

NATIONAL OPEN UNIVERSITY OF NIGERIA

# EGC 805



## Vocational Guidance Module 1

# EGC 805 Vocational Guidance Module I

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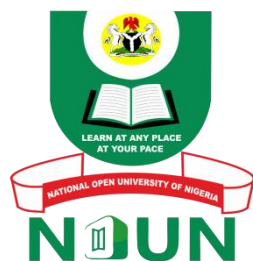
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## Module I

### Unit I An Overview of Vocational Guidance

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#### 1.0 Introduction

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

#### 2.0 Objectives

At the end of this unit, you should be able to:-

1. define the concept of vocational guidance
2. discuss the origins of vocational guidance/contributions made
3. explain the objectives of vocational guidance.

#### 3.0 Main Content

##### 3.1 Definitions

###### 3.1.1 An Overview of Vocational Guidance

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 some 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 19<sup>th</sup> century and beginning of the 20<sup>th</sup> Century, 'Vocational guidance' was used, but with time it has been replaced by "career" because it is "more contemporary and also agrees with the recent trend in the field that career is a life process" Kolo (1999) in Tor-Anyiin (2008).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 attains 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 individuals to choose occupation, prepare for it, enter it and develop in it. Such guidance should be rendered to the learner, taking cognisance of his or her abilities, interests, values personality, and attitude traits.

### **The Services Rendered 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. Guidance student and parents on vocational choices, combination of subjects/courses and assisting them in resolving conflicts in such matters.
- 4.

### **3.1.2 The Origin/Concept of Vocational Guidance in United States of America**

The origin 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 the youth. 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 in 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. Ikaotuonye (1990). To him, in Nigeria vocational guidance like 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, Nigeria has her own method of working to earn a living and was comfortable based on their culture heritage.

However, the origin of vocational guidance will be discussed below both the modern vocational guidance in United States of America (USA) and Nigeria. 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 organised formal vocational guidance lie in the early 20<sup>th</sup> century-Ikeotuonye (1990).

Frank Parson who is regarded as a father of modern vocational guidance released 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, Persons established what became known as the Bread winners' institute in the civic 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 youth. It 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 youth 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.

However, 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. Parsons' book titled "**Choosing a Vocation**" was published post-humously in 1909. He died on September 26, 1908. Parsons (1909) Ikeotuonye (1990:3) formulated three-point techniques of counseling which comprises the following steps:-

- I. 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 two, first and second together. It is also known from Parsons' book that, he based his vocational counseling on a number of principles which includes:-
  - i. It is better to choose a vocation then merely to hunt for a job.
  - ii. No one should choose a vocation without careful thorough and self-analysis, under guidance.
  - iii. The youth should have a large survey of the field of vocations, and not simply drop into the convenient or accidental positions.
  - iv. 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.
  - v. The putting down on paper of a self-analysis is of supreme importance. From all the indications above, vocational guidance interest originating with Frank Parsons, ideas 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.

However, 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 has been 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 organising 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, Merill developed what might be called a programme of conational education rather than vocational guidance at the California school of Mechanical Arts in San Francisco. The programme took off in 1895. According to Brewer (1942) 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.

Furthermore, the National Vocational Guidance Association (NVGA) of U.S.A. defines vocational Guidance as the dissemination of information experiences and advice in regards to choosing a vocation, prepare for it, enter into it and make progress in it.

According to Parsons (1909: pp. 1) vocational guidance is “the process of assisting people to choose a vocation, prepare for and enter upon 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 are to make sure that immigrant 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.

According to Crow and Crow (1960) in Mallum (2000:28) 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 individual’s peculiarities or special abilities and their relations with his occupational opportunity”

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. Cognisance 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 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 into job as just an aspect of vocational guidance. This new approach did not recognise vocation choice or entry as terminal; but simply one of the stages in vocational guidance. This thinking was probably influenced by the fact did not take cognize vocation choice 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 cognisance 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 Carter’s 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 beggar has no choice” because he or she was in a difficult situation, therefore whatever was given to him/her was accepted immediately. Conversely, the applicants accepted the choice to forget the past way of life as he or she continues his/her life. Meanwhile, immediately they assumed office many started looking for jobs that were commensurate with their self—concept and development process.

However, 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 and 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 reality and to convert it into reality with satisfaction to himself and benefit to society.

The above definition of Super (1980) in Nwoye (1990.p.19) 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 is 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 individual's interests, abilities and capabilities, personality traits and needs.
2. Understanding clients’ occupational self-concepts, which is broadening the occupational horizons of the client to debunk any unrealistic or glamorised 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 concepts of vocational guidance has three general objectives involved 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 stage or society.

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

### **3.2 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 have made immensely contributions to vocational guidance, such as Lysander Richards and George Meril in 1898, for example, Jesse B. Davis conducted class counsellor activities at central High school, Detroit. According to Miller (1968) in Ikeotuonye (1990) Frank Parsons Goodwin organised “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 does 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) outline the Landmarks in the development of guidance in the United State of America. Ikeotuonye (1990) outlines the landmarks in the development of guidance and counseling in the United States of America.

### **3.3 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, it has made so easy and to the in simple to select the following as landmarks in the origins and development of vocational guidance:-

- 1881, a book, “Vocophy”, by Lysander Richard was established. It called for a profession meant to help youth in choice of vocations.
- 1895 George, A. Merrill organised a programme of vocational education at the California school of Mechanical Arts in San Francisco.
- 1898 Jesse B. Davis conducted class counsellor activities at Central High School, Detroit.
- 1908 I. 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 organised a guidance programme for schools in Cincinnati.
- 2. 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 found at Grand Rapids.
- 1915 The Department of Vocational Guidance was organised 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. counsellor role and responsibilities were clarified. Counseling approaches, techniques, and methodologies experienced marked developments.

