CHAPTER II

CONCEPTUAL BASES OF VOCATIONAL INFORMATION
A Theoretical overview

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CONCEPTUAL BASES OF VOCATIONAL INFORMATION

The present study, as indicated in an earlier context, is an attempt to assess the vocational information of higher secondary students of Kerala. The natural beginning for an exercise of this kind is to develop a theoretical overview of the work already undertaken, to be used as the background for conducting the present study. The details are presented the succeeding sections.

2.1 Concept of vocational information

Vocational information consists of information regarding jobs in different areas and fields with special reference to supporting information needed for entering specific vocations and jobs. Examples are: aptitudinal dispositions expected and qualifications for entering specific jobs, courses to be completed to get qualified for specific jobs, duration of the courses, institutions offering the necessary courses, personal qualities expected for success in a course and for advancement in a profession, financial requirements to complete selected courses, basic qualifications to get entry into selected courses, salary, promotion possibilities and other benefits relating to specific vocations, and other related information for entering a job. Hoppock¹ (1957) emphasizes the basic nature of vocational information for
students as follows: "One cannot choose what one does not know, and many occupations are unknown to most of us. One may stumble into an appropriate occupation by sheer luck, but the wise choice of an occupation requires accurate information about what occupations are available, what they require, and what they offer".

Occupational information by itself is not enough for making a right vocational choice. For a person to choose an occupation, knowledge and acceptance of one's own aptitudes, abilities, limitations, interests, values, feelings, fears, likes and dislikes etc are also essential, together with a clear understanding about the relative significance of all the above facts.

Hoppock further asserts: "It is obvious that knowledge of occupations can be effectively applied only when one knows some thing about oneself. It is equally clear that knowledge of oneself can be effectively applied to the choice of an occupation only when one knows certain things about occupations. Either without the other is incomplete".

Vocational information is a powerful tool in the choice of a career. Information about the world of work is indispensable for the selection of appropriate and suitable vocations. The individuals' life satisfaction depends essentially upon job satisfaction. An individual's vocation determines many things in his life, for example his income, his associates, his usefulness to the society, his status in society, his standing within his family circle, etc. Intelligent self-direction is also a factor in the wise choice of an occupation. For that, one should have adequate information, which will make one aware of possible occupations, their
nature, the social worth, the services they render, the preparation they require and the salaries they pay, and such other things.

Tolbert (1959) states: “Theoretical bases for understanding how individuals develop vocationally, gives the counsellor guidelines for helping them to solve problems, avoid blocks and progress with efficiency and satisfaction. Each counsellor, guidance worker and counsellor aide has a set of assumptions that guides his actions and constitute his theory. A carefully formulated, tested and consistent theory gives the counsellor a rationale for helping that transcends his own intimate guesses”.

According to Zaccaria (1970) “Career development theories are relatively new, roughly analogous to that of adolescents”. Even those theories which have been introduced in educational practices have not been properly applied for improving the quality of educational delivery in the country.

2.2 Theoretical overview

“Theory is a way of organizing and systematizing what is known about a phenomenon. A theory serves as a model which is used to know what to look for, what to expect, and where to go” (Hamphreys and Traxler, 1954). This statement is supported by evidences. Psychologists, sociologists, psychiatrists and economists have all formulated converging approaches to vocational choice and development. Many factors underlie the choice and vocational development of individuals. Theory-making in respect of vocational choice is a continuous process, since new knowledge adds new clarity to an event, behaviour etc.
Theories of career development and occupational choice derive from different perspectives like the following: developmental, differentialist, behaviourist, decision-making, structuralist, organizational, and vocational counselling approaches.

The important theories under the above heads have been organised and summarised as under:

2.2.1 Developmental perspective
   2.2.1.1 Ginzberg’s theory
   2.2.1.2 Super’s theory
   2.2.1.3 Beilin’s theory
   2.2.1.4 Roe’s theory
   2.2.1.5 Hoppock’s theory
   2.2.1.6 Bordin’s theory
   2.2.1.7 Stefflre’s theory

2.2.2 Differentialist perspective
   2.2.2.1 Holland’s theory

2.2.3 Decision making perspective
   2.2.3.1 Hilton’s theory
   2.2.3.2 Tiedeman and O’Hara’s theory

2.2.4 Behaviourist perspective
   2.2.4.1 Krumboltz’s theory of social learning

2.2.5 Structuralist perspective
   2.2.5.1 Robert’s theory
2.2.6 Organizational theory

2.2.6.1 Schein’s theory

2.2.7 Vocational counselling theory

2.2.7.1 Williamson’s Trait-Factor theory

2.2.1 Developmental perspective

2.2.1.1 Ginzberg’s theory - 1951

Ginzberg and his associates developed a specialized theory of occupational choice. He divides the process of occupational decision-making into three distinct phases: the period of fantasy choice, the period of tentative choice and the period of realistic choice.

