SOCIETAL ORIENTATION OF VALUES AND CAREER PREFERENCES OF STUDENTS IN YAKURR LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA: SOCIOLOGICAL IMPLICATION TO STAKEHOLDERS

BY

[1]USANG ETENG ELOMA (PhD)
[1]CENTRE FOR GENERAL STUDIES
CROSS RIVER UNIVERSITY OF TECHNOLOGY
(CRUTECH), CALABAR

ABSTRACTS

The study centered on the societal orientation of values and career preferences of studentsin Yakurr Local Government Area of Cross River State, Nigeria. The research design adopted for the study is an Ex-post facto research design and the population of the study consisted of SS2 students numbering 1,675 in public secondary schools in Yakurr Local Government Area of Cross River State. The sampling technique adopted for this study was the simple random sampling technique with a sample of 207 respondents drawn using Taro Yamane sample size determination. The research tool for data collection was a questionnaire named Value Orientation, Variables Questionnaire (VOVQ) and Holland career choice inventory Questionnaire, Validated by the supervisor and two test experts in Educational Measurement and Evaluation. The reliability was established with the Cronbach Alpha coefficient, which yielded a reliability coefficient ranging from 0.70 to 0.87. Chi-square was used to analyze data. The outstanding findings from the study revealed that there is a significant relationship between moral values, social values and religious values and career choices of secondary school students in the study area. It was recommended that parents and teachers should encourage students to belong to social groups in school, to enable them to develop skills that will boost their innate abilities and capacities.

Keywords: Societal, Orientation, values and career preferences

INTRODUCTION

Choosing the right career has been a central problem among students today,Youth unemployment in contemporary times has become a global issue that cannot be glossed over. It is imperative to know that value does not only influence and control adult thinking patterns but also students and societal variables like education, economic condition and people's consciousness (Akinkuotu and Olufowobi, 2011 Oluwatim, 2011). The achievement of these variables requires possession of positive values such as love, tolerance, honesty, dignity, and respect as man's existence (Babarinde et al. 2022) implicitly, homes, schools, mosques, and churches as socialization agents are

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important mechanisms through which positive occupational values could be transmitted especially to younger generations.

To be oriented means to be acquainted or conversant with the establishment of one's position about the surroundings (Kalusi 2011) asserts that it involves the process of teaching, grooming socializing and adapting an individual or group of individuals towards imbibing certain characters' behaviour or acting in certain always. Hence orientation refers to the process of becoming aware of one's position or direction regarding a person's situations, and expectations of the physical environment contextually orientation refers to a process of inculcating teaching and guiding. Counseling and educating contemporary students to internalize, appreciate and assign worthwhile values, skills and attitudes through assimilation of habits and standards that would change previously negatively acquired ideas and values.

Value orientation in a composite term connotes principles of morality (right or wrong) that are generally accepted by a social group. It is a social construct that underlies sets of conduct like beliefs norms ethics and aspirations which a social group or an individual is expected to imbibe, the importance of value orientation is recognized in the Nigerian education system. hence, it was inculcated in the Federal public of Nigerian (FME, 2006) that the quality of instructions of all levels has to be oriented towards the inculcation of values such as respect for the worth and dignity of the individuals and faith in man's ability to make ration decisions among others, similarly, the national educational goal of the policy emphasized the inculcation goals of the values and attitudes needed for the survival of individuals and Nigeria society the training of the minds to understand the works around the acquisition of appropriate skills, abilities and competencies to live and contribute meaningfully to the development of the society. Apologun (2011) noted that negative value orientation toward entrepreneurship skills acquisition is due to parental value orientation towards white-collar jobs. This is contrary to schools' emphasis on the acquisition of entrepreneurial skills which fosters self-employment for the studentsas well as national economic development (Woke and Basil 2011). Also, Adiele et al (2011) lament that scholars in education have severally drawn attention to the defects in Nigerian education and have repeatedly pointed to the fact it was bookish and academically oriented and lacked technical and entrepreneurial in nature which should be based on experience and discovery (Ikeme, 2012).based on the discussed backdrop, the study sought to examine the societal orientation of values and career preferences of studentsin Yakurr Local Government Area of Cross River State, Nigeria: Sociological Implication to Stakeholders.