Moreover, all the Acts in 1971, 1990, 1994 of the United States of America congress recognised the role of counselors in providing career assistance with the passage of the school – to- work opportunities Act. This Act provided a framework 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 20<sup>th</sup> 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 talks to students of their school 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.

The groups of helpers were not vocational guidance counselors; however, they were able to sustain their interest in helping the students so well with service started. 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 entitled 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:

- I. By 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. By offering short-term training courses to such masters and mistresses through workshops, talks, films, etc.
3. By collecting information on careers and training and disseminating such information to schools for their guidance.
4. By bringing speakers from industry, commerce, public service, the arts and profession into contact with the council.
5. By maintaining close relations with Federal and State Ministries of Education, Labour and Economic Development.
6. By 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 on the use of psychological tests, compiling cumulative records, techniques of interviewing 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 in Lagos published a booklet written by C. I. Berepiki and entitled *An Approach to Guidance in Schools* (Cote, 1972). C. I. Berepiki was a Vocational Guidance Officer Federal Ministry of Education Lagos. In 1963, a formalised guidance programme was introduced at the Comprehensive High School, Aiyetoro in Ogun State by Harvard/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 organised 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 to a workshop conference on 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 up 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 into 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 organisations 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.

The membership of the Association is open to individuals and corporate bodies. Individual membership is classified as Member, Associate Member, Student Member, and Honorary Member. The details of the required qualifications for each category of this membership are obtainable from the secretary General of the Association, to whom application for membership is also directed. However, the Association has not got any permanent secretariat.

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

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.

Over the years to the present, guidance has been feeling its way towards limelight. Will it get there? Oyinloye (1984) stated that in 1978 only 14 Federal Government and six state secondary schools had organised guidance programmes run by professional counselors. Some important developments have taken place since then. The writer has made an attempt to present a picture of the present status of guidance in Nigerian schools (Ikeotunye, 1983). Among other things, it was stated that:

1. Some sort of guidance services exists in schools in most of the States; but formal guidance programmes are generally lacking in the schools.
2. Most states have set up guidance and counseling units at their headquarters just like the Federal Ministry of Education. In fact a few States have gone further to appoint Guidance personnel in their Zonal Offices.
3. In the Northern States, a growing number of schools have career masters most of whom are, however, ill-prepared for their job.
4. The staffing of guidance services is inadequate and the time allotted to guidance where it operates, is rather insufficient.
5. All career masters and most counselors combine their guidance duties with classroom teaching.
6. Most students use guidance service where available; and the students who receive guidance benefit immensely from the services.
7. 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. 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.

8. Guidance refresher courses and workshops are on the increase.
9. In 1981 the number of qualified counselors in the Federal and State Ministries of Education was 50.
10. A projection was made about the number of guidance counsellors required in the 1982-83 school year for the Junior Secondary enrolment alone, and this number 1990:6-10) stood at 1,600.

### **Self-Assessment Exercise I**

1. Trace the origin of vocational guidance in America.
2. Discuss the development of vocational guidance in Nigeria.

### **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 careers counsellor 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 according to Hayes and Hopson (1972) in Kolo (1990), Tor-Anyiin, (2008), and Ogbodo, (2009) the following:

1. To assist clients (students) to acquire knowledge of the characteristics, functions, duty 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 analyses 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.
8. However, Tor – Anyiin (2008) includes more of the following:-
9. Development of the self-assessment in clients
10. Development of client's self-concept
11. Encouragement of a greater awareness and definition of clients own value.
12. Development of client's occupational concept
13. Encouragement of clients for visionary decision making.
14. Development of clients occupational self-concept and extra occupational self-concept and



15. Helping clients to adjust toward themselves and environment.

The above objectives imply that before they are met, details of respective clients' interests, attitude and other personalities must be ascertained. This can only be done through psychology, (psychological testing) which is the scientific study of behaviour and mental process.

### 3.6 Definition and Clarification 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.

**Vocational guidance:** - The process of assisting people to choose a vocation, prepare for and enter upon it, and attain efficiency and success in it" Parsons (1909.pl).

**Vocation:** - This is a type of work on an occupation or a way of life that one believes suit him or her. It provides job satisfaction and the financial requirement of the individual. Vocation is a calling, asserted 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 and design, Weaving, football playing, nursing, pottery making, priesthood, teaching, military, politics and so forth.

**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. E.g. of career are teaching, counseling, driving, music and so forth. It is a job or occupations one engages in during one's working life.

**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 open learns about and prepares for engaging in work as part of a way of living.

**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.

**Career guidance:** - Those activities that are carried out by counsellor 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.

**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 value market 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).

1. **Occupational information:** - This is data concerning training and related educational programmes, careers, career patterns and employments trends and opportunities.
2. **Vocational education:-** Education that is preparatory for career in a vocational or technical field.
3. **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 immunisation 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-founded\_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 decided 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 ovement 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 recognise 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 spend is the appropriate theme for now and the foreseeable future.

## 4.0 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.

## 5.0 Summary

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



## Self-Assessment Exercise 2

1. Explain the concept of vocational guidance?
2. Mention five landmarks in vocational counseling.

## 6.0 Self-Assessment Exercise

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

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## Unit 2 Psychology of Vocational Guidance

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### 1.0 Introduction

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

### 2.0 Objectives

At the end of this unit, you should 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 course of 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 but unfortunately experience so often fails to produce. These psychological processes are those of vocational guidance. According to Walton (1966) in Olsniyi (2010, pg 93) defined vocational guidance is a process of helping a person match his personal attributes and his background with suitable jobs 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 if 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 help 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.

