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SCIENCE OCCUPATIONAL OBJECTIVES AND THEIR RELATIONSHIPS WITH SOME EDUCATIONAL VARIABLES.

AN OVERVIEW OF THE PSYCHOLOGICAL THEORIES OF CAREER DEVELOPMENT AND CHOICE.

SOME FACTORS AFFECTING JOB SATISFACTION IN NIGERIAN LIBRARY POSITIONS

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UNIVERSITY OF IBADAN LIBRARY

CAREERS

JOURNAL OF THE NIGERIAN CAREERS COUNCIL

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EDITORIAL

The thirst for knowledge and information about the world of work can never be satisfied in any society that is undergoing scientific and technological transformations. As new scientific or technological inventions are practicalised and put into use, their effects are quickly felt in the labour market as a result of changes in job requirements. The changes in job requirements also have their own effects on vocational training programmes, selection of workers and the prediction of adjustment and success in the world of work. This is why this journal CAREERS will continue to make available to its variety of readers career information necessary for informed knowledge and decision making.

In brief, this edition of CAREERS has focussed its search-light on some critical issues such as the Helping Relationship, the use of elementary statistics to teachers, problems of African students in the U.S.A. Discipline and classroom control, Science subjects and career choice, career programmes in Applied Chemistry, Careers in Finance, issues relating to the teaching profession, career possibilities for school leavers and Requirements for job retention.

The usefulness of the articles cuts across the needs and interests of our various categories of audience; students, teachers, parents, career masters, employers of labour and particularly the state and Federal Governments will find the articles informative and insightful. We hope all readers will derive varying degrees of enjoyment, stimulation and knowledge from reading this issue of CAREERS.

Drop us a line or two about your reactions, since this is the only way to improve on our performance as an academic and professional organisation.

ADEBAYO GESINDE (Ed.D)

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AN OVERVIEW OF THE PSYCHOLOGICAL THEORIES OF CAREER DEVELOPMENT AND CHOICE

By

Adenike Emeke

INTRODUCTION

Almost every individual, at one point or another in his life makes a decision as to how his life will be spent, particularly the decision of a life career. In democratic societies, man has some freedom of choice relative to the kinds of work that are available. Choice and decision relative to career occur not only at the point of entry, but throughout the life of the individual. The decisions of life — more importantly career decision or choice — can be confronted at various stages of life. Some people, especially adolescents, are faced with these crisis at the entry point while it is becoming increasingly known that adults are faced with perhaps many crisis in later life when further career decisions need be made.

As might be expected, there has been and there will continue to be an increasing effort to gain greater understanding of the ways decisions are made and careers are chosen. At present several writers take several positions on this broad subject, and present their views either on a small segment of the process or on a specific psychological approach to the process. According to Hewer (1963), most of the time, those writings are in the form of position papers presented for discussion and criticism, but people have often gone beyond that point and prematurely labelled them as theories. Carkhuff and his associates (1967) presented a schematic representation of the inductive and deductive functions of a theory, and then employed the scheme to evaluate the works of Roe, Super, Holland, Tiedman and O'hara, and others. The investigators concluded that at present, no vocational choice approach merits the descriptive term "theory". But as Hewer (1963) has noted, "although most of the writers would hesitate to suggest that they have proposed anything as broadly based and as well developed as a theory, the label, nevertheless, has stuck".

In his own work Osipow (1978) proposed that theories of career development fall into four broad categories, and these comprise of trait and factor theories, sociological theories, self-concept theories, and personality — related theories. Another classification puts vocational theories into two major categories namely

- (1) Non-Psychological theories
- (2) Psychological theories

The Non-Psychological theories try to explain the extra — individual variables influencing vocational decisions. There are three major sub-theories under this broad category, namely:

- (1) Accident theories
 - (2) Economic theories
- and (3) Sociological theories

The Psychological theories, on which this paper will focus its attention emphasize factors which are resident in the individual, and the first, third and fourth categories of Osipow's classification fall within this broad category. Another classification breaks down the Psychological Theories into the following three sub-theories:

