to make sure that immigrants or the poor who enter the Urban areas were not delayed in getting a job. This was earlier stated by Ikeotuonye (1990). It is the matching approach which entails establishing the relationship between one's attitudes, abilities, ambitions, interests, resources, (limitations, weakness and their causes) and conditions of successes, advantages, compensations, opportunities and prospects to different lines of work. Crow and Crow (1960) in Mallum (2000:28).

According to the International labour organization, vocational Guidance is the assistance rendered by an individual to another in the latter's solving of problems related to his progress and vocational selection keeping in mind the individuals peculiarities or special abilities and their relations with his occupational opportunity" Mallum (2000:28).

Frank parsons (1909) in Tor-Anyiin (2008.p3) saw vocational guidance as every person's duty; provided the information about the individual and the available occupations are known. Cognizance was not taken of the influence of variables and changes due to socio-economic and technological developments. It was this process that promoted the trait and factor theory in vocational guidance. This

approach was influenced by the fact that Parsons was a philanthropist and was guided by the social welfare aspect of giving jobs quickly to applicants. The progress of the job seeking individual was not of much concern to him and to many others who viewed vocational guidance as a mere social service for immediate economic survival of the immigrants. This reduced vocational guidance only to a narrow focus of catering for the physiological needs of earning a living.

However, with the spirit of social welfaring gone, new perception of vocational guidance emerged. A group, led by Brehier, (1933) advocated broadening the concept. Indeed, Brehier (1933), Carter (1949) and Supper (1957) in Tor-Anyiin (2008) further regarded entry to job as just an aspect of vocational guidance. This new approach did not recognize choice of vocation or entry as terminal; but simply one of the stages in vocational guidance. This thinking was probably influenced by the fact that the immediate choice did not take cognizance of the physical, psychological, developmental level, interest, social experiences and the new environment. Carter (1940) further observed that development of vocational interest takes place with the interaction between growth processes some of which are biological and environmental. It was Carters conviction that most of the unemployed looking for jobs were not yet conscious of themselves, as such, providing them a job which they had not, was satisfying. There is a universal adage that says "a begger has no choice" because he or she was in a difficult situation, therefore whatever is given to them was accepted immediately. Conversely, the applicants accepted the choice to forget the past way of life as he continues his life. Meanwhile, immediately they assumed office many started looking for jobs that were commensurate with their self - concept and development process.

Super (1980) and his contemporaries, therefore disagreed with the early writers that vocational choice was the ultimate of vocational guidance. They viewed vocational choice as "an attempt to implement self-concept, develop clients' occupational concept, clients' occupational self-concept and clients' extra occupational self-concept, (Hayes & Hopson, 1981). Furthermore, super (1980) in Nwoye (1990:p19) defined vocational guidance as: the process of helping a person to develop and accept an integrated picture of himself and his role in the world of work as well as to test this concept apart from reality and to convert it into reality with satisfaction to himself and benefit to society.

The above definition according to Thenmozhi, (2018). represents the modern view of vocational guidance, which regards the process as developmental with the sole aim of helping an individual understand himself or herself and using available information to guide the client to enter a job that will enhance self-fulfillment. Self-fulfillment transcends working environment and the leisure time when in service and in retirement.

Vocational guidance is thus, the profession that aims at not only providing adequate and appropriate information to clients towards taking visionary decision about a vocation, but also understanding themselves and the socio-economic environment. This way, clients will be able to choose and enter a vocation which is in agreement with their self-concept. Clients will perform, adjust, progress and experience a sense of fulfillment and a sense of accomplishment for their benefit.

To portray the modern vocational guidance as beyond information provision and vocational choice, Nwoye (1990) in Tor-Anyiin (2008:p.5) identified four tasks Viz:-

- 1, Developing in the client an integrated picture of what he or she is by identifying the individuals interests, abilities and capabilities, personalities traits and needs:
- 2, Understanding clients' occupational self-concepts, which is broadening the occupational horizons of the client to debunk any unrealistic or glamorized impressions held, including the psychological aspects.
- 3, Understanding clients' occupational self-concepts aimed at exploring clients' needs, which could be satisfied during working hours and leisure time. This includes the rewards, status expressing of dominant life values like caring among others.
- 4, Developing clients' extra occupational self-concept which is the identification of what benefits are likely to be enjoyed by entering a job and the ability to cope with its socio-situations.

The above identified four tasks underscore the fact that the concepts of vocational guidance have three general objectives involving the following:-

1. Identifying the interest and security of the client.
2. Identifying interest and security of the occupational world and
3. Identifying interests and security of the state or society.

These general objectives of vocational guidance have the under mentioned specific objectives.

3.3 Some contributions to the development of vocational Guidance and Landmarks in the Development of Guidance in U.S.A.



A lot of great authors besides Frank Parsons has made immense contributions to vocational guidance, such as Lysander Richards and George Meril. In 1898, for example, Jesse B. Davis conducted class counselor activities at central High school, Detroit according to Miller (1968) in Ikeotuonye (1990). Frank P. Goodwin organized "city-wide guidance programme for the Cincinnati, Ohio school system in 1911". In 1908, Eli W. Weaver started a programme of guidance in New York City schools.

Eli.W. weaver (writer) did not consider it necessary to insist on piecing together the bits that make up the history and development of guidance in the United States of America. A student interested in that aspect may read 'History of Vocational Guidance; origins and Early Development by J. M. Brewer (1942). Brewer has a

comprehensive account of the history and development of guidance in the United State of America. Ikeotuonye (1990) outlined the Landmarks in the development of guidance in the United State of America.

Landmarks in the Development of Guidance in U.S.A.

From the available numerous sources such as Brewer (1942), Williamson (1965), Miller (1968), Crites (1969), Miller (1971), London (1973), Shertzer and Stone (1980) Ikeotuonye (1990) and so forth, the following can be selected as Landmarks in the origins and development of vocational guidance in the United States of America:-

- 1881, A book, "Vocophy", by Lysander Richard was published. It called for a profession meant to help youths in their choice of vocations.

- 1895 George, A. Merrill organized a programme of vocational education at the California school of Mechanical Arts in San Francisco.
- 1898 Jesse B. Davis conducted class counselor activities at Central High School, Detroit.
- 1908 The Vocation Bureau for the City of Boston was published posthumously.
- 1910 The first national conference on vocational guidance was held in Boston.
- 1911 Frank P. Goodwin organized a guidance programme for schools in Cincinnati.
- 1911 The first university-level course in vocational guidance was offered in Harvard University.
- 1912 Grand Rapids, Michigan, established a guidance department in its school system.
- 1913 The National Vocational Guidance Association (NVGA) was founded at Grand Rapids.
- 1915 The Department of Vocational Guidance was organized in Boston.
- 1921 The first edition of the Dictionary of Occupational Titles (DOT) was published.
- 1940 The Occupational Outlook Service was founded in the Department of Labour.
- 1942 The book, History of Vocational Guidance, written by John M. Brewer, was published.
- 1951 The American Personnel and Guidance Association (APGA) was formed.
- 1960-70 More counselors were trained. Counselor role and responsibilities were clarified. Counseling approaches, techniques, and methodologies experienced marked developments.

Moreover, all the Acts in 1971, 1990, 1994 of United States of America congress recognized the role of counselors in providing career assistance with the passage of the school – to- work

Opportunities Act. This Act provided a frame work for creating school-to-work opportunity system in all United States of America with career counseling as high priority.

3.4 Origins of Vocational Guidance in Nigeria



It has earlier been stated that the origins of vocational guidance in Nigeria can only be found in antiquity. However, the beginnings of what could be called modern vocational guidance belong to the second half of the 20th century.

In Late 1959, a group of Reverend Sisters of St. Theresa's College Ibadan felt the need for their graduating students to obtain some help concerning information about work and placement in the world of work.

They therefore, invited twenty professionals from different occupations to give some occupational talk in December that year, that is, 1959. The invitees arranged vocational talks for the students and helped them to gain further insight into their

capabilities and interests particularly as these abilities and interests related to the available occupational opportunities. In addition to immediate net outcome was that the school, that is, St. Theresa's College, was able to obtain positions for fifty-four, out of the sixty girls in professional training courses and occupations that year.

The group of helpers were not vocational guidance counselors; however, they were able to sustain their interest in helping service the students. They convened regular meetings and decided to extend their environs. In October 1961 there was a crucial meeting to which post-primary school principals, and representatives from the ministries of Education, Labour, Trade and Industry, and Health were invited; and an

important outcome was the establishment of the Ibadan Careers Council.

Soon after the founding in 1961 of the Ibadan Careers Council, many more schools all over Nigeria joined the Association thus increasing its membership tremendously. It became naturally necessary to change the name of the Association to accommodate its national outlook. Thus in 1967, the Ibadan Careers Council was renamed the Nigerian Careers Council.

The Nigerian Careers Council drew its membership mainly from post-primary schools and membership was also open to institutions of higher education, employers, Government Ministries, and others interested in the Association's activities. By 1972 the number of members stood at 158. The Association's aims and objectives as outlined in an undated information bulletin titled Nigerian Careers Council are stated below.

The councils' main ambition is to establish and maintain a sound vocational Guidance Service in our secondary schools whereby school-leavers' educational ambition could be properly channeled to suit their ability and aptitude in their choice of careers. The council attempts to carry out the following activities:

1. Advising and encouraging every school to appoint a careers master or mistress whose teaching load would be considerably reduced to afford him the time he needs to devote to vocational Guidance.
2. Offering short-term training courses to such masters and mistresses through workshops, talks, films, etc.
3. Collecting information on careers and training and disseminating such information to schools for their guidance.
4. Bringing speakers from industries, commerce, public service, the arts and other professions into contact with the council.

5. Maintaining close relations with Federal and State Ministries of Education, Labour and Economic development.
6. Providing a forum for careers masters and mistresses whereby they could exchange views and advice about common problems and their solutions.

The council's major annual activity is workshop on vocational Guidance, during which some training is given to participants in the use of psychological tests, compiling cumulative records, techniques of interviewing and guidance and counseling". The council also runs a journal called "Careers".

The above is the story of the origins of vocational guidance in Nigeria. Significant developments have taken place since the work of the Catholic Rev. Sisters. In 1961, the Federal Ministry of Education Lagos, published a booklet written by C. I. Berepiki titled 'An Approach to Guidance in Schools' (Cote, 1972). C. I. Berepiki was a Vocational Guidance Officer Federal Ministry of Education Lagos. In 1963, a formalized guidance programme was introduced at the Comprehensive High School, Aiyetoro in Ogun State by Haryard/United States Agency for International Development (U.S.A.I.D.) staff. Among the numerous activities of the programme was the provision of educational and occupational information.

In September 1964, according to Cote, a seminar on Guidance, Counselling and Testing was organized in Lagos by the Federal Ministry of Education. It is also stated that in 1966 Dr. Peter O. Rees presented a paper on the role of the counsellor in a comprehensive school. The paper was presented at a workshop for comprehensive schools held in Aiyetoro. It is important to mention that by 1966 the Test Development and Research Office (TEDRO), an organ of the West African Examinations Council (WAEC), has developed a number of aptitude tests useful for

Vocational guidance and counseling. Cote also pointed out the youth programmes of the Young Men's Christian Association (YMCA) which included provisions for vocational guidance.

Another important event in the history of guidance in Nigeria was the founding in 1976 of the Counselling Association of Nigeria (CAN). The Association was inaugurated on Saturday, December 1, 1976, at the University of Ibadan, Nigeria. The statement of objectives of the Association as written in the Association's constitution is reproduced below:

The objectives of the Association are to enhance individual development by:

1. Seeking to advance the scientific discipline of Guidance and Counselling.
2. Conducting and fostering programmes of education in Guidance and Counselling.
3. Promoting sound guidance and Counselling in the interests of society and the individual.
4. Stimulating, promoting and conducting programmes of scientific research in Guidance and Counselling.
5. Publishing scientific, educational and professional literature.
6. Advancing high standards of professional conduct amongst members of the Association.
7. Conducting scientific, educational and professional meetings, workshops and conferences.
8. Creating awareness in the general public about Guidance and Counselling.
9. Establishing contacts with various organizations for scientific, educational and social pursuits.
10. Examining conditions which create barriers to individual development and working to remove them.

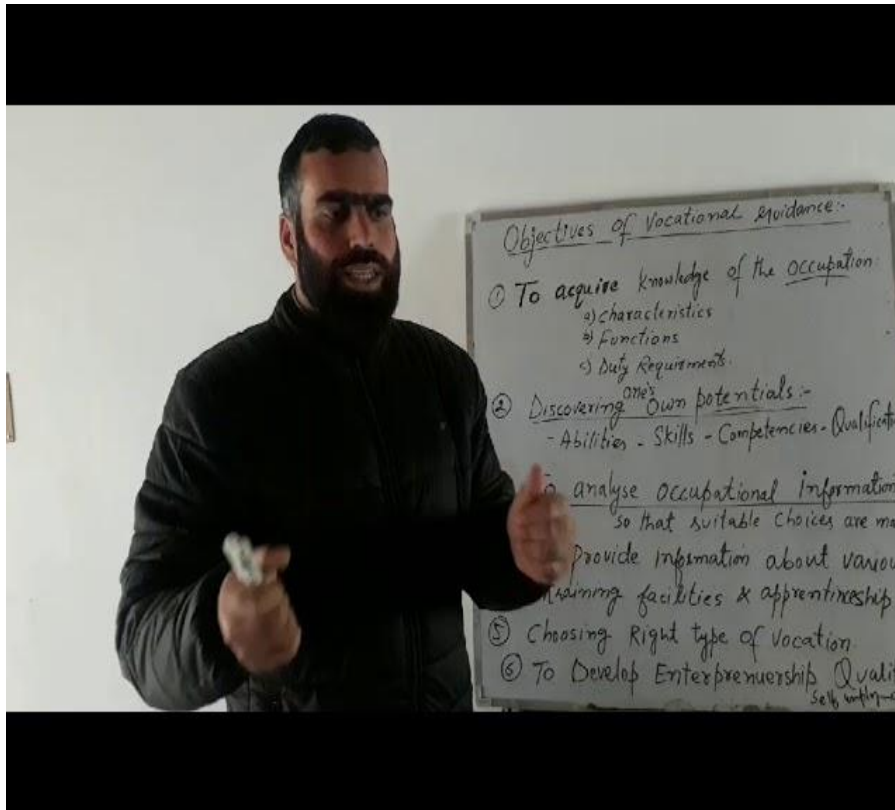
11. Providing a forum for discussion of Guidance and Counselling in relation to the manpower needs of the country and for making recommendations to appropriate authorities.
12. Encouraging free flow of ideas on issues relating to the practice of Guidance and Counselling amongst members.

An important impetus was given to the guidance movement in 1977 when the Federal Government of Nigeria officially recognized the need for guidance and counseling. In the National Policy on Education 1977, p.30) it is stated that:

In view of the apparent ignorance of young people about career prospects, and in view of personality maladjustment among school children, career officers and counselors will be appointed in post-primary institutions. Since more qualified personnel in this category is scarce, government will continue to make provisions for the training of interested teachers in guidance and counseling. Guidance and counseling will also feature in teacher education programmes.

1. Over the years to the present, guidance has been feeling its way towards limelight. Guidance courses now feature in the Education degree programmes of almost all the universities and Colleges of Education. Besides, a good number of the universities now have programmes of study leading to the degrees of M.Ed. and Ph.D. in Guidance & Counselling. Again a few universities have introduced guidance and counseling as a specialty at the undergraduate level. A few more are likely to do the same and Guidance refresher courses and workshops are on the increase.

3.5 Objectives of vocational Guidance



It is not possible here to state what the objectives of the vocational guidance should be in each of the classes in each level of the educational system. That has to be done by the individual career Counsellors based on what is specifically planned for each class and level. What is therefore attempted here is to give some general objectives of a vocational guidance.

Since Parsons (1909), Vocational guidance has expanded in structure and content, thus its objectives are today varied according to individual educational system as earlier stated which would include the underlisted, according to Hayes and Hopson (1972) in Kolo (1990), Tor-Anyiin, (2008), Ogbodo, (2009):

- 1, To assist clients (students) to acquire knowledge of the characteristics, functions, duties and requirements of occupations in which they are interested.
- 2, To enable clients to get relevant information about abilities and skills in terms of related qualifications and competencies required to take up the identified occupation.

- 3, To assist clients in developing abilities to analyze occupational information and make suitable choice by using appropriate career information effectively.
- 4 To assist clients in getting information about various post educational and training facilities and apprenticeship schemes.
- 5, To enable clients to understand their potentials and interest in relation to identified occupation or a group of occupations which they may take up.
- 6, To enable clients to choose the right type of Jobs
- 7, To develop entrepreneurship qualities in clients for taking up self-employment trade.

However, Tor – Anyiin (2008) includes more of the following:-

- 8, Development of the self-assessment in clients
- 9, Development of client's self-concept
- 10, Encouragement of a greater awareness and definition of clients own value.
- 11, Development of client's occupational concept
- 12, Encouragement of clients for visionary decision making.
- 13, Development of clients' occupational self-concept and extra occupational self-concept and
- 14, Helping clients to adjust toward themselves and their environment.

Before the above objectives are met, details of respective clients' interests, attitude and other personalities must be ascertained. This can only be done through psychological testing.

3.6 Definitions and clarifications of terms used

For proper understanding of the meaning and concept of vocational guidance, the meaning of other terms used in relation to the concept will also be given such as vocation; career, vocational guidance, career education, career development, work, occupation, job, Education, position, labour.

1, Vocational guidance:- This is the process of assisting people to choose a vocation, prepare for and enter into it, and attain efficiency and success in it (Parsons, 1909, Thenmozhi, 2018).

2, Vocation:- This is a type of work or an occupation or a way of life that one believes suits him or her. It provides job satisfaction and the financial requirement of the individual. Vocation is a calling. Egbule (2002) sees it as an occupation with a sense of commitment and is person centred. To explain further, Egbule (2002) says that vocation is a spiritual calling which is reserved for those who are committed to their work, have greater autonomy in performing it, derive feelings of importance from it and find it intrinsically rewarding with a lot of economic values attached to it. Ogbodo (2009) refers to vocation as a trade or occupation such as fashion designing, Weaving, football playing, nursing, pottery making, priesthood, teaching, military, politics and so forth.

3, Career:- This is a pattern of decision, transactions and adjustments related to one's role in work, education, family, community and leisure. According to super (1961) in Ogbodo (2009) career covers the sequence of positions, jobs or occupations in the life of an individual. Examples of career are teaching, counselling, driving, music and so forth. It is a job or occupations one engages in during one's working life.

4, Career education:- Those planning or educational experiences that facilitate a person's career development and preparation for the world of work. The totality of experiences through which an individual learns about and prepares for engaging in work as part of a way of living. (Thenmozhi, 2018).

- 5, **Work:-** This is to do something (job or task) that involves physical or mental effort, especially as part of job. Paid or not, hard or easy, it is always effort towards a specific end.
- 6, **Career guidance:-** Those activities that are carried out by counsellors in a variety of settings for the purpose of stimulating and facilitating career development in persons over their working life time. These activities include assistance in career planning, decision making and adjustment.
- 7, **Occupation:-** This is a person's job or profession that is carried out on a regular basis to earn a pay. It is like one's principal employment such as trade, vocation, business or other means of livelihood. It is a specific job or work activity that has a market value and so people are paid to do it. E.g business, politics, philosophy, journalism and so forth. There are rooms for change of occupation in the society at different times in a person's life time. It is society centered and controlled (Onwuboly, (2009).
- 8, **Occupational Information:-** This is data concerning training and related educational programmes, careers, career patterns and employment trends and opportunities.
- 9, **Vocational education:-** This is Education that is preparatory for career in a vocational or technical field.
- 10, **Job:-** This refers to any gainful employment engaged by somebody at a particular time to earn a living. It is the work a person is doing for the now.

Adana (1986) in Iwuama (1999) describes job or work as “an immunization against poverty or hardship”. A job could be (1) temporary, lasting for a short or limited time often engaged by temporaries or casual workers. Examples include cleaners, house help, wood cutters, daily paid workers, labourers and so forth. (2) A job could be seasonal- found only during certain season or time of the year. Examples include farming work; road and building construction (3) job could be a steady one. This type is continuous and is supposed to last for a life time or for as long as the worker decides to continue. This type of job is the most sought for since it provides more job security and means of livelihood than other types. In fact, people make life career from steady jobs, examples are:- counseling, teaching, law, nursing and so forth.

However, Adana (1986) in Iwuana (1999.p3) maintains that people could see their job as:-

- i) **Ideal:-** a perfect model of job which an individual hopes or strives to obtain.
 - ii) **Realistic:-** the best job one can get under the situation, taking into consideration most of one’s potentials and opportunities available in the locality.
 - iii) **Situational:-** any job that one engages in, in order to solve some immediate or emergent problems. It is an adhoc job engaged in as a stop-gap while waiting for a better one to come.
- (11) Labour:-** Labour means work Oladele (1987), stated, that “Labour is the productive work for survival or support, requiring physical or mental effort”. And with sense of commitment too.

(12) Career Development:- This is the gradual step by step upward and advanced movement in a person's career, profession or job. Career development is enhanced by acquisition of relevant information, knowledge and skills used in a career.

However, it should be noted that all vocational guidance related to career discussed above are interrelated. One without the other is ineffective and meaningless. Counselors should also recognize that vocational guidance and complementary programmes of career counseling should be developmental in nature and thus not limited to a particular age group. Vocational guidance or career development cut across the life time.

4.0 SELF ASSESSMENT EXERCISE

1. Trace the origin of vocational guidance in America.
2. Discuss the development of vocational guidance in Nigeria.
- 3 Explain the concept of vocational guidance?
- 4, Mention five landmarks in vocational counseling



ANSWER

1. See Pages 7-14
2. See Pages 17-20
3. **Vocational guidance:-** This is the process of assisting people to choose a vocation, prepare for and enter into it, and attain efficiency and success in it.
4. Five landmarks in vocational counseling: See Pages 15 and 16.

5.0 CONCLUSION

In this unit an attempt has been made to discuss an overview of vocational guidance, the origin and concepts, some contributions people made to its development, its landmarks, the objectives and clarification of terms.



6.0 SUMMARY

In the unit, you have been introduced to the overview of vocational guidance, its origin, basic foundation and all the relevant tips that concern its existence.

7.0 TUTOR-MARKED ASSIGNMENT

1. Describe the concept of vocational guidance and relate it to other terms used in the area?
2. Discuss the role played by Parsons (1905-1908) in the development of vocational guidance.
3. Explain the development of vocational guidance in Nigeria.
4. Comment on the contributions made by different people to the development of vocational Guidance after Parsons.
5. State the importance of vocational guidance ?
6. Explain six objectives of vocational guidance



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UNIT 2 PSYCHOLOGY OF VOCATIONAL GUIDANCE



CONTENTS

- 1.0** Introduction
- 2.0** Learning Outcomes
- 3.0** Main content
 - 3.1** Psychology of vocational Guidance
 - 3.2** Need for psychology of vocational guidance course
- 4.0 Self-Assessment Exercise**
- 5.0** Conclusion
- 6.0** Summary
- 7.0** Tutor-marked Assignment
- 8.0** References/further reading



1.0 Introduction

In this unit, you will learn about the concept of psychology in vocational guidance and in the world of work; its importance and the need for studying psychology in vocational guidance.



2.0 Learning Outcomes

By the end of this unit, you will be able to:-

- Define the concept of psychology
- State obvious reasons for the importance of psychology in vocational guidance
- Explain the needs for studying the psychology of vocational guidance in schools.

3.0 Main content



3.1 Psychology of vocational Guidance:

Psychology of vocational Guidance and self-knowledge and vocational knowledge are very important means of ensuring accurate and adequate occupational choice. Usually, there are

psychological processes necessary to bring about this “self” and social understanding which are so vital for good vocational adjustment. These psychological processes are those of vocational guidance. According to Walton (1966) in Olaniyi (2010, pg9 vocational guidance is a process of helping a person match his personal attributes and his background with suitable jobs and employment opportunities.

To Olaniyi (2010), this definition is the same as that of Parsons (1908) which seem to suggest that by nature vocational guidance has two fundamental broad purposes. These are:-

- i, to help people make good vocational adjustment and
- ii, to help facilitate smooth functioning economy through the effective use of man –power.

Therefore these psychological processes, subsumed under the term vocational guidance, are so vital for a well-adjusted citizen, a useful contributory worker and a nation’s economic advancement.

Psychology has helped students in their school work to identify educational needs, devise a plan, to meet those needs and then either implement the plan or advise the management on how to implement it.

In a bid to forestall entry into wrong vocations in Nigeria, the Federal Government (2004) posits thus:

In view of the apparent ignorance of many young people about career prospects and in view of the personality adjustment among school children, career officers shall be appointed in post primary institutions, since qualified personnel in this category are scarce, government shall continue to make provisions for the training of interested teachers in guidance and counselling.

The above statement from the Federal Government (2004) has implications for career officers who will help the youths in acquiring work values, skills and to help those who might have been encountering difficulties or are maladjusted in the world of work. Therefore, the functions of the career officers and counsellors are both preventive and curative.

The psychology of vocational guidance will teach youths to analyze their abilities in terms of potentials and control to avoid problems of unemployment in the future.

Hence, the reasons for the study of psychology of vocational guidance lies in the government's decision to recruit interested teachers to the task and to train more counselors. The foundation for the need for vocational guidance in Nigeria is therefore laid by the Federal Government of Nigeria (2004) in the National policy on education.

However, **psychology** as a concept is a compound word. The term "psyche" derives from Greek roots meaning 'soul' or 'mind' while 'logos' in Greek means 'word'. Psychology, therefore means study of the mind or soul. This definition was discarded because both mind and soul seem to look mysterious and vague (Mangal, (2007) in Tor-Anyiin 2008 pp12). The new definition of psychology emphasize on the description and explanation of consciousness as a study. This was not unconnected with the new field of study, Psychoanalysis. The problem with the psychoanalytic position was the inability to understand both the unconsciousness and consciousness. This made the study subjective and introspective and so unscientific as animals could not be studied because they are likely to have no mind or soul'. But psychology is expected to study all living things.

Meanwhile, this new approach to psychology re-defined psychology as "the investigation of human and animal behavior and of the mental and physiological processes associated with the behavior," (Tor-Anyiin, 2008 quoting, Howieson & Jackson, 1976). Behaviours incidentally deal with the interpretation of actions, hence, it deals with thinking and feelings. This implies therefore that psychology is the study of ones thinking and behavior as an individual's thinking influences his/her behaviours. Psychology therefore deals with the basic principles underlying behavior which comes about through learning experience, intuition and physical maturity. Psychology is also concerned with the how of human development.

Vocation connotes doing something. It locates one in a given world of work. Guidance on the other hand deals with direction, providing of assistance to one to achieve some desired goals. Psychology of vocational guidance therefore could be the study of behaviours in a work place. It encourages one to know oneself and to sit up to work and contribute positively to the development of the Nation. This entails a long process as it has to do with preparation, entry and progress within a vocation of ones choice. While psychology deals with the how of human development in a given position or environment, vocational guidance determines the how of an individual in his work place. Invariably, psychology of vocational guidance is interested not only in how an individual enters a job but also how he or she progresses within the job, given the social environment.

The psychology of vocational guidance aims at helping an individual to adjust properly in his/her work environment and so operate at his or her optimal level for his or her benefit and ultimately for the benefit of the society. It is also expected that

such people working satisfactorily and well-adjusted in the performance of their functions will successfully retire. Retirement and the issue of one's leisure period are concerns of the psychologist in vocational guidance, hence the federal Governments decision that in the interim career guidance counselors be recruited among the interested teacher and others. This is because of the importance attached to the training since it is a distinct component in the educational sector. It is in recognition of this that many universities in Nigeria offer psychology of vocational guidance as a course of study. The new system of education in Nigeria tag Entrepreneurship trade is in line with the vocational education to take Nigeria far or upward in the transformation programme and to fulfill the vision 2020 agenda.

3.2 The Need for psychology of vocational Guidance Course



The need for psychology of vocational guidance in schools can be inferred from the definition of Parsons (1909), Crites (1966), Hassen (2006), Ikeotuonye (1990), Kolo (1999), Olaniyi (2010), and Thenmozhi, (2018) and the under-employment and unemployment situations in the country. Crites (1966) in

Onwubolu's, (2009) definition of vocation guidance as a process of choosing, preparing entering and progressing in an occupation pre-supposes that our schools should have components of vocational guidance.

The need for psychology of vocational guidance will first of all help equip trainees with the theoretical framework from where to start the journey in the field. It will also help vocational

guidance trainees to identify such vocational theories that are applicable to Nigeria. This will go a long way towards initiating indigenous theories of vocational guidance. It will also help the vocational guidance trainees to identify and appreciate work values so that they can help inculcate in the youths the right work values and attitudes so as to increase productivity.

The need for this course will expose Nigerian vocational guidance counsellors to the trial and error processes undergone by advanced countries. With such background Nigeria guidance counselors will be put on a better pedestal to help Nigerian youths with vocational problems. This is because vocational problems are universal.

The study of psychology of vocational guidance provides opportunity for use of psychological tests. It will therefore equip Nigeria vocational guidance counselors to, not only use such tests to help them select and place their students/clients to right vocations but also help to develop indigenous psychological tests. The exposure to psychological tests will equip them towards understanding the clients' values, aptitudes, attitudes, among others. This knowledge will also provide the trainees of psychology of vocational guidance the opportunity to also construct their 'culture fair' psychological tests to understand their clients better in the cultural setting.

The course will also provide opportunities to the trainees to appreciate the role of appropriate vocational information to be given to clients. With this study the trainees will be able to know how and where vocational information for the clients will be obtained.

Job satisfaction, motivation and adjustment are terminologies in psychology of vocational guidance. It is therefore only when the trainees undertake the course that they will be equipped to understand these concepts. It is only through this course that vocational mal-adjustments can be understood and resolved (Tor – Anyiin, 2008).