However, in a bid to forestall wrong entry to vocations in Nigeria the Federal Government of Nigeria (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 counseling.

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

The psychology of vocational guidance will teach you to analyse their ability in term 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 govern position to recruit interested teachers to the task and 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 course is a compound word, the term “psyche’ is derives the Greek roots psyche’ meaning ‘soul or ‘mind” and ‘logos’ Greek meaning ‘word” thus psyche is literally the study of the ‘mind’ or ‘soul’ psychology”, therefore means study of the mind or soul’. This definition was discarded because both mind and could seem to look mysterious and vague, Mangal, (2007) in Tor-Anyiin (2008.pp12). The new definition of psychology emphasis on the description and explanation of consciousness as a study. This was not unconnected with the new field of study, the psychoanalytic. 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 of the psychology re-defined psychology as “the investigation of human and animal behaviour and of the mental and physiological process associated with the behaviour,” Tor-Anyiin (2008) quoting, Howieson and Jackson (1976), Behaviours incidentally deals with the interpretation of actions; hence it deals with thinking and feelings. This implies therefore that psychology is the study of one’s thinking and behaviour as an individual’s thinking influences his/her behaviours. Psychology therefore deals with the basic principles underlying behaviour which comes about through learning experience, intuition and physical maturity. Psychology is also concerned with the how of human development.

Vocation connotes something doing. 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 and self therefore could be the study of behaviours in a work place and also to know thyself and seat up to work and contribute positively to the development of Nigeria in Vision 2020 and ahead. Therefore locate your area of contribution and this entails a long process as it has to do with preparation, entry and progress within a vocation of your choice. This is so because while psychology deals with the how of human development in a given position of environment, vocational guidance determines the how of an individual in his other 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 help g 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 visions 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), Walton (1966), Crutes (1966), Hassen (2006), London (1973) Nwoye (1990), Kolo (1999), Olaniyi (2010), Ikeotuonye (1990), and the under-employment and unemployment situations in the country. Crites (1966) in Onwubolu, (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.

Nigeria is a developing nation, with global trends she is expected to take cue provided by developed countries such as Britain, United states of America and other Western world who have since introduced the study of psychology of vocational guidance in their universities. The need for psychology of vocational guidance will first of all help equip trainees with the theoretical framework from where to start the Nigerian 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.

The need for this vocational guidance will also help the Nigeria vocational guidance trainees to identify and appreciate work values so that they can help the youths inculcate the right work values and attitudes. It is the inculcation of these that will increase productivity.

The need for this course will expose Nigerian vocational guidance counselors 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 the 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 vocation but also help to develop indigenous psychological tests. The exposure to psychological tests will equip them towards understanding the client's values, aptitudes, attitudes, among others.

This knowledge will provide the trainees of psychology of vocational guidance the opportunity to also construct their 'cultural free' psychological tests to understand their clients better in the cultural setting.

The course or study of psychology of vocational guidance will also provide opportunities to the trainees to appreciate the role of appropriate vocational information to be given to clients. It is with this study that the trainees will be able to know how and where vocational information for the clients will be obtained.

However, job satisfaction, motivation and adjustment are terminologies in psychology of vocational guidance. It is therefore only when the trainees under take the course that they will be equipped to understand these concepts. It is only through this course that vocational maladjustments can be understood and be solved. It is therefore to help cure and prevent career maladjustment. It is also this course that will help the trainee get acquainted with the skills of identifying 'maladjusted vocational behaviours and how to go about solving them Tor – Anyin (2008) 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 counselors to assess their client's career choice objectively.

In schools, career Education counsellors are those to 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 counselors. It is through the study of psychology of vocational guidance that one will be properly equipped to guide and assist clients towards proper subject's 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 needs of psychology of vocational guidance, in Nigeria today the influence of education, technology, modernisation, division of labour, use of scientific equipment have created room for a wide range of career. 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 job and in finding one. Also the present high rate of unemployment and underemployment made it necessary for the study of psychology of vocational guidance in various levels of education Egbule (2002) has the following reasons for psychology of vocational guidance to be study as a course in higher institution of learning:-

1. It will help students to understand themselves in terms of their abilities, attitude and interest.
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-actualisation in the student after a choice of career been made through the help of psychological test to assist students in vocational guidance.

## 4.0 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 vocation and knowledge about the vocations requirements as regard 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 through proper vocational guidance.

## 5.0 Summary

The unit here covered the study of psychology of vocational guidance, the importance of psychology in career; the needs for studying psychology of vocational guidance in the universities were highlighted.

## 6.0 Self-Assessment exercise

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 the universities.

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## Unit 3 Psychological Factors in Vocational Guidance

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### 1.0 Introduction

The overall purpose of this unit is to introduce you to the factors of 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. Hence, this unit will cover psychological and sociological factors.

### 2.0 Objectives

At the end of this unit, you should be able to:-

- explain the factors influencing students vocational guidance
- classified such factors under psychological and sociological factors.

### 3.0 Main Content

#### 3.1 Psychological factors in Vocational Guidance

Psychologists say that their profession is the systematic study of mental processes and behaviour. 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 through 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, psychology encompasses what people do, think, feel, perceive reasons and keep the body and soul functioning in reaction to the environment stimuli with knowledge, Tor-Anyiin (2008).

Vocation, which has a Latin cognate, "vocation" means a 'calling' on the other hand, 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, Aptitudes, Personality, Self-Concept, Interest, Needs, abilities, Values, Attitude 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”. 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 (20120, a wide range of intelligence is represented in nearly every vocation guidance 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 differential cut-off points in the JAMB examination scores. The cut – off point also varies from one university to another or other higher institution of learning like polytechnic or college of Education. It is a common knowledge that some courses like medicine, law and Engineering require higher scores than they are required in Education or other single honour 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 some students in other fields. This shows or reveals that there are jobs for different levels of intellectual ability which the students should know and choose from, according to their intellectual ability.

