

**WORK-VALUE CLARIFICATION AND COGNITIVE INFORMATION
PROCESSING THERAPIES IN THE MANAGEMENT OF CAREER
DECISION-MAKING DIFFICULTY OF SECONDARY SCHOOL STUDENTS
IN OSUN STATE, NIGERIA**

BY

Omowumi Abeke ILORI

MATRICULATION NUMBER: 78263

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CERTIFICATION

I certify that this work was carried out by Omowumi Abeke ILORI, in the Department of Counselling and Human Development Studies, University of Ibadan, Nigeria

.....
Supervisor

Moses Oluwafemi Ogundokun, Ph.D.

B.Ed, M.Ed, Ph.D (Ibadan)

Department of Counselling and Human Development Studies,
Faculty of Education,
University of Ibadan, Nigeria.

DEDICATION

This thesis is dedicated to my Saviour and Redeemer, Jesus Christ, Who has known the end from the beginning; with Him, all things are possible.

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ABSTRACT

Career decision-making difficulty is the lack of readiness and/or motivation of an individual to choose a suitable decision, a situation that is common with secondary students. Studies have shown that the problem of career decision-making difficulty among secondary school students in Osun State, Nigeria is on the increase, which could lead to the wrong choice of school subjects and career frustration. Previous studies on career decision-making difficulty have focused largely on emotional intelligence, academic motivation, and occupational preferences with little attention paid to interventions such as Work-value Clarification Therapies (WvCT) and Cognitive Information Processing Therapy (CIPT). This study, therefore, was carried out to determine the effects of Work-value Clarification and Cognitive Information Processing Therapies in the management of Career decision-making difficulty of secondary school (SS) students in Osun State, Nigeria. The moderating effects of career self-efficacy and gender were also examined.

The study was anchored to Miller-Tiedeman's Life Career Theory, while the pretest-posttest control group quasi experimental design with a 3x2x2 factorial matrix was adopted. The multistage sampling procedure was used. The simple random sampling technique was used to select three (Ayedaade, Isokan, and Ede) Local Government Areas (LGAs) in Osun State out of 30 local governments. The simple random sampling technique was used to select one SSS from each of the selected LGAs. The participants, who scored above average (50%) on Germeijs and Boecks Indecisiveness Scale which was a screening tool, were selected. The schools were randomly assigned to Work-value clarification Therapy (WvCT- 40), Cognitive Information Processing Therapy (CIPT-40) and Control (40) groups. The instruments used were Career Decision-making Difficulty ($r = 0.78$) and Career Self-efficacy ($r = 0.87$) scales. The treatment lasted eight weeks. Data were analysed using descriptive statistics, Analysis of covariance and Scheffe post-hoc test at 0.05 level of significance.

Participants' age was 15.36 ± 3.51 years, and 54.2% were females. There was a significant main effect of treatment on the CDMD of the participants ($F_{(2; 119)} = 9.26$; partial $\eta^2 = 0.15$). The participants in the CIPT ($\bar{x} = 134.97$) improved on their career decision-making difficulty better than those in the WvCT ($\bar{x} = 135.25$) and the control ($\bar{x} = 152.55$) groups respectively. There was no significant main effect of gender and CSE on the career decision-making difficulty of the secondary school students. There were no significant interaction effects of treatment and gender as well as treatment and career self-efficacy on career decision-making difficulty. The three-way interaction effect was also not significant.

Work-value clarification and cognitive information processing therapies were effective in the management of career decision-making difficulty of secondary school students in Osun State, Nigeria, regardless of gender and career self-efficacy. Counselling and educational psychologists should utilise these interventions to manage career decision-making difficulty.

Keywords: Work-value clarification therapy, cognitive information processing therapy, career decision-making difficulty, secondary school students in Osun State, Nigeria.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Career is a job that one decides to pursue throughout one's lifetime. It is a path or course of the occupation. Career is the arrangement of the important place engaged by a person all over his life and the entire work being done by an individual in his life span. In another way, career could be viewed as what someone does to earn a living. It is an individual development over a chain of occupations throughout his or her lifespan. It also consists of the person's training and unpaid work experiences which include internships and volunteer opportunities. There must be self-understanding before an individual picks out the proper profession. Individual values, interests, gentle skills, and aptitudes, combined with the type of temperament, make some individuals suitable for a profession and others unsuitable. Career is a combination and synthesis of roles, work, the experience of a person at some point in their existence (Super, 1980). According to Kuzgun (2000), career entails the total roles of an individual earlier than beginning a career, throughout the sequence of a career, and after retiring from a career, in general, it is a developmental process.

Making or picking the right career has been perceived as a subjective task for SSS because it determines their personality. Secondary school students, experiencing CDMD may additionally make an unsuitable decision or avoid the decision. The secondary school era is an imperative period within the path of life. All through this period, critical choices are taken for life, and students are anticipated to benefit from an occupational identity. Choice of career is one of the basic responsibilities of development for teens. Secondary school students ask which occupation they may venture into and try to get an identity for an occupation. Though, due to the speedy modifications by prevailing moment and hi-tech advancement that have effects on

perceptions of individuals concerning the profession and employment, this feature can initiate complexity while making career decisions.

Picking a profession includes the initiation of a precise career or a successful act, at the same time career improvement consists of all the practices that happen at some point in a career (Baruch, Szucs and Gunz, 2015). Career is a necessary activity in the life of individuals'. It governs the design of income, determines the individual character and the life concept. It is the achievement in an individual work or selection of work. According to Doğan (2014), career decision is referred to choosing a school, a programme of education, to make a career profession. Career decision making is a sensible task for secondary school students because it determines their future. Brisk and Dislere (2018) confirmed that students of secondary school are unable to decide important career decisions for themselves because of the dearth of knowledge of their satisfactions, skills, desires, the existence of several alternatives, and worth, in addition to the effect of one's socioeconomic situation for decision making. The scholars that several secondary school students do not understand what career to choose. Soyoung Boo and Soon-Ho Kim (2020) defined career decision-making difficulty as a condition of uncertainty in respect of vocational interest and is a significant problem that confronts secondary school students.

Similarly, Ottu and Idowu (2014) acknowledged that in Nigeria and other parts of the world, many adolescents encounter great difficulty in making career decisions. The authors added that wrong career decisions have often led to unproductive or unacceptable careers. This has been compounded by inadequate counselling and poor gradual observational documentation of children's aspirations through play and more objective undertakings. These have, in turn, led to the wrong career decisions as observed oftentimes among Nigerian secondary school students. This problem is deeply pervasive among youths even with the claim by many schools that guidance counsellors are in place to provide guidance to secondary school students.