The first phase coincides with the latency period, between the ages of six and eleven; the second, with early and late adolescence, between eleven and seventeen and the third, with early adulthood after seventeen. The period of tentative choice progresses through four stages: i) the interest stage, where the pre-adolescent makes choices in relation to his interests; ii) the capacity stage, where the individual becomes more aware of the necessity for introducing realistic elements into his considerations; iii) the value stage, which is characterized by the adolescents’ attempts to find a place for himself in society and iv) the transition stage, where the individual reaches the end of high school and must look forward either to work or for additional education. The period of realistic choices again can be divided into three distinct stages: exploration, crystallization and specification.
During the stage of exploration, the individual tries to acquire the experience he needs to resolve his occupational choice. During the crystallization stage, the individual assesses the multitude of factors which influence the occupational choice he had under consideration and is finally able to commit himself. During the specification stage, alternatives are reviewed with respect to a field of specialization and to particular career objectives.

There are three basic assumptions contained in this theory. First, occupational choice is a process. It takes place over a minimum of six or seven years and over ten years or more. Second, each decision during adolescence is related to one's experience and in turn has an influence on the future. The process of decision making is basically irreversible. Finally, occupational choice involves the balancing of a series of subjective elements with the opportunities and limitations of reality. So the crystallization of occupational choice inevitably has the quality of a compromise.

2.2.1.2 Super's theory of vocational development and vocational self-concept

Super and his associates tried to develop and test a theory of vocational development which he has reported in three different contexts in 1953, 1963 and 1990. The details are presented below:

(i) Super's' 1953 theory of vocational development

The essence of the theory as enunciated by Super will explain its meaning. He states: "In expressing vocational preferences, a person puts into occupational terminology his idea of the kind of person he is; that in
entering an occupation, he seeks to implement a concept of himself: that is
getting established in an occupation where he achieves self actualization.
The occupation thus makes possible the playing of a role appropriate to the
self-concept”.

To Super, vocational development is a continuous process. He sees occupational choice as a synthesizing process. It synthesizes individual’s personal needs and resources on one side and his economic and social demands on the other side. This synthesizing is a learning process. Learning takes place in role-playing and role-taking. The individual will have, in his mind, some adults as models. Through learning one will understand the function of interests, values, attitudes and behaviour patterns which are valued by his models.

Super further believes that vocational development is intra-individual and individual-environmental. This interaction is not always at the level of consciousness.

Individual’s career pattern is determined by his parental socio-economic level, mental ability and personality characteristics and by the opportunities to which he is exposed. Super’s theory of vocational development takes the form of ten propositions, stated below:

1. Individuals differ in abilities, interests and personality traits
2. They are capable of entering a number of occupations by virtue of their abilities, interests, etc
3. Different occupations require different patterns of abilities, interests and traits
4. Vocational preferences change with time and experience, although self-concepts are generally fairly stable from late adolescence until late maturity.

5. In the process of vocational development, there are a series of life stages such as growth, exploration, establishment, maintenance and decline. The stage of exploration can be subdivided into fantasy, tentative and realistic phases while the establishment stage can be subdivided into trial and stable phases.

6. The nature of a career pattern is determined by the individuals’ parental socio-economic level, mental ability, personality and opportunities.

7. Development is guided by the maturation of ability, interest, reality testing and the self-concept.

8. The process of vocational development is essentially that of developing and implementing a self-concept.

9. The process of compromise between the individual and social factors, between self-concept and reality, is one of role playing; the role may be played in fantasy, in the counselling interviews, or in real-life activities.

10. The work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests personality traits and values.
(ii) Super's self-concept theory of 1963

The second stage of Super's theory of vocational development, starts with the assumption that the process of vocational development is essentially that of developing and implementing a self-concept; it is a compromise process in which the self-concept is a product of the interaction of inherited aptitudes, neural and endocrine make-up, opportunity to play various roles, and evaluations of the extent to which results of role playing meet with the approval of superiors and his peers.