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

## 2. Aptitudes

Aptitude 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 under suitable training, some knowledge, understanding of art or music, mathematic ability and ability to read and speak a foreign language, 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. These task or skills are generally referred to as scholastic hence, the scholastic Aptitude Test (SAT). This is aimed at identifying individuals' respective inclination to any of the aptitudes which also include verbal, spatial, psychomotor, dexterity and clerical as earlier mentioned.

## 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”.



According to Adams (1954), cited in Schultz & Schultz, (1994) in Gafar (2014:57), personality is “**I**” “**me**” “The word “**I**” or “**me**” is what defined you as an individual, as a person separate from all others.

Gafar (2014) cited Adams (1954) suggested that we get a good idea of what personality is by listening to what we say when we use “I”, “me”. When you say I, you are, in effect, summing up everything about yourself, i.e. your likes and dislikes, fears and virtues, strengths and weaknesses.

Personality is the supreme realisation 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”, Carl, Gustav Jung (2006).

According to Feldman (1996) in Tor-Anyiin (2008), personality is “the sum total of characteristics that differentiate people or the stability in a person’s behaviour across different situation”. 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 quite 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 its personality characteristics to fit.

#### **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 limitation and evaluation of them. He added that self-concepts 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 or her to play the kind of role he/she wants 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/she would want to meet in his working life, all these will influence his choice of career and its development.

##### **I. Interest**

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

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

**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.

**Manifest Interests:-** This type of interests is expressed through action and participation and not just by verbal expressions or statements.

**Tested Interest:-** This type manifests under controlled situations. This is accessed 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.

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 characteristic sets of likes and dislikes which differentiate them from men in other occupations and from men in generation. 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, cook and social work.

However, 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.

Meanwhile, the extent to which one's interest lasts in a job is to that extent where his/her satisfaction in that job would last. Interest in the job acts as the steam and propeller that sustain 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 types of psychological needs are identified namely:-

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

The higher order needs includes love, belongingness (affection) esteem (self-worth) and self-actualisation which is the highest need. This is the need of people who feel at ease with them-selves and are satisfied that they are using their talents to the fullest. The sense of satisfaction level is self-fulfillment. As a counselor, knowing an individual's needs can therefore be of assistance to a counseling 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. Need compels an individual to aspire for a way of satisfaction. If a person does not have the need for something, he may not worry himself or herself about it.

However, one of the best classifications of human needs is that by Maslow (1954) Maslow's hierarchical order of needs is as following:-

- i. Physiological needs
- ii. Safety needs
- iii. Need for belongingness and love
- iv. Need for importance, respect, self-esteem, independence
- v. Need for information
- vi. Need for understanding
- vii. Need for beauty
- viii. Need for self-actualisation.

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, it was 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**

Iwuama (1999) cited Onyejiaku (1987) reveals that many adolescent in Nigeria are interested in occupations which demand many intellectual and physical abilities of which they possess little skill. For example following the JAMB yearly results of admission examination into the universities, a lot of students who chose medicine, law, accountancy, pharmacy, and score lower marks 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 course/careers of interests 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 over laps 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, teacher 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, through need, is not the only source of value he concluded. Need and value often go together, to influence one's behaviour 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 behaviour 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.

## **9. Attitudes**

Attitude is simply our disposition to an action, object or phenomena. Tor-Anyiin (2008) cited Westen (1996) stated “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/must read it thoroughly well or pass it” encompasses a cognitive expression, is a core course; and very interesting, 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 includes vocation; and confirms the importance of this psychological variable in vocational guidance.

## **10. Emotional Intelligence**

Obanya (2003) equates 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 to serve as effective for adaptation to changing needs of the society. Hence, according to Akinboye (2003), related emotion intelligence to creativity power, to enhanced productivity at work, through foundational behaviour for work ethics and ethical code of conduct.

Akinboye, (2003) defined emotional intelligence as:

An ability to organise emotion driven perception, intuition, creativity and thought process plus the ability to express such emotion laden behaviour intra personality as well as inter personality to build trust, honesty, integrity, and fairness, human definitely and integrity in life and it work.

The above definition indicates therefore that understanding ones emotional intelligence could be a wonderful weapon towards vocational guidance, because according to Tor-Anyim (2008) quoting Goleman (1995), says 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 one's emotional intelligence level by a counseling psychologist will be of immense assert towards vocational guidance.

### **3.1.1 Sociological Factors**

Some sociological factors play in shaping peoples vocational development and choice. These factors are discussed as following:-

#### **1. The Family**

Family here includes parents occupation, education, values, norms, childrearing practices, structure, socio-economic status influence 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 conditions of certain career persuade their children to study certain subjects that would lead to particular careers. From such a note, the issue of persuasion by parents is worthy of note. Under such a situation, the child may find himself/herself in a dilemma since the choice was not made by him or her, he/she 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 of course. It is well known that Nigerian children from poor families often had 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 gives the growing individual focus on the type of job to need the unmet needs at the initial childhood experience. The over protected child for instance, may become so mean of the psychological or emotional stage 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 into 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, p29).

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. For example, Ogbodo, (2012:pp.48) cited 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.

## **2. Culture**

Culture is the way of people's life; definitely it must influence their occupational or career preferences, especially the norms, customs, values, material and philosophical. A person's culture, though dynamic moves with him/her and life religion, 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 female 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. I also added that even public motors' conductor are not good for woman folk too. Cultural practices are also influenced by geographical locations. However, any female showing interest in those occupations for lack of jobs in the society is regarded as abnormal and need counseling to rethink over again.