Purpose of the study

The main purpose of this study was to examine the societal orientation of values and career preferences of studentsin Yakurr Local Government Area of Cross River State, Nigeria: Sociological Implication to Stakeholders. Specifically, the study sought to:

(i)   Examine the impact of moral values on the career choice of secondary school students in Yakurr Local Government Area of Cross River State

(ii)   Find out the impact of social values on the career choice of secondary school students in Yakurr Local Government Area of Cross River State.

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(iii)   Ascertain the impact of religious values on the career choice of secondary school students in Yakurr Local Government Area of Cross River State.

Research Questions

     Three research questions are formulated to guide the study these questions are:

(i)   To what extent does moral value relate to the career choice of secondary school students in Yakurr Local Government Area?

(ii)   To what extent do social values relate to the career choice of secondary school students in Yakurr Local Government Area?

(iii)   What is the significant relationship between religious values and the career choice of secondary school students in Yakurr Local Government Area?

Statement of hypothesis

     The following research hypothesis will guide the study and will be tested at 0.05 level of significance.

(i)   There is no significant relationship between moral values and the career choice of secondary school students in Yakurr Local Government Area of Cross River State.

(ii)   There is no significant relationship between social values and the career choice of secondary school students in Yakurr Local Government Area of Cross River State.

(iii)   There is no significant relationship between religious values and the career choice of secondary school students in Yakurr Local Government Area of Cross River State.

REVIEW OF RELATED LITERATURE

Moral Values and Career Choices of Students

     In today's rapid change in economic and social environments, organization seeks the best ways to gain competitive advantage every time (Slocum, Lei & Buller, 2014), one of the crucial challenges is to ensure the availability of talent or skilled employees who are capable to accomplish organizational goals (Majeed 2013). However, many organizations have failed to attract and retain employees (Aguinis, Gottfredson&Joo, 2012). The failure in attracting qualified job applicants is caused by their negative perceptions of work in organizations (Ogunfowora, 2014). Job seekers' organizational image perceptions may relate to their decision to join the organization (Schreurs& Syed, 2011). Organizational image is related to tangible attributes are objective-based characteristics (e.g. salary, benefits, work conditions, and geographic location), intangible attributes are subjective-based characteristics (e.gboring, rough, and sophisticated) (Walker, Field, Gites, Bernerth& Short, 2011), while tangible attributes are objective based characteristics (e.g, salary, benefits, work conditions, and geographic location), intangible attributes are subjective based characteristics (e.g boring, rough and sophisticated) (Walker et al, 2011). A positive organizational image attracts applicants to choose the organization. Therefore, those organizations that can effectively manage their image and reputation would receive more applicants worldwide and face difficulties with attracting applicants across cultural backgrounds. (Twichell, 2012). The past studies (e.g.Agarwala, 2008; Brown, 2022; Liu, 2012) presented the role of moral values in career choice. Individuals' career decisions may depend on their cultural values which inform their moral behaviour (Ma & Allen, 2009). Gregory, Munch and Peterson (2002) assert that moral values can influence an individual's

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perceptions attributes, and behaviours. Two dimensions of moral values, namely individualism and collectivism have been viewed as important determinants that influence an individual's career choices (Agarwala, 2008). For instance, individuals differently define the prestige of occupational choice (Walker & Tracey, 2012). Walker and Tracey (2012) found differences in occupational prestige perceptions between African American and white college students. African American students were more than committed to social and enterprising related occupations than white students because they believed that these types of occupations are helpful to their community (Walker & Tracey, 2012). The research findings by walker findings by Walker and Tracey (2012) reflect individualistic–collectivistic influence on career choice. Whereas individualistic people view the self as independent of others, collectivistic people put a high value on group goals and social norms (Ng & Van Dyne, 2001).

Furthermore, an individual's career decision is probably based on their perception of status at work (Nie, Lian&Hunng, 2012). Generally, people perceive status at work as a valuable aspect of work (Leone, 2003). They need to achieve and maintain their status at work. But individuals with a certain moral value may use their standards tojudge work status (Torelli, Leslie, Stoner & Puente, 2014). If they perceive the unwanted status of a career, they may decide not to choose that career. This could lead to labour shortage for some occupations within a specific country or culture. it thwarts organizational performance as well as the development of the country (Min, 2007). The knowledge of moral value differences is very important to maintain an organizational competitive advantage in attracting and recruiting the right employees (Ma & Allen, 2009). Research on the role of values in career choice is needed to be investigated further to provide a clearer understanding to academics, HR professionals, policymakers, or any others who are interested in this issue. This paper presents a proposed conceptual framework for the role of moral values in career choice. It could be used as a guideline for conducting research in this area

