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Vocational Guidance Module 3

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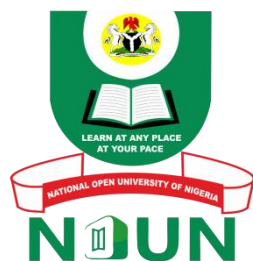
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Module 3

Unit I Self-Concept in Vocational Guidance/Super's Ten Propositions on Vocational Development

1.0 Introduction

According to Socrates “an unexamined life is not worth living”. In his opinion, the individual should seek to “know him or herself”. He was of the view that ignorance was the root of evil and that knowledge was the source of virtue. It is therefore important that an individual takes time to systematically review various aspects of his or her life, most especially those aspects that have or will have bearing on his work life, for “work maketh man”. This unit will be focusing on the self-concept in vocational guidance and super's ten propositions; super's later five stages of vocational development theory: major concepts: counseling implications in Nigeria's situation and its applications in Nigeria's situation and its applicability to Nigeria situation. Self-concept has so many definitions, notable among which are those of Cooley (1902), Mead (1934), Allport (1937) Rogers (1951), Symonds (1951), Maslow (1968), Denga (1988), Olowa (1990), Tor-Anyiin (2008), Ogbodo (2013). However, these writers developed their themes in different ways they were all in agreement with William James (1890), Original definition of the Self –concept as a hypothetical construct which is reflective, that is the knower and known are the same person.

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

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

However, self-knowledge is the perception of the traits that a person attributes to himself. It is the understanding that one has of his self as he operates the manifestations of self-concepts, which are, self-esteem, clarity, abstraction, refinement, certainty, stability and realism. It is a summation of one's views of who he is in terms of ability, interests, aptitude, capabilities and motivation.

2.0 Objectives

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

- define self-concepts from different perspectives
- analyse the super's propositions with five stages of vocational development and know how to plan for his/her lifelong education.
- explain the implications and illustrate how to apply it to Nigeria situations.

3.0 Main Content

3.1 Self-Concept in Vocational Guidance/Super's Ten Propositions on Vocational Development

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

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

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

These stages may in turn be subdivided into; the fantasy tentative and realistic phases of the exploration stage; the trial and stable phases of the establishment stage;

6. The nature of the career pattern, the occupational level attained and the sequence, frequency and duration of trial and stable jobs are determined by the individuals parental socio-economic level, mental ability and personality characteristics and by the opportunities to which he is exposed;
7. Development through the life stages can be guided partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing in the development of the self-concept;
8. The process of vocational development is essential towards the developing and implementing of self-concept. This a compromise process in which the self-concept is a product of the interaction of inherent aptitudes;
9. The process of compromise between individual and social factors, between self-concept and reality is one of role playing; which could be played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part time work and in the jobs; and
10. Work satisfaction and life satisfaction depend upon the extent to which the individual finds the job adequate for his abilities; they depend upon his establishment in a type of work, a work situation and way of life in which he can play the kind of role which his growth and exploratory experience have led him to consider congenial and appropriate.

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

3.2 Super's Later Five Stages of Vocational Development Theory are as Follows:

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

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

Hence, the five stages of vocational development according to super (1963), Olowu (1990), Oladele (2007), Tor –Anyiin (2008) includes:-

- i. The Growth stage (from birth – 14 years)
- ii. The Exploratory stage (from 15-24 years)
- iii. The Establishment stage (from 25-44 years)
- iv. The maintenance stage (from 45-65 years)
- vi. The Decline stage (from 66-death)

The Growth stage (birth-14 years):

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

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

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

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

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

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

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

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

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

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

The establishment stage has two sub-stages:

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

The trial period is the movement from one vocation to another because no job satisfaction is obtained. People leave the teaching profession to banking or administration either by lateral or vertical movements. Lateral transfer is staying in one occupation but moving to different schedules while vertical transfer suggests dumping a profession for another.

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

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

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

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

Declaration is an expressed position of inability to continue in some functions.

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

3.3 Major Concepts in Super's Theory

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

Major concepts in Super's theory

A. Vocational maturity

This two-word concept is defined by Osipow (1982, p.156) as “the cognizance between an individual's vocational behaviour and the expected vocational behaviour at that age. The closer the correspondence between the two, the greater the individual is to vocational maturity”.

This implies that one examines the role being performed in a vocation by an individual as well as his/her chronological age. This is influenced by the individual's intelligence and performance. It is aimed at determining whether and to what extent a given individual is

coping with the vocational development tasks with which he/she is confronted with at each stage of vocational development. Ikeme (1990, p.84) defined the concept as “the ability to cope with the vocational or career development tasks with which one is confronted”. This ability is compared with those of others who are at the same life stage and face the same development task.