Occupational choice is a means of implementing the individuals' self-concept. The basic elements in self-concept approaches to vocational development are self-concept formation, exploration, self-differentiation, identification, role playing, reality testing, translation of self-concepts into occupational terms, and implementations of the self-concepts.

Self-concept is developed by observations and impressions of oneself, called 'self-percepts' which are related, organized and meaningfully interpreted. The self-concept system is defined as the "constellation of all the self-concepts". When this constellation is considered in the occupational context or made relevant to occupational choice, it is referred to as the vocational self-concept. The self-concept is usually assessed through tools like self-reporting. Self-reports are very important for this purpose and are relevant to an understanding of how the individual perceives himself.

During the process of vocational development, the stage of exploration occurs at the time of change of status and development, at different points of one's educational career-entry into high school, graduation etc.
Exploration helps in choice, preparation, entrance, adjustment or progress in an occupation. Exploration provides a source of information for the formation and modification of self-concepts and vocational concepts because due to exploration, the individual will get knowledge and understanding of self-environment and the world of work.

(iii) Super’s 1990 theory of the development of vocational self-concept

In this part of Super’s theory, he depicts career development as a process of implementing and testing vocational self-concept in the context of various roles (for example, parent, worker, spouse, etc) in different life stages, (for example, home, school, community, work place, etc). The work role, in particular, affords the opportunity to establish an identity as competent and valued. Super’s analysis situates career in life-space, generally. This view recognizes that careers are unique to individuals, but are, to an equal level, limited by role-expectations and different life-stage considerations.

The life-stage, vocational tasks, attitudes and behaviour provide a basis for assessing vocational maturity by comparison of one’s vocational maturity to that of others in the same life stage or by longitudinally comparing one’s vocational maturity, to that of an earlier stage in one’s own development.

2.2.1.3 Beilin’s theory - 1955

Beilin built a theory, clarifying the distinction between vocational choice and vocational development. He suggested that both concepts are needed in the study of vocational behaviour. He also related general development concepts such as continuity, irreversibility and
increasing maturity to vocational development theory. His analysis is particularly relevant to the theories of Ginzberg and Super. His article "The application of General Development Principles to the Vocational Area" (1955), along with a critical appraisal of their theories, form a sound basis for an understanding of vocational development of children.

2.2.1.4 Roe's theory - 1957

In her theory, concerning the determinants of vocational choice, Roe emphasizes the importance of early satisfactions in the development of interests and the unconscious needs that determine the nature of these interests. She has presented a schema which includes the child's pattern of early experiences with parents, the relationship between parental attitudes and need satisfaction, and the style of parental handling of the child. This schema leads to the prediction of the broad and general vocational orientation that develops in the individual.

Roe has developed an occupational classification scheme based on groups and levels. She employed Maslow's hierarchical classification of needs as a working formula for needs. Roe has formulated seven basic hypotheses, in connection with Maslow's theoretical interpretation of needs. The most important among these assumptions are (i) the intensity of unconscious needs and their organization is a major determinant of the degree of motivation as expressed in accomplishment; (ii) routinely satisfied needs do not develop into unconscious motivators; (iii) the higher order needs which are not satisfied will become expunged; (iv) the unsatisfied lower order needs, present the appearance of higher order needs and will become dominant and
restricting motivators; (v) the satisfaction of needs which are delayed but eventually accomplished will become unconscious motivators; they depend upon the degree of satisfaction of the subject.

Roe asserts that these needs develop to a great extent from the attitude of the parents towards the child during the child's early formative experiences. The developed attitudes, interests and capabilities will give expression in the general pattern of adults' life, including in his vocational choice.

2.2.1.5 Hoppock's theory - 1963

Hoppock's" theory includes ten basic propositions. Four of them which indicate the rationale of his theory are listed below:

(i) occupations are chosen to meet the emotional needs and particular values; they are often unconscious (as for example, a need to remain in a familiar environment or a need to play a dominant role); the self-concept is considered essentially as a constellation of needs;
(ii) the individual chooses the occupation which he feels will best meet his needs; (iii) needs may be individual and personal; in certain cases they may be intellectually perceived or they may be only vaguely felt as attractions which draw the individual in certain directions, but in either case, they influence his choice; and (iv) occupational choice is always subject to changes; choices may change as frequently as a person's awareness of his needs changes or when he discovers that another occupation might better meet his needs.
This theory is based on many psychological studies. In Hoppock’s words: “Psychological factors influence the extent to which one perceives his own needs, accepts or suppresses opportunities and of his own abilities and limitations, and thinks rationally about all these facts”.