Furthermore, a course of study in psychology of vocational guidance will provide an opportunity for the trainees to understand personality types and their vocational needs. This information will be used extensively in the selection of candidates for certain positions. This course will equip Nigerian career counsellors to assess their clients' career choice objectively.

In schools, career Education counsellors help children, select their subjects combination. This is however not expected to be done arbitrarily. The issue of subjects combination which is preparatory to job entry is the function of career counsellors. It is through the study of psychology of vocational guidance that one will be properly equipped to guide and assist clients towards proper subjects selection and combination which is based on aspiration, ability, value, interest and attitude. All these can be ascertained through the use of psychological tests, which are tools of vocational psychologists.

More reasons for the need of psychology of vocational guidance are that, in Nigeria today the influence of education, technology, modernization, division of labour, use of scientific equipment have created room for a wide range of careers. This demands that adolescents and youths undergo career education in school. It has also been observed by educators and psychologists that graduating students at all levels of education encounter difficulties in searching for jobs and in finding one. Also the present high rate of unemployment and underemployment makes it necessary for the study of psychology of vocational guidance at various levels of education. Egbule (2002) has the following reasons for psychology of vocational guidance to be studied as a course in higher institutions of learning:-

- 1, It will help students to understand themselves in terms of their abilities, attitudes and interests.
- 2, To provide students with a broader view about the world of work.
- 3, To enhance students' awareness of the various options opened to them and give them confidence that they can make a reasonable choice between the various options.
- 4, To develop in the students the concept of variety of roles in the society
- 5, To develop the spirit of job satisfaction and motivation as well as self-actualization in the student after a choice of career has been made through the help of psychological tests.

4.0 Self-Assessment Test

- Define the concept of psychology
- State obvious reasons for the importance of psychology in vocational guidance
- Explain the needs for studying the psychology of vocational guidance in schools.



ANSWER

- psychology may be defined as "the investigation of human and animal behavior and of the mental and physiological processes associated with the behavior. Behaviours incidentally deal with the interpretation of actions, hence, it deals with thinking and feelings. **OR** is the study of ones thinking and behavior as an individual's thinking influences his/her behaviours. Psychology therefore deals with the basic principles underlying behavior which comes about through learning experience, intuition and physical maturity. Psychology is also concerned with the how of human development.

- See 3.5 Page 35-38
- see 3.5 page 38

5.0 Conclusion

In conclusion, psychology of vocational guidance is necessary and important in the universities and other higher institutions of learning because there is need for adequate knowledge of what is required for entry into the vocations. Knowledge about the vocations requirements as regards time, physical strength, exposure to clients and all the necessary information through the use of psychological tests will help the students to have satisfaction in their future career.



5.0 Summary

This unit covered the study of psychology of vocational guidance and the importance of psychology in career development. The need for studying the course 'Psychology of vocational guidance' in universities were also highlighted.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define the concept of psychology.
2. State five reasons why psychology is important in vocational guidance
3. Briefly highlight the needs for the study of psychology of vocational guidance in universities.



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UNIT 3 PSYCHOLOGICAL FACTORS IN VOCATIONAL GUIDANCE

CONTENTS

- 1.0 Introduction
- 2.0 Learning Outcomes
- 3.0 Main content
 - 3.1 Psychological factors in vocational Guidance
 - 3.2 Development
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-marked Assignment
- 7.0 References/Further Reading



1.0 INTRODUCTION

The overall purpose of this unit is to introduce the students to the factors that influence vocational guidance, career choice and development. An understanding of the various factors that influence vocational guidance development will facilitate the understanding of the vocational theories. This unit will cover psychological and sociological factors.



2.0 LEARNING OUTCOMES

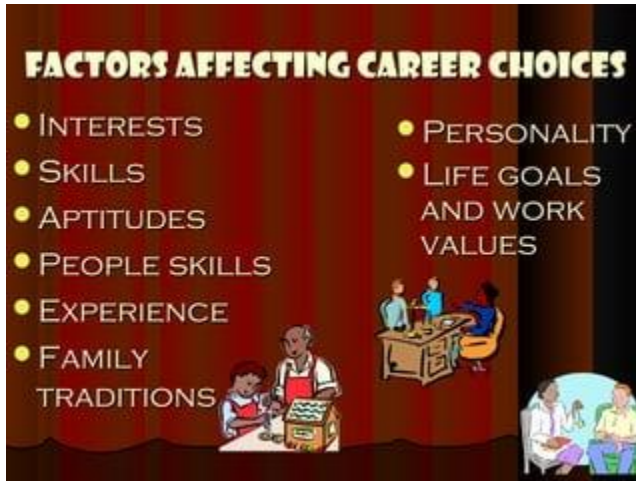
By the end of this unit, you will be able to:-

- Explain the factors influencing students vocational guidance
- Classify such factors as psychological and/or sociological.

3.0 MAIN CONTENT



3.1 Psychological factors in Vocational Guidance



Psychologists say that, their profession is the systematic study of mental processes and behavior. The mental process is biological because according to Western (1996) all psychological processes have their basis in the activity of the cells in the brain, which sets the parameters or limits of human potentials; like understanding or discussing abstract things and issues or values. The brain functioning produces feelings, thoughts, emotions and beliefs. The values, beliefs and practices though conceived by individuals become society's property. Apart from the biological setting, people's behaviours are influenced by the social and physical environment (society), which constitutes culture (Tor-Anyiin, 2008).

Vocation, has its root in the Latin word, "vocare" which means 'to call'. It includes functions and services performed by an individual. Before choosing any of these functions or services, the individual's mental process will be involved in taking a decision hence the relationship between vocational guidance and psychology. We now identify the psychological factors or variables that are helpful in vocational guidance. An understanding of the various factors that influence career

development will facilitate the understanding of the career theories. Prominent among the psychological factors are:-

Intelligence, Aptitude, Personality, Self-Concept, Interest, Needs, abilities, Values, Attitudes etc

Each of the named factors will be discussed briefly.

1. **Intelligence:-** Western, (1996) in Tor-Anyiin (2008) defined it as “the application of cognitive skills and knowledge to learn, solve problems and obtain ends that are valued by an individual or culture”. It is the ability to think, to learn from experience, to solve problems, and to adapt to new situations. Simply put, Intelligence is the ability to acquire and apply knowledge and skills. (Jaarsveld and Lachmann, 2017)

This definition confirms the fact that mental processes are not in a vacuum, but depend on the environment where one comes from. Intelligence is therefore, the combination of the biological and social experiences that give one the ability to accomplish tasks, which his or her contemporaries within the society cannot. According to Shertzer and stone (1971) in Ogbodo (2012), a wide range of intelligence is represented in nearly every vocational or occupational choice and the distribution of intelligence scores in one vocation over laps that of another.

To some extent intelligence factor remains a significant factor in educational and vocational guidance or career choice. Acknowledging that fact, Kemjika (1995) in Onwubolu (2009), indicated that in Nigeria for example, admissions into the universities to pursue certain courses require different cut- off points in the JAMB examination scores. The cut – off mark also varies from one university to another or other higher institutions of learning like Polytechnics or Colleges of Education. It is a common knowledge that some courses like medicine, law and Engineering require higher scores than is required in Education or other single honour courses such as History, English, Sociology or Political Science. This shows that students in some fields of study are more highly selected with

regard to their intellectual factor than students in other fields.
Hence, there are different jobs for different levels of intellectual

abilities. Students should know this and should choose vocations according to their intellectual abilities.

Moreover, educational qualifications or subject combinations differ and vary from one vocation to another, therefore we can say that intelligence is among this psychological variables that are crucial in vocational guidance. In fact, there are professional and Administrative career Examinations (PACE) designed for use in selecting applicants for entry-level positions in many professional, administrative and technical occupations.

2, Aptitudes:- An **aptitude** is an innate inborn ability or capacity to learn to do a certain kind of work. It is a condition, a quality or set of qualities in an individual which indicate the probable extent to which he will be able to acquire some knowledge or understanding, given suitable training. (Olayinka, (1979), in Onwubolu, (2009). It is an individual's special ability. The ability to perform better in a given task/skill, than another person. **Aptitudes** may be physical or mental. Many of them have been identified and are testable. The tasks or skills are generally referred to as scholastic, hence, the scholastic Aptitude Test (SAT) aimed at identifying individuals respective inclination to any of the aptitudes which include art or music, mathematic ability and ability to read and speak a foreign language, spatial, psychomotor, dexterity and clerical abilities.

3, Personality:- The word personality derives from the Latin word "**persona**" which means "**Mask**". The study of personality can be understood as the study of "**Masks**" that people wear. These are the persons that people project and display, but also include the inner parts of psychological experience which we collectively call our "self". **Personality** refers to individual differences in characteristic patterns of thinking, feeling and behaving. It is the combination of behavior, emotion, motivation, and thought patterns that

define an individual. According to Adams (1954), cited in Schultz & Schultz, (1994) in Gafar (2014:57), personality is **"I"** **"me"**. "The word **"I"** or **"me"** is

what defines you as an individual, as a person separate from all others. Gafar (2014) suggested that we get a good idea of what personality is by listening to what we say when we use “I” or “me”. When you say I, you are, in effect, summing up everything about yourself, that is, your likes and dislikes, fears and virtues, strengths and weaknesses.

Personality is the supreme realization of the innate idiosyncrasy of a living being. It is an act of high courage flung in the face of life, the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self-determination” Jung (2006).

Feldman (1996) in Tor-Anyiin (2008), defined personality as “the sum total of characteristics that differentiate people or the stability in a person’s behavior across different situations”. Basically, no two persons are exactly the same not even identical twins. Some people are anxious, some are risk-taking; some are phlegmatic, some highly strung; some are confident some shy; some are quiet and some are loquacious. This issue of differences is fundamental to the study of personality.

Personality therefore, encompasses temperaments as well as attitudes, social relations, aptitudes, values and life skills. When people are described as lazy, shy, quick tempered, aggressive, talkative and sympathetic, we quickly react as to which occupation they could fit into because each vocation has it personality characteristics.

4, Self-concept:- Self-concept is the core of personality and comprises a system of central meanings a person has about himself and his relations with others. Onyejiaku (1987), says that self-concept is an individual's awareness of his potentialities and limitations and an evaluation of them. He added that self-concept is the picture an individual has of himself.

Super et al (1963), proposed a theory of vocational development in which choice of occupation is seen largely as an expression of self-concept. The chosen occupation helps the person to implement his self-concept. It helps him to play the kind of role he wants to play. Once a person has mapped out an image for himself, the kind of life he or she wants to live and the type of people he would want to meet in his working life, all these will influence his choice of career and its development.

5, Interest:- Interest is the expression of likes, dislikes, appreciations, related to work. Super (1957:218-219) identifies four categories of interests, viz.

(i) Expressed Interest:- These are verbal expression or statements or mere claims an individual makes concerning his specific interest. Such statements may not be realistic in terms of the specific interest in question.

(ii) Inventoried interests:- They are also expressions of likes or dislikes for some occupations. They are estimates of interests based upon response to a set of questions concerning likes and dislikes which are summed up and compared with the responses of others.

- (iii) **Manifest Interests:-** This type of interest is expressed through action and participation and not just by verbal expressions or statements.
- (iv) **Tested Interest:-** This type manifests under controlled situations. This is assessed by what a person learns. For example, if a person is really interested in a job he should be willing to learn about the demands and peculiarities of the job.

An Individual's interest has been found to have significant influence on his/her career choice. Shertzer and stone (1976) in Iwuama (1999) have demonstrated that men in particular occupations have characteristics, sets of likes and dislikes which differentiate them from men in other occupations and from men in general. They further claim that men tend to be more interested in physical activity, mechanical and scientific matters, politics and selling, while women are more characteristic in clerical work, teaching, cooking and social work.

Interest stands out as a major psychological variable in the determination of not only subject combination but also of one's vocation preference or choice and related hobbies. Interest not only influences preferences but also successes in a vocation because it can have motivational effect. Interest can also influence aptitudes and attitudes which will invariably affect productivity in vocation. Therefore, the extent to which one's interest lasts in a job, it is to that extent that his/her satisfaction in that job would last. Interest in the job acts as the steam and propeller that sustains one in a job.

- 6, Needs:-** Needs are the prerequisites for human existence. It is the lack of something which if not satisfied makes the individual

not to be happy and fulfilled. There are two type of
s

psychological needs namely:-

- i, the basic and ii, higher needs
- ii, The basic needs are also the primary drives or physiological needs. They are water, food, sleep and sex and the safety needs.

The higher order needs include love, belongingness (affection) esteem (self-worth) and self-actualization which is the highest need. This is the need of people who feel at ease with themselves and are satisfied that they are using their talents to the fullest. The feeling of satisfaction is self-fulfillment. Knowing an individual's needs can therefore be of assistance to a counselling psychologist in vocational guidance, because knowing the need level of a client can determine where to start working with him/her. Needs are very important and crucial in vocational guidance. They compel an individual to aspire for a means of satisfaction. If a person does not have the need for something, he may not worry himself or herself about it.

One of the best classifications of human needs is that by Maslow (1954). Maslow's hierarchical order of needs is as follows:-

1. Physiological needs
2. Safety needs
3. Need for love and belonging
4. Need for importance, respect, self-esteem, independence
5. Need for self- actualization

The association of needs with vocational guidance and careers choice has resulted in a number of need theories, the most prominent according Gamban (1990), are that of Anne Roe (1957), Roe sees occupations as sources of satisfaction of needs. Another study conducted by Ikeotuonye (1978) on the relationships among secondary school students' aptitudes, academic and career aspirations, found that the need for good salary, attractive working conditions, stable and secure future, social status and prestige ranked high as factors influencing the student's academic and career preferences.

7. **Ability:- Ability** is a conceptually broad term referring to possession of the talents and skills necessary to perform a current task. This assumes therefore that any learning or developmental processes necessary have already been attained. Iwuama (1999) in Onyejiaku (1987) reveals that many adolescents in Nigeria are interested in occupations which demand much intellectual and physical abilities of which they possess little skill. For example, following the JAMB. yearly results examinations into the universities, a lot of students who choose medicine, law, accountancy, pharmacy and so on, score lower than the acceptable cut-off marks for these careers in various universities. Students should be helped to first assess their mental and physical abilities for their courses/careers of interest before they make their choices of such careers.

In conclusion, although a wide range of intelligence is represented in nearly every occupation and the distribution of intelligence scores in one occupation overlaps that in another to some extent, intellectual ability remains significant factor in career choice. It is believed that many adolescents in Nigeria do not choose careers that their abilities would cope with. Many still choose careers out of mere sentiments (prestige and status) while some choose through external influences from parents, peers, teachers etc. The need for proper vocational guidance and counseling for students in their bid to choose careers cannot be over emphasized

- 8, Values:-** Need and value look alike but they are not the same thing. Value according to Onyejiaku (1987) in Iwuama (1999) means a concept of the desire. It may be a product of need, though need, is not the only source of value. Need and value often go together, to influence one's behavior or aspiration. In fact, what is needed so much by someone will be valued highly by him and vice versa.

However, values may be said to be ideas, or concepts generally accepted as ends and shared by members of a society as being good, right, desirable and worth striving for (Tor-Anyiin 2008:19). Though, they are not static, depending on age, experiences, time and society, they have much to do with vocations. The society's norms and emphasis may place certain values for something and the members of such society would value and cherish it accordingly. Values play a major role in determining behavior and self-fulfillment (Osipow, 1983 in Tor – Anyiin, 2008). Other examples of values include religious beliefs, materialism, patriotism, love and caring for people, altruism and so forth.

Basic values include working with people in keeping, acquiring social status and prestige and having the opportunity to be creative and using special talents. Work values equally exist with extrinsic rewards, self-expressions and intrinsic values. With this, it can be concluded that personalities with any of such values would prefer vocations associated with their values extra occupational self-concept.

- 8, Attitudes:-** Attitude is simply our disposition to an action, object or phenomena. Tor-Anyiin (2008) citing Western (1996) stated that "it is

an association between an act or object and an evaluation". This entails a cognitive expression or belief; an emotional or evaluative charge or valence and a behavioural disposition. For instance to say "psychology of vocational guidance is a core course and very interesting. I must read it thoroughly well and pass it" encompasses a cognitive expression: "It is a core course"; and "very interesting" is evaluative. "I must read it thoroughly" is the reaction to its being a core course. It goes to reason that the cognitive aspect of attitudes would be congruent because "an emotional evaluation of an object should reflect a cognitive appraisal of its qualities. Attitude in decision taking, including vocation; confirms the importance of this psychological variable in vocational guidance.

9, Emotional Intelligence:- Obanya (2003) equate emotional intelligence to knowledge for economy which is aimed at effective use of knowledge or skills to promote economic and social development through inter-personal and intra personal skills. These skills help for effective adaptation to changing needs of the society. According to Akinboye (2003), emotional intelligence is related to creativity power and enhanced productivity at work, through foundational behavior for work ethics and ethical code of conduct.

Akinboye, (2003) defined emotional intelligence as:

A set of non-cognitive abilities that influence human ability to success in life and at work place. He sees it as the ability to organize emotion driven perception, intuition, creativity and thought processes plus the ability to express such emotion laden behavior intra personally as well as inter personally to build trust, honesty, integrity, fairness, human dignity and integrity in life and at work.

The above definition indicates therefore that understanding one's emotional intelligence could be a wonderful weapon towards vocational guidance, because according to Tor-Anyim (2008) quoting Goleman (1995), emotional intelligence manifests in personal productivity, career success, team performance, motivation and innovation, time management, talent retention and stress reduction among others. Hence, it follows that understanding a client's emotional intelligence level by a counseling psychologist will be an immense asset towards vocational guidance.

3.2 Sociological Factors



Some sociological factors play important roles in shaping people's vocational development and choice. These factors are discussed as follows:-

The family:- Family here include parents occupation, education, values, norms, child-rearing practices, structure, socio-economic status, influence and vocational development. A lot of studies have shown that parents have much influence on their children's career choice. For example, Burt (1974), Gravenier, (1986), Gambari, (1990), Iwuama, (1999), Mallum, (2000), support the view that parents influence their children's career choice. They noted that many parents due to certain personal likeness and social economic

1. conditions of certain career persuade their children to study certain subjects that would lead to particular careers. The issue of persuasion by parents is worthy of note. Under such a situation, the child may find himself in a dilemma. Since the choice was not made by him, he may find it difficult to cope with or adjust to such subjects and the subsequent career.

In Nigeria and some other part of the world, some families may prefer certain kinds of occupation and career for their first sons or daughters. In a polygamous family, the first sons of all the wives may enter upon one occupation favoured by the family. It is well known that Nigerian children from poor families often have to take to occupations which would not require a long period of education and a lot of money or training; Gambari; (1987) in Ogbodo, (2012).

Family background, which also dictates the parent-child relationship, according to Roe, (1957) in Tor-Anyiin, (2008), has influence on the vocational focus of an individual. Parental styles often determine the psychological and emotional setting which give the growing individual focus on the type of job he needs to meet the unmet needs at the initial childhood experience. The over protected child for instance, may become so mean of the psychological or emotional state at home, that he/she looks only for social service occupations/careers to maintain his/her personality orientation.

The authoritarian parent is also likely to raise children who will appreciate the use of power and authority. Military or force occupations will have a better appeal for children from such a background. This explains why barracks children take to their parents occupations. This background however on the contrary makes some children to hate the authoritarian nature of barracks life and go for other jobs. Equally, a child who is rejected and left to fend for himself or herself is likely to aspire, accept or enter to jobs that help meet the unmet love or affection needs at home. It is therefore assumed that such rejected individuals would like solitude or exclusive or out – door, scientific or technological vocations to maintain their loneliness. Some may however wish to do away with the loneliness and take to other social service occupations. (Tor-Anyiin, 2008:p2

However, some parents insist on their children choosing some careers or occupations due to the prestige and social status attached to such careers and the satisfaction which they (parents) would derive from their children's careers. According to Ogbodo (2012:pp. 48), citing Iwuama, (1999:pp31), the average mother or father in Nigeria would feel fulfilled and satisfied to be introduced and known as papa/mama Doctor, Lawyer or Engineer but wouldn't like to be identified as mama/papa teacher, tailor, carpenter, cook, and so forth.

Culture:- Culture is the set of ideas, behaviors, attitudes, and traditions that exist within large groups of people (usually of a common religion, family, or something similar). These ideas, behaviors, traditions, etc. are passed on from one generation to the next and are typically resistant to change over time

Culture is a people's way of life and it influences their occupational or career preferences. A person's culture, though dynamic moves with him/her and has enormous influence on vocational guidance. This is because cultural prohibitions, taboos or restrictions and superstitions can stand in an individual's way towards a vocation. According to Gambari (1990:pp.83) there are culturally forbidden occupations for females like wine tapping, Lumbering, rubber tapping, blacksmith and so forth. According to Tor-Anyiin, (2008:p.39). today, occupations involving climbing of tall structures like building are not ideal for the women folk. Ogbodo, (2012) also added that even public motor conductor jobs are not good for women folk. Any female showing interest in those occupations is regarded as abnormal and needs counseling to do a rethink. Cultural practices are also influenced by geographical locations.

Shertzer and Stone (1980) observed and stated that the total culture of the people is the major factor influencing occupational choice because of the degree of rigidity of particular patterns of behavior or the number of acceptable stereotypes in that society. Culture is dynamic and counselors should be able to identify cultural awareness of a client and its effect on his or her career aspirations, preferences, choice and entry.

3, Schooling:- The school is an important agent of socialization. It is aimed at human development and at preparing the students for useful living within the society and to themselves. The school curriculum, peer group, teachers and other school staff, facilities and the aim of the school will influence the student's vocational choice. Through the co-curricular and curriculum experiences, students develop an insight into their abilities and weaknesses. They also develop ideas about who they are and what they would like to be in the future. School experiences play a major role in shaping self-concept.

The school has its own rules, regulations and personnel, performing different but complementary roles. These influences on career development are based on the fact that some career counselors, teachers, accountants and clerical staff are seen within the school environment. This creates career awareness as students see them often or from time to time and learn about such careers with ease.

During class placement, especially for SS one, the school through the counselor, determines the career preferences and aspirations of students due to the curricula experience, that is, the subjects where they have good grades. These help in determining occupational inclinations of the students. The Book titled "Basic career information/Entrepreneurial Trade Education authored by Ogbodo Rosemary Abo is helpful for SSI students. Students that select science subjects like physics, Biology, chemistry, mathematics, English language and one vocational subject and pass creditably are most likely to go for medicine and engineering, pharmacy or other science based occupations like Botany, zoology and so forth.

Schools that offer good subject combinations with qualified teachers can as well influence their students through teaching their subjects. The English teacher or mathematics teacher can lay emphasis on the importance of English or mathematics in the society and create

career choice through it to produce academically sound candidates who have better bargaining power for vocational choice. Schools can also help inculcate skills and values, which will enable the graduates sustain themselves inspite of social change. The quantity and quality of teachers and the social contact of a school are also influential in vocational development. The school can take advantage of school counsellors whose functions include helping students in their vocational problems.

The school location either urban (city) or rural (village) can affect the occupational information and experience available to the students. For example, students that school in Lagos or Port-Harcourt might likely be interested in Marine or water studies than those in Sokoto or Maiduguri or other Northern states of Nigeria. School geographical location could equally influence their career choice due to the social experiences and available vacancies or vocations in the area.

From the above X-ray, it is clear that the curriculum, co-curriculum, scope, and content of school, staff, both teaching and non-teaching, school counselor, school facilities, subjects and so forth all combine to shape the individuals vocational thoughts and behavior.

- 4. Peer influence:-** According to Obanya, (1976), Kuti, (1979), Ogbefere, (1982), Iwuama, (1999), Tor-Anyiin, (2008), students available data show that peer influence is a strong factor in students' career choice. In particular, choice of career is determined not only by the personal attributes, education received, mass media, the extent of formal guidance, family, neighborhoods and the nature of the occupation, but perhaps most significantly by peer or friends influence.

The peer groups are voluntary association of groups of individuals who have common interests, and are of equal age, thinking, feeling, reactions and experience similar problems. Apart from family siblings, every individual wants to be identified with a peer group of his/her contemporaries. According to Akinboye, (1987) in Tor-Anyiin (2008), "the peer group replaces the apparently ineffective family context which the youngster had criticized so many times". This explains why youngsters always do all things to maintain membership of their peer group and conform to the activities of such groups. It is therefore for these reasons of conformity, acceptance and recognition that the peer group stands out as a strong determinant of vocational choice among youths. They always attached themselves. One may ask "why does the adolescent attach himself/herself so much to his or her peer group as to allow himself to be influenced most significantly by the peer group?" Shertzer and Stone, (1976) in Iwuama (1999), attempting to answer such a question suggest that as the adolescent strives for maturity, he is still somewhat insecure, he needs to form alliance to attach himself more closely with others like himself – his age-mates. In the union thus formed, he finds strength and the will to assert himself in the struggle for a place in the adult world. The union is the peer group.

Scott, (1970), summarized the argument on why adolescent resort to peer groups by saying that like any other social group a peer group fixes its values and code of conduct which are then followed by individual members. He went on to say that the group decides what objectives and what goals (at times career goals) are to be preferred over others and defines what means are acceptable for pursuing these goals. It helps during an insecure period to attain the necessary emancipation from the home, and it teaches social skills necessary for living a community life.

From the discussions so far, it is important for vocational guidance counselors to always attempt to understand the peer group of any client, because such peer influence could be negative based on unachievable goals. Counseling them in groups could be helpful.

- 5. Religion:-** No society exists without a religion which guides its members. Religion refers to one's relationship with God and members of the society. It is a social institution. Religion has been found to have great influence on vocational interest and career development of individuals. According to Ipaye, (1986), religion is powerful in conditioning one's life, influences one's choice of friends, spouse, jobs and values. To further, explain this, Kemjika, (1995), reported that Elegbede, (1977), discovered in his study that some students rejected law because according to them the profession perpetuate injustices, corruption and immoral dealings and that a custom officer left his job when he proclaimed himself a "born again Christian".

To some religious groups some careers are tolerable while some are intolerable. In fact, there are some careers, some persons because of their religious affiliation would not accept no matter how lucrative and attractive such careers might be. Supporting this view, Onyejiaku, (1987) in Iwuama, (1999), gives the following practical examples. The Calvinists lay emphasis on individual responsibility and enterprise. Accordingly, this leads many of them to seek executive and professional positions as well as self-employment. On the other hand, Roman Catholic doctrine emphasis acceptance of authority and this makes some of the adherents to differ with the Calvinists in their vocational aspirations.

Furthermore, while most of the Quakers, on the basis of their interpretation of Christian teaching, would prefer social work and

teaching profession, most Moslems, in the light of their religious orientation would express interest in teaching and military career. Today, many “born again” Christians and most Muslims would not accept any job in a tobacco or brewing company because of their religious convictions.

Thus, religious influence on vocational guidance can not be over emphasized, since each religion has its doctrine which influences adherents’ lifestyles and behaviours, and also vocational choice. This is because religion, firstly determines one belief social interaction and responsibilities or roles together with obligations. Islamic religion prohibits eating pork. This implies therefore, that Muslims cannot work comfortably in an abattoir where pigs are slaughtered. This means that the religious affiliation can influence vocational aspirations, preferences, choice and entry, Tor-Anyiin, (2008; pp:37).

The implication is that counseling psychologists must understand a client’s religious background and the conflicting situations before venturing into guiding them vocationally. Counselors must bring out students from the shackles of religion. Let the students (clients) know the difference between spiritual survival and economic survival. Parents, teachers and others should work hand in hand with the counsellors to guide students concerning their career matters and their religious affiliations.

- 6. Economic Factor:-** This can be very important in people’s vocational development and choice. Gambari (1990), identified economic factors that influence vocational choice to include high salary, fringe benefits, cost of training and period of training for respective occupations. The training requirements, content of the training experience, cost and period, help to reduce choice and entry to many occupations like medicine, pharmacy, visionary and other highly professional courses. The cost and training period are relevant

because not all clients can afford the cost or be patient enough to go through the training due to family and socio-economic circumstances.

The relevance and importance of economic variable in vocational guidance and career choice has given rise to different economic theories. The economic theories of vocational choice state that an individual chooses the occupation which he reasons will bring him the greatest net advantage. Crites, (1969) in Gambari (1990:pp84) stated that: the occupation which pay the most are those which have scarcities of labour and those which pay the least are those which have surplus of labour. Thus there emerges the classical economic principle that the occupational distribution of workers in the labour market is a function of supply and demand as reflected in income differentials between occupations.

This statement show that some occupations are crowded while others have scarcity of labour because of the long term and short term training, and the demand of the labour market. In essence, economic considerations in this our materialistic culture influences occupational development and the counselors should work closely with their clients (students) to be able to provide adequate information and guidance on the economic aspect of career choice.

7. **Age:-** Age is another factor, because as one matures, his or her vocational interest may tend to change from one occupation to another as he/she gains more information and knowledge about the world of work. It is believed that one's vocational interest stabilizes as he matures both physically and intellectually with age. With an increase in age, vocational choices improve in terms of realism especially if given the right vocational counseling and exposure.

However, there is no guarantee that at adolescence or adulthood one's career choice becomes realistic. For example, Iwuama

(1999:pp,41) shows that adolescents in owerri are unrealistic in their vocational choice and therefore need to be helped through effective vocational counseling techniques like bibliotherapy, group vocational counseling, career day, P.T.A. meeting, class room visitation and so forth.

8. **Sex factor:-** Gender is a factor in vocational guidance but there is a lot of improvement in our country recently towards females taking up careers that used to be open only to men. There are women today who sincerely believe that they could do well in many vocations that used to be open only to men. With knowledge explosion, improved technology, women liberation and emphasis on fundamental human rights of the women folk, many vocations are no longer gender biased. However, inspite of the gender free vocational preference the female low literacy rate, marital status and productive function are affecting their vocational choice. It therefore, follows that vocational guidance should not undermine the sex and marital status of a client.

This is necessary because certain occupation requirements put restriction on marital status particularly against women. The marital status of women needs to be identified, for instance, for entry to police force or Nigeria Army. A woman must join the force before she marries and must not be pregnant for certain years. Counsellors should be aware of all these in vocational guidance.

