

UNIVERSITY OF CAPE COAST

APPLICATION OF THE ACCIDENT THEORY ON CAREER CHOICE TO
WORKERS IN THE CAPE COAST MUNICIPALITY

JOY OLIVE AYEH

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TO WORKERS IN THE CAPE COAST MUNICIPALITY

BY

JOY OLIVE AYEH

Thesis submitted to the Department of Educational Foundations of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy Degree in Guidance and Counselling.

DECEMBER, 2008

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's signature:..... Date:.....

Name: Joy Olive Ayeh

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature: Date:

Name: Rev. Prof. J. K. Essuman

Co-Supervisor's Signature: Date:

Name: Dr. Frederick Ocansey

ABSTRACT

Every counsellor requires theoretical backing in carrying out counselling interventions. Thus, the study is initiated to apply the Accident Theory of career choice to workers in the Cape Coast Municipality.

Four hundred and fifty respondents were sampled for the study, using the stratified random sampling method. A questionnaire was employed to collect data. The Cronbach alpha method was used to establish a reliability coefficient of 0.76 for the questionnaire. Frequencies, percentages, and chi-square tests were used to analyse the data.

The study revealed that the accident theory as applied to workers in the Cape Coast Municipality was not extensively applicable and that, factors such as socioeconomic status, place of residence, disability and misfortunes that act as accident or chance factors in determining the career choice of an individual were also not to a large extent applicable. It is only the educational attainment factor that affected the career choice by chance. The findings therefore led to the following recommendations. The theory should not be directly applied. Employment institutions and agencies should provide counselling services for their employees in order for them to plan and improve upon their career aspirations. Individual workers ready for the job market should seek information from career counsellors to gain insight into the many factors responsible for choosing a particular type of career. Finally, employers should open up opportunities to workers with low educational qualification to upgrade themselves.

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DEDICATION

I dedicate this work to my family.

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CHAPTER ONE

INTRODUCTION

Background to the study

Guidance began in the United States of America with emphasis on vocational planning and information giving. Specifically, it provided the youth with assistance to realize themselves, namely to identify their interests, capabilities, skills and talents, and recognize the vocational opportunities available to them in society and in line with these choose a vocation wisely. Thus, in 1963, an International Labour Conference of the International Labour Organisation (ILO) (as cited by Amissah, 1991) drew the attention of governments all over the world to the fact that every young person's greatest need is for guidance. This need is seen as very crucial because it is through guidance that the factors affecting the individual's occupational choice are sorted out, weighed and brought to focus.

Frank Parsons, the father of guidance is credited with spearheading the vocational guidance movement of his time. He was greatly concerned about the exploitation of workers by industrial monopolists. It was this that motivated him to propose reforms in the fields of business and education in order to help workers make career choices that match their abilities and interests. The posthumous publication of his epoch-making book, "Choosing a Vocation" in 1909 led to the

crusade of career guidance (Makinde & Alao 1987). This urged other scholars to contribute their quotas to career guidance in the United States. Such contributors include George Merrill, Yerkes and Hugo Munsterberg. Hugo Munsterberg's text titled, "Physiology and Industrial Efficiency" published in 1912 stimulated people's awareness to guidance.

The early emergence of career guidance in the western world is as a result of the notion that the concept and the practice of work have always been central to human survival (Makinde & Alao 1987). It is believed that the human being's ability to relate and interact effectively with his or her environment depends on his or her occupation. Other reasons accountable for the movement of career guidance in the western world are the great depression and the expansion of the federal government. The new programme of the government led to the legislation of Acts such as Vocational Education Act 1917, Vocational Rehabilitation Act 1920, and Career Education Incentive Act of 1976. The main aim was to help workers in finding themselves in profitable and satisfying jobs or careers.

This interest in career guidance and counselling continued for a long period of time and was reflected in the Carl D. Perkins Vocational Education Act of 1984. This Act proposed programmes that were aimed at helping individuals in developing self-assessment skills, career planning, career decision-making, and employment ability skills. There were vital national conferences which attracted professional counsellors. These conferences include the 20/20 conference in 1987, the National Career Development Association's Diamond Jubilee Conference in 1988 and the Association for Counsellor Educational Supervision

National Conference in 1988 (as cited by Gibson and Mitchell, 1990) All these conferences were held to examine concerns which are of national interest in the field of work. In the late 1980s, career-related problems such as youth unemployment and underemployment, mid-life career changes, discrimination in the work place were the major societal issues that culminated in the implementation of these career guidance and counselling programmes. There was also the establishment of career counselling centres in many university campuses, women centres as well as other community centres focusing on career needs of the individual in the 1990s.

Another issue that prompted the need for career guidance and counselling activities was the changes in some of the traditional concepts of careers and work. These changes include; the no longer “one world-one career” whereby people upon identifying their life’s work or career enter into it for life. There had been the probability that people entering the work force in the 1990s will have a wide range of careers over their work life span. For an appropriate career planning, the issue of a particular type of work suitable for only men and only women is no longer being taken into consideration. This changed as a result of the influx of women moving into the workplaces since World War II. It changed the issues of “who is working” and “where they are working” since nearness to career entry has been eliminated. There is no longer the old college adage of experimenting particular types of jobs before choosing a career and one is also not in charge of one’s own destiny. For the movement of career guidance and counselling has brought changes to all these traditional concepts of careers and work.

The need for career guidance and counselling in the western world continued through the results of many national surveys. This time it was in the direction of all educational levels. According to Zunker (1990), programmes were designed to make students aware of occupational roles, the role of work in one's society, social behaviour, and responsible actions in the elementary schools. For the junior or middle schools, the implementation of career guidance programmes were purposely to assist pupils develop the concept of basic skills, learn decision-making skills, and be able to relate to the world of work effectively. The senior high school students had programmes that were geared towards career exploration, exploring contingencies of occupational preference, and preparing for entry into work or further training. Higher learning institutions were not left out since the need of students were met through programmes designed to enable them to reaffirm their occupational choices, develop specific career skills, re-evaluate interests and aptitudes and eventually plan for entry into a particular career field.

The crusade for career guidance and counselling was not carried out for students only in the educational level but was also extended to the adult level, that is people who were already in the field of work. This paved the way for adult career guidance and counselling. It was realized that there was an increasing number of adults in career transition. As these adults searched for meaningful work, some of them experienced changes in needs, a disparity between personal goals and employer goals, a feeling of isolation in the work environment, despair

about the future. These needs brought about the aim of career guidance programmes as being for a life time.

From the above, one might think that at the time that career guidance began in the western world, nothing of that sort existed in Africa. It did, but it was in the form of paternalistic advice-giving to youths on career related matters. According to Makinde and Alao (1987) some African scholars notably Ali (1984), Falaju (1976) and Makinde (1975) in their research have proved that there were some indigenous forms of career guidance amongst the Yoruba, Igala and Angus tribes in Nigeria.

In Ghana, the urbanization and industrialization of the society heightened the need for guidance in the country. As towns and cities developed and villages expanded, school populations grew and the nation's technology, as well as job opportunities, became varied. The adult individual hence became increasingly influenced by foreign cultures. Thus, the traditional means by which juvenile and adolescent problems were dealt with became inadequate and they had to be supplemented by a more reliable means. These means were seen to be more responsive to the needs of today's youth and also prepare them for a well planned future as they developed healthy personalities. Hence, they would grow to understand life's problems and would be better prepared to find more lasting solutions to them.

Before the 1960's when steps were being taken to establish formal guidance services in Ghana, there existed forms of guiding people (Essuman, 1999). According to Dankwa as cited in Essuman (1999), guidance during that

era was administered in the school especially in the boarding schools by heads of institutions, housemasters and mistresses, leaders and chaplains. By 1961, thirty employment centres had been established and there was a strong need for vocational guidance. A visiting consultant recommended the following objectives from England in 1961 for the centres:

- To introduce occupational literature into the schools through the Ministry of Education.
- To develop lines of communication between various ministries and the employment service centres.
- To provide officers with a theoretical base in counselling and supervise practical experiences.
- To provide guidance to clerical manpower that would ensure more efficient selection and placement procedure.
- To improve contact between the Ministry of Labour and the Ministry of Education which together comprised the core of the youth employment committee (Ackumey, 1988; Keteku, 1989, cited in Awabil 2002).

All these are geared towards helping the individual in making effective and meaningful career choices that will give him or her some form of job satisfaction and self-satisfaction. The choice of a career has been an inevitable aspect of man's social life because it is actually a process of decision making after the individual has gone through some stages of development in life. It is also a critical moment in the life of the individual because the choice he or she makes

influences almost every aspect of his or her life such as where he lives, his relationship with others, new values he upholds and many more.

From the above, it can therefore be said that the factors which influence and determine one's career choice are important in one's stage of occupational choice. Many studies have been conducted by some scholars as to the factors that influence one's career choice. Such factors include personality, economic, sociological, chance, needs and developmental. In 1951, Ginzberg and his associates investigated the factors which influence the career choice of individuals. Ginzberg looked at the problem again a year later and it resulted in a book titled, "Towards a Theory of Occupational Choice". Roe (1956) also studied several outstanding physical, biological and social scientists to ascertain whether vocational direction was highly related to early personality development. Roe concluded that early childhood experiences play an important role in finding satisfaction in one's chosen career. Super (1953, 1972) also investigated career choice and came out with the twin – theory of "Vocational self-concept" and Vocational development. Holland's (1973) findings on the career choice of the individual yielded the conclusion that career choice was an extension of one's personality into the world of work. Pecku's (1988) study in Ghana showed that the dominant factors that influence adolescent's choice of occupations were interest and ability. He found out that only a small percentage considered job security and financial rewards as important criteria.

According to Nweke (1987) the factors that influence the career choice of an individual can be categorized into two. First, is the factor about the

individual's personal characteristics, which determine his vocational development. Such characteristics include ability, aptitude, interest, sex, value systems, attitudes towards various occupation and physical dispositions (height, size, physical fitness or disability). All these affect the choice of occupation in one way or another.

The second category is in relation with external variables from the environment. Some of these are prestige attached to the job, educational level of the individual, socio-economic status of parents, parental pressure, family responsibilities including extended family commitments, influence from friends and teachers, economic and political conditions of the country, religious affiliation and so on. Essuman (1983) commented that most of the above mentioned factors interact in a complicated manner to determine our career choices.

It seems that the factors that influence the career choice of an individual is a major concern of many scholars and therefore many career development and choice theories have been formulated based on these factors. These theories are grouped under the following headings, Trait-Factor Theories, Developmental Theories of Ginzberg and Super, Sociological Theories (Accident Theory of Miller and Form) Structural Theories, (Roe's Need Theory, Hoppock's Needs Theory and Holland's Personality Structure and Vocational Choice Theory), Decision-Making Theories (Bergkard, Gelatt and Kalder and Zytowski), and finally the Social Learning Theory of Krumboltz.

The value of these theories is to help the individual make wise, effective and meaningful career choices to ensure life and job satisfaction. On the part of counsellors theories help to have good and effective practices to yield good results. To a large extent, some of these theories have been tested in the Western World and Africa, that is Nigeria to be precise.. Yet, there is still the need to do so for other theories such as the Accident Theory of Occupational choice of which studies have not been conducted in Ghana.

Statement of the Problem

Every theory that has been propounded for use needs to be validated from time to time in different parts of the world to ensure its applicability. It is also to determine the extent to which that particular theory is still useful and beneficial to those it is meant for and to the changing conditions and situations of the society. Patterson (as cited by Brown & Brooks, 1990) points out that a theory should have relevance to life events and these events should relate to the career choice making process. He further states that the value of the theory should be tested based on questions such as;

- How often is the theory cited?
- Does it stimulate work in the field?
- To what extent does it meet other criteria for it to be a good theory?

It is in this light that one is determined to apply the Accident Theory of career choice. The Accident Theory is based on the notion that chance factors that result from unforeseen circumstances or events influence an individual's choice of a career. This means that, the individual has no control over these forces or

circumstances and therefore he or she finds himself or herself in career positions he or she has not intended for.

To a large extent, other theories concerning career choice have been tested. Some of these theories as cited by Brown & Brooks (1990), include Trait and Factor Theory validated by Inaba (1987) in Hawaii, Rangel (1987) in Birmingham, Alabama, Weingart (1987) in New York City, Zanke (1987) in East Germany and finally, Nishida (1987), and Gottfredson, Holland, and Ogawa (1983) in the “Dictionary of Holland Occupational Codes”. The Social Learning Theory was tested by Baird (1971), Osipow (1972), and Manfield (1973), Hackett & Betz (1981) and Lent, Brown & Larkin (1986).

There are many more of these theories that have been tested. However, much cannot be said for the Accident Theory of career choice. As stipulated by Brown & Brooks (1990), chance occurrence has been largely disregarded in studies of occupational selection. This might have therefore accounted for the little studies into the theory.

The researcher has also observed that in Ghana, many people choose career or jobs they have not intended or planned for. However, this has not been proved scientifically and this has urged the researcher to undertake this research.

Purpose of Study

The purpose of the study is to find out the extent to which people choose jobs accidentally. It is also to find out the extent to which accidental influences such as place of residence, family’s socio-economic status, educational attainment and misfortune and disabilities contribute to career choice of some workers.

Finally it is to find out the degree to which the Accident Theory is applicable to both male and female workers in the Cape Coast Municipality.

Research Questions

In all there were five research questions that were formulated and these are as follows;

1. How do the respondents choose their career either accidentally or by planning?
2. How does place of residence act as accidental factor in the choice of career by the respondents in the Cape Coast Municipality?
3. How do the respondents choose their career through accidental factor based on family's socio-economic status?
4. How do disabilities act as accidental factor in the choice of career by the respondents?
5. How do misfortunes act as accidental factor in the choice of career by the respondents?

Research Hypotheses

In this section two research hypotheses were formulated and these are stated below;

1. The mode of choosing a career either by accident or planning depends on gender.
2. There is no relationship between the method of choosing career accidentally or by planning and the educational attainment of the respondents.

Significance of Study

It is hoped that the findings of this study will show whether the Accident Theory applies extensively for choosing career by workers in the Ghanaian setting. If the findings prove that the theory is extensively applied then it means that many of our workers do not plan their careers. This will therefore help counsellors and the Ministry of Education to employ strategies that will effectively enhance career planning. It will help counsellors and guidance co-ordinators to encourage their clients to plan their careers in order to find themselves in more useful and satisfying careers.

Above all, the finding of the Accident theory is to determine whether the theory is applicable in the Ghanaian setting or not. Thus, the applicability or otherwise of the theory will either encourage or discourage its use by counsellors and guidance co-ordinators in their field of practice in career guidance and counselling. It will also be useful for further investigations by authors, scholars and people who propound career theories.

Delimitation

The establishment of career guidance education paved the way for many scholars to propound theories to that effect and thus, a number of theories have emerged to help in offering career guidance services to those who need them. Out of the numerous theories available the researcher wants to look at the Accident or Chance Theory of Occupational Choice in the Cape Coast Municipality. The study therefore covers workers in the public sector, specifically those in government institutions. This group of workers is chosen to enable the researcher

work within the time frame of the research. The Cape Coast Municipality is chosen because Cape Coast being the regional capital of Central Region is likely to have larger categories of workers which might be of great need to the researcher.

Definition of Terms

1. Career is a lifestyle concept that involves a sequence of work or leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. They include not only occupations, but pre-vocational and post vocational concerns as well as how persons integrate their work life roles (Herr & Cramer, 1984). Career is a profession for which one trains and which is undertaken as a permanent calling. In this study, career refers to the total of all professional positions immediately, before, during and after employment.
2. Occupation refers to one's work activities carried out on a regular basis.
3. Work is defined as exerting oneself by doing mental or physical work for a purpose.
4. Job is defined as a set of specific duties for a specific employer. Jobs may be paid or unpaid, part time or full time of short or long duration.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter focuses, first on the review of related literature on the meaning and functions of theories in general. It also looks at the role and relevance of career choice theories in career guidance and counselling with emphasis on how they influence one to make a career choice in life. Furthermore, some theories of career choice, such as trait and factor theories, developmental theories; personality theories, decision making theories, economic theory, sociological theories and the accident theory of occupational choice which have been propounded by various scholars to help counsellors in assisting clients to choose a career are examined. Finally, empirical studies on sociological and accidental or chance theories as well as implication for guidance and counselling are also reviewed in this chapter.

Definitions and Functions of Theory in General

A number of scholars have tried to define the term, theory. Some of such definitions are as follows; Hall and Lindzey define theory as a cluster of relevant assumptions systematically related to each other and to a set of empirical definitions (cited by Shertzer & Stone, 1980).