2.2.1.6 The theory of Bordin and his associates - 1963

Bordin, Nachmann and Segal developed an analytical scheme of vocational choice, based on an identification of the gratifications that varieties of work situations (available to individuals) provide. The theory emphasizes the importance of early experiences to occupational pursuits. This theory seeks to cover the entire life-span of an individual. Bordin and his associates make the following assumptions, in developing their theory:

1. There is continuity in the vocational development of individuals. It links the earliest work of the individual in eating, other bodily activities and coping with the stimulations of the environment, to the most highly abstract and complex of intellectual and physical activities.

2. The instinctual sources of gratification are retained in the adult activities as the simple infantile ones.

3. The strengths and configurations of human needs are subject to continued modification throughout the life span. But the essential pattern of needs is determined in the first six years of life. During the school years, the precise appropriations of occupational outlets are sought out. But needs which are the driving forces of occupational outlets are set before that time.

"The authors establish a series of dimensions (needs, motivations, impulses..."
and activities) which account for the major gratifications that work offers. Occupations are then described in terms of the relative strengths and modifications of the component dimensions. Achievement of these dimensions comes through “...repeated weaving back and forth between job analysis, personality traits and assumptions regarding childhood experiences which generate...traits”.

2.2.1.7 Steffire’s theory of vocational development - 1976

Steffire’s\(^2\) (1976) theory of vocational development is based on the following propositions:

1. An occupation permits the expression of an individual’s personality.
2. The individual’s choice of a particular occupation represents the mask he would like to wear in society.
3. An occupational role usually represents an approach-reaction and simultaneously an avoidance-reaction, that is, it appears attractive and hence tempting enough to be chosen; but it also suggests the less apparent and possible hazards leading to avoidance-reaction.
4. Society exerts certain limiting forces which determine the occupational personality of any individual.

In short, the factors which lead an individual to choose an occupation are influenced by his age, sex, social class etc. For some individuals occupational choice may be critical and ego-involving while for others, it may be peripheral to their personality identity.
2.2.2 Differential perspective

2.2.2.1 Holland's theory of vocational choice - 1959

Holland’s theory of vocational choice is based on a theoretical framework of varied differentialist perspectives. The differentialist approach assumes that optimal career outcomes for both individual and organizations are facilitated by ensuring the basic congruence between individual characteristics and job/organizational demands.

In 1959, Holland, based on his experience of career counselling, argued that individuals develop preferred methods for dealing with environmental tasks called ‘vocational orientations’ or types. The more closely an individual resembles a particular vocational type, the more likely he or she is to exhibit the associated traits and behaviours. Knowledge of vocational type is used to ‘pair’ the individual with a particular environment with a view to ‘optimising’ the match between them. The theory proposes that ‘other things being equal’, the better the match between type and environment, the more beneficial the outcome.

Each type is the product of an interaction between a variety of cultural, familial and personal factors, and indicates a preference for some activities over others—an occupational interest. The evolution of particular occupational interests frames thinking (for example, self-expectations) and feeling (for example, satisfaction) behaving (for example, seeking out particular types of activity, experience and people). People vary in their orientations. The stronger the orientation, the greater it will predict career
choice. Holland proposed that individuals seek congruence between their vocational interests and the environments in which they work. Congruent individuals should be more satisfied and do not like to change their work environment than incongruent individuals. Incongruence can be a major cause for stress and dissatisfaction and individual is motivated to search for other environments, which will support the needs based on his traits.

2.2.3 Decision-making perspective

2.2.3.1 Hilton’s theory of decision-making -1959

Hilton’s\textsuperscript{22} theory stresses the basic principle relating to human behaviour that the recognition of dissonance leads to decision-making. The individual thinks that an occupation has more unattractive than attractive features and since the dissonance level is high, he is convinced that the decision to choose to enter it will not be satisfactory. He feels the need to reduce the level of dissonance in his life.