9. **The chance factor:-**people can stumble upon occupation and the possible influence of chance in vocational choice gave rise to the accident theory. Crites (1969) in Gambari (1990), stated that the accident theory is the layman's explanation of his choice of occupation. Entering upon an occupation by chance or accident means that the individual did not deliberately intend to do so. The choice came about as a result of unplanned circumstances or events. For example, some body that is trained as an accountant or

Administrator but has not gotten a job in that particular area he was trained for, can just hear an announcement over the radio for the recruitment of teachers on a certain day and go for the interview and be selected for the teaching job. The person has no option but to pick up the appointment because he needs to survive. While there, his or her eyes will still be on another job.

The counselors must know that accident theory is popular not only among laymen but also among vocational theorists.

3.3 Other factors that determine vocational Choice



Apart from those factors under the classification of psychological and sociological, there are other factors that the students need to know about vocational choice with the help of counsellor. One is likely to consider the following additional factors:-

- 1, The minimum educational requirement for entry into the vocation.
- 2, The period of training required,
- 3, The general conditions of service which may include:-
 - (a) The type of reward in form of salary.
 - (b) Fringe benefits such as free accommodation, leave allowance, children allowance, over-time allowance, facilities for study leave, scholarship for sons and daughter of workers, opportunity for accelerated

promotion, inducement to own property or build a house and an insurance policy to cover accident.

- (c) Other conditions of work such as working on Sunday, working shifts, working for long sitting sessions, extensive travelling, night duty and absence from home for several days or weeks.

(d) The pension scheme, the retiring age, the gratuity and other benefits.

4. Social status and prestige attached to the vocation, such as the type of esteem for the workers, demand for the career and other prospects for social influence and advancement Olayinka (1979:pp.44)

Iwuama (1999:pp26), citing Miller, (1968) classifies the factors into four broad categories as follows:-

A.Security factors: including:

- Earning high enough for a reasonable standard of living
- No usual hazards to health or health dangers
- Assured steady income
- Certainty of continuous employment
-

B Career of occupational satisfaction:

- Opportunity to use one's own ideas
- Freedom in working out one's own method of doing things
- If the work permits a feeling of personal achievement
- Opportunity to make full use of one's knowledge and experience

C. Prestige:-

- Salary or income above the average of the community
- Work requiring intelligence rather than physical strength
- Work that will be recognized in one's business circle

D. Social Rewards

- Satisfaction to be gained from helping people
- Contact with varied and stimulating people
- job taking one to many places having good schools, Churches, recreational centres
- work with congenial working associates.

Furthermore, in a similar study by Iwuama (1991), the other factors that influence vocational choice are in the following hierarchical order:-

- 1st External influence from parents, Teachers, friends and the mass media
- 2nd Extrinsic – Reward oriented values like good salary, good working conditions, stable or secure future, social status and prestige.
- 3rd self – expression values such as school subjects fondness, ability/aptitude, creativity and so forth.
- 4th people – oriented values such as the desire to lead others, work with people and serve others.

3.2 Vocational choice or career



Nweke and Anagbogu (1989) in Iwuama (1999:pp,24) see vocational choice as "a developmental process spanning almost throughout a person's life time and it is one of the most complex and important decisions one has to make in ones lifetime". Vocational choice or career choice in essence refers to the process where by an individual makes up his mind in favour of a particular career at a given time after due consideration for other alternative careers. This decision is made with the realization of the necessary demands and implications of entering into that career area. This is why a student needs to be thoroughly furnished with the relevant career information to enable him/her take judicious vocational decisions. Choosing a vocation is like choosing a life partner in view of their

implications for one's happiness or otherwise in the future.
Choosing a vocation or career is not a trial and error exercise.
It is not moving from one job to another, for example, it is not
moving from being a hair dresser to becoming a typist, or a

sales girl and finally to a petty trader at Ochobo village in Ohinimi local government of Benue state, Nigeria. Such a girl has no vocation or career. On the other side, the boy who starts his life as newspaper vendor, and later starts selling magazine in the campus, and much later become a news editor and finally improved himself and become a manager of a publishing company has a career or vocation. One has made a career decision or vocational choice when one decides to enter into one type of work such as education, medicine, law, politics or business and progresses through it. Infact, "vocation or career is more than a job, it is a way of life" (Iwuama, 1999).

The problems being faced by students and others in view of the increasing number of work options and the intricacies involved in works nowadays calls for proper guidance and counseling at school in order to make them understand themselves and the world of work. It is only a fool who chooses what he or she is ignorant of and what he or she is not sure of having self-fulfillment from.

4.0 Self-Assessment Exercise

- Explain the factors influencing students' vocational guidance
- Classify such factors as psychological and/or sociological
 - Explain the factors influencing students vocational guidance
 - Classify such factors as psychological and/or sociological.



ANSWER

-see3.1 page 42-61

- Psychological Factors

Intelligence

Aptitudes

Personality

Sociological Factors

Family

Culture

Schooling

Self-concepts	Peer Influence
Interest	Religion
Needs	Economic Factor
Ability	Age
Values	Sex Factor
Attitudes	Chance Factor
Emotional Intelligence	

5.0 Conclusion

It is important to note that both psychological and sociological factors are relevant while providing vocational information to students (clients). None is more important than the other. Counsellors should be conversant with both the psychological and sociological determinants of vocational choice.



6.0 SUMMARY

In this unit, a lot of factors influencing student's vocational choice have been discussed. Attempts were made to show the various categories under which these factors could be classified such as psychological and sociological factors. Counselors, teachers, parents and other educators should bear these factors in mind while helping the students in their vocational choice.

7.0 TUTOR-MARKED ASSIGNMENT

- 1, Discuss ten factors influencing students' vocational choice
- 2, Classify such factors into psychological and sociological factors
- 3, State obvious reasons why counselors should bear these factors in mind while helping the students in their vocational choice.
- 4, Mention other types of factors that influence career or vocational choice.
- 5, Explain why vocation or career is more than a job.



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UNIT 4: PSYCHOLOGICAL TEST AND VOCATIONAL GUIDANCE

CONTENTS

- 1.0 Introduction
- 2.0 Learning Outcomes
- 3.0 Main Content
 - 3.1 Psychological Tests and Vocational Guidance
 - 3.2 The Role of Psychological Test in Vocational Guidance
 - 3.3 Types of Test Used in Counseling
- 4.0 Self-Assessment Exercise
- 5.0 Conclusion
- 6.0 Summary
- 7.0 Tutor-Marked Assignment
- 8.0 References/Further Reading



1.0 INTRODUCTION

In this unit, we shall discuss the meaning and various definitions of psychological tests, classification and types of psychological tests and non-test techniques in vocational guidance. Attempt would also be made to discuss the role of psychological tests in vocational guidance and finally the uses of these tests.



2.0 LEARNING OUTCOMES

By the end of this unit, you will be able to :-

- Define and explain the terms 'test' and 'psychological test'
- List five psychological tests and explain their uses
- Outline five non-tests techniques and describe them

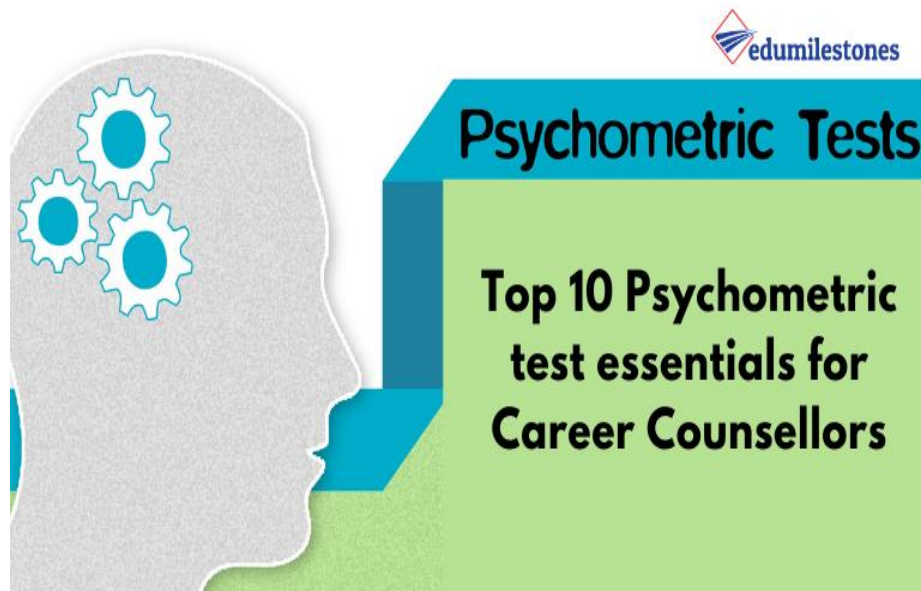
- State the role and uses of psychological tests
- Discuss the importance of reliability and validity in testing

3.0 MAIN CONTENT

Man has always been assessed by others through various means to consider him for certain roles and responsibilities. Individuals are different and must be assessed to determine their differences in order to select and match everyone to where he/she will be most important and relevant. Individual differences thus determine where each person will be most suitable, as suitability is based on such individual's personality traits. The traits include: the individuals temperaments, attitudes, interests, values, aptitudes and mental ability. Sources of identifying these personality attributes or traits are commonly classified into tests and non-test techniques. Generally called psychological tools, they are very useful in determining occupational level and ability of individuals. These individuals according to Watts, Law and Fawcet (1981) in Tor-Anyiin (2008), are expected to be aware of available opportunities, have self-awareness, be able to make appropriate decisions about the available opportunities and determine the coping strategies. The extent to which individuals are made to understand themselves and their occupational level and ability brings us to the role of psychological tests in vocational guidance.



3.1 Psychological Test and Vocational Guidance



Psychological Tests are tests used specifically in the area of psychology. According to Makinde (1993), psychological test is generally a set of questions, problems, symbols and exercises used to determine a person's ability, aptitude, knowledge, qualifications, interest and level of social adjustment. Psychological tests are usually made up of test items which are designed to reveal certain traces and traits in an individual who has been exposed to the test. In a majority of the cases, these tests are standardized but sometimes, maybe non-standardized.

Tests are standardized measures adapted to understand individual's respective personality traits in order not only to distinguish them but also to be able to locate them appropriately. Appropriate location to jobs is the function of career or vocational guidance. This explains why the Federal Government of Nigeria (FGN 2004) observed thus: "in view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among

school children, career officers and counselors shall be appointed in schools". This is to help youths identify their vocational level and ability and escape personality maladjustment. It then requires that tests be conducted on them to facilitate their self-identification and understanding.

Tor-Annyi (2008) drawing from Feldman (1994), defined psychological tests as 'standardized measures devised to assess behaviour objectively'. The author maintained that tests are used to help people make decisions about their lives as they understand themselves better. Psychological tests are therefore standardized procedures of measurement aimed at collecting adequate and reliable information on an individual either from the individual or through significant others.

Standardized tests are the counsellors' basic instrument for objective assessment of the personality traits, aptitudes, interests and other characteristics of the individual. Clearly, individual counselling demands a knowledge and recognition of the individuality of the client. Standardized test reports are used as points of reference. Psychological test results are indicators of wider areas of behaviour. They help to elicit particular characteristic behaviour types.

The core aim of psychological tests is to help identify individual differences and how clients could be helped to make adequate choices in order to be effective in the society. Being effective implies imbibing positive social skills and values as well as providing meaningful services and functions in the society which are collectively called vocations. Choice of a dependable vocation is the role of vocational or career guidance and psychological tests are used to

ascertain the individual's traits, which are the ingredients for vocational choice.

What is Test?

Test is a structured task or exercise by means of which an individual's behaviour, performance or way of reasoning is sampled with a view to making a generalized conclusion or statement about his usual behaviour or performance. Tests usually reveal useful information about individuals which could have been lost. Kelinger (1973) in Ije (2009), sees test as a presentation of questions to measure some traits, natural or acquired. Ikeotuonye (1989), opines that a test represents a method of obtaining a sample of behaviours under controlled conditions.

3.2 The Uses and Role of Psychological tests in Vocational

Guidance



The relevance of psychological tests in vocational guidance can be inferred from the Nigerian educational policy which states that counseling helps the students not only to identify and understand themselves but also to maximize their potentials. According to the Federal Government of Nigeria (FGN) (2004: p.2) school programmes need to be relevant, practical and comprehensive; while interest and ability should determine the individual's direction. Bulus (1990)

pointed out that there is need for the use of tests and non-test techniques to supply the necessary information with which the counselor gains a total picture of the counselee and his/her background for guidance purposes and of course vocational guidance. Bulus also emphasized that even outside school, there is high need for effective assessment of the individuals capabilities, interests and aptitudes for employment and training purposes. Bulus and Lar (1986) also identified the relevance of psychological tests to vocational guidance. They stated that such tests will help:

- i. Identify early, children with sensory problems like poor eye-hand coordination, manipulatory skills, among others;
- ii. Identify children with exceptional talents;
- iii. Finding out children's potentials for placement into appropriate programme that best suit them;
- iv. Predict the future performance of pupils in a given course of study; and
- v. Helping pupils through counseling to develop special abilities for coping with school orientations and making sound and appropriate career choices in the world of work.

To achieve the above, various psychological tests must be conducted. This bring us to classification of Test.

3.3 Types of Tests Used in Counselling



Tests can be classified according to their purpose, content, function, form and procedure. Basically, there are two types of tests namely tests and non-test techniques.

Tests

1. Intelligence tests: These were the first standardized psychological tests to be developed. Other terms synonymous with intelligence tests are mental ability tests, academic ability tests, and scholastic aptitude tests. Intelligence tests are designed to measure an individual's general scholastic ability. They usually provide a single score known as intelligence quotient (I.Q). They measure the capacity of an individual to think abstractly.

Intelligence can be measured in terms of an individual's effective operation on the six (6) levels of cognitive development which include:-

- i. Memory
- ii. Comprehension
- iii. Application
- iv. Analysis
- v. Synthesis
- vi. Evaluation

An intelligent person is expected to perform very well in these areas compared to others.

The Nigerian Development and Research Unit of the West African Examination Council uses various intelligent tests for placement of students into appropriate programme options. Among Nigeria intelligence tests are those of the Joint Admission and Matriculation Board (JAMB) and National Examination Council (NECO). These tests have much to do with vocational guidance as they affect course and subject combinations. The role of vocational guidance is to expose individuals to available opportunities and education is the first prerequisite. The three educational ladders include the primary, secondary and tertiary levels and each have their respective opportunities.

According to Ikeotuonye (1990, P. 124), one's educational attainment is very crucial in vocational guidance and intelligence tests are available to ascertain one's occupational level and ability. Individual and group intelligence tests exist for use in vocational guidance. Examples of intelligence tests include:-

- i. Stanford – Binet Intelligence Scale
- ii. Weshsler Adult Intelligence Scale (WAIS)
- iii. Weshsler Children Intelligence Scale
- iv. Non verbal test of Intelligence (Ibadan Test for Children)
- v. Weshsler Pre-school and Primary School Scale of Intelligence (WPPSSI)

Further examples are group measures for determining intelligence for mass recruitment into occupations and they include:

- i. Army Alpha and Army Beta tests (verbal and non-verbal). They were first used during the first world war to recruit army personnel.
- ii. Forge-Thorndike intelligence test
- iii. Progressive matrices which has been validated in Nigeria
- iv. California tests of mental maturity (Ikeotuonye, 1990)
- v. Differential Aptitude Tests (DAT)

These intelligence tests not only determine future academic achievement but also determine success in at least some types of vocations. They also help to dictate or assess successes in some given courses and subjects.

2. Aptitude Tests: Aptitude may be defined as a trait that characterizes an individual's ability to perform in a given area or to acquire the learning necessary for performance in a given area. It presumes an inherent ability that can be developed to its maximum through learning or other experiences. Aptitude test is therefore an individual's capacity to acquire knowledge or skill or to predict an individual's future performance.

Intelligence test will tell you the amount of knowledge you have but cannot tell you what you can do with it. But aptitude test measures different aspects of intelligence. It is concerned with predicting an individual's potentials and successes in a restricted and specific field of knowledge. It determines an individual's special aptitudes which are used for placement to various vocations. The uses of aptitude tests include:

- i. The Differential Aptitude Test (DAT) used for primary school educational and vocational inclinations;
- ii. The General Aptitude Test Battery (GATB) used for JSS I and degree holders to determine where one will be most productive;
- iii. The Multiple Aptitude Test (MAT) meant to measure primary school and secondary school students' educational and vocational performance.
- iv. The Flanagan Aptitude Classification Tests (VACT) for JSS students, up to degree holders.

All the above are good foreign psychological tests which could enhance vocational guidance as they will help identify ones inclination to a vocation.

On the other hand, tests developed by the Nigerian Test Development Research Unit, like the Different Aptitude Test Battery, Nurses Selection Tests, Science Aptitude Tests are helpful

and useful in placing Nigerians in appropriate Vocations through the activities of vocational guidance counselors. This is because such aptitudes tests are helpful in measuring talents and special abilities in such areas like creativity, music, arts, computation and numerical. This is why Ikeotuonye (1990), explained that aptitude tests determine specific abilities and limitations to the various occupations and help to determine occupational cluster.

Aptitude tests are used by counselors and others because they may:

- i. Identify potential abilities of which the person is not aware;
- ii. Provide information to assist a person in making educational and career decisions or other choices between competing alternatives;
- iii. Help predict the level of academic or vocational success a person might anticipate;
- iv. It is useful in grouping persons with similar aptitude for developmental and other educational purposes;
- v. Encourage the development of special or potential abilities of a given person.

The Federal Ministry of Education in Nigeria administers scholastic and vocational aptitudes tests to JSS III students. It serves as a predictive tool for their success in the senior secondary school.

Other standardized aptitude tests used in Nigeria are TEDRO I – D Test, Differential Aptitude Test, School Readiness test and Nigeria Aptitude Test by West African Examination Council.

3. Achievement or Attainment Test



These are designed primarily to measure the outcome of teaching, that is the extent to which students have acquired certain information, skills and abilities that are commonly a part of the school curriculum. It provides evidence of educational development in the various school subjects. They are mainly teacher made tests used for the selection of persons in industries and government works. They show how an individual might compare with others in any particular subject, for example, Mathematics, Science, English Language, Civic Education, Business Studies, Biology, Physics, Social Studies etc. They help teachers to determine the strengths and weaknesses of students in various subjects/courses. They are also used to predict success in school subjects i.e. prognosis. Examples of Achievement tests include JSCE, SSCE, WASCE.

We can further include tests of special traits under Achievement tests. They are usually important in the educational programme but are not included as core subjects or courses in the curriculum. Examples are tests like;

- i.Creativity

- ii. Reasoning
- iii. Critical thinking
- iv. Listening comprehension and interpretation of data.

Achievement tests are used not only for counseling purposes but also in the selection of applicants for industrial and government vocations. In Nigeria, selection of government employees into the public service is conducted by the Administrative staff college of Nigeria (ASCON) with standardized Achievement tests. There are other tests like California Achievement Test (CAT) and Sequential Test of Educational Progress (STEP). Achievement tests are mostly constructed by teachers in various teaching subjects or courses.

4. **Interest Tests:-**



Interest tests are designed to measure an individual's feeling of likes and dislike as well as curiosity towards an activity. Measurements of interest include interviews, self-estimates checklist and other inventories. They throw light on the direction of vocational thinking. For example, in a discussion on career planning one might hear such statement as "I have always been interested in medicine". "The thought of teaching really turns me

off". It could be verbal or expressed statement of interest in an occupation. This could be unstable and subjective. Manifest interest is participation in an activity. Circumstances for participation in the activity should be noted with caution. For instance, a child whose parents sell pepper or tomatoes may be

compelled to assist. This is not a manifestation of interest. **Manifest interest** is when you put in extra work. Tested interest refers to interest, measured by objective test and non-subjective test. A child interested in studying medicine would be tested on the amount of accumulated information he has in that area by using inventories and checklists. From these the pattern of high and low interest will emerge. Examples of interest tests are Vocational interest Inventory by Bakare, Motivation for Occupational Preference Scale (MOPS) used by Nigeria school counsellors to guide senior secondary students during first term registration and Kinder Occupational Interest Survey (KOIS).

The Interest Inventory is the assessment of one's preference for a large number of activities and occupations. In inventories, each response is given an experimentally determined weight and the weights are summed up to yield a score which gives an objective pattern of interest that is stable. The measurement of interest is predicated on the assumption that people have the tendency to excel, to be devoted to or to be committed to and to put in more efforts in those activities they like. If counselors and teachers know the likes and dislikes of students, it then becomes easy to guide them in their career choice without much mistakes.

5. ***Personality Tests:-***



Personality tests are also called “personality inventory” or scale of personality characteristics. They attempt to assess the non-intellectual aspects of behaviour of a person. Different occupations require different personality traits or characteristics. Personality traits that can help a person in achieving success in one occupation may hinder success in another unrelated occupation. For example, a very short-man cannot join the Army or Police-Force. Different occupations, according to Ikeotuonye (1990), require different personality traits. Not every person will join the military because some people cannot stand the sight of blood. Others will melt when they see a dead body. And not every person can take to boxing or wrestling.

Personality traits could be identified through understanding the individual's problems, through understanding his background and identification of his traits and dispositions. Among the available tests to detect problems are:-

- i. The Mooney Problem Checklists;
- ii. The Students Problem Inventory (SPI)
- iii. The Scholastic Testing Service
- iv. Akinboyes' Adolescent Scale
- v. Okans' Youths Inventory (OVI)
- vi. Bakares Study Habits Inventory (SHI)

In order to learn more about yourself, look at the following list of general goals on vocational guidance and pick the one that interest you.

Do You Want to:	Then Consider:
Help people who are sick, old or handicapped?	Health career/and Hospital works.
Help people understand each other better?	Education counselors, social work, public services workers, pastors, Iman, Public relation Workers.
Organize activities and deal with people?	Business, sales, politics public relation workers.
Work with your hands with hard labour?	Artistic workers Engineering, Mechanical workers
Help people receive a better Education?	Educational & counselling career, Library worker, Acting & writing Poems
Provide better Housing Eliminate slums?	Construction workers, Engineering, Town planner, urban planner

If one or more of these listed general goals appeal to you, then try to see the counselor or learn more about them through volunteer and club activities in your school, home, church, and community.

This is just few activities listed for you. Try to make a chart like this for yourself to guide you or obtain suggestions for other activities from your parents, teachers, friends etc.

**SUBJECTS OFFERED IN THE SENIOR SECONDARY SCHOOLS(SSS)
AND POSSIBLE CAREER OPPORTUNITIES**

SUBJECTS	POSSIBLE CAREERS
English language	Lecturer ,teacher, lawyer, politician, Journalist, News writer, News caster, Novelist, Proof reader, Poet, Broadcaster, Administrator, Pastor, Iman, Secretary, Librarian, Guidance Counselor, Police, Soldier, Air force, etc.
Mathmaatics	Statistician, Lecturer, Pilot, Aeronautic, Engineer, Auditor, Teacher, Accountant, Pharmacist, Chemist, Dentist, Radiographer, Metallurgist, Laboratory, Bio-chemist, Nurse, surgeon, Accountant, Architect, Police, Soldier, Air force.
Civic Education	Politician, Public Relation Officer, Archeologist, Teacher, Lecturer, Historian, Lawyer, Police force, Soldier, Civil Defence, Federal Road Safety, Navy, Air force, Immigration, Prison Staff, Foreign Correspondent etc.
Trade/Entrepreneurship Studies	You can be self employed/employer of Labour take

	advantage of all business opportunity to make profit with Curative idea for changes to disgrace poverty
Physics	Radio, Tv and El ectrical work, Doctor, Veterinary Doctor, Dentist, Ophthalmologist, Lecturer, Teacher, Engineer, Architect, Nuclear Engineer, Geophysicist, Soldier, Police, Air force, Navy, Immigration
Literature in English	Lawyer, Politician, Lecturer, Teacher, Translator, Secretary, Interpreter, Broadcasting, Composer, News Writer, Newscaster, Journalist, Librarian, Dramatist etc.
Insurance	Lecturer, Teacher, Office, Administrator, Banker, Military, Para- military, Self Employed etc.

Ogbodo (2013:P-28-29)

In vocational guidance, you might find this helpful

- i. Identify several occupations which are likely to be interesting to you.
- ii. Read the descriptions of these occupations in encyclopedias to determine the requirements for the occupations identified.
- iii. With the assistance of your counselor, try to find how closely your abilities match those required in those occupations.
- iv. Try to determine the extent by which your interest patterns match those of people who have been successful in the occupations you have highlighted.

As mentioned earlier, the subjects a student selects early in senior secondary school determines the type of course to be pursued after secondary school.

In the university, students pick a major field of interest. At work, a first job will probably involve a particular line of service. Each of these points is one more step in an individual's vocational development, one more step in the general direction toward one's major life's ambition.

The best decision can be made at each of these choice points if an individual has analyzed himself/ herself in terms of these interests, values, needs, aptitudes and abilities. How do you model yourself in relation to your parents?

4.0 Self-Assessment Exercise

- Define and explain the terms 'test' and 'psychological test'
- List five types of test uses in counselling
- Outline five non-tests techniques and describe them

- State the role and uses of psychological tests to vocational guidance



ANSWER

Test is a structured task or exercise by means of which an individual's behaviour, performance or way of reasoning is sampled with a view to making a generalized conclusion or statement about his usual behaviour or performance.

Psychological test is generally a set of questions, problems, symbols and exercises used to determine a person's ability, aptitude, knowledge, qualifications, interest and level of social adjustment.

- Intelligence test, aptitude test, achievement/attainment test, interest test and personality test
- - i. Identify early, children with sensory problems like poor eye-hand coordination, manipulatory skills, among others;
 - ii. Identify children with exceptional talents;
 - iii. Finding out children's potentials for placement into appropriate programme that best suit them;
 - iv. Predict the future performance of pupils in a given course of study; and
 - v. Helping pupils through counseling to develop special abilities for coping with school orientations and making sound and appropriate career choices in the world of work.

5.0 Conclusion



6.0 Summary

In this unit, the author has presented some other factors influencing students' vocation/career in their various broad categories as a guide for practical purposes for counselors.

7.0 TUTOR-MARKED ASSIGNMENT

- 1, Describe any five other types of factors that can influence your vocation or career choice
- 2, Briefly highlight how these factors can influence your career choice.
- 3, Discuss why "vocation or career" is more than a "job"



8.0 REFERENCES/FURTHER READING

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UNIT 5 NEEDS FOR VOCATIONAL INFORMATION

CONTENTS

- 1.0** Introduction
- 2.0** Learning Outcomes
- 3.0** Main content
 - 3.1** Need for vocational information
 - 3.2** Strategies/or Techniques for vocational information
- 4.0** Self-Assessment Exercise
- 5.0 Conclusion
- 6.0** Summary
- 7.0** Tutor marked Assignment
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1.0 INTRODUCTION

The need for vocational information and strategies/techniques for getting them are vital parts of an organized vocational guidance programme. It is necessary if students are to be provided with the basic knowledge needed to understand vocational problems and to choose occupations wisely. Bulus (1990) maintain that for any person to be able to make a wise, rational, realistic, meaningful or scientific decision, there is the need for such a person to be well informed. To enable one function properly and appropriately in the society relevant information is the key. The strategies/ or techniques of disseminating information are also discussed.



2.0 LEARNING OUTCOMES:-

By the end of this unit you will be able to:

- Explain which vocational information is necessary and vital to students
- Discuss various ways of disseminating vocational information to students

- Explain or write short notes on some career terms

3.0 Main content



3.1 Need for vocational information



A positive step towards achieving the objectives of vocational guidance in schools should include an analysis of the students who the service is meant for. The analysis should involve the students' interests, abilities, values, needs, aptitudes, characteristics (– personal and social) and socio-economic status. The analysis should reveal the extent of the relationship of these factors in the student's life. The result from such analysis should act as basis for planning and executing vocational guidance. There is need for vocational information before the choice of a vocation. Iwuama (1999) says that no one chooses what he or she knows nothing about. Bojuwoye (1986) in Ipaye (1996) agreed with Iwuama (1999) and blames the lack of information on the educational system and the teachers and concludes that since the teachers and the educational system are not able to furnish the students with the relevant career information, the students therefore find it difficult to choose subject combinations required for different occupations. They find it difficult to see the congruity between educational background and vocational thinking and habit. If the schools and teachers fail to help them in this direction, the students invariably depend on the influences of unreliable non-

professional sources such as parents, peers, friends, other family members and so forth, for vocational information. The truth of the matter is that there is no way we can separate the child's education and his future occupation/vocation or career since both are organically linked.

Nwajei, (1989) in his contribution insisted that “the quantity and quality of education determines the kind and level of job that one aspires to or will be able to cope with”. The challenges before the school counsellors and teachers is to spread the vocational information over the years of the child’s school life since vocational/career development is a process that spans over many years of his/her life. The need for students to get realistic vocational information are outlined below as adapted from Nwoachukwu and ugwuegbulam (2007), Iwuama (1999), Nweke (1989) and Nwajei (1989).

- a. To reduce unemployment/under-employment
- b. To help counsellors/teachers guide students in their career decisions by relating education generally to the practical aspects of life, especially the world of work.
- c. To help parents have better perspectives about their children in relation to careers and employment
- d. To help students have a wider knowledge of many kinds of occupational activities in order to enhance judicious career choice based on well considered alternatives.
- e. To avoid wrong choice of careers
- f. To help students develop realistic educational and vocational plans for the future
- g. To increase the relevance of the educational process to employment needs of the society.
- h. To eliminate unsound criteria on which ill-informed children base their career choice.
- i. To examine and handle various psychological, educational, sociological, economic and accident factors that do impinge on students career development and choice

- j. To help students to consider and evaluate their abilities and interests and match them with actual occupational requirements.
- k. To help them learn about getting a job, including where to get information about jobs, how to attend interviews and how to fill forms correctly.
- l. To help students acquire some competences in the skills necessary in the chosen occupational area.
- m. To develop an appreciation of the value of all occupations and their importance to the society as a whole.
- n. To develop ways of obtaining the abilities and experiences needed in a chosen occupational area.
- o. To develop in the student recognition of the relationship between his personal values and the influence of important people in his life in his choice of occupation.
- p. For students to become fully aware of occupational and educational opportunities in their communities.