A theory can be explained as being a principle, an assumption propounded by an individual or a group, tested over a period of time and that attempts to explain a phenomenon or an activity. It can also be said that a theory makes an attempt to explain a natural, social, psychological phenomenon through the use of organised statements, which involve assumptions, concepts, principles and hypotheses. Normally experience, experiments and research are used to back a theory. Theories function in many aspects and Shertzer and Stone (1980) outlines some of these functions which are indicated below.

- A theory summarises and generalizes a body of information. In other words, it acts as a kind of scientific shorthand.
- It facilitates the understanding and explanation of a complex phenomena, that is to say, it orders and relates data and thereby creates a comprehensible body of information that in a way would tend to remain random data.
- Theory is predictive. It allows one to foretell what will happen, it lays out in advance certain important features of an areas of knowledge.
- Theory stimulates the need for further research and fact finding. Thus it leads to more theorizing and often constitutes the basis for deciding on the next step or steps on fact finding.

Apart from its functions, Brown (1990) posits that a number of criteria have been advanced for use in the judging of the value of theories. This criteria include, clarity, parsimony, subsumption, lack of triviality, heuristic value,

comprehensiveness, allowance for prediction, provision for a sense of understanding of events, logic, and provision of a guide to practice.

A theory should explain important phenomenon. By this Patterson (1980) points out that a theory should have relevance to life event. Thus, in the case of career development and choice theory, these events should relate to the career choice-making process. He also states that since importance is difficult to ascertain, it must therefore be determined contextually.

A theory should explain past and future findings, as well as observations that are already known at the time of its statement. This means that a theory would be consumptive. A stringent test of a theory is that it must be able to account for data generated in the future. Therefore in judging theories of career development, focus should be on how well they have been able to account for the empirical findings that have appeared since their publication.

A theory should be comprehensive. It is believed that theories of career development should predict and explain the behaviour of men and women, majority and minority members, rural and urban dwellers, the rich and the poor, the young and the old. A review of the literature on occupational choice revealed only a handful of studies with women as participants, and it was five years later that career development in women began to be studied extensively. There is still a dearth of research and theory about the career development process of minorities, the rural poor, and other groups that are demographically different from white, middle-class adolescents and young adults, yet the criterion of

comprehensiveness demands that the propositions of a theory be as relevant to people at midlife of as they are to adolescents (Brown and Brooks, 1990).

The terms, constructs, and nature of the inter-relationships between and among propositions of a theory should be clearly stated. In other words, terms and constructs that are included in a theory must be clearly defined in the simplest form. Reynolds (cited by Brown and Brooks, 1990) identified three types of definitions.

- Primitive definitions – these are definitions on which scientists and practitioners agree with. That is, they are more or less common sense in nature.
- Derived definitions: - these tend to be more prescriptive and comprehensive.
- Operational definitions - these simply clarify how primitive and derived terms can be identified in real situations. Apart from the theory having well-defined terms, a theorist must also enumerate causal processes if the theory should be meaningful. For instance, hypothesizing that a match between personal attributes and occupational characteristics is essential to job satisfaction, this may not be enough. The theorist must in addition, tell why satisfaction is the result of the match.

A theory should be parsimonious. That is to say, a theory must be simple for it to be judged positively. An example, is Einstein's relativity theory, $E = mc^2$ which is a simple statement. It is the obligation of theorists to define their terms in the most succinct fashion, to limit theorems and postulate to the fewest

statements needed, and to illustrate their ideas in the most straight forward manner (Brown, 1990).

A theory should be heuristic. Normally a theory explains a set of complex phenomena that need verification and verification of some theories come through critical observation. Others come through empirically based research. Good research depends on one's ability to generate questions from existing theory. Therefore, a theory that does not have good operational definitions and logically related postulates does not lend itself to hypothesis generation and therefore is not likely to be heuristic. (Brown, 1990).

A theory should allow for understanding, prediction, and eventually, control. Brown asserts that it is imperative for scientists to comprehend the phenomena they deal with, to predict when certain events will occur, if predictions can be achieved, and eventually to control the phenomena. Thus, it surely will be helpful for career counsellors and psychologists to be able to understand the career development process so as to predict when an initial career choice making would begin, what factors lead to midlife career change, and what conditions contribute to a happy retirement. Knowledge of this would allow programmes to be designed in such a way that, it would deal with emerging career choice, help persons and anticipate their life crises, and enable senior citizens to gain greater control over their behaviour during retirement years.

A theory should provide guide to practice: Crites (1981) lists six models of career counselling in his definitive book on the process. However, very little support for the efficacy of any of these approaches is listed or can be mustered.

With this, it is likely that career counsellors will be forced to continue relying on unsubstantiated theorizing, at least in the near future as a basis for their work. In view of this, theorists need to take one step beyond an explanation of occupational choice and career development by detailing the implication of theory for practice.

Having discussed the various meanings of a theory as well as describing its functions, qualities and importance in the advancement of knowledge, research and professional practice, one can now look at career development and choice theories, the role and relevance of career choice theories in the field of guidance and counselling.

The Role and Relevance of Career Choice Theories in Career

Guidance and Counselling

Career Guidance, an aspect of guidance and counselling is a practice-oriented discipline and thus, needs some kind of theoretical backing to serve as a basis for its practice and to provide conceptual guides for understanding man's "work behaviour" (Makinde & Alao, 1987). In the light of this, many theories have been postulated to facilitate the work of counsellors and guidance co-ordinators as far as career choice is concerned. Thus, the role and relevance of these theories cannot be overemphasized. In general, career choice theories promote the understanding and comprehension of what goes on in career counselling by both counsellor and client. The following are the roles and relevance of career choice theories in career guidance and counselling.

Roles

One role being mentioned is the fact that career theories assist the counsellor to embark on very thoughtful and coordinated actions during counselling. This situation helps bring about intelligible and comprehensible professional practice to the client. Thus, when this is so, it further promotes patronage and reinforces professional credibility.

Another role is that, career theories enhance the ethics of career counselling practice. Normally, a professional practice lacking a theoretical framework raises serious ethical questions. It also makes the practitioner's work difficult since he or she is forced to graft his/her practice on intuition, experience and common sense which sometimes do not work out well for the client.

Screebalus (1982), (cited by Makinde & Alao) proposed that "practice unsupported by theory is questionable on ethical grounds. They further maintained that, "career development theories can assist counsellors to practice their professions wisely and ethically and can help to answer some of the difficult questions that arise in their bid to promote client's adaptive engagement with work". (p. 35)

In addition, career guidance and counselling serve as a sort of scientific shorthand for summarising the rather vast and complex body of information and facts on human work behaviour. This means that the field of human work behaviour involves a lot of issues that are complex in nature. This becomes cumbersome when the counsellor has to study all these in order to come out with the best and effective means of helping his/her client. The availability of these

career theories make it more easier for the counsellor since these theorists have already studied these human work behaviour and have come out with appropriate theories that provide apt information for the counsellor to work with. In short these serve as road marks in guiding the behaviour of human beings in their occupational development and choice.

Besides, career theories function as a body of prediction. They help counsellors to make some predictions about their client's career concerns. Career theories contain facts and data. These facts and data include the human being's work habits, personality dynamics and nature, growth process, environmental variables that affects man's interaction with work and other vital career-related factors. Thus, a counsellor with a good understanding of these career theories can help his client make a meaningful career choice. This is as a result of the fact that career theories are envisaged as "road maps that contain the major features of human nature" (Makinde & Alao, 1987, p. 35). A counsellor with knowledge of these career theories facilitates his/her art of prediction since he/she has the basic grasp of the dynamics of human nature as well as institution of work.

Moreso, career theories assist in the explanation of complex phenomenon in the dynamics of people's work behaviour. What these theories do is to order and relate data about human nature and work into comprehensible body of information that can easily be understood by both the counsellor and the client.

Finally, career choice theories function as a form of stimulating further research for the development of new knowledge. Career theories pave the way for

various research activities. They also decide the conceptual focus of fact collection which gives chance to further theorizing.

Shertzer and Stone (1976) also contributed to the functions of these career choice theories. They outlined the following as roles of career choice theories. Firstly, career development and choice theories help counsellors to seek information which is relevant for assisting their clients to plan their future career. Secondly, they help the counsellor to know the factors that motivate clients in their career choice. That is to say, these career development and choice theories look at the various and possible factors that can affect the individual's interest and choice in a particular career. Thirdly, they throw more light on which factors influence choice at various stages of development and finally, they help counsellors and parents to be aware of career problems to be encountered at different developmental stages. This is so because the individual goes through stages of development as far as career choice is concerned. Each stage has its own developmental tasks coupled with its associated problems. Therefore, these theories enable the counsellor to help his/her client to overcome the various problems associated with developmental stages of career development and choice.

Relevance

There are a number of reasons why theories of career choice are of importance in career guidance and counselling.

- Career choice theories help professionals to have good effective practice in order to yield good results. This is because theories are needed to facilitate effective career guidance and counselling.

- With the practice of career guidance and counselling backed by theories, the practitioners can show accountability ethically. This is also because most of these theories have been tested and found to be good.
- The value of any particular career choice theory to counsellors lies in its ability to help them organize and integrate client data simply, logically and usefully.

The role and relevance of career choice theories in career guidance and counselling stated above go a long way in explaining why many theories have been postulated in this field. It is therefore imperative to look at these career choice theories in detail.

Theories of Career Choice

The era of industrialisation and urbanization has made it possible for career or vocational choices to be no longer limited to only what a person's parents did or to the types of work that existed within a particular society, community or environment. This has led to the increasing range of occupational alternatives and with its accompanying uncertainties and confusion, and thus, paving the way for professional assistance in selecting a career. Owing to this, several attempts have been made to meet this demand. The result is the numerous career choice theories that have been formulated to explain how and why individuals choose and enter different occupations as well as provide a theoretical framework for the practice of career counselling and guidance. For the purpose of this study, some of the theories have been selected and examined below.

Trait and Factor Theories

The trait and factor theory is viewed as the oldest of all counselling approaches in the practice of career choice and development. The theory brings to the lime light two important personalities who are closely associated with it. They are Frank Parson (1909) known as the 'father of guidance' and E.C. Williamson (1939) (Brown & Brooks. 1990). Parsons formulated a three step process that would lead to the best worker -job fit (Makinde & Alao, 1987). The three steps are:

- Self-understanding - aptitudes, abilities, interests, limitations and resources
- Knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work.
- True reasoning on the relations of the two groups of factors above.

The trait and factor theory states that, choices that are made with regard to a vocation are an attempt by an individual to find a vocational environment which is conducive to his personality. The degree of success is dependent on the compatibility between job and person. Parsons believed that where individuals were employed in the line of work to which they could best fit because of compatibility, the individual, the job and society as a whole benefit.

Herr & Cramer's (1979) view on this theory is that, the individual is seen with a pattern of traits some of which are interests, aptitudes, achievements and personality characteristics. This pattern of traits can be identified through the use

of objective means such as psychological tests or inventories which are profiled to represent the individual's potential. In addition, the trait and factor theory view occupations as similar depending on the number of individual traits they require. Thus, when a profile is overlaid on the other, there is the identification of a match between person and job.

As cited by Herr & Cramer (1979), Miller came out with the following assumptions underlying trait and factor theory.

- Vocational development is largely a cognitive process; decisions are to be reached by reasoning.
- Occupational choice is a single event. In the spirit of Parsons, choice is stressed greatly and development very little.
- There is a single "right" goal for every one in the choice of vocation. There is little or no recognition that a worker might fit well into a number of occupations.
- A single type of person works in each job. Taken together with the third assumption, these two notions amount to a one-person, one-job relationship.
- There is an occupational choice available to each individual.

Developmental Theories

The developmental theory of vocational choice is viewed as a typically more inclusive, more concerned with longitudinal expressions of career behaviour, and more inclined to highlight the importance of the self concept (Herr & Cramer, 1979) as cited by George & Cristiani, (1986). The assumption of these

theories is that career development is a process that takes place over the life span. In other words, it goes on throughout one's life. Some authorities of developmental theories whose works are reviewed are Ginzberg and associates and Super.

Ginzberg and Associates Theory

The early proponents of this theory are Ginzberg & associates (1951). They view career development as a process that culminates in an occupational choice in one's early twenties. Their work stress on the view that occupational choice is a developmental process that is irreversible and involving a series of decisions that extend over many years. They identify four factors that serve as influence in the ultimate career choice of the individual and these include individual values, emotional factors, the amount and kind of education, and the effect of reality through environmental pressures. These factors help in the formation of attitudes which in turn help to shape occupational choice. Ginzberg and his associates saw choice as a process delimited by life stages, in which certain tasks are faced by preadolescents and adolescents (Herr & Cramer, 198). As interactions go on and these tasks are confronted, compromises between wishes and possibilities contribute to irreversibility as the process unfolds.

In addition they have come out with three phases in the period of vocational choice development namely, the period of fantasy choice, the period of tentative choice, and the period of realistic choice. The first phase deals with the latency period which is between the ages of six and eleven, the second, is with early and late adolescence and the third also deals with adulthood. The fantasy

period is characterised with a period of role play. This role play period gradually becomes work oriented which also reflects initial preferences for certain kinds of activities. Here too, the various occupational roles are assumed in a form of play. When this happens there are initial value judgements on the world of work. The tentative period progresses through four stages, that is,

- The interest stage, and at this stage, preadolescents make choice that are primarily in relation to their interests.
- The capacity stage is where individuals become more aware of the necessity of introducing realistic elements into their vocational consideration.
- The value stage is characterized by adolescents attempt to gain recognition in the society. In other words, it is a time when clearer perception of occupational styles emerge.
- The transition which is the final stage of the period of tentative has the individual approaching the end of high school and must look forward to either work or additional education.

The period of realistic choices can further be divided into three stages namely;

- The exploration stage, here individuals try to acquire the experience they need to resolve their occupational choice. They also narrow their career choice to two or three possibilities but they are still in a stage of undecisiveness. Thus, the career focus is narrower in scope.
- The crystallization stage covers the time when individuals are able to assess the multitude of factors influencing the occupational choice they

have had under consideration with which they are finally able to commit themselves.

- The specification stage is the final stage whereby the alternatives are reviewed with respect to a field of specialization. In other words, it is when the individual chooses a job or professional training for a specific career.

The major concern of Ginzberg and his associate is the developmental process of making a vocational choice. Based on this concern, the theory has three fundamental considerations which include the following. The first fundamental consideration is that, occupational choice is viewed as a process which takes place over a minimum of six or seven years and more typically over ten years or more. The second is that the process involving the decision making is irreversible because each decision during the adolescence period is related to one's experience up to that point. This in turn has no influence on the future as far as career choice is concerned. The third and final stage states that, since occupational choice involves the balancing of a series of subjective elements with the opportunities and limitations of reality, the crystallization of occupational choice inevitably has the quality of a compromise (Shertzer & Stone, 1974).

Ginzberg and his associates reformulated the theory which led to some modifications. Firstly, Ginzberg (1972) believes that the process of occupational choice making does not come to an end when one is at young adulthood. Rather, this process of occupational choice making continues to occur throughout one's working life. This does so in connection with changes in goals or work situations

requiring decision making and remaking. Secondly, he dampened his emphasis on the irreversibility of occupational choice. He however, continued to stress the importance of early choices in the career-decision process.

He also modified his earlier assumptions on compromise that is, he changed the term, “compromise” to “optimization”. What is meant here is that, the individual constantly try to improve him or her occupational fit between his or her changing self and circumstance. Therefore, as shifts continue in work and other aspects of life, the individual must deal with new decisions designed to balance possible gains against economic and psychological costs.

Thus, Grinzberg’s (1984), reformulated theory emphasized the following:

- Occupational choice is a process that remains open as long as one makes and expects to make decisions about work and career. Often occupational choice and working life are conterminous.
- The decision made during the preparatory period will help shape later career, but changes occurring in work and life will also influence career.
- Decision about jobs and careers are the individual’s attempts to optimize the fit between personal priority needs and desires and the work opportunities and constraints that occur.

Super’s Theory

Another proponent of developmental theories is Donald Super (1953) with his self-concept theory. This is based on the idea that individuals' self-concepts influence their career choice and their ultimate satisfaction or dissatisfaction with their choice. Thus vocational choice is the result of a developmental process that

puts the 'individual's self-concept into practice (George & Cristiani, 1986). He made ten propositions originally but these were later updated to about fourteen. A few of these propositions which characterised his theory are stated below:

- People differ in their abilities, interest and personalities.
- They are qualified, by virtue of these characteristics, each for a number of occupations.
- Each of these occupations requires a characteristic pattern of abilities, interests, and personality traits, with tolerances wide enough, however to allow both some variety of occupations for each individual and some variety of -individuals in each occupation.
- Vocational preferences and competencies, the situations in which people live and work, and hence, their self-concepts change with time and experience, although self-concepts, as products of social learning are increasingly stable from late adolescence until late maturity, providing some continuity in each occupation.
- The process may be summed up in a series of life stages characterised as those of growth, exploration, establishment, maintenance and decline, and these stages may in turn be subdivided into
 - a) fantasy, tentative and realistic phases of the exploratory stage, and
 - b) trial and stable phases of the establishment stages.
- The nature of career pattern is determined by the individual's parental socio-economic level, mental ability, personality and opportunities.