Slaten and Baskin (2014) stated that career decisions directly influenced job performance, life satisfaction, and income of an individual. One should possess correct thoughts in relation to oneself and the necessities of achievement. Career is selected to meet the students' needs which must be guided by information and awareness about career and occupation before deciding for this selection (Mabula, 2012). Many students find themselves not fulfilled even after their secondary school education

because of wrong decisions made when making career decisions. Studies showed that the majority of secondary school students offer wrong subjects because of friends, parental influence, prestige, among others (Darren, 2013, Oztenel, 2013).

According to Ottu and Idowu (2014), career decision making in Nigeria appears to have been greatly influenced by conformity and familiarity as most teenagers often desire to pick careers that run in their family of origin or career that is being respected by the society. Though, prestige tends to show the upper hand as it has been discovered that even children of persons with less appreciated vocations still reject their parent's occupations. Making a career decision has been seen as a difficult task for SSS. According to Creed (2006), CDMD has been ascribed to the dearth of association as well as the problem of handling the process of choice-making, pressures from external forces, choosing from a diversity of choices, and personal inconsistency.

Some secondary school students do not understand themselves or their personalities. Some do not know the career that is available within their vicinity; let alone knowing where to make a search for information about such career. Baglama (2017) confirmed that SSS experience difficulties during CDM and many factors are responsible for these and this affects their choice. He added that studies from diverse nations such as Turkey, North Cyprus, French and South Korea submitted that the contest of career choice making is a communal concern of diverse ethnic groups. Fizer (2013) acknowledged that an important part of adolescent life is choosing a career route. Aremu (2013) admitted that the career route students choose would design how he/she lives his/her life and that some students attend the college without knowing what career path to follow. The scholar added that students must know what a career is and what it entails before the selection of a direction in a career.

Literature has revealed that some of the difficulties experienced by secondary school students during the time of choosing a career are the absence of information about self, and deficiency of information about what they want (Akpochafo, 2020). Vaiopoulou, Alexiou, and Stamoviasis (2019) found that the highest difficulty facing students in CDM process is a lack of information. sKshetrimayum (2018) explained further that the choice of a career can be affected by the school, and the type of derived learning competencies. The future of the students can be modified by the environment of the school and the teachers in the course of identifying their talents, interests, and

desires. Media and global trends also affect the career choice of students. Kshetrimayum (2018) suggested that the pressure of media on today's adolescence cannot be beneath predictable. The emergence of Television, the Internet, and Mobile smartphones is the most significant development and the world has shrunk through these facilities being accessible to students.

Students experience the problem of harmonising their career selections with their skills in educational achievement when they try to make career selections (Julius, Jacob, Daniel, Samson, Joseph, Betty, Hassan, 2016). A student that makes an inaccurate career decision as to the outcome of problems undergone throughout the time of career decision making might have a decline in his/her mode of study. Students that make good or right career decision will also have his/her mental ability boosted and committed to his/her study because he/she will have interest in all the assignments. Students that choose the wrong career may not have interest in the classwork or the assignment, their level of commitment may not be high as expected.

Another challenge that students with wrong career decision experience is lack of confidence. Students with wrong career decision find it difficult to believe in what he/she is doing. This always leads to failure. Chen (2004) explained that almost half of the students that specialised in STEM fields abandoned these courses either by modifying their major or drop out of school because they were unable to cope with their major, as an effect of taking the wrong career. Also, the magnitude of education may be defeated, if the student makes a wrong career decision as a result of difficulties experienced during the time of making a career decision. The importance of education is to acquire appropriate knowledge, but a student who made the wrong career decision may only read to pass the assessment and obtain the credential. The essence of education may not be achieved because such students may not understand or master the subject. Olamide and Olawaiye (2013) confirmed that students encountered numerous existing problems during the career selection process. Also, Mashige and Oduntan (2011) reported lifelong consequences of wrong career selection as underachievement and the origin of inefficiency for themselves, their households, and also for the society as a whole.

Tagay (2015) stressed that human beings make decisions all over different phases of life and try to make the most appropriate decision and choice of all existing selections, such decisions are the selection of a career. Yeşilyaprak (2011, 2012), described career as an arrangement of events that an individual performs at every

phase of his lifetime, which is needed by all parts in life, and such parts include the one plays as a worker. Adolescents are expected to explore and design their prospective career choices. The appearance of challenges in the course of making career decisions represents the theory and CDMD (Brown and Rector, 2008).

The decision taken during the secondary school period may affect one through the university education and also during the future career. The consequences of career decisions made by secondary school students are enormous; thereby students must be properly guided to choose the correct subject combination. The career decision-making difficulty has been defined as any difficulty that keeps one from making the most suitable career decision. One thing is to pick a profession another thing is to pick a profession where one will be able to put in one's best.

Studies have shown that students who choose careers without considering the requirement of the career found it difficult to meet up with the requirement of the course and in the course of seeking a shortcut to meet up with the requirement of the course such students engage in examination malpractice, which may result to stoppage or exclusion from the school (Animasahun and Ogunniran, 2014). Ahmed, Sharif, and Ahmad (2017) were of the view that the incompatibility of the personality and the dearth of curiosity in the subject is hazardous, and might lead to a catastrophic outcome, such as student frustration, discouragement, and a dearth of production, which may result in increase in dropouts and failure in career. The cost of making the wrong career decisions might be a critical challenge in students in secondary schools to the point of becoming dropouts (Peterson, 1993).

Ahmed, Sharif, and Ahmad (2017) confirmed that wrong career decision leads all individual labour and possessions into an erroneous direction, when not associated with the outlook, it would be annoying, waste of personality power and resource wastage. Fizer (2013) suggested that selecting the right direction in career is attracting extra significance for adolescent students today and many things need to be considered while a career is being chosen. Personalities like parents, coaches, religious figures, or role models can influence students' life. Ferreira and Lima (2010) suggested that any type of decision making has been considered as a challenging role that needs a choice of an equivalent amid numerous alternatives.

According to Skorikov and Patton (2007), career decision-making difficulty is usually viewed like a usual phase during which nearly everyone passes through all over one's lifespan. Career decision-making difficulty was defined by Gati, Krauzi,

and Osipow (1996) as similar to hindrances from making the best decision in a career. An individual that is conscious of the importance of career decision making and ready to decide such a choice and talented to make the appropriate decision is the best career decision-maker. Hijazi, Yahar, Gati, and Itmar (2004) confirmed that anything different from this ideal was a difficulty that is likely to shake the decision-making procedure of the individuals in a single or two likely ways, by averting the individual from career decision-making difficulty and resulting in an erratic ideal career decision. Yowell, Connell, and Schedin (2013) suggested that the most mutual career hindrances experienced by individuals and the most cited purpose for pursuing career skilled counselling are the difficulties faced during decision making.