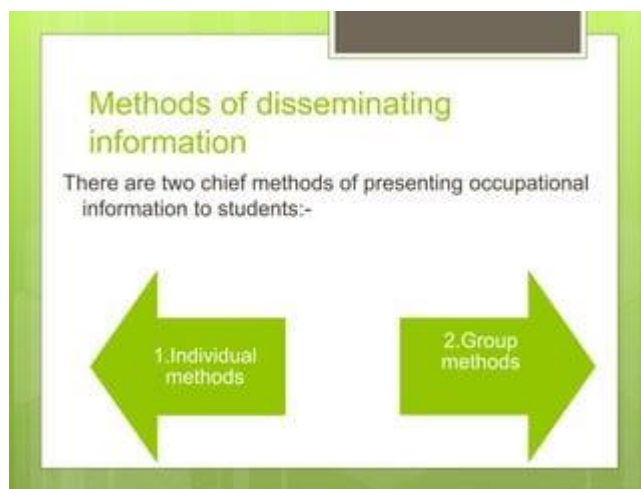
From the above reasons, there is need to use the results from the analysis of students characteristics to provide them with information to suit their uniqueness and different vocational needs. The vocational information to be given to them should include "knowledge of the vocation or career, industrial and labour structure of the country, classification of vocations, vocational requirements, entrance procedures, vocational distribution, training opportunities and employment outlook" (Bojuwoye 1986:pp105). Information about vocations can filter to students informally but such information may be wrong. Organized individual and group vocational guidance can bring about students having valid and reliable information about different occupations.

Therefore, Vocational information is valid and usable information about possible duties, entry requirements, conditions of work, reward and incentives, career progression, hazards, existing and projected supply of

and demand for workers and sources for further information.
This information should have the following:

- i. Staff strength, geographical, gender, ethnic and age distribution.
- ii. Labour Legislation
- iii. Nature and condition of work in various occupations
- iv. Method of entry etc.

3.1.2 Procedures/Techniques for disseminating vocational Information



A well-organized system of vocational guidance readily available to students and a set up which encourages students and trains them to find out the available information about vocations form the basis for the choice of vocational guidance procedure. Students may face many difficulties in the choice of vocation, vocational persuasion and vocational adjustment. This often leads to several ills such as students not getting proper jobs, encountering difficulties in getting on well with the job and so forth. This implies that students should discover their capabilities. They must relate the information they acquire about their vocation or career with their own capabilities.

In highlighting the procedure and techniques of vocational information the first step to take as some writers, such as Walton, (1966), Bojuwoye (1986), Iwuama (1991), Barki & Mukhopadhyay (2007), have opined is an Analysis of the individual or self-appraisal. Extensive knowledge of self (helping

the individual to realize his/her uniqueness as a person, knowledge of needs, interests and abilities) will enable the student to judge future alternatives and define his/her vocational goal, understand his environment and acquire decision – making skills.

A person's or students understanding of himself would enable him develop a more accurate concept and perspective of the

world and facilitate his eventual adjustment. Time-wasting and indecision on important issues of life, will also be prevented.

Appropriate techniques for this task of self-analysis include questionnaires, aptitude tests, achievement tests, rating scales, home based reports, behavior descriptions, personality and interest inventories and autobiographies. The variety of information derived from the self-analysis provides the broad outline of a blue print for the occupational search according to Bojuwoye (1986).

Next in importance to self-appraisal is vocational information which is derived through various means. Strategies/Techniques refer to the methods, means, ways, skills and procedures involved in doing something or performing a task. That is the methods, means and procedures of assisting individuals or groups to be adequately informed so as to make the best use of the opportunities in their areas and be satisfied with the outcome. The following strategies or techniques are briefly discussed below:-

- 1, Individual and Group vocational counseling:- Here, the counselor can use either the individual or group vocational counseling technique to disseminate vocational information to students. The use of individual vocational counseling presupposes that no two individuals are exactly alike in their personality patterns, interests, aptitudes, backgrounds and situations. Consequently, individuals will enjoy the advantages of having a one-to-one interaction with the counsellor or other career experts who will help him attain vocational adjustment that is satisfactory from his society's point of view. Bojuwoye, (1986) recommends that the counselor's major focus in this relationship should be to help the student form a realistic

Picture of himself/herself, to possess self-understanding and self-acceptance and thereafter proceed to make an intelligent occupational selection and satisfactory preparations that would enable him to adjust well in the occupation.

Other aspects of career information could then be disseminated to him such as types and varieties of occupations, duties performed in each job, entry requirements, condition of service, job hazards, prospects for advancement, social benefits as a worker and so forth.

Group vocational counseling:- This involves the counsellor in a counseling relationship/interaction with more than one person (client) who have similar vocational needs/problems. The aim of the relationship is to help members of the group to individually and severally resolve their vocational problems. One of the advantages of this approach is that if well organized, members of the group learn from one another about careers and equally help one another to overcome some vocational/career problems. If properly organized, the counselor can disseminate vocational information to a good number of students at the same time ranging from types, nature of works, entry requirements, duration of training, personality traits needed, conditions of services, retirement benefits, hazard of the work and so forth. From his research, Iwuama (1999), discovered that group vocational Counselling was relatively more effective than Bibliotherapy and career day in fostering realistic vocational choice by students in Owerri, Imo state, Nigeria.

- 2, **Bibliotherapy:-** This is a vocational guidance technique for fostering career awareness through the use of reading materials. Here, vital vocational information are packaged and made available to individuals to read as a guide in making valid vocational decisions. After reading, the client could have a dialogue with a counselor or teachers for further clarifications and encouragement. According to Okon (1983), bibliotherapy is the use of books, printed materials and written manuals to foster in the students an effective process of growth, development and specific positive personality changes including career expressions.

Sheridan (1984), from his study, shows that bibliotherapy as a technique is more effective in enhancing student's realistic vocational expressions than individual vocational counselling technique.

- 3, **Careers Day:-** This is sometimes called careers week, careers forum, careers conference, careers consultation, careers seminars, careers workshop, careers symposium, careers debate, careers film shows or careers demonstrations. It entails role playing and teaching on different careers. No matter the name or label, all of them have a common goal or purpose. Baer and Robert (1964) see careers day/conference as group meetings held with representatives of occupations from the community. In essence, this vocational activity involves inviting experts from various walks of life to speak to students, perhaps, teachers, parents and other people about their occupations. This is an awareness creating exercise about existing jobs or careers. The activities could last for a day or a whole week. Through this, the students become aware of existing careers and thus are enabled to make realistic occupational choices.

For example, a medical doctor or a teacher could speak on Medicine or teaching as a profession, while, a lawyer could speak on law, a hair dresser could speak on hair dressing, a computer operator on computer programming or processing and so forth. These professional workers could highlight on their occupations with regards to what they do, the advantages and disadvantages of such occupations, method and requirements for entry, conditions of service, promotion and so forth.

The students are exposed to various occupations and their peculiarities. Career days offer first hand and accurate information about occupations to students as well as act as supplement to their courses through the provisions of audio visuals aids, projectors and instructional materials. Careers day could be organized for a school, schools, a class and so forth.

Okon (1983), identified three broad purposes of a career day viz:-

- (a) It serves a public relations purpose for the school.
- (b) To broaden the horizons of pupils, parents and teachers as far as vocations are concerned.
- (c) To provide opportunities for in depth studies and comparison of particular vocations/careers. Students will be able to select particular careers which they would study thoroughly after the programme.

Meanwhile, organizing a careers day has its own operational problems. Egbochuku (1997) citing Okon (1983), Iwuama (1999) and Ogbodo (2013), highlighted the following problem, areas in organizing a careers day:

- a, **Funding:-** the scope and success of the careers day may depend on the available funds. Often funding poses a serious threat to the success of the exercise.
- b, **Time and Effort:-** Enough time is needed to plan and organize a meaningful career day. Logistically, the Principal and staff may disappoint the organizer with the excuse that their primary assignments in the school could be affected by their being asked to do one thing or the other during the planning period and therefore many not be willing to cooperate. This will make the counselor/planner to do almost everything alone.

5, **Career Convention:** These are more like Trade fairs where information on job requirements and documents that could be browsed through are made available at the convention.

6, **Excursions and Field Trips:** Excursions and field trips offer good opportunities for the students to observe workers on the job thereby gaining firsthand knowledge and experience of the requirements, specific duties and possible training opportunities offered in various jobs. In such trips it is often time and cost-effective if students are grouped so that many departments, if not all, in the company or organization are visited and interviewed at the same time and in a single criterion about the selection of new workers, training programme/opportunities, conditions of service, promotion and prospects, stability and growth in the company/organization, during the visit.

7, **Occupational or Career Files:** The need for students to have career files cannot be over emphasized. Counselors and teachers should

encourage students to keenly study the jobs of their parents and other successful people in their community and open files where such information could be stored, and later used for career exploration and planning. Okon (1986) suggested the following headings for each job description: a Job title b. Office plant or industry where jobs may be viewed in action c. Contact person d. Brief description of job qualifications with respect to education, physical aspect, age and experience.

- 8, School Clubs:-** School clubs are equally important means of offering opportunities to students, especially in secondary schools, to gain information about various vocations, . Through the clubs, planned visits/excursions, seminars, workshops, film shows, debates and discussions, occupational surveys and exploratory activities, members are exposed and encouraged to make appropriate vocational choices.
- 9, Career Information Centre:-** Such centres in every secondary school could be used in many ways to effectively help students understand and appreciate various careers. It would serve as a “mini career library” for practical sessions, and depository for occupational information and career planning (Okon, 1986). Posters, newspapers or magazine –cuttings could be pasted or displayed on the walls, shelves or notice boards. Files, pamphlets, bulletins and reference books containing valuable vocational information and materials are made readily available there. Also current up-to-date happenings in the job market or world-of-work are also kept there.
- 10, Role-Playing** of different occupations could be done in such vocational information centres. Role-playing technique could be effective ways of making the students feel and live through the jobs as actors and observers, and understand the various responsibilities and expectations involved in the jobs.

- 11, Career Games and Fiction:-** These give account of the experiences of some fictional characters and help in stimulating the vocational interest and aspiration of students.
- 12, Audio Visual Aids** like films, slides, tapes/cassettes, television or radio help in generating career thoughts in the students.
- 13, Books** (including biographical accounts of the life of successful people in their careers), journals, telephone directories, computer based system storage retrieval mechanized system, internet services and counselor bulletin are very useful. For instance, the NITEL classified telephone directory is used to identify telephone numbers of companies, industries and government establishments. University brochures are equally important.
- 14, Newspaper Publications** and in fact the mass media (including the ones already mentioned) are powerful means of offering vocational guidance to students. For example, some national dailies run weekly columns that discuss careers or they carry paid advertisements on vacancies in occupations. There are also in this category, publications for instance, by the Federal Ministry of Labour, Employment and Productivity, Federal Ministry of Economic Development and National Planning and Federal Ministry of Industries and Commerce. There are some by the federal office of statistics which often provide data on National economic trends from which the counselor and students get to know areas of potential employment (Ekwe, 1991).
- 15, Work Experience Programmes:-** These programmers give individuals the opportunity to work in an organization or industry (before finally graduating from school and taking final decisions on particular careers) in order to have vocational exposure and acquire competence. The Industrial Training (I.T.) programme adopted by

Universities has helped in alleviating the difficulty of young graduates choosing jobs. The I.T. programme aims at exposing students to the conditions, experiences, requirements and the socio-psychological conditions of work which help to broaden their work experience (Anagbogu, 1988).

- 16, On the Job Training:-** This is an opportunity for an in-service training made available in order to train an individual for job improvement and to up-date his skills and information/knowledge. With the appropriate information on the job, individuals would be equipped to utilize the available opportunities.
- 17, Old Students Association Day:** Old students (graduates) of a school, on a particular day scheduled by the school, can give vital information about their careers to inspire and challenge the current students. They are also assured of the worth of making educational plans and pursuing those plans relentlessly.
- 18, College Days** are usually organized for out-going students. Workshops are organized especially for career planning activities. This may involve the school authorities and college officers from universities and other tertiary (post-secondary schools) institutions.
- 19, Parent Conferences** whereby parents are invited to give an insight into the capabilities of their children's academic achievement. They also familiarizes themselves with the available courses offered in the school and expected careers resulting from these. The parent conferences afford the opportunity for parents and teachers/counsellors to jointly plan suitable educational and vocational future for the students.

20, Teaching of vocation/occupation as a course or subject in the school:-This provides opportunities for students to be exposed to different types of occupations and available opportunities. The students in their classes would feel free enough to ask questions for more understanding. Activities such as class debates, story telling and discussions, symposium and so forth are carried out to facilitate gathering of information. Practical sessions could include collection of materials from books, pamphlets in the library, newspapers, magazines and so forth.

21, Career Conferences:- are continuous, periodic and special sessions or talks through which students get a series of exposure to occupational information (Ipaye, 1986, Onyejiaku, 1987). This involves inviting professionals from various work places to speak to students about their occupations. It differs from career day/week in the sense that the speakers/professionals on specific occupations are scheduled to speak to the students for different days throughout the year.

Career conferences give students the opportunity to meet with, listen to and ask questions of professionals and heads of various fields of work and endeavor. Students are able to know the various available career openings in the society. Occupational awareness and interest are created through the career conference. The organization of a career conference is however easier and students are expected to benefit more, than in the career Days, although some scholars feel that they are not as enchanting and glorious as career day programmes (Onyejiaku, 1987).

4.0 Self-assessment exercise 2

- 1, Discuss three (3) reasons why you need vocational information.
- 2, Write short note on the following strategies of disseminating career information:
 - Career Games and Fiction

- Career information centre
- Excursions and Field trips
- Old students Association Day



ANSWERS

1. Reasons for Vocational Information: See Pages 91-92
2. Strategies of disseminating Career Information

- Career Games and Fiction: These give account of the experiences of some fictional characters and help in stimulating the vocational interest and aspiration of students.

Career information centre: They are centres in schools that serve as “mini career library” for practical sessions, and depository for occupational information and career planning (Okon, 1986). Posters, newspapers or magazine –cuttings are pasted or displayed on the walls, shelves or notice boards. Files, pamphlets, bulletins and reference books containing valuable vocational information and materials are made readily available there. Also current up-to-date happenings in the job market or world-of-work are also kept there.

- Excursions and Field trips: Excursions and field trips involve taking students to offices, factories and Industries to observe workers on the job thereby gaining firsthand knowledge and experience of the requirements, specific duties and possible training opportunities offered in various jobs.
- Old students Association Day :Old students (graduates) of a school, on a particular day scheduled by the school, can give vital information about their careers to inspire and challenge the current students.

5.0 Conclusion

In this unit, the emphasis has been on how best a counsellor or teacher or the school could make vocational information available to students. Appropriate strategies or techniques for disseminating information to the students and the need for vocational information were also discussed.



6.0 Summary

This whole unit has attempted to deal with the need for vocational information and strategies or techniques for disseminating information on various aspects of occupations. Counsellors can take advantage of those materials to disseminate appropriate information to their students.

7.0 TUTOR-MARKED ASSIGNMENT

1. Briefly discuss why vocational information is very vital to the students.
2. Mention and explain seven ways of disseminating information to students
3. Write short notes on the following with adequate examples:
 - a, Individual and Group vocational counselling
 - b, Bibliotherapy
 - c, Career games
 - e, Careers Day



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MODULE 2

Unit 1: THE ROLE OF THEORIES IN VOCATIONAL GUIDANCE

CONTENTS

- 1.0** Introduction
- 2.0** Learning Outcomes
- 3.0** Main content
 - 3.1 The Role of theories in vocational psychology
 - 3.2 The Trait and factor Theory
 - 3.3 Parsons counseling implications
- 4.0** Self-Assessment Exercise
- 5.0** Conclusion
- 6.0** Summary
- 7.0** Tutor marked Assessment
- 8.0** References/further reading



1.0 INTRODUCTION

Vocational theories are the pivot as well as the bedrock or key for a successful career guidance. Several theories have been formulated to explain how and why individuals choose and enter different vocations or occupations. These theories have also attempted to describe and account for some of the difficulties which often arise in the process of making and implementing a vocational decision. This unit covers the introductory part and explains Parson's Trait and Factor theory, its contributions, limitations and applicability to Nigeria setting.



2.0 LEARNING OUTCOMES

By the end of this unit, you will be able to:-

- Explain the meaning of theory as related to vocational guidance
- Discuss Trait and Factor theory and its implications to counseling
- Explain the limitations of Parsons Trait and Factor theory of vocational guidance
- Discuss the contributions made by Parsons Trait and Factor theory in Nigeria.

3.0 MAIN CONTENT



3.1 The Role of theories in vocational guidance

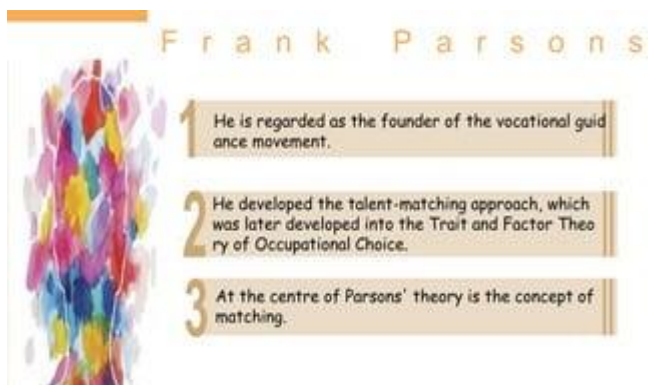
Theories of vocational guidance are attempts made by occupational theorists to explain the various factors which lead a person to his first choice of occupation. Vocational guidance can be better understood through career theories of development. Theories begin with the observation of events and end in bringing together diverse happenings. Theories lead to a lot of controversies and to the deduction of theorems, which in turn, can be translated into research whose predictive value partly allows the assessment of the validity of that theory, AllPort, (1955).

The purpose of a theory is diverse and can explain a phenomenon. It is basically a scientific short hand that states the relations believed to prevail among comprehensive body of facts (Shertzer and Stone, (1976) in Ajoku and Odoemelum (1998). A vocational theory should be a rationale for what one does in the vocational process. Brammer (1973) adds that a theory includes basic assumptions of how people learn and change their behavior or mentality toward work.

A theory should have some elements of personality such as structure, growth and motivation. In this respect, vocational theories are an embodiment of values and goals, the nature of humanity and behavior changes. It is a conceptual framework that summarizes, generalizes, predicts and facilitates understanding and explanation of human behavior in terms of vocational guidance. It explains psychological, social, personal and educational phenomena.

In this connection, Denga (1983), says that a theory provides some guidelines, facilitates broad conceptualization about human behavior, clarifies events and provides a road map to guide the actions of the workers. The road –map is directional, pointing to some details in the Map. The vocational theory, points and directs the counselor and teacher to goals practices, activities, strategies, techniques, methods or procedures of vocational guidance to be utilized for career satisfaction. In other words, theories help in understanding of events and the universe. It articulates events and lead to further prediction about related events. It must be noted that no single vocational theory can explain all vocational behaviours. A close examination of each of these theories would suffice to get a better picture of vocational, educational, decision making process, choice and development.

3.2 The Trait and Factor Theory



The trait and factor theory of vocational development is identified with Parsons (1909) who is regarded as the father of vocational guidance. This theory is based on the psychology of individual

differences and the requirements of various occupations. His disciples, or followers according to Nwoye (1990) Yuh (1980), Akande (1979), Tor-Anyiin (2008), Okeke (1979), Gesinde (1986), include Kitson

(1925), Hall(1929), and Williamson (1965). Parsons' theory proposes that every human being is born with unique personal traits, like abilities, beliefs attitudes, interests and values. It is believed that people enter only into such jobs that match their traits or dispositions. On the other hand, some abandon their professions when they discover that such professions or vocations do not match their traits. The following is the Parsonian three – step process of choosing a vocation as outlined by crites (1969), in Mallum (2000) and Tor-Anyiin (2008):

- 1, A clear understanding of self, abilities, aptitudes, interests, ambitions, resources and personality.
- 2, A detailed knowledge of the requirements, conditions of success, advantages and disadvantages, compensations, opportunities and prospects in different lines of work.
- 3, A true reasoning of the relationship between self and job characteristics in 1 and 2 above. In other words, an individual has to compare his capabilities and dispositions with the demands of the job and then select the job that matches him best.

3.3 Counseling Implications of Parsons' Theory:

Individuals' unique configuration of capabilities, potentials and weaknesses are stable in adolescence hence should be measured at this time to provide an understanding of the person to guide him/her towards selection of a vocation.

The trait and factor theory reasons that counseling is purely a cognitive process. As such, one must be mentally intelligent before he will provide such services. The theory provides only three stages for Counselling. The first stage is to identify an individual's abilities, ambitions, resources, and limitations, through tests: The second stage is identifying and understanding the requirements and

conditions for success, advantages, compensations, opportunities and prospects in different lines of work. The third stage is fixing of an individual to an occupation. To do this very well, tests, preferably psychological tests should be conducted to understand the individual and to be able to match him/her with the appropriate job.

Since school subjects are also based on abilities and interests, vocational guidance can help students match their intellectual ability with their areas of interest to enable them make proper choices. Thus, vocational guidance is not only for applicants but also for students. If guided well in subject combination, no difficulty will be experienced after graduation. The role of counseling here, was viewed as simply information dissemination rather than to decipher such information. Tor-Anyiin 2008).

4.0 SELF ASSESSMENT EXERCISE 1

- 1, What do you understand by “Theories of Vocational Guidance”?
- 2, Discuss Parsons’ trait and factor theory

ANSWERS

1. Theories of vocational guidance are attempts made by occupational theorists to explain the various factors which lead a person to his first choice of occupation.
2. Parson’s Trait and Factor Theory: See Pages 108 - 109.

3.4 Contributions of Parson’s Trait and factor theory to Vocational Guidance



Parsons theory of matching model ignited more thoughts about vocational Guidance. The theory paid attention to a virgin area of human interest, and led to the construction of instruments starting from Strong's Vocational Interest Blank (SCIB), the Differential Aptitude Tests (DAT), the Kuder preference record (KPR) to Guilford Zimmerman Aptitude Survey among others. The theory has really advocated for the use of psychological techniques for diagnosing the individual characteristics. Thus, Parsons theory has encouraged psychological test development to facilitate objective analysis of persons. Without the theory psychological testing would likely not have been developed to the level it is now.

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Furthermore, vocational guidance was seen by Parson as one-step operation that occurred before employment. However, employment without productivity does not help national development; rather self-actualization of the citizens is the hallmark of national development. Kolo, (1999) also observed thus:

Although a perfect matching does not mean eventual satisfaction and productivity, there is also supportive empirical finding that a large amount of differences between ones personality type and the working environment can lead to career frustration, maladjustment and low productivity (P.72).

Conclusively, one can say that the trait and factor theory has contributed greatly to the organization and development of vocational guidance or vocational psychology. It has therefore paved way for further research activities.

The cognitive aspect of the matching model introduced Counseling Psychology to the field of vocations which was seen as purely socio-political or socio-economic decision. The theory also serves as a theoretical base for vocational guidance and has ignited many more theories on vocational guidance. It is the oldest and perhaps the most durable of the many theoretical approaches available for vocational Guidance.

3.5 Limitations of Parson's Trait and Factor Theory

Parson regarded vocational guidance as a single event which is done once rather than a process with the belief that once an individual is guided to choose and enter a vocation, the function of vocation guidance terminates. The theory placed much emphasis upon individual analysis before selection of an occupation. It wrongly assumes that an individual is not operating in a given socio-economic and dynamic environment, which must have influence on the decision of an individual.

The theory over rules the fact that factors for vocational satisfaction and success are not negotiable. This shows that the working life of

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the individual, his success and motivation towards higher productivity were underrated. The theory ignored the fact that the world of work is unceasingly changing, and so, according to Super, (1957) does the identification of traits and factors which differentiates each job. Parsons, equally did not take cognizance of the inherent physical changes of man and consequently his changing needs due to experience, knowledge explosion as well as the influence of Science and Technology.

3.6 The Applicability of the theory in Nigeria



The trait and factor theory is applicable in Nigeria because:

1. Nigerians are also born with personal traits that can be matched with occupations;
2. Nigerians can produce adequate human resources to do any job;
3. Nigerians can provide the necessary materials; and
4. Information about vocations can be obtained and used in Nigerian schools

The difficulty in the applicability of the theory is that the number of counselors is very inadequate to handle the function as of now. Again, there is no data bank for vocational information yet. Nigeria government through the ministries of education, information, Labour manpower and development, chambers of commerce and other Labour related agencies are yet to produce a comprehensive data on vocations in Nigeria.

Another problem in the applicability of this theory in Nigeria is the absence of culture fair psychological tests dealing with vocations. The increasing rate of corruption in Nigeria also affects vocational choice as people no longer appreciate the dignity of labour and as such emphasis on choosing a right vocation by career counselors seems to be a wasted effort.

The experimental number of 1000 persons used to form the basis of the theory is highly inadequate to attempt to apply it to a large country like Nigeria, where secondary school students alone are over two thousand times more than the experimental number.

The dominance of agriculture in Nigeria reduces the chances of the applicability of the trait and factor theory, as agriculture is generally psychomotor oriented. Since the Trait and Factor theory did not emphasize vocational success and satisfaction which is the preoccupation of the worker, it is no longer relevant in the Nigerian world of work in this 21st Century Nigeria.

4.0. 1 SELF ASSESSMENT EXERCISE

- 1, Discuss the limitation of Parsons theory in vocational guidance

2, Explain the contributions of Parson's theory to Nigeria's vocational system.



ANSWERS

1. Limitations of Parson's theory:

- Parson regarded vocational guidance as a single event which is done once rather than a process with the belief that once an individual is guided to choose and enter a vocation, the function of vocation guidance terminates.
- The theory placed much emphasis upon individual analysis before selection of an occupation.
- The theory over rules the fact that factors for vocational satisfaction and success are not negotiable.
- The theory ignored the fact that the world of work is unceasingly changing, and so, the identification of traits and factors which differentiates each job changes also.
- Parsons, equally did not take cognizance of the inherent physical changes of man and consequently his changing needs due to experience, knowledge explosion as well as the influence of Science and Technology.

2. Contributions of Parson's theory to Nigeria's vocational system.

The trait and factor theory is applicable in Nigeria because:

- 1, Nigerians are also born with personal traits that can be matched with occupations;
2. Nigerians can produce adequate human resources to do any job;
3. Nigerians can provide the necessary materials; and
4. Information about vocations can be obtained and used in Nigerian schools

5.0 Conclusion

Parsons Trait and Factor theory is a milestone in the origin and development of vocational guidance. It's limitations as well as other

socio-economic conditions in Nigeria call to question its applicability. In fact, times have greatly changed over 100 years of the theory and so unless new changes are built into it, its applicability not only in Nigeria but everywhere else will be doubtful.



6.0 Summary

In this unit, an introduction to the Theories of Vocational Guidance was made. An understanding of the theories will provide a rationale for counselors' activities that would go beyond personal experience and trial-and-error. Parsons' Trait and Factor theory was also discussed. Its contributions, limitations and applicability to the Nigerian environment were also highlighted.

7.0 TUTOR-MARKED ASSIGNMENT

- 1, What is a theory and why are vocational theories important?
- 2, Explain Parsons' Trait and Factor theory of vocational development
- 3, What are the contributions made by this theory to vocational guidance?
- 4, Discuss the limitations of Parsons' Trait and Factor theory of vocational guidance.
- 5, What benefits would a counselor derive from this theory? Illustrate your answer with examples.



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UNIT 2: TRAIT AND FACTOR THEORY OF CAREER DEVELOPMENT BY GINZBERG, GINSBURG, AXALRAD AND HERMAN

CONTENTS

1.0 Introduction

2.0 Learning Outcomes

3.0 Main content

3.1 The Trait Factor theory of Ginzberg and his Associates

3.2 The major concepts of the theory and the associated periods

4.0 Self-Assessment Exercise

5.0 Conclusion

6.0 Summary

7.0 Tutor marked/Assessment

8.0 References/further reading



1.0 INTRODUCTION

Vocational guidance or career development or choice is the concern of everybody who is interested in the survival of the world of work as well as humanity. This is because there is no place for a lazy person and work and humanity will cease to exist if nobody chooses to work to contribute his/her quota. It was the realization of this that Ginzberg (an economist), Ginsburg (a psychiatrist), Axalrad (a sociologist) and Herman (a psychologist) pulled their respective experiences together to produce the vocational theory which describes a single factor consideration for career choice or development represented by impulsive and the accident theories.



2.0 LEARNING OUTCOMES

By the end of this unit, you will be able to:-

- Explain the fantasy, Tentative and realistic periods of vocational choice by Ginsberg and his associates.
- State how to use vocational information in counselling students who have no vocational preferences, or whose choice is unrealistic.
- Discuss the background of Ginzberg and his Associates.

3.0 MAIN CONTENT



3.1 Trait and factor theory of Ginzberg and his Associates': multifactor theory have four basic principles united together in a knot of compromise and irreversibility. The principles are that:

- Vocational choice is a decision making process that starts from pre-puberty up to adulthood. Thus, an individual enjoys more

vocational satisfaction from early career choice. If these are not adequate for the individual the likelihood of a new choice is increased.

- ii. Environment which determines education and other preparatory and exploratory decisions could make the decision irreversible. This is however dependent on the nature of the job. Again with increased knowledge new opportunities for training are possible even where they had not existed; so irreversibility has, according to Osipow (1981) turned down and is now viewed in terms of the expenditure of time and reserves.
- iii. All human beings want to excel in their careers and so compromise and choose occupations that are in agreement with their interests, capabilities and values. In their revised position however, according to Osipow (1981) the concept of

compromise has been changed to one of optimization, which is the continuing search on the part of the individual for the best fit between the preferred career avenues and the available jobs.