Social Value and career choice of students

One of the fundamental roles of career guidelines in educational institutions is to help students and undergraduates grow develop and realize their full potential. This is based on the assumption that every individual; has unique talents, skills, gifts and other personal characteristics that if nurtured and developed through academic training would serve as determinant factors of career choice. Hence, the reason for including all academic subjects, and courses in primary, secondary and universities curriculum as reported by Okpede (2009) is to prepare an individual for different job specifications within the world of work. It is therefore obvious that academic institutions assist in the process of their studies as reported by Olaniyi (2004), and Okpede (2009) engage in an occupation that is commensurate with their abilities, skills and interest.

Unfortunately, many students erroneously enrolled in the study of a particular course without relevant and accurate occupational information about the program of study, entry requirements, and acceptability of the programme in the labour market and employment opportunities. This lead to negative tendencies to academic exercise such as absenteeism, poor academic performance, change of department by students, cultism and other academic fraud. It is generally believed among scholars

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(Happiness and Christiana, 2006) that the Nigerian labour force is facing the problems of making unrealistic career choices, the effects of which are a negative attitude to work, low productivity, absenteeism and frequent job mobility.

The researchers believe that to reduce this ugly trend, the students must be given adequate and accurate career information that will guide them into making an intelligent career choice that could lead them to the study of a course that would empower and introduce them to the world of work and gainful employment. Olaniyi (2007) explained what kinds of people enter what occupation by providing a match between occupation and social values like interest, skills, abilities, belief systems, loyalty, and human relation among others. In the same vein, Nwoye (2009) in his social values theory reported that people choose vacations that match their social values, but in an event where the two are at variance the individual involved will be demonstrated and his productivity will be low. Apart from social values, Nwezeh (2013) reported that most Nigerian adolescents seeking admission into institutions of higher learning are usually tempted to choose or regard certain courses leading to certain occupations. Most vacationists identify parental influence as the major reason influencing student's choice of courses irrespective of whether or not they possess innate abilities. As a result of this parent-child socialization, adolescent often makes their career choice by the aspirations held for them by their parents. Some occupational psychologists have shown that apart from parental influence, social values, people-orientated and external-oriented factors may influence the vocational aspirations and preferences of the Nigerian youth to a very large extent. As a practicing counselor, experience has it that most of the students that choose courses without regard to their occupational self-concept usually discover too late that they cannot cope with the occupational hazards and expectations. When such individuals enter the occupational world, they suffer all forms of frustration, unhappiness and low productivity.

The researchers were motivated to undertake this study because they hail from a society where many people because of inadequate or poor occupational information enter into what they called prestigious occupations just because of the glamour the society has attached to such occupations. It is against this premise, that this paper looks at the influence of social values on the career choice of secondary school students in Yakurr Local Government Area.

Religious Values and Career Choice of Students

A career is a very important factor in the life of an individual. Career is a major determinant of the socioeconomic status of individuals in a given society. The choice of career and how successful individuals become in their chosen career shape their entire life and social disposition. Career refers to a job or profession that someone has been trained for and intends to do or pursue for several years in his or her lifetime. Certain factors in the socio-cultural environment of individuals tend to influence the choice of career and at times the degree of success in a given career choice. It is in this light that this study was set to success. Religion according to Yinger (2004) is a system of beliefs and practices using which a group of people struggle with the ultimate problems of human life. According to Robertson (2016), religion refers to the existence of supernatural beings that have governing effects on life. Sociologically, religion is an element of culture, its practice varies from one cultural area to another, and what constitutes religion differs among cultures. As an element of culture, the

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practice of religion influences other aspects of life such as occupation, career and profession. It is also likely to influence choice, object and attainment in terms of career practice.

Many propel tend to go into a certain career because of the correlation of such a career with their religious belief, while others avoid some careers because their religious belief forbids vocation in such areas. Restriction in choice of career is likely to influence the practice outcome. The personality type of an individual may favour entry into a certain occupation or career, but if the religion of the person does not favour the career area the person may not venture into it. Thus, people avoid areas of natural flair and personality fitness. It is on this note this study was undertaken to examine the influence of religion on students' choice of career.