- (1) Trait and Factor theory, with Parsons (1909) as its most articulate proponent.
- (2) Psychodynamic theory which comprises the
 - (i) Psychoanalytic theory with Brill as its most vocal proponent and supported by Caplow and Hollingshead.
 - (ii) Self theory: as propounded by Super, Tiedman and Bordon.
 - (iii) Need theory — as postulated by Roe and Hoppock.
- (3) Developmental theory — as discussed by Super, Ginzberg and associates while Sampler, Tiedman and O'Hara seem to fit in between the Need and the Developmental theories. It should be noted however that since various writers have been concerned with different aspects of career development their writings are difficult to classify into discrete categories. It is therefore not uncommon to find overlappings in the writings of some writers.

It is almost impossible to discuss the theories without discussing their authors. Having classified the theories and mentioned their authors it seems better justice will be done to the topic of this paper by discussing the proponents of the theories. This is in line with the stand of Isaacson (1971), Hoppock (1967) Shetzer and Stone (1976), and many other writers who have attempted to present the various theories of Vocational development and choice.

THE THEORISTS

PARSONS' THEORY

Parson, often referred to as the "Father of Guidance" stressed the need that individuals understand their strengths and weaknesses and use this knowledge in choosing among several vocational opportunities. His theory which was based on individual differences states that there are three processes through which an individual goes in choosing a vocation.

- (1) An understanding of himself — that is one's abilities, aptitudes, resources and limitations.
- (2) A knowledge of the requirements and conditions of success in the job.
- (3) A matching of the two situations above.

According to Parson, an artistic person will naturally prefer musical, artistic or dramatic jobs- jobs which are creative in nature. This is because jobs as well as individuals have their characteristics. Jobs look for people and people look for jobs. Degree of success or satisfaction depends on the degree of agreement between these two. Parson believed that if individuals were employed in the line of work to which they could best adapt because of compatibility between the characteristics of the person and of the job, both the individual and society would profit.

The advantages of the Parsonian model seem rather obvious. It appeals to logic and common sense. It recognizes that many individuals having problems in the area of vocational choice could be helped by a more matured, experienced person; and it could be programmed into the schools because of its definitiveness. Some writers (Barry and Wolf 1961) have criticized the Parsonian model. Their criticism among others are:

- (1) It has limited counsellors' sense of creativity and originality by causing them to feel that occupational information can only be presented in the classic pamphlet or brochure;
- (2) That formal information can never be totally factual, realistic and authentic;
- (3) That the original assumptions were based on only few months work with fewer than one hundred immigrants who sought Parson's help.

However, Parson's theory is of major contribution in that it encouraged test development to facilitate "person analysis," Also, his work helped guidance to be seen as a one step operation which usually occur before employment.

BRILL'S PSYCHOANALITIC THEORY OF CAREER CHOICE

In his "Basic Principles of Psychoanalysis", Brill, suggested that

"the normal individual needs no advice or suggestion in the selection of a vocation, he usually senses best what activity to follow. The surgeon and the butcher have both conquered their sadistic impulses and sublimated the same for useful purposes. The professions of prize fighters, wrestlers, bull fighters, warriors and mighty hunters are direct descendants of pure sadism, and the need for the sadistic outlet is well shown by the popularity of the vocations. Unconscious and

sometimes conscious feelings of guilt and remorse as a reaction to real or imaginary sins are often the basis of theological callings. The actor and the professional soldier are sublimated exhibitionists par excellence; the later is also unconsciously dominated by a strong aggressive component”

There is always some psychic determinant which had the foundation for the later vocation, and if not interfered with the individual is unconsciously quided to express his sublimation in that particular form. As in the selection of a mate, sensitive person needs no advice and wants none in choosing his vocation; and fools will fail in spite of the best guidance.

The above represents essentially, the psychoanalytic view of vocational development and choice.

