

THE ROLES OF COUNSELLORS IN CAREER DEVELOPMENT OF STUDENTS AT ALL LEVELS OF EDUCATION

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Abstract

This study investigated the role of counsellors in career development of students at all levels of education in schools. Counselling is the process of helping individuals to discover and develop their educational, vocational, and psychological potentialities and thereby achieving an optimal level of personal happiness and social usefulness. Counsellors in schools play the role of achieving the aims of helping students to have a straight and meaningful transition from school studies to the place of work. The present counselling programmes in schools are derisory to guide the students in career development. This study lays emphasis that education at all levels should be concerned with the students, the development of students' entire life and career education which should be adapted to be more relevant and important in our schools and in the country. It is recommended that, the position of Government to help schools to prepare the youths for the situation after school, and the duties of the teachers, guidance counsellor, parents and school workers in helping the young people to develop a higher degree of self-understanding and to encourage students in their career plan and awareness and also in decision making. Therefore, career development process should be at all levels of educations within formal system of education.

Keywords:

Career Development, Guidance, Councelling, Career, Education

Introduction

Counselling refers to the services and programs that promote personal, social, educational and career development (Gladdings, 2003). In a school setting, counselling attends to the needs of students, parents, guardians, professional associates and the community. It involves individual student planning, guidance curriculum instruction, system support and the provision of response services. School counselors promote student achievement through individual consultations, small group sessions and classroom lessons. Counsellors dedicate their energy, time and skills to provide both direct and indirect support to students through inclusive and evidence-based approaches. (Gladdings, 2003).

Professional guidance and counsellors and some concerned parents have emphasized the need to improve school guidance program for some years back because counselling in government schools has not been functioning well. This has not encouraged students to understand their choice of career and follow the system of education in the society and does not enable the young people to compete in their vicinity.

A career refers primarily to the sequence and variety of work roles, paid or unpaid, that individuals undertake throughout their lives; but it is also the construct which enables individuals to make sense of valued work opportunities and how their work roles relate to their wider life roles (Denga, 1974). Career Development is a unique and lifelong process for each individual of managing learning, work, and transitions in order to move forward and participate effectively in work and society. Successful career development is important to individuals' personal and economic well-being, social mobility and both economic productivity and social to justice, (Robbins, 1993).

Pietrofesa & Splete (1975) stated that “career development is an ongoing process that occurs over the lifespan and includes home, school and community experiences related to an individual's self concept and its implementation in lifestyle as one lives life and makes a living.” Career development as “a means by which an organization can sustain or increase its employees' current productivity, while at the same time preparing them for a changing world (Robbins, 1993).

This paper emphasises on the role of counsellors in the career development of students at all levels of education. Counselling psychologists have several opinions about career development and this refers to the lifelong process of developing work values, crystallization, a vocational identity, recreational and fulltime work conditions.

CAREER DEVELOPMENT COUNSELLING

Career development counselling is a service that aims to provide coaching, advice and counseling for clients regarding their career. Counsellors in this field help

clients to make career-based decisions and set goals for career change or progression. They can help in developing action plans to aid in achieving these goals and putting these plans into action.

The role of career development counseling is to provide a service to help people better organize their thoughts and feelings about their career options and focus on what they need to do to achieve their career goals. The aim is to help people effectively analyze themselves to make more positive decisions. This often requires in-depth one-to-one interviews and assessments to identify a person's skills, motivations and goals. (Pietrofesa, et al., 1975).

This entire process is carried out in a way which empowers the client to be confident in their decision making abilities and able to make well informed choices for themselves. Career development counseling gives clients the skills to do that successfully. It promotes the ability to identify the factors influencing someone's career before discussing how to alter them. Counselors will also work with individuals to improve job hunting skills such as interview techniques, networking and negotiation skills to increase the likelihood of achieving their career goals. (Pietrofesa, et al., 1975).

Career development counselors can work with some clients on short-term projects and with others on long-term goals and strategies. Either way the aim is the same, to empower people to make the best career decisions for themselves.

IMPORTANCE OF CAREER DEVELOPMENT IN SCHOOLS

Many career psychologists have agitated for the critical need for career development in school starting from the elementary school through secondary school level. They placed emphasis on the need for education at all levels to be concerned with the totality of human life, including the career development needs of individuals. Okon (1979) opined that education should be adapted to become a more relevant introduction to the world beyond in the government must help schools to prepare young people for the situation that will face them after they leave schools.