Making the most suitable career decision will lead to an upsurge in the fulfilment of life and feel satisfied, whereas an individual who makes a wrong career decision will feel bad, discontent, and unfulfilled. Kazi and Akhlaq (2017) established that one erroneous conclusion is capable of altering an individual's chance. The action of an individual is visible on a bigger scale in the financial achievement of a country. People are likely to be less productive and efficient when they are unparalleled in their workplace and therefore are unable to attain their goals.

Therefore, it is essential to recognise how people make decisions, the information one appeals to or disregards, and how individual differences account for the disparity in decisionmaking. Hewitt (2010) was of the view that either intrinsic or extrinsic factors can influence career choice. The author added that many choose careers based on their parents' advice and wishes. Educational choices opened the careers for others to follow, high income drives others to select careers while others choose a career based on the prestige that is attached to it and others go after their pleasure irrespective of how significant or insignificant it is.

The literature revealed that family may ease or thwart the process of career decisions. Family potentials are revealed to students directly or indirectly, while parents quest for a missing dream to make their children do well, they turn around the procedure of making career decisions which will result in intellectual duplication (Nepomuceno and Witter, 2010). Also, Pereira and Garcia (2007) claimed that the basis for emotional upkeep in the career choice process has been seen as being friendly, while contributory assistance is being offered by the family. Angola (2016) identified peer pressure, gender, persuasion from parents, job opening, and personal interest as the factors influencing choosing a career.

The consequences of career decision problems have been an issue for the individual and society. Students who do not have the focus of what they want to do will find it difficult to choose the right career that matches their academic performance in school. Therefore, it is imperative to find a way of assisting the students to understand themselves and to have all information needed to know about the available career. The period for selecting a career is at senior secondary school and this stage, every student is to be encouraged to understand what he/she wishes to become in the future and start planning towards achieving it. Studies revealed that the selection period is critical in the life of students because choosing a career among diverse alternatives has been described as a difficult task.

The majority of the students in this category fall into the early adolescent period and stage of deep investigation and determining on a profession and answer growing task that takes place for the duration of this period (Cenkseyen-Onder, Fulya, Kirdok, Oguzhan, Isik, and Erkan 2010). All through this period career aims, benefits and beliefs are communicated. There is a great improvement in career development during adolescence (Yakushko, Backhaus, Watson, Ngaruiya, and Gonzalez, 2008). The senior secondary school 1 (SSI) students are expected to select the subjects they will likely practise till university levels like Art, Sciences, and Commercial which is subject to their achievement in the Basic Education Certificate Examination (BECE) results. This has been a critical period for the students because of diverse alternatives and a lot of other factors that hinder them from making the most appropriate career choice. According to Migunde, Othuonans, and Mbagaya (2015), students are progressively looking for career counselling to express career ideas.

The difficulty related to career choice ought to be solved earlier or through the process of decision making. Students must have all necessary facts in the course of career decision making and have the means of shaping emotional difficulties if they come across difficulty in the course of making a decision. Therefore, the method of education has the obligation of supporting students to make capable career decisions that is suitable, subject to their interests, capabilities, and individual characters (Salami, 2008). Students ability to make appropriate career decision is reinforced by suitable information and turn out to be adequately developed to make a timid career choice.

Students select subject combination at the senior secondary school I (SSSI) and after passing the Senior School Certificate Examination (SSCE) fill the Unified

Tertiary Matriculation Examination (UTME) form for tertiary educational programmes. Therefore, for students not to encounter difficulty in making a career decision, suitable and essential information must be given to them at the senior secondary school. Consequently, lots of students might leave secondary school without understanding themselves or how their interests in the past and present can help in guiding the future (Savickas, 2013). Gysbers (2013) and Savickas (2013) discovered that many students that do not involve in the process of careers are not worried or inquisitive and are not prepared for any profession after they quit school. These students often practise in the absence of an association between what they are showing in the school location and the realm of work that lies before them soon (Gysbers, 2013).

The most crucial challenge among students is the selection of career, as students are not awake to the convincing type of careers, wherever the utilization of hands, tools, and machines, and lack of understanding on career interests (Sikhwari, 2015). As people developed cognition and progress in the course of the instruction structure, they acquire diverse opportunities of career, build up an awareness of their ambitions and turn out to be conscious of possible competitions with diverse career options (Junk and Armstrong, 2010). According to Yeşilyaprak (2012), senior secondary school students must try to gather necessary information on careers, understanding the class that would be appropriate and what courses would be pursued in higher education, and make accommodating choices.

The problem of making career decisions of secondary school students has led some students to become taxi drivers, motorcycle riders, storekeepers, and petrol attendants. Students who should have been in higher institutions get involved in crime, impolite lifestyles, and exhibit behaviour that is not inclined by activities in the school because they find themselves choosing wrong school subjects that do not complement their skills, special principles, interest, fulfilment, and others. Sequel to the consequences attached to CDMD, it is essential to find means of helping the youth in making a good and competent career decision.

At this juncture, there is a need to look for ways of preventing some of the difficulties experienced by the students in the phase of making career decisions. Therefore, the researcher used work-value clarification (WvC) and cognitive information processing (CIP) therapies in the management of career decision-making difficulty of secondary school students in Osun State. Work-value clarification aims to

assist persons overcome work-value mix-up and become more confident, focused, and creative, as well as to have an enhanced understanding of the work. Beck, Harsh, and Sullivan(2008) described work-value clarification as a means of encouraging students to apply the processes of valuing in their own lives and apply these valuing processes to previously formed beliefs, behaviour designs, and those still developing. Work-value clarification has been seen as a normal positive experience where each person's work values are respected, and thus an emphasis is placed on positive interactions among members of a team. It leads to progress in the experience of humanity and the outcome is someone with extra awareness, understanding, and perception. Work-value clarification methods are frequently used as part of the therapy. That is, what one wants from a job.

Beck, Harsh, and Sullivan (2008) defined value clarification as a treatment method that can assist to enhance an individual's understanding of any values to have an impact on the standard of living, resolutions, and actions. This method can offer an opening for one to think of individual decent problems and permit values to be scrutinised and spelt out. It may be effective for personality improvement, improved pleasure, and dealings with others. It offers an opportunity for assessment, explanation. Work-value clarification plans to ease emotional pain and encourage optimistic actions through corroboration. Work-value clarification assists in the identification and explanation of values that influence individual decisions and behaviour that individuals are also encouraged to develop on their strengths and inner resources. An individual who has discovered his/her private values in treatment is frequently capable of recognising what will allow him/her to successfully perform in life and be capable to produce more self-focused selections.