- iv. That vocational choice is a process. Considering the above, therefore, Ginzberg and associates regarded their theory as developmental corresponding with human developmental stages. Consequently, the major concepts of the theory and the associated periods are:

- | | |
|--------------|------------|
| 1. Fantasy | 4-12years |
| 2. Tentative | 12-18years |
| 3. Realistic | 19-22years |

The Fantasy period: 4-12years

The fantasy period according to the theory is for those between 4-12 years. This period not only corresponds with psychoanalytic latency period but also most importantly corresponds with the Nigeria pre-primary and primary education ages of 1-5 and 6-11 years respectively. Osipow (1981, p.193) observed that "fantasy period is the arbitrary translation of children's choices and their lack of reality orientation is reflected in the occupational preferences experienced during the period".

The fantasy period is the period of wishes. The children imitate models and wish to be like them. No reason is attached to the wish other than that they fancy the role being played by the model and wish for the day the role will be theirs. Fantasy is not based on any rational thinking or assessment. The fantasy period therefore is the first stage of vocational choice in which children start to experience the world of work through their role playing and discussions. Every young child delights in activities for the sole sake of the

characteristics intrinsic in the activities', (Osipow 1981, p.195). This is fantasy because, any activity they observe an adult perform they admire and wish the role to be their own.

At this fantasy period, children are in an imaginary world of works, being propelled by their maturity level which demonstrates their lack of understanding of reality and also ignores their abilities and potentials. Osipow however observed that as the children grow and become more socialized, they seek out activities that possess potentials for extrinsic rewards such as parental approval, success, regards, money (with which to buy toys), and so on. The fantasy period is guided by intrinsic values and the level of intellectual development of the child.

The Tentative Choice Period 12-18 years

This period corresponds with Nigerian secondary school life of JSS1-SSIII. As the name connotes, this is the period that knowledge, age, maturity and intellectual development permits some reasoning about vocational choice. At this stage, adequate awareness of the world of work could be appreciated depending on the levels of performance ability in a given activity or educational attainment, which is in line with chronological and mental age, as well as physical ability. As adolescents, children begin to discover their dislikes and abilities which are geared towards identified career choices. This tentative stage has four sub stages.

- i. The *interest stage 11-12 years*. This period corresponds with *JSS 1 in Nigeria educational system*. Having left the primary school at the age of 6-11 years to the secondary school, at the age of 11-17 years plus; the child starts to appreciate his/her likes and dislikes. Predisposition to some activities or occasions

is clearly identified. As he/she begins to associate and improve reasoning ability or advance reasons for the likes or hatred of some activities, attitudes and values are being cultivated towards a career direction. According to Osipow (1983) choices are considered in terms of the potentials they hold for the intrinsic enjoyment and identification with a significant other, though with strong ambivalence. They are however, able to wait, watch and research with high emotion and physical capability.

- ii. The capacity sub-stage (13-14 years): is the stage to demonstrate the ability or progress in a given activity or function. In Nigeria, the children under the Universal Basic Education (UBE) are expected to be in JSS 1-3. They would have started to identify functions, activities or responsibilities they can perform well. Uba (1990, p.100) considered it as the period in which individuals "find out that they can perform some activities more ably than other activities and perhaps excel in some of these as compared with others of the same age group". Knowing his/her ability as compared with others endears him or her. Knowing his level of capability influences decision on what he is to do or not. This could be in both physical maturity like in games or mental as per subjects or choice or skills to focus on. Models are no longer the immediate family but others including peers. With the existence of information technology, models could also be picked from the mass media, internet, television, history texts, novels, physical contacts among others.
- iii. The value stage (15-16 years): This is the period a youth understands the implications of his/her actions. At this stage an individual will get by an activity both intrinsically and extrinsically. The major question is, who benefits most from this activity, others or me? While in a group he/she exhibits

cooperative nature or humanitarian pre-dispositions. Individuals now identify the various life styles of the various occupations. Accordingly Osipow (1981, p.196) observed that "it is during this stage that the individual begins to face the necessity of rational future and furthermore to assume the responsibility for the course...". More information for careers are sought and social and economic environment of jobs are identified as the individual can be identified with certain values. These values include; honesty, freedom of expression, patriotism, spiritual value and prudence. The society or the psychological environment determines the child's value orientation. This explains why the role of counselors is relevant to help in values clarification.

- iv. The transition period (17-18 years, post-secondary education period): This is a period when the adolescent decides to move ahead regardless of other people's opinions. At this period, the individuals are to decide whether to proceed to higher education or pass out and join the world of work. This is usually the climax of the identification of their mental and physical capabilities as well as philosophical idea of life (values).

Accordingly, Osipow (1983,p.85) observed that "as their time perspectives broaden, they become more sensitive to the imminence of vocational commitment". They now start to plan their own careers trying to be independent of parental control. It is worthy of note that this period affects the females most. They are faced with academic, vocational as well as marital issues. While boys may be heavily discussing vocational issues, the girls will be discussing marriage. For the girls, marriage affects their academic pursuit in most cases. At this stage, their values orientation takes more shape and energizes them to determine where to fit in.

- v. The realistic period (19-22 years): As the name suggests, this is the period of choice. At least secondary school would have been completed; skills, values and interests would have been properly identified. This period is when a decision is actually taken of where to belong in the world of work. According to Uba (1990), at this stage, an individual's occupational reality process is dependent on four ingredients which are:
- the reality testing;
 - the development of suitable time perspective;
 - the ability to defer gratification; and
 - the ability to accept and implement compromise of their vocational plans.

Uba (1990) is of the view that should these ingredients fail to develop properly, a deviant vocation is likely to emerge or vocation maladjustment will result. For instance, boys or girls that marry are likely to become parents at tender ages and so lofty ideals about vocational choice are abandoned.

This realistic stage of vocational development has three stages, exploration, crystallization and specification:

Exploration stage: This is the stage to explore, survey, evaluate and acquaint oneself with the environment or situation. At this stage, an individual tries to acquire the needed experience for resolving his occupational choice (Mmaduakonam and Nwankwo, 1999, p.165). In fact, having entered the job, and faced with some challenges, an individual is actually in a fix as to either stay on or disengage to another job. This is therefore, a stage of indecision which according to Uba (1990) is partly because the reality of the situation does not yet require a specific decision to be made probably from two or three competing vocations. The exploration stage is the stage where

interests, values and abilities are converging to enable proper selection of a vocation based on the circumstance. Care is highly needed to avoid frustration in the latter days in the vocation.

The crystallization stage: Crystallization connotes clear vision or position, after due assessment. Crystallization stage in vocational process implies settlement on the best from the available chances after due elimination process, knowing those to strive for and those outside the scheme. The eliminations are done through evolution of reliable information, requirements and prerequisites of the vocations in line with the personality attributes.

The theory mentions pseudo crystallization where clients think and act as if they have crystallized their decision but later events indicate otherwise, (Uba, 1990). It is worthy to note in line with Uba that crystallization in vocational process is subject to some amendments due to new information, experiences and of course reappraisal of earlier experiences or situations. All the same, crystallization is the critical assessment of the unfolding factors necessitating cementing one's position in the vocation chosen. Individuals however vary in their progress towards this period due to biological, social and psychological factors.

The specification stage: Within a vocation, various areas of specification abound. The specification stage is the apex position of the vocation selection process and it implies adjusting oneself in a particular area to master and grow within it. Mmaduakonam and Nwankwo (1999) regarded this stage as a period when the persons' available alternatives are weighted and reviewed with respect to a field of specification and particular career objective. This stage is the final position in the

process of vocational development of the realistic stage. Many, according to Osipow (1983) never make this stage probably because of poor educational pursuit or lack of adequate environmental supporting factors. This stage however is one's highest level in the job or occupation chosen which makes it impossible to go and start somewhere else, hence the irreversibility concept (Tor-Anyiin, 2008).

4.0 Self-Assessment Exercise

- Explain the fantasy, Tentative and realistic periods of vocational choice by Ginsberg and his associates.
- State how to use vocational information in counselling students who have no vocational preferences, or whose choice is unrealistic.
- Discuss the background of Ginzberg and his Associates.



ANSWER

- Fantasy period is the arbitrary translation of children's choices. It is the period of wishes.

Tentative Period: At this stage, which coincides with adolescence, children begin to discover their dislikes and abilities which are geared towards identified career choices.

The realistic period (19-22 years): This is the period when a decision is actually taken of where to belong in the world of work.

- See unit 2. Section 3.1

5.0 CONCLUSION

This theory is so described because it agreed that vocational choice is gained through developing patterns of activities that are largely irreversible and that take place throughout all the formative years of an individual. The Ginzberg and Associates collaborated to produce a rationale that during the realistic stage, the counselor should guide the clients through test and information to work out the best compromise between what he or she wants and the opportunities

which are available to him or her. Ginzberg believes that changes in business activities resulting in unemployment affect vocational or occupational choices therefore, the information to the client should include businesses or organizations where changes do not occur regularly.



6.0 SUMMARY

This unit covered the background of Ginzberg and his associates. Their major concepts which are the three stages of the process of career choice namely: Fantasy (childhood) Tentative (Early Adolescence) and Realistic (middle Adolescence) stages were discussed and linked to our present (Nigerian) system of education. The theory recognizes that each person has specific vocational tasks to be accomplished and that personal variations in the patterns of choice

will occur due to biological, psychological and environmental factors. The factors include:

- The reality factor which causes a person to respond to the pressures in his or her environment in making decisions with vocational impact.
- Educational influence which is the amount and kind of education a person has had that limits or facilitates the flexibility and type of vocational choice he or she makes.
- Emotional factors in the person's responses to his environment are important since it seems, on inductive basis, that personality and emotional factors should have vocational concomitants.
- Personal values are deemed to be important in vocational choice because they influence the quality of the choices made by the individual.

7.0 TUTOR-MARKED ASSIGNMENT

- 1, What are the views of Ginzberg and his associates on the theory of vocational guidance?
- 2, State and describe the stages involved in vocational development according to Ginzberg and his associates.
- 3, Write out how you would use vocational or career information to counsel a Nigerian adolescent who has no vocational preferences or has a tentative choice or unrealistic choice?



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UNIT 5: LIMITATIONS OF GINZBERG AND HIS ASSOCIATES' THEORY

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3.2 Applicability of the theory in Nigeria

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1.0 INTRODUCTION

This unit explains the limitations and strengths of Ginzberg's and his associates' theory. The implications of the theory and its applicability to the Nigerian scene will be highlighted. Vocational or career development is viewed as a process that encompasses the total life span and includes all of an individual's roles and positions. That means that career choice is irreversible to them.



2.0 Learning Outcomes

by the end of this unit, you will be able to:-

- Discuss the limitations and implications of Ginzbergs' theory of vocational choice.
- Explain the strengths and applicability of the theory to the Nigerian educational system
- Use the theory in vocational guidance and for your students' benefit in career choice.

3.0 MAIN CONTENT



3.1 Limitations of the Trait and Factor theory of career development by Ginzberg and his Associates.



The theory, as good as it sounds has some limitations. Super (1954) identified its limitations as including:

- i. inability to build adequately on previous works even though the study, according to Osipow (1981) is more likely to have served to confirm and refine some theoretical expectations than to have shaped them in the first place;

- ii. Inability to differentiate between concept of vocational awareness and aspirations, preference and entry or choice;
- iii. creation of false distinction between choice and adjustment; and
- iv. the compromised process between interests, capabilities, values and opportunities is not identified.

To Osipow (1981) the shortcoming of the theory is the complete absence of test data. The major concern of the authors was the role of personal and emotional factors in career choice. The absence of a test to confirm findings vitiates their position.

It is also necessary to add that while the theory emphasizes on crystallization, it failed to explain the difference between it and revised pseudo crystallization. Under the specification stage, the theory also mentions pseudo specification but did not distinguish the pseudo-event from the real one. It has also not laid down any counseling procedures or techniques; neither does it state counseling goals.

The number of 64 students interviewed, that gave birth to the theory seem to be too small. The spread of the strata is equally inadequate. Consequently, to Uba (1990, p.99), "the total sample used in the study was quite small and cannot be considered representative of the general population". He also stated that it seems unlikely that a comprehensive theory could have developed from the inadequate data base they reported, more so as "no statistical data was reported" (Osipow 1981, p.202).

Ginzberg's group according to Uba (1990), has a theory which is difficult to implement in research terms because of the diffuseness of the concepts employed, compromise, irreversibility, optimization and emotional factors. The theory therefore suffers from some local difficulties by introducing pseudo concepts which can easily serve as explanatory loopholes if events do not occur as predicted. The position of a psychiatrist in the team is likely to have influenced the emotional factor in vocational decision. Though it is very difficult to pin this down; there seems to be a tie between emotional stability and vocational deviancy, whether of a casual or correlate nature is not clear. Research is therefore awaited.

The theory identified two basic personality types, with respect to work. These are the work oriented type and the pleasure oriented. The former has the ability to defer gratification and to be relatively impervious to deflections from work or occupational goals, whereas, the pleasure oriented person is usually unable or very slow to defer

gratifications for work and is easily distracted from a vocational course by alternatives that seem reasonable. The work oriented actively attack their problems while the pleasure seeking are passive problem solvers. The identification of these is not easy as no test was constructed to identify them.

The clear demarcation of the stages with definite years is not the most brilliant idea as many factors, ill health or accident could affect such early decisions. All these could be termed reality factors, which exert an increasing influence on the vocational preference. Tor-Anyiin (2008).

3.2 Strengths of the theory

The above limitations notwithstanding, the theory has some strengths which include:

1. Considering the fact that Ginzberg and his associates are not counselors but have put in a theory of vocational guidance to stand the test of time shows how visionary they were;
2. The compromise of interest, abilities and opportunities emphasized by the theory is reminiscent of the matching model and is relevant
3. Its emphasis and dependence on the general concept and principles of developmental psychology has taken to earth their position;
4. The multifactor approach has truly vitiated the strong points of the impulse and accident or chance theories and provided a better explanation for occupational behavior;
5. The comprehensive nature and good relationship with biological, social, educational and psychological development of human beings and their career development is clearly evident in the theory and to a lesser extent; patterns of deviant vocational behaviours are also described”.
6. The theory can equally serve as a very good theoretical framework in vocational psychology or study of career development. That the

theory can now be used as theoretical frame work explains its relevance in vocational guidance.

7. The development approach of vocational decision implies that career guidance is for life. Peterson and Niscuholz (1992) applauded the theory thus: Career counseling in view of the developmental life span concepts is not just an approach to use with high and college students to help them find the most appropriate career, but is also an activity that must be pursued through out life time.

3.3 Counseling implications

Ginzberg (1952) helped to identify vocational counseling implications which include:

1. That vocational choice has chronological and mental age implications. In view of the maturation influence, counselors should regard their roles as starting from the earliest educational level. Thus Uba, (1990) is of the view that counselors who accept this theory of vocational choice might help people to reach wise decisions earlier in life if they could increase the accuracy and the adequacy of the occupational information at their disposal during the vocational stages from fantasy.
2. In view of the stages, the theory suggests that counselors must be abreast of normative information about the vocational process to know when a student is not in his/her normal pattern of maturation. Counselors need to be able to identify needs during vocational process and address them through special or extra attention.
3. Counsellors must be able to identify their individual students' interests, values, abilities and attitudes, which are to influence choice and possible vocational adjustment. The identification of these personality attributes implies that counselors must be conversant with relevant psychological tests.

4. The role of counseling is to facilitate the individual's growth in four basic features of vocational growth, (the reality testing, adequate time perspective, the deferment of gratification and the ability to compromise), (Uba 1990). This suggests the construction of indigenous tests to identify our children's values, interest and capabilities, in line with our cultural milieu.
5. Counsellors need careful efforts in selecting and realizing appropriate information to avoid wrong choice of vocation due to inadequate and inappropriate information.
6. Counsellors have a role to help individuals identify their development tasks. This implies use of all available sources to obtain and release to the students the necessary vocational information.
7. Since environment plays a significant role in vocational choice, adult models must be exemplary. Parents must also be involved in career counseling. Counselors are therefore to see career choice as a complimentary function between counselors, clients and their significant others.

3.4 Applicability of the theory in Nigeria

Consequent upon the introduction of the Universal Basic Education in Nigeria, the applicability of the theory cannot be overemphasized. This is because the theory's developmental stages of fantasy, tentative and realistic stages of the vocational development process, are in line with the educational ladder of Nigeria. This implies therefore that counselors must be available at every stage of educational ladder to provide adequate information and guidance.

Research findings equally indicate the applicability of their theory. For instance Okonkwo (1979) found that age significantly differentiated the career preferences of his subjects. 13-15 were interested in medicine more than those 16-18 years. The developmental value aspect seems to come into play here. Gesinde (1976) also discovered

that students at lower levels of secondary education were more attracted by the glamour and prestige of some careers than senior secondary school students. Age and experience seem to play a role here.

This theory can also be applied if Nigerian counselors are constructing and developing appropriate psychological tests to enable them identify problems at the various developmental stages and develop preventive measures (Mmadukonam and Nwankwo 1999).

Since the theory emphasizes the role of personality traits, its applicability implies that Nigerian vocational counsellors must have adequate information about vocations to provide to the client at their appropriate educational levels. Career interests, abilities and values inventories and test batteries must be well understood.

The emphasis on individual counseling implies that Nigerian counselors must understand the personality development theories to equip them with reliable data to identify at the earliest level the students "short comings in terms of subjects, sociability and psychomotor areas" (Mmaduakonam and Nwankwo 1999, p.167). Thus, the application of the theory in Nigeria implies the use of available sources to identify the various needs of the individuals. Only then will appropriate guidance be provided towards enhancing self-actualization, which is the hallmark of guidance.

The success of the theory in Nigeria equally implies obtaining, storing and retrieving of appropriate information on clients about vocations at the different educational levels. Ministries of education, Labour and other relevant agencies must live up to expectation by having available data on vocations to help career counselors.

4.0 Self-Assessment Exercise

- 1, What are the limitations of Ginzberg's theory of vocational choice?
- 2, Discuss the strengths of the theory



ANSWERS

Limitations of Ginzberg's theory of vocational choice include:

- Inability to build adequately on previous works
- Inability to differentiate between concept of vocational awareness and aspirations, preference and entry or choice;
- creation of false distinction between choice and adjustment; and
-
- the compromised process between interests, capabilities, values and opportunities is not identified.

1. The strengths of the theory: See page 132.

5.0 CONCLUSION

The Trait and factor Theory of career Develop coming from the combined efforts of various professionals about career development has served as a very important comprehensive theory about vocational career development. It has seen vocational development as a process being contingent on the individual's psychological, social, mental, maturity and personality traits. The theory provides a good theoretical frame work for vocational guidance (Tor-Anyiin, 2008). The theory also stands on a very good foundation for application in Nigeria educational system. Counselors have an important task to do and must help each student to acquire a clear understanding of the career or vocational choice that is available to him/her.



6.0 SUMMARY

This unit covered the limitation of the theory of Ginzberg and his associates, the strengths of the theory, its implications and its applicability to Nigerian system of education. A comprehensive developmental and vocational guidance programme to help each student to explore him or herself in detail in order to understand his/her personality was also outlined.

7.0 TUTOR –MARKED ASSIGNMENT

- 1, Discuss the implications of Ginzberg's theory of vocational choice for the school counselor
- 2, Explain how Ginzberg's theory is applicable to Nigeria

- 3, List five strengths of Ginzberg and his associates/ theory
- 4, What steps should the counselor take to ensure that individual students will benefit from the theory.



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Module 3

- Unit 1:** Self-concept in vocational Guidance/Supers' propositions on vocational development
- Unit 2:** Personality type theory
- Unit 3:** Sociological theories
- Unit 4:** Psychoanalytic or impulse theory
- Unit 5:** Relationship between Vocational Education and manpower needs

UNIT I: SELF-CONCEPT IN VOCATIONAL GUIDANCE/SUPERS TEN PROPOSITIONS ON VOCATIONAL DEVELOPMENT

CONTENTS

- 1.0** Introduction
- 2.0** Learning Outcomes
- 3.0** Main content
 - 3.1** Self-concept in vocational guidance/supers ten propositions on vocational development
 - 3.2** Super's later five stages of vocational development
 - 3.3** Major concepts in supers theory
 - 3.4** Counselling implications of supers theory
 - 3.5** Applicability of super's theory in Nigeria
- 4.0** Self-Assessment Exercise
- 5.0** Conclusion
- 6.0** Summary
- 7.0** Tutor-marked Assignment
- 8.0** References/further Reading



1.0 INTRODUCTION

According to Socrates "an unexamined life is not worth living". In his opinion the individual should seek to "know himself or herself". He was of the view that ignorance was the root of evil and that knowledge was the source of virtue. It is therefore important that an individual takes time to systematically review various aspects of his

or her life, most especially those aspects that have or will have bearing on his work life, for "work maketh a man". This unit will be focusing on self-concept and supers ten propositions on vocational Guidance. Super's later five stages of vocational development theory, major concepts: counseling implications in Nigeria's situation and its applicability to Nigeria situation will also be looked into.

Self-concept has so many definitions, notable among which are those of Cooley (1902), Mead (1934), Allport (1937) Rogers (1951), Symonds (1951), Maslow (1968), Denga (1988), Olowa (1990), Tor-Anyiin (2008) and Ogbodo (2013). These writers developed their themes in different ways, however, they were all in agreement with William James' (1890), original definition of the Self –concept as a hypothetical construct which is reflective, that is, the knower and known are the same person.

The construct '**self**' is used to describe all attributes of the person. Self-concept, are self-precepts that have received meaning during the process of association with other self-precepts. A self-concept is a person's derived meaning of his own self in some role, some situation or position. It is that which makes one distinguishable from others. The self-concept promoted in this unit is that part of the self which is aware of itself, the perceptions one has of one's own characteristics, feelings, attitudes and abilities. These self-attitudes which are symbolic habits or enduring states of readiness to respond in characteristics ways, form points of reference or anchorage point for interpreting stimuli and actions. Ready-made behavioural reactions are thus provided by this aspect of the '**self**'.

The more obvious, active part of the self is represented by the typical coping and expressive behaviours shown in environmental and interpersonal situations. The fact that the self-image is the primary source of many satisfactions must lead to it becoming heavily charged with emotion and value. These self-evaluations promote behavior consistent with the self-knowledge.

Furthermore, self-knowledge is the perception of the traits that a person attributes to himself. It is the understanding that one has of

Himself as he operates the many dimensions of self-concept, which are: self-esteem, clarity, abstraction, refinement, certainty, stability and realism. It is a summation of one's views of who he is in terms of ability, interests, aptitude, capabilities and motivation.



2.0 Learning Outcomes

By the end of this unit, you will be able to:-

- Define self-concepts from different perspectives
- Analyze Super's propositions and five stages of vocational development
- Explain how one can plan for his/her lifelong education.
- Discuss the implications and how to apply this theory to Nigerian situation.

3.0 MAIN CONTENT



3.1 Self –concept in vocational Guidance/super's ten propositions on vocational development:

Career Development & Counselling

- **Career Development**
The sequence of career-related choices and transitions made over the life-span
- **Career Counselling**
The process by which a professional counsellor provides assistance to an individual or small group of clients so that they can make informed career choices and transitions such as extensive assessment as well as the provision of career information and a focus on career decision making

The slide features a 3D illustration of a white figure standing at a red crossroads with four arrows pointing in different directions, symbolizing career choices.

Donald super et al (1963) were the leading writers in the area of vocational choice and self-concept. They criticized the Ginzberg and Associates (1951) theory and went into a thorough research to bring out their theory. The theory was heavily influenced by existing literature, for instance, Friend and Haggard's (1948), study on the role of identifiable interest; and Hoppock's (1935) study on job satisfaction. Donald super proposed that vocational self-concepts develop on the basis of children's observation and identification with adults involved in work.

Carl Rogers (1942-1951) had written extensively on the theory of self-concept, Mead (1934) and Allport (1937) were also influential in Super's theory. From available literature as earlier stated, Super (1953) initiated his self-concept and developmental theory based on ten propositions as follows:-

1. People differ in abilities, interests and personalities:
2. As a result of individual differences, people are qualified for several occupations:

3. Each occupation requires a characteristic pattern of abilities, interests and personality traits, with tolerance wide enough to allow for some variety of occupations for each individual. This seems to imply that one is not restricted to a particular occupation
4. Vocational preferences, competencies and the situation in which people live and work affect their self-concept which change with time and experience, making choice and adjustment a continuous process;
5. This process may be summed up in series of life stages characterized as
 - i. Growth;
 - ii. Exploration;
 - iii. Establishment
 - iv. Maintenance and;
 - v. Decline.

These stages may in turn be subdivided into; the fantasy tentative and realistic phases of the exploration stage; the trial and stable phases of the establishment stage;
6. The nature of the career pattern, the occupational level attained and the sequence, frequency and duration of trial and stable jobs are determined by the individuals parental socio-economic level, mental ability and personality characteristics and by the opportunities to which he is exposed;
7. Development through the life stages can be guided partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing in the development of the self-concept;
8. The process of vocational development is essentially that of developing and implementing a self-concept. This is a compromise process in which the self-concept is a product of the interaction of inherent aptitudes; neutral and endocrine make-up, opportunity to play various roles and evaluations of the extent to which the results of role playing meeting with the approval of superiors and fellows.

9. The process of compromise between individual and social factors, between self-concept and reality is one of role playing; which could be played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part time work and in the jobs; and
10. Work satisfaction and life satisfaction depend upon the extent to which the individual finds the job adequate for his abilities, interests, personality traits and values. They depend upon his establishment in a type of work, a work situation and way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider as congenial and appropriate.

The above ten propositions constitute Super's theory of vocational development which is a lifelong process. It therefore requires that vocational choice adopt the matching models so as to ensure job satisfaction and ultimately self-actualization. Super's theory therefore presupposes that vocational choice is implementing one's self-concept, which is also dependent on external factors.

3.2. Super later propounded a five stage theory of vocational development as follows:-

Super (1963), the best known and most prolific researcher in implementation of the self-concept. His theory requires that a person recognizes himself/herself as a distinctive individual, and at the same time be aware of the similarities between him and others. Knowledge of oneself therefore suggests that vocational choice is developmental in nature, rather than being an event which occurs at a particular point in time.

Super's theory of self-concept development views each person as moving through a series of life stages, each of which is characterized by a different vocational developmental task with the final selection of a vocation reflecting the thoroughness with which he/she has implemented his self-concept in relation to the world of work.

The five stages of vocational development according to Super (1963), in Olowu (1990), Oladele (2007) and Tor –Anyiin (2008) include:-

1. The Growth stage (from birth – 14 years)
2. The Exploratory stage (from 15-24 years)
3. The Establishment stage (from 25-44 years)
4. The maintenance stage (from 45-65 years)
5. The Decline stage (from 66-death)

The Growth stage (birth-14 years):

At this stage, an individual develops self-concept and esteem as he/she interacts or socializes. Under the school system, self concept and self-esteem are imbibed as the individual interacts with members of the family and peer groups, at home and at school and identifies with some. This stage corresponds with Nigeria's primary and junior secondary school period. 0-3years, nursery 5-11+ primary and 12-15 for JSS.

During these years, an individual is able to identify his/her interests values and capabilities in the plays and roles performed in real situations. During these plays and life situations, his/her self concept develops as he/she records successes and failures in the experiences. Since super regards his theory as developmental, he subdivided the growth stage into:

- Pre vocational (birth to 3 years)
- Fantasy sub stage (3-10 years)
- Capacity stage (13-14 years)

At the pre vocation sub stage, the child moves with no interest or concern with vocations. Indeed, the interest here is in allowing the child to make up his/her physical development. At the second sub stage, physical growth is increased and the child has more energy to peruse some of his/her needs in the plays he/she engages in. There is an increase in the activities of the child. Communication is in shape and aspirations start to emerge. Having likes and dislikes, he/she is able to tilt towards the likes. Friendship is also chosen based on some conditions.

At the capacity stage, interests have been identified and so abilities and competencies are now examined. At capacity sub stage therefore, children examine job requirements in line with their abilities and competencies.

The Exploratory stage: This is the period for those between ages 15-24 years. This age corresponds with SSS III and entry to the university or tertiary institutions in Nigeria. The exploratory stage has under it,

- i. The initiative period (15-17)
- ii. The transitional period (18-21 years).

The gamut of the exploratory stage is that the individual (adolescent) has known his/her abilities and limitations and so can match them effectively with vocations. Exploration entails grouping and examining. It therefore means that at this stage every adolescent evaluates his/her strength with every given jobs requirements. The academic, physical and psychological factors are put together and weighted to determine the way forward.

It must, however, be noted that at the tentative period, factors are stable to rely upon. Thus, more consultations are made before any final decision could be made. Influencing factors include parents, peers, mental ability and physical build up. At the transition stage there are various attempts to face the reality.

Establishment state (25-44 years): This is the period where an individual attempts to stay put in the chosen vocation. His/her ability to adjust to a vocation determines the level of establishment. While others move from one vocation to another for various reasons, others obtain some satisfaction and so make no other trial.

The establishment stage has two sub-stages:

- i. The Trial phase (25-30)
- ii. The Stabilization phase (31-44) years

The trial period is the movement from one vocation to another because no job satisfaction is obtained. People leave the teaching profession to banking or administration either by lateral or vertical

movements. Lateral transfer is staying in one occupation but moving to different schedules while vertical transfer suggests dumping a profession for another.

The stabilization phase (31-44 years) is the stage where one finds satisfaction in a job and so decides to progress within it. This is the period where adequate adjustment is achieved.

Maintenance stage 45-65 years: This is the period where stabilization in a vocation is enhanced through courses, seminars, workshops and conferences. These are used to improved service delivery of the individual to enable him/her sustain his/her services. Consolidation through promotions helps this phase. One works to reach the peak in the chosen career.