- Development is guided by the maturation of ability, interest, reality testing and the self-concept.
- The process of vocational development is essentially that of developing and implementing a self-concept. It is a compromise process in which the self-concept is a product of the interaction of inherited aptitudes, neural and endocrine makeup, opportunity to play various roles, and evaluations of the extent to which results of role playing meet with the approval of superior and fellows.
- The process of compromise between self-concept and reality is one of role playing, whether the role is played in fantasy, in the counselling interview, or in real life activities.
- 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's contribution to career development and choice is his formulation of vocational developmental stages. As cited by Zunker, (1990), these stages are as follows:

- Growth (birth-age 14 or 15). This is characterized by the development of self concepts through identification with key family figures and school needs. There is also the development of capacity attitudes and interest.
- Exploratory (ages 15-24), this stage is characterized by a tentative phase in which choices are narrowed but not finalized. Here also self-examination,

role try-outs and occupational exploration take place in school, leisure activities, and part-time work.

- Establishment (ages 25-44) is characterized by trial and establishment through work experiences. Hence, the individual having found an appropriate field, then takes effort to establish a permanent place in it. Thus, changes that may occur come about as a result of position, job or employer but not occupation.
- Maintenance (ages 45-64). This is characterized by a continual adjustment process to improve working position and situation. That is to say, the individual having succeeded in making a place in the world of work, now concentrates on how to hold on to it.
- Decline (ages 65+) is characterized by pre-retirement consideration reduced work output and eventual retirement. In other words, physical and mental powers decline, and work activities change and finally cease.

Based on these developmental stages, Super also formulated the vocational developmental tasks since the stages of vocational development provide a platform for vocational behaviour and attitudes. There are five developmental tasks in all and these include:

- The crystallization task which is the forming of a preferred career plan and at the same time taking consideration of how it may be implemented.
- The specification task is where the individual feels the need to specify the career plan. The career plan is done through more specific resources being aware of cogent variables of the preferred choice.

- The implementation task is achieved when the individual completes training and then enters into the career field.
- The stabilization task is a task at which the individual is firmly established in a career and then develops a feeling of security in the career position.
- The consolidation task follows with advancement and seniority in a career.

Super's attempt to synthesise various approaches seem apparent as he emphasizes on the various factors contributing to a career pattern. He believes that the job individuals hold over a lifetime represents the development of their self-concepts as expressed in the world of work.

Personality Theories

Personality theories view career choice as expressions of personality. In other words, they have the assumption that man's personality and psychological needs structure govern his engagement in and interaction with the world of work. (Makinde & Alao, 1987). The proponents of these theories are Holland (1959), Roe (1957), Small (1953) and Hoppock (1957).

Holland's Theory

Holland (1959) postulates that the congruence between an individual's personality and the environment in which he or she works then becomes a determiner of vocational satisfaction, stability and achievement. He therefore formulated a scheme of occupational classification comprising six occupational environments. Based on these environmental models, one is required to cope with each of the environments and develop certain skills with reference to the work

setting. The six occupational environments include the following (Herr & Cramer 1984).

- Realistic type has preference for activities that require the explicit, ordered, or systematic manipulation of objects, tools machine, animals, and an aversion to educational or therapeutic activities.
- Investigative type has a preference for activities that entail the observational, symbolic, systematic, and creative investigation of physical, biological, and cultural phenomenon so to understand to persuasive, social, and repetitive activities.
- Artistic type and this type of personality prefers ambiguous, free, unsystematized activities that entail the manipulation of physical, verbal, or human materials to create art forms or products; and has an aversion to explicit, systematic, and ordered activities.
- Social type personality prefers activities that entail the use of others to inform, train, develop, cure, or enlighten; and has an aversion to explicit, ordered, systematic activities involving materials, tools, or machines.
- Enterprising type of personality prefers activities that require the manipulation of others to attain organizational goals or economic gain, and an aversion to observational, symbolic, and systematic activities.
- Conventional type and this type of personality prefers activities that entail the explicit, ordered, systematic manipulation of data, such as keeping records, filing materials, reproducing materials, organizing written and numerical data according to a prescribed plan, operation business

machines and data processing to attain organizational or economic goals, and has an aversion to ambiguous, free, exploratory or unsystematic activities.

Holland also proposes some assumptions which are based on personality types, their determination and relation to various outcomes and vocational choice. These are stated as follows;

- In our culture, most persons can be categorised as one of six types: realistic, investigative, artistic, social, enterprising and conventional.
- There are six kinds of environments namely, realistic, investigative, artistic, social, enterprising and conventional.
- People search for environments that will enable them to exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.
- A person's behaviour is determined by an interaction between his personality and the characteristics of his environment.

According to Zunker (1994) the relationship between Holland's personality are structured in a hexagonal model. This first concept is consistency. This concept relates to personality and the environment. Some of the types of personality are seen to have more in common than others. For instance, the social and artistic types have things in common as compared to the investigative and enterprising types. When the type is close, then the individual becomes more consistent. The second concept deals with differentiation. This means that,

individuals who fit into a pure personality type express little resemblance to other types.

On the other hand, those individuals who fit into several personality types have poorly defined personality styles and are considered undifferentiated. The third concept which is the identity concept describes those individuals who have a clear and stable picture of their goals, interests and talents. In the situation of environments, identify refers to the degree to which a work place has clarity, stability, and integration of goals, tasks and reward. Individuals who have many occupational goals have low identity.

The concept of congruence, which is the fourth concept comes about when an individual's personality type matches the work environment. An instance is that, persons with social personality types prefer environment that provide social interaction, concerns with social problems, and interest in educational activities. The final concept which is the calculus enables Holland to propose that the relationship between types of occupational environments lend themselves to empirical research techniques.

In connection with career decision making, Holland posits that the level hierarchy determined by individual self-evaluations. Intelligence is regarded as less important than personality and interest. In addition, the issue of intelligence is subsumed in the classification of personality types. Therefore, individuals who resemble the investigative type of modal personal orientation are general intelligent and naturally have skills such as analytical and abstract reasoning (Zunker, 1994).

To conclude, Holland's theory is primarily descriptive and concentrates more on the factors that influence career choice instead of developmental process. All the same, this theory places emphasis on the accuracy of self-knowledge and career decision making. It has made a tremendous impact on interest-assessment and career counselling procedures and a number of interest inventories are making use of Holland classification format.

Roe's Theory

Roe's (1957) theory of needs has the assumption that the personality of an individual varies directly with the type of child up-bringing practices he or she receives and that the type of up-bringing the individual experiences in childhood will determine whether he or she will be oriented towards people or things and that type of occupation the individual would eventually choose will depend on these early childhood experiences.

According to Roe, combinations of early parent-child relations, environmental experiences, and genetic features determine the development of a need structure. The individual then learns to satisfy these developmental needs primarily, through interactions with people. She postulated that occupational choice primarily involves, choosing occupations that are person-oriented such as service occupations, or non-person-oriented such as scientific occupations. With this view, Roe classified occupations into the following fields and levels (Herr & Cramer, 1979).

Fields	Levels
I. Service	1. Professional and Managerial (1)
II. Business Contact	2. Professional and Managerial (2)
III. Organisations	3. Semiprofessional, Small Business
IV. Technology	4. Skilled
V. Outdoor	5. Semiskilled
VI. Science	6. Unskilled
VII. General Culture	
VIII. Arts and Entertainment	

She indicates that individuals changing occupations are most likely to change within their original category and likely to move into next category on either side.

Roe employs Maslow's need structure in order to elaborate her need constructs. These are in hierarchical order and are as follows;

- Physiological needs
- Safety needs
- Need for belongingness and love
- Need for importance, respect, self-esteem, independence
- Need for information
- Need for understanding
- Need for beauty
- Need for self-actualisation

In league with Maslow's needs hierarchy, Roe expresses seven basic hypotheses. The four most relevant according to Shertzer & Stone (1976) are as stated below:

- The intensity of these (primary) unconscious needs, as well as their organization is the major determinant of the degree of motivation as expressed in accomplishment.
- Needs satisfied routinely as they appear do not develop into unconscious motivations.
- Needs for which even minimum satisfaction is rarely achieved will, if higher order becomes in effect expunged, or will, if lower order prevent the appearance of higher order needs and will become dominant and restricting motivations.
- Needs, the satisfaction of which are delayed but eventually accomplished will become unconscious motivators depending largely upon the degree of satisfaction felt.

It is worth noting that Maslow's theory proposes that higher order needs cannot appear until lower needs are at least relatively well satisfied. Higher-level needs show great variability which is much less in their strengths (Shertzer & Stone, 1976)

Roe in studying different types of scientists concludes that, some personality differences evolve from childrearing practices such as rejecting, democratic, and that these differences are in relation to the kinds of interaction that such persons establish with other people. In view of this, Roe identifies three primary child-rearing practices.

Emotional concentration on the child involves the opposite extremes of overprotective and over-demanding behaviour. For instance children who have

intensely been conditioned to receive need gratification from their parents if certain things are there, they are more likely to choose occupations that would give them a high level of feedback and reward.

Avoidance of the child includes the emotional rejection of the child and also the physical neglect. Thus, the result would be that the child would look up to non-persons and things, and would have limited contacts with others as bases of gratification. In such a situation, the child would choose occupation of scientific and mechanical interest.

Acceptance of the child deals with causal acceptance of the child and loving acceptance. Thus, child is incorporated into the family as one among equals in a democratic process. Here, it is believed that the child's independence is encouraged and with this he or she will opt for occupation that combine personal and non-personal interests without isolation from others.

Roe also makes a summary of important observation on work vocational choices, and career development (Shertzer & Stone, 1976). These are as follows:

- The life history of any man and many women, written in terms of or around the occupational history, can give the essence of the person more fully than can any other approach.
- Situations relevant to this history begin with the birth of the individual into a particular family at a particular place and time and continue throughout his life.

- There may be differences in the relative weight carried by different factors, but the processes of vocational decision and behaviour do not differ in essence from many others.
- The extent to which vocational decisions and behaviours are under the voluntary control of the individual is variable, but it could be more than it sometimes seems to be. Deliberate consideration of the factors involved seems to be rare.
- An occupational life affects all other aspects of the life pattern.
- An appropriate and satisfying vocation can be a bulwark against neurotic ills or a refuge from them. An inappropriate or unsatisfying vocation can be sharply deleterious.
- Since the goodness of life in any social group is compounded of and also determines that of its individual members, the efforts of any society to maintain stability and at the same time advance in desired ways can perhaps be more usefully directed toward developing satisfying vocational situations for its members than any other. But unless the vocation is adequately integrated into the total life pattern, it cannot help much.
- There is no single specific occupational slot which is a one-and-only perfect one for any individual. Conversely, there is no single person who is the only one for a particular occupational slot. Within any occupation there is a considerable range in a number of variables specifying the requirements.

Hoppock's Theory

Hoppock's (1976) also made some contributions to personality approaches on career development. His propositions on occupational choice give prominence to the need satisfaction. These as cited by Herr and Cramer involves the following:

- Occupations are chosen to meet needs
- The occupation that we choose is the one that we believe will best meet the needs that most concern us.
- Needs may be intellectually perceived, or they may be only vaguely felt as attractions which draw us in certain directives. In either case they may influence choices.
- Occupational choice begins when we first become aware that an occupation can help to meet our needs.
- Occupational choice improves as we become better able to anticipate how well a prospective occupation will meet our needs. Our capacity thus to anticipate depends on our knowledge of occupations, and our ability to think clearly.
- Knowing ourselves affects occupational choice by helping us to discover the occupational choice by helping us to discover the occupations that may meet our needs and to anticipate how well satisfied we may hope to be in one occupation as compared with another.
- Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs and by helping us to

anticipate how well satisfied we may hope to be in one occupation as compared with another.

- Job satisfaction depends upon the extent to which the job that we hold meets the need that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.
- Satisfaction can result from a job which meets our need today, or from a job which promises to meet them in future.
- Occupational choice is always subject to change when we believe that a change will better meet our needs.

Astin's Need-based Socio-psychological Model

The main intention of Astin (1984) formulating this theory is to come out with a career-choice process of women. But the theory is also applicable to men. This socio-psychological model contains four constructs namely; motivation, expectations, sex-role socialisation, and structure of opportunity. Thus, she includes both psychological (motivation, expectations) and sociological (sex-role socialization and opportunity structure) variables in her model (Brown & Brooks, 1990).

With regard to motivation, Astin stipulates that all humans are motivated to expend energy to satisfy three primary needs which include, survival, pleasure and contribution. Survival needs relate to physiological survival while pleasure needs pertain to intrinsic satisfactions from work. Finally, contribution needs deal with the need to be useful to society and be recognized for one's contributions.

Astin posits that these three needs are the same for men and women, even though they can be satisfied in many different ways.

Expectation is connected to the individual's perceptions regarding the kind of work that will satisfy the person's needs and the types of work that are available and which the person is capable of performing. For men and women expectations differ as a result of sex-role socialization process and structure of opportunity (for example, discrimination). In the source of sex-role socialization process, the person is rewarded and reinforced for gender-differentiated behaviour. The consequence is that the individual internalizes social norms and values regarding appropriate sex-role behaviours and choices. One thing that interacts with the sex-role socialization process is the opportunity structure. Although this differs for men and women, it is not static. Rather, historical events and scientific and technological advances produce social change. Thus, social changes modify the opportunity structure for women and sometimes for men, increasing the options that are available. Such changes in recent years have brought modification to women's expectations, which are initially shaped by the sex-role socialization process and the past opportunity structure. Astin, then stresses that the interactive relationship between sex-role socialization and the structure of opportunity is what accounts for the changes in women's aspirations and choices in recent years. "The socialization process probably sets limits to changes in the structure of opportunity, whereas the structure of opportunity ultimately influences the values that are transmitted through the socialization process" (cites Brown & Brooks, 1990, p. 381).

Decision Making Theories

These theories focus on how the individual makes use of information and knowledge about self and work opportunity structures in his society to make a career decision. It therefore means that the individual has several possible alternatives to choose from and these alternatives have identifiable consequences. The consequences have their own values which the individual weighs and finally makes his decision and choice of a particular career. Proponents of this theory include Bergland (1974), Gelatt (1982), Kalder and Zytowski (1969).

Bergland's Process

With the above assumption Bergland (1974) has identified a sequence of events that occur in decision making, and which are stated below.

- Defining the problem
- Generating alternatives
- Gathering information
- Processing information
- Making plans and selecting goals
- Implementing and evaluating plans

Gelatt's Theory

Gelatt's (1962) contribution to the decision-making theory is based on Bross's (1953) model of statistical decisions and analysis of decision. In his decision-making framework, he considers information as the "fuel" of the decision-maker and actions taken may be terminal or investigatory. He also contends that the decision-making process has three elements each of which

requires different information. These elements include the predictive system, the value system and decision system. The information necessary for the predictive system are alternative actions, possible outcomes of actions and probabilities of outcomes of actions. With the value system, the information necessary for it is relative preferences among probable outcomes. Finally, the information necessary for the decision system is evaluation of priorities or rules.

Gelatt's perspective lays emphasis on the need for accurate and complete information in each of the systems necessary for a choice of and values about a particular situation. This also means that risks vary among outcome of possible actions. Gelatt (1962) believes that the better the information a decision-maker has, the clearer are the risks that the person takes in implementing different actions. This does not reduce the risks, however it is assumed that knowing provides the chooser with more rational basis for deciding what magnitude of risk is worth taking or whether the probabilities of a pay-off occurring for the risk involved are too low (Herr & Cramer, 1979).

Kalder and Zytowski's Theory

Kalder and Zytowski's (as cited by Herr & Cramer, 1979) approach is based on a model which states that, the elements of decision-making consists of inputs (such as personal resources, intellectual and physical characteristics, time, capital), alternatives (possible actions at a choice point), and outputs (the probable consequences of various actions). One undergoes a process of scaling what one has to give up to get various outcomes and how probable such occurrences are the alternative that is chosen by the decision –maker is assumed to be the one that

offers the highest net value. In other words, the decision-maker chooses the alternative with the best value that is available when input cost and output cost are balanced. The implication of this model is the assumption that the decision-maker has sufficient information about personal characteristics and the alternatives available to rank the values, utilities and sacrifices associated with each possible action.

Social-learning Theory

This kind of approach to career choice was first proposed by Krumboltz, Mitchell, and Gelatt (1978) and more recently by Mitchell and Krumboltz (1990). According to the proponents of this theory, the process of career selection involves four factors namely.

Genetic endowments and special abilities are inherited qualities that may set limits on the individual's career opportunities.

