

**POSTGRADUATE DIPLOMA IN EDUCATION (PDE)**

**MODULE 2**

**PDE 203: GUIDANCE AND COUNSELLING II**

## **UNIT1: HISTORICAL AND THEORETICAL DEVELOPMENT OF VOCATIONAL GUIDANCE**

### **INTRODUCTION**

This unit discusses the historical and theoretical development of vocational guidance. Super and Holland's theories of vocational development were discussed. Also the information needed for proper planning of vocational guidance for students were provided.

### **OBJECTIVES**

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

1. discuss historical background of vocational development
2. discuss the theoretical background of vocational development.
3. mention the type of information needed for national planning and development.

### **HOW TO STUDY THIS UNIT**

- (1) Get your note book and writing materials ready.
- (2) Go through the unit carefully taking note of all the new words.
- (3) Check their meaning in the dictionary.
- (4) Search for this textbook Shertzer and Stone (1967) for more information.
- (5) You may wish to visit some civil servants, business people and inquire from them how they got into the job they are presently doing.
- (6) Attempt all the activities in the unit promptly. Reflect on what you have read and relate it to your own personal experiences.

### **HISTORICAL DEVELOPMENT OF VOCATIONAL GUIDANCE**

Guidance is as old as mankind. From time immemorial, man has availed himself for guidance. The modern concept of guidance is approached from two points of views, sociological and philosophical bases. However, whatever point of view is adopted for understanding the concept of guidance, it must be noted that, Frank Parsons generally was regarded as the founder of vocational guidance. Vocational guidance was introduced between the years 1906 and 1908. The youths in United States of America felt that their vocation did not give them any satisfaction in relation to their needs; thus, organized scientific method of guiding the youth was introduced.

To set the stage for discussing theoretical development of vocational guidance, Super's and Holland's theories cannot be overemphasized. The theory of vocational development is used to highlight the development tasks and to also bring them to the attention of parents and teachers.

### **STAGES OF SUPER'S VOCATIONAL DEVELOPMENT**

Donald Super's stages of vocational development is one of the widely used theories. He conceptualized vocational development as an individual degree of development from childhood fantasy to his decision about retirement at old age. If we cast our minds back and

try to reflect on what happens to people as they aspire for a job, get it, work for a period of years and then retire at old age, definitely the person must have passed through different stages of life and vocational experiences.

Super opined that vocational development does not take place in one “snap shot” moment but involves series of decision that occur at different development stage.

Super believed that every individual passes through five different life stages or “career cycles” which are linked to the person’s self-concept. Self-concept plays a prominent role in understanding the stages of vocational development as proposed by Super. He said the decision people make about what to do must be congruent with their self-concept. The five stages of vocational development are discussed below. The implications for counselling are also highlighted.

### 1. **The Growth Stage (0 – 14 years)**

This stage begins from (0 – 14 years). Super believes that it is during this stage that the individual develops self-concept. This is by interacting and identifying with family members, friends, peer group members and even teachers. This interaction with people helps them to form opinion about people. They also imitate those they see. This is why adults need to be careful so that they do not serve as bad models to these young ones especially as it relates to their daily work or vocation.

#### **Sub-Stages of the Growth Stage are:**

- (a) ***Prevocational (birth to 3)***. There is no interest or concern with vocations or vocational choice.
- (b) ***Fantasy (4 – 10)***. The needs are dominant and role playing is important.
- (c) ***Interest (11 – 12)***. Vocational thoughts are based on the individual’s like or dislikes.
- (d) ***Capacity (13 – 14)***. More weight is given to abilities and job requirements are considered.

### 2. **The Exploration Stage (15 – 24 years)**

This period covers roughly between 15 and 24 years. The individuals explore different occupational alternatives, they match these alternatives with the knowledge he has acquired about various occupations. Because the individuals at this stage are adolescents and young adults, they make some tentative choices because they are not really sure of what they want to do for a living, but they speculate just as they get more information about careers. Towards the end of this stage, most of them try their hands on a beginning job to see what it looks like, it may be or may not be in congruence with their self-concept.

#### **Sub-Stages of the Exploration Stage are:**

- (a) ***Tentative (15 – 17)***. Needs, interests, capacities, values and opportunities become bases for tentative occupational decisions.
- (b) ***Transition (18 – 21)***. Reality considerations become a basis for vocational thought.

- (c) **Trial (22 – 24).** Individual enters the first trial job after making an initial vocational commitment.

### 3. **Establishment Stage (24 – 48 years)**

This stage begins roughly from 24 to 44 years. This stage is the most important of all stages because the individual is at his prime age, full of dreams and ideas, visions and strength. It is the most productive of all ages. At the beginning of this stage, the individual search for a job, gets it and engages himself in activities that help him or her to earn a living. If the choice is done properly taking into consideration his self concept, he may decide to build a career from it and stabilizes in the job. This stage has two sub-stages, that is, the trial and stabilization stages. All these sub-stages have counselling implications. The trial sub-stage is between 25-30. The person determines whether the occupation chosen is suitable, if not, he goes looking for a job that will satisfy his needs.

Also, between 36 and 40 years, the person according to Super goes through stabilization sub-stage. Maybe at the trial stage, the person might set some goals which he may want to achieve during the stabilization stage. He is stable in the job and enjoys series of upliftment in the job. If these stages are not managed properly, the person may become dissatisfied and disillusioned about life generally. Also the individuals at this stage may face mid-career crisis, where they evaluate their dreams, goals, vision for what they want in life. If most of the experiences are dominated with uncertainty, failure and disappointment, the person might not be a successful and fulfilled person. Some of such problems may have its foundation in the growth stage where the self-concept about a vocation is not crystallized concretely.

#### **Sub-Stages of the Establishment Stage are:**

- (a) **Trial (25 – 30).** Occupational changes take place due to unsatisfactory choices at this period.
- (b) **Stabilization (31 – 44).** This is a period of stable work in a given occupational field.

### 4. **The Maintenance Stage (45 – 64 years)**

This stage begins from between the ages of 45 and 64. If people are able to pass this stage without making a mess of their vocation during establishment and stabilization stage, the person strives for job security. He or she tries as much as possible to keep his job and hold on to it firmly. It is at this stage that pre-retirement counselling should start so as to avoid losing hope in life or become despondent because he or she does not know what to do after retirement. This stage is very important in people's life especially in Nigeria where most retired civil servants suffer and die because of lack of proper vocational counselling.