Decline stage (65 –death): This is a stage where productivity of an individual starts to decline due to his/her chronological or mental age, physical ability and mental/physical health. Sick leave or delegation of certain roles becomes frequent. Decline stage has two sub stages-

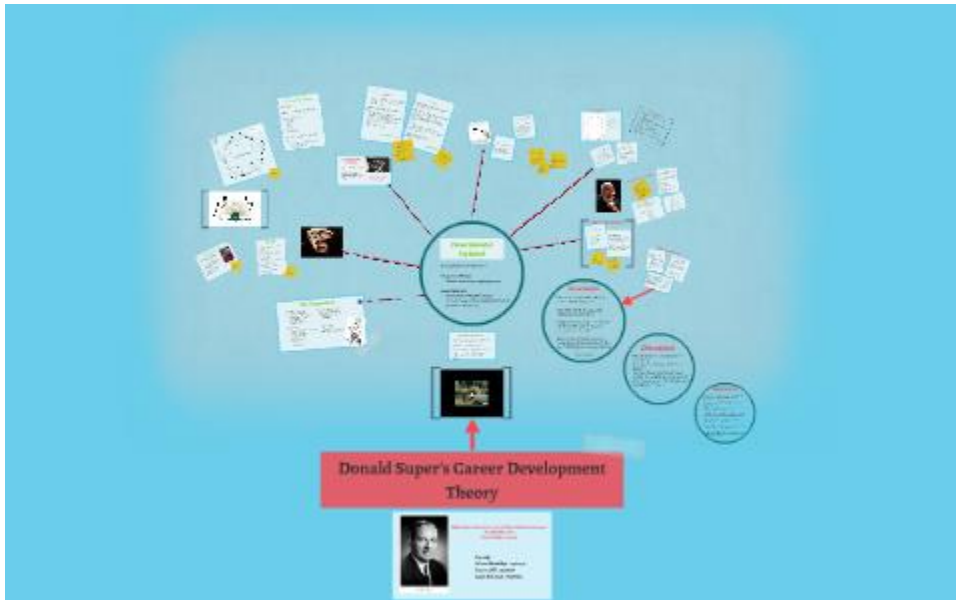
- i. the declaration (66-70)
- ii. Retirement (71 death)

Declaration is an expressed position of inability to continue in some functions. At this stage, the individual wishes to be relieved of some functions which require energy. This however, does not apply to all individuals. Some are physically and mentally prepared to stay on. However, the need for younger ones to put in more energy can lead to their retirement; hence some are retired within this age while others die.

3.3 Major concepts in Super's theory

Super approached vocational developmental concepts from another perspective. These major vocational development concepts are explained and outlined by Olowu (1990), Ikeme (1990) and Tor – Anyiin (2008), as follows:

Major concepts in Super's theory



Super's Stages and Developmental Tasks

STAGES	AGE	CHARACTERISTICS
Growth	Birth to 14 or 15	Form self-concept, develop capacity, attitudes, interests, and needs, and form a general understanding of the world of work.
Exploratory	15 – 24	“Try out” through classes, work experience, hobbies. Collect relevant information. Tentative choice and related skill development.
Establishment	25 – 44	Entry skill building and stabilization through work experience.
Maintenance	45 – 64	Continual adjustment process to improve position.
Disengagement	65+	Reduced output, prepare for retirement.

- A. *Vocational maturity*: This concept is defined by Osipow (1982, p.156) as “the cognizance between an individuals vocational behavior and the expected vocational behavior at that age. The closer the correspondence between the two, the greater the individual is to vocational maturity”.

This implies that one examines the role being performed in a vocation by an individual as well as his/her chronological age. This is influenced by the individual's intelligence and performance. It is aimed at determining whether and to what extent a given individual is coping with the vocational development tasks he/she is confronted with at each stage of vocational development. Ikeme (1990, p.84) defined the concept as "the ability to cope with the vocational or career development tasks with which one is confronted". This ability is compared with those of others who are at the same life stage and face the same development tasks.

The above definitions imply that vocational maturity deals with how efficient one performs tasks as per such vocation, taking into cognizance his/her education, experience, and physiological or psychological set up. Super and Overstreet (1960) concluded that in the 9th grade, boys' vocational maturity is related to the degree of intellectual and cultural stimulations; the degree to which they are intellectually able to respond to that stimulation, their aspiration to higher rather than lower socio-economic levels and the desire and ability to achieve reasonably well in a variety of activities. This explains why to others it is seen as being synonymous with vocational adaptability, particularly in reference to adults. According to Ikeme (1990), Super had differentiated the two terms on chronological basis, because adults lack the educational and vocational options which the youths have, within the cultural setting. Adults have only experience to their credit. In order to make the concept more empirical, Super (1960) developed the career pattern study. Using a sample of 142 9th grade pupils in middle town New York, to represent American culture to study their vocational maturity; the study identified five dimensions of vocational maturity thus:

1. Orientations to vocational choice,
 2. Information and planning,
 3. Consistency of vocational crystallization traits;
 4. Wisdom of choice, and
 5. Vocational maturity (Osipow 1983).
- i. Orientation to vocational choice. This aspect of the career pattern study examined the extent to which an individual showed concern for vocational problems and how effectively he/she used the available resources to solve the vocational problems. The variables adopted to bring out this dimension include viewing the behavior reflecting recognition of the need to make educational decision that has vocational implications. Accordingly, Peterson and Nisenholz (1992) stated that:

Career counseling in view of the development life span concept, is not just an approach to used with High and College students to help them find the most appropriate career, it is an activity that must be pursued throughout a life time (p.303).

Orientation to vocation choice therefore include; acceptance of the responsibility, plan for the decisions, collecting relevant data toward the end and actual implementation of the decision with vocational implications. Effective use of pertinent resources like talking, observing workers' vocational interest, or participating in the job on part time or apprenticeship are among the behaviours towards proper orientation. This is because vocational choice entails adopting adequate vocational curriculum, organizing excursions, field trips, career talks among others.

- ii. *Information and planning:* This dimension seeks to assess the type and adequacy of the specific information an individual has in terms of the preferred vocation; the degree and extent of the specific planning and involvement in the planning activities towards the vocation, the degree and extent of the specificity of the meaning and the involvement in the activities toward the

job/vocation. For instance, is a student intending to read medicine aware that he will be toughing and dealing with corpses?

- iii. *Consistency of vocational choice:* This dimension tried to find out the level of stability in the vocational choice over time and maintenance within the fields and levels. This implies ones consistency as regards stability in all the functions in a given vocation. As a nurse for instance, would the individual accept working only in the theater, mortuary, or with out- patient or in the wards only?

Super's consistency of vocational preferences in the career pattern study examined the extent to which the student's first two vocational preferences were similar. Does a student preferring medicine opt for pharmacy or Biology as his second choice? Super's theory is of the strong view that, reasonable choices held over a long period and from a relatively early age have long been assumed to indicate good vocational adjustment. Instability is however, found among adolescents. Vocational stability therefore depends on age and other social factors. The older one grows, the more realistic is the choice due to experience and other demands. Super and Jordan (1982) reported that between the ages of 18 and 25 years, many had changed their jobs/occupations or employment up to six times due to floundering or trial behavior.

- iv. *Crystallization of traits:* This dimension of Super and Overstreet (1960) career pattern sought to identify individuals personality traits. These include interest, maturity and patterns adopted. Strong Vocational Interest Blank (SVIB), liking for work, concern for work, rewards, vocational planning and patterning of work values were based on scores in the work values inventory. The counseling implication here is that career counselors must be conversant with psychological tests before they are deemed capable and properly qualified to handle career cases using this theory.
- v. *The wisdom of vocation choice:* This dimension sought to measure the degree to which there is congruence between

vocational preference and ability, compared with fantasy preferences, occupational level of measured interest with occupational level of preferences and socio-economic accessibility of the individual. All these indices were based on the combination of the Strong Vocational Interest Blank (SVIB) and Work Value Inventory (WVI) and the Career Pattern Study (CPS).

Wisdom of choice is determined if there is an agreement between an individuals' abilities and his/her preferences. There were other considerations to determine wisdom of choice. For instance, the boys occupational choice and their models' occupations rating were compared and related. Again, the smaller the index in social accessibility the wiser the choice.

In view of the above, Super and Overstreet (1960) identified variables that are associated with vocational maturity to include:

- Biosocial factors
- Environmental factors and
- Vocational factors

Overstreet concluded that vocational maturity is related to intelligence and that age is of less importance in vocational maturity at least at the ninth grade stage of development. This is very possible because the 9th grade grouping had been by ability or intelligent quotient (IQ) and not on chronological age; the 9th grade equally have the same school experience.

Environmental factor: Super and Overstreet (1960) equally discovered that vocational maturity is, indeed positively related to parental occupational level, school curriculum, amount of cultural stimulation, family cohesiveness and negatively with urban background and Protestantism, (Osipow 1983). The probable explanation of the above is that enriched family backgrounds are likely to result in greater concern for skills in planning for a career. They are equally more prepared to provide resources, psychological and social environments to enhance education.

Vocational Factors: In Nigeria, the foundation for vocational locations could help explain vocation maturity because the rural area is more agricultural oriented than the urban. The negative

relationship between Protestantism and vocational maturity could not be explained in Nigerian context. It could probably be as a result of misconception of the items or faking in responding.

The vocational maturity index also correlated significantly with vocational aspirations and also with the degree of agreement between aspirations and expectations. This is likely due to adequacy of information. This entails that school curriculum should be diversified and planned towards creating vocation awareness and aspiration. Thus, one agrees with Osipow (1983) that rather than restrict occupational possibilities at any age, the school should exert its efforts to broaden occupational perspectives and to teach the students to use available reserves for exploration effectively. The implication here is that the bio-social, environmental and the vocation factors must be understood by a counselor.

B. Self-concept

Self-concept like other psychological constructs is not confined to one definition because 'self' connotes many things to different people, probably due to the themes as well as being used synonymously with other 'self' hyphenated terms like 'self-esteem', 'self-attitudes', 'self-image' and 'self-acceptance'.

In spite of the many dimensions or themes inherent in the definition of self-concept, the converging point as argued by Olowu (1990), is that, it is a hypothetical construct which is person. One's acceptance of his/her mirror reflection in terms of the physical body and personality characteristics are unique characteristics of the individuals' thoughts which distinguish him from other people. Olowu (1990) therefore views self concept as the perceptions one has to one's own characteristics, feelings, attitudes and abilities. It is obvious therefore to regard self concept as individual developmental understanding of self, the physical, psychological and emotional maturity due to experiences which are seen in the social environment (privately or publicly) at any time and circumstance.

Self-concept however, is developed within a social cultural environment. Hence any behavior exhibited takes into account the

identified beliefs and values, which are very stable of the individual. James in Olowu (1990) therefore identified four components of self-concept as:

- i. The spiritual self;
- ii. Material self;
- iii. Social self and;
- iv. Bodily self.

One's objective and realistic acceptance of these differences, similarities and uniqueness could be positive or negative and has relationship with the individuals operations within the social setting. Consequently, self-concept is seen as having relationship with one's vocational preference and choice. This is because it embraces one's goals, values, abilities, attitudes and social relationships, which could be expressed or find outlet in certain vocations. Super, Crites, Hummel, Overstreet, and Warnath, (1957), state that this relationship occurs where, in expressing a vocational preference, a person puts into occupational terminology, his idea of the kind of person he/she is; that is in entering an occupation, he seeks to implement a concept of himself. In other words in getting established in an occupation he/she achieves self-actualization.

The occupation thus makes possible the playing of a role appropriate to the self-concept. When one knows his/her intellectual ability by the subjects offered, his/her temperament and work self-concept, he/she is able to opt for certain vocations without references to anybody. Similarly, super, Stariskenely, Martin and Jordan (1963) viewed self-concept as the determinant of job choice, because choice reflects the final thorough understanding and implementation of oneself in relation to the world of work as individuals in a given vocation show common personality traits and needs. Since Super's (1953) theory of vocational development emphasizes self-concept, three out of his ten basic assumptions or propositions dwelt solely on self-concept. The eighth proposition for instance states that:

The process of vocational development is essentially that of developing and implementing a self-concept, it is a compromise process in which the self-concept is a product of the interaction of the inherent aptitudes, neutral and endocrine make-up, the opportunity to play various roles and evaluations of the extent to which the results of the role playing meet with the approval of the supervisors (p.189-190).

In the above, super seemed to be in agreement with Anne Roe's (1956) positions of parenting experience, which is that early life experiences are very crucial in forming self-concept, because self-concept is formed by a reaction of others around. Comments by one's significant others also help much in forming ones view of not only his/her attitude to work but also to the type of vocational choice. Accordingly, Olowu (19990) observed that in adolescence, a person is drawn towards those activities which facilitate the projection of the image the person would like others to have of him/her. This can be stated in terms of trying to achieve an ideal. It is however, the individual who must compromise and accept his/her ideal, though societal influence must have some bearing in the face of realities.

The ninth proposition also focuses on self-concept saying:

The process of compromise between individuals and social factors between self-concept and reality is one of role playing whether the role is played in fantasy, in the counseling interviews or in real life activities such as school classes, clubs, part-time work and entry jobs.

This proposition suggests that self-concept is understood through fantasy, or reality. Opportunities to experience reality of fantasy according to Olowu (1990) are however limited. This does not mean that self-concept or self-knowledge cannot be understood prior to vocational choice, as the subjects offered, the physical and intellectual demands, media information, peer

discussion, parental socio-economic background, and type of the social environment and its location help one understands his self-concept and possible jobs or vocational choice to match his/her self-concept. If for any reason, available sources are defective, inadequate and incorrect, mismatching of self-concept and vocation choice may occur. This can result to frustration, poor productivity and ultimately non self-actualization or maladjustment, (Olowu 19990).

Super also in his tenth proposition focuses on self-concept thus:

Work satisfaction and life satisfaction depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits and values, they depend upon his establishment in a type of work or work situation, and a way of life in which he can play the kind of role which his growth and exploration experiences have led him to consider congenial and appropriate (p.116).

This proposition suggests that work and life satisfaction are complementary. For one to feel self-fulfilled his way of life must be reflected in both his work life and private life, because he/she is fully meeting his/her needs and is playing the kind of role he/she wants. Satisfaction is elusive if work life is enjoyable and life at home is dull because of certain inadequacies as this will lead to not playing one's role successfully. This may create cognitive dissonance, since one cannot separate the vocational development from life development. This explains why super matched vocational life states with life span development stages. Any mismatch is a problem and so must be corrected for more functional individual.

Prevention is however said to better than cure, as such individual's self-concept must be understood before vocational entry. It is however, to be noted that certain individual characteristics could be inculcated on job entry and experience. The important thing is to identify one's personality traits and self-concepts before they enter into jobs/vocations. This implies knowledge of the self and occupation as according to Super's theory (1951, p.189) each occupation requires characteristic patterns of abilities, interests and

personality traits with tolerance wide enough to allow variety of occupations for each individual. To implement self-concept vocationally therefore, implies the awareness of self-concept and identification of capabilities, values and interests.

Super thus proposes a theory in which he sees vocational development as a lifelong process, a more comprehensive theory than the trait-factor orientation which hitherto dominated thinking in career choice processes. This latter model conceptualizes the choice process as matching people and jobs in order to ensure their success and satisfaction.

3.4 Counselling implications of Super's theory

All the ten propositions of Super (1957) emphasize the uniqueness of each individual. For example, proposition 3 states that each occupation requires a characteristic pattern of abilities, interests and personality traits with tolerance well enough however to allow occupations for each individual. Super's intention was to balance psychology of careers and vocation, with self-concept and so the theory has the following counseling implications:

Firstly, it recognized that individuals are different so counselors are expected to recognize such uniqueness of each individual. This therefore implies individualized counseling. However, that individuals are influenced by models means that successful counseling is a collective responsibility, starting from home or family and so family background is relevant for effective counseling to take place.

Another implication for counseling resulting from Super's (1953) self-concept and vocational development theory is the understanding of the developmental stages and tasks. Counselors are expected to identify their client's level of occupational growth.

The individual differences as well as similarities make individuals capable of entering into various occupations; as such counseling is expected to identify the available occupations; and present to the client. The database of vocational information therefore needs to be handy for use any time. More so, Super (1953) identified four theatres (home, community, school and workplace) for role-playing which takes into account the individuals social environment and his/her self-concept. This implies that counselors must be competent

to properly understand the individual's role-playing in these theatres to be able to understand the client better.

The counsellor is equally required to understand the various characteristics required for the occupations. This will enable him/her to present them to the client at the appropriate time. In view of the developmental nature of self-concept due to maturity, experience and environment, counselors are expected to be visionary and counsel clients taking into account the dynamics of change.

The preposition of career pattern entails that counselors should try to understand not only the social background but also the intellectual level of the client as per his/her grades and subject combination and the family socio-economic status, in order not to mismatch clients. Counsellors adopting this theory are expected to identify their clients' competences or abilities, interests, attitudes and values. Thus the use of psychological testing becomes inevitable. This implies being conversant with the use and interpretation of psychological tests. There is also the need to also attempt construction of vocational oriented psychological tests in our socio-cultural setting.

The use of the theory equally implies that various vocational concepts be properly understood by vocational counsellors. This is to enable them provide adequate and appropriate information so that the client will not be frustrated on entry to the job but rather meet the work satisfaction and ultimately life satisfaction, which depend upon the extent to which the individual finds adequate outlets for his abilities interests, personality traits and values. (Super 1953).

3.5 Applicability of Super's theory in Nigeria

This theory lays emphasis on individual differences which are also reflected in the vocational stages and tasks. Nigerian counsellors have to note that individual differences affect decision taking about careers. Counsellors therefore have to understand the stage of each client. As such, they have to give each client his/her due attention towards assisting such a client to take an effective and visionary decision about life's vocation with the vocational development level and task of such a client in mind.

Another challenge to Nigerian counselors from this theory is the age and other social factors, involved in career choice. The theory stipulates that career development covers an individual's life span and that models are identified in each life stage. Nigerian counselors are expected to obtain and disseminate career information which will be useful to clients at any time in their life. This entails helping them to identify with work roles and leisure roles. This will help Nigerians to accept and appreciate the dignity of labour in all situations.

Counselling implication also includes the ability to have vocational information or vocational concepts and creation of available vocational data. It is also inevitable for the construction of standardized psychological tests to help bring out clearly the picture of individuals aptitudes, attitudes, values, and interests. If we are to match and match correctly, both self-concept and occupational concepts need to be thoroughly understood and appreciated in line with the socio-economic and socio-cultural settings.

The developmental nature of the theory also requires Nigerian counsellors to provide adequate career curriculum to cover the school ladder from the elementary school to the tertiary level. It is therefore, relevant for Nigeria counselors to provide adequate opportunities for role playing and skills acquisition as well as work values and attitudes to enable the people acquire and adopt certain work roles for both paid and unpaid work. Nigerian counsellors have the task of identifying the developmental stages and tasks of respective clients. Collation and storage of personal and vocational information is a challenge for Nigerian Counsellors interested in this theory. This is because it is with adequate and appropriate personal and vocational information that vocational concepts could be known and used.

Nigerian counselors equally need to develop appropriate vocational tests as well as adapt or adopt existing foreign tests; which can help explain the personality traits, values, interests and attitudes of clients to match them and vocational concepts of clients.

4.0 Self-Assessment Exercise

- Define self-concepts from different perspectives
- Analyze Super's propositions and five stages of vocational development
- Discuss the implications and how to apply this theory to Nigerian situation.



ANSWER

The construct '**self**' is used to describe all attributes of the person. Self-concept, are self-precepts that have received meaning during the process of association with other self-precepts. A self-concept is a person's derived meaning of his own self in some role, some situation or position. It is that which makes one distinguishable from others. The self-concept promoted in this unit is that part of the self which is aware of itself, the perceptions one has of one's own characteristics, feelings, attitudes and abilities. These self-attitudes which are symbolic habits or enduring states of readiness to respond in characteristics ways, form points of reference or anchorage point for interpreting stimuli and actions. Ready-made behavioural reactions are thus provided by this aspect of the '**self**'.

- See section 3.2 page 142-145
- **See Section 3.4-3.5 page 154-156**

5.0 Conclusion

This unit covered Super's vocational developmental theory which is centered on self-concept. The theory has ten propositions and five stages of development namely: exploration, establishment, maintenance, sustenance and decline. All these are with their corresponding work tasks and dimensions, namely crystallization specification, implementation and consolidation in an occupation. The vocational developmental stages and tasks are scripted under five dimensions of career patterns such as orientation, vocational choice, information and planning, consistency of vocational choice, crystallization of traits and wisdom of choice.



6.0 SUMMARY

This unit deals with the topic “self-concept” in super’s theory of vocational development. It covered his ten propositions, five stages of vocational development and its major formulated concepts. It has provided counseling approaches which Counsellors could adopt as it is a good theoretical frame work in vocational counseling. It also discussed the theory’s applicability to the Nigerian context, whichh is possible, provided one understands the career development inventory of personal traits.

7.0 Tutor-marked assignment

- 1, Define self-concept from different perspectives
- 2, Analyse your own career development using super’s ten propositions with respect to life-stage, vocational development tasks and career roles up to the present time
- 3, Discuss plans you can make for your future career development.
- 4, Explain how to apply supers vocational development theory in our Nigerian situation.
- 5, What is the relationship of self-concept to vocational choice?

- 6, Write briefly on the following according to super's vocational development tasks;
- (a) Vocational maturity
 - (b) Orientations to vocational choice
 - (c) Information and planning
 - (d) Consistency of vocation crystallization traits
 - (e) Wisdom of choice
- 7, Discuss the counseling implications of the theory to Nigeria's situation.



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UNIT 2 HOLLAND'S PERSONALITY TYPE THEORY OF VOCATIONAL CHOICE

CONTENTS

- 1.0 Introduction
- 2.0 Learning Outcomes
- 3.0 Main content
 - 3.1 Holland's Personality type theory of vocational choice**
 - 3.2 Holland's vocational personality Environments/Environment models
 - 3.3 Four Assumptions of Holland's theory
 - 3.4 Identification of individual personality environment
 - 3.5 Strengths and Limitations of Holland's personality theory
 - 3.6 Counselling implications
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- 4.0 Self-Assessment Exercise**
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- 6.0 Summary
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1.0 INTRODUCTION

This unit focuses on personality, which is the art of describing and understanding persons. Holland's theory of personality types have integrated the ideas of various vocational psychologists into a consistent whole which covers vocational interests, values, preferences, abilities, attitudes and so forth, and these are different ways of expressing personality. He classified people and vocational environments into six types namely: realistic, investigative, social, conventional, Enterprising and Artistic types. He maintained that for a vocational guidance to be appropriate, the individual must have accurate self-knowledge, self-evaluation and vocational knowledge. Implications and application to Nigerian setting will also be discussed.



2.0 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss Holland's personality types and analyse your personality characteristics to determine your personality type
- Explain the six environmental models of Holland's vocational choice
- Apply the theory to Nigeria situation for counselors to use to help students understand clearly the kind of persons they are.

3.0 MAIN CONTENT



3.1 Holland's Personality type theory of vocational choice

The word personality is derived from the Latin word "persona" which means "mask". The study of personality can be understood as the study of "Masks" that people wear. These are the personas that people project and display but also include the inner parts of psychological experience which we collectively call our "self". According to Adams (1954), we get a good idea of what personality is by listening to what we say. Personality means summing up everything about yourself-your likes and dislikes fears and virtues, strengths and weaknesses. Gafar (2014: p.57) opines that personality is the supreme realization of the innate idiosyncrasy of a living being. Jung, (2006), defined personality thus: "it is an act of high courage flung in the face of life, the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self-determination".

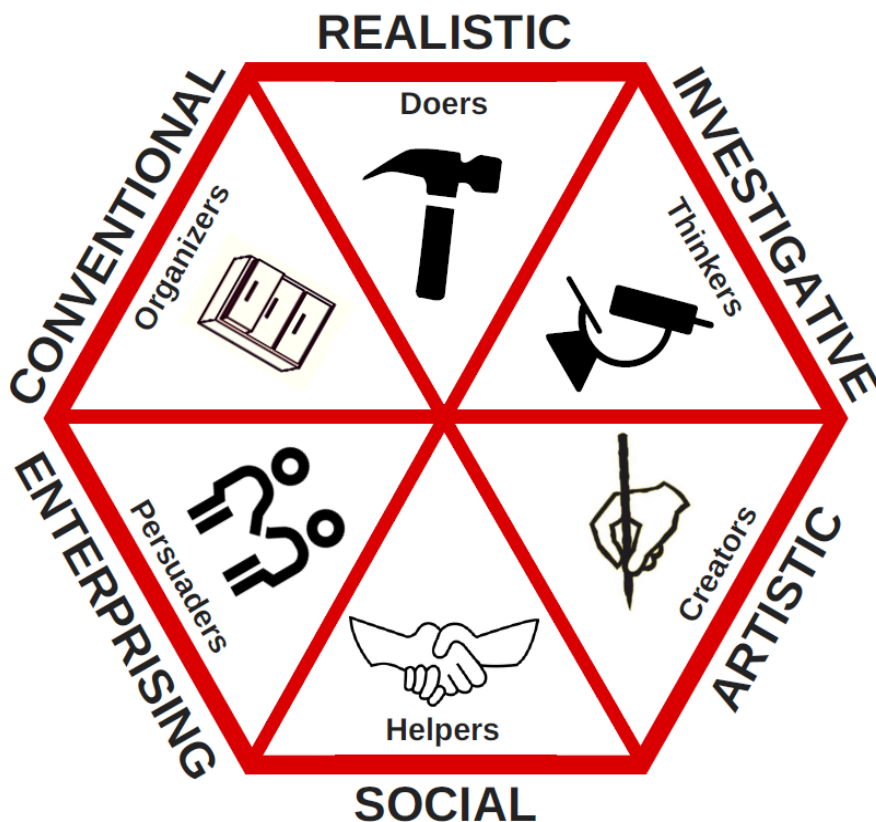
Holland (1959) has built a theory of vocational development on the belief that a choice of vocation is an expression of the individual personality, and that members of a vocation have similar personalities and similar histories of personal development. He suggests that much of career seeking behavior is an outgrowth of efforts to effect and match one's

individual characteristics with those of a specific occupational field. By choosing a particular occupation, an individual projects onto one of the job titles his preferred lifestyle as a result of his

view of himself and his views of the world of work. These views are developed as a person passes through life's stages of development. The congruence between an individual's personality and the environment in which he works then becomes a determiner of vocational satisfaction, stability and achievement.

Based on the above postulation, Holland formulated a scheme of occupational classification, comprising six occupational environments or environmental models. According to Holland, everyone is required to adjust to each of the environments and develop certain skills with reference to the work setting. The six types of environments represent major life styles and patterns of relationships between the individual and his world of work.

3.2 Holland's Vocational Personalities and Environmental Models



Holland's occupational environments/environmental models

1. **The Realistic (motoric):** Included in this group are people who are physically strong, unsociable, aggressive, have good motor coordination and skill, lack verbal and inter-personal skills. People in this group prefer occupations such as airplane mechanic, construction inspector, electrician, filling station attendant, locomotive engineer, plumbing, etc.
2. **Investigative** (intellectual): People in this category prefer to think. They have unconventional values and attitudes and avoid close interpersonal relations. Their vocational preferences include being aeronautical design engineers, anthropologists, biologists, editors of scientific journals, writers of technical articles, etc.
3. **Social** (supportive): Social people seek close interpersonal situations and are skilled in their interpersonal relations, while they avoid situations where they might be required to engage in intellectual-

problem solving activities. Vocational preferences include teaching, counseling, speech therapy, and so forth.

4. **Conventional** (conforming): People in this class obey rules and regulations and are self-controlled. They have strong identification with power and status. This kind of people prefer work such as book-keeping and budget reviewing, court stenographer, tax expert and traffic manager.
5. **Enterprising (Persuasive)**: People here have verbal skills for selling, dominating and manipulating other people. Their Vocational preferences include: business, buyer, hotel manager, master of ceremonies, politics, sport promoters, television producer, marketers or sales people.
6. **Artistic** (Aesthetic): Artistic people manifest strong self-expression and relations with others. Their vocational preferences include being: authors, cartoonists, composers, musicians, poets, playwrights, stage directors etc.

3.4 Identification of individual personality environment

Holland's (1973) identification of personality types provide the quantitative and qualitative methods which could be used by vocation counselors to determine clients' type of personalities. These could be obtained through the individual's vocational preferences or the vocation the individuals find themselves in. Holland (1973), pp.111-117) provided an occupational folder which can be used. Thus, anyone looking for a job as a sales person can be classified under enterprising personality orientation. Equally any person engaged or seeking engagements as a fashion designer can be placed under the artistic personality orientation.

Under the quantitative determination of personality orientation, Holland (1973) suggested use of psychological tests which include Holland's (1965) vocational Preference Inventory and the self-directed search, Strong vocational Interest Blank (SVIB), and Kuder's

(1960), Preference Record. Kuder's (1966) test was also used to identify interest in the various vocations to guide the counsellors towards determining the personality types and patterns of students Tor-Anyiin (2008).

3.5 Strengths and Limitations of Holland's personality theory

The greatest strength of the theory lies in its characteristics of change, simplicity, instrumentation and data as given by Osipow (1983). The theory indicates how wrong choices come about by the formulations of six vocational deficiencies (Holland 1973,pp89-90). The implications of knowing the sources of vocational choice can help towards providing quick solutions. It allows the counselor and client to make consensus efforts to choose a career which is not accidental or an unconscious activity.

It equally serves as a source of reference for vocational counselors from where they can anchor and delve into the area of vocational counselling. This is because the theory has practical applications in vocational guidance. Olufeagba (1990) suggested that the strength of the theory lies in the fact that it provides a system of reference for organizing and interpreting information on individual's resources which will help the individual to make personal visionary decisions as regards vocational choice. This is because by sorting out information on a person's occupational preferences into the six vocational environments, the theory establishes the relationship between the individual's personal attributes and the world of work. These are then classified into simple, usable terms, easily comprehensible by both the client and the counselor.

The construction and validation of instruments to determine qualitative personality orientation is a good ready asset to counselors. The theory provides a clue to the users about the process of normal and misdirected choice of the personality orientation development.