Environmental conditions and events are factors of influence that are often beyond the control of the individual. What this means is that certain events and circumstances in the individual's environment influence skill development, activities, and career preferences. For instance, governmental policies regulating certain occupations and the presence of certain natural resources in the individual's environment may determine to a large extent the opportunities and experiences available. There is also natural disaster such as, droughts and floods that has effect on economic conditions. These conditions are beyond the control of the individual and therefore affect his/her decision making.

Learning experiences have two branches. The first is known as instrumental learning experiences. These are the experiences the individual learns through reactions to consequences, through direct observable results of actions, and through the reactions of others. The consequences of learning activities and their later influence on career planning and development are primarily determined by the reinforcement or non-reinforcement of the activity, the genetic endowment of the individual, special abilities and skills, the task itself. The second which are associative learning experiences deal with the negative reactions to pairs of previously neutral situations. For example, statements such as, “all politicians are dishonest” and “bankers are all rich” influence the individual’s perceptions of these occupations. Another way of learning these associations are through observation of written materials, and films.

The last factor is the task approach skills which includes the sets of skills the individual has developed, such as problem-solving skills, work habits, mental sets, emotional responses, and cognitive responses. These sets of developed skills determine to a large extent the outcome of problems and task faced by the individual (cited Zunker, 1994).

Krumboltz and associates emphasized that each individual’s unique learning experiences over the life span develop the primary influences that lead to career choice.

These influences include;

- Generalisation of self derived skills from experiences and performance in relation to learned standards,

- Set of developed skills used in coping with the environment,
- Career-entry behaviour such as applying for a job or selecting an educational or training institution.

Thus, the social learning theory stresses on the importance of learning experiences and their effect on occupational selection. The proponents of this theory see genetic endowment primarily as a factor that may limit learning experiences and subsequent career choice. Career decision-making is seen to be taught in education and the career counselling programmes.

Economic Theory

The economic theory formulated by the classical economists of the 18th century proposes that monetary and other material advantages act as the major factor in the choice of an occupation. That is to say, an individual selects an occupation with the anticipation that, that particular occupation will pay him the highest income and provide him with other fringe benefits. However, research findings based on the economic theory have not really shown that economic reward is the major intention of selecting certain occupations. Ipaye (1986), believes that the respondent used for the studies in different parts of the world may have hidden or played down their real motive for choosing their occupations.

All the same, some research findings have not ruled out completely economic factor as the major reason for choosing a career. These research findings have rather proved that, economic factor does not act as a primary consideration for a career choice. As cited by Ipaye (1986), such researches include Soyawo (1977) who in her study of occupational value patterns of

Nigeria university education undergraduates found out that extrinsic reward-oriented value placed third among factors influencing the career preference of the undergraduates. Another researcher is Asafowora (1979) (as cited by Ipaye, 1986). His study of attitudes towards some job related factors among form five students in Oyo State also revealed that extrinsic reward occupied third place. Only two of the researches indicated that the primary motive for choosing a career was to make money. This was found in Ologunleko's (1980) study of economics students in Ibadan University and male students of Aghamelu's (1980) study in Anambra State.

Circumscription and Compromise: A Development Theory of Occupational Aspirations

This theory deals with the development of occupational aspirations which is proposed by Gottfredson (1981). Her theory dwells on the ways in which people or individuals are attracted to certain occupations or careers. The theory states that self-concept in vocational development becomes a major factor in the selection of a career. This is because individuals want occupations that are compatible with their self images. Again, Gottfredson (1981) believes that the main determinants of self-concept development are the individual's social class, level of intelligence, and experiences with sex-typing. This theorist proposes four stages through which the development of the individual progresses and these are cited by Zunker (1994) as follows:

- Orientation to size and power (ages 3-5). Here, thought process is said to be concrete and children therefore develop some sense of what it means to be an adult.
- Orientation to sex roles (ages 6-8). In this state, self concept is influenced by gender development.
- Orientation to social valuation (ages 9-13).

This stage emphasizes that the development of concepts of social class contributes to the awareness of self-in-situation and also preferences for level of work develop.

- Orientation to the internal, unique self (beginning at age 14). This final stage stresses on the fact that, introspective thinking promotes greater self-awareness and perception of others. Again, individuals achieve greater perception of vocational aspirations in the context of self, sex role, and social class.

This model as formulated by Gottfredson (1981), sees occupational development as emerging within no complexities that accompany physical and mental growth. Thus, a key determinant of occupational preference is the progressive circumscription of aspirations during the stage of self-concept development. This starts from the simplistic and concrete view of life as a child, to a more comprehensive, complex, abstract thinking of the adolescent and adult. For instance, in stage one, the child's positive view of occupations is based on concrete thinking. In stage two, the child makes more critical assessment of occupational preferences based on sex typing. Stage three sees the child adding

more criteria to evaluate occupational preferences. In the fourth stage, the adolescent develops a higher awareness of self, sex-typing, and social class. All these are used in relation with other criteria in evaluating occupational preferences.

In addition, the theorist made a suggestion that socio-economic background as well as intellectual level greatly affects individual's self-concept in the dominant society. People entering the world of work choose occupations that are appropriate to the "social space", intellectual level, and sex-typing. Gottfredson then incorporated social class, and intelligence in her self concept theory of vocational choice.

The concept of compromise in decision making is another contributing factor in Gottfredson's theory. She believes that compromises are primarily based on generalizations which are formulated about occupations or careers. Even though every person has his or her own unique generalizations, yet each person uses methods that are common in evaluating similarities and differences namely; sex-typing, level of work, and field of work. Thus, the individual creates boundaries or tolerable limits of acceptable occupations. Gottfredson suggested that a compromise may be made by people in their occupational choices because of the accessibility of an occupation or abandon a vocational interest to take a job that has an appropriate level of prestige as well as being appropriate for sex-typing. Generally speaking, people become less willing to compromise job level and sex-type with the notion that these factors are more closely associated with self-concept and social identity. Gottfredson concluded that most individuals

circumscribe their aspirations in relation to sex-type and prestige by the age of thirteen.

One authority that made contribution to this self-concept theory is Super (1951) as cited by Ipaye (1986). Super's definition of self concept states that "the choice of an occupation is one of the points in life at which a young person is called upon to state rather explicitly the concept of himself, to say definitely, I am this kind of person". Ipaye expresses the view that it is possible for one to know one's self since the society provides one with opportunities to play several roles and from such roles, over time, one is able to assimilate all experiences and finally forms a picture of who one is. Super further explains that:

"In expressing a vocational preference, a person puts into occupational terminology his idea of the kind of person he is ...in entering an occupation,, he seeks to implement a concept of himself... in getting established in an occupation he achieves self-actualisation. The occupation, thus, make possible the playing of a role appropriate to his self concept". (p. 215)

In relating the theory to the present Nigerian cultural background, Ipaye sees it partially applicable in one sense and partially inapplicable in another sense. The applicability of the theory is in the sense that, an individual has the chance to choose from career opportunities available to him or her and which fits his or her image. Also the movement from one job to another attests to the fact that people are on the move, either because of a need for something or because their jobs do not permit the implementation of self-concept. The inapplicability of the theory is

based on the fact that there are inadequate jobs from which an individual can choose, in consideration to the nation's low rate of industrialisation and the scarcity of employment opportunities. This therefore creates a situation whereby one hangs on to whatever job opportunity is available.

Sociological or Situational Theories

These theories have the notion that chance and sociologically determined factors, which are often beyond the scope of the individual's influence, exert a major influence on the individuals' educational and career decisions, (Makinde & Alao, 1987). It is also believed that these factors are external and therefore the society 'in which an individual lives plays a major role in determining his or her career choice. In other words, the career expectations of the 'individual are essentially conditioned by the expectations that the society has for him or her.

The authorities involved in this sociological approach to career choice include; Blau-Gustad-Jessor-Parnes-and-Wilcox (1956). Hollingshead (1949), Caplow (1954), and Miller and Form (1951). These authorities identified a number of factors that influence the career choice of the individual.

Blau-Gustad-Jessor-Parnes-and Wilcox's Theory

Blau-Gustad-Jessor-Parnes-and Wilcox (1956) propose that relationships in process of choice and process of selection, is a synthesis of the effects of social institutions on career choice and development. This model stresses on one's interrelationship with psychological, economic and sociological determinants of occupational choice and development. The authors suggest that, the characteristics of the individual that are responsible for career choice are

biologically determined and socially conditioned through family influences, social position and relations, and developed social role characteristics. Thus, the individual having gone through these factors eventually reaches a preference hierarchy from which choices are made.

Again, the process of selection is seen evolving as a result of socially related influences and physical conditions such as resources, topography, and climate. For instance, an individual brought up in a rural environment and whose family has limited financial means may tend to select an agricultural occupation, which is related to the climate (long growing season) and topography (rich, flat level (Zunker 1994). These factors are considered beyond the control of an individual but serve as determinants in the process of selection. Thus, the combination of choice factors and selection factors finally determines a series of choices leading to occupational entry. There are other basic assumptions that this approach or theory also talks about. These include;

- A social structure exists that imparts patterns of activities, identification with models, and aspirations among various social groups.
- Career development is a continuous process
- Situational conditions also exert influences on career-development patterns.

This theory helps to classify situational elements in career development process therefore career choice is seen as a series of interrelated decision involving the biological endowment, social milieu, and environmental conditions of the individual.

Social Environment

It is believed that every human society has various classes with which its members can be classified. Social class membership therefore plays a vital role in the occupational choices of its members. Hollingshead (1949) found out that social class membership has significant effect on the job plans of the youth. He further explained that the lower the status of youth's class membership the lower the status of aspirations and degree of certainty of achieving career plans. Thus, social class membership goes a long way to influence the scope of opportunities available to youths, value in the home, adult models available for the purposes of identification, and other pertinent sociological factors that interact to condition the career decisions of youths in line with the class-status of their parents. Again Hollingshead (1949), Warner, Melker, and Eells (1949), and Hoggart (1957) as cited by Herr and Cramer (1979), identify family influences as important predictors of occupational choice and of work adjustment. To them, family characteristics represent the seedbed for differences in the socialization, or vocationalization of the young across social classes.

Caplow (1954), as cited by Makarale and Alao (1967) makes the following propositions about the individual's choice of occupation in the American society. According to him, two social anchor points exist to fix the individual's occupation. One anchor point, which is at the extreme end, sees occupation as hereditary, where the son takes up the father's career. Then at the other extreme anchor point occupational choice is based on the individual's

personal characteristics, thus the occupational choice in the Western world lies in between the two anchor points.

It is believed that choice of career by Nigerian youths also lies midway between the two extreme anchor points. Where occupational choice is importantly hereditary, youths especially those belonging to long-established professional and business families belong to the first extreme anchor - point as depicted by Caplow. It is therefore not surprising to find African families with this type of long-established traditions of certain professions or businesses. Thus, occupational choice before the introduction of Western civilization is perhaps best depicted by Caplow's first extreme anchor-points.

The situation, however has changed for the contemporary developing societies where occupational choices are both conditioned by one's capabilities and social class membership. In addition, the educational and career goals of most people are essentially a function of the experience which parental social class membership has exposed them to. Several researchers have confirmed the influence of social class membership and other sociological variables on people's career development and some of such studies will be reviewed under empirical studies Lipsett (1962), Sewell and Shah (1968) concluded that variables such as race, father's occupation, sex, marital status, family income, place of residence and others interact, with other significant variables to condition the career opportunities and development of youths. The works of Miller and Form (1951), Centers, Bugental (1966) and Champagne and King (1967) all underscore the

centrality of social class membership in the determination of career choices of the individual (as cited by Makinde & Alao, 1987).

Effects of Cultural Organisation on Career Development

The cultural settings in which people live and operate have major influences on their choice of career. Variables such as a geographical setting, economy, and its structural make-up have been identified to have considerable amount of influence on the individual's career development and choice as a whole.

The geographical setting or the place of residence of people is believed to have effect on career activities. For instance, people living in riverine areas take to fishing, canoe building and water related career. We have people taking to farming just because they live in fertile plain, while those living in grassland areas take to animal rearing. Thus, geography as climate, dictates the emergence of different types of work in a community. Thus, the geographical setting in which human beings find themselves contributes substantially to the nature and structure of his subsequent career behaviour as stated by Makinde and Alao (1987).

It has been observed that the economic situation of the society does often exercise some kind of influence on the individual's career development and eventually choice. The economic situation of the human society, most of the time, conditions career-related factors like, educational and training opportunities for job-mobility (cites Makinde & Alao, 1987). Again, economic factors do not act alone to affect career development and choice but interact with other factors

such as psychological and biological variables to determine the nature of people's career choice and growth.

To support this view is the postulation of Blau and associates (1956) that social structure exerts considerable influence on career choice through the roles it plays on personality development and its major influence on economic and social conditions that dictate the scope and nature of choice-options. Blau and his group identified a kind of double-chain of events which determines occupational choice. One of such chain of events is related to the individual's characteristics in terms of interest, temperament and other career-related personality components. The other chain is determined by the economic conditions operating in the individual's society. Thus the individual's career choice and development is a product of the interaction between these two chains of events identified by Blau et al (1956).

In conclusion, the essence of sociological theories on career development and choice is that, these theories have approaches that remind us of the fact that decision-making, the development of self-identity, as well as life chances do not occur in a vacuum. They occur in certain conditions namely, political, economic, and social, that influence the achievement images and belief systems on which individuals base their actions. They occur as person-environment interactions (Super, 1957). In view of this many propositions have been advanced to explain sociological or situational effects on a career development. Such authorities like Caplow (1954), Miller and Form (1951), and Bandura (1982) have discussed the

accident theory of occupational choice or development, which emphasizes chance as a determinant of personal opportunities for choice.

Accident Theory of Occupational Choice

This theory emanated from the sociological theories. According to Ipaye (1986), the Accident Theory is based on chance factors, because the individual does not deliberately plan to enter into such a job, rather circumstances beyond his/her control forced it on him/her, and he/she only succumbed to the influence of a powerful stimulus. According to Nweke (1985), the basic assumption of the theory is that the individual is mercilessly under the control of antecedent factors in the external environment and the same thing applies to his/ her occupational choice. The theory has been found to be universally applicable, even though its impact is now waning in developed countries where people at a tender age have the opportunity to know who they are, what they want to be as well as have knowledge of numerous career opportunities available.

The proponents of this theory are Caplow (1954), Miller and Form (1951), Osipow (1973), Hoppock(1976),and Bandura (1982). They have the view that vocation and career choice is largely determined by chance or accident. According to Caplow (1954), and Crites (1909) as cited by Gibson and Mitchell (1990), individuals find themselves in career positions they do not have the intention of entering but then it is through certain circumstances that made it so for them. Caplow for instance, states that, “error and chance or accident often plays a larger part than the individual himself is willing to concede”. (p. 318) Some of the debilitating influences or factors are named as birth, family's

socio-economic status, educational attainment and observation of role models. Others include misfortunes, wars, disabilities, and all these force one to enter into an occupation one has not planned for. It can also be said that chance factors result in occupational choice by an impulse or sudden emotional reaction in which unconscious forces appear to determine a person's behaviour and occupational choice (Gibson & Mitchell, 1990).

Studies conducted by some Nigerian scholars proved that the accident theory does work in the career choice of an individual. Gesinde (as cited by Ipaye, 1986) reports that since 1977, over 70% of his Master of Education Degree students had each year reported that they were in their current professions by accident. Again Ipaye (1986) reports that many Nigerians who became soldiers during the civil war did so without planning for it, simply because as they were looking for any kind of job, they accidentally stumbled into centres of recruitment and got themselves conscripted into the army. In addition, emergency contractors became contractors by accident because of the lucrative construction business of 1970-1975 in Nigeria. Nweke asserts that, through observation a cross-section of the Nigerian working population favour the accident theory. He also maintains that, the accident theory corresponds very much with the patterns of explanation of occupational choices by most illiterates laymen.

As cited by Herr and Cramer (1992), Bandura (1982) expresses the view that chance encounters play a prominent role in changing the course of the lives of many people. According to him, "A chance encounter is defined as an unintended meeting of persons unfamiliar to each other. Human encounters involve degrees

of fortuitiveness. People often intentionally seek certain types of experience, but the persons who thereby enter their lives are determined by a large element of chance". (p. 106). Bandura, (1980) also asserts that symbolic encounters affect the life paths of people. Such symbolic encounters he mentioned include hearing a particular lecture, rendering a particular book, unexpectedly witnessing a particular event on television or in reality. All these have such effect on the individual to the extent that it stimulates the individual to pursue a new life path. Bandura, (1980) believes that these chance encounters have various degrees of effect on the individual. While some chance encounters touch people only lightly, others leave more lasting effects, yet still on others they branch into new life path altogether.