Work-values clarifications are ethics that are related to one occupation or job. It is a vital part of an individual that needs to take into consideration when choosing a profession or an employment condition. The individual will have the slightest opportunity of discovering job contentment. Work-value clarification is important and can be divided into intrinsic (basic) and extrinsic values. Values that have to do with doing a job or what the job entails in practice of a specific occupation are intrinsic while extrinsic values involve the outcomes of an employment or job or the benefit that one derives from being in a particular profession. Assisting others, doing demanding work, and being in charge or control could be an example of intrinsic values while examples of extrinsic values are earning a fat salary, getting recognition

for what one does, and job security. Values may be defined as behavioural principles and requirements that work to support an individual's drive and vision, which often aid in making decisions and values of an individual can also be described as what an individual holds to be correct or decent.

Everyone has essential values which add to an individual's pattern of beliefs, ideas, and attitudes; how a person controls or reacts in particular circumstances is often affected by values. An individual can be in dilemmas while making vital decisions in life if the value is not defined. When it seems as if the individual's interest is being influenced, work-value clarification can be used by the therapist to assist an individual to explore and define values. Work-value clarification methods often help people to recognise themselves and develop rational objectives, and the therapy often permits people to recognise and build up their own set of values and accomplish the realisation of their purpose and personality in a safe environment.

Another intervention that could be of help to students in making a good career decision is cognitive information processing therapy. CIP therapy intends to help people in making suitable career selections in the course of teaching and decision-making skills (Lauren, 2014). This therapy is designed from the cognitive theory of therapy and tries to combine both career requirements with likely emotional obstacles. The cognitive information processing therapy approach states that abnormal career opinions can distract CDMD (Sampson, Peterson, Lenz, Reardon, and Saunders, 1999).

Cognitive information processing therapy is connected to the active management of information to making career decisions. Career decision-making difficulty needs the processing of information in the fields of the pyramid of information processing which comprises personality-awareness, professional awareness, decision-making skills, and executive processing skills (Sampson, Peterson, Reardon, and Lenz, 2000). Decided, undecided, and indecisive are the three major groups of the way out to problems in career and making decisions within the approach of CIP therapy. The CIP therapy approach has been functional towards the enlargement of career service delivery programmes and schemes for individuals and groups (Sampson, 2008). Cognitive information processing therapy can be used to support the relevance of other concepts of career development and properties (Sampson, 2004).

The key principles of psychological feature informatics concepts and answers to issue in career and selection creating are (i) talents which will be learned, (ii) developed upon, and (iii) Career selections which will be remembered for the longer term (Sampson et al., 2004). The pyramid info} process involves (a) the facts space, self-recognition and a spotlight of choices), (b) the selection-making talents domain, and (c) the manager process field (Meta Individuals' cognisance, that features expected read of advantages (e.g., in operation with people), values (e.g., safety), and skills (e.g., the usage of a laptop to set up a budget), and their decisions, information, which has facts regarding their skilled, learning, and freedom alternatives are the principles of the pyramid of know-how".

Brown, Hacker, Abrams, Carr, Rector, Lamp, Telander and Siena (2012) Affirmed that career call processes are often advanced and will contribute to issue during a career call. Ebenehi, Rashid, and Bakar (2016) found that the foremost statistically vital predictor of career ability skills among students in the Federal Republic of Nigeria was career self-efficacy. Also, Di Fabio and Kenny (2011) affirmed that career self-efficacy and gender are favourable variables of decision-making processing in a career. Also, some studies were contrary to the affirmation made by Di Fabio and Kenny (2011) that understanding, career self-efficacy is thought to be a necessary part of the effective decision-making process in career.

Therefore, the researcher used career self-efficacy and gender as moderating variables. According to Akpochafo (2011) human achievement and personal happiness are enhanced in many ways by a high sense of self-efficacy. The author added that persons that maintain strong commitment when experiencing challenging goals are those with high self-efficacy. Contrarily, people who do not believe in themselves will run away from challenging tasks that they see as being intimidating and have little ambitions and feeble responsibility to achieve the career of their choice. In the prospect of this, it is probable to think that people with an excessive feeling of career self-efficacy may be more devoted to their profession than those with low experience of career self-efficacy. Self-efficacy and cognitive information processing may be associated with both past events, and for completion of school. An individual with excessive tiers of self-efficacy beliefs generally inclines to decide consistent targets and becomes convinced to be successful to execute these ambitions (Bandura, 1986).

Conversely, a low self-efficacy way of life may hinder an individual from doing a duty, whereas a high self-efficacy idea may cause someone to execute a career assignment (Komarraju and Nadler, 2013). According to Jo, Ra, Lee, and Kim (2016), perception of the social cognitive theory in knowing career development, career self-efficacy is considered an imperative feature of a person's interest in career, aims, selections, experiences, and performances. The psychological significance of self-efficacy includes the wish of a man to multiply an assignment or a spectacular result through individual activities (Ikonne, Unegbu, Soyemi, and Arinola, 2019). Self-efficacy is the inner thinking of Bandura's social cognition theory, which shows a person's limitations in dealing with problems and taking appropriate actions. (Tojjari, Esmaeili, and Bavandpour, 2013). In general, according to Bandura (1997), people that set greater career goals and challenges for themselves have higher career self-efficacy and a stronger responsibility to goals.

The second moderating variable for the present study is gender. Gender has been described as the positions, impressions, and actions that certain society links to a person's natural sex. Bravo-Baumann (2000) defined gender as a way in which a culture or society defines privileges, tasks, and the identities of males and females in relation to one another. Studies have revealed that there are a lot of arguments that females are not experiencing difficulty in making career decisions like males do because the former like consulting with people (Bart and McQueen, 2013). In the present study, gender is employed as a moderating variable to establish a relationship between treatments and the criterion measure.

1.2 Statement of the Problem

Experience shows that some secondary school students are confronted with difficulty in choosing a career because they end up choosing the wrong career. The inability of students to understand appropriately the kind of subjects to read at the high school and college levels is alarming. These problems lead to an increase in school dropouts, examination failure, and a multitude of other challenges, which hinder the main objective of education, particularly at the secondary level. Some students are influenced by the mass media, most especially the Internet, which can be easily accessed on phones without considering personality, ability, and competency.

In most cases, teachers and parents are included in the process of career guide, but they tend to influence the child in selecting a course or subject of their wishes. At

times parents wish or direct their child to study lucrative courses or subjects with the hope of becoming rich within the shortest possible time without considering if their child has the capability of coping with the rigour of the course. This has undesirable effects on the students' future careers. Some of these problems include students graduating with a very low grade, waste of time and resources, and in some cases, frustration and dropout are resultant effects. Lack of information in the choice of the right subjects has hindered the educational career of many students. This is because students lack information about themselves and find it difficult to understand their personality and where they can fit in.

In addition, the students do not know where and means of getting accurate information. Inconsistent information is also a challenge for the students in making an appropriate career decision. Inappropriate career information and guidance from teachers, parents, and counsellors might frustrate students and lead to an unhappy life. The challenges mentioned may result in or lead to common difficulties such as an increase in the number of school dropouts, abuse of drugs, increase in hooligans, and the early dissolution of educational careers among the youth.