The above definitions imply that vocational maturity deals with how efficient one performs tasks as per such vocation, taking into cognizance his/her education, experience, and physiological or psychological set up. Super and Overstreet (1960) concluded that in the ninth grade, boys vocational maturity is related to the degree of intellectual and cultural stimulations; the degree to which they are intellectually able to respond to that stimulation, their aspiration to higher rather than lower socio-economic levels and the desire and ability to achieve reasonably well in a variety of activities. This explains why to others it is seen as being synonymous with vocational adaptability, particularly in reference to adults. According to Ikeme (1990), Super had differentiated the two terms on chronological basis, because adults lack the educational and vocational options which the youths have, within the cultural setting. Adults have only experience to their credit.

In order to make the concept more empirical, Super (1960) developed the career pattern study. Using a sample of 142 9th grade pupils in middle town New York, to represent American culture to study their vocational maturity; the study identified five dimensions of vocational maturity thus:

- i. Orientations to vocational choice,
- ii. Information and planning,
- iii. Consistency of vocational crystallisation traits;
- iv. Wisdom of choice, and
- v. Vocational maturity (Osipow 1983).

- i. Orientation to vocational choice.** This aspect of the career pattern study examined the extent to which an individual showed concern for vocational problems and how effectively he/she used the available resources to solve the vocational problem. The variables adopted to bring out this dimension include viewing the behaviour reflecting recognition of the need to make educational decision that has vocational implication. Accordingly, Peterson and Nisenholz (1992) stated that:

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

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

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

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

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

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

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

- v. The wisdom of vocation choice:** This dimension sought to measure the degree to which there is congruence between vocational preference and ability compared with fantasy preferences, occupational level of measured interest with occupational level of preferences and socio-economic accessibility of the individual. All these indices were based on the combination of the Strong Vocational Interest Blank (SVIB) and Work Value Inventory (WVI) and the Career Pattern Study (CPS).

Wisdom of choice is determined if there is agreement between an individual's abilities and his/her preferences. There than that of the bottom quarter of the people in the field. There were other considerations to determine wisdom of choice. For instance, the boys' occupational choice and their models occupations rating were compared and related, also the smaller the index in social accessibility the wiser the choice.

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

- i. Biosocial factors
- ii. Environmental factors and
- iii. Vocational factors

Overstreet concluded that vocational maturity is related to intelligence and that age is of less importance in vocational maturity at least at the ninth grade stage of development. This

is very possible because the ninth grade grouping had been by ability or intelligent quotient (IQ) and not on chronological age; the ninth grade equally have the same school experience.

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

Vocational Factors: In Nigeria, the foundation for vocational locations could help explain vocation maturity because the rural area is more agricultural oriented than urban. The negative relationship between Protestantism and vocational maturity could not be explained in Nigeria concept. It could probably be as a result of misconception of the items or faking in responding.

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

B. Self-concept

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

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

Self-concept however, is developed within a social cultural environment. Hence any behaviour exhibited takes into account the identified beliefs and values, which are very stable of the individual. James in Olowu (1990) therefore identified four components of self-concept

- i. As the spiritual
- ii. Material self
- iii. Social self and
- iv. Bodily self.

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

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

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

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

The ninth proposition also focuses on self-concept saying:

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

Super's ten propositions (1953:189-190) includes;

1. People differ in abilities, interests and personalities
2. As a result of these differences, they are qualified for several occupations
3. Each occupation requires a characteristic pattern of abilities, interests and personality trait, with tolerance wide enough however to allow both some variety of occupations for each individual

4. Vocational preferences and competences, the situation in which people live and work and hence their self-concepts change with time and experience, making choice and adjustment a continuous process.
5. This process may be summed up in series of life stages characterised as those of growth, exploration, establishment, maintenance and decline and these stages may in turn be subdivided into:
 - a. The fantasy, tentative and realistic phases of the exploration stage
 - b. The trail and stable phases of the establishment stage.
6. The nature of the career pattern- the occupational level attained and the sequence, frequency and duration of trail and stable jobs is determined by the individual's parental socio-economic level, mental ability and personality characteristics, and by the opportunities to which he is exposed
7. Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self-concept
8. The process of vocational development is essentially that of developing and implementing a self-concept: it is a compromise process in which the self-concept is a product of the interaction of inherent aptitudes, neutral and endocrine make-up, opportunity to play various roles and evaluations of the extent to which the results of role playing meeting with the approval of superiors and fellows
9. The process of compromise between individual and social factors, between self-concept and reality is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work and entry jobs
10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits and values. They depend upon his establishment in a type of work, a work situation and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate.

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

This proposition suggests that self-concept is understood through fantasy, or reality. Opportunities to experience reality of fantasy according to Olowu (1990) are however limited. This does not mean that self-concept or self-knowledge cannot be understood prior to vocational choice, as the subjects offered, the physical and intellectual demands, media information, peer discussion, parental socio-economic background, and type of the social environment and its location help one understand his self-concept and possible jobs or vocational choice to match his/her self-concept. If for any reason, available sources are defective, inadequate and incorrect, mismatching of self-concept and vocation choice may occur. This can result to frustration, poor productivity and ultimately non self-actualization or maladjustment, (Olowu 1990).