Sociologically, a career refers to the sequence of events within a person's work history (Hobson and Sullivan, 2022). Every work has a career. Work people do refer to the profession and occupation they find themselves in. Occupation is a cluster of job-related activities constituting a single economic role that is usually directed towards making a living, while the profession has to do with a high-status occupation marked by abstract knowledge, authority, autonomy and altruism (Hobson and Sullivan 2022). Religion is a particular system of belief and all the ways of expressing love for the objects of belief, ceremonies and duties that are connected with it. Examples of religion include Christianity, Buddhism, African Traditional Religion (ATR) etc.

The idea of religion influencing an individual's career has been explored in a few studies. For example, Constantine (2003) explored the roles of religion and spirituality regarding the career development process of American college students and posited that religion and spirituality were inextricably intertwined with human activities and that they have the potential to influence future work-related events and life outcomes. Mathis (2002) in his study of religion and career choice and success explained that religion helped people to recognize their purpose in life or destiny, which influenced their beliefs about meaningful work and was related to higher levels of organizational commitment, intrinsic work satisfaction, job involvement and organizationally based self-esteem. Mathis (2002) further explained that religion seemed to provide important opportunities for quiet reflection and connection with a higher power and corroborated Howard and Howard (2003) posited that prayer is a useful strategy for dealing with career-related challenges. Mathis (2002), also stated that religion helps people to make a "way out of no way" and concluded that religion provides focus in life which translates to career focus.

Arbogast (2008) examined the relationship between religion and career choice from a career commitment perspective, he defined career commitment as the continuum of exploration, choice and effort that a person undergoes when choosing an occupation. Accordingly Arbogast (2008) considered religion as a critical variable that plays a large role in the formation of value structures, social networks and the application of time and money. Arbogast (2008) maintained that individuals who are religiously intrinsically oriented, either personal. Extrinsic or social extrinsic, with exhibit a higher level of career commitment than those individuals who are religiously intrinsically oriented. Arbogast's (2008) findings corroborated Duffy's (2005) findings that participation in religion for some individuals was a predictor of a person's tendency to move forwards in choosing a career. The idea of Duffy (2005) is in line with Weber's (2007) position that protestant Christians' attitude ginger

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success in their chosen career and callings, thereby causing the success of adherents to the protestant religion to be successful in their career choice.

The ideas of Mathis (2002), Arbogast (2008), Duffy (2005), Hoard and Howard (2006) and Weber 92001) all established a relationship of a kind between career choice and religion. In all, their explanations were limited to their observations in their environments.

Empirical Review

There are researchers on the part of guidance and counseling on career choice among secondary school students. Lugulu and Kipoech (2011) conducted research in Kenya to investigate the selection of undergraduate students in degree programmes, at Moi-university, Kenya. It explored the attitude and perceptions of the participants on what determines the choice of the undergraduate degree programme.

Terkula (2004) carried out research at Benue State University Makurdi, his undergraduate project to determine whether career guidance and counseling affect students' career choice, as well as investigate the effect of career guidance and counseling on gender. The study found that guidance and counseling affect the students through the responses people gave. It was also found that career guidance and counseling could have a positive effect on gender job awareness.

Kayoed (2004) conducted research at Adeyemi College of Education to find out the effect of guidance and counseling on career choice and students in urban and rural areas. The research was descriptive, and the sample comprised 60 teachers in four schools in Omorogbo Grammar School, while interviews and questionnaires were used to collect data

METHODS AND PROCEDURE

The research study adopted the Ex-post Facto research design. This is because the event has been in existence as the researcher has no control over the independent variable which constitutes the effect of value orientation on the career choice of secondary school students in Yakurr Local Government Area of Cross River State. The population of this study comprises all 1,675 respondents from the population 455 are male students while 545 are female students respectively. The sampling technique adopted for this study was a simple random sampling technique. The main purpose of using a random sampling technique is to compose a sample that will yield research that can be generalized to a larger population. The technique employed by the researcher is the hat and draw (balloting) method where the researcher wrote the number of public secondary schools on the slip of paper, roll each slip into paper balls, mixed those paper balls in a container (hat) and blindly drew the required number of schools in the same manner, the required samples were randomly drawn for the study. The same process was used to draw up the number of students from the sampled schools. The sample used for the study consisted of 207 students from ten (10) secondary schools out of thirteen public secondary schools in Yakurr Local Government Area of Cross River State. The main instrument for data collection was the questionnaire and Teacher-made Test by the researcher, the questionnaire was divided into sections A, B, and C. Section A was designed to collect the respondent's demographic data such as sex, age, level of education etc. Section B is a four Point Likert Scale designed to