The universally accepted principles associated with this theory are:

1. Uniqueness of the individual and his traits, interests and abilities.
2. Interaction of the individual with the situation which determines his development
3. Career development begins early and continues throughout the life of the individual
The choice of career is based on:

1. Subjective factors like personal values
2. Occupational opportunities
3. The degree of expectation that the individual has of being accepted; and
4. The expectation of satisfaction

The direction and career choice are guided by familial and cultural factors.

2.2.3.2 Tiedeman and O'Hara's theory - 1963

All career theories make statements about career decision-making. Tiedeman and O'Hara²³ support the use of 'frontiers of decision making' in career development. They²¹ define career development as the process of fashioning a vocational identity through differentiation and integration of the personality as one confronts the problem of work in living”.

Tiedeman and O'Hara treat personality as a basic determinant of career development. Differentiation and integration are the mechanisms which are used by human beings as tools for career development. In personality development also, the processes of differentiation and integration are dominant. Differentiation comes through visual perceptions, thoughts, feelings and experiences. Stimulation for differentiation originates both internally and externally.

Integration is the combination of differentiated parts into an appropriate context. Integration is not achieved without prior differentiation.
Differentiation and integration occur in rational solutions to the problem of the individuals’ vocational situation.

Tideman and O’Hara present a paradigm of the process of differentiation and integration. This model presents how the decision-making process operates. The processes involved in decision-making could be divided into two aspects, viz, the ‘aspect of anticipation’ and the ‘aspect of implementation’.

*Anticipation aspect can be divided into the following four steps:*

(i) Exploration: during this step, the individual considers different alternatives and possible goals; he is influenced by past experience, his abilities and capabilities and seeks help to modify or continue his present state.

(ii) Crystallization: after considering the advantages and disadvantages, cost and value of each alternative, crystallization or stabilization emerges.

(iii) Choice or decision: a relevant goal orientation to the individual for solving his problem.

(iv) Clarification: a step where the individual is able to get perfect image of his future and gets ready for action.

*Implementation (adjustment) aspect involves the following three steps:*

(i) Induction

(ii) Reformation and

(iii) Integration
Induction: in this step the individual gains acceptance of others.
Reformation: the individual gets accepted by the society; he asserts his convictions of his role in society.
Integration: synthesis of the convictions of the older group and the convictions of the individual.

Differentiation and integration are repeated many times in one's course of life. Career development is self-development related to choice, entry and progress in educational and vocational pursuits. Career development occurs not in just one decision, but within the context of several decisions.

Tideman and O'Hara have paid due attention to time and occupation. They discuss the 'work history' of man and methods for assessing career development. Man is not required to stick to one occupation throughout his life. Many events will occur; new goals can be decided upon, new occupations may arise, jobs may be abolished, and time may permit the holding of more than one position at a time.

The decision-making aspect of career development is important to the contemporary organizational world which is characterized by continual change and transition. The opening up of multiple potential career pathways heightens the importance of individual career choices and decisions.

2.2.4 Behavioural Perspective

2.2.4.1 Krumboltz’ theory of social learning -- 1976

In the late 1970’s, career theories were heavily influenced by
the application of social learning theory to the issue of occupational choice, as pointed out by Krumboltz et al. (1976). This approach is closely associated with Bandura's (1977) work proposing that people learn from the consequences of their own behaviour and from their observation of other peoples' behaviour. In this tradition Krumboltz et al. (1979) have paid particular attention to the influences on career decisions posed by learning experiences. There are two approaches to the resulting learning-instrumental learning and associative learning. Instrumental learning arises from the consequences of such feed back from others, and the observable results of one's own action.

Associative learning occurs when an individual pairs one factor or situation with another--for example, particular occupations become associated with particular feelings and thoughts. Individuals tend to form generalizations about occupations from a few examples; often the first associations formed are long lasting, for example, a nurse conceived as 'ministering angel', in a beginning course.

Krumboltz et al. hypothesises that an individual is more likely to express a preference for a particular occupation, job or field of work, under the following conditions:

(i) if he or she has been positively reinforced, and or has observed a valued model (parent, sibling) being reinforced for engaging in activities known to be associated with the success in a particular line of work, for example, "my mum is a doctor";

(ii) if he or she has been positively reinforced by a valued person
who models or advocates engaging in activities associated with a particular line of work;

(iii) if he or she has been exposed to positive words and images associated with a particular occupation, for example, medicine associated with power, status and prestige

This theory seems highly mechanistic and has been criticized as one which is difficult to understand. But there is research evidence which shows that the power of association will help to dictate the images people hold about particular occupations or fields of work.