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

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

This proposition suggests that work and life satisfaction are complementary. For one to feel self-fulfilled his way of life must be reflected in both his work life and private life, because he/she is fully meeting his/her needs and is playing the kind of role he/she wants. Satisfaction is elusive if work life is enjoyable and life at home is dull because of certain inadequacies as this will lead to not playing one's role successfully. This may create cognitive dissonance, since one cannot separate the vocational development from life development. This explains why super matched vocational life states with life span development stages. Any mismatch is a problem and so must be corrected for more functional individual. Prevention is however said to be better than cure, as such individual's self-concept must be understood before vocational entry. It is however, to be noted that certain individual characteristics could be inculcated on job entry and experience. The important thing is to identify one's personality traits and self-concepts before they enter jobs/vocations. This implies knowledge of the self and occupation as according to Super's theory (1951, p.189) each occupation requires characteristic patterns of abilities, interests and personality traits with tolerance wide enough to allow variety of occupations for each individual.

To implement self-concept vocationally therefore, implies the awareness of self-concept and identification of capabilities, values and interests.

3.4 Counselling Implications of Super's Theory

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

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

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

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

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

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

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

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

3.5 Applicability of Super's Theory in Nigeria

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

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

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

The developmental nature of the theory also requires Nigerian counsellors to provide adequate career curriculum to cover the school ladder from the elementary school to the tertiary level. This is the challenge of Counseling Association of Nigeria (CASSON). It is therefore, relevant for Nigeria counselors to provide adequate opportunities for role

playing and skills acquisition as well as work values and attitudes to enable the people acquire and adopt certain work roles for both paid and unpaid work. Nigerian counsellors have the task of identifying the developmental stages and tasks of respective clients. Collating and storage of personal and vocational information is a challenge of Nigerian counsellors interested in this theory. This is because it is with adequate and appropriate personal and vocational information that vocational concepts could be known for use.

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

4.0 Conclusion

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

5.0 Summary

This unit deals with the topic self-concept in super's theory of vocational development. It covered his ten propositions, five stages of vocational development, it has major concepts formulated, it has provided counseling approaches which counsellors could adopt as it is a good theoretical frame work in vocation counseling. It also talked about its applicability in Nigeria context, provided, one understands the career development inventory of personal traits.

6.0 Self-Assessment Exercise

1. Define self-concept from different perspectives
2. Analyses your own careers using super's ten propositions with respect to life-stage, vocational development tasks and career roles up to the present time
3. Discuss plans you can make for your future career development.
4. Explain how to apply super's vocational development theory in our Nigerian situation.
5. Explain how to apply supers vocational development theory in our Nigerian situation.
6. What is the relationship of self-concept to vocational choice.
7. Write brief on the following according to super's vocational development tasks;
 - a. Vocational maturity
 - b. Orientations to vocational choice
 - c. Information and planning
 - d. Consistency of vocation crystallisation traits
 - e. Wisdom of choice
8. Discuss the counseling implications to Nigeria's situation.

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Unit 2 Personality Type Theory of Holland's Vocational Choice

1.0 Introduction

This unit focuses on personality, the art of describing and understanding persons. Holland's theory of personality type have integrated the ideas of various vocational psychologists into a consistent whole which covered vocational interest values, preferences, abilities, and attitudes and so forth are different ways of expressing personality. He classified peoples, vocational and environments into six types namely: realistic, investigative, social, conventional enterprising and artistic and maintain that for a vocational guidance to be appropriate, the individual must have accurate self-knowledge, accurate self-evaluation and vocational knowledge will be focus and implications with application to Nigeria setting.

2.0 Objectives

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

- discuss the Holland's personality type and analyse your personality characteristics and that of your students to determine your/student's personality type
- explain the six personality and environment model of Holland's vocational choice
- apply the theory to Nigeria situation for counselors to help students understand clearly the kind of person that he/she etc.

3.0 Main Content

3.1 Personality Type Theory of Holland's Vocational Choice

The word personality derived from the Latin word "persona" which means "mask". The study of personality can be understood as the study of "Masks" that people wear. These are the personas that people project and display but also include the inner parts of psychological experience which we collectively call our "self". According to Adams (1954) we get a good idea of what personality is by listening to what we say when in effect, summing up everything about yourself, your likes and dislikes, fears and virtues, strengths and weaknesses (Gafar, 2014, P-57). 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". (Jung, C. G. 2006).

Holland (1959) has built a theory of vocational development on the belief that a choice of vocation is an expression of the individual personality, and that members of a vocation have similar personality and similar histories of personal development. He suggests that much career seeking behaviour is an outgrowth of efforts to effect and match one's individual characteristics with those of a specific occupational field. By choosing a particular occupation an individual projects onto one of the titles his preferred lifestyle as a result of

his view of himself and his views of the world of work. These views are developed as a person passes through life stages of development.

The congruence between an individual's personality and the environment in which he works then becomes a determiner of vocational satisfaction, stability and achievement.