3.6 Counselling Implications

Holland's theory is significant in that it can be used to identify the school characteristics in terms of the six potential environments of the theory. Research evidence shows that students in schools where the major orientation lines up with their personality types were less likely to change fields than those in schools where differences existed between the individual and school orientations. The counsellor's role would become one of helping an individual to understand clearly the kind of person that he is and the kind of pressures and expectations associated with a variety of work environments.

Holland's theory possesses some general utility for counselors in their conceptualization of occupational selection for their clientele but, it offers little in the way of suggestions about specific procedures and techniques that the counselors may use in their face-to-face work with their clients, (Osipow,1983). This is a major shortcoming of Holland's theory.

Other developments which make the theory more applicable, especially here in Nigeria, are the publication of Motivation for Occupational Preference Scale (MOPS), Vocational Interest Inventory (VII), and Occupational Perception Questionnaire. These tests can be used in the vocational decision-making process in school counseling. These tests can also be useful to counselors in diagnosing the underlying factors contributing to vocational indecision or decision by students.

Holland's personality theory of vocational behavior has classified occupations and the personality orientations that are very likely to match. This implies that counselor's roles are highly simplified as they have to help their clients become oriented to the world of work ideal for the clients personality orientation.

The theory emphasized more clearly the use of tests to determine vocational preferences and interest of clients to be able to help them. Rather than leave counselors in the lurch, the theory has indicated such psychological tests that are viable like the Vocational Interests Blank. The adaptation of these tests by Holland himself provides adequate opportunity and asset for counselors to apply.

The six potential vocational environments provided imply that counselors using this theory are very likely to also make some educated guesses about the clients background, parent's behaviours, clients' ambitions, goals, values, social relations, motivations and distractors, (Osipow 1983).

To avoid counselors undue influence on the clients decision, Holland suggested not only the use of pen and pencil questionnaires, but also the use of environmental programmes and specialists who would be generally concerned with devising techniques through which students could be exposed to real and meaningful occupational experiences.

3.7 Applicability of Holland's personality theory in Nigeria

Holland's theory of vocational behavior is very much applicable in Nigeria. Firstly, all the vocational environments identified by Holland are also in Nigeria. Secondly the inclusion of psychological testing in the counseling training programme means that counselors are equipped to use the theory. With the growing interest in psychological tests which can help to identify client's interests, values and other personality resources, Nigerian counselors will be able to use the various tests to help identify clients vocational preferences. With the various tests or personality inventories being constructed by Nigerians, the applicability of Holland's theory is not in doubt.

Psychological tests will equally help identify and diagnose the underlying factors contributing to career indecisions of the clients. These tests include Vocational Interests Inventory (VII) and other

relevant tests. Nigerian counselors can apply the theory because the tests could help clarify clients' choices and preferences. In essence, Holland's theory not only has counseling implications but it is also applicable in Nigeria.

It is concluded that people whose personality characteristics are congruent with their vocations or environments are likely to achieve "more stable vocational choices, higher vocational achievements, better maintenance or personal stability and greater satisfaction".

4.0 Self-Assessment Exercise

- Explain the concept personality.
- Discuss the six environmental models of Holland's vocational choice
- Apply the theory to Nigeria situation for counselors to use to help students understand clearly the kind of persons they are.



ANSWER

-Personality means summing up everything about yourself-your likes and dislikes fears and virtues, strengths and weaknesses.

-Realistic (motoric), Investigative, social, Conventional, Enterprising (persuasive) and Artistic (see section 3.2 page162-163 for more detail)

-See section 3.7 page166-167

5.0 CONCLUSION

Holland's personality theory of vocational behavior is among the other vocational theories that have laid foundations and provided theoretical framework for career counselors. It has many implications for career counselors and it is applicable every-where and in Nigeria too. It has a lot of practical applications in vocational guidance. All that is done in vocational guidance boils down to helping an individual to choose an occupation that he or she can do well and find fulfillment in. The help given to the individual can be facilitated by the frame work provided by the theory and its instruments.

By classifying the personal attributes of a client like intelligence, aptitudes, interests, and personality traits into the six types, both the

counselor and his client can gain useful insights into the inner person of the client. The client will be in a position to make enlightened, realistic occupational decisions. Similarly, in sorting out information on a person's occupational preferences into the six environments, the relationships between the individual's personal attributes and the world of work are clarified in simple, usable terms easily comprehensible by both the client and the counselor.

6.0 TUTOR – MARKED ASSIGNMENT

- 1, Discuss Holland's personality types and analyze your personality characteristics to determine your personality type.
- 2, Describe six personality and environmental models of Holland's vocational choice.
- 3, What are the implications of Holland's theory of vocational guidance for the school counselor?
- 4, List and Explain the four assumptions of Holland's theory to Nigeria's situation.
- 5, Discuss the applicability of Holland's theory in Nigerian setting.



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UNIT 3 SOCIOLOGICAL THEORIES

CONTENTS

- 1.0 Introduction
- 2.0 Learning Outcomes
- 3.0 Main content

3.1 Sociological theories such as culture, family aspiration, schooling and religious affiliations

- 4.0 Self-Assessment Exercise
- 5.0 Conclusion
- 6.0 Summary
- 7.0 Tutor-marked Assignment
- 8.0 References/further Reading



1.0 INTRODUCTION

Sociological theories emphasize on the influence of one's cultural background such as culture, family aspirations, schooling, religious orientation and so forth on the choice of a career. These variables are examined below.



2.0 Learning Outcomes

By the end of this unit, you will be able to:-

- Discuss family aspirations in vocational guidance and its effect in career choice.
- State clearly the schools' roles in shaping students' vocational choice.
- Explain religious affiliations in vocational guidance.
- Discuss how parents can help in vocational guidance

3.0 MAIN CONTENT



3.1 Sociological theories



- a, Culture:-** According to *sociologists*, culture consists of the values, beliefs, systems, language, communication, and practices that people share in common and that can be used to define them as a collective entity. Culture also includes the material objects that are common to that group or society.

It is very difficult to talk of a general cultural background in a place like Nigeria with several or diverse cultural affinities. It is even more difficult to talk of a homogeneous culture among the Yorubas, the Hausa-Fulanis and the Igbos to mention a few. In other words, within each major ethnic group there are still sub-cultures which invariably influence the choice of career people make in those sub-cultures.

Gambari (1990), quoting Shertzer and Stone (1980) summarized the influence of culture on vocational guidance thus: The total cultural Milieu may greatly limit the avenues of expression open to its members. This may be fairly direct, through failure to support entry into some occupations or at times even through the social ostracism of those who seek to enter the occupation. One of the most important general cultural factors influencing occupational choice is the degree of conformity required by the society, either in the degree of rigidity of particular patterns of behavior or in the number of different acceptable stereotypes.

According to Gesinde (1986), the following examples help to clarify this point. Observations in the Yoruba-land show that the Ijebus are generally interested in business occupations, the Ekitis in agriculture, the Iseyins in Weaving, the Iwos as butchers, the Ilas as palm wine tappers, the Lagosians as merchants and the Oyo people as farmers. Similarly, among the Hausa-Fulani ethnic group, the Hausas are more interested in administration and trade while the Fulani group are interested in cattle rearing. The Kanuris are warlike hence many of their young ones go into the army while others go into business and farming. The Igbos, on the other hand, are more interested in business and technical activities.

However, there is paucity of research findings to explain why many people in different sub-cultures do what have been mentioned above.

B, **Family:-** It is known that family structure, values, norms, child-rearing practices and socio-economic status influence vocational development. Some families may prefer certain kinds of occupation for their first sons or daughters. In a polygamous family, the first sons of all the wives may enter into one occupation favoured by the family. Of course, it is well known that Nigerian children from poor families often have to take to occupations that do not require a lot of money for training (Gambari, 1990:p.83).

Parental influence on children's academic and vocational preferences has received a lot of attention in career literature. A child's family may be his only reference group, as a result, it may have tremendous influence on his formation of motivational traits and behavioural tendencies. Iwuama, (1999) studied the influence of parents on their children's choice of occupations and discovered that many of the students used in the study did not identify with the occupations of their parents due to the fact that most of the parents were farmers. Most students in Nigeria see farming as a dirty job that conjures the image of poverty, hard labour without adequate reward, job for old and tired men and women, and an occupation meant for villagers and other rural people.

However, the few students who identified with parental occupations in the study had parents who are doctors, lecturers, lawyers, engineers, pharmacists, architects and nurses. From this study, it is safer to conclude that children tend to identify with parental occupations only if such occupations are prestigious as well as lucrative.

Generally, many parents have the desire to control and direct the career choice of their children. They feel that the children are not mature enough to take independent career decisions. In fact, in parent- child socialization, the adolescents often make their career choices in accordance with aspirations held for them by their parents.

C, Schooling:-



The school is a very important socializing agency. Through the school curricular and co-curricular experiences, students develop an insight into their abilities and weaknesses; they develop ideas about who they are and what they would like to be. School experiences according to Gambari (1990) play a major role in shaping self-concept. Peer group influence is part of wider school experiences. Among members of peer group, certain occupations may be more popular than others.

Many secondary school students in Nigeria make irrational and unrealistic choice of school subjects which may account for their consequential irrational and unrealistic choice of careers. Ogbodo (2013) citing Kola and Omideyi (1988) revealed that students in Nigerian secondary schools have been found to select subjects on the

premise of the values attached to those subjects. Some subjects are seen by the students to be more important than others. In the students' opinion, people who go in for such subjects are regarded to be intelligent either by the peers, parents, teachers or family. With this conception, students then select those subjects to the detriment of their ability, interest and career choice. This observation made Nwagu (1981) and Iwuama (1998) in Ogbodo (2013) to state that "the choice of subjects in Nigerian schools by students is motivated by the "prestige" attached to the subjects". Unrealistic subjects choice by students can block the realization of one's career goal. For example, a student whose aim is to be a medical doctor but who failed to offer chemistry or physics in his school subjects may not get his vocational goal satisfied.

In conclusion, one would say that the school curriculum, co-curriculum, scope, staff, both the teachers and non-teachers, the content of the curriculum, the counselor, the school mates/peers, facilities, subjects and so forth all combine to shape the individuals vocational thoughts and behavior.

D, Religious Affiliations:- Religious affiliations or that of one's parents influences one's career choice to a large extent. To some religious groups some careers are tolerable or intolerable. Infact, there are some careers some persons because of their religious affiliations would not accept no matter how lucrative and attractive such careers might be. Onyejiaku (1987), Iwuama (1999) and Ogbodo (2013), supporting this view give the following practical examples. The Calvinists lay emphasis on individual responsibility and enterprise. Accordingly, this leads many of them to seek executive and professional positions as well as self-employment.

However, on the other hand, Roman catholic doctrines emphasize acceptance of authority ad this makes some of the adherents to differ with the Calvinists in their vocational aspirations. Most of the Quakers, on the basis of their interpretation of Christian teaching, would prefer social work and teaching profession. Most Moslems, in the light of their religious orientation, would express interest in military career. At the same time, many "born again" Christians would not accept any job in a tobacco or brewing company because of their religious convictions.

4.0 Self Assessment Exercise

Explain how culture can influence one's vocational choice?



ANSWER

Cultural factors can influence occupational choice in the degree of conformity required by the society, either in the degree of rigidity of particular patterns of behavior or in the number of different acceptable stereotypes.

5.0 CONCLUSION

The unit discussed the sociological theories of vocational choice. It is hoped that the unit will facilitate the student's understanding of the theories. These theories interplay in determining vocational choice.



6.0 SUMMARY

In this unit, the sociological theories influencing students career choice have been discussed. These include culture, family aspirations, school, and religious affiliations. Their applicability to the Nigerian cultural background has also been discussed. Counselors, parents, teachers, educators and Religious personnel should bear these theories in mind while helping the students in their career/vocational related matters.

7.0 TUTOR MARKED/ASSIGNMENT

- 1, Discuss family aspirations and roles of parents and their effects on career choice
- 2, What are the roles of schools in shaping students' career choice
- 3, Briefly explain the effect of religious affiliation to vocational choice.



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UNIT 4 PSYCHOANALYTIC OR IMPULSE THEORY

CONTENTS

- 1.0** Introduction
- 2.0** Learning Outcomes
- 3.0** Main content
 - 3.1** Freud's view on the nature of man
 - 3.2** Ego Defense mechanisms
 - 3.3** Psycho sexual stages of Development
 - 3.4** Criticisms and contributions of psychoanalysis
 - 3.5** Applicability of psychoanalytic theory in Nigeria
- 4.0 Self-Assessment Exercise**
- 5.0** Conclusion
- 6.0** Summary
- 7.0** Tutor-marked Assignment
- 8.0** References/further reading



1.0 INTRODUCTION

Psychoanalysis, founded by Sigmund Freud (1856-1939), historically, was the first system of psychotherapy and it is a one-in-three theory. It is a personality theory, a philosophy of human nature and a method of therapy. It is a method of treating individuals, by psychological rather than physical means, by examining past causes for present behavior. The psychoanalytical theory focuses on how individuals adjust to the various conflicts in their development. Freud viewed his method as a procedure for investigating parts of the human mental processes, that were inaccessible in any other way. To Freud, the key to treating mental disorders was to reach the unconscious aspects of the individuals mental process.



2.0 Learning Outcome

By the end of this unit, you will be able to: -

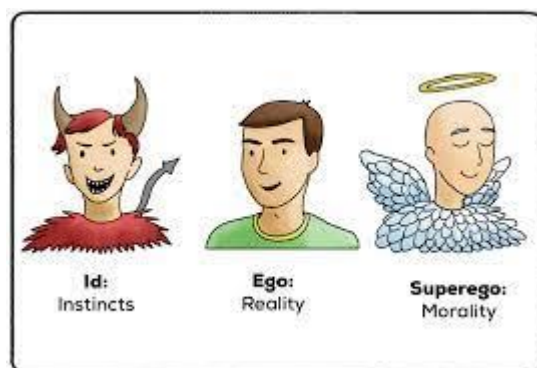
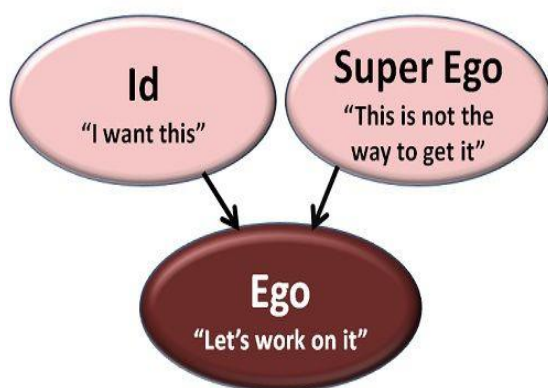
1. Explain the Psychoanalytic View of Human Nature
2. Describe Psychoanalytic Method of Counselling
3. Analyse the Contributions and Criticisms of Psychoanalysis
4. Explain the Applicability or otherwise of Psychoanalysis to the

Nigerian context

3.0 MAIN CONTENT



3.1 Freud's view on the Nature of man



View of Human Nature Psychoanalytic theory views human beings as victims of Unconscious determinants which motivate them to seek immediate fulfillment of basic needs. As such, human beings were seen in a negative light as often tending to act irrationally and impulsively due to selfish interests.

Freud recognized three main components of the human personality the **id**, **ego** and **superego**. The three terms mentioned are not physical entities that manipulate individuals, they simply represent major aspects of personality and no clear line exists among them. They are also designed to create a picture of biological (**id**), psychological (**ego**), and social (**superego**) development. Each of these components or systems has its own function, but the three interact to govern behavior.

The id is the original source of personality and it is from it that the two other components, ego and superego later developed. The id is the repository of libido (life force) or unlearned psychological motives and unlearned primitive reactions or instinctual impulses with irrational and selfish drives for satisfying them. The id cannot tolerate tension. It seeks immediate gratification (pleasure) for motives as they arise without regard to the realities of life or to morals of any kind, hence it is said to operate solely on a **pleasure principle**. Because it is unconscious the id is completely out of touch with the world outside.

The ego- As a newborn child develops, a second aspect of personality called ego gradually grows through contact with reality. Ego is formed through a process of identification. **Identification** is the process by which a person takes over the features of another person and make them a corporate part of his own personality.

Identification is different from **imitation**. The latter connotes a kind of superficial and transient copying of behavior or less permanent acquisition of personality (Yoloye 1979).

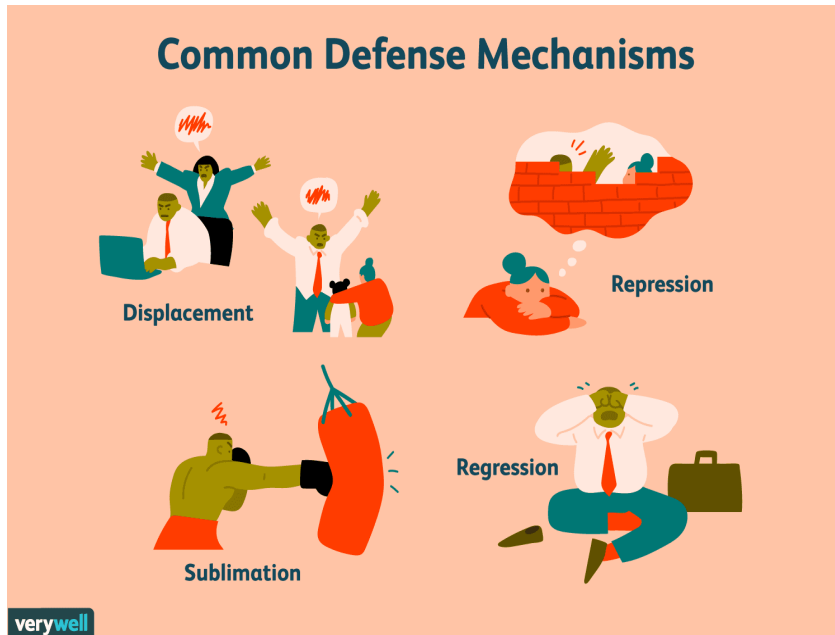
The ego is the only rational element of the personality. It provides a realistic and logical thinking and planning, thus maintaining a state of balance between itself and the other two aspects of personality. It controls the timing, intensity and style of overt responses. The ego forms a buffer against the demands of the world. For instance, the id may want all the money in a bank but the ego would consider the safety and other realities of the situation.

The Superego represents the conscience. It punishes a person by making him feel guilty while the ego-ideal rewards the person by making him feel proud of himself. With the information from the superego, self-control is substituted for parental control or authority control. The main functions of the superego are:

1. To inhibit the impulses of the id, particularly those of a sexual or aggressive nature, since these are the impulses whose expressions are mostly condemned by the society;
2. To persuade the ego to substitute moralistic goals for realistic ones; and
3. To strive for perfection.

In the words of Yoloye (1979), The ego is the boss. It is responsible for making the final decision. It is sometimes said that the superego fights with the id, the ego being the battle ground". Psychoanalytic theory assumes that the ego is a core of self that balances the internal demands of the id and the superego.

3.2 Ego Defense Mechanisms



The result of conflicts among the various components of the personality is anxiety. Freud postulated that in order to defend or prevent the personality against painful anxiety the ego employs a

variety of unconscious tactics called **defense mechanisms**, which attempt to keep unacceptable id impulses or threatening or frustrating materials, from reaching consciousness. The way in which a person approaches a problem reflects the manner in which he has learned to cope with the conflicting demands of the three parts of his personality. To overcome the conflicts, the ego may employ one or more defense mechanisms. A few of them will be discussed here.

Sublimation- The redirections of sexual energy into non-sexual activities of an artistic or utilitarian nature (paintings, sculpture) to satisfy social and personal standards of approval. For instance, if you cannot get the person you love, you love your work.

Projection – laying one's weakness or motives on someone else. For example, it is always the other person who is jealous, not us. It is usually discovered that it is the very individual who claims he is persecuted or planned against, who is himself the culprit.

Rationalization- That is for example when God asked, "Have you eaten of the tree of which I commanded you not to eat? Adam said, "The woman whom thou gives to be with me, she gave me fruit of the tree, and I ate". (Genesis 3:11-12). Or

Using rationalization, a university student who performs poorly in his or her examination may shift the blame of his/her performance from himself or herself to the lecturer who taught the course. If the failing student is a female and the lecturer is a male, it is typical to hear that the student has deliberately been failed as a reprisal for rejecting the lecturer's amorous advances. The aim of projection and rationalization is usually the same, that is, to help the ego defend itself against self-blame and the internal discomfort that can arise from it. Rationalization means seeing in others the motives which dominate the self.

Repression – refusing to recognize or admit to oneself, the motives or memories that make one anxious and consequently avoids or reduces anxiety. Repression is a more serious form of rationalization, in which the individual perceives in others the traits and motives for which he himself feels inferior. For example, the selfish person sees selfishness in others; he condemns others for being selfish and convinces himself that his self-interest is made necessary by their selfishness.

Regression – When adult ego defenses fail, the person may revert to behavior characteristics of earlier, less mature developmental stages. For example, weeping, going home to mother are common problems among new students who are home-sick.

Reaction formation – The individual thinks and acts in a form that is directly opposite its original intent. For instance, when an individual who harbours some strong destructive impulses or death wish against another, goes to express an unusual considerable amount of kindness to that same hated person. Reaction formation applies to the ancient Roman proverb, “fear the Greeks when they bring gifts”.

Identification – is the process by which a person takes over the features of another person and makes them a corporate part of his own personality in order to avoid feelings of inadequacy.

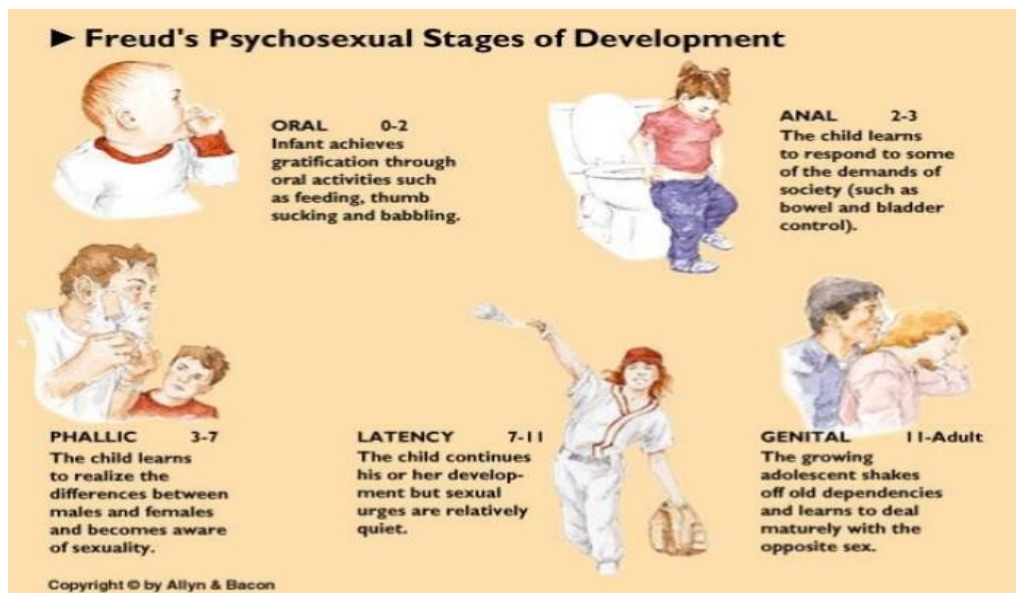
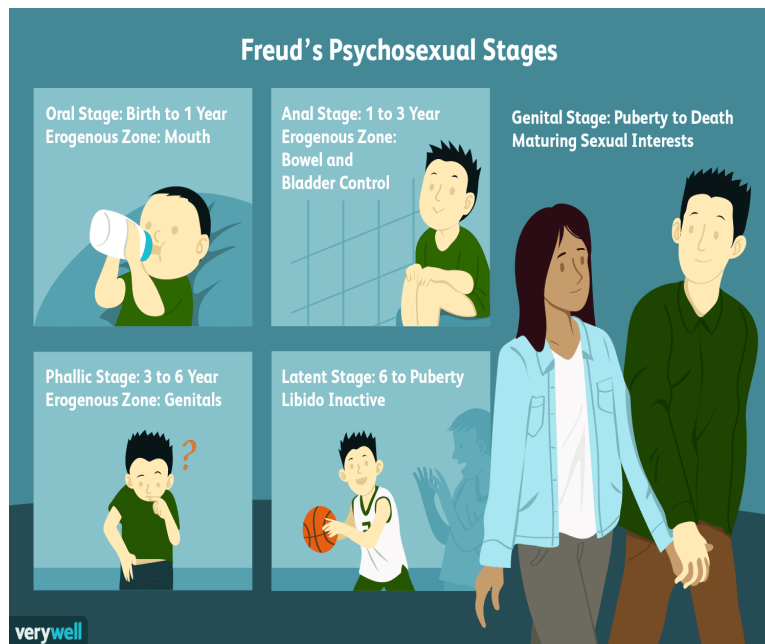
Displacement – the object or goal of a motive is disguised by substituting another one for it. Discharging pent-up feeling of hostility against an innocent person or object rather than against the actual source of those feelings. For example, if a man who becomes angry at his employer but dares not tell him off goes home and berates (scolds) his wife, he is making use of displacement.

Method of Counselling



The primary purpose of psychoanalytic counseling is to release the causal material repressed in the unconscious parts of the mental process. In order to accomplish this task, the therapist requires the patient to recline on a couch. He is out of the patient's sight by seating behind the patient's head. In such an objective post the therapist reveals very little, if anything, of his own inner world to the patient. The patient is encouraged to relax. He tells all that comes to mind (free association) no matter how irrelevant or personal his thought may be. The main purpose of the counseling process is directed towards weakening both the resistance that shut off the person's awareness of himself. Therapist uses free association, dream analysis, Para praxis (failure of memory) and humour analysis as a beginning for looking into the unconscious.

3.3 Psychosexual stages of Development



According to Freud there are some assumptions underlying the development of personality, (1) most psychosexual development occur during the first five years of life, then there is a period of calm for six years. Then, during adolescence the process becomes very active once again. (2) the use of defense mechanisms, (3) Another of Freud's major assumptions is that at any point in a person's development one body area predominates as a source of pleasure. The order or sequence in which one body area predominates as a

source of pleasure, is the same for everyone. (4) The other assumption is that failure to complete this normal sequence will result in serious personality problem. Freud had five stages, which are oral, anal, phallic, latency and genital stages.

The **oral** stage lasts through (0-1½ yrs) of life. This period, the child derives pleasure through the mouth (sucking). The relationship between the child and the mother is extremely important at this stage. If the relationship with the mother becomes too comfortable, the child becomes too dependent and will fixate at this stage, resulting in an overly dependent and anxious personality in adult life. He/she may feel insecure, and this will also continue into adult life.

The **Anal** stage (between ages 1½ - 3yrs) At this stage, sexual pleasure shifts to the anal zone of the child's body. The child derives pleasure through the anus (defaecation). The manner of toilet training is extremely important at this stage,. Strict toilet training may lead to a very retentive personality type. A person who is cruel, obstinate or stingy is said to have been fixated at the anal stage.

Between ages (3-5yrs), the child is at the **phallic** stage of development when pleasure is derived from self-manipulation. Several psychological developments occur around the genital area as to give rise to castration anxiety, penis envy and Oedipus complex.

Castration anxiety arises from a boy's fear that he may lose his penis. His ultimate fear is that his father will retaliate by cutting off his offending organ. Oedipus or Electra complex is the state where boys and girls tend to have the desire to possess the mother or father.

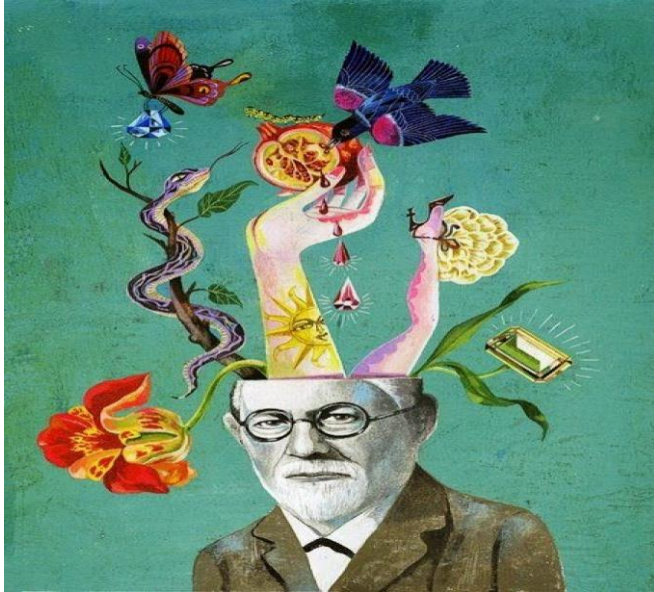
Essentially, the Oedipus complex involves the boy's desire to possess; his mother and remove his father from the scene, while the Electra complex is where the girls would want to possess their father and do away with their mothers.

The latency and genital stages according to Freud are periods during which the child goes outwards to satisfy some psychosexual desiring. By these periods, sexual desires, hostile feelings and tears are quieted to some degree. Latency period is marked by relative calm.

At the genital stages, heterosexual socialization takes place because the individual is transformed from a self-loving individual into a

socialized adult. The greatest pleasure comes from a relationship with a member of the opposite sex.

3.4 Criticisms and contributions of psychoanalysis



Some major criticisms of psychoanalysis include the following:

1. Freud's deterministic view of man, pictures him as ugly and driven too much by animalistic instincts, needs, and wants. Man is seen erroneously as being composed of two parts, the mental and physical (both derived from and dependent upon laws of cause and effect).
2. Too much stress is placed upon early childhood experiences. It tends to erode the individual's responsibility because it makes an individual's life seem totally determined and beyond his powers to alter.
3. It is doubtful whether behavior is determined by a reservoir of psychic energy. Rather, behaviour is manifested under certain situational events and not others.
4. Freud minimized man's rationality.
5. Treatment in Psychoanalysis is too rational in its approach and too dependent upon reasoning as a therapeutic influence.