Career development is important based on the following:

- ▶ It is important to assist students to make decisions at key transition points and supports their successful transition from **school** to further **education** or work. It also aims to develop the **career** management competencies that will equip students to manage their **career** pathways and opportunities throughout their lives.
- ▶ Career education and guidance is an inherent element of every school's provision of a rich and balanced education. It assists students to make decisions at key transition points and supports their successful transition from school to

further education or work. It also aims to develop the career management competencies that will equip students to manage their career pathways and opportunities throughout their lives.

- ▶ Since schools demonstrates the school-wide impact of effective career education strategies. There is clear evidence that students who understand the relevance of school to their future lives and careers feel more motivated about school.
- ▶ Career development counselling is an ideal context for recognising the particular role and aspirations of the student. Students need to be well-informed and supported to make effective transitions to tertiary education and successfully pursue their own lifelong learning pathways.

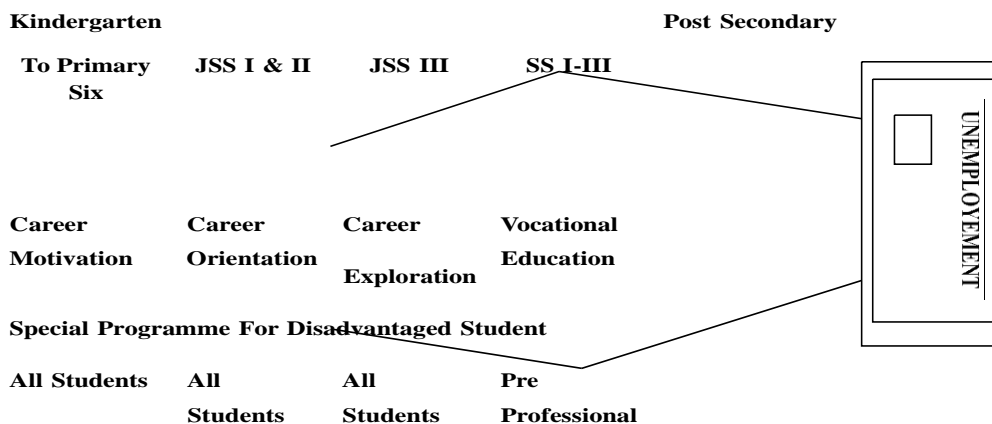
The above diagram shows the stages of career development of students at all levels of education where counsellors help the student in their self awareness as the initial stage of their career development and later proceeds to exploring oneself that is the skill that the student is able to display at that level of education. At the third stage the skilled developed from the former stage will be developed through the help of the counsellor. Then, the skilled developed will be market and then the counsellor will help the student to perform the skill at the last stage.

The Stage of Career Development in Schools in Nigeria

The stages of career development in Nigerian secondary schools are explained with the ohio's career development diagram below:

OHIO'S CAREER DEVELOPMENT CONTINUUM
: *Ohio's Career Development Continuum (1978)*

The above Ohio's career development diagram is describing the stages of career development of students which starts from kindergarten up to post secondary



Source: *Ohio's Career Development Continuum (1978)*

schools, the stages involve kindergarten to primary six, Junior Secondary School, Senior Secondary School, up to post secondary school. The diagram is explaining the importance of every stage in career development, Kindergarten to primary six is meant for career motivation; Junior Secondary school is meant for career orientation and exploration; senior secondary school is meant for vocational training in education and post secondary is meant to train the students for the feature job they will be offered (field). Meanwhile there will be special programme for the less privilege students.

Problems Associated With Career Development

The following are the problems associated with career development in some Nigerian schools:

- i Issues on self-evaluations among peers
- ii Students don't know whether he/she is appropriate with any careers
- iii Limited self-evaluation of students, Issues on Information
- iv Students are lack of careers and major knowledge
- v Students are in trouble with seeking information of careers
- vi Students are lack of knowledge of training unit
- vii Lack of knowledge pertaining to career selection
- viii Issues on conflicts with parents at home
- ix Non-resolved conflict between himself/herself in career selection

LINKING COUNSELING TO CAREER DEVELOPMENT

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LITERATURE REVIEW

THEORETICAL FRAMEWORK

Theories of Career Development

The following theories are generally considered to be the most influential theories of career choice and development in terms of research and practice. Theories explaining career behavior provide the psychologists with a conceptual map and describe the purposes for which career counselling, career education, and other career interventions should be implemented. Some of the theories are:

Trait-and-Factor Theory

Among the early theorists on career development, Frank Parsons in *Choosing a Vocation* (Boston, 1909) argued that a wise vocational choice was made first by studying the individual, second by understanding the relevant characteristics of occupations, and finally by matching the individual with the occupation. This process, called the trait-and-factor theory, became the foundation for many career counselling programs and is still in use today. It has led to the development of assessment instruments, as well as to the study of individual job requirements. This theory focuses on individual traits but does not account for changes in values, interest, skills, achievement, and personality over the course of a lifetime. Thus, although assessments based on the trait-and-factor approach are quite useful in career counseling, this theory is generally considered to be quite limited (Pietrofesa, et al., 1975).