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

3.2 Holland's Vocational Personality Environments/ Environmental Models

Holland's occupational environment/environmental models

1. **The Realistic (motoric):** Included in this group are people who are physically strong, unsociable, aggressive, good motor coordination and skill, lack verbal and inter-personal skills. People in this group prefer occupations such as airplane mechanic, construction inspector, electrician, filling station attendant, locomotive engineer, and plumbing, etc.
2. **Investigative (intellectual):** people in this category prefer to think, have unconventional values and attitudes; they avoid close interpersonal relations; their vocational preference included aeronautical design engineer, anthropologist, biologist, editor of a scientific journal, writer of technical articles.
3. **Social (supportive):** social people seek close interpersonal situations and are skilled in their interpersonal relations, while they avoid situations where they might be required to engage in intellectual-problem solving. Vocational preferences included teaching, counseling speech therapist.
4. **Conventional (conforming):** People in this class obey rules and regulations, self-control. They have strong identification with power and status. This kind of people prefer work such as book-keeping and budget reviewing, court stenographer, tax expert and traffic manager.
5. **Enterprising (Persuasive):** People here have verbal skills for selling, dominating and manipulating other people. Vocational preferences include: business, buyer, hotel manager, master of ceremonies, politics, sport promoters, television producer.
6. **Artistic (esthetic):** Artistic people manifest strong self-expression and relations with others. Their vocational preferences included author, cartoonist, composer, musician, poet, playwright, stage director.

3.3 Identification of Individual Personality Environment

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

Under the quantitative determination of personality orientation, Holland (1973) suggested use of psychological tests which include Holland (1965) vocational Preference Inventory and the self-directed search the Strong vocational Interest Blank (SVIB), and Kuder (1960), Kuder Preference Record Kuder (1966) was also used to identify interest in the various vocations to guide the counselor towards determining the personality types and patterns, Tor-Anyiin (2008).

3.4 Strengths and Limitations of Holland's Personality Theory

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

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

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

3.5 Counselling Implication

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

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

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

counselors in diagnosing the underlying factors contributing to vocational indecision or decision.

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

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

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

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

3.6 Holland's Applicability of the Personality Theory in Nigeria

Holland theory of vocational behaviour is very much applicable in Nigeria. Firstly, all the vocational environments identified by Holland are also in Nigeria.

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

Psychological tests will equally help identify and diagnose the underlying factors contributing to career indecisions of the clients. These tests include Vocational Interests Inventory (VII) and other relevant tests. Nigerian counselors can apply the theory because the tests could help clarify clients' choices and preferences. In essence, Holland theory not only has counseling implications but it is also applicable in Nigeria.

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

4.0 Conclusion

Holland's personality of vocational behaviour is among the other vocational theories that have laid foundations and provided theoretical frame work for career counselors. It has many implications for career counselors and it is applicable every-where and in Nigeria too.

It has a lot of practical applications in vocational guidance. All that is done in vocational guidance boils down to helping an individual to choose an occupation that he or she can do well and find fulfill. The help given to the individual can be facilitated by the frame work provided by the theory and its instruments.

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

5.0 Summary

This unit focused on personality, the art of describing and understanding persons. You learnt that Holland's theory of personality type have integrated the ideas of various vocational psychologists into a consistent whole which covered vocational interest values, preferences, abilities, and attitudes and so forth are different ways of expressing personality. He classified peoples, vocational and environments into six types namely: realistic, investigative, social, conventional enterprising and artistic and maintain that for a vocational guidance to be appropriate, the individual must have accurate self-knowledge, accurate self-evaluation and vocational knowledge will be focus and implications with application to Nigeria setting.

6.0 Self-Assessment Exercise

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

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Unit 3 Sociological Theories

1.0 Introduction

Sociological theories emphasis the influence of one's cultural background such as culture, family aspirations, schooling, religious orientation to which one is exposed on the choice of a career. These variables are examined below one by one.

2.0 Objectives

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

- discuss the family aspiration in vocational guidance and its effect in career
- state clearly the school's roles in shaping students' vocational guidance
- explain religious affiliation in vocational guidance
- discuss how parents can help in vocational guidance.

3.0 Main Content

3.1 Sociological Theories

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

Gambari (1990) quoting Shertzner and Stone (1980) summarised the influence of culture on vocational guidance thus:

The total cultural Milieu may greatly limit the avenues of expression open to its members. This may be fairly direct, through failure to support entry into some occupation or at times even through the social ostracism of those who seek to enter the occupation. One of the most important general cultural factors influencing occupational choice is the degree of conformity required by the society, either in the degree of rigidity of particular patterns of behaviour or in the number of different acceptable stereotypes.

According to Gesinde (1986), the following examples help to clarify this point. Observations in the Yoruba-land show that the Ijebus are generally interested in business occupations, the Ekitis in agriculture, the Iseyins in Weaving: the Iwos as butchers, the Ilas as palm wine tappers, the Lagosians as merchants and the Oyos as farmers.

Similarly among the Hausa-Fulani ethnic group, the Hausas are more interested in administration and trade while the Fulani group are interested in cattle rearing.