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

### 3. Schooling

The school is an important agent of socialisation. It is aimed at human development. It is aimed 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 weakness they 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 create career awareness as students sees them often or and from time to time and learn about such careers with ease.

However, during the class placement especially for SS one, the school through counsellor determines career preference aspirations due to the curricula experience, that is, the subjects selected with good grade results help in determining occupational inclination. The book entitled *Basic Career Information/Entrepreneurial Trade Education* and authored by Ogbodo Rosemary Abo is helpful for SSI students here, because students that select science subjects like physics, biology, chemistry, mathematics, English language and one trade and pass creditably are most likely to go for medicine and engineering, pharmacy or other science based occupations like botany, zoology and so forth.

Meanwhile, schools that offer good subjects combination with qualified teachers can as well influence their students through teaching their subject(s) like the English teacher or mathematics teacher (s) can emphasis on the importance of English or mathematics in our society and create career 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 in spite of social change. The quantity and quality of teachers and social contact of a school are also influential in the vocational development.

The school can take advantages of school counsellors whose functions include helping students in their vocational problems. Counselors ought to assist to develop such, as attitudes, values and learning/study skills necessary for vocation in our students.

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, Port-Harcourt would likely be interested in Marine or water studies than those in Sokoto or Maiduguri or other far Northern parts of Nigeria. School geographical location could equally influence their career choice due to the social experiences and available vacancies or location related to the area.

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

#### **4. Peer Influence**

According to Obanya, (1976), Kuti, (1979), Ogbefer, (1982), Iwuama, (1999), Tor-Anyiin, (2008), studies available 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 criticised 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 group. 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. Paragraph 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, suggests 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) summarised 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 this discussion above 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. Group counseling with them could be helpful. The students/clients with individual differences know how to protect themselves against all odd, and they should be encouraged to be creative.

#### **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 in 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, Kemijika (1995) reported that Elegbede (1977) discovered in his study that some students rejected Law, because according to them, the profession perpetuates 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 or 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. Onyejiaku (1987) in Iwuama (1999), supporting this view 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 Muslims, in the light of their religious orientation would express interest in teaching and military career. Today, many "born again" Christian and likewise Muslims, would not accept any job in a tobacco or brewing company because of their religious convictions.

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

However, the above, implies that counseling psychologists must understand a client's religious background and the conflicting situations before venturing into the vocational guidance. Counselors must bring out students from the shackles of religion. Let the students (clients) know the difference between spiritual survival and economic survival, parent, teachers and others should work hand in hand with the counselors while counseling one concerning one's career matter because of one's religious affiliation.

## **6. Economic Factor**

Economic factors are 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 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: the occupation which pay the most are those which have scarcities of labour and those which pay the least are



those which have surfeits 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 shows 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 in the 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 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 his or her vocational interest stabilizes as he matures both physically and intellectually with age. With majority in his/her age, his/her vocational choice improves 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 female 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. Because, with knowledge explosion, improved technology, women liberation and emphasis on fundamental human rights of the women flock, many vocations are no longer gender bias. However, in spite 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 women. The marital status of women therefore 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. Counselors 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.

Choice came about as a result of unplanned circumstances or events for example, some body is trained as an accountant or administrator but because he or she has not gotten that particular work he was trained for, can just hear an announcement over the radio for teachers' recruitment on a certain day and decide to go for the interview and eventually gets selected for the teaching work. On this, he or she has no option but to pick the appointment because he/she needed to survive, while there, his or her eyes are still on another work.

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

### 3.1.2 Other Factors that Determine Vocational Guidance

Apart from those factors under the classification of psychological and sociological, there are other factors that the students need to know with the help of counselor. 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 daughters 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 attaching to the vocation such as the prospects for the career and other prospects for social influence and advancement Olayinka (1979:pp.44)

However, Iwuama (1999:pp26), cited 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 sue 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 recognised 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 influenced vocational guidance were in the following hierarchical order:-

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

### 3.2 Vocational choice or career

Having known the various factors that influence career, Nweka 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 one's lifetime” vocational choice or career choice in essence refers to the process whereby 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 realisation that the necessary demand and implications of entering into the 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 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 hair dressing to typist, or to a sales girl or to teacher in a private elementary school 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, later start selling magazine in the campus, and much later becomes a news editor and finally improved himself and become a manager of a publishing company has a career or vocation. In fact, 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, business and progresses through it, in fact, “vocation or career is more than a job, it is a way of life” Iwuama, (1999).

Meanwhile, the problems being faced by students and others in view of the increasing number of work options and in view of the intricacies involved in works nowadays. This call for proper guidance and counseling at school is 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 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.

## 5.0 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 factors and sociological factors. Counselors, teachers, parents and other factors to be considered while educators should bear these factors in mind while helping the students in their vocational choice.

## 6.0 Self-Assessment Exercise

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

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### 1.0 Introduction

In this unit, we shall discuss the meaning of psychological test in vocational guidance in relation to educational setting; definition of test from authors' perspectives. Attempt would be made to discuss the role of psychological test and draw examples from various usages. Classification and types of psychological test and non-test techniques would be highlighted and finally the uses of these tests.

### 2.0 Objectives

At the end of this unit, you should be able to:

- define and explain the term 'test' 'psychological test'
- list five psychological tests and explain with examples
- outline five non-tests 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 Fawcett (1981) 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 to vocational guidance.

#### 3.1 Psychological Test and Vocational Guidance

However, psychological Test are tests used specifically in the area of psychology. According to Makinde (1993), psychological test is generally a set of questions, problems, symbols and exercise 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 standardised but sometimes, maybe non-standardized.