According to Bandura, (1980) psychology cannot predict the likelihood of chance encounters, but social structures and affiliations such as social class, family background/geographic residence, and others increase the likelihood of some encounters and decreasing the likelihood of others. He concludes by saying that chance encounters affect life paths through the influence of personal and social factors. Bandura's work, is based mainly on observation and biographical data.

In Ghana today, it has been observed that many of the working population in their present occupations will favour the accident theory in this current economic and financial constraints, as well as lack of job opportunities in the country.

Empirical Studies

Herr and Cramer (1979) and Ipaye (1986) identify preparation and planning, family socio-economic status, residence, rural / urban location, prestige, type of school as some of the factors that influence an individual to choose a career accidentally.

Preparation and Planning

Hart, Rayner and Christensen's (1971) study on the influence of preparation, planning and chance in occupational entry among sixty men of professional skilled, and semiskilled occupational levels, revealed the following findings.

Most men at the professional level entered their occupations through planning, and preparation. Some men at the skilled level chose their occupations through planning, while many of the men at that same level were basically influenced by chance factors. The semiskilled men were primarily influenced by chance factors. However, Salomone and Slaney's (1981) findings of chance and contingency factors on 44 female, 470 male non-professional workers showed that chance factors played a lesser role than personal qualities in career choices. These authors came to a conclusion that the chance theory (accident theory) was seen as an alternative career choice factor by sociologists writing in the 1940s and 1950s. However, workers before making a career choice take into consideration their personal inclination that is interest and needs, their skills and abilities, and their personal and family responsibilities. Thus they perceive themselves as using

rational process to arrive at their occupational decision (cite Herr and Cramer 1979).

Family Socioeconomic Status

Family socioeconomic status is seen to be related to career choice as depicted by the following empirical studies. A study involving middle-class white boys and lower-class black girls expressed greater preference for white-collar and professional occupations than did lower-class black boys or middle class white girls. In another study, Omvig and Thomas (1974) in comparing higher and lower socio-economic males and females concluded, that established norms are of little value in interpreting vocational interest results to inner-city disadvantaged students, especially males. Socioeconomic differences are associated with differences in information about work, work experiences, and occupational interests. Dillard's study (1976) of black youth also emphasized that socialization or vocationalization processes are significantly influenced by the family, rather than ability differences in reading achievement.

Mackay and Miller (1982) concluded in their study that elementary school children from middle and upper socio-economic backgrounds choose white collar and professional occupations more often than children from lower socio-economic backgrounds. Roe (1957) in her work on occupational preference and family background concluded that individual preferences are very much affected by parent's social class in the society. Lipsett (1962) summarized the role of social variables in vocational development and came out with the view that social class membership influences the particular choices of career that the individual

makes (Osipow, 1973). He also concluded that low class children choose careers that can help them provide for their families and enjoy life.

Family income is seen as an influential factor in the career choice of the individual. Blau and Duncan (1967) stipulated that father's occupation, family income, place of residence, family status including others interact with significant variables and affect career opportunities as well as training. Rosenberg (1957) asserted that in proportion to their members families with high income produced more than their fair share of physician and lawyers since the high cost of training is affordable by such families. Davis (1964), Sandburn (1965), Crigg and Middleson (1968) have also indicated that the low socio-economic status individuals are inclined to take the only job they know about at the time they enter the labour market. Ugebor (1979) found that children from low socio-economic background most of the time preferred nursery, teaching, and engineering, while those with high socio-economic background preferred medicine, business administration and law (Ipaye 1986).

Coupled with family's socio-economic status is inherited business. Shertzer and Stone (1976) have argued that a child's particular socio-economic inheritance may have a more direct and important effect on occupations attractive to him than does his physical inheritance.

Place of Residence

Residence also affects the career choice of the individual. As stated by Herr and Cramer (1979), the size of the community from which an individual comes is related to the type of vocational choice made. In a study involving

almost 10,000 high school students, it was found that the proportion of choosing high-status occupations increased as the size of the community increased. When sex, intelligence and socio-economic status were controlled, differences in occupational choice by community were eliminated for girls but maintained for boys (Sewell and Orenstein, 1965). It was generally concluded that youth reared on farms, in rural, non-farm areas, or in small cities aspired to lower-prestige and lower paid occupations than youth raised in larger communities. Blau and Duncan (1967) concluded in their study that place of residence or geographic residence interact with significant variable and affect opportunities as well as training in the career choice of individual.

According to Makinde and Alao (1987), the geographical conditions of the place of residence of people affect their career choice. Thus, it is not surprising and uncommon to find people or communities in riverine areas taking to fishing, canoe-building and water related career activities. People living in fertile plains often take to farming, while those in grassy environment take to animal husbandry. The geography and climate most often determine the emergence of community structure in human society. Work is considered as one of the major determinants of community structure. Therefore, as long as work continues to be the primary means of the individual's interaction with his /her environment, geography will continue to be a major influence in people's career development.

It has been observed that, in modern communities, human work traditions are often heavily conditioned by geographic and ecological factors. Thus, the

geographical setting in which the individual finds him or herself contributes substantially to the nature and structure of his subsequent career behaviour.

Prestige

Generally, prestige is recognized as an important factor in occupational or career choice and it therefore has an effect on the occupational aspirations of the youth. It is an accepted fact that vocational preferences of the adolescents are determined to considerable degree by the social prestige attached to certain occupations.

The attractiveness of an occupation to an individual may include its remuneration in relation to other occupations, its social prestige, its regularity of employment and its opportunities for advancement. Some people tend to choose an industry rather than an occupation. (Shertzer & Stone, 1976) The reasons attributed to this are as follows;

- The industry has been surrounded with unusual glamour and publicity.
- A parent, relative, or friend has had a satisfactory working experience in the industry.
- A labour market is dominated by a single industry.
- The individual is unable or unwilling to pursue lengthy training and wishes to enter the labour market as quickly as possible. (Shertzer & Stone 1976)

It has been observed that the individual's social-class boundaries have much effect on the choices they are aware of, consider, make and implement. Lipsett (1972), has asked counsellors to know about the implications for a

particular client of the following social factors as they interact and influence vocational development;

- Social class membership, this deals with the occupation and income of parents, education of parents, place and type of residence and ethnic background.
- Home influences, this is the parental goals for the individual, influence of siblings, family values and counsellor's acceptance of them.
- School, i.e. scholastic achievement, relationship with peers and faculty, values of the schools.
- Community, this talks about the "thing to do in the community" group goals and values, special opportunities or influences.
- Pressure groups, this indicates the degree to which an individual or his parents have come under any particular influence that leads him to value one occupation over another.
- Role perception, this depicts that the individual's perception of himself as a leader, follower, isolate, etc; the degree to which his perception of himself is in accord with the way others perceive him (cite by Shertzer & Stone, 1976).

Clerk 1968, found that high school students express preference for high-status or prestige occupations. However, students finally realize that abilities, interest, and skills directly affect access to success in occupational and educational options.

Sex differences

Sex has been studied in relation to career development and choice. Most of the differences that exist between men and women aside their physiological make-up are products of sociological values and expectations. Thus, the role women play in the field of work is seen to vary from one society to the other, since each society tends to have its cultural stereotype of women in the work place. Most often people talk of women's occupation and men's occupation (cited by Makinde & Alao 1987). This has been seen to have influence on the career choice of most men and women. Makinde and Alao propose that the career development and choice of women differ in a number of ways from that of men. For instance, Lens Wolins and Yelsma (1967) discovered that women often have different educational goals and reaction to career from men. Greenhaus (1971) and Lewis (1967) indicate that careers are more salient to the lives of men than women. Finally, Ace, Green and Davis (1972) in their study also found sex to be the most influential variable affecting work attitude.

Ipaye (1986) emphasized that there is significant relationships between sex and occupational aspirations, preferences and choices. This is because males and females undergo different socializing experiences, and therefore they tend to learn different sex roles and behaviour patterns and therefore develop different interests which later become dominant factors in their career choice.

Achebe (1972), Olagunko (1973) and Abiri (1977), (as cited by Ipaye, 1986) are researchers who have discovered that male students in secondary schools choose careers that are different from their female counterparts. Girls

have the tendency to choose occupations from middle level status, while boys have the tendency to choose high level jobs. In 1985, Okpala and Onocha compared the ranking of boys and girls' aspirations in some 14 careers, (as cited by Ipaye, 1986). They found that there was no significant relationship between the rankings of the boys and girls. In other words, the occupational aspirations of boys were significantly different from girls. For instance, the boys ranked the armed forces services as their second choice out of the 14 choices. The girls however ranked it as the eleventh choice.

In 1991, Essuman reported his studies on the vocational interest of 3,334 post-primary students of Anambra and Enugu states. His findings from the study indicated that vocational interests of boys were significantly different in 11 out of 12 interest areas. The only interest area they did not differ is mathematical computation. In areas like mechanical, technological, health service / science and agriculture, they differed markedly.

Sanders (1973), (as cited by Ipaye, 1986) found that in spite of the gains of gender equalization efforts, women still outnumber men. For example, 1.7 to 1 in service occupations, 3 to 1 in clerical jobs and 5 to 1 in elementary school teaching. By 1985, 79 percent of males were in the labour force in Nigeria.

According to Shertzer and Stone (1976), the vocational and social aspects of gender differences such as in attitudes and interests are of considerable importance to career development and the decision-making process.

Shertzer and Stone believed that in spite of the fact that much larger percentage of women are working today than before, there is still resistance to the

entrance of women into the labour force. This resistance is as a result of the encouragement women are given to enter into fields designated as feminine. They cited studies by Geyelka, Omvig and Larimore (1974) who investigated the extent to which the vocational interest of 125 male and 138 female ninth grade students differed as a function of gender and aptitude. These investigations found significant differences between males and females in the choice of careers.

According to Brown and Brooks (1990), Richardson (1974) hypothesized that girls and women by tradition are less involved in work and careers than boys and men and therefore, they tend to score lower on vocational maturity measure than males would. Crites' (1978) research on sex differences in career choice of males and females showed a slight difference. Thus, the salience of work role, rather than sex or socio-economic status is what determines career maturity. Also it has been generally assumed that career choices of males and females differ in some important respects because of women's role as child-bearers. Super (1957) states that available data on career patterns were for males only, and study suggests modifications that appeared to be needed. These were examined empirically. Mulvey (1963) and Vetter (1973) found support (Brown & Brooks, 1990). Observation indicates that what was true some years ago may no longer be true currently. The difference of career choice of male and female are in terms of differences of degree, not kind, which are also associated with childbearing and childrearing and with sex-role stereotyping based on it.

Finally, on sex differences, there is the question of the part that self-concepts play in the career development of males and females. In theory, there is

no difference. Empirically, both sexes (Kidd, 1982) appear to make decisions on the basis of their self-concepts and their concept of the circumstance in which they live (Brown and Brooks, 1990).

Intelligence

This is a type of career choice factor that is inherent in the individual. An individual's intelligence plays a significant part in the occupational level he or she is likely to attain, the training he or she is likely to undergo or succeed in, and finally the work he or she is able to perform.

Dilley (1965), and Elden (1968), (as cited by Rice, 1984) recognised mental ability as important in vocational choice in several ways. Firstly, adolescents who are bright are more likely to make career choices that are more consistent with their intellectual abilities, interests, capacities, and opportunities and to receive appropriate training. On the contrary, those who are less bright are more likely to make unrealistic choices. This is manifested in the choice of high-prestige and glamorous careers for which they lack the intellectual capacity or interest to succeed in. A study conducted by Gribbons and Lohnes (1966) using the Otis Mental ability Test revealed that a high percentage of the 111 students interviewed, preferred profession and administrative work. Some in the lowest aptitude group however indicated unrealistically high aspiration (in Rice, 1984).

Secondly, intelligence has been shown to relate to the level of students' aspirations. For example, studies by Picon and Curry (1973), (as cited by Rice, 1984) found that students who exhibit high academic ability and performance also aspire to higher levels of the occupational hierarchy while the less able prefer

lower levels. It is worth noting that factors like interest and personality combine with intelligence to produce success at a profession.

Interests

Interest is recognized by the literature reviewed to be of a great significant factor in the choice of a career. It is assumed that the more interest people have in their work, the more likely they will succeed in it. Vocational interest test works on this assumption. It measures clusters of interests deemed similar to those of successful people in the field to predict the possibility of success. Factor analysis of the Strong Campbell Interest Inventory indicates that interests may be subdivided and grouped to some degree by types, that is, there are professional-scientific, professional-technical as well as other groups (Rice, 1984). Research findings have confirmed that interests that are based on abilities are stronger and more realistic than those influenced primarily by such factors as prestige (Evans 1970) Super and Bohn (1970), (as cited by Rice, 1984) on the other hand, believe that interest is a moderately effective predictor of vocational success. It is therefore suggested that for anyone to be successful in a given career, one has to do the following:

- Identify areas of career interest
- Identify careers for which one's interests are appropriate
- Determine the career for which one has the required abilities for satisfactory job performance

The idea that interest is crucial in vocational choice is evidenced by the existence and extensive use of tests like Strong Campbell Interest Inventory

(SCII), Kuder Occupational Interest Survey and Clark's Vocational Interest of Non-professional men. Other tests in this field also include

Kuder General Interest Survey (KGIS), Vocational Preference Inventory (VPI), Vocational, Interest Experience and Skill Assessment (VIESA), Ohio Vocational Interest Survey II (OVIS), Interest Determination Exploration and Assessment Inventory (IDEAS), World of Work Inventory (WWI), Career Assessment Inventory (CAI), Jackson Vocational Interest Survey (JVIS), California Occupational Preference System (COPS) (cited by Mehrens and Lehmann, 1991).

Educational attainment

Educational attainment is considered as one of the factors influencing the career development and choice of an individual. In relation to this, many scholars have come out with various views concerning educational attainment and career choice. Shertzer and Stone (1976) propose that the ability required to attain an education is multifaceted. This involves diverse element such as geographic location, finances, family background, social status, prejudicial discrimination, and personal talent. These influence greatly the desire of an individual to continue schooling. Thus, family background can act as a barrier to schooling in two major ways. The first is the family's inability to finance extensive schooling. The second is psychological rather than economic and rests on the valuing of schooling by families at different socio-economic levels.

In addition, are family traditions and neighbourhood expectations which also serve as powerful influences in educational attainment of the individual? For example, the occupation of a high school student's father is relatively good

predictor of whether or not the student will enter college. Solmon stipulated in a review on the influence of schooling and subsequent success on career choice that educational attainment has a very large effect on occupational status. This in turn is directly influenced by the father's occupational status and ability. Again, Solmon states that students with equal educational attainment have modest but roughly equal effects in the determination of earnings. However, high income in later life was powerfully affected by the quality of the college attended (Shertzer & Stone, 1976).

One major factor of educational attainment considered to have effect on the individual's personality development, as well as his or her career development and choice, is the policies of educational institutions. In view of this, Conyne and Cochran as cited by Shertzer and Stone (1976), state that faculty members, policies and philosophy of an institution, its resources and facilities, the faculty attitudes and behaviour, contribute to students' perceptions of the relationship among their personal development, and their career potential.

The status attainment model proposes that the social status of one's parents affect the level of schooling one achieves. This in turn affects the occupational level that one achieves (Duncan, Featherman, & Duncan, 1972). This view makes schooling or educational attainment to be seen as a moderator variable between parental status and one's own status. Thus, even though education is seen as one of the indicators of status, it also plays a functional role in a process that occurs over time. This means that, education becomes a partial determinant of occupational level. In more complete models of attainments,

education is also shown as a partial determinant of earnings (Brown & Brooks, 1990).

There is a universally observed positive association between parental status and occupational achievement. The reason which has accounted for this is that parental status affects one's level of schooling. Thus, educational achievement, rather than parental status is seen as the direct determinant of the level of occupational attainment. Educational attainment is due in large measures to the individual's effort and ability, even though it is partially determined by parental status. Blau and Duncan's (1967), analysis which is seen as more complex, show stronger indirect effects than direct effects operating through schooling.

The social learning theorists suggest that educational attainment and occupational preferences represent self-observation generalizations about interests, values, and task approach skills that have arisen as a result of various learning experiences. Based on suggested structure of instrumental and associative learning experience, it is hypothesized that educational and occupational preferences develop when an individual is first, positively reinforced for engaging in activities associated with certain occupations or activities relevant to training for certain occupations, second, observes a valued model being reinforced for these activities, and third, is positively reinforced by a valued person who advocates engaging in these activities (Herr and Cramer, 1979).