The Kanuris are warlike hence many of their young ones go into the army while others go into the army while others go into business and farming. The Ibos, on the other hand, are more interested in business and technical activities. There is paucity of research findings to explain why many people in different sub-cultures do what have been mentioned above

about the Idomas from Benue state in middle belt who are into other vocations such as Army, civil servant traders, polity, they have produced senate president (David Mark) two conservative without any problem in form of disgrace from the office, i.e. the wisdom from God.

- b. Family:** It is known that family structure, values, norms, child-rearing practices and socio-economic status influence vocational development. Some families may prefer certain kinds of occupation for their first sons or daughters. In a polygamous family, the first sons of all the wives may enter upon one occupation favoured by the family, of course, it is well known that Nigerian children from poor families often had to take to occupation and a lot of money for training Gambari (1990:p.83) parental influence on children's academic and vocational preferences has received a lot of attention in career literature. A child's family may be his only reference group, as a result, it may have tremendous influence on his formation of motivational traits and behavioural tendencies Iwuama's (1999), study the influence of parents on their children's occupations discovered that many of the students used in the study did not identify with the occupations of their parents due to the fact that most of the parents of the students are farmers. Most students in Nigeria see farming as a dirty job and conjures image of poverty, hard labour without adequate reward, job for old tired men and women, a prestigious occupation meant for villagers and other rural people.

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

Generally, many parents have the desire to control and direct the career choice of their children. They feel that the children are not mature enough to take independent career decisions. In fact, it is from parent and child socialisation that the adolescents often make their careers choice in accordance with aspiration held for them by their values reflecting general attitude toward work they assign to their work roles rather than to a specific job

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

Many secondary school students in Nigeria make irrational and unrealistic choice of school subjects which may account for their consequential irrational and unrealistic choice of careers. Ogbodo (2013) citing Kola and Omideyi (1988) who revealed that students in Nigerian secondary schools have been found to select subjects on the premium of the value attached to those subjects. Some subjects are seen by the students to be more important than others. In the students' opinion, people who go in for such subjects are regarded to be intelligent either by the peers, parents, teachers or family. With this conception, students then go to the selection of those subjects to the detriment of their ability, interest and career choice. This observation made Nwagu (1981) and Iwuama (1998) in Ogbodo (2013) to state that "the choice of subjects in Nigerian schools by students is motivated by the "prestige" attached to the subjects". Unrealistic subject choice by students can block the realisation of one's career goal. For example, a student whose aim is to be a medical doctor

but failed to offer chemistry or physics in his/her school subjects may not get his/her vocational goal satisfied.

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

d. Religious Affiliation:- religious affiliation or that of one's parent' seriously influences one's career choice to a large extent. 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), Iwuama (1999) and Ogbodo (2013), 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.

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

Self-Assessment Exercise

Explain how culture can influence in one's vocational choice.

4.0 Conclusion

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

5.0 Summary

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

6.0 Self-Assessment Exercise

1. Discuss the family aspiration in vocational guidance and its effect in career and roles of parents.
2. What are the roles of school in shaping students' career in vocational guidance?
3. Briefly explain the religious affiliation to vocational counseling.

7.0 References/Further Reading

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Unit 4 Psychoanalytic or Impulse Theory

1.0 Introduction

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

2.0 Objectives

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

- discuss Freud's view on the nature of man
- explain Ego Defense mechanisms
- describe the psycho sexual stages of development
- discuss the criticisms and contributions of psychoanalysis
- discuss the applicability of psychoanalytic theory in Nigeria.

3.0 Main Content

3.1 Freud's View on the Nature of Man

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

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

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

The ego- As a newborn child develops, a second aspect of personality called ego which gradually grows through contact with reality. Ego is formed through a process of identification. **Identification** is the process by which a person takes over the features of another person and makes them a corporate part of his own personality. Identification is different from **imitation**. The latter connotes a kind of superficial and transient copying of behaviour or less permanent acquisition of personality (Yoloye, 1979).

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

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

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

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

3.2 Ego Defence Mechanisms

The result of conflicts among various components of personality is anxiety. Freud postulated that in order to defend or prevent the personality against painful anxiety the ego employs a variety of unconscious tactics called **defence mechanisms**, which attempt to keep unacceptable id impulses or threatening or frustrating materials, from reaching consciousness. The way in which a person approaches a problem situation reflects the manner in which he has learned to cope with the conflicting demands of the three parts of his personality. To overcome the conflicts, the ego may employ one or more defense mechanisms.

The variety of defense maneuvers which the ego employs to defend the individual from injury are many only a few of them will be treated here.

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

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

Rationalisation-That is for example when God asked, “Have you eaten of the tree of which I commanded you not to eat? Adam said, “The woman whom thou gives to be with me, she gave me fruit of the tree, and I ate”. (Genesis 3:11-12). Or Using rationalisation, a university student who performs poorly in his or her examination may shift the blame of his/her performance from himself or herself to the lecturer who taught the course. If the failing student is a female and the lecturer is a male, it is typical to hear that the student has deliberately been failed as a reprisal for rejecting the lecturer’s amorous advances. The aim of projection and rationalisation is usually the same-that is, to help the ego defend itself against self-blame and the internal discomfort that can arise from it. Seeing in others the motives which dominate the self.