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measure different variables of value orientation. Each item requires the respondents to indicate the frequency of his/her opinion by ticking the items in the boxes provided. Section C, consist of a Teacher made Test of 20 items

To ensure the reliability of the instrument, the Economics objective test questions were issued to 50 students in the four selected public secondary schools in Yakurr Local Government Area. The students were grouped into two groups; Group A, was made up of Counselled Students, and Group B was made up of uncounseled students. Group A and B were subjected to the same test before counseling took place, Group A had 40 and Group B, 42 = 82.

After a period of two weeks, the same instrument was re-administered to the same students, the result was subjected to analysis which shows that after counseling group A had 60 and Group B = 42 = 102. The data analyzed was presented by tables and the scoring was done using a four-point Likert scale to assign a numerical value to each response on the instrument.

RESULT OF THE STUDY

The result emanating from the hypotheses tested and the interpretation of findings including a discussion of the outstanding results of the study are presented in this chapter.

Hypothesis one

There is no significant relationship between moral values and the career choice of secondary school students in Yakurr Local Government Area of Cross River State. The independent variable in this hypothesis is moral values while the dependent variable is career choice. To test this hypothesis, chi-square was adopted and the results are presented in Table 1.

TABLE 1

Chi-square analysis of the relationship between moral values and career choice of secondary school students (N200)

Variables	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-square	114.608[a]	2	.000
Likelihood Ratio	153.272	2	.000
Linear-by-Linear	103.400	1	.000
N of Valid Cases	152		

From above Table 1, the Pearson chi-square statistic is 11.788 and the p-value = 0.019. The likelihood chi-square statistic is 11.816 and the p-value = 0.019. Therefore, at a significance level of 0.05, you can conclude that the relationship between the variables is statistically significant.

Hypothesis two

There is no significant relationship between social values and the career choice of secondary school students in Yakurr Local Government Area of Cross River State.

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TABLE 2

Chi-square analysis of the relationship between social values and career choice of secondary school students (N200)

Variables	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-square	112.678[a]	2	.000
Likelihood Ratio	151.672	2	.000
Linear-by-Linear Association	111.614	1	.000
N of Valid Cases	152		

From above Table 2, the Pearson chi-square statistic is 11.788 and the p-value is 0.019. The likelihood chi-square statistic is 11.985 and the p-value = 0.019. Therefore, at the significance level of 0.05, you can conclude that the relationship between the variables is statistically significant.

Hypothesis three

There is no significant relationship between religious values and the career choice of secondary school students in Yakurr Local Government Area of Cross River State.

TABLE 3

Chi-square analysis of the relationship between religious values and career choice of secondary school students (N200)

variables	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-square	133.253[a]	2	.000
Likelihood Ratio	173.335	2	.000
Linear-by-Linear Association	109.239	1	.000
N of Valid Cases	152		

From above Table 3, the Pearson chi-square is 11.788 and the p-value = 0.019. The likelihood chi-square statistic is 11.812 and the p-value is 0.019. therefore, at a significance level of 0.05, you can conclude that the relationship between the dependent and independent variables is statistically significant.

Discussion of findings

Relationship between moral values and career choice of secondary school students

The first hypothesis states that there is no significant relationship between moral values and the career choice of secondary school students in the Yakurr Local Government Area. The result obtained from the analysis of data shows that the calculated chi-square (X^2) value of 11.816 is statistically greater than the tabulated value of 11.788 when tested at 0.05 level of significance with 1988 degrees of freedom. This means that there is a significant relationship between moral values and the career choice of secondary school students in the study area.

The findings are in line with the earlier position of Gregory, Munch and Peterson (2002) who posited that moral values can influence individuals' perceptions, attitudes, and behaviour. Furthermore, the findings of this study are also in agreement with the assertion of Ma and Allen (2009) who asserted that individuals' career decisions may depend on their cultural values which inform their moral behaviour. However, an individual's career decision is probably based on their perception of status at work.