Implications of Career Choice Theories for Career Guidance and Counselling

A review of the various career development and choice theories has led to the conclusion that career development and choice involve a series of stages through which one passes enroute to vocational maturity and decision making. These theories also reveal that each stage has certain tasks that one needs to accomplish. Additionally, personality traits have influence on career decision making and finally there are more environmental constraints that affect the career aspiration of the individual. Thus, the best laid career plans may be altered by chance or accident factors. In view of these revelations certain implications can be made for the counselling of clients with career development and adjustment needs. These implications have been outlined by Gibson and Mitchell (1990) as follows:

- Counsellors must understand the process and characteristics of human development, including readiness to learn and successfully complete particular tasks at certain developmental stages.
- Counsellors must understand the basic human needs as well as the special needs of persons and their relationship to career development and decision making.
- Counsellors must be able to assess and interpret individual traits and characteristics and to apply these assessments to a variety of counsellee career-related needs.

- Counsellors must recognize that the rapid changes constantly occurring in the way people work and live in this high-tech era require a constant examination and updating of the theory and research we use as basis for our career counselling effort.
- Counsellors must recognize and assist clients to recognize that unforeseen or chance factors may, on occasion, alter career planning.

Implication of career development and choice theories was also proposed by Zunker (1994) and some of which are indicated below.

Career development takes place in stages that are somewhat related to age but are influenced by many factors in the socio-cultural milieu. Because career development is a life long process, career guidance programmes must be designed to meet the needs of individuals over the life span.

The tasks associated with stages of career development involve transitions requiring individuals to cope with each stage. This is a key concept to remember while promoting development.

Career maturity is acquired through successfully accomplishing developmental tasks within a continuous series of life stages. Points of reference from this continuum provide relevant information for career-guidance programme development.

Each person should be considered unique. This uniqueness is a product of many sources, including socio-cultural background, genetic endowment, personal and educational experiences, family relationships, and community resources. In

this context, values, interests, abilities, and behavioural tendencies are important in shaping career development.

The concept of human freedom is implied in all career-development theories. This concept implies that career counsellors should provide avenues of freedom for individuals to explore options within the social, political, and economic milieu. The limits of personal freedom are often external (for example, economic conditions, discrimination, environmental conditions), but freedom may also be constrained from such internal sources as fear, lack of confidence, faulty attitudes, poor self-concept development, and behavioural deficits.

Within this context, the career counsellor should be concerned not only with career development but with all facts of human development. Counselling strategies must be designed to meet a wide range of needs.

Summary of Related Literature

The literature review outlines the tireless efforts made by theorists in coming out with various theories to help career guidance co-ordinators and counsellors carry out their work diligently and effectively in the field of career guidance. This implies that, whatever practice they resort to is backed by some theoretical framework. Again, the related literature reveals that quite a number of factors account for the career choice of an individual. These include work values, residence, family socio-economic status and child-rearing practices; personality factors, educational achievement and gender. Thus, each of these factors is influenced by and overlap with the others. In actual sense, they are in a dynamic interrelationship. These factors work together in a complex manner to determine

the specific occupation the individual finally settles with. Besides, the literature indicates that factors that are internal (personal characteristics of the individual) such as interests, abilities, aptitudes, intelligence, gender, attitudes etc. are within the control of the individual. On the other hand, external factors such as the physical environment, family socio-economic status, pressure groups (peer or friend, parents), cultural background and educational level are beyond the control of the individual. In fact, they are seen as unforeseen circumstances that compel the individual to opt for a particular occupation as it is with the case of the accident theory. Thus, it is the desire of the researcher to find out whether some of these unforeseen circumstances actually compel or force an individual to choose a career he/she has not intended for as stated by the accident theory of career choice.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter focuses on the research design, population, the sample, as well as the sampling procedure used in the study. In addition, the research instrument used in collecting the data is discussed. This is followed by the procedure used in collecting the data, method of scoring and finally data analysis procedures.

Research Design

Research design is considered as the plan or blueprint that specifies how data relative to a given problem should be collected and analysed (Amedahe 2002). In other words, the research design spells out the basic strategies that the researcher adopts to develop information that is accurate and interpretable. Gay (1992), (as cited by Amedahe 2002) states that the research design indicates the basic structure of a study, the nature of the hypotheses and the variables involved in the study. The design also indicates whether there is an intervention and what the intervention is, the nature of any comparisons to be made, the method to be used to control extraneous variables and enhance the study's interpretability, the timing and frequency of data collection, the setting in which the data collection is to take place, and the nature of communication with subjects.

The research design adopted in the study was the descriptive survey. This type of research design is designed to obtain information that concerns the current status of phenomena. It is also directed towards collecting information on the nature of a situation, as it exists at the time of the study. Fraenkel and Wallen (1990) have stated that survey research enables one to obtain answers from a large group of people through the use of a set of carefully designed and administered questionnaires. According to Amedahe (2002), the descriptive research deals with interpreting the relationship among variables and describing their relationship. Thus, it seeks to find answers to questions through the analysis of relationship between or among variables.

However, it is worthy to note that the design is not devoid of its own shortcomings. This becomes possible when a questionnaire is used in gathering the data since there are low response rates that plague all surveys as stipulated by Hacken (1981). There is also a problem of obtaining a truly random sample of the population. The design is susceptible or easily influenced to distortions through the introduction of biases in the measuring instruments. For instance errors due to the use of questionnaires or interviews might distort a research finding.

All the same the descriptive sample survey is considered the most appropriate since it has the characteristics of the use of the logical methods of inductive and deductive reasoning to arrive at generalizations, often employing the method of randomization so that error may be estimated when population characteristics are inferred from observations of samples. Again variables and procedures are described as accurately and completely as possible so that the

study can be replicated by other researchers. Finally, it gives the researcher the opportunity and the need to organize and present data systematically in order to arrive at valid and accurate conclusions. All these characteristics can lead the investigator to achieve the purpose of the study and to draw meaningful conclusions from the study.

Population

Population as defined by Polit and Hungler (1996), is the entire aggregation of cases that meet a designed set of criteria. In other words, it deals with a target group about which the investigator has the interest in gaining information and drawing conclusion.

The target population for the study is all workers in the Central Region of Ghana. The accessible population is public sector workers in the Cape Coast Municipality. The reason for choosing this group was that they have already chosen their careers and they are well established in these careers. Another reason was the fact that all the categories of workers could easily be accessible to the researcher. They are also those who normally maintain their work and remain at their work place for a long period of time, perhaps until retiring age. They are the group that the investigator easily got access to.

Sample and Sampling Procedures

A sample consists of a carefully selected subset of the units that comprise the population. Thus, by observing critically the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.

Sampling refers to the process of selecting a portion of the population to represent the entire population. Here, the population is divided into a number of parts called sampling units. In all four hundred and fifty (450) workers were selected from a total of 21,533 workers. (Source: NCCE and 2000 Population and Housing Census).

The sampling procedure used was the stratified random sampling. It is a process in which certain sub-groups or strata are selected for the sample in the same proportion as they exist in the population. Two strata; male and female were formed, to represent the two categories of workers. Using the table of random numbers 60 percent of the accessible population was selected for each stratum and this resulted in 250 males making 55.6 percent and 200 females making 44.4 percent of the total sample.

The educational attainment levels that were used were university /polytechnic, teacher training, nursing training, secondary/vocational/technical, JSS/ Middle, and no education. For each level in a group, two strata were formed and these are male and female. Using the table of random numbers 60 percent for males and 40 percent for females were selected in view of the fact that more males were educated than females. There was an exception for educational attainment level such as nursing training. The two strata formed for this level had 80 percent females and 20 percent males. This was because initially nursing was regarded as women's profession. Now men are also getting into it however the number is less than that of the women.

The stratified random sampling has the advantage of increasing the likelihood of representativeness and ensuring that any key characteristics of individuals in the population are included in the same proportions in the sample. This procedure was deemed appropriate for the study because the different categories of workers who were of interest to the researcher formed the strata and each had to be represented proportionally in the study. This procedure provided the researcher the opportunities to generalize findings in terms of the population.

The researcher also employed the use of the simple random sample technique by adopting the table of random numbers to select the individual workers in the various work establishments who constitute the subject of study. Thus, in every work establishment chosen by the researcher, workers were randomly picked based on the type of work namely Teacher, Secretary, Accountant, Administrator, Public Servant, Health worker, Typist, Clerk, Cleaner, Labourer and Cook. The reason for using this procedure was that it provided each of the individual worker equal and independent chance of being selected.

The purposive sampling was also used to select types of occupations. The occupations selected for the study were chosen because they are common in the areas of study and also of interest to the researcher. So the researcher chose them purposefully.

Research Instrument

The research instrument used was a questionnaire designed by the researcher. (Refer to appendix) The questionnaire type of instrument was used because the researcher believed that it would enable her to get the exact

responses. The questionnaire solicited information on whether respondents chose their career by accident or planning. The items in the questionnaire were close ended. Interview was also used for workers who were not able to read and understand the items in the questionnaire. The interview items were about the same as the questionnaire items.

The questionnaire was a self-rating instrument divided into three sections. The first section introduced the purpose of the study and assured the respondents of confidentiality. The second section solicited personal data and the third section gave instructions on how to react to the statements with regard to the reason upon which respondents make their career choices. Again, this last section was divided into five sub-sections, A-E as followings;

Section A- Disability factor: four statements were provided and attached to each statement were options that the respondent could choose from. It also dealt with whether the subject had a disability, the causes and effect of disability on career choice.

Section B- Misfortune Factor: Three statements were provided which dealt with whether the respondent had had any misfortune in life, the type and its effect on career choice

Section C- Place of Residence Factor: Five statements were provided on the respondent's career relation with where he or she resides.

Section D- Family's Socio-economic Status Factor: Statements in this section were six and based on financial background, social class level and business inheritance which could compel one to choose a career.

Section E - Educational Attainment Factor: This comprised of five statements on issues such as educational attainment, type of school attended and how these limited the subject to a particular career.

Respondents were to respond to each item by choosing from a four point likert-scale as shown below:

4. Strongly agree
3. Agree
2. Disagree
1. Strongly disagree

Validity and Reliability

Validity refers to the soundness of the interpretation and use of the research data, while reliability deals with the consistency of the data. The questionnaire was given to experts in the Guidance and Counselling unit as well as Measurement and Evaluation Unit for scrutiny in order to ascertain the face validity and content related evidence of the research instrument. This was to examine whether the items were related to the research questions and also if they comprehensively covered the content needed to provide appropriate responses to the research questions. Again, it was to determine if any of the items was ambiguous and misleading. Suggestions made were adopted and incorporated into the questionnaire to improve upon its validity.

A reliability co-efficient for the instrument was calculated using the co-efficient Alpha formula on data obtained from pilot study conducted by the researcher (see page 91 for the pilot study). The result obtained was 0.76.

Data Collection Procedure

The questionnaire on the Validation of the Accident Theory for workers in the Cape Coast Municipality was personally administered to four hundred and fifty (450) workers. Before this was done, a pilot study was undertaken in one of the districts of the Central Region which is not part of the area of study.

Pilot Study

The pilot study involved 30 workers chosen from three work establishments namely the district education service, the health service and the police service. The pilot study was conducted in the Elmina District in the Central Region. The district was chosen because it had a population with similar characteristics of workers to those to be used by the researcher.

This study was meant to help the researcher to eliminate irrelevant, ambiguous and misleading items before the final administration of the questionnaire. The pilot study was also to help the researcher to obtain information on the appropriateness of the general layout of the questionnaire. In actual fact it was done to serve as a preliminary testing of the research questions and hypotheses in order to provide the researcher with ideas that would make the research more effective. Furthermore, it was to help check and try the planned statistical procedures. Finally, it was used to establish the reliability of the questionnaire.

The respondents of the pilot study were randomly chosen from three work establishments taking into account the variables of interest in the study namely

sex, type of work, residential status, social class, educational attainment and socio-economic status of the workers.

With the assistance of the officers in-charge the questionnaire was administered to the selected respondents and collected, some the same day, and the others, within a week. The completed copies of the questionnaire collected, were analyzed by the researcher to ascertain the reliability co-efficient using the Cronbach Alpha formula.

Main Study

In undertaking the main study, a letter of introduction was obtained from the Department of Educational Foundations. This letter was taken to the various work establishments to permit the researcher to administer the questionnaire. This was done during the researcher's familiarization visits to the selected establishments. On these visits the purpose of the study was explained to the heads of these establishments and permission and assistance solicited from them for the administration of the questionnaire.

The administration and collection of the questionnaire was done within a period of one month. At every work establishment, workers were gathered for a short meeting by the head during which the purpose of the meeting was explained to them and then the questionnaire distributed and collected in a week's time. This was done in order to give the respondents enough time to answer the questionnaire. Even though the return rate was not a hundred percent it was still high. It was 85%.

Method of Data Analysis

Data collected from a research becomes meaningful only when it is organized, summarized and observations explained. The copies of the questionnaire collected were given serial numbers to facilitate easy identification. Each of the worker respondent was given a code number which guided the researcher with the coding and analysis of the various categories of workers. The coding used ranged from 001 – 450.

Since the study was purely descriptive in nature the researcher used descriptive statistics to analyze the data. The analysis was done in line with the research questions and hypotheses set. The main statistical tools that were applied in answering the research questions and testing the hypotheses were the simple percentage and frequency as well as the chi-square test (χ^2). The 0.05 alpha level of significance was used for the chi-square test (χ^2).

Percentages and frequencies as well as chi-square (χ^2) test goodness of fit were used to test Research Questions 1, 2, 3, 4 and 5. Percentage and frequencies were deemed appropriate for these research questions because they enabled the researcher to gain an over all view to the findings, to identify the trends and to display relationships between parts of the findings. The chi-square (χ^2) test goodness of fit was used because of the sample size (450) of the study-conducted, and also because it is a non-parametric test which applies to discrete data rather than measured values. Also, the available data are based on a nominal scale. Thus, the chi-square (χ^2) test was appropriate for the Research Questions as well as Research Hypotheses 1 and 2.

For research hypothesis 1, the chi-square (χ^2) test of independence was used. Supporting statistic for the chi-square (χ^2) test of independence was also used and the phi (ϕ) coefficient was used to test the strength of association. The phi (ϕ) coefficient was chosen for research hypothesis 1 because the chi-square (χ^2) test analysis was on a two by two contingency table and this is deemed appropriate for it. Also the phi (ϕ) coefficient provides a measure of association between two dichotomous variables.

Again, the chi-square (χ^2) test of independence was used for research hypothesis 2 and the supporting statistic used for it was Cramer's V statistic to test the strength of association. This was chosen because of the size of the contingency table which is larger than the standard two by two table. The contingency table is two by six. Thus, making it appropriate to use Cramer's V statistic to test the strength of association. The Statistical Package for Social Sciences (SPSS) programme was adopted for analysis using the step wise method.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the findings from the data analysis as well as the discussion of the findings. The data analysis was done guided by the research questions and research hypotheses. Relevant tables are used to display the data followed by a short description and a discussion on each finding with its implication where possible.

Analyses of Research Questions

Research Question 1

How do the respondents choose their career either accidentally or by planning?

This research question sought to find out the extent to which workers in Cape Coast Municipality choose their career, that is, whether through accidental means or planning.

Table 1

i) Mode of Career Choices by Planning or by Accident

Mode	Frequency	Percentage
By Planning	235	56.6
By Accident/chance	180	43.4
Total (N)	415	100.0

ii) Chi-square Tests

X ² calculated	Df	X ² critical
7.290	1	3.841

$\alpha = 0.05$

The data in Table 1 shows that out of a total of 415 workers who responded, 56.6% indicated that their choice of career is by planning while 43.4% said they chose their career through accidental means. The result is statistically significant on the basis that at $\alpha = 0.05$, $df = 1$, the chi-square calculated is 7.290 which is greater than the critical value of 3.841. This therefore clearly indicates that there is significant difference between career choice by planning and accident and therefore there is no association between the two variables.

The finding clearly depicts that more workers in Cape Coast Municipality plan before choosing their career. This is contrary to the Accident Theory of occupational choice whereby Caplow (1954), Miller and Form (1951) and Bandura (1982) emphasise that chance factors largely determine the career choice of the individual. Gibson and Mitchell (1990), assert that chance (accidental) factors influenced by the environment, social class, culture and other conditions

one is born into or raised in, opportunities for education, observation of role models and significant others affect career choice to a large extent.

Hart, Rayner, and Christensen (1971) have concluded that the 'chance theory' (Accident theory) was perceived as an alternative for sociologists of the 1940s and 1950s. However, workers of the 1970s assessed their interests and needs, skills and abilities, and their personal and family responsibilities before making vocational choices. According to Ginzberg and his associates the individual selects a particular occupation not through chance factors (accident) but through developing patterns of activities that are largely irreversible and take place throughout the formative years of the individual's life (Shertzer & Stone, 1976).

However, in Nigeria it has been found that a greater proportion of workers, who also happen to be the first generation of educated individuals tend to attribute the choice of their first job to accident or chance factors (Ipaye, 1986). In addition, many Nigerians who became soldiers during the civil war did so without planning to move into it. Due to the lucrative nature of the construction business from 1970 to 1978, "emergency contractors" emerged and took up construction businesses they had not planned for. Finally, between 1979 and 1983 hundreds of political illiterates and semi illiterates without any political knowledge entered politics. They did this without any planning.