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

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

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

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

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

Method of Counselling

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

3.3 Psychosexual Stages of Development

According to Freud there are some assumptions underlying the development of personality, (1) most psychosexual development occurs during the first five years of life, (2) the use of defense mechanisms, there is a period of calm for six years. Then, during adolescence the process becomes very active once again. Another of Freud's major assumptions is that at any point in a person's development one body area predominates as a source of pleasure. In normal sequence in which one body area gives away to another, the order of this sequence in which one body area predominates as a source of pleasure. In normal sequence is the same for everyone. The other assumption is that failure to complete this normal sequence will result in serious personality problem. Freud had five stages, which are oral, anal, phallic, latency and genital stage.

The oral stage lasts through (0-1 ½ yrs) of life during which the relationship with the mother is extremely important. If the child's relationship with mother becomes too comfortable, the child becomes too dependent and will fixate at this stage, resulting in an overly dependent personality in adult life but experiences anxiety, he/she may feel insecure, and will continue into adult life.

Between the ages of (1 ½ - 3yrs) anal stage sexual pleasure shifts to the anal zone of the child's body. At this stage, the manner of toilet training is extremely important. Strict toilet training may lead to a very retentive personality type. A person who is cruel, obstinate or stingy is said to have been fixated at the anal stage.

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

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

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

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

At the genital stages, heterosexual socialisation takes place because the individual is transformed from a self-loving individual into a socialized adult. The greatest pleasure comes from a relationship with a member of the opposite sex.

3.4 Criticisms and Contributions of Psychoanalysis

Some major criticisms of psychoanalysis include the following:

1. Freud's deterministic view of man, pictures him as ugly and driven too much by animalistic instincts, needs, and wants. Man is seen erroneously as being composed of

two parts, the mental and physical (both derived from and dependent upon laws of cause and effect).

2. Too much stress is placed upon early childhood experiences. It tends to erode the individual's responsibility because it makes an individual's life seem totally determined and beyond his powers to alter.
3. It is doubtful that behaviour is determined by a reservoir of psychic energy. Rather, it is probably manifested under certain situational events and not others.
4. Freud minimised man's rationality.
5. Treatment in analysis is too rational in its approach and too dependent upon reasoning as a therapeutic influence.
6. Research data do not indicate that the system results in a better percentage of recovery and improvement occurs among groups which have had no treatment, (Shertzer/Stone 1974).

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

1. Freud made it plain that man is often motivated in thought and in behaviour by impulse he does not recognise or admit.
2. Freud's bold and insightful investigation yielded the first substantial theory of personality and the first effective technique of psychotherapy.
3. Freud's identification of early influence that shapes the development of personality has far-reaching implications for child rearing and stimulated research in the area.
4. Freud established a model in the use of the interview as a therapeutic vehicle. He was among the first to identify the function of anxiety in neurosis therapy and to emphasise the critical nature of interpretation, resistance and transference in the therapeutic process.
5. Freud was one of the first to stress the importance of a non-moralising attitude on the part of the therapist,
6. Psychoanalysis represents a system in which there is a high degree of correspondence between theory and techniques.

3.5 Applicability of Psychoanalytic Theory in Nigeria

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

1. Understanding resistances that take the form of cancellation of appointments, fleeing from therapy prematurely and refusing to look at oneself.
2. Understanding the role of early relationship that lead to weak sports and faulty Personality development and recognising that unfinished business can be worked through so that clients do not crippled them emotionally.
3. Understanding the value and role transference.

4. Understanding how overuse of ego defenses can keep people from functioning and recognising the ways these ego defenses operate both in the counseling X relationship itself and in client daily lives.

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

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

4.0 Conclusion

In conclusion, the psychoanalytic therapy is to help the individual achieve an enduring understanding of his own mechanisms of adjustment and hereby he or she resolves his/her basic problems. It help counsellors, teachers and educators to know about child rearing and teaching practices how it affect the way children develop and so forth.

5.0 Summary

This unit has treated all the vital parts of Freud and the purpose of psychoanalytic counseling is to release the causal material repressed in the unconscious parts of the mental process.

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

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

Self-Assessment Exercise

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

6.0 Self-Assessment Exercise

1. Describe the psycho sexual stages of development of psychoanalytic theory with examples.
2. Discuss the weak and strength of psychoanalysis and state clearly what you have learnt from the theory.