Resultantly, to this, it is imperative to find a way of assisting the students in overcoming the challenges being experienced or that maybe experienced all through the time of making a career decision. The long-term effect of CDMD is job dissatisfaction. The joy of doing what one likes doing will not be there and the level of production may be low due to lack of interest. Societal needs and aspirations in relation to school, graduate competencies, and independence are met in a very low quantity. This leads to a shortage of job opportunities and makes students dependent on parents and relatives. All this makes society doubt the credibility and importance of education and it has been a concern for all stakeholders in the educational sector.

Records of the finding on difficulties of career decision-making difficulty have been centred on causes and effects. The greater part of the theses in Nigeria concentrated on the same subject matter and followed the same pattern with case studies in senior secondary schools. Searching through literature and analytical study, few studies in Nigeria, studied the two selected interventions, work-value clarification and cognitive information processing therapies on CDMD using the SSS students. Therefore, this paucity makes the study relevant in the Nigerian educational sector.

1.3 Objectives of the Study

The main objective of this research is to verify the effects of work-value clarification and cognitive information processing therapies in the management of CDMD of SSS in Osun State, Nigeria. Precisely, this study is conducted to :

- determine the main effect of treatments (work-value clarification training and cognitive information processing therapies) on CDMD of SSS in Osun State ;
- examine the interaction effect of gender and CSE on CDMD of SSS in Osun State, Nigeria; and
- ascertain the interaction effect of treatments, gender, and CSE on CDMD of SSS in Osun State, Nigeria.

1.4 Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- i. There is no significant main effect of treatments on the career decision-making difficulty of SSS;
- ii. There is no significant main effect of gender on the career decision-making difficulty of SSS;
- iii. There is no significant main effect of career self-efficacy on the career decision-making difficulty of SSS;
- iv. There is no significant interaction effect of treatments and gender on career decision-making difficulty of secondary school students;
- v. There is no significant interaction effect of treatments and career self-efficacy on career decision-making difficulty of secondary school students;
- vi. There is no significant interaction effect of gender and career self-efficacy on career decision-making difficulty of secondary school students; and
- vii. There is no significant interaction effect of treatments, gender and career self-efficacy on career decision-making difficulty of secondary school students.

1.5 Significance of the study

The finding of this study would be significant to senior secondary school students, teachers, parents, guidance counsellors, and educational policymakers because it would help them to better understand personalities and individual dissimilarities in CDMD. In this study, school adolescents would be educated to understand themselves, and necessary information would be given to understand the value which would help them to overcome difficulty or challenges experienced before or during taking career decision.

The outcomes of this study would also assist the school counsellors, parents, and teachers to know the effect of forcing students to do or imposing subjects or courses that are not related to their personality traits. The research work would be an eye-opener to counsellors, parents, and teachers because the interventions would increase their knowledge of how to assist secondary school students to overcome some of the difficulties experienced or may experience during the course of taking career decisions. The finding of this study would also help the school counsellors, parents, and teachers to guide the students in choosing a subject that matches their interests and personality and leads to an increase in students' performance because students would become interested in what they are doing and would be able to put in their best.

The outcomes of the study would equip the school counsellors in the use of therapeutic techniques in resolving the problem associated with career or vocational decisions. Also, other education stakeholders such as school administrators and curriculum planners would be informed of the need to put in place in the school setting, the school counsellor that is well equipped with knowledge and skills in solving students' social and educational problems. The finding of this study would also provide reference materials for researchers who might be interested in the area in the future to consult. The output will also help to determine the efficacy of work-value

clarification and cognitive information processing therapies on CDMD and the result of the research is expected to be able to make an impact in the development of the body of knowledge.

1.6 The scope of the study

This study examined work-value clarification and cognitive information processing therapies in the management of CDMD of SSS in Osun State, Nigeria. Also, the moderating effect of gender and CSE has been ascertained. The area of coverage was limited to three secondary schools in three Local government areas of Osun State, Nigeria.

1.7 Operational Definitions of Terms

The major terms used in this study have been operationally defined.

Career decision-making difficulty : this is the inability of senior secondary school students to make correct or an ideal career decision, the internal and external conflicts experienced earlier and throughout the determination process.

Work-value clarification therapy : this refers to training given to senior secondary school students in educating them to have a clearly defined value to overcome the challenges experienced before, during, and after career decision.

Cognitive information processing therapy : This is a therapy designed for senior secondary school students to give them the necessary information to make a good career choice as well as an understanding of themselves.

Career self-efficacy : This is the personal beliefs, whether the senior secondary school students have the necessary skills or mind to engage in a certain career, under various circumstances.

Senior secondary school students : These are Senior secondary school students (SSSI) that are suffering from career decision-making difficulty.

CHAPTER TWO

LITERATURE REVIEW

This chapter deals with the review of relevant literature on the variables in the study. This review has been done in two major parts: theoretical and empirical review.

2.1 Conceptual review

2.1.1 Concept of career

Career can be described as a personal occupation that comprises a total of occupations and work an individual is involved in throughout his or her employed lifetime (Johnson, 2008) as cited by Eremie and Ibifari (2018). Also, career is the arrangement of works and other life events that combine an individual's commitment to the vocation in his or her lifestyle. According to Swati and Sushma (2019), a career does not only establish the personality of the individual, but also the concept of life and patterns of income. The identity and status of the person are derived from a career. Choosing a career comprises a reasoning procedure concerning the choice of a specific ability or work for a prospect (Kolawole, Osundina, James and Abolaji, 2012).

Career enhances the self-esteem of an individual, gives the experience of being in the right place, and helps to create a connection with the additional members of the nation (Şimşek and Öge; 2009). Choosing a vocation was not that much more difficult in the early times of human civilization because, during that fourth dimension, a career path was found according to the family setting. The Son of a cobbler turns out to be a cobbler while the goldsmith's son also works out to be a

goldsmith. With time, the processes have shifted because of industrialisation. Alternatives are available to people as well as to obtain the necessary training and hunt for a career lifetime.

Several steps or tiers are worried in career choice because of the truth that all humans are unique and has a distinctive characteristic of man or woman and mature at a particular pace, and lives in a selected environment. Career preference on this understanding can be seen as an ongoing journey. In a few instances, a character may additionally experience the trade of career interest. The idea of work is not like that of the profession. Many terms inside the profession preference situation are used interchangeably, however, the reality is that their means varies (Sears and Gordon, 2008). many terms want to visit the profession embody job, vocation, career, and work amongst several others. Kerka (2010) defined a career as a non avoidable life technique that includes some work enjoyed and existence roles. The profession includes the lifestyle history, which no longer only consists of a person, vocation, but the time spent in the faculty, network, and in conjunction with one entire life. Therefore, every choice one makes also can have an effect on his or her lifestyle in the short run and destiny.