### 5. **The Decline Stage (65 – death)**

This period falls under the period of retirement where people are supposed to enjoy the fruit of their labour. But due to obvious decline in physical strength and zeal to continue to work, people learn to accept and develop new roles especially as grandfathers and mothers, confidants to people because people assume that due to their ages and wealth of experience in life and on the job, they give counsel to the

younger generation on what has made them succeed in life. If the person was able to pass through these stages successfully, then the retirement period becomes a joyful, successful and fulfilling time.

**Sub-Stages of the Decline Stage are:**

- (a) **Declaration (65 – 70).** Space of work slackens at this period and other vocational activities decline.
- (b) **Retirement (71 – death).** Vocational activities cease.

From the foregoing, it could be deduced that Super specified a more detailed nature of vocational development tasks. He then identified a number of definitive tasks for the secondary adolescent which includes:

- ⇒ further development of abilities and talents;
- ⇒ choice of secondary or work;
- ⇒ choice of secondary school curriculum; and
- ⇒ development of independence.

In addition to the above, he proposed vocational developmental tasks of the young adult. These include:

- ➡ choice of higher education or work;
- ➡ choice of higher education curriculum;
- ➡ choice of suitable job; and
- ➡ development of skills on the job.

Donald Super’s vocational developmental tasks can then be summarized according to Zaccaria (1970) thus:

<i>S/No</i>	<i>Life Stages</i>	<i>Ages</i>	<i>Vocational Development Tasks</i>
<b>1</b>	<b><i>Early Adolescence</i></b>	<b>14 – 18</b>	Crystallising a vocational preference.
<b>2</b>	<b><i>Middle Adolescence</i></b>	<b>18 – 21</b>	Specifying a vocational preference.
<b>3</b>	<b><i>Late Adolescence</i></b>	<b>21 – 28</b>	Implementing a vocational preference.
<b>4</b>	<b><i>Young Adolescence</i></b>	<b>25 – 30</b>	Stabilising a vocation.
<b>5.</b>	<b><i>Middle Adulthood</i></b>	<b>30 - 50</b>	Consolidating status and advancing in a vocation.

*Source: Oladele (1987), as opined by Zaccaria Joseph (1970.: Theories of Occupational Choice and Vocational Development. Houghton Mifflin Co. Boston.*

**ACTIVITY I**

1. Briefly trace the historical development of vocational guidance
2. Discuss the stages of super's vocational development and the sub-stages.

**IMPLICATIONS OF SUPER'S THEORY FOR COUNSELLING**

According to Donald Super, when wholesome development of an individual takes place, the highest point of choice in the implementation of a preference is not so much of one compromise, but one of combination of ideas.

This theory will hereby afford the vocational counsellor the opportunity to help the client to:

- Clarify his self-concept and make plans for a vocational career that is appropriate with his view of himself.
- Be exposed to events both in and out of the counselling situation which would permit him to move toward the implementation of that concept.
- Develop vocational relevant tasks because vocational decision requires a person to state explicitly his conception of himself. The counsellor should therefore direct more attention toward developing in the client vocational relevant tasks.

It could be deduced from Super's theory therefore that developmental component of self-concept idea is compatible with the creation of career curriculum which in other words, is relating education to productive work.

**ACTIVITY II**

1. Super's theory can be summarized in 5 stages. List the stages and the tasks involved.
2. Discuss the implications of Super's theory for counseling.

**HOLLAND'S THEORY OF VOCATIONAL CHOICE**

Holland's (1959) theory of vocational choice emphasizes the crucial importance of human needs and personality types in career fitness. The main assumption about this theory is that vocational choice is a manifestation of personality type which suggests that individuals in a particular occupation have fairly similar needs, personality characteristics and historical background. Holland also opined that by choosing a particular occupation, an individual projects onto one of the titles he preferred (life style) as a result of his view and the view of the world of work. Everyone is therefore required to adjust to each of the environments and develop certain skills with reference to the work setting. 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 all these assumption therefore, Holland formulated a series of occupational classification comprising six occupational environments. Every individual belongs to either one or a combination of these six occupational classifications otherwise known as personality traits. These are discussed on page 96.

**1. The Realistic Personality (Psychomotor/Motoric)**

The individual is physically strong, unsociable, aggressive, lacks verbal and interpersonal skills and also likes concrete activities. He also avoids occupation involving excessive ideas in words. For him, action speaks louder than words. Realistic individuals are most often pragmatic in orientation and often prefer occupations involving practical manipulation of things, tools and instruments. People in this group prefer occupations such as airplane engineer, construction inspector, electrician, filling station attendant, locomotive engineer, plumbing, farming driving heavy lorries, surveying, typing, machine operator, loading and off-loading of timber, carpentry, mason, watch or clock repairing, motor mechanic, etc.

**2. Investigative Personality (Investigative)**

The personality prefers to think rather than to act. He has unconventional values and aptitudes and avoids close interpersonal relations (unsociable). He also prefers to organize and understand situation rather than to persuade and dominate others. This individual is also very investigative and depends on intensive cognitive processes for occupational choice. These people include aeronautical design engineer, anthropologist, biologist, editor of a scientific journal, writer of technical articles, university professors, the chemists, physicist, pilots, police criminal investigation department, court judges, etc.

**3. Social Personality (Supportive)**

These are very sociable individuals who give attention to people and also need love and attention from others. Social people seek close interpersonal situations and are skilled in their interpersonal relations. They also avoid situation where they might be requested to engage in individual problem-solving. They like occupation that deals with people but avoid the one that involves extensive physical activities. Some of these are teachers, counsellors, speech therapists, musicians, priests, proprietresses of hair-dressing saloons, salesmen, psychologists, etc.

**4. Conventional Personality (Conforming)**

These personalities prefer occupation with routine environments, that is, obeying the rules and regulations of work processes. They admire those with power and status and try to identify with them. Infact, they like structured work environment. These kind of people prefer work such as pay roll clerk, receptionist, company or public secretary, book-keeping, budget reviewing, court stenographer, tax expert, traffic manager, soldier, policeman, traffic warden, various administrative staff in the civil service and so on.

**5. The Enterprising Personality (Persuasive)**

This individual possesses very high verbal skills for selling, dominating and manipulating other people and being at the centre of attention for other people. Infact, he is ambitious, sociable, optimistic, domineering, and above all, interested in occupying position of power and high status. His vocational preferences include business, buyer, hotel manager, economist, contractor, insurance agent, advertising salesman, land agent, banker, politician, business executive, officers in diplomatic mission, master of ceremonies, sports promoters, television producers, etc.

## 6. The Artistic Personality (Aesthetic)

The artistic people manifest strong self-expression and relations with others. They dislike structure and enjoys interpersonal interaction. They also like occupations involving fashions and modeling. Examples of such people include the cartoonists, interior decorators, authors, composer, architects, painters, musicians, poets, playwright, stage director, music teachers, fashion-designers, photographers etc.

From the foregoing, we can see that Holland's theory is based on some assumptions regarding personality types, their determination and relation to various outcomes and vocational choices. He then summarized these assumptions by saying people search for environments and vocations that will permit them to exercise their skills and abilities, express their attitudes and values, take on agreeable problems and roles, and to avoid disagreeable ones. An individual who approaches a work environment that is incompatible to his personal resources is therefore likely to fail and get frustrated.

## IMPLICATIONS OF HOLLAND'S THEORY FOR COUNSELLING

Since the major criticism of Holland's theory is its failure to adequately explain the manner in which the individual is shaped to conform to a particular occupational choice the task facing the counsellor then is how to assess the personality and need of the counsellee. The vocational counsellors will therefore make the client to:

- ⇒ Understand clearly the kind of a person he is and the kind of pressures and expectation associated with a variety of work environment
- ⇒ Explore his own personality characteristics such as interiors, imaginations, competence, experiences, and their overall suitability for various kinds of occupations requiring different skills. The use of personality and interest inventories such as Vocational Preference Inventory (VPI) by Holland's, Self-Directed Search (SDS), Vocational Interest Inventory (VII), Motivation for Occupational Preference Scale (MOPS) and Occupational Perception Questioner (OPQ), are therefore necessary in the vocational decision making process in schools' counselling. These tests are also useful to counsellors in diagnosing the underlying factors contributing to vocational indecision or decision.
- ⇒ Utilize these identified personality characteristics to choose an occupation or a job environment he will derive success and optimum satisfaction.

### ACTIVITY III

1. Define Holland's theory of vocational choice.
2. Discuss the different personality traits as described by Holland and the implications.

## TYPES OF INFORMATION NEEDED FOR CAREER PLANNING AND DEVELOPMENT

The essence in providing adequate information to students for proper career planning and development cannot be overemphasized. This is so important because of the numerous problems faced by the youths of today. One of the problems of the youths has been traced to lack of proper career guidance and counselling. This has had untold consequences on the development of the adolescents and youths. In order to address this problem, it is expedient



that these individuals be given adequate career information that would help them plan their lives.

Any endeavour embarked upon without proper and adequate planning may not succeed. If it does, there may be obvious problems later. Therefore, the students need to consider the following points before choosing a career later in life:

1. **Personality Make-up**

Any person seeking to choose a vocation must ask himself this question. Who am I? What do I want in life? Am I by nature a lazy person? Hardworking? An introvert or extrovert? Do I like indoor activities or outdoor activities? How will my personality fit into the job I am aspiring to take? Answers to these questions will help the person plan adequately and choose a vocation that is in congruence with his personality.

2. **Interest**

This is paying personal attention to something, for example the type of job somebody is interested in doing. It is obvious that whatever one has interest in, one will do it very well. Interest counts a lot when going for a particular job because it is assumed such a person will be able to perform to his satisfaction and contribute to the society he or she lives in. The client should guard against negative peer group and parental influences affecting the interest of career of the client. So, they need to be educated so as to choose vocation that they have interest in.

3. **The student need to be educated**

Academic ability counts in choosing a vocation. This is because some vocation needs highly intelligent persons while some do not need such requirement. The student should know his academic ability so as to help him make wise decision.

## **SPECIFIC INFORMATION NEEDED**

In planning for career, the student needs to know that educational qualification counts. Employers may require specific educational qualifications, skills and years of experience before getting a job. The population in the country is on the increase more than those looking for what to do. Due to this reason, employers of labour device means of screening potential workers and take the best. That is why devices such as interview and/or test taking may be used when selecting candidates for employment. Some vocations may need only secondary school certificate while others may require degree and post-graduate degrees.

## **NATURE OF JOB**

Any career planning must make concerted effort to explain to students the nature of jobs. This involves telling them about the description of the job, schedule of work, hours to be spent doing a job and tools to use. You may need to know whether the job is a seasonal or permanent job. For instance, a student who is aspiring to take to teaching may need to know that, he is expected to do extensive reading and research to acquire information needed to plan his lesson note as well as, write his lecture notes. He is also to use teaching aids, provided or improvised. The job itself involves actual teaching imparting knowledge, hours of standing while teaching, marking examination and continuous assessment scripts, and preparing results.

**JOB PROSPECTS AND ADVANCEMENT**

Any planning about job must furnish students with information about prospects and advancement about the job. The students need to know and ask questions such as, how many years do I need to work before getting promotion, and what do I need to do on the job to get promotion? Is it based on mere hard work as ascertained by his boss or superior? Or through publication of papers, attending interview or examination? Do I need to go for further studies? Or additional qualification notwithstanding?

**SALARY AND OTHER BENEFITS**

Studies have shown that one of the motivating factors for choosing a job is the economic benefit attached to that job. In as much as economic reasons should not be the only determining factor, salaries and other benefits are very important factors to consider. This is because the amount one collects determines the type of life style to adopt, house to live in, what to eat and wear, health needs and social recreation facilities to engage in. The students also need to know whether the job is a daily paid, monthly paid or if other allowances are paid such as house, transportation, hazard, utility, medical, children's education allowances, etc.

**JOB HAZARDS**

The students should know that there is no job that does not have its hazard. Job hazard may be described as any danger, difficulties or harassment faced by a worker that is threatening to the person's life. This could include death, diseases, accidents that could cause deformity, jail terms etc. For instance, in medical profession doctors or medical practitioners could be infected, especially when carrying out an operation or simply coming in contact with a sick person. Long hours of work may result to occupational stress, which may lead to other serious diseases. Also, a lawyer may be attacked by a loosing opponent or be involved in an accident while trying to get information about a case. A factory worker may get his fingers cut off accidentally while working or may develop pains on the arms or legs having to stand or sit for too long a time, while a farmer may be bitten by a snake while farming. Giving the students all these useful information will make them choose wisely what they want to do later in life.

**ACTIVITY IV**

1. Students need to consider some facts before choosing career in life. Discuss.
2. Explain the types of information needed for career planning and development.

**SUMMARY**

- In this unit, we have been able to discuss the historical and theoretical background of vocational development. Vocational guidance was introduced between the years 1906 and 1988 and Frank Parsons was the founder.
- The theoretical development of vocational guidance using Super's view points revealed that an occupation constitutes an implementation of self concept while Holland's view point postulated that the congruence between an individual's personality and the environment in which his works becomes a determiner of vocational satisfaction, stability and achievement.

- Information needed for proper vocational guidance is important because individuals need to be given adequate career information that would help them plan their lives.

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## **UNIT 2: COLLECTION, PLANNING AND DISSEMINATION OF CAREER INFORMATION**

### **INTRODUCTION**

Deliberate effort should be made to provide students with career information for the purpose of making them to understand self and the world of work. Gathering, planning and dissemination of information are very important aspects of career guidance. In this unit, the methods of gathering, planning and disseminating career information will be discussed.

### **OBJECTIVES**

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

1. explain what constitute career information;
2. explain the process involved in collecting, planning and disseminating career information to needy client; and
3. use the processes to assist students to collect career information.

### **HOW TO STUDY THIS UNIT**

1. Get your notebook and writing materials ready.
2. Read the unit thoroughly taking note of the new words used in this unit.
3. Check the meaning of these words in the dictionary, career dictionary.
4. Go to the library and search for information or through internet, textbooks on career guidance.
5. Visit colleges of education, universities, and JAMB offices to get their brochures for information about courses offered in these schools.
6. Visit some secondary schools in your locality and ask the counselors how they collect and give students information on career and vocation.
7. Reflect on what you have read both in this unit and textbooks.
8. Are you satisfied with the materials you read? If not go back to the library and search for information. Also use the internet if you can afford it.

### **COLLECTION, PLANNING AND DISSEMINATION OF CAREER INFORMATION**

One of the six basic guidance services is the information service. This service involves collecting, organizing, planning and interpretation of data. Gathering, planning and dissemination of career information is an aspect of this guidance service but now with a specific target, career information. The question is how do we gather, plan and disseminate information to the benefit of the students for adequate understanding of self and appreciation of the world of work?

Collecting career information means going or visiting places and searching for useful information concerning careers. Career information may be obtained by conducting interviews, inventories, visit to different places of work, getting information from print and

electronic media, going on excursion, planning and organising career day/weeks. Career information can be obtained from books and periodicals including newspapers and magazines.

## **INFORMATION COLLECTION AND PLANNING**

It is not enough to collect information regarding careers; such information should be planned and arranged in an orderly manner to make meaning out of them. The counsellor needs to ask, what type of career information are needed? What category of students should benefit from the effort? Information about career should be for all the students starting from the primary school to the tertiary institutions. This will make students have good foundation on career.

## **METHODS OF COLLECTING CAREER INFORMATION**

Career information can be collected by you using a number of techniques or methods. Each of these techniques or methods has its own advantages and disadvantages which you must think of from your own practical experiences. Among the methods are:

(1) **Writing.**

Writing to the source of information is one way to collect career information. Such letters can be written to employers like industries, institutions like schools and colleges and even to ministries to give you the needed information. In writing, you must know the problems like posting, letters not arriving or time it takes to arrive, lack of response from the person written to. However, it is the cheapest way of collecting information.

(2) **Personal Visits.**

You as the counsellor may need to personally go to the source of information. By this you need to travel out. In using this method, you may need to think of the risks in travelling, the cost and possibility of not meeting the person in the office.

(3) **Planning.**

Where this is available it can be used to collect information. Here too, you need to consider the cost and the type of information needed. Some information can not be given through phone calls.

4. **Career's Forum/Excursions**

Career weeks/talks, excursions can also be used to collect the needed career information. The aim of using this method is to stimulate students' career thinking, widen their occupation horizons and to help them focus attention on particular jobs so as to crystallise their preference.

## **DISSEMINATING INFORMATION**

Disseminating career information involves making available the information gathered and planned for the benefit of students. The counsellor can device many strategies of giving career information to students. This is done through individual or group methods. Career

information can be given to students during an orientation talk to students, linking the subjects they are offering to the job they aspire to take to later in life; this will help them make meaningful plans. Also some inventories on vocation such as Bakari Vocational Interest Inventory (VII, 1977) can be administered on the students. This is to help find the interest areas of the students.

### **METHODS OF DISSEMINATING CAREER INFORMATION TO STUDENTS**

The following methods can be used to disseminate career information to students, either on individual or group below:

1. **Career day/week**

A school be it primary, secondary or tertiary institutions could organize career day or week for the students. This involves inviting individuals who are established and successful in their occupation to speak to the students about their careers. These individuals should cut across all works of life not necessarily selecting from the most popular careers students know. The individuals will have to provide valid, useable and up to date information and advice to students. The school will have to make use of prominent personalities and those who have served as role models in the society.

2. **School Assembly**

One of the easiest and commonest ways of disseminating information to students is through the school assembly. Here the principal gives the counsellor opportunity to tell the students about the school's plan on career development.

3. **Bulletin Board**

One of the most effective ways of disseminating information to students is through bulletin boards. This is very similar to the notice boards found in strategic places in school for all manner of information. In the case of the bulletin board, it is meant for any useful information on guidance and counselling. Career information can be pasted there for students to see and read. There should be a display of materials cut from a variety of sources, for instance, newspapers, pamphlets, reference books, information from prospectus. The information must be up to date while obsolete ones are removed from the board.

4. **Career Conferences**

Conferences are very important because they bring about the rubbing of minds of people from different works of life. People come to share their experiences, failures on a job and give report of researches carried out in the different careers they do. Students at such career conferences should be exposed to occupational information that would be of benefit to them. Students and teachers should be encouraged to attend such conferences by making resources and funds available to them. During the conference, opportunity should be given to students to learn more about careers by allowing them to ask questions. At the end of such experiences, the entire programme should be evaluated to determine if there is the need to have more of such conferences or not.

5. **Excursion/Plant Visit**

Another effective way of disseminating career information is to take students on excursion and plant visit. Excursion could be to any where but related to particular

subjects the students are offering while plant visit is specific and definite. It could be a factory or company where an item is made or constructed. When students avail themselves of such opportunity, they learn or get to see how things are made and under what conditions. They also see the nature of job done, hours spent, materials needed and hazards in the job.

Adequate preparation should be made in terms of questions to be asked by the students. The visit could also be to an institution of higher learning in that locality. The students may find such visit interesting as many of them might not have visited a university college or polytechnic before. They should ask questions relating to different departments.

As a follow-up to such visitation, the students should be asked to “out” or role-play what they have seen with respect to the occupations and career chosen by people. It will help students understand important aspects of various jobs. This method when used effectively by students will remain fresh in their memory than just reading it from the book or told by their teachers.

#### 6. **Career Files**

Creating and using careers file is strange to most students. Students should be taught how to develop a career file. This can be done by investigating or asking their parents, teachers, older siblings, about what they do when they go to their working places. The information to be developed and kept in the file may include the type of job done, where the job is located, how many hours spent on the job before closing, does it involve “shifts”, difficulties in the job etc. The information in the file should be updated as the student moves to higher class. By the time these students get to SS III having gathered information for years, this will help them to make wise decision about a career because of the wealth of information at the student’s disposal.

#### 7. **Career library**

One of the services that the counsellor can render to students is to make available information to students in the career library.

A section of the school library should be reserved specifically for career information. When students need career information from books, journals, magazines, tape recorded cassettes it should be made readily available to the students from the career library. The students should be taught how to look for useful information from that section.

#### 8. **Electronic Media.**

The counsellor can disseminate career information to students by using either audio cassettes, playing it to the hearing of students and asking them to put down their questions to be discussed after listening to the tapes. It could be on any aspect of the student’s life.

The counsellor could also use television and video tape recorders. The fact that students see what is being talked about might leave an unforgettable experience in their minds. The students could be asked to role play some activities and shown to them later; by so doing they are being given information.

The introduction of computers into the educational system has brought a lot of innovation to the educational system and has made learning interesting for schools that can afford computers. Different types of career information can be given to the students.

**ACTIVITY**

1. How would you go about collection and organizing career information?
2. Discuss three methods of disseminating career information that are applicable to you in your place.

**SUMMARY**

- Collecting career information means going out or visiting places and searching for useful information concerning career.
- Career information can be disseminated by making available the information gathered and planned for the benefit of students. This can be done either by individual or group methods.

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**UNIT 3: PLANNING FOR CAREER DAY/WEEK, CLUBS, PLANT VISITATION OR EXCURSION****INTRODUCTION**

In this unit you are going to read about planning for career day, week, clubs, plant visitation and excursion. You must see yourself as an opportuned person to benefit from these discussions because individuals who attended one form of school or the other never had such opportunities some fifteen to twenty years ago. You should, therefore, make the best of this information.

**OBJECTIVES**

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

1. plan and organize career day/week;
2. organize students into clubs; and
3. carry students out for plant visitation or excursion.

**HOW TO STUDY THIS UNIT**

1. Go through the unit carefully taking note of all new words.
2. Use your dictionary to check the words.
3. Ask your parents how they chose the career they are presently doing.
4. Check for more information from career library.
5. Attempt all the activities.

**PLANNING AND ORGANIZING CAREER DAY AND WEEK**

Any meaningful guidance programme or activity needs proper planning and organization. This is done to ensure the success of such activity. Planning and organizing career day or week involves adequate planning. Planning begins with setting the objectives of such an activity and mapping out strategies to accomplish these objectives. For instance, some of the objectives of carrying out career day or week may include the following:

1. to expose students to the world of work.
2. to match the classroom experiences and world of work.
3. to make students realise that choosing a career involves not just admiring what the nature of the job is.
4. to make students understand the relationship between personality and make up desired career.
5. to clarify issues they do not understand from the resource persons.

The next stage of the plan is to take some steps that will help accomplish the set objectives. These are discussed as follows:

**In planning and organising career day, the counsellor must first seek for the consent and permission of the school authority.** This is necessary to ensure its success. The principal's permission is needed because he is responsible for the provision of funds and the venue for the programme. The counsellor needs fund to do the running around to invite the resource person, distribute invitation cards to important personalities, fund for arranging the hall, typing the papers to be presented, paying honorarium if the school is buoyant, and preparing refreshment for the invited guests and students.

**After getting permission, he needs to make sure that the hall is ready and ensure that it can accommodate both the students and the invited guests.** Provision should also be made for the teachers in the school. This is because the teacher might gain experiences they could use in the classroom while teaching.

**The students who would have been sensitized before the day are arranged according to class and are asked to attend the programme.** The principal would have announced that, the day will be lecture free day so that all the students would attend. The students need to be told to get prepared especially paying attention and ready to ask questions on issues bordering on aspired careers.

**The letter sent to the resource persons should be explicit and specific.** It should ask the resource persons to speak briefly on their chosen career, nature of the job they do, duration spent working, tools used, requirement in terms of subject combination, course to read, number of credits to make, duration of the course, financial implications of the course, mode of applying for the job, the experiences or skills needed, remuneration and salary, advancement opportunities and job hazards. This is to enable the students get a full picture of what the careers are all about and help them prepare their minds for what they want to go into.

**After the talks, the students should be assembled to ascertain the success or otherwise of the programme.** The objectives raised before the programme should be evaluated to determine the weakness and success. This should be a continuous process for the students.

## PREPARING STUDENTS INTO CLUBS

The counsellor has the responsibility of forming students into clubs. This is important because when students who are full of energy are left on their own, they may be persuaded to join anti-social clubs that may be detrimental to their success in school. Most of the students found in the secondary schools are adolescents who are undergoing changes, physically, socially, morally, intellectually and psychologically, so their excess energy need to be channeled appropriately.

Students can be formed into clubs on different basis. It could be on the basis of class, subject, gender, age, or culture. Whatever the basis may be, the essence is to build in the students the spirit of cooperation, competition, tolerance, academic excellence and morality. For instance, if it is a debate club, the counsellor along with the teacher teaching a particular subject may plan and organize the students on what is expected of them especially when they are to represent their school. Adequate preparation, planning and organization should be made in terms of making them understand the subject matter thoroughly, appearing neatly and representing the school with the hope of defeating the opposing school.

**TAKING STUDENTS OUT FOR EXCURSION/PLANT VISITATION**

Taking the students out on an excursion may be an interesting and educative exercise when adequate planning and organization is made for the success of the programme. Students are always excited to go out on excursion, because it is a different method of imparting knowledge, different from the daily routine of classroom teaching that may be boring, sometimes even to the teachers and students.

The counsellor, teacher and students should put their heads together to determine where to go on an excursion. The excursion could be on different subjects, careers or just to create relaxation for the students. When it is plant visitation, it is specific. The students are taken to a plant or factory to see things for themselves. Whether the visitation is to a plant, factory or school, the students should be given ample opportunity to ask questions. The counsellor should review the activities after they return from the visitation. This will determine if the students have learned anything or not.

**ACTIVITY**

1. How would you plan and organize the students to go on plant visitation?
2. What would be your objectives for taking the students out on excursion?
3. Using your experience from this unit, explain how you are going to organize students into academic or cultural clubs.

**SUMMARY**

- Planning and organizing career day, week, plant visitation and excursion require adequate preparation, support and financial assistance from the school authority.
- The objectives for carrying out such visitation should be identified and evaluated at the end of the programme.

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**Unit 4: WORK STUDY PROGRAMME AND JOB CREATION SKILLS****INTRODUCTION**

Have you ever wondered why most of our graduates especially from tertiary institutions roam about the streets looking for what to do and find nothing to do? Informed observations and studies have shown that among other reasons, it is due to absence of a link between what students studied and the world of work. The educational policy of the country has not made studies relevant to the needs of the students in terms of their career aspiration and choice. Most of what students do in school are theory without the practical aspect of the course.

In this study, you will learn about work study programme, job creation skills and job hunting.

**OBJECTIVES**

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

1. identify basic skills in job hunting;
2. exhibit effective job interviewing skills; and
3. list and explain enterprising activities that would lead to job creation.

**HOW TO STUDY THIS UNIT**

1. Get your notebook ready.
2. Read this unit thoroughly, writing down all the new words.
3. Check the meaning of these words.
4. Read the passage again.
5. Attempt all the activities.

**WORK STUDY PROGRAMME**

Work study programme is relatively new in the educational system of the country. This programme took its root from the United States of America in the late 1950s when the youths were dissatisfied with the educational system the country was operating then. The students complained that the educational system that was in operation then in the United States of America was not meeting their needs in terms of what they expected in the world of work. Thus the programme was introduced to meet this demand.

The work study programme is meant to provide practical experiences of the world of work to students as they learn in the classroom. This is aimed at linking classroom experiences to what is obtainable in the various occupations. It makes what the students are learning in various subjects real with what they see people do in their various places of work.

In Nigeria, this programme has not been fully appreciated and adopted in the educational system. Although the National Policy on Education indicates that with the introduction of pre-vocational subjects at the JSS levels, and the technical subjects at senior secondary school, artisans and mechanics will be employed to teach the students the art of these vocations. But this has not fully taken place. Students are only taught the theoretical aspect of the pre-vocational subjects without practicals. This means that, the system, considers that

students live in two separate worlds, the world of education and the world of work. Hence, students are prepared only for education and the world of work is overlooked.

The system of education also makes students believe that, the knowledge and skills they acquire were not the ones they need to participate fully in the economy and social development of their community. This suggests that they are ill prepared to cope with the problems of modern life. The present policy on education seems to recognise that there is a problem and stated that, the apparent ignorance of many young people about career prospects should be over. This implies that there is the need to relate education to life outside the school.

The counsellor comes in here to provide useful, adequate and up to date career information to students to help them make realistic career choice. Also teachers in primary, secondary and tertiary institutions must make concerted effort to plan series of vocationally relevant exploratory experiences or exposures which have meaning for the career development of its students. The counsellor must work closely with teachers taking various subjects to think and talk to students on the link between education and vocation.

In the country, there are some vocational schools set up by the government but because of the negative attitude of the youths toward manual labour, there seems to be very low patronage. Students and parents should be reoriented to change their attitude and appreciate dignity of labour. In some universities, the administration has made some gentle man arrangement with road-side mechanics to come to the school to teach mechanical engineering students the practical aspects of what they are studying. This is a welcomed development and other universities should emulate Bayero University Kano. The students need such experiences to deliver them from unemployment ravaging youths of the country. This type of arrangement could be done right from secondary schools and the polytechnics should be made more functional in giving practical experiences and skills to students.

### **JOB CREATION SKILLS**

The problem of unemployment is so real. That the government alone cannot continue to create employment for all its qualified citizens is obvious. Therefore the need for individuals to begin to create skills that would earn them employment becomes necessary. Job creation skill is the ability of individuals to use their knowledge, initiative and creativity to create something they can fall on to serve as a means of livelihood.

If the job creation is to be taken seriously in this country, then there is the need to revisit the issue of dignity of labour. Dignity of labour is described as having or placing “worth” on whatever anyone chooses to do to earn a living. Also the issue of self employment becomes very important as the government can no longer give employment to every qualified person.

Self employment in a lay man’s language means, deciding to be on your own, not working for any government, agency or organization. The person is the sole controller of his business, he is the manager and proprietor of the business. In becoming self employed, it means the person has realised the place of dignity of labour and is ready to face the challenges that goes with it. The negative attitude of the youths in the country towards manual labour must be changed through reorientation of their knowledge about the world of work. This attitude is evident among individuals who had some form of education and who feel that manual labour is meant for illiterates. This misconception must be changed because many of the youths have found themselves in activities that are counterproductive and antisocial simply because they cannot use their initiative to create and appreciate what they can do for themselves.

Individuals who appreciate dignity of labour and opt for self employment are fully aware that a person may not necessarily be a millionaire before he or she can start a business. The amount of money needed to set a business or create a job may depend on what type of job the person intends to create.

The following tips may be considered when creating a job.

1. **Feasibility Study**

The individual needs to carry out a feasibility study having decided on what type of job to create. This study is carried out with the aim of finding out if the business will succeed or not, especially with respect to “site” or “place”. He may need to ask himself, will the business be sited in the city or village? If in the city, will it be in a strategic place, like close to the main roads, market place, near the stadium, office areas or in institutions of learning? This will help to tell if the business will succeed or not.

2. **Scope of Expansion**

He needs to ask, how big or small will this business be? His finances will determine the size of the business. For young graduates depending on his connections, the business may usually be a small one especially when they do not have finance or collaterals, like landed property or money in the bank.

3. **Source of Funds**

He also needs to consider this important fact, where will the money be sourced from?, and how much will be needed to set up the job and his ability to get fund from friends, parents, government, National Directorate of Employment (NDE), NGOs, loan from bank. Experience has shown that in some states, there are well meaning individuals who have taken it upon themselves to give loan to young graduates but upon giving their certificates as collateral. After a stipulated number of years, the loan is returned and the certificate is returned to the owners. The person who wants to create job should consider this option too.

4. **Types of Instruments Needed**

He needs to also ask, what type of tools, machines or materials he would need to set up a business. Are these machines easily acquired, imported or Nigerian made? Can they be replaced in case of accident?

5. **Prospects of the Job**

He needs to ask himself, what are the prospects of this job he is creating? Will it thrive or fold up within some years? Is it going to be a seasonal or permanent business?

6. **Profit Making**

He needs to ask, how much profit will the job generate and within what period of time? Normally after sinking the seed money for the business, it is expected that it should profit.

### 7. Legal Backing

He needs to put in place a legal position on the business. For instance, he may need to ask this question, if the owner of the business becomes handicapped or dies, what becomes of the business? Is there any will or inheritance formula for the family especially, wife and children?

The person who wants to be self employed may need to address these questions pertinently before deciding on what job to create.

Job creation may be in the following areas as experience has shown that most of the graduates from institutions of higher learning in the country do not want to engage themselves in these occupations. It then becomes apparent that if dignity of labour is to be appreciated, self-employment in these occupations may therefore be considered:

#### 1. Acting Home Video films

Gone are the days when acting as profession was meant for drop outs. These days if an individual is not educated, he may not be able to act and earn any reasonable amount. Parental attitude must change towards their children who want to opt for acting as a career. Information from print media says that first class actors and actresses earn as much as ₦450,000 per film and may be higher these days.

#### 2. Animal caretakers

An individual might not have read veterinary science before he can become a good animal caretaker. Individuals have become self employed by keeping poultry, pig farm, turkey farm, rearing goats, cows and you may not necessarily be a Fulani man to be successful. This has fetched a lot of money to individuals.

#### 3. Bakers

There is hardly a family in Nigeria who does not eat bread as a meal either for breakfast, lunch or dinner. Baking bread has become a big business. Also, caterers who bake cakes of assorted types are making it in life. Graduates should avail themselves of such opportunity. They could go for apprenticeship for months or use their home economics knowledge learnt from school to set up a business centre. A friend who is a lecturer in one of the university is into baking business within the campus. She makes as much as N2,000 daily from selling meat-pies, doughnuts, burns and ice blocks. It reduces nothing from her as an Associate Professor, but adds financial benefit to the family to the tune of ₦24,000 – ₦30,000 monthly.

#### 4. Book Binding

This is another lucrative business today especially in institutions of higher learning where lecturers are encouraged to write and publish papers for promotion. Also students before graduating are expected to write projects, thesis or dissertations. This business is not a capital intensive venture, except for publishing books. Graduates can look for soft loans to set up business centres to have book binding, printing, photocopying, computer typing.

#### 5. Bus/Taxi Driving

One of the areas where dignity of labour is not shown by educated graduates is in the area as bus/taxi, motorcycle riding business. Graduates feel that these businesses are meant for drop outs and illiterates. This is as true as the youths in western countries

found the secret a long time ago and introduced work-study programme in their schools with driving taxi as one way of helping students cope with financial problems and academics. This is a lucrative job creation venture for graduates. They could seek for loan to get their own car or make arrangement with owners of public transport to drive and be paid and later acquire their own car. I have a friend who owns a bus and conveys secondary school students to school daily. They pay ₦2,000 monthly and they are 16 students amounting to 32,000. He pays his driver and services the bus monthly. Sometimes when the driver cannot come due to pressing needs, he drives the bus and sometimes when he travels the wife picks the students. I will encourage female graduates to venture into the type of business not necessarily driving a taxi and picking passengers but making arrangement to pick children to school or pick a category number of workers in the same ministry to work.

6. **Carpentry/Painting**

People can learn the art of carpentry or set up a painting business. People are making it these days and it is not capital intensive venture.

7. **Child Day Care**

This is good especially for those who read education and cannot find job to do. They could rent a room apartment and begin with ten to fifteen children and later extend it to a nursery school and primary. Most of the big private schools today started as day-cares or nursery schools. Also someone who read education can set up extra-mural classes for coaching secondary school students who are either preparing to write GCE, SSCE or NECO examinations. It could be for those students who are deficient in one subject or the other, or lack good subject combination to earn them admission into higher institutions.

8. **Farming**

The Federal and State governments are encouraging the youths especially graduates to go back to farming. The country can no longer rely on petroleum for the country's sustenance. Loans for farming are given to interested persons with little or zero interest rate just to encourage interested individuals to take to farming even though it is seasonal. Dry season farming could also be encouraged.