3. Write and state why psychoanalytic theory is not applicable to vocational choice in Nigeria
4. Explain the following: (a) free association (b) dream analysis (b) Id, Ego and super ego

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Unit 5 Relationship between Vocational Education and Manpower Needs

1.0 Introduction

It has always been observed that vocational education has a great role to play in man power needs, development and utilisation. That was for instance, the observation of Denga (1999. P 74), points out an inherent expectation in every society that each citizen should discover, develop and direct his energies, interests and talents towards making a constructive contribution to the society and the economy. This observation underscores the need for youths and adults to participate effectively in the economic development of their nation. Meanwhile, vocational education can be tremendous use in manpower needs and they are related. Hence, the purpose of this unit is to show the relationship and their contributions in this regard. The Unit in pursuing this objective attempts to do the following.

- define the concept of education, vocational education, manpower, development, and utilization.
- discuss the link between the vocational education and manpower needs.
- state the roles of guidance counselor in manpower development etc.

2.0 Objectives

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

- explain briefly the concepts of Education, Vocational education, manpower, and Development Utilisation
- state reasons for the needs of vocational education and its usage in manpower
- discuss the link between the vocational education and manpower need
- identify the roles of guidance counselor in manpower nation development.

3.0 Main Content

3.1 Relationship between Vocational Education and Manpower Needs

Let us begin with definitions of the following:

- a) Education** – Education as we all agree is concerned with total development of man and one of the essential aspects of human development is vocational development. Education is broadly defined as “ all those possesses through which man acquires the experiences which enables him augment the knowledge which he or she already has or those activities through which the intellect is strengthened”, Nwabuisi (2008). It is also seen by Okafor in Nwabuisi, (2008) as a process of the development of the potentialities and their maximum activation when necessary according to right reason and to achieve thereby has perfect self-fulfillment.
- b) The Concept of Vocational Education** – Vocational education is a particular teaching, training and learning an individual undergoes to improve his or her knowledge and develop skills that are used to choose a vocation, career, work or occupation and

progress in the world work. Oladele (1987) indicated a consensus definition of vocational education: “as the totality of experience through which one learns about and prepares to engage in work as part of his way of living. When adolescents youths are informed about who they are as individuals, understand individual differences, abilities interest and the array of vocation that is available for them to choose from, it is believed that this will help them make realistic vocational choices”.

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

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

What the above definitions show is that the term “manpower” is a more inclusive concept than “labour force”. The former encompass not only the idea of those who are within the working age, but also that of those who are under it, such as those healthy and bright children in the primary and junior secondary schools of a nation. This is as it should be, for the term; “manpower” includes the idea of both potential and actual workers of a nation. Indeed, the term “manpower” has even been conceived as referring to the totality of the energies, skills, and knowledge available in a country, Diejoman (1978) in Nwoye (1990).

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

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

e) Manpower Utilisation: - In contrast to manpower development, the term manpower utilisation refers to the processes and strategies designed in order to make sure that all employable persons are appropriately deployed in productive engagements. Thus, manpower utilisation programmes or schemes are meant to combat un-employment, underemployment, and over stretching of labour. Vocational education and manpower is an important issue in human life as it affects man from childhood to maturity. This is because work influences the type of food you eat, the type of house you live, the type of life you live and who you are in the society. Successful manpower is possible through vocational education, which involves acquiring information, knowledge and skills used for career need and development. Pointing out the importance of vocational education to Adolescents and youths, Akinboye, (1987) in Onwubolu, (2009) explained that the whole process of human growth and development, learning and education, acquisition of knowledge and skills seem to end up preparing man for a vocation, career, work for living and survival. He added that, right from the beginning job related aspects of counseling had been found very important in Guidance and counseling programmes.

3.2 Some Basic Assumptions about Vocational Education: -

The development and utilisation of vocational development programmer is guided by certain underlying assumptions according to Gesinde (2005) these include:

- a) Vocational choice possess through a number of developmental processes as a result of which the career assistance to be offered should be developmental in nature covering the entire life span of an individual.
- b) Since all human beings will be faced with the selection of a particular vocation/occupation at a point in time, career development programmes caters for all persons with or without special needs.
- c) Since choice of vacation or occupation should not be by trial and error method because of inherent dangers, career development programme provides systematically planned procedures for choosing and retaining vocation.
- d) Since wise choice of vocation always involves acquisition of knowledge, information collection and dissemination is the orbit through which career development programme rotates; career mistakes of an individual occasioned by ignorance or misinformation hinders vocational development. Hence, there is the need to make adequate provision for career education at all levels of education.

There is assumption that vocational education and vocational guidance has a crucial role to play in manpower development and utilisation is almost always based on the trait and factor view point; which sees the core function matching individuals (in the light of that test results say about them) against relevant occupations. Meanwhile, the trait and factor point of view has undergone considerable revision in recent years, account of works of people like super (1953, 1954, 1954); Dysinger (1950); and Carter (1940), all in Nwoye (1990), who consider trait and other human abilities, including interests and attitudes, as both changing and maturing overtime for persons then, the core function of vocational guidance is matching talents with vocations. This matching model, usually referred to as the trait and factor orientation, has continued to enjoy the admiration and attention of counseling practitioners in different parts of the world even up to the present period. The emerging respect which vocational education has started to earn in recent year is perhaps attributable to the fact

that there are many economic problems that require a pragmatic solution. The creative application of technical skills in industrial and non-industrial settings will certainly lift Nigeria out of several problems that relate to technology and manpower needs.