The value of the social learning approach is in highlighting the basis of decisions, often in abstractions and ideals that are not consistent with reality. In being provided with information and 'preview' experiences, an individual may at least have the opportunity to road test their learned preferences and assumptions. There is theoretical support to this view that of 'modeling' experiences help in formulating the way in which careers are pursued in organizational contexts. It is in this connection that the concept of career self-efficacy derives importance.

2.2.5 Structuralist Perspective

2.2.5.1 Roberts' theory of opportunity structures-1977

Roberts'\textsuperscript{29} theory relating to occupational choices starts with the assertion that the concept of 'occupational choice' itself is meaningless. People can only take what is available. There is often very little scope for choice. Job preferences are not mere matters of individual taste, but are
determined by a system of stratification and opportunity. Aspirations are products of anticipatory socialization and not preliminaries to decisive occupational choices. Career workers, should concentrate on practical employment problems. Vocational guidance cannot change the employment realities of society or create opportunities for personal growth and development. This analysis highlights the importance of putting careers into an opportunity structure that may pose limits on the kinds of choices made, and then realized by young people.

2.2.6 Organizational theory

2.2.6.1 Schein’s theory - 1978

The theory of Schein has what is described as an ‘organization-centred’ theory of career. Its focus is on the managerial career. Schein (1990) argued that people enter work, with particular career anchors, summarizing their hopes and expectations, occupational interests, values and skills, which constrain their career decisions. Five career anchors (assumed to provide a stable basis for self-evaluation, particularly during times of change) were proposed: technical-functional competence, managerial competence, security and stability, creativity and autonomy/independence. The small size and select nature of the sample (well-educated, career-oriented) on which this analysis is based has been strongly criticized. Despite this, it is clear that individuals do bring various career orientations with them to the workplace involving expectations critical to understanding how individuals interface with the institutions that afford them career opportunities. The role of values in accounting for variations in career outcomes has increased in
importance because of an ever widening choice coupled with the inextricable link found today between career choice and personal development.

2.2.7 Vocational counselling theory

2.2.7.1 Williamson’s trait – factor theory of vocational counselling - 1965

The trait-factor type of vocational counselling (Williamson$, 1965), consists of techniques based on an early German and French concept of personality which states that man is an organization or pattern of capabilities (Hall & Lindzey$, 1957). These capabilities were originally referred to as ‘faculties of the mind’. Factor theory originated from faculty psychology. This theory is grounded on a theory of personality organization. In this, the role of counsellor is to help the individual, learn to understand and to apply to his own self-information, arrived at through psychometric means, vocational information and case study in the context of his whole perception of himself as a unique individual.

The most renowned proponent of this theory is Williamson$ (1939). Fundamental to trait-factor type of counselling is the assumption that man seeks to use self-understanding and knowledge of his abilities as a means of developing his potentiality. According to Williamson$5, “The task of trait-factor type of counselling is to aid the individual in successive approximations of self understanding and self management by means of helping him to assess his asets and liabilities in relation to the requirements of progressively changing life goals and his vocational career”.


The theory is based on the following premises:

(a) Individuals are organised in terms of a unique pattern of capabilities and potentialities (traits)
(b) These traits are correlated with the requirements of different jobs
(c) Testing is the best means of predicting future job success
(d) Each individual attempts to identify his own traits inorder to find a way of working and living which will enable him to use his capabilities effectively

Williamson laid great emphasis on man as a rational being, who once possessing adequate information about himself is then capable of making a wise choice.

The different theories related to vocational choices of school children present a wide range of concepts and theoretical interpretations relating to all aspects of the development of the concept of vocational information and vocational self-concept. The theoretical positions taken by many prominent psychologists and educators underline the importance of providing vocational information through formal education. Despite the diverging (and in some cases at least mutually supporting views), we have to take a stand that the concept of vocational information and the related terms like development of a vocational self-concept on the part of school students need to be given special attention in the school curriculum and treated as one of the major focuses of modern education. The importance of developing proper conceptions about future vocations and making a rational choice of one's vocation is critical in the present fast-changing world scenario where conventional vocations and vocational choices are getting outdated, and new vocations are appearing so fast that they create difficulties in the vocational choice for school students.
References:


2. ibid., 4.


13. ibid., 53-57
17. ibid., 75-76.
19. ibid., 112
24. ibid., 5.


31. ibid., 179