The finding for Research Question 1 may be as a result of the fact that employment in recent times is dependent on one's training and experience in a particular field of work. Again people get the opportunity from tender age to gain

insight into who they are, what they want to be as well as the availability of numerous career opportunities from which they can choose.

The study was also conducted among public sector workers of all government institutions in the municipality and majority of the people employed in such institutions constitute mainly professionals and those who are qualified by having the requisite training and skills. Such individuals are likely to plan their career and not enter into it by chance. This may explain the present finding where majority (56.6%) of the respondents indicated choosing their career by planning.

Table 2

i) Liking for Career Choice

Liking	Frequency	Percentage
Yes	315	77.8
No	90	22.2
Total (N)	405	100.0

ii) Chi-square Tests

X ² calculated	Df	X ² critical
125.12	1	3.841

$\alpha = 0.05$

The data in Table 2 depicts that with a total of 405 respondents who chose their career either by planning or accident/chance 77.8% opted ‘Yes’ meaning they like their career and only 22.2% opted ‘No’ which means they do not like their career. Based on the fact that at $\alpha = 0.05$, $df = 1$, the chi-square calculated is 125.12 which is greater than the critical value of 3.841. This indicates that the

result is statistically significant. That is, many of the respondents like their job rather than dislike their jobs.

The low percentage of workers who dislike their job might as a result of some factors which might have also contributed to it. One factor could be that these workers might have developed some interest prior to entry into it. However, certain conditions such as lack of job satisfaction, low remuneration, sudden development of interest in another field of work might have caused this dislike of career choice. Another reason could be one's expectations. One goes into certain careers with high expectations as well as with the mind of achieving certain goals. However, if these expectations and goals do not materialize then ones hopes and aspirations tend to be shattered. The last but not the least reason could be the unfavourable conditions of service pertaining in one's job. All these suggested reasons could have accounted for this kind of result.

The high percentage of respondents who like their career may also have chosen it either by planning or by accident. For those who planned it could be that when they discovered their interest they used it in their planning and choice of their career. For those who may have chosen their career by accident it could be that they moved into their career accidentally and later found out that they had interest in it.

Research Question 2

How does place of residence act as accidental factor in the choice of career by the respondents in the Cape Coast Municipality?

The second research question sought to find out the extent to which “place of residence” affect the career choice of workers. It also looked at the various residential factors such as commonality and availability of a particular type of job, prestige and recruitment that affected workers choice of career in the Cape Coast Municipality.

Table 3

i) Place of Residence & Commonest Job

Likert	Frequency	Percentage
Strongly Disagree	146	34.8
Disagree	216	51.4
Agree	40	9.5
Strongly Agree	18	4.3
Total (N)	420	100.0

Scale – SD = 1, D = 2, A = 3, SA = 4

ii) Chi-square Tests

X ² calculated	Df	X ² critical
245.677	3	7.815

$\alpha = 0.05$

The data in Table 3 reveals that, out of 420 workers who responded, 34.8% strongly disagreed with the view that they chose their career because it is the commonest at the place where they live, while 51.40% disagreed with the view. However, 9.5% indicated that they chose their career because it is the commonest at their place of residence while 4.3% strongly agreed. Therefore, there is significant difference on the basis that at $\alpha = 0.05$, $df = 3$, the chi-square calculated is 245.677 which is greater than the critical value of 7.815. Based on

the findings commonality of a job in the Cape Coast Municipality does not to a great extent affect the choice of a career by an individual.

Table 4

i) Place of Residence & Job Availability

Likert	Frequency	Percentage
Strongly Disagree	92	22.1
Disagree	274	64.9
Agree	35	8.4
Strongly Agree	15	3.6
Total (N)	416	100.0

Scale – SD = 1, D = 2, A = 3, SA = 4

ii) Chi-square Tests

X ² calculated	Df	X ² critical
154.557	3	7.815

$\alpha = 0.05$

The data in Table 4 depicts that out of a total of 416 workers who responded to the item on “availability of job in community”, 22.1% strongly disagree with the view while 64.9% also disagree. On the other hand 12% agree and strongly agree. On the basis that at $\alpha = 0.05$, $df = 3$, the chi-square calculated is 154.557 which is greater than the critical value of 7.815. This therefore depicts that the result is statistically significant. Thus, the finding revealed that among the workers of Cape Coast Municipality the availability of a job at an individual’s place of residence does not to a great extent influence the individual’s choice of career. The reason to this kind of finding is perhaps, nowadays, career choice is

based on interest, training skills, and experience of an individual. Again, many of the workers do not necessary mind if their work places are not located at their place of residence.

Table 5

i) Place of Residence & Regard / Prestige for Job

Likert	Frequency	Percentage
Strongly Disagree	87	20.7
Disagree	262	62.4
Agree	54	12.9
Strongly Agree	17	4.0
Total (N)	420	100.0

Scale – SD = 1, D = 2, A = 3, SA = 4

ii) Chi-square Tests

X ² calculated	Df	X ² critical
132.972	3	7.815

$\alpha = 0.05$

The data in Table 5 indicates that with a total of 420 respondents on the view that the choice of career of an individual is based on the regard the people in the community have for that kind of career, 20.7% strongly disagree with it, while 62.4% disagree with the same view. On the contrary, 12.9% agree and 4.0% strongly agree with the view. Statistically, there is significant difference. This is on the basis that at $\alpha = 0.05$, $df = 3$, the chi-square calculated is 132.972 which is greater than the critical value of 7.815.

The finding from the data indicate that for this group of respondents regard or prestige for a particular career or job does not greatly affect the

individual's career choice. However, Burow (1984) opines that an individual may want to go into certain occupation because of the high prestige or regard society accords it. The reason for this finding may be attributed to the fact that many people are more interested in earning a living and therefore the issue of a high regard or prestige attached to a particular type of career may not hold any longer especially, where job opportunities are limited to only a few in Ghana.

Table 6

i) Place of Residence & Recruitment of Job

Likert	Frequency	Percentage
Strongly Disagree	88	21.1
Disagree	235	56.4
Agree	69	16.5
Strongly Agree	25	6.0
Total (N)	417	100.0

Scale – SD = 1, D = 2, A = 3, SA = 4

ii) Chi-square Tests

X ² calculated	Df	X ² calculated
8.289	3	7.815

$\alpha = 0.05$

Table 6 shows that 21.1% strongly disagree with the fact that they chose their career because of recruitment in their place of residence, 50.4% disagree. However, on the same issue 16.5% agree while 6.0% strongly agree. The result is statistically significant based on the fact that at $\alpha = 0.05$, $df = 3$, the chi-square calculated is 8.289 which is greater than the critical value of 7.815. What this means is that majority of the workers did not choose their career because there

was recruitment in their place of residence and thus, recruitment does not act as a basis for one's choice of career, for this group of respondents.

Statistical evidence provided by the data in Tables 3,4,5 and 6 reveal that majority of workers disagree with factors such as commonest job, availability of job, regard/prestige for job and recruitment in place of residence affecting their choice of career. It can therefore be concluded that place of residence which acts as an accidental factor in the accident theory of occupational choice is only to a small extent. This finding contradicts Blau and Duncan's (1967) conclusion in their study that place of residence or geographical location interact with significant variables and affect opportunities as well as training in the career choice of an individual. Makinde and Alao (1987) state that as long as work continues to be the primary means of the individual's interaction with his or her environment, geographical aspect (place of residence) will continue to be a major influence on the individual. They conclude, that geographical setting (or the place of residence) in which the individual lives contributes substantially to the nature and structure of his or her subsequent career behaviour.

From this study, place of residence is not a major factor that affects the choice of career by workers in the Cape Coast Municipality, Ghana. The finding refutes the views of Blau and Duncan (1967) and Makinde and Alao (1987). What may account for this are the many changes that have taken place as a result of the numerous technological advancement from the 1960s up to date.

Moreso, the career information services that are made available to people nowadays have encouraged them to seek employment opportunities based on

either interest in the job, educational background, prestige, or most importantly the remuneration for the job and many others. The remuneration aspect may perhaps play a major role since people nowadays are interested in choosing careers that will enable them to end more in order to satisfy all their needs. In view of this, it is realised that many a times residential issues are relegated to the background and its role in career choice is little.

Research Question 3

How do the respondents choose their career through accidental factor based on family's socio-economic status?

The research question sought to find out the various reasons of socio-economic status factors that affect the choice of career of respondents in the Cape Coast Municipality. These factors include financial background, class levels or social status and inherited business.

Table 7

Socio-economic status & Family's rich financial background

Likert	Frequency	Percentage
Strongly Disagree	147	35.3
Disagree	254	60.9
Agree	12	2.9
Strongly Agree	4	1.0
Total (N)	417	100.1

Scale – SD = 1, D = 2, A = 3, SA = 4

Table 7 shows that out of a total of 417 respondents on the view of family's rich financial background, 35.3% of the workers strongly disagree with

the view that their family's rich financial background compelled them to choose their type of career while 60.9% disagree with the view. On the other hand, 2.9% agree and 1.0% also strongly agree with it.

It can be deduced from the data analysis that an individual's rich financial background does not influence his or her choice of career. The finding here is contrary to Rosenberg's (1957), finding that families with high incomes choose their career to that effect (Rosenberg as cited by Amissah, 1991).

Table 8
Socio-economic status & Family's poor financial background

Likert	Frequency	Percentage
Strongly Disagree	91	21.7
Disagree	199	47.4
Agree	91	21.7
Strongly Agree	39	9.2
Total (N)	420	100.0

Scale – SD = 1, D = 2, A = 3, SA = 4

Table 8 depicts that out of a total of 420 workers 21.7% strongly disagree with the view that their family's poor financial background affected their choice of career. Again 47.4% disagree with the view. However, 21.7% agree and 9.2% also strongly agree with the view. The study clearly reveals that the family's poor financial background does not greatly and completely affect the career choice of the workers in the Cape Coast Municipality as realised by the present respondents.

Table 9**Socio-economic status & High class level**

Likert	Frequency	Percentage
Strongly Disagree	118	28.2
Disagree	288	68.7
Agree	12	2.9
Strongly Agree	1	0.2
Total (N)	419	100.0

Scale – SD = 1, D = 2, A = 3, SA = 4

From Table 9 above, out of a total of 419 workers, 28.2% strongly disagree with the view that their family's high class level is an influencing factor for their career choice. Again, 68.7% of the workers also disagree. However, a very few of the workers that is, 3.1% are in agreement with the view. This clearly shows that to a very large extent high class level of a family's social status nowadays does not dictate the career choice of a person, as per the data from the respondents of this study.

In recent times, career choices are based on one's educational background, training skills and job experience. Even though one may come from a family with high class social status, one's lack of education, acquired skills and job experiences may not enable one to get employed in a particular career field. Also since interest factor plays a role in career choice, careers that are regarded as befitting the family's high social class status may not be in the interest of the individual belonging to such a family. Further more, individuals are now taking it upon themselves to find their own means of livelihood and therefore making use of education, training, and experience available to them to prepare themselves for

specific occupations. Thus, the issue of the family high class social status may not mean so much to them.

Table 10

Socio-economic status & Middle class level

Likert	Frequency	Percentage
Strongly Disagree	99	23.6
Disagree	248	59.2
Agree	62	14.8
Strongly Agree	10	2.4
Total (N)	419	100.0

Scale – SD = 1, D = 2, A = 3, SA = 4

Table 10 indicates that out of 419 workers 23.6% strongly disagree to the view that their family’s middle class level affected their choice of career. In addition to this view, 59.2% disagree. However, 14.8% agree while 2.4% strongly agree to this view. Thus, the data analysis shows that the family’s middle class level does not greatly affect worker’s choice of career according to the respondents.

Table 11

Socio-economic status & Low class level

Likert	Frequency	Percentage
Strongly Disagree	93	22.3
Disagree	279	66.9
Agree	44	10.6
Strongly Agree	1	0.2
Total (N)	417	100.0

Scale – SD = 1, D = 2, A = 3, SA = 4

The data analysis in Table 11 shows that out of a total of 417 workers, 22.3% strongly disagree while 66.9% disagree to the view that their family's low class level affects their career choice. However only 10.6% agree and 0.2% strongly disagree. From the results it can be concluded that a respondent's choice of career is not dependent on his or her family's low class level of social status to a great extent. A person's family's low class status may rather encourage him/her to aspire higher and therefore may enter into a career of high level and not of low level as expected. Other career choice factors may be seen as more influential than his/her social class status.

Table 12

Socio-economic status & Inherited business

Likert	Frequency	Percentage
Strongly Disagree	137	32.7
Disagree	253	60.4
Agree	23	5.5
Strongly Agree	6	1.4
Total (N)	419	100.0

Scale – SD = 1, D = 2, A = 3, SA = 4

From the table above out of 419 workers 32.7% said they strongly disagree that they chose their career because it is an inherited business of the family; while 60.0% also disagree. On the contrary, 5.5% agree and 1.4% strongly agree to the view. This finding shows that majority (93.1%) of the workers chose their career because it is not an inherited business in their families. This may be explained by the fact that the majority of the workers may not have

inherited businesses. Only a few (6.9%) may have. So it cannot be concluded by this finding that inherited family business is or is not an influential factor in the choice of career of the workers. If all the respondents had family inherited business then it could be concluded that family inherited business is an influential factor.

From this study the statistical findings on family socio-economic status excluding the family inherited business reveal that to a very large extent this factor is not considered as an influential factor for career choice by the respondents as stated by the accident theory of occupational choice. This refutes the view of Gibson and Mitchell (1990), and Lipsett (1962), that social class status of the individual affects his/her career choice. Shertzer and Stone (1976) opines that socioeconomic status or level affect career choice and that, persons at the lower end of the socio-economic scale emphasise the economic aspect of work than are persons at the upper end of the scale. Herr and Cramer (1979), also point out that family socio-economic status or level appear to have effect on occupational choice. They cite Levine (1976), who suggested that the influence of social and economic origins is so well documented that it could almost be considered as axiomatic. In addition, Gottfredson asserts that socioeconomic background greatly affects the career choice of an individual.

Research Question 4

How do disabilities act as accidental factor in the choice of career by the respondents?

This research question sought to find out whether disability affects one's career choice or not.

Table 13

Respondents with disability

Disability	Frequency	Percentage
Yes	13	3.2
No	393	96.8
Total (N)	406	100.0

Out of a total of 406 respondents 3.2% have disability and 96.8% do not have disability. The fewer number of respondents for this factor is as a result of the sample which was among workers only in the public sector of the Cape Coast municipality. Perhaps if the study had covered the private sector the results would have changed.

Table 14

Type of disability

Types	Frequency	Percentage
Cripple in the leg or arm	8	61.5
Deaf	5	38.5
Total (N)	9	100.0

The Table above shows that out of a total of 13 respondents with disability, 61.5% are crippled in the leg or arm and 38.5% are deaf.

Table 15

Disability and career choice

Effect on career choice	Frequency	Percentage
Yes	2	15.3
No	11	84.7
Total (N)	13	100.0

Table 15 indicates that out of 13 respondents with disability 15.3% indicated “yes” to the fact that their disability affected their choice of career while 84.7% said it did not.

From the finding above a respondent’s disability does not to a large extent affect his/her career choice. As stated by Miller and Form 1951, a person makes a career choice by accident or chance as a result of a disability. To some extent the disability factor has been proved right since 15.3% of the respondents agree that their disability forced them into their type of career. However, this cannot be used as a basis for accepting wholly that disability forces one into a career one does not intend to do. It does so to a minimal degree. The finding can be attributed to the fact that the society does not do so much to help persons with disability to be gainfully employed since many of them are found on the streets begging for alms. In addition, most people with disability resign themselves to fate and do not take the initiative to be in any career field.

Research Question 5

How do misfortunes act as accidental factor in the choice of career by the respondents?

This research question found out whether misfortune was an influential factor in the choice of career by respondents.

Table 16

Experience of misfortune

Experience	Frequency	Percentage
Yes	160	41.5
No	226	58.5
Total (N)	386	100.0

Table 16 indicates that out of a total of 386 respondents 41.5% indicated they have experienced misfortune. However, 58.5% said they had not.

Table 17

Type of misfortune

Type	Frequency	Percentage
Death of parent in early stage of life	95	59.3
Loss of job by parents	38	23.7
Loss of first job yourself	15	9.5
Family business collapsing	12	7.5
Total (N)	160	100.0

The data above shows that out of a total of 160 respondents 59.3% said their misfortune is due to death of parents in early stage of life, while for 23.7% it was loss of job by parent (s), 9.5% said their misfortune was due to loss of first job and 7.5% due to collapse of family business.