Hooley (2012) affirmed that the professional choice is a complicated generation with the arrival of the information era. With the introduction of Industrialisation, it has made it viable for uncommon individuals to be rich given that he or she has the required knowledge. Today, one isno longer exceptional to make due to professional planning, however making exhaustive professional research earlier than career preference that allows one to regulate to the developing social-financial situations (Wattles, 2012). Generally, the scholars who are in secondary school do no longer have the correct records, approximately occupational possibilities to assist students to make a suitable career. According to Kerka (2010), the professional choice is inspired via multiple elements which include (1) Personality, (2) Hobbies, (3) Self-concept, (4) Cultural identity and (5) Globalization.

According to Bandura et al. (2001), many factors influence an individual's career choice, including his environment of processing skills, social interaction, and academic commitment. These factors can be internal, external, or both. Most people will be influenced by the professions that their adults like, while others follow their

teaching choices to open the professions for them, some choose their passion, regardless of the proportions or little or no that will create them, and others Some people choose to give them high standards for their profession. win. Students' perceptions of suitability for explicit work are also affected by various factors, including race, school year, achievement level, choice of science subjects, attitudes, and changes in student characteristics. Work (Mac Quaid and Bond, 2003).

According to Bandura, Barbaranelli, Caprara and Pastorelli (2008), every man or woman projects professional choice desire, the method is influenced with the aid of different factors such as (1) The context wherein they stay in; (2) Their non-public aptitudes;(3) Social contacts; and (4) Educational attainment. Hewitt (2010) argues that several elements affect career decision-making. He argues that most people are encouraged with the useful resource of careers preferred with the beneficent aid of their dad and mum even as others observe the professions that have been set for them by their educational choices Many people decide to look at their hobbies and desires, no matter how much or how much they turn to, while others decide on careers with very good incomes. High school students' views on the suitability for certain jobs is influenced by way of more than a few elements together with cultural background, period of schooling, and level of accomplishment.

Naturally, individuals wish to pick a career that best fits their capacity, to figure consonant with the career, and to form a profession within the career during the working life. Tsaousides and Jome (2008) described a career as a significant and essential part of daily life. According to Nugent (2013), career choice is significant as it influences student achievement in the subsequent phases of existence. Career is essential for persons and therefore nurtures the concern of the correct selection of a career. Selecting a good career choice entails considering the individual's values. Individual differences are the source of values. Values operate to assess our point of view, behaviours as well as others.

Values vary from individual to individual. According to Creed, Peter, Conlon, Elizabeth, Zimmer and Melanie (2007), concepts of career development, stress the significance of private abilities, interests, and values when difficulty is experienced in making decisions. Individual attitudes, behaviours, and thoughts are being affected by their values. Therefore, the career choice is suffering from values. An important part of the career heuristic self-discovery journey is to distinguish what is most important

to personal values and determine how they affect and promote goals. Values drive action and inspire goals. Goals help determine priorities in life and guided decision-making and have an impact on the analysis of success and happiness in life. What is being successful suggests to individual different things for other people to think about other values as you are considering changing into success. The crucial choice in the individual life is the selection of career. Austin (2010) and Stikkelorum (2014) acknowledged that the causes of challenges in making career decisions in Africa among secondary school students are majorly insufficient information, lack of knowledge, ethnicity, and deficiency in the experience of professional channels. Chapman (2010) in his study affirmed that high school career decisions can be influenced through the role of good, clear, and correct information about career options and requirements.

According to Wabwoba and Mwakondo (2011), choosing a career is an annoying process, expensive, and subject to prejudice, mistakes, or favour, resulting in detriment to students. One major challenge students experience is matching their abilities and academic performance with their career choice (Korir and Wafula, 2012). It is vital to identify the explanations that cause the selection of career because that choice launches expectancies for a person's prospects and will disturb a person's contentment with the career (Eick, 2002). Parental and peer influences also alter the selection of students' careers in secondary school, though some scholars are pushed by parents due to the social prestige attached to certain occupations such as Law, Medicine, and Engineering, among others.

The parents are the first teachers of adolescents (Adeyemo, 2005). The household offers the most important learning atmosphere and therefore blood relations perform the main role in the child's career decisions. Workman (2015) affirmed that parents performed an essential function in their children's career decision-making. Nyarko-Sampson (2013) enlightened that parents exercise emotive force on their children concerning picking of the profession by making autonomous discussion concerning the career they consider most suitable for their children. Edward and Quinter (2011) affirmed that the personal objectives of students are frequently influenced by the ambitions of their families. Literature has also reported that external social support and peers influence shape an individual's career choice significantly

(Harwood and Lavallee, 2008). Similarly, Jeofrey (2017) confirmed that the peer group influences student's career choices.

2.1.2 Career Decision-making Difficulty

Career decision-making difficulty (CDMD) is the most part alludes to challenges looked at by the person in his undertaking to settle on career-decision. These challenges are put either previously or through the technique of making career-decision (Gati and Levin, 2014). Studies revealed that as far back as a few decades the career decision-making difficulty is a division (i.e., students were classified as either prepared to settle on reasonable career-decision or not fitted to do as such). After some time, the inclination developed that customers could be diagrammed along a measurement range tied down by 'uncertain' and 'chose. This opinion was thus supplanted by the conviction that career uncertainty ought to be viewed as a multi-dimensional phenomenon (Argyropoulou and Kaliris, 2018). Different reviews have focused on the assorted perspectives on career decision-making difficulty, for instance, cognitive, passionate, and individual-associated viewpoints, and researchers have created scientific classifications and proper analytic instruments to describe complications (Gati, et al., 2011). In this way, researchers in career advising conceived evaluation instruments to discover the idea of customers' indecision and started to plan various mediations for various subcategories of indecision (Gati and Willner, 2013).

Amir and Gati (2006) depicted CDMD as inner and outside conflicts being experienced by individuals earlier and through the procedure of assurance of a career. A wide range of decision-making has been characterised as disappointing thoughtful work that needs a choice of a substitute amidst various options (Ferreira and Lima, 2010). As indicated by Gati, Asulin-Peretz, and Fisher, (2012) career decision-making difficulty had been characterised as constant, extreme, and enduring troubles in career decision-making. A person that has genuinely unfaltering examples of career decision-making difficulty for over three years with a misty career-notoriety is experiencing career decision-making difficulty (Gati, Asulin-Peretz, and Fisher, 2012). Germeijs, Verschueren and Soenens (2006) affirmed that a career decision-making difficulty is an attributing factor and not a secrecy feature, as a result of the time permanency of the idea over the time frame.