These are standardised 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 requires that tests be conducted on them to facilitate their self-identification and understanding.

Tor-Annyi (2008) drawing from Feldman (1994), argues that “psychological tests are standardised 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 standardised procedures of measurement aimed at collecting adequate and reliable information on an individual for the individual, through the individual or significant others.

Standardised tests are the counsellors’ basic instrument for objective assessment of the personality traits, aptitudes interest and other characteristics of the individual. Clearly, individual counseling 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 characteristics behaviour types.

The core aim of psychological tests is to help identify individual differences and how they 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 vocation. Choice of a dependable vocation is the role of vocational or career guidance using the psychological tests 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 behaviours performance or way of reasoning is sampled with a view to making a generalised conclusion or statement about his usual behaviour or performance. Test usually reveals 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. According to Ikeotuonye (1989) a test represents a method of obtaining a sample of behaviours under control conditions.

## **3.2 The Uses and Role of Psychological tests in Vocational Guidance**

The relevance and 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 maximise 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 counsellor gains a total picture of the counselee and his/her background for guidance purposes and of course vocational guidance. Bulus also emphasised that even out of school there is high need for effective assessment of the individual’s capabilities, interests and aptitudes for employment



and training purposes. Bulus and Lar (1986) also identified the relevance of psychological tests to vocational guidance whereby they stated that such test 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. Predicting 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 brings us to classification of test.

### **3.3 Types of Test Used in Counseling**

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

#### **I. The first is the intelligence tests**

These were the first standardised psychological test to be developed. Other terms synonymous to intelligence are mental ability test, academic ability test, and scholastic aptitude test. 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 test can be measured in terms of an individual's effective operation on the six (6) levels of cognitive development. Which includes:-

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

An intellectual person is expected to perform very well in these areas compared to others. You have a general knowledge, but what areas can you best perform and at what level? Nursery, Primary, Secondary, University or any other profession? Example, 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's intelligent tests include 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 combination. The role of vocational guidance here is to expose individuals to available opportunities, education is the first prerequisite. The three educational ladders include the primary; secondary and tertiary have their respective opportunities.



According to Ikeotuonye (1990, Pg. 124) stated “one’s educational attainment is very crucial in vocational guidance hence intelligent tests are therefore available to ascertain one’s occupational level and ability. Individual and group intelligent tests exist for use to determine their respective occupational ability level. 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 measure for determining intelligence for mass recruitment into occupations includes:

- i. Army Alpha and Army Beta tests (verbal and non-verbal). They were firstly use during the First World War to recruit army personal.
- ii. Forge-Thorndike intelligence test
- iii. Progressive matrices which has been validates in Nigeria
- iv. California tests or 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 determine academic achievement which has to do with vocation, orientation as they also help to dictate or assess successes in some given courses and subjects.

## **2. Aptitude Test**

Aptitude maybe defined as a trait that characterises 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 experience. 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 difference aspects of intelligence. It is concerned with predicting an individual’s potentials and successes in a restricted and specific field of knowledge. It determines individual’s special aptitudes which are used for placement to various vocations. For examples the uses of aptitude test includes

- i. The Difference Aptitude Test’s (DAT) used for primary school education and vocational inclination;
- ii. The General Aptitude Test Battery (GATB) for the JSS I and degree holders is simply to determine where one will be most productive;
- iii. The Multiple Aptitude Test (MAT) meant to measure primary school and secondary schools educational, vocation and performance.
- iv. The Flanagan Aptitude Classification Tests (VACT) for JSS up to degree holders.

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

However, on the other hand, the Nigerian Test Development Research Unit Tests, the Different Attitude 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 in special ability in such areas like creativity, music, arts, computation and numerical. This is why Ikeontounye (1990) explained that aptitude tests determine specific abilities and limitations to the various occupations and help to determine occupational cluster.

Meanwhile, 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.

Moreover, the Federal Ministry of Education in Nigeria administers scholastic and vocational aptitudes tests to JSS III examination. It serves as a predictive tool for their success in the senior secondary school education as earlier stated. Other standardised 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 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, and Social Studies etc. They help teachers to determine the strength and weakness of students in various subjects/courses area for diagnosis. They are also used to predict success in school subjects i.e. prognosis. Example, Achievement test include JSCE, SSCE, WASCE.

We can further include tests of special traits in Achievement test that are frequently important in the educational programme, but are not included as core subjects or courses in the curriculum like:

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

Meanwhile, 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 standardised Achievement tests. There are other tests like California Achievement Test (CAT) and Sequential Test of Educational Progress (STEP).

The Achievements are mostly constructed by teachers in various teaching subjects or courses.

#### **4. Interest Test**

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 manifest interest.

#### **5. Manifest 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 in that area by using inventories and checklist. From these the pattern of high and low interest will emerge. Examples of interest test are vocational interest Inventory by Bakare, i.e. Motivation for Occupational Preference Scale (MOPS) used by Nigeria school counselors to guide senior secondary students during first term registration, and other by Kinder Occupational Interest Survey (KOIS).

This Inventory interest is the assessment of one's preference for a large number of activities and occupation. In inventoried, each response is given an experimentally determined weight and the weights are summed in order to yield a score which gives an object pattern of interest that is stable. Likes and dislikes are recorded in a structured.

The measurement of interest is predicated on the assumption that people have tendency to excel, to be devoted or to be committed to and excel 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 chosen career without many mistakes.