ROE'S THEORY OF CAREER DEVELOPMENT

Anne Roe (1951, 1972) and her associates began by viewing occupational choice as a process of "Self-Categorization". Roe looks upon the individual as "an integrated or organized whole" whose classification should be based, upon his goals or needs, whether conscious or unconscious. Thus, Roe sees an occupation, and she emphasizes the importance of early satisfactions in the development of interests and the primarily unconscious needs that determine the nature of these interests. She arranged the needs and goals in a hierarchy of prepotency. She proceeded to select representatives from various vocational fields and differentiated their personality characteristics and needs. She presented a scheme which includes the child's patterns of early experiences with parents, the relation between parental attitudes and need satisfaction, and the style of parental handling of the child. Roe has also developed an occupational classification scheme based on groups and levels.

Thus, in her scheme, those, arriving at level 1 in her classification scheme are usually strongly driven, absorbed in their work, superior in intelligence, and are from favourable social climates. She suggests that those who are fit for creative work through lower need gratification can produce more effectively and with infinitely greater satisfaction than those whose creativity is in spite of or perhaps, partly marshalled by, a hunt for substitute gratification. Roe's group's findings include description of the physical scientist as withdrawn, compulsive, rigid and anxious; biologists, as restricted and non-social, psychologists, as disinterested in people, and artists, as tending to think abstractly.

As a working formula, Roe employs Maslow's (1954) hierarchical classification of needs as well as his theory which states that higher order needs cannot appear until lower order needs are at least relatively well satisfied. High level needs show great variability. Lower order needs, on the other hand, are essential for the maintenance of life and permit much less variability in their strength. Roe claims that these needs develop to a

— great extent from the attitudes of the parents towards the child during the child's early formative experiences. She classified this parent — child relationship into the following categories —

(A) Emotional concentration on the child.

(1) Overprotection and

(2) Overdemanding.

(B) Avoidance of the child

(1) Casual Acceptance and

(2) Loving Acceptance.

Roe suggests that later on in a child's life this parent-child orientation unifies into patterns of special interests and abilities, and it determines the job orientation of the child. She says that the loving, overprotective and overdemanding child rearing pattern produces a major orientation toward people and children with such experiences take to jobs like services, business contact, organizations, general culture, the arts and entertainment. The casual, neglecting and rejecting child rearing pattern results in a major orientation away from people, and children with such experiences take to jobs like technology, science and the outdoor jobs.

Roe's proposal has generated considerable research but only few findings have shown support for her position. This is due largely to the following reasons and problems

(1) Accurate evaluation would necessitate a long-term study of people through childhood, adolescence and adulthood.

(2) Many of her proposals are generalizations.

(3) Parental behaviour is inconsistent.

(4) Many influences beside the home bear upon a child.

HOLLAND'S THEORY OF VOCATIONAL CHOICE

Holland (1959) describe his ideas on career choice as a "heuristic theory of personality types." He began by saying that a person expresses his personality through the choice of a vocation and that each person holds stereotypes of various vocations that have psychological and sociological relevance for that individual. Holland said that many vocations require similar personality characteristics and that workers with similar characteristics will respond to many situations and problems in similar ways, and will create what he labels a "Characteristic inter-personal environment." Finally, he assumes that vocational satisfaction, stability, and achievement depend

upon the extent to which the individual's personality and his work environment are compatible.

Holland believes that individuals who are in the process of making a vocational choice search for situations that will satisfy their "adjustive orientations". According to him vocational preferences are highly correlated with individual ways of coping with stress and frustration and their ways of utilizing outstanding abilities.

Holland is of the opinion that we can classify people into six personality types, and that work situations and environment can similarly be classified into six. These six personality and environmental type classification are Realistic, Intellectual (now called Investigative), Social, Enterprising, Artistic and Conventional.

The Realistic person is highly objective and concrete, avoiding tasks that demand subjectivity or artistic expressions. He abhors social interaction. He prefers agricultural, technical, skilled trade, and engineering activities.