The indistinct indicators of consistent career decision-making difficulty among students are many assurances in one's choice, less endeavoring, and less battling to settle on career decisions (Saka and Gati, 2007). Written works uncover that secondary school students all through the world, Nigeria inclusive, finished their secondary training very insufficient in career information, they select career principally in light of the compensations, positions, and distinction connected to them (Salami, 2008, Migunde, Agak and Odiwuor, 2011, Omondi, 2007). Arif, Ejaz, and Yousaf, (2017) affirmed that one of the challenges that secondary school students face is equivalent to their school performance and interests with their career favorite.

Gati, Krausand Osipow (1996) anticipated three noteworthy classifications of career decision making difficulty as a method for the game plan and sorting out career decision making difficulty in a class that shows: a shortage of ability, the deficiency of data, and flimsy evidence during the career decision making difficulty process. Especially, perceiving potential regions of difficulty in decision making in career will enable instructors and tutors to evaluate and accentuate an individual's exact request and the developmental territories. Career decision-making difficulty is said to be low when career self-efficacy notwithstanding elevated the stages of undesirable thinking in the profession (Fouad, Cotter, and Kantamneni, 2009). Likewise, the vulnerability in career deciding due to career-related troubles is related to more prominent tension (Peterson, Sampson, and Reardon, 1991). Such troubles and tension can occasionally power people to hinder the procedure or abstain from a career decision-making difficulty (Gati and Amir, 2010).

The act of avoiding practices, prompting negative significances for the individual, for example, financial hitches, deficiency of business, lower self-regard, and self-efficacy. In this way, one of the most fundamental strides in viable exhorting is perceiving students' accurate battle zones and helping that person to figure out how to unravel these confusions. According to Patton and Creed (2001), career decision making difficulty can happen whenever a career is planned, however, it is usually obligated to occur at purposes of the progress of career, similar to when thinking about novice work or choosing topics in the school or courses in the University. The early long stretches of secondary school ought to be projected as the crisis in career development, as the youth emphatically scan for interest, capabilities and make related

career purposes and wants with regards to vexing their qualities and faintness adjacent to open openings for work (Hartung, 2005). Issa and Nwalo (2008) insisted that the career choice, courses of study and disciplines, and the sequential courses of occupation to seek are worrisome for students.

Another factor that could affect the decision of secondary school students is the socio-economic. The degree of socio-economic is observed as relative to the career decision-making process in cutting-edge literature (Das, Dangi, and Naik, 2020; Kurniawan, Daharnis, and Karneli; 2020). The socio-economic degree is described as the social and economic level that is decided with the aid of one's parents' schooling level, monthly income, parents' profession, and some elements related to one's lifestyles (Han et al., 2014). According to Bacanlı (1997), if one's parents have a high monthly income, master's degree, and occupation that is blanketed in the scope of economic and social high career classification, she is decided as a man or woman from a high socioeconomic level. Examining literature in this context, parents' training stage (Abdinoor, 2020), parents' career (Das, Dangi, and Naik, 2020); month-to-month profits (Bozgeyikli, Eroğlu, and Hamurcu, 2009) are additionally observed as important factors for making excellent career decisions.

According to Han et al. (2014), monthly financial gain, education level, and occupation of the mother and father also are advantageous on the skilled decision-making concern degree of the adolescent. Adolescents puzzle out their career, based on the educational levels of fogeys, activity conditions of fogeys, and month-to-month earnings (Abdinoor, 2020). Bozgeyikli, Eroğlu, and Hamurcu (2009) have researched to form clear however socio-economic degree influences adolescents' skilled maturity and skilled decision-making self-efficacy.

The performance of the socioeconomic stage on career choices is outlined in an exceedingly similar fashion via preceding studies (Das, Dangi, and Naik, 2020; Kurniawan, Daharnis, and Karneli, 2020). per them, a young adult from a lower socio-economic degree will now have to perform fashions associated with work-life and takes emotional or financial support. attributable to these deficiencies, youngsters cannot accept as true with themselves to review at instruction and gain their career goals. analysis showed that socio-economic degree is tremendous on the character and line of work power level, motivation level, and coaching needed to realize the skilled intention of the scholars United Nations agency area unit at the career higher cognitive

process level (Abdinoor, 2020; Das, Dangi, and Naik, 2020; Kurniawan, Daharnis, and Karneli, 2020). Briefly, it may be Affirmed that there's an affiliation linking the socio-economic level of men and girls and also the CDM challenge level.

Selecting the accurate subject combination will prompt the correct, competence that can make the dissimilarity among liking and hating the future career. The area where an individual lives, the individual capacities, and instructive accomplishment are such issues that impact the method of making a career choice (Bandura, 2001; Watson, 2010). The kinds of difficulty that might emerge through the procedure of deciding on career are CDMD (Gati et al., 1996). The career decision-making difficulty idea represents reasons why a few people experiencing difficulties in deciding their decision and upcoming occupation, whereas others are increasingly included and persuaded in their own choice making (Wanberg and Muchinsky, 1992). Speculative perspective, various techniques can be utilised to watch a different normal for vulnerability (Kelly and Lee, 2002). Holland and Holland (1977) to this greatest advantage and technique, supported that decision-making difficulty emerges from difficulties in close to home and word-related qualities and from the lacking indication of interests. Holland's (1959) concept characterizes individuals to have six qualities kinds that match a particular field (RIASEC) suitably.

People could be increasingly unsure about which career way to take when having a place with at least two personality types simultaneously. Likewise, an individual may have interests that are not adequately characterised to prompt an unmistakable career choice when scores are low in all personality types. Another likelihood is that people could have such a large number of interests that they cannot reach a reasonable decision when scores high in all personality types. Additionally, people with thorough aptitudes might have issues in selecting amid various choices (Holland, 1959). As indicated by Super's (1953) career development can be identified with an ordinary phase of vulnerability. Osipow (1999) affirmed the theory, prior created by Super (1953) that vulnerability ought not to be made, a decision as a consistent issue, but instead a standard stage that everybody goes through, all through their reality. Osborn and Reardon (2006) recommended that career thought starts ahead of schedule as the center school.

There are a lot of studies globally that are rich in empirical evidence that influence career decisions, a number of that square measure family impact, energy, limit, self-efficacy obvious bother, values, feeling of getting an area, gender, and race.

The dynamic of a career involves many areas and sophisticated cycles. Gelatt's (1962) reformist dynamic model offers a supporting institution for fathoming however vocation selections square measure created. The model shows the interaction of dynamic as an ongoing action that amendment more and more with the securing of additional knowledge. For instance, a vernal student is conferred to innovative devices utilised by their daddy might comprehend a way to utilize them and opt for over the long haul to select a vocation in innovation.