#### **6. Personality Tests**

Personality tests are also called "personality inventory". The scale of personality characteristics attempts to access the non-intellectual aspects of behaviour of personal counseling. Different occupations required different personality traits or characteristics. Personality traits that can help a person in achieving success in one occupation may hinder success in other unrelated occupations. For example, a very short-man cannot join the Army or Police-Force. Not every person will join the military in which the core aim is to kill. 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. Psychological tests are used to determine an individual's emotional intelligence, social relations, motivations and attitudes.

However, personality traits could be identified through understanding the individual's problems, through understanding his background and identification of his traits and dispositions. Thus, personality traits are identified through the problems, clinical, trait and projective techniques approaches. 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. The Bakeres Study Habits Inventory (SHI)

On the other hands, in order to determine whether an individual has a historical health problem in the family to prevent him or her entering into a vocation, the clinical approach is adopted. The clinical approach is aimed at understanding a potential workers' health history, whether he or she had psychometric problems, motor disturbances, and family delusions.

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.

<b>Do You Want to:</b>	<b>Then Consider:</b>
Help people who are sick, old or handicapped?	Health career/and Hospital works.
Help people understanding each other better?	Education counselors, social work, public services workers, pastors, Imam, Public relation Workers.
Organise activities and deal with people?	Business, sale, politician's public relation workers.
Work with your hands with hard labour?	Artistic workers Engineering, Mechanical workers
Help people receive a better Education?	Educational & counsellor 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 counsellor or learn more about them this rough 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, and friends etc.

### **Subject offered in the senior secondary (SSS) and possible career opportunities**

<b>SUBJECTS</b>	<b>POSSIBLE CAREERS</b>
English language	Lecturer ,teacher, lawyer, politician, Journalist, News writer, News caster, Novelist, Proof reader, Poet, Broadcaster, Administrator, Pastor, Imam, Secretary, Librarian, Guidance counselor, Police, Soldier, Air force, etc.
Mathematics	Statistician, Lecturer, Pilot, Aeronautic, Engineer, Auditor, Teacher, Accountant, Pharmacist, Chemist, Dentist, Radiographer, Metallurgist, Laboratory, Bio-

	chemist, Pilot 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 Correspondence Immigration etc.
Trade/Entrepreneurship Studies	You can be yourself employed/employer of labour take advantage of all business opportunity make profit with Curative idea for changes to disgrace poverty
Physics	Radio, Television and Electrical 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: Pg28-29)**

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 person who have been successful in the occupations you have highlighted.

As mentioned earlier, the subjects a student selects early in senior secondary school determine the type of course study 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 analysed him or herself in terms of these interests, value needs, aptitudes and abilities. How do you model yourself in relation to your parents?

## 5.0 Summary

We have presented some other factors influencing students' vocation/career in their various broad categories as a guide for practical guide for counsellors.

## 6.0 Self-Assessment Exercise

1. Describe any five other types of factors that can influence your vocation or career choice.
2. Briefly highlight the factors which can influence your career choice.
3. Discuss why “vocation or career” is more than a “job”.

## 7.0 References/Further Reading

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## Unit 5 Needs for Vocational Information

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### 1.0 Introduction

The need for vocational information and strategies/techniques is a vital part of an organised vocational guidance programme. It is necessary if students are to be provided with the basic knowledge needed to understand vocational problems, to choose occupations and so forth. Bulus (1990) maintains that for any person to be able to make a wise rational, realistic, and meaningful or take 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. And the strategies/ or techniques of information are discussed.

### 2.0 Objectives

At the end of this unit, you should be able to:

- explain which vocational information is necessary and vital to students
- enumerate the various ways of disseminating vocational information to students
- explain or write short note on some career terms.

### 3.0 Main Content

#### 3.1 Needs for Vocational Information

Any positive step towards achieving the objectives of vocational guidance in schools should carry out analysis of the student who the service is being given to. The analysis should involve the students' interest, abilities, values, needs, aptitudes, characteristics – personal and social, 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 choices. A lot have been said about students' vocational factors influence their choice in the previous unit. There is need for vocational information in the choice of vocational guidance. 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 this ugly situation on the educational system and the teachers and concludes that since the teachers and the education 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 inevitably rely on the influences of unreliable non-professional sources for vocation information, such as parents, guardian, peer, friends, other family members and so forth. 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.

Nwaje, S. D (1989) in his contribution insists that “the quantity and quality of education determines the kind and level of job one aspires to or will be able to cope with”. The challenges before the school counselors and teachers is to spread the vocational information over the years of the child's lifetime since vocational/career development is a



process that spans over many years of his/her life. Furthermore, for the students to get realistic vocational information, the following summary outlines on the need for vocational information presented as adapted from Nwoachukwu and Ugwuegbulam (2007), Iwuama (1999), Nweke (1989) and Nwajei (1989).

- a. To reduce unemployment/under-employment.
- b. To help counsellor/teachers guide students in their career decisions by relating education generally to the practical aspect to 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 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 one's 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 show some competence 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 whole society.
- 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/her life choice of occupation.
- p. To become fully aware to occupational and educational opportunities in the community.

From the above obvious reasons, henceforth, there is need to use the results from the analysis of students to provide them information to show 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:pg105). Information about vocations can filter to students informally but such information may be wrong. Organised individual and group vocational guidance can bring about students having valid and reliable information about different occupation.

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 worker and source 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.

### 3.2 Procedures/Techniques for Vocational Guidance

A well-organised system of vocational guidance readily available to students and a setup which encourages students and trains them to find out the available information about vocation from 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 lead 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 to 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 and 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, understanding his environment and acquire decision – making skills.

A person or students understanding of himself/herself would enable him/her to develop a more accurate concept and perspective of the world and facilitate his/her eventual adjustment. Time-wasting and indecision in important issues of life will also be prevented.