The Investigative person deals with his environment by the use of his intelligence and manipulates ideas, and prefers theoretical tasks. The social person is highly skilled in handling and dealing with others. He prefers educational, therapeutic and religious vocations. He has much concern for human welfare and for helping dependent individuals.

The Conventional person is stereotyped, correct and unoriginal. He prefers clerical and computational tasks, identifies with rules and tradition. The Enterprising person is persuasive, extroverted, self accepting, self confident, aggressive and exhibitionistic. He prefers sales, supervisory and leadership vocations. The Artistic person is highly creative, imaginative, and full of fantasies. He prefers musical, artistic, literary and dramatic vocations. Holland proposes that the six personality types are indicative of needs felt by the individuals. He also maintains that a congruent person — environment match presumably results in a more stable vocational choice, a higher vocational achievement, better maintenance of personal stability, and greater satisfaction.

HOPPOCK'S THEORY

Hoppock (1967) postulated ten basic ideas which make up the body of his theory. Only four of his ideas are abstracted here to provide a general background of this theory.

- (1) Occupations are chosen to meet emotional needs and particular values, which are often unconscious, such as the need to remain in a familiar environment.
- (2) The occupation an individual chooses is the one he feels will best meet his needs.

- (3) Needs may be attractions which draw the individual in certain directions, but in either case needs influence choice.
- (4) Occupational choice is always subject to change; choice may change as frequently as persons' awareness of their needs changes or as frequently as they discover that another occupation might better meet their needs.

Hoppock's theory derives its root from many psychological studies, and particularly reflecting some of the assertions of Hoppock himself, as can be seen below:

"Most human action is caused by feelings, by our desire to be more comfortable, more satisfied and less frustrated, in short by our desire to feel better than we do, we then act to relieve our concern. In relieving our concern, we feel better. Thus we act in order to feel better. Psychological factors influence occupational choice by helping to determine the extent to which one perceives one's needs, faces the realities of employment opportunities, and of his own abilities and limitations, and thinks rationally about all these facts".

SUPER'S THEORY OF VOCATIONAL DEVELOPMENT

Probably no one has written as extensively about the topic of vocational development as has Super (1953-1957, 1963). His earlier theoretical statements were written in response to the theory proposed by Ginzberg and Associates. Super has fitted together the aspects of developmental psychology with self-concept theory. Super sees vocational development as a continuous process and views occupational choice as a synthesizing process — the synthesizing of an individual's personal needs and resources on one side and the economic and social demands of the culture on the other. This synthesizing process is a learning process. What is learned is a function of the interest, values, attitudes, and behaviour patterns that are valued and rewarded by the individual's peers and adult models. Super further contends that vocational development implies interaction which is both intraindividual, stimulated by environmental processes, and individual — environmental, complicated by simultaneous interaction in the individual and in the environment. This interaction is not always at the level of consciousness, so lack of verbalization does not always imply that it is not occurring. According to Super, individual's career patterns are determined by parental socio-economic level, mental ability, personality characteristics, and by the opportunities to which they are exposed. Like Hoppock, Super has distilled his position into ten propositions, four of which will be mentioned here to show his rationale.

- (1) People differ in abilities, interests and personalities, and because of this they are qualified for many occupations.

- (2) Vocational preferences change with time and experience, although self-concepts are generally fairly stable from late adolescence until late maturity.
- (3) The process of vocational development is essentially that of developing and implementing a self concept. It is a continuous process.
- (4) Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his or her abilities, interests, personality traits and values.

Super says many individuals gain great satisfaction from work which to some appears boring and monotonous. Other workers find satisfaction in jobs which they too may consider routine and unchallenging but which provide them the chance to be the kind of person they want to be, to do the things they want to do, and to think of themselves as they wish to.

Super's theory is based solidly upon research conducted by his students, himself as well as others. Much of his research has been longitudinal in nature. Infact many other writers have built hypotheses out of Super's theory.