Neault (2010) advocates that youth square measure pre-emptive impetuses of the socio-social house. Thus, they powerfully incorporate data and writings from others to eventually build up a vault of dynamics. Result hope is one of the numerous builds that educate career dynamics. It includes the apparent results of playing express activities (that is "on the off probability that I do that, what is going to happen?"). The developed surveys youngsters read of many callings obsessed on their clear financial, shared, and vainness results. In discovered structures just like the social intellectual vocation hypothesis, profession results hope is set as a crucial middle person of job and perceptive interest and experience advancement (Nugent et al., 2015).

Nevertheless, it is not until students arrive at secondary school that picking a career turns into a noteworthy crucial issue to be cultivated (Gushue et al., 2006; Rogers and Creed, 2011). The secondary school period, is when the investigation of various career alternatives by students can proceed while initiating to anticipate post-secondary decisions, for example, going to college, exchange school, or coming into the work power (Constantine, Kindaichi, and Miville, 2007). Tang, Pan, and Super (1990) in their principle of development certified that secondary school students are on the investigation section of career development. During this period they begin to formalise and perceive their professional tendencies at the same time making basic choices concerning their career (Duggan and Jurgens, 2007; Tang, Pan, and Newmeyer, 2008). Blenkinsop (2006) found that youngsters brought distinctive attitudes to the process of making the decision, explaining the condition of these students, as the truth unfolded that they were in travail. These outlooks are:

- i. Persistent realists – those with a genuine opinion on how to realise it and had a pure idea of what they wanted to do;
- ii. Luxury pursuers – those that do not have any plans for their future, i.e. no clear picture of what they want;

- iii. Long-term preparers – these are the people that wish to work but are not essentially conscious of the area in which they desire to work but had a clearly defined progression plan and thought;
- iv. Accepting Defeat - people that settled for whatever comes their way;
- v. Assertive motivating– positive, self-confident, and stimulated by a goal;
- vi. Uncertain pessimists – dreadfully apprehensive concerning the upcoming and struggled to forecast career alternatives;
- vii. Impracticable visionaries – believed they would achieve something, but felt their success would not be the result of hard work but as a result of luck.

In any case, it is conceivable to separate between evaluative indecision, which takes after a standard stage in life like development and drawn out or far-reaching faltering, known as indecision which is a characteristic quality that conveys what needs to be in the multifaceted nature that specific spirits involvement in making decisions in any part of their life. Savickas (2004) depicted the uncertain individual as a person who was the impermanent inability to choose, however, have the imminent to construct ends depend on individual developmental stage, the accessibility of facts, their divisional training and social help and qualities of ambivalent people, or interminable nervousness and absence of critical thinking powers. Gati et al. (1996) underlined and contextualised the speculative and handy significance of the career hesitation idea and confirm that the aggregate speed of progress in the realm of work expands the number of individual sections starting with one occupation then onto the next through the lifespan of an individual.

The essential effort of counseling in a career is to aid the development of making career decisions process, mostly as for beating the confusions looked at during the activity. The way towards making a career-decision can be segmented into different parts, which include various sorts of challenges in each part (Gati et al., 1996). Subsequently, an individual may run several issues through the procedure of career decision-making difficulty that can be arranged into assorted classification, and issues with a similar character are apportioned to similar classifications (Campbell and Cellini, 1981). As indicated by Gati et al. (1996) the two noteworthy gatherings of unpredictability can be perceived transiently - those that may run over previously (absence of availability) and those that might happen upon far ahead of the start of the process of making decisions (absence of information, conflicting information).

Three fundamental gatherings of unpredictability (absence of preparation, absence of information, inconsistency of information) all have various subgroups, with a sum of ten sub-gatherings. The absence of availability can be isolated into three explicit sub-gatherings of intricacy, for example,

- i. Lack of inspiration (low inspiration to settle on a choice);
- ii. Uncertainty (the general issue in arriving at a decision); and
- iii. Dysfunctional convictions (careers view distorted and the decision-making process, illogical goals, and broken mind regarding the procedure) Gati et al.1996).

A dearth of facts became separated into four explicit subcategories of challenges:

- i. Dearth of statistics, approximately the process of making the decision (absence of acknowledging on how making fitting alternatives and, explicitly, at the means within the profession of process decision-making);
- ii. Dearth of statistics about self (where human beings sense they do not get amazing data approximately themselves, for instance, approximately their profession inclinations, their capacities, and so on);
- iii. Deficiency of data about careers (absence of learning on profession selections, as an illustration, what options are inexistent and the highlights of those determinations);
- iv. Lack of facts about the techniques for procuring information and accepting aids with career decision-making. Gati Problematic data, specific three subgroups of problems may be recognised:
 - Unpredictable statistics (where human beings sense of receiving clashing information about themselves and potential occupations);
 - Inner battles (an inward mess that floor from the hassle in getting give up on contrary features that persons perceive significant); and
 - External encounters (the hole among the desire of the individual and the alternatives of those that are significant or numerous conclusions) (Di Fabio, 2012).

Thus, prior issues at the onset of processing of making career decision complexities may develop. A few researchers (Gati et al., 2000; Leung et al., 2011) had affirmed that the absence of ability and the absence of support was made to be completely connected with problematic information. Accordingly, students should

overcome those issues before the commencement of the procedure of career decision-making difficulty which is critical, so that issues will not be mounted up to the succeeding stage. Also, it is crucial to investigate the accumulation of components that may add to the absence of status, the issues which happen before the commencement of the procedure of making career decisions.

2.1.3 Work-value clarification (WvC)

Value-clarification is a method that aids clients in elucidating their ambitions, significances, standards, make conclusions, and utilize changes in their lives. It is not an approach to counseling on mental health by itself, however, it could be incorporated into many counseling approaches in mental health. Value clarification by Taniredja (2011) has been described as a learning method to help students in accomplishing and formative a value that is measured fine in dealing with a problem that already exists and is embedded in student self in the course of analysing the value. According to Vyskocilova, Prasko, Ociskova, Sedlackova, Mozny (2015) values may be explained as essential thoughts that direct our intellectual procedures and behaviour. Halama (2007) defined values as a specific mental occurrence (outline, guide) consists of the specific assurance about relationships and associates linking to a variety of parts of an individual's external and internal worlds and demonstrations of preferred conditions and ambitions the person is motivated to achieve based on this confidence.

Values explanation strategies consistently aid persons to understand themselves more and expand low-cost aims. It is a regular treatment that permits a safe environment in which humans can recognise and broaden personal values in order to achieve the realisation of their inspirations and individualities. The therapist needs to be sensitive and be patient not to compel the client to change to the therapist's values, as it might be wrong for the therapist to force persons to build up an equal set of beliefs as their very own. Value clarification is a remedy pursuit to lessen the misery emotive and encourage powerful actions via encouragement. It enables those in remedy to discover and make clear values that have an impact on their picks and performance and persuade them to assemble on inner assets. An individual who has searched individual principles as a remedy is regularly higher and capable to perceive what drives him/her to