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

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

3.3 The Rationale for Vocational Education to Meet the Manpower Needs:

In Nigeria today, the influences 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 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 career education in various levels of education. Specially, career education is necessary in schools for the following reasons given by Egbule (2002).

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

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

Subject teaching approach: academic instruction is made more meaningful and as a source of motivation to students when it is relevant and related to the student's future career choice. Therefore, teachers and counselors should relate their teaching to the world of work. The counselor can create career awareness in the school by sourcing for information on available career opportunities. Then disseminate such, using individual and group counseling techniques. Group techniques of disseminating information would include the organisation

of career talk, conferences, exhibitions, excursion to establishments industries, etc. vital information to be provided include educational requirement for the occupation, mode of application, place of work, condition of service, hazards of the job, fringe benefits, salary attached, in-service training, retirement procedures, leave procedure, nature of establishment (government or non-government), (Gesinde, 2005).

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

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

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

3.4 Vocational Education in Relation to the Manpower Needs

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

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

Learning about Self

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

through self-analysis based on relevant personal experiences. Therefore, the quality of one's career choice lies on the accuracy of self-perception.

Learning About Various Occupations and Career

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

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

Preparing for a Career (Career Preparation)

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

Entry into a Career (Career placement)

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

Progressing in the Chosen Career

Progress in a chosen career requires adjustment to the career. The adjustment must also affect social, economic, psychological and all aspects of one's life. When an individual is placed in a career that he is best well-matched for, there is the necessity to adjust to the diverse demands of the career (Gesinde, 2005). This is because occupation brings with it

social relationship with others. Gesinde is of the opinion that counsellors use the knowledge of psychology of adjustments in providing adjustment techniques that would enable an individual maintains corresponding adjustment between job and other social engaged. Proper adjustment will develop in the individual job satisfaction consequently progress in the career and achieve self-actualisation.

3.5 The Role of the School vocational Guidance: Programme in manpower

Development and Utilisation according to Nwoye (1990), Gesinde (2005) Ogbodo (2013) are as follows:

- No matter the economic system and manpower development strategy adopted by a country, the role of vocational guidance centres on career education. In career education, the counsellor is to collect information on careers, opportunities for further education, school and university curricular offerings and related social personal matters.
- He also furnishes information to students and their parents concerning the educational and vocational opportunities available. The students and their parents should be familiar with the broad spectrum of educational and occupational choices available.
- Likewise he visits educational and training institutions, businesses, industries and other employment agencies applicable to students in the school and establishes cooperative relationships with them.
- Obtains from employers, notices of their job vacancies and their specifications for these jobs.
- Obtain from appropriate government agencies any manpower development and utilisation programmes: and informs students and parents of the national priorities and financial support for training.
- Plays leadership role in establishing, equipping and running a career's library.
- Assists each student to understand and accept himself in relation to his abilities, interests, strengths, weaknesses and understanding to his or her educational and occupational aspirations.
- Identifies gifted persons and others with special needs.
- Assists students in developing healthy self-concept, realistic occupational concepts, occupational and extra-occupational self-concept.
- Assists parents in developing realistic perceptions of their children's abilities, interests, strengths and weaknesses as they relate to educational and occupational planning.
- Helps students and their parents to develop realistic educational and occupational plans.
- Consults with school principals and teachers concerning curricular offerings appropriate to the abilities, aptitudes, interests and needs of the students.
- Assists teachers in relating school subjects to occupations.

- Encourages students to give adequate attention to all the curricular and extra-curricular offerings in the school: and discourages them from too early or premature commitment to any area of the curriculum or any one occupation.
- Counsels with students concerning their educational and occupational choices and decisions.
- Plays a leadership role in the school placement programme, both in-school and out-of school activities.
- Helps to educate students and parents on procedures for applying for further education and employment.
- Conducts follow-up studies of all students who have either continued their education or secured employment, as well as research concerning vocational outlook and trends in the community.

Self-Assessment Exercise

1. Define the following concepts:
 - a. Education
 - b. Vocational Education
 - c. Manpower
 - d. Development
 - e. Utilisation.
2. Discuss the basic assumption about vocational education that link manpower need in Nigeria.

4.0 Conclusion

It has been clearly established that the vocational education and manpower need comprise the processes of training aimed at making the potential workforce employable and engaging the individuals so trained in useful economic activities that will bring satisfaction to them and the society. The need to pay attention to the provision of vocational guidance services to schools system cannot be over emphasized as the intention of government has been stated in the National policy on Education (2004). It is necessary that active steps are taken to meet the needs of vocational education and manpower by allowing Guidance counselors to perform their roles in Nigeria educational system at all levels.

5.0 Summary

In this unit, an attempt has been made to examine a number of dimensions of education, vocational education, manpower, needs, development, utilisation and the role of the guidance counsellor in fostering effective development and manpower needs.

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

6.0 Self-Assessment Exercise

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

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