9. **Hair Dressing and Barbing Saloons, etc**

This is a low capital intensive venture and easy to learn occupation. Graduates and even undergraduates could be encouraged to take to this business while they study. Other occupations may include music, fashion designing, welding, catering, ice-block making, water sealing, etc.

## **JOB SEARCH**

The importance of employment cannot be overemphasized. Any country where high rate of unemployment is experienced definitely has problem. These problems could range from economic development and social problems. There are many methods people use to search for job. This may include efforts made by the government to provide job for its citizens through advertisement, manual newspapers or asking people to apply.

When searching for job, the applicant should know that the basic requirements are needed depending on the job he or she is applying for. The ability of the applicant to meet the required criteria for the job may qualify him or her to get the job.



The applicant may need to consider the following:

1. What qualification do I have to get this job?
2. What experience or skills is needed for the job?
3. He may need to write his curriculum vitae for the job.
4. He may need some skills in writing an application to get a job.
5. He may need to read daily papers and watch Television often.
6. He needs to register with labour offices for any opportunity.

In seeking or searching for job, Adana (1986) observed that, job seeking skills mechanism involves more than the learning of the basic job seeking skills. It includes the development of more realistic and effective socially acceptable skills in cultural relevant interpersonal behaviours. Also, he contended that a large fraction of employment in this country is more as a result of successful use of social resources than the knowledge of the basic western job getting procedures common in western country.

In recent years now, experience has shown that those who get some kind of job to do in the country depends on the contact, god-fatherism they can pull irrespective of one's qualification and experience or skills. This social ill has eaten deep into the employment sector of this country that its effect is glaringly seen in the underdevelopment of the economy of the country. The wrong people are put in the right places with no results. Also the issue of corruption has affected the ability of people to get gainful employment. Those who do not have "godfather" and are not from a particular geographical area or religious affiliation must bribe their way out to get a job. Also the more social a person is the better his/her chances of getting a job.

Also when searching for job, the applicant should know that there are jobs that are permanent, temporary, on contract or seasonal. Adana (1986) observed that job could be ideal, realistic and situational. You will read briefly about these terms below as I explain them.

### **Temporary jobs**

This type of job lasts for a short period of time. This type of job may attract very high or low pay depending on the nature of the job. People may work for hours, days, weeks or months. People who engage in such jobs may not get any security from it. Examples are daily paid bricklayers, builders, farmers, drivers and house helps. Most people who do such jobs do so for fast economic benefits.

### **Seasonal job**

These are jobs found during certain seasons, such as farming, road and building construction. People farm certain crops during rainy or dry seasons while road construction works are mostly done during dry season. Because of the seasonality of these jobs, people look for alternative jobs to do after such seasons have passed.

### **Steady or permanent jobs**

These are the jobs that are continuous and are supposed to last for a life time or for a long period of time. Due to the nature of the job it is most likely to provide satisfaction and the most reliable means of livelihood. It has less anxiety and the highest sense of security about

the future. People can even save and make preparation for retirement age. It is permanent and pensionable.

**Realistic job**

This is described as the best job one can get under a given situation. When an individual has the ability, capability and personality suitable to be a medical doctor but owing to the fact that teaching pays better, he desired to teach rather than seeing patients. In this case, the realistic job for him would be a doctor. Realistic jobs are subject to changes in the opportunities and other social variables within the environment. The moment a higher paying job in his area of competence becomes available, the present job ceases to be the realistic one.

**Situational job**

This type of job is done to solve some immediate or emergent problem. People do such jobs to get the soul and body working, while they wait for a better opportunity. Most often, the condition of working are not too pleasant and people have to endure because there is no alternative readily available. Sometimes a person with first degree may be offered a job of an NCE holder which means he is underpaid. A graduate from university suffered such experiences when she graduated from Ibadan with a masters degree in counselling and was offered GL. 08 step 4 because the ministry officials categorically said counselling was not related to education due to lack of awareness. The lady worked for five years and later got a job in the university as Assistant Lecturer. Infact, when this lady complained and requested for an adjustment in her salary, her job which was initially permanent and pensionable was converted overnight to contract without adjusting the salary. This is a true experience. Many workers in the civil service may be passing through similar experiences today.

**PROCESSES INVOLVED IN SEARCHING FOR JOB**

There are some basic processes involved in job searching. These include:

**1. Adequate knowledge of the job**

You have to know and be sure of the type of job you are looking for. What type of job really needs qualification, personality and environmental factors?

**2. Job Haunting**

The individual must take a bold step to go out to actually do the hunting for job. He needs to discover job that might eventually lead him to getting the job.

**3. Invitation for Interview**

There is the need to pursue the job until the person has been called for an interview. The job lead may be an advertisement in the paper, radio, television or information pasted on notice boards or it may be information from a friend, or classmate. The prospective job hunter follows every instruction given until he is called for that interview.

**4. Preparing and Attending an Interview**

This may involve rehearsing what the person has studied. Reading some tips on how to attend an interview including role playing and how to behave in the presence of an experienced worker is part of the rehearsals for the assessment. The person needs to sleep early to avoid having anxiety and must be dressed smartly and be composed

during the interview. He must be bold and able to respond to the questions thrown to him.

### 5. Job Acceptance

The last step is to accept the job having been found appointable and reporting for the job. The person's first appearance and attitude to work matters a lot in the eyes of his boss.

(You should read an article written by Bolaji S. Adana on Job Finding in Educational and vocational guidance concepts and approaches edited by Tunde Ipaye for further information.)

### ACTIVITY

1. Explain the following in your own words:
  - (a) Job searching
  - (b) Job creation
  - (c) Work study programmes in your own words.
2. List and describe three different types of jobs.
3. Mention five tips you need to consider before creating a job.
4. Discuss four jobs in your locality which educated youths have neglected but which you think can help in reducing unemployment in your locality.
5. What is dignity of labour? How can you show dignity of labour in whatever you choose to do later in life?

### SUMMARY

- In this unit, work study, job hunting and job creation were discussed. It was established that work study programme should be revisited in the national policy on education and made functional in the school system. Also individuals were encouraged to hunt for jobs as the government can no longer employ all employable people through self employment. Tips to consider before creating jobs were given, while examples of jobs neglected by the youths which could reduce unemployment were suggested.

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