GINZBERG'S THEORY

Ginzberg and his Associates (1951) present a theory representing a basic disagreement, with the "accident and impulse theories". Ginzberg, Ginzburg, Axelrad, and Herman were concerned with the developmental process of making a vocational choice. Their theory is based on the belief that each individual selects a particular occupation not through chance but through developing patterns of activities that are largely irreversible and which take place throughout all the formative years of a child's life. The group concluded that four variables bear upon vocational choice-

- (1) A reality factor,
- (2) The educational process,
- (3) Emotional factors
- (4) Personal values.

They see the occupational decision making as being divided into three distinct phases --

(a) The period of fantasy which coincides with ages 6-11 -- an age preceeding any serious vocational consideration. The time is exemplified by arbitrary choices that lack any rational or realistic base but which often reflect idealized choices drawn from influences within the child's environments.

(b) The tentative period occurs during early and late adolescence. The period begins when the child begins to recognize that he can perform some activities better than others. He next finds that he attaches more value to some activities than to others, and finally, he begins to fit together ideas, interests, abilities, and values as he gives more attention to career choice.

(c) The realistic period has three distinctive stages

- (i) Exploration — in which individuals try to acquire the experience they need to resolve their career choice.
- (ii) Crystallization — covering the time when individuals assess the many factors influencing their intended career choice.
- (iii) Specification — in which the alternatives are reviewed with respect to a field of specialization.

Ginzberg and associates proposed that people fall into two groups, — work oriented and pleasure oriented.

In comparison with the other foregoing theories, little research exists to support the major premises of Ginzberg's theory. However, the theory has attracted attention to vocational choice process and other theories have grown out of this theory.

TIEDMAN AND O'HARA'S THEORY OF CAREER DEVELOPMENT

Their work was a reaction to the modification, as well as a counter proposal to the theoretical positions of Super and Ginzberg. They view career development as a process of organizing an individual's personality with society. Like Super, they see career development as spanning most of the individuals' life-time. Tiedman sees decision making process as crucial in vocational development. Each decision includes two periods, and each of these has substages as indicated below

I Period of Anticipation

- (a) Exploration
- (b) Crystallization
- (c) Choice
- (d) Specification.

II Period of Implementation and Adjustment

- (a) Induction,
- (b) Transition,
- (c) Maintenance

Tiedman and O'Hara point out that differentiation and integration are repeated many times in the course of life. Career development is self-development related to choice, entry, and progress in vocational pursuits. They give attention to TIME and OCCUPATION. They discuss the work history of humanity and methods for assessing career development. People are not required to stick to one occupation throughout their lives. Many things can occur; new goals can be decided upon, new occupations may arise, jobs may be abolished, and time may permit the holding of more than one position, at a time.

WRITER'S STANDPOINT

The writer of this paper will want to support the TRAIT-FACTOR THEORY because almost all psychological theories of career development and choice are based upon the principle of individual differences. Roe and Hoppock, for example, emphasize the influence of psychological need in vocational choice. Super's postulates clearly specify the relevance of individual differences. Tiedman et al stress the unique interaction between personality and the surrounding environment. The acceptance of the concept of individual differences carries with it the trait and factor theory. However, each theory has gone beyond the basic idea that people are different by focussing attention upon the manner in which the individual expresses and exploits these differences.

DISCUSSION

The vocational choice process as most of the foregoing reviewed theories have emphasized is a longitudinal and cumulative process during which adolescents pass through critical periods involving the acquisition of self-understanding and of knowledge of the world of work, so that in the long run, an effective choice can be made.

The recognition that the process requires time, study, and compromise may be helpful in overcoming the impression occasionally created that it is an event, rather than a process, which can be condensed into an afternoon discussion with a counsellor or an interested teacher. Through the theories, the recognition that there occurs in the life of each person certain crucial points involving key decisions which will later have a great influence, appear to be of help capable of reducing the practice of pushing a child towards an early and possible precipitous, vocational choice.

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