Ginzberg Theory

In contrast to the static approach of the trait-and-factor theory, Ginzberg, Ginsburg, Axelrad, and Herma (1951) were the first to view career development as a lifelong process, with an emphasis on very early development. Ginzberg and associates outline three distinct stages or periods in the career-choice process, each of which is divided into substages. During the fantasy stage (childhood before age 11), play gradually becomes work oriented and reflects initial preferences for certain types of activities. The second period, called tentative, is divided into four substages

(interest, capacity, values, and transition) and lasts from ages 11 to 17. During the tentative period, the individual becomes more aware of work requirements and of his or her own abilities and values and makes decisions regarding vocational likes and dislikes. At the realistic stage (ages 17 to young adult), there is further integration of perceived abilities and occupational interests. As the person first narrows his or her choices to a few possibilities and then makes a commitment by selecting a job or entering specialized training (Pietrofesa, et al., 1975). Ginzberg (1984) reemphasized that career development is lifelong process for those who seek to attain major job satisfaction. As changing work goals occur, a person will reassess how to improve it with the work environment.

Super Theory

Donald Super's (1953) life span developmental theory includes five major stages. The first, growth, occurs from birth to ages 14 or 15 and is characterized by the development of attitudes, interests, needs, and aptitudes associated with self-concept. During the exploratory stage (ages 15 through 24), occupational choices are narrowed, and the establishment stage (ages 25 through 44), is characterized by work experience. From ages 45 to 65 the person experiences a continual adjustment process to improve the working situation. Finally, during the decline phase (ages 65 and over) there is reduced work output and eventual retirement. Super's theory has been expanded and refined over the years. Super's (1996) theory has increasingly been viewed as the most comprehensive of the developmental approaches.

Roe Theory

This theory focuses on early relations within the family and their subsequent influence on career choice. Roe classifies occupations into two major categories: person oriented and non-person oriented. Empirical investigations of Roe's theory have generally failed to provide validation, and the theory itself is difficult to implement in research terms. Roe's major contribution appears to be her emphasis of the impact of childhood experiences on career development and her job classification system (Roe, 1956).

Holland Theory

The theory that has generated the most research and has the most influence on the career practice of psychologists and counsellors is the work of John Holland. According to Holland (1985), the choice of a career is an extension of one's personality into the world of work. Individuals choose careers that satisfy their preferred personal orientations. Holland developed six modal personal styles and six matching work environments: realistic, investigative, artistic, social, enterprising,

and conventional. A person is attracted to the particular role demand of an occupational environment that meets his or her needs. For example, someone who is socially oriented would seek out a work environment that provides interactions with others, such as nursing in a hospital setting. Holland and his colleagues have developed a number of instruments (e.g., the Self-Directed Search) designed to assist in identifying individual personality traits and matching those traits to occupational groups. Holland's theory assesses each individual in terms of two or three most prominent personality types and matching each type with the environmental aspects of potential careers. It is predicted that the better the match, the better the congruence, satisfaction, and persistence (Holland, 1985).

Krumboltz Theory

Krumboltz's (1979) theory of career development is grounded in social learning theory and in classical behaviorism. It also incorporates the more recent ideas from self-efficacy theory (Bandura, 1977) and cognitive-behavioral theory (Beck, 1976; Ellis, 1970). This theory incorporates many factors, each of which has a different impact on the person in his or her career decision making. First, genetic endowment may expand or limit options for each individual. Included in genetic endowment are set factors (sex, race, developmental disabilities), as well as those innate talents that a person can choose to develop. Second, career decisions are influenced by environmental conditions and events beyond a person's control such as cultural norms and economy. The third factor is individual learning, which can occur both instrumentally (e.g., being rewarded for writing may lead to an interest in being a journalist) and associatively (e.g., watching a movie in which a policeman is seriously injured may reduce the desire to go into law enforcement). Learning experiences include acquiring (or failing to acquire) work habits and problem-solving skills. Finally, Krumboltz highlights the importance of what he calls self-observation generalizations. That is, people compare their own performance, skills, and abilities with some standard and draw conclusions about their competence and worth. These conclusions are used in making responses to future situations. If the conclusions reached are not reasonable but rather unrealistic or inappropriate, their images of themselves as workers, may be damaged. For example, a girl may not believe that she could be capable in math, and so she avoids math-related activities and career possibilities. In summary, Krumboltz sees career development as unique for the individual and believes that most of the influences on career development and career choice (e.g., interests, self-concept) are capable of being altered at any point in life.