6. Research data do not indicate that the system results in a better percentage of recovery and improvement than occurs among groups which have had no treatment, (Shertzer/Stone 1974).

Among the many contributions of psychoanalysis according to Shertzer/Stone (1974) in Oladele (2007) are the following:

1. Freud made it plain that man is often motivated in thought and in behavior by impulses he does not recognize or admit.
2. Freud's bold and insightful investigation yielded the first substantial theory of personality and the first effective technique of psychotherapy.

3. Freud's identification of early influence that shape the development of personality has far-reaching implications for child rearing and stimulated research in the area.
4. Freud established a model in the use of interview as a therapeutic vehicle. He was among the first to identify the function of anxiety in neurosis and to emphasize the critical nature of interpretation, resistance and transference in the therapeutic process.
5. Freud was one of the first to stress the importance of a non-moralizing attitude on the part of the therapist,
6. Psychoanalysis represents a system in which there is a high degree of correspondence between theory and techniques.

3.5 Applicability of psychoanalytic theory in Nigeria

For Corey (1986) the practical applications of the method are very limited. This implies that in a developing country like Nigeria, the practical application of this theory will not be possible as a result of constraints of time, expenses and availability of trained counsellors. Some specific applications of the psychoanalytic theory according to Corey (1986) are:

1. Understanding resistances that take the form of cancellation of appointments, fleeing from therapy prematurely and refusing to look at oneself.
2. Understanding the role of early relationship that lead to weak spots and faulty personality development and recognizing that unfinished business can be worked through so that clients are not crippled emotionally.
3. Understanding the value and role of transference.
4. Understanding how overuse of ego defenses can keep people from functioning and recognizing the ways these ego defenses operate both in the counselling relationship and in clients daily lives.

According to Oladele (2007), the psychoanalytic theory has been criticized on the ground that it is a deterministic, rigid, inflexible and closed system approach to human nature. They went further to give the following criticisms of the theory:

1. It requires lengthy training for the counselor and treatment for the client that could run into years.
2. It is not useful as an approach for treating large number of people who require counseling services.
3. There is an over emphasis on the role of insight and very little emphasis on making life changes.
4. The approach is based on experience with neurotic rather than normal populations and may be awkward in the direction of sickness instead of health.
5. Difficulty in research and empirical support.
6. Traditional Freudian psychoanalysis places excessive emphasis on basic instinctual desires and forces, ignoring the effects of social and cultural factors

4.0 Self-assessment Exercise

1. Explain why it is necessary for the school counsellor to know psychoanalytic theory and practice



ANSWER

Psychoanalytic theory and practice is important because it helps counsellors, teachers and educators to know about child rearing and teaching practices and how they affect the way children develop.

5.0 CONCLUSION

In conclusion, the psychoanalytic therapy helps the individual to achieve an enduring understanding of his own mechanisms of adjustment and thereby he or she resolves his/her basic problems. It helps counsellors, teachers and educators to know about child

rearing and teaching practices and how they affect the way children develop.



6.0 SUMMARY

This unit has treated all the vital parts of Freud's Psychoanalytic theory. The purpose of psychoanalytic counseling is to release the causal materials repressed in the unconscious parts of the mental

process. According to the proponents of this theory, “there is always some psychic determinants which lay the foundation for later vocation and if not interfered with the individual is unconsciously guided to express his sublimation in a particular form”.

In summary, Psychoanalysis, because of its abstract nature, seems not to have gained popularity in Nigeria. This situation has also led to the scarcity of research work, with specific reference to its relation to career choice in Nigeria.

7.0 Tutor – marked assignment

1. With adequate examples, Describe Freud’s psycho sexual stages of human development.
2. Discuss the weaknesses and strengths of psychoanalysis and state clearly what you have learnt from the theory.
3. Write and state why psychoanalytic theory is not applicable to vocational choice in Nigeria
4. Explain the following:- (a) free association (b) dream analysis (b) Id, Ego and super ego



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UNIT 5 RELATIONSHIP BETWEEN VOCATIONAL EDUCATION AND MANPOWER NEEDS



CONTENTS

1.0 Introduction

2.0 Learning Outcomes

3.0 Main content

3.1 RELATIONSHIP BETWEEN VOCATIONAL EDUCATION AND MANPOWER NEEDS

4.0 Self-Assessment Exercise

5.0 CONCLUSION

6.0 SUMMARY

7.0 TUTOR MARKED ASSIGNMENT

8.0 REFERENCES/FURTHER READING



1.0 INTRODUCTION

It has always been observed that vocational Education has a great role to play in man power needs, development and utilization. That was the observation of Denga (1999. P 74), who points out an inherent expectation in every society that each citizen should discover, develop and direct his energies, interests and talents towards making a constructive contribution to the society and the economy. This observation underscores the need for youths and adults to participate

effectively in the economic development of their nation. Meanwhile, vocational education can be of tremendous use in manpower development and they are related. Hence, the purpose of this unit is to show the relationship and their contributions in this regard. The Unit in pursing this objective attempts to do the following:

(a) Define the concept of Education, vocational education , manpower, Development and utilization,

- (b) Discuss the link between vocational education and manpower needs, and
- (c) State the roles of Guidance Counsellors in manpower development etc.



2.0 Learning Outcomes

By the end of this unit, you will be able to: -

- Explain briefly the concepts of Education, Vocational education, manpower Development and Utilization
- State reasons for the need for vocational education and its usage in manpower development.
- Discuss the link between vocational education and manpower need.
- Identify the roles of Guidance Counsellors in manpower and national development.

3.0 MAIN CONTENT



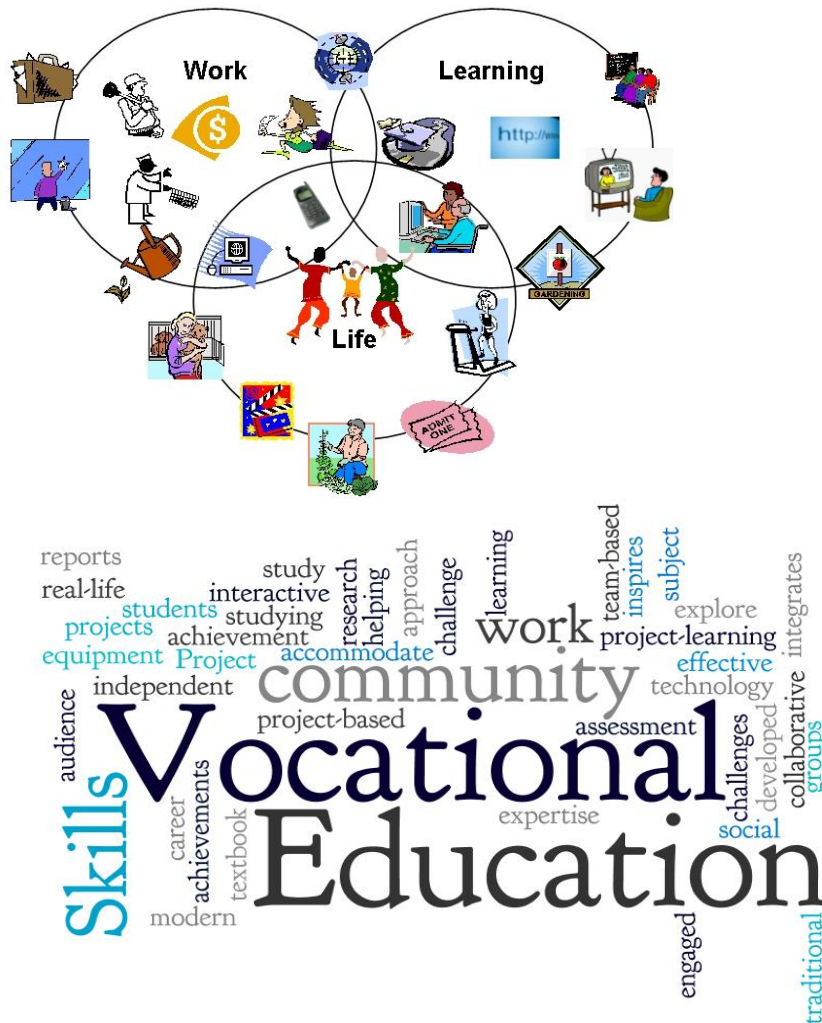
3.1 Let us begin with definitions of the following: -

(a) **Education –**



Education as we all agree is concerned with total development of man and one of the essential aspects of human development is vocational development. Education is broadly defined as “ all those processes through which man acquires the experiences which enables him augment the knowledge which he or she already has or those activities through which the intellect is strengthened”, Nwabuisi (2008). It is also seen by Okafor in Nwabuisi, (2008) as a process of development of the potentialities and their maximum activation when necessary according to right reason and to achieve thereby perfect self-fulfillment.

(b) The concept of vocational Education –



Vocational education is a particular teaching, training and learning an individual undergoes to improve his or her knowledge and develop skills that are used to choose a vocation, career, work or occupation and

progress in the world of work. Oladele (1987) , indicated a consensus definition of vocational education: as "the totality of experience through which one learns about and prepares to engage in work as part of his way

of living". When adolescents and youths are informed about who they are as individuals, understand individual differences, abilities interests and the array of vocation that is available for them to choose from, it is believed that this will help them make realistic vocational choices".

Denga, (1999), defines vocational education as "Education which is designed to teach skills, develop aptitudes, attitudes and competences that are requisite to success in a given occupation. The development of talents and manipulative skills is purported to make young people and adults intelligent and competent participants in the changing economic life of their nation. A gigantic industry, vocational education can produce artisans and skilled tradesmen and businessmen and women who may even earn out of proportion to their academic qualification within a relatively short time. Vocational education is like a vital option that can supplement other options and also provide a form of insurance cover for those who, for various reasons, will leave school before attaining degrees. It must be reiterated that those who opt for vocational education have equal chances (in principle) as those in other options, for attaining the highest possible qualification in that field, Denga (1999: P.72)

(c) **The concept of manpower:** - The word "manpower" is a population related concept being used, especially in economics, to describe or refer to a definite population group of a nation. Thus, according to the encyclopedia of Education (Vol .6: PP54 – 55), the term manpower can be defined as the portion of a nations population that is capable of engaging in productive employment. Understood in this way, the term manpower can be seen to be related to a sister term 'labour force' which however is usually defined as referring only to individuals who are within working age, for example, 15 to 65 years in Nigeria and some other countries. Besides, a nation's active labour force is usually defined to exclude students, full time trainees and non-working housewives, all of whom are included within the broad concept of manpower.

What the above definitions show is that the term "manpower" is a more inclusive concept than 'labour force. The former encompass not only the idea of those who are within the working age, but also that

of those who are under it, such as those healthy and bright children in the primary and junior secondary schools of a nation. This is as it should be, for the term; "manpower" includes the idea of both potential and actual workers of a nation. Indeed, the term "manpower" has even been conceived as referring to the totality of the energies, skills, and knowledge available in a country, Diejoman (1978) in Nwoye (1990).

The term 'manpower' is a much broader concept than labour force; it is still a more restrictive concept than total population, which in contrast, includes also groups such as the very young, the very aged, and the totally disabled, who are not expected to play an economically viable role in the society.

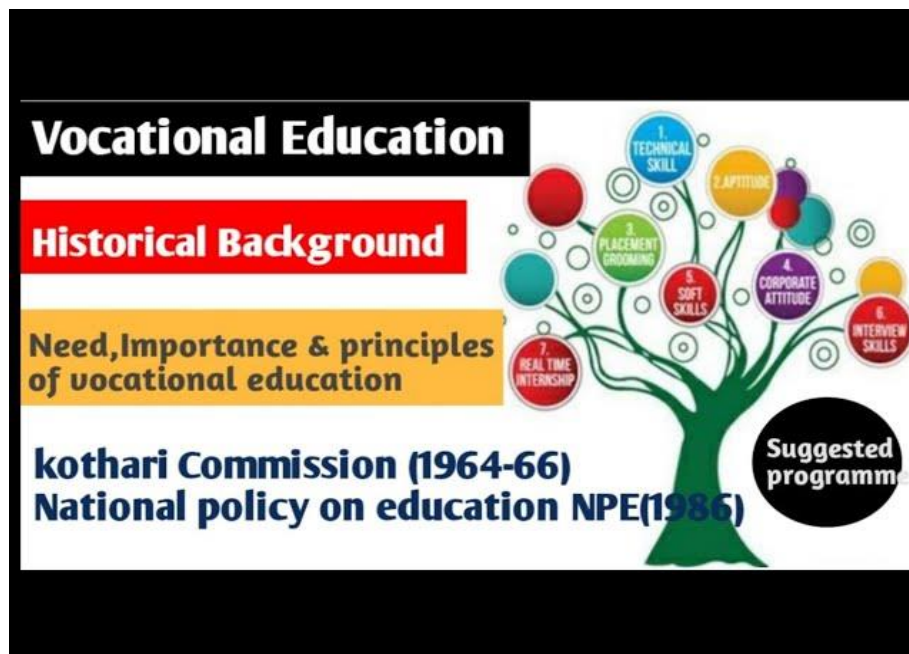
(d) Manpower Development -: Having defined the term "Manpower" as referring to a portion of a nation's population capable of participation in productive employment the term "manpower" development then refers to all programmes and processes designed and undertaken in a country in order to transform people in such a way as to make them capable of contributing actively and more effectively to social and economic development, Okoroafor, and Nwankwo (1984) in Nwoye (1990 .PP 217).

(e) Manpower Utilization: - In contrast to manpower development, the term manpower utilization refers to the processes and strategies designed in order to make sure that all employable persons are appropriately deployed in productive engagements. Thus, manpower utilization programmes or schemes are meant to combat un-employment, underemployment, and over stretching of labour.

Vocational education and manpower is an important issue in human life as it affects man from childhood to maturity. This is because work influences the type of food you eat, the type of house you live in, the type of life you live and who you are in the society. Successful manpower is possible through vocational education, which involves acquiring information, knowledge and skills used for career need and development. Pointing out the importance of vocational education to adolescents and youths, Akinboye, (1987) in Onwubolu, (2009)

explained that the whole process of human growth and development, learning and education, acquisition of knowledge and skills seem to end up preparing man for a vocation, career, work for living and survival. He added that, right from the beginning job related aspects of counseling had been found to be very important in Guidance and counseling programmes.

3.2 Some basic Assumptions about vocational Education: -



The Development and utilization of vocational development programmes is guided by certain underlying assumptions according to Gesinde (2005). These include: -

- (a) vocational choice passes through a number of developmental processes as a result of which the career assistance to be offered should be developmental in nature covering the entire life span of an individual.
- (b) Since all human beings will be faced with the selection of a particular vocation/occupation at a point in time, career development programmes caters for all persons with or without special needs.
- (c) Since choice of vocation or occupation should not be by trial and error because of the inherent dangers, career development programme provides systematically planned procedures for choosing and retaining vocations.
- (d) Since wise choice of vocation always involves acquisition of knowledge, information collection and dissemination is the orbit

through which career development programmes rotate. Career mistakes of an individual occasioned by ignorance or misinformation hinders vocational development. Hence, there is the need to make adequate provision for career education at all levels of education.

The assumption that vocational education and vocational guidance has a crucial role to play in manpower development and utilization is based on the trait and factor view point; with the core function of matching individuals (in the light of what test results say about them) against relevant occupations Nwoye, (1990). This matching model, usually referred to as the trait and factor orientation, has continued to enjoy the admiration and attention of counseling practitioners in

different parts of the world even up to the present period. The emerging respect which vocational education has started to earn in recent years is perhaps attributable to the fact that there are many economic problems that require a pragmatic solution. The creative application of technical skills in industrial and non-industrial settings will certainly lift Nigeria out of several problems that relate to technology and manpower needs.

Vocational skills used to be disdained by many people who considered them as dead end tracks. A child who was placed in a commercial or technical option after the general years of a secondary school programme would consider himself or herself a failure. Parents of such children would normally storm the office of the placement agency to wonder why their children were cursed. Many parents would then embark on a sustained effort, straining themselves beyond expectation to reverse such a placement to the regular secondary school option which they considered university bound.

Furthermore, the rapid educational expansion schemes being executed today in Nigeria have given rise to a rapid increase in vocational education and manpower need. It is presumptions for people to think that most of the students will further their education up to university level and thus qualify for prestigious white collar job. This is not likely to happen. The curriculum of the new system of education for senior secondary schools preaches about career entrepreneurship and trade education, which means short-term skills to make youths employable. This appears to be an appropriate rescue measure. These benefits are even ancillary to the major role which vocational education and manpower development are supposed to play in economic development and nation building.

- 3.3 The Rationale for vocational education to meet the manpower needs: In Nigeria today, the influences of education, technology, modernization, division of labour and use of scientific equipment have created room for a wide range of careers. This demands that adolescents and youths undergo career education in school. It has also been observed by educators that graduating students at all

levels of education encounter difficulties in searching for jobs and in finding one. Also, the present high rate of unemployment and underemployment made it necessary for career education in various levels of education.

Specifically, career education is necessary in schools for the following reasons given by Egbule (2002):

To help students understand themselves in terms of their abilities, attitudes and interests.

To provide students with a broader view about the world of work.

To enhance students' awareness of the various options open to them and give confidence that they can make a reasonable choice between the various options.

To develop in the students the concept of variety of roles available in the society.

To develop the spirit of job satisfaction and motivation as well as self-actualization in the student after a choice of career has been made.

There are several techniques the school can utilize to achieve the above objectives, these include:

Subject teaching approach: academic Instruction is made more meaningful and as a source of motivation to students when it is relevant and related to the student's future career choice. Therefore, teachers and counselors should relate their teaching to the world of work. The counselor can create career awareness in the school by sourcing for information on available career opportunities and disseminating such, using individual and group counseling techniques. Group techniques of disseminating information would include the organization of career talks, conferences, exhibitions, excursions to establishments and industries, etc. Vital information to be provided include educational requirement for the occupation, mode of application, place of work, condition of service, hazards of the job, fringe benefits, salary attached, in-service training, retirement

procedures, leave procedure, nature of establishment (government or non-government), etc. (Gesinde, 2005).

Use of guidance and counseling- This provides Vocational information services, Self inventory service, Individual counseling service, Placement and Employment service, Vocational preparatory service, Personal data collection service, Follow –up service, Adjustment service and Research service.

Education career programmes and activities – These are programmes and activities that are planned and carried out by the school to give career education. Some of these programmes or activities include: Vocational Counseling, Excursion or field trip, Debates, Parents, Teachers Association day, Old students Association day, Career week, Work Experience programme, Organization of career club, Provision of career information centre, Career Bulletin Board, etc.

Starting from the nursery and Universal Basic Education level (UBE), teachers and guidance counselors should keep records of their students' individual Report Cards. This according to Echebe (2002) will help a great deal in making a careful choice of subjects in the Senior Secondary School. At this level, career education should be used to guide the students to choose subjects which are relevant to the career they are interested in and those that match their abilities. Sometimes, some students may have interest in a particular career but may not have the required ability and verse versa. These students need to be led to identify their abilities and interest and how to match them through counselling.

3.4 Vocational Education in Relation to Manpower needs



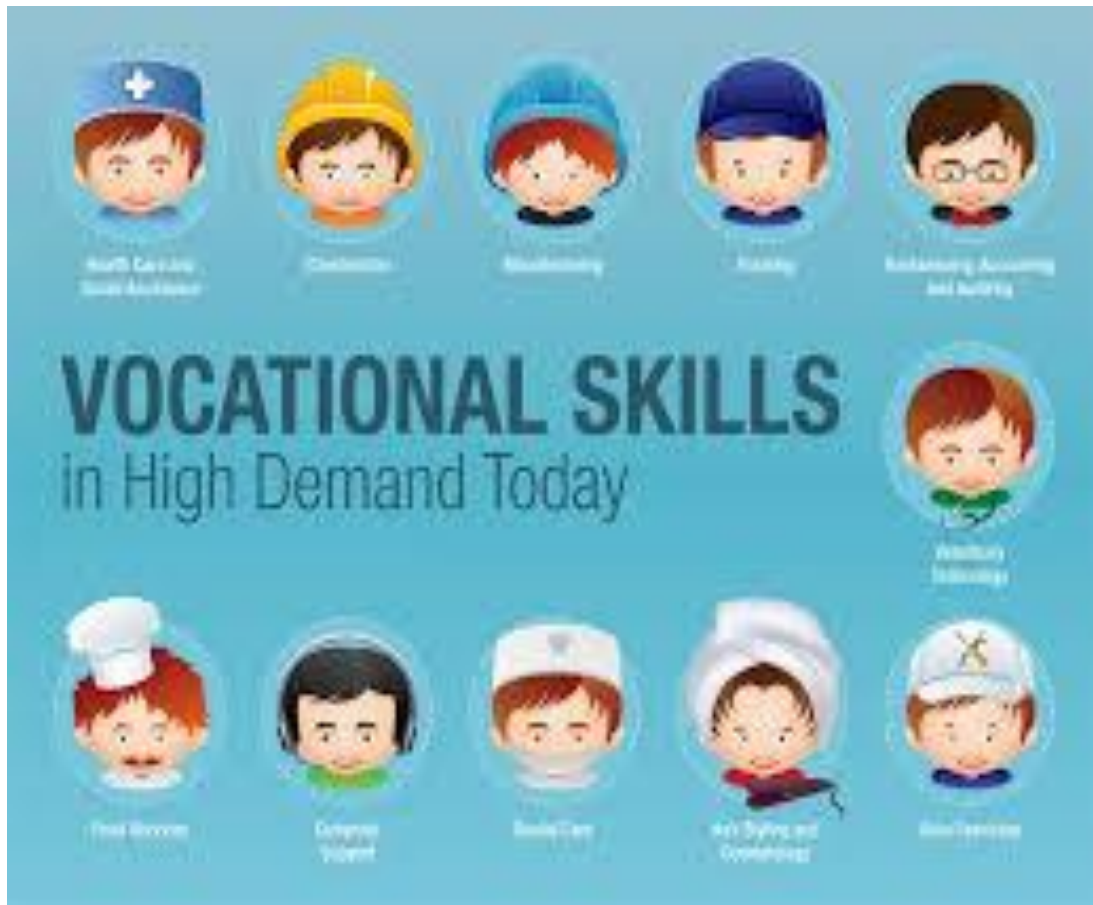
Before entry into jobs, manpower needs education should be provided for students at various levels of education. This is important for students to acquire necessary skills, attitude and information for them to successfully enter the labour market at any level of education they attain. Most guidance counselor has a consensus on what career education entails. These include:

Learning about self (self-knowledge)
Learning about various occupations and careers
Preparing for a career (career preparation)
Entry into a career (career placement)
Progressing in the chosen career.

Learning About self

For one to have the wanted commodity (vocation) in the labour market, it is very important to know oneself and the labour market trend. Self-knowledge and understanding is an important aspect of career education, according to Gesinde (2005). Self-knowledge and understanding of what makes you unique and different is essential to making choice and taking personal decision. In career education, the study should include personality, strengths and abilities, weaknesses, likes and dislikes (interests), needs, aptitudes, individual differences, etc. Commenting on this, kemjika (1995) explained that, for decision making on career choice to be successful, self-knowledge must be achieved. This could only be possible through self-analysis based on relevant personal experiences. Therefore, the quality of one's career choice lies on the accuracy of self-perception.

Learning about various occupations and careers



Knowledge about career involves knowing the different types of career, sub-branches of different careers and the requirements or conditions to get into different careers. Most career are academic based which demand that the students know if they are science, social sciences or pure arts students, etc. In addition, knowing the Labour market trend concerning the marketability of a job or jobs is also important. This knowledge could direct their choice of subjects and courses to offer. The society is very dynamic and with the advent of modern technology, new trends abound in different occupations and professions. For instance, recently, additional brands of engineering, medicine, education and entertainment emerged and these are part of the Labour market.

It has been observed that students and some adults lack the required self-knowledge and knowledge about various careers available

(Kemjika, 1995; Gesinde, 2005). However, they pointed out that the Guidance Counselor can use appraisal tools (tests) and non-test devices to collect the required information for self-knowledge and self-analysis. Students who understand self would not only know their abilities but also limitations in respect of certain subjects, courses and occupations. The students with the guidance of the counselor can now match the knowledge of self and career to make a realistic choice.

Preparing for a Career (Career Preparation)

By matching personality traits with work characteristics, the counselor can assist the individual to make a career choice. The chosen career or occupation will have conditions to be met before entering into it. So preparing for a career may mean selecting subjects which are relevant to the career in the Senior Secondary School. It may also mean educational qualification; acquisition of appropriate training skills, entrance examinations, and or interview, etc. Within this preparatory period, the individual is working towards meeting the conditions that would make him eligible for the career. There is room for change here and the chosen career may be influenced by experience, exposure, motivation and reinforcement.

Entry into a Career (Career placement)

Entry into the chosen career means that the individual who made a realistic career choice and had prepared for the job, has found the job and has been offered employment. When a student has chosen the correct subjects relevant to the career he or she has chosen and has attained all the conditions and requirement, then the next thing is placement. After placement, it is necessary for the individual to retain his career by various means such as in-service training, workshop attendance, especially on capacity building, creativity, obedience to rules and regulations. It is expected that the counselor provide these pieces of information.

Progressing in the chosen Career

Progress in a chosen career requires adjustment to the career. The adjustment must also affect social, economic, psychological and all aspects of one's life. When an individual is placed in a career that he is best matched for, there is the necessity to adjust to the diverse demands of the career (Gesinde, 2005). This is because occupation brings with it social relationship with others. Gesinde is of the opinion that counselors use the knowledge of psychology of adjustments in providing adjustment techniques that would enable an individual maintain corresponding adjustment between job and other social engagements. Proper adjustment will develop in the individual job satisfaction. He will consequently progress in the career and achieve self-actualization

3.5 The Role of the School vocational Guidance programme in manpower Development and Utilization according to Nwoye (1990), Gesinde (2005) Ogbodo (2013) are as follows: -

No matter the economic system and manpower development strategy adopted by a country, the role of vocational guidance centres on career education cannot be over emphasized. In career education, the counselor:

Collects information on careers, opportunities for further education, school and university curricular offerings and related social –personal matters.

Furnishes information to students and their parents concerning the educational and vocational opportunities available to the students. The students and their parents should be familiar with the broad spectrum of educational and occupational choices available.

Visits educational and training institutions, businesses, industries and other employment agencies applicable to students in the school: and establishes cooperative relationships with them.

Obtains from employers, notices of their job vacancies and their specifications for these jobs.

Obtain from appropriate government agencies any manpower development and utilization programmes: and informs students and parents of the national priorities and financial support for training.

Plays leadership roles in establishing, equipping and running a careers library.

Assists each student to understand and accept himself in relation to his abilities, interests, strengths and weaknesses in line with his or her educational and occupational aspirations.

Identifies gifted persons and others with special needs.

Assists students in developing healthy self-concept, realistic occupational concepts, occupational and extra-occupational self-concepts.

Assists parents in developing realistic perceptions of their children's abilities, interests, strengths and weaknesses as they relate to educational and occupational planning.

Helps students and their parents to develop realistic educational and occupational plans.

Consults with school principals and teachers concerning curricular offerings appropriate to the abilities, aptitudes, interests and needs of the students.

Assists teachers in relating school subjects to occupations.

Encourages students to give adequate attention to all the curricular and extra-curricular offerings in the school, and discourages them from too early or premature commitment to any area of the curriculum or any one occupation.

Counsels with students concerning their educational and occupational choices and decisions.

Plays a leadership role in the school placement programme, both in-school and out-of school activities.

Helps to educate students and parents on procedures for applying for further education and employment.

Conducts follow-up studies of all students who have either continued their education or secured employment, as well as research concerning vocational outlook and trends in the community.

4.0 SELF ASSESSMENT EXERCISE

Define the following concepts:-

- Education
- Vocational Education
- Manpower Development
- Utilization

(2) Discuss the basic assumptions about vocational education and manpower need in Nigeria.



ANSWERS

- Education: Education is broadly defined as “ all those processes through which man acquires the experiences which enables him augment the knowledge which he or she already has or those activities through which the intellect is strengthened”.

- Vocational Education: Vocational education is a particular teaching, training and learning an individual undergoes to improve his or her knowledge and develop skills that are used to choose a vocation, career, work or occupation and progress in the world of work.

- Manpower Development: Manpower development refers to all programmes and processes designed and undertaken in a country in order to transform people in such a way as to make them capable of contributing actively and more effectively to social and economic development.

- Utilization: Manpower utilization refers to the processes and strategies designed in order to make sure that all employable persons are appropriately deployed in productive engagements.

2. Basic assumptions about vocational education and manpower need in Nigeria: See page 193.

5.0 CONCLUSION

It has been clearly established that vocational education and manpower need comprise the processes of training aimed at making the potential workforce employable and engaging the individuals so trained in useful economic activities that will bring satisfaction to them and the society. There is need to pay attention to the provision of vocational guidance services in schools as the intention of government has been stated in the National policy on Education (2004). It is necessary that active steps be taken to meet the needs of vocational education and manpower by allowing Guidance counselor to perform their roles in Nigeria educational systems at all levels.



6.0 SUMMARY

In this unit, an attempt has been made to examine a number of dimensions of Education, vocational education, manpower need, development, Utilization and the role of the Guidance counselor in fostering effective development and need of manpower.

The term "Manpower" has been described as the potential and actual work force of a nation. Their relationship comprise the processes of training aimed at making the potential work force employable and engaging the individuals so trained in useful economic activities that will bring satisfaction to them and the society.

7.0 TUTOR –MARKED ASSIGNMENT

1. Explain briefly the concepts of "Education", Vocational Education", "Manpower Development".
2. Give five reasons to justify the need for vocational education and manpower development in our nation.
3. Discuss the relationship between vocational education and manpower need in Nigeria.
4. What is vocational education and how relevant is it to students in the secondary school?
5. Identify the specific roles of the school guidance counselor in manpower development.
6. Discuss the new curriculum of vocational education and manpower needs and utilization.



8.0 REFERENCES/FURTHER READING

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