Appropriate technique for this foremost task include questionnaires, aptitude tests, achievement tests, rating scales, home visits reports, behaviour descriptions, personality and interest inventories and autobiographies. The variety of information derived from the self-analysis provides the broad outlines of a blueprint for the occupational search, 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 procedure involved in doing something or performing a task. That is the methods, means and procedures of assisting individuals or group to be adequately informed so as to make the best use of the opportunities in these areas and be satisfied with the outcome. Hoppock (1976:pp-6) says that “any kind or all kinds of information regarding any position, job or occupation” an individual is given potentially useful information that will help him or her, to first have clearer understanding of the attitudes, interests, attainments, dispositions and circumstances involved in occupation as well as choose and be successful in particular jobs.

Consequently, the following selected strategies or techniques are briefly discussed as follow:

**1. Individual and Group vocational counseling:** Here, the counsellor 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, individual will enjoy the advantages of having a one-to-one interaction with the counsellor or other career experts who helps 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 is upon the need to help the student from realistic picture of himself/herself to possess self-understanding and self-acceptance and thereafter proceed to make an intelligent occupational selection and satisfactory preparations what would enable him to adjust well to 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: on the other hand 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 organised, members of the group learn from one another about careers and equally help one another to overcome some vocational/career problems.

One of the advantages of this approach is that if well organised, members of the group learn from one another about careers and equally help one another to overcome some vocational/career problems. If properly organised, the counsellor can disseminate vocational information to a good number of students at a 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 the research by Iwuama (1999), he discovered that group vocational counselling was relatively more effective than bibliotherapy and career day in fostering realistic vocational choice of students in Owerri, Imo state of 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 counsellor or teachers for further clarifications and encouragement. According to Okon (1983), he see bibliotherapy as the use of books, printed materials, written manuals as effective process for growth, development and specific positive personality and specific positive personality changes including career expressions.

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

## **3. Careers Day**

This is sometimes called careers' week, careers forum, careers' conference, careers consultation, careers seminars, careers' workshop, careers' symposium, careers' debates, careers film shows careers demonstrations or role playing and teaching on different careers. No matter the names labeled, all of them have a common goals or purposes. Baer and Robert (1964) see careers day/conference as group meetings held with representative of occupations from the community. In essence, this vocational activity involves inviting people from various work places to speak to students, perhaps, teachers, parents and other people about occupations.

This is an awareness creating exercise about existing jobs or careers that represent a number of activities for a whole day or week. Through this, the students (clients) become aware of existing careers and thus are enabled to make realistic occupational choices. Experts or professionals from different works of life are invited to speak to students.

For example, a medical doctor or a teacher could speak on Medicine or teaching as profession, like 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 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' devices and instructional materials. Careers day could be organised 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. Student will be able to select particular careers which they would study thoroughly after the programme.

Meanwhile, organising a careers' day has its own operational problems. In specific terms, Egbochuku (1997) citing okon (1983) Iwuama (1999) and Ogbodo (2013), highlighted the following problems areas in organising 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 organise a meaningful career day. Logistically, the principal and staff may disappoint the organiser 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.

#### **4. Career Convention**

These are more like trade fairs where information on job requirements and documents that could be browsed through at the convention are made available.

#### **5. 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 organisation are visited and interviewed at the same time and in a single criterion for selection of new workers, training programme/opportunities, conditions of

service, promotion and advancement prospects, stability and growth of the company/organisation during the visit.

## **6. Occupational or Career Files**

The need for students to have career files cannot be over emphasised. 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.

## **7. School Clubs**

School clubs are equally important means of offering opportunities to students to gain information about various vocations, especially in secondary schools. 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.

## **8. 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” as well as 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.

## **9. Role-Playing**

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.

## **10. Career Games and Fiction**

This involves giving account of the experiences of some fictional characters which could help in stimulating the vocational interest and aspiration of students.

**11. Audio Visual Aids** like films, slides, tapes/cassettes, television or radio help in generating career thoughts in the students.

**12. Books** (including biographical accounts of the life of successful people in their careers.

Journals, telephone directories, computer based system, storage retrieval mechanised system, internet services and counsellor 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.

### **13. Newspaper Publications**

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 counsellor and students get to know areas of potential employment (Ekwe, 1991).

### **14. Work Experience Programmes**

These programmes give individuals the opportunity to work in an organisation 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 the 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).

### **15. On the Job Training**

This is an opportunity of an in-service training made available in order to train an individual for job improvement and up-date of skills and information/knowledge. With the appropriate information on the job, individuals would be equipped to utilise the available opportunities.

### **16. Old Students Association Day**

Old students (graduates) of a school, on a particular day scheduled by the school, give current 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.

### **17. College Days**

Are usually organised for out-going students. Workshops are organised especially for career planning activities. This may involve the school authorities and college officers from universities and other tertiary (post-secondary schools) institutions.

### **18. Parent Conferences**

Here, parents are invited to give an insight into the capabilities of their children's academic achievement. They also familiarise 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.

## **19. 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, storytelling 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.

## **20. 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 organisation 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).

### **Self-Assessment Exercise**

1. Discuss three (3) reasons why you need vocational information.
2. Write short note on:
  - Career Games and Fiction
  - Career information Centre
  - Field trips
  - Old students Association, with examples

## **4.0 Conclusion**

In this unit, the emphasis has been on how best a counsellor or teacher or the school could make the obtained vocational information available to students using various and appropriate strategies or techniques was discussed as well as the need for vocational information.

## **5.0 Summary**

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

## **6.0 Self-Assessment Exercise**

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 note with examples on the following:

- a. Individual and Group vocational counseling
- b. Bibliotherapy
- c. Career games
- d. Careers Day

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