Table 18

Effect of misfortune on career choice.

Effect	Frequency	Percentage
Yes	54	33.8
No	106	66.2
Total (N)	160	100.0

Table 18 depicts that out of a total of 160 respondents 33.8% agreed that misfortune played a role in their choice of career and 66.2% said “no” to the same view. The statistical evidence from Tables 16, 17 and 18 reveals that even though misfortune plays a role in the career choice of some respondents this may not be accepted wholly since to a large extent other factors may play leading roles. This therefore contradicts the view of Miller and Form (1951) that misfortune acts as an accidental factor in the career choice of the individual.

One thing that may have accounted for this result is the type of family system we have in our country. This is the extended family system. The extended family system becomes advantageous to those whose misfortunes are in the areas of death of parents in early stage of life, loss of job by parents. Many of such people are quickly taken care of by family members. They later find themselves in many fields of occupation. Thus, their career aspirations and choices are not affected by their misfortune. Those who are not catered for by members of their families may struggle on their own. Some may be lucky to be helped by friends to move on in life, especially making it on the job market.

In relation to misfortunes such as loss of first job by the individual and family business collapsing, many of such individuals may find ways and means of

pulling resources together and getting back on track. Moreover, the sample chosen by the researcher may have affected this kind of finding. For the study was conducted among workers in the public sector and many of these workers normally maintain their occupations for a long period of time and even up to retirement.

Analyses of Research Hypotheses

The research hypotheses examined were two in number. The statistical tool used for each hypothesis was the chi-square (X^2) at 0.05 alpha level of significance.

Research Hypothesis 1

The mode of choosing a career either by accident or planning depends on gender.

The research hypothesis sought to find out whether the issue of gender affects the way by which workers in Cape Coast Municipality choose their career either by accident or planning.

Table 19

i) Male and Female choice of career by planning or accident

Gender	How did you get into this job?		Total
	By planning	By accident / chance	
Male	123	110	233
Female	112	70	182
Total	235	180	415
$\alpha \leq 0.05,$ $df = 1,$ $N = 415$			

ii) Chi-square Tests

X ² calculated	Df	X ² critical
3.184	1	0.074
$\alpha = 0.05$	df = 1	

A chi-square (χ^2) test for independence was performed to determine whether respondents' gender was at all related to the mode by which they chose their career. Table 19 presents the total number of respondents broken down by gender and mode of career choice that is, either by planning or by accident (chance). The test revealed that male workers chose their career based on accidents or chance factors similar to that of female workers. The statistical calculations showed that $\chi^2 (1, N = 415) = 0.074, P < .05$. Although the two variables are not dependent on one another, the strength of association between them is relatively weak. That is, $\phi = 0.09$.

The findings of this study can be attributed to a number of factors. One of such factors is the equal opportunities open to men and women to education lately. Another factor is that, there is not much the issue of work stereotypes whereby certain jobs are for men only and women only. Most of the jobs or occupations are now opened to both male and female. Thus male or female can choose any kind of job depending on his or her interest, ability, and the requisite training or qualification required for the job. This has made it possible for both male and female to have the same means of planning in choosing their career.

Research Hypothesis 2

There is no relationship between the method of choosing career accidentally or by planning and the educational attainment of the respondents.

The research hypothesis sought to find out if there was any relationship between the educational attainment of respondents and their choice of career. It also looked at whether educational attainment of the respondent determines his or her career choice either by accident or chance or by planning.

Table 20

Educational Attainment

Educational Background	How did you get into this job?		Total
	By planning	Accident by chance	
JSS/Middle	16	72	88
University / Polytechnic	152	36	188
Sec./Voc/Tec	53	34	87
Teachers Training Coll.	6	1	7
Nurses Training College	4	0	4
No education	2	40	42
Total	233	183	416
$\alpha \leq 0.05,$	$df = 5,$	$N = 416$	

ii) Chi-square Tests

X^2 calculated	Df	X^2 critical
103.983	5	0.000
$\alpha = 0.05$	$df = 5$	

A chi-square (x^2) test for independence was performed to determine whether respondents' level of education was at all related to the manner in which they chose their career accidentally or by planning. Table 20 presents the total number of respondents broken down by educational background and method of choice (i.e. by planning or accident). The test revealed that there is a relationship

between the level of education and the method of choosing a career. The statistical calculations revealed that $\chi^2 (5, N = 416) = 0.000, P < .05$. Using Cramer's V statistic to test the strength of association, $V = 0.5$. This indicates that the strength of association is relatively average.

The findings revealed that workers who have attained education up to the university, polytechnic, vocational and technical level tend to plan their career choice.

Again, those of the workers who have acquired some training in a particular field of work and therefore have become professionals also planned their career choices. This category includes workers who attended teacher training colleges and nursing training colleges. The study also revealed that workers with educational attainment up to the JSS, middle level and those without education have majority of them choosing their job or career accidentally or by chance. This is so because most of such people tend to lack knowledge or skills required for jobs. Their aim is therefore to enter into any kind of job they can be employed. These are the menial jobs that do not require any particular training or skill.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

The study was conducted primarily to find out the applicability of the Accident Theory on career choice to workers in the Cape Coast Municipality of the Central Region of Ghana. In this chapter, the summary of the study, conclusion and recommendations based on the findings are presented.

Summary

The sample for the study comprised 450 respondents drawn from the various government work establishments in the Cape Coast Municipality. This consisted of 250 males and 200 females. These two categories of workers were selected using the stratified and simple random sampling methods. The simple random sampling technique was used to select the individual workers in the various work establishments based on their type of work. Workers such as Teachers, Secretaries, Accountants, Administrators, Public Servants, Health Workers, Typists, Clerks, Cleaners, Labourers and Cooks were selected for the study. Frequencies and percentages and chi-square tests were used to analyse the responses from the data collected.

The following findings were obtained from the data analysis;

1. The respondents used either planning or accident (chance) to choose their careers. They significantly used planning more than accident.
2. Respondents who chose their career based on either planning or accident (chance) showed high level of liking their career as against disliking.
3. Commonality of a job in a particular place of residence or geographical location did not significantly affect the choice of a career by most respondents in the Cape Coast Municipality.
4. The availability of a job at respondents' place of residence did not significantly influence respondents' career choice.
5. Respondents' career choice was not completely and importantly affected by their community's great regard or prestige for a particular career or job.
6. Respondents indicated that the recruitment of people in a particular field of work did not significantly influence their career choices.
7. Respondents' socio-economic status (high or low, rich or poor) did not totally affect their particular choice of career.
8. Respondents' choice of career was not significantly dependent on whether his or her family belonged to either, the high, middle or low class levels of the social ladder.
9. Respondents' career choice was not dictated completely by an inherited family business.
10. One's disability was not a major basis for the choice of career by most workers in the municipality.

11. It was seen that even though many of the respondents had faced one misfortune or the other in their life, this did not affect their career choice much.
12. Male workers chose their career similarly by planning and accident as female workers did.
13. The educational attainment of workers affected their choice of career either by planning or by chance. The study revealed that those workers who had attained education to the university, polytechnic, vocational and technical levels, did choose their career by planning. Workers who had undergone some training in a particular field of work and were professionals did plan their career. However, workers whose educational attainment was up to the J.S.S. level, middle school level and those without education chose their career accidentally.

Conclusions

From the responses gathered from the study, it is clear that the Accident Theory applied on career choice of workers in the Cape Coast Municipality is not generally applicable. The theory works for a small proportion of workers, especially, those workers whose educational attainment are low; as low as up to the JSS level, Middle School Leaving Certificate level and those without education at all. One thing that was unearthed by the study was that, the planning of a career by respondents was considered more important than accidentally choosing a career at the crucial stage of career decision making and choice. This

was associated with attaining a high level of education or professional training such as university, polytechnic, vocational and technical levels.

In addition, factors that were considered as very influential in choosing a career accidentally or by chance seemed not to be very important under the study. Accidental or chance factors such as place of residence, family socio-economic status, misfortune and disability, showed very little importance and influence in the career choice of respondents in the Cape Coast Municipality. However, it is only education attainment factor that had significant influence in the career choice of the respondents through planning or accident. In effect, if the Accident Theory is expected to be a useful tool in the practice of career guidance and counselling then there is the need to modify the theory.

Counselling Implications

In connection with the outcome of the study, the following counselling implications have been made.

1. The accident theory is not directly applicable for career choice. It is applicable to a small extent. Therefore, counsellors and guidance coordinators need to know this fact and use the accident theory only when circumstances demand it. In other words, they should aim at helping clients to plan their career rather than choose career by accident.
2. Where a client is desperately looking for a job for survival reason, then the counsellor can apply the theory to make the client move into job on the basis of chance. This means that the counsellor should help the client to move into any available job.

3. Career Counsellors and Guidance Co-ordinators can apply the theory more directly in simple societies such as the rural centres where there is little development and enlightenment and also organizational structures are not complex. Thus clients whose educational attainment are low or lack professional skills can be counselled by applying the theory effectively.
4. Counsellors need to be aware of the critical importance of formal education to future job opportunities and therefore need to encourage their clients to pursue higher education in order to widen their scope of employability, through planning or accident (when the need arises).
5. Counsellors must assist clients to recognize and understand that unforeseen or chance factors may, on occasion, affect their career planning.
6. Counsellors and Guidance Co-ordinators should make their clients understand that career development and choice is a continuous process which takes place over a life span. Therefore, finding one's self accidentally in a career does not mean it is the end to one's career aspirations. Rather it can be a stepping stone for a better career development and choice for one.
7. Counsellors and guidance coordinators should always take into consideration the situational or environmental conditions of their clients before taking them through any career counselling process. This is because these situational or environmental conditions exert certain

influences that could determine the career choice of clients, either by planning or by accident.

Recommendations

In the light of the research findings and conclusions, the following recommendations were made.

1. A significant proportion (43.4%) of the respondents chose their career accidentally. This could imply that they may have chosen their career for survival reason. Thus, they may not be working for self-fulfilment and their productivity may be low.

Based upon this, it is recommended that employment institutions and agencies mount career counselling programmes to help their employees develop their career so that those who choose by accident or chance can have a way of planning and improving their career aspirations and thus have self –fulfilment on the job and also increase their productivity.

2. It was found that accidental or chance factors such as place of residence, family's socio-economic status, disabilities and misfortunes were not major factors compelling respondents to choose their career accidentally. This implies that, the respondents entered into their career by no particular reason; but maybe just to find a means of earning an income.

It is therefore recommended that individuals who are ready to enter into the job market seek career guidance and counselling services to enable them gain insight into the many factors that one needs to consider before entering into a particular type of job or career. This will help such individuals who find themselves accidentally in a job to be focused on

what they are doing and with their mind on further development of their career.

3. It was also found that the educational attainment of workers affected their choice of career either by planning or by chance. Those with high education tend to choose their career by planning and those with low education chose by chance. Based on this finding, it is recommended that workers with low educational qualification be encouraged by their employers to upgrade themselves. The employers can do this by giving study leave, organizing in-service training, refresher courses for their workers. This will go a long way to help such workers improve themselves as well as improving their work output and thereby increasing their productivity to the benefit of their employers.
4. Since there is no significant difference in the way male and female workers choose their career accidentally or by planning, it is recommended that any career seminars by employers to help their employees improve their career development be opened to both sexes.

Limitations

The study involves samples from one main category of respondents that is, workers in the public sector. The sample size might therefore hinder generalization to the whole country. Many workers were not prepared to answer the questionnaire because of lack of interest. This may affect the findings to some degree.

There are other error factors in the use of questionnaire apart from the lack of interest as mentioned above. These may also affect the results in one way or

the other. There was also sample size shortages as some respondents did not attend to all the items stated, as well as misplaced the questionnaire given to them. Some respondents returned blanked questionnaire. All these may have effect on the results of the study in several ways.

Leedy (1985) has this to say about some of the difficulties involved in carrying out a research; the fitness or sharpness of human mind or sense, the sensitivity of instrumentation, the failure to use language to communicate thought exactly, and the inability of two persons to witness the same event and to report it precisely, serve as obstacles in any research process.

Areas for further Research

For a study of application of the Accident Theory among workers in the Cape Coast Municipality to be complete, it would have been ideal to apply the theory in the other districts of the Central Region and regions of the country but this was not possible.

1. The researcher therefore suggests a nationwide study into the application of the Accident Theory among Ghanaian workers. The results of such study will give a firm bases for career counsellors, guidance and counselling co-ordinators, the Ghana Education curriculum planners to make sound decisions and plan for effective career counselling in our Junior Secondary Schools, Senior Secondary Schools, Vocational and Technical schools, as well as the tertiary institutions in the country.
2. Further studies can be conducted to apply the accident theory among Ghanaian workers in the private sector of the country.

3. Studies can be undertaken to apply the accident theory among categories of workers such as teachers, nurses, labourers etc.

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APPENDIX
UNIVERSITY OF CAPE COAST
FACULTY OF EDUCATION
CAPE COAST

WORKER'S QUESTIONNAIRE ON THE VALIDATION OF ACCIDENT
THEORY ON CAREER CHOICE FOR WORKERS IN THE CAPE
COAST MUNICIPALITY

PART I

Dear Respondent,

The purpose of this questionnaire is to find about how workers enter into their career. As a worker your response to this questionnaire will be highly valued, Any information provided by you will be treated with utmost confidentiality. You are kindly requested to complete all the items of the questionnaire. There is no wrong or right answer. Your name is not required so feel free and express your opinions.

Thank you.

PART II

PERSONAL DATA

Instruction: Please tick [] where appropriate.

1. Sex
Male [] Female []

2. Educational level

No education [] Middle [] University/Polytechnic []
SEC/VOC/TECH [] T.T.C. [] N.T.C. []

3. Name the job you do.

.....

4. How did you get into this job?

a) By planning []

b) By accident / chance []

5. Do you like your job?

Yes [] No []

PART III

This part deals with some accidental factors that are believed to have compelled one into a particular job.

Instruction: Please select the appropriate options to the following statements.

SECTION A -Disability Factor

6. Do you have a disability?

Yes [] No []

7. Which of the following is your disability?

a) Blind []

b) Cripple in leg or arms []

c) Deaf []

d) Dumb []

8. Did your disability force you into choosing this job against your will?

Yes [] No []

SECTION B – Misfortune Factor

9. Have you experienced any misfortune in your life?
Yes [] No []
10. Which of the following is your misfortune?
a) Death of parent(s) in early stage of life []
b) Loss of job by parent(s) []
c) Loss of first job yourself []
d) Family business collapsing []
11. Did your misfortune compel you into choosing this job against your will?
Yes [] No []

SECTION C - Place of Residence Factor

12. I entered this job because it is the commonest job in my community.
Strongly Agree [] Agree []
Disagree [] Strongly Disagree []
13. I chose this job because it is the only job available in my place of residence.
Strongly Agree [] Agree []
Disagree [] Strongly Disagree []
14. I was compelled to choose this job because the people in my community have great regard for it.
Strongly Agree [] Agree []
Disagree [] Strongly Disagree []
15. I entered this job because there was recruitment of people into it in my

community.

Strongly Agree [] Agree []

Disagree [] Strongly Disagree []

SECTION D – Family’s Socio-economic Status Factor

16. My family’s rich financial background forced me into this job.

Strongly Agree [] Agree []

Disagree [] Strongly Disagree []

17. My family’s poor financial background compelled me to enter this job.

Strongly Agree [] Agree []

Disagree [] Strongly Disagree []

18. Because my family is in the high class level of social status, I was compelled to enter this type of Job.

Strongly Agree [] Agree []

Disagree [] Strongly Disagree []

19. Because my family is in the middle class level of social status, I was Compelled to enter this type of job.

Strongly Agree [] Agree []

Disagree [] Strongly Disagree []

20. Because my family is in the low class level of social status, I was compelled to enter this job.

Strongly Agree [] Agree []

Disagree [] Strongly Disagree []

21. I chose this job because it is an inherited business in my family.

Strongly Agree [] Agree []

Disagree [] Strongly Disagree []

SECTION E - Educational Attainment Factor

22. My low educational level restricted the choice of my occupation.

Strongly Agree [] Agree Disagree [] Strongly Disagree []

23. The type of school (grammar, commercial, vocational, technical or agricultural) I attended restricted me to choose this job.

Strongly Agree [] Agree Disagree [] Strongly Disagree []

24. My poor school grade compelled me to do this job because I could not improve upon it.

Strongly Agree [] Agree Disagree [] Strongly Disagree []

25. My attending all male school or female school (Primary, JSS, SSS, Vocational etc.) restricted me to the job I am doing.

Strongly Agree [] Agree []

Disagree [] Strongly Disagree []

26. Even though I desire to be in a better occupation than what I am in now, I am unable to do so because I cannot further my education to the level needed.

Strongly Agree [] Agree []

Disagree [] Strongly Disagree []