Relationship between social values and career choice of secondary school students

The second hypothesis states that there is no significant relationship between social values and the career choice of secondary school students in the Yakurr Local Government Area. The result obtained from the analysis of data shows that the calculated chi-square (X^2) value of 11.985 is statistically greater than the tabulated value of 11.788 when tested at 0.05 level of significance with 198 degrees of freedom. This means that there is a significant relationship between social values and the career choice of secondary school students in the research area.

The findings from this study are in tandem with the findings of Olaniyi (2007) who said that people tend to enter into an occupation when there is a match between occupation and social values like interest, skill, abilities, belief system loyalty, and human relation among others.

More so, the findings of this study are also in consonance with the position of Okpede (2009) who posited that it is of great relevance for people to engage in an occupation that is commensurate with their abilities, skills and interest. Every individual has unique talents, skills, gifts and other personal characteristics that if nurtured and developed through academic training would serve as a determinant factor of career choice.

Relationship between religious values and career choice of secondary school students

The third hypothesis states that there is no significant relationship between religious values and the career choice of secondary school students in Yakurr Local Government Area. The result obtained from the analysis of data shows that the calculated chi-square (X^2) value of 11.812 is statistically greater than the tabulated value of 11.788 when tested at 0.05 level of significance with 198 degrees of freedom.

The findings of this study are in line with the findings of Mathias (2002) who thinks that religion helped people to recognize their purpose in life or destiny which influence their belief about meaningful work. He went further to say that religion helps people to 'make a way out of no way' and concluded that religion provides focus in life which translates to career focus.

In the same vein, Arbogast (2008) maintained that individuals who are religiously intrinsically oriented, either personal extrinsic or social extrinsic, will exhibit a higher level of career commitment than that individual who are not religiously intrinsically oriented.

Summary of the Study

Value orientation plays a vital role in a child's life, and it is like a pillar on which a child's entire life is based. It is not only related to a child's progress and achievement but also their attitudes towards making career choices of secondary school students in Yakurr Local Government Area of Cross River State, Nigeria. The research design adopted for the study is an Expost facto research design also known as after-the-fact. The population of the study consisted of SS2 students numbering 1,002 in public secondary schools in Yakurr Local Government Area of Cross River State. The sampling technique that was adopted for this study was the simple random sampling technique with a sample of 200 respondents drawn using Taro Yamane sample size determination. The research tool for data collection was a questionnaire named Value Orientation, Variables Questionnaire (VOVQ) and Holland career choice inventory Questionnaire, Validated by the supervisor and two test experts in Educational Measurement and Evaluation. The reliability was established with the Cronbach Alpha coefficient, which yielded a reliability coefficient ranging from 0.70 to 0.87. Chi-square was used to analyzed data. And the findings revealed that:

1. There is a significant relationship between moral values and the career choice of secondary school students in the study area.
2. There is a significant relationship between social values and the career choice of secondary school students in the study area.
3. There is a significant relationship between religious values and the career choice of secondary school students in the study area.

Conclusion

Value orientation is the provision made by counselors to educate and encourage students in selecting a career that matches their knowledge, skills, values, abilities, and talents. Failure to benefit from a scheme of orientation by the student may cause him/her to make wrong career choices. Value orientation is a strong indicator for making career decisions which leads to enhanced performance. Children with good value orientation are more likely to feel secure, relaxed and comfortable and have a more positive attitude, about learning and making good career decisions. Thus they conclude that value orientation is predated by factors such as moral values, social values, and religious values among others.

The sociological implication to stakeholder

The findings of this study are considered significant because they could help in providing empirical information to stakeholders by identifying and explaining the various value orientation variables and career choices of secondary school students. This may help in a better understanding of the phenomenon.

Research has shown that one major cause of wrong career choices on the part of secondary school students is as a result of ineffective value orientation. Moreso, this study will serve as a body of knowledge for parents, teachers, school administrators and stakeholders in the educational sector in

discovering the need for adequate orientation of secondary school students on their choice of career, as this will help the students to fit into their societal structure they find themselves.

Recommendations

From the findings, the following recommendations were drawn

1. Parents and teachers should encourage students to belong to social groups in school, to enable them to develop skills that will boost their innate abilities and capacities.
2. Parents who are the custodian of the child in the family should encourage students' values that will shape them socially, academically, morally and otherwise.
3. Value orientation should be encouraged in schools or educational centers such that students can be properly guided to make informed career decisions that can add value to their personal development

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