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Counsellors Roles

Career development counsellors work with individuals to guide them in making decisions about their career. They assist people with the process of choosing a career or educational program at all stages of their career. Using aptitude and achievement assessments, career counselors help their clients to evaluate their abilities and skills. They then take the client's interests, background, training and education into consideration, and assist them in developing realistic goals (Career Development Institute, 2017).

Career development counsellors also help clients with a career change by helping them choose and transition to a new profession, or conduct a job search in their existing profession after a layoff. Clients can learn skills including networking and interviewing from a career counselor, along with strategies to find job openings.

Career development counsellors also help their clients with the application process for educational programs so they can complete the necessary coursework and training for their chosen career. They can help their clients with conflict resolution in the workplace with supervisors or coworkers.

Career development counsellors generally work full time in colleges, for government agencies and in career centers. Some career counselors work in private practice where they market their practice and receive fees for their career counseling services.

School counselors can work in either public or private educational institutions. Career development counselors may work for an outplacement firm to assist employees who have been laid off transition to a new position or a new career.

They may also work in a corporate career center, where they help employees make choices regarding their career path with the company.

What are the Requirements to Become a Career Development Counsellor? Education

A career development counsellor is generally required to hold a master's degree in counselling with an emphasis on career development coursework. Educational programs in career counselling provide the student with the opportunity to assess the abilities, skills and interests of their clients. They also learn how to teach career development techniques. Students will typically be required to complete supervised field work in an internship or other setting.

Career development counselors who work in schools must complete credentials mandated by the state. Usually this means that the applicant must hold a master's degree in school counseling, or in a related field. Educational programs offer students the opportunity to learn how to foster academic development, conduct individual and group counseling sessions, and work with colleagues, teachers and parents. Students enrolled in a school counselor course of study are typically required to complete a practicum or supervised internship to gain hands-on experience.

Licensing and Certification

While a license is not technically required of career development counselors who work for companies, employers may prefer to hire a licensed counselor. However, individuals in private practice typically hold a license. The licensing requirement is a master's degree and 2,000 to 3,000 hours of supervised clinical experience. Counselors are also expected to pass a state examination, and complete annual continuing education credits going forward. The National Board for Certified Counselors provides state requirement information.

Career counselors working in a public school are required to have credentials issued by the state in order to practice. The state may issue a certification, license or endorsement to candidates who hold a master's degree in school counseling and have completed a practicum or internship supervised by a licensed school counselor. One to two years of teaching experience may also be required by the state, and in some cases, full time teaching can take the place of the supervised internship requirement.

What Skills and Qualities are required for a Career Development Counsellor?

Career development counsellors need compassion to work with people who may be dealing with stressful situations, such as the loss of a job. They will use interpersonal skills to form effective working relationships with clients and other professionals. To understand the issues at stake, a career counselor needs good listening skills. Speaking skills are required to communicate with clients and students.

Conclusion

The above mentioned services can be made possible through career education program and they constitute the major roles of education in career development since the major purpose of education is to prepare every student for a career suitable to the individual preference for specific careers suitable to the individuals' preferences or an individual for specific career suitable to the individual's preference. Career educations, then should be an integral part of the nations educational process, which serves as preparation for work. It should also aim at improving the quality of education and opening career opportunities for all students by relating education to the life aspiration. The Committee cannot emphasise too strongly the importance of having appropriately trained, specialist career education teachers in schools, supported both by the curriculum structure within which general education and vocational education are delivered, and also by the specific courses and culture of individual schools.

Recommendations

The following recommendations were deduced from this paper:

1. Teachers, counsellor, and social workers e.t.c. should take it as a responsibility to consciously prepare adolescent for work and productive life. Adolescent need various career planning programs, which must stress values, interests, skills information gathering and decision-making.
2. Teachers, counsellor, and social workers e.t.c. should provide help for students to overcome the problems they face in the school-to-work transition, as well as general orientation to the world of work through the curriculum (Obadofin, 2001).
3. The government, parents, teachers, educational planers should be concerned on how to help the students at all levels to prepare them on their career development and how the school curriculum is formulated to satisfy national needs and concern of the youths.
4. Students should be given chance to construct a conception of "career" or "life's work" or "useful social service," while giving them an understanding of their world and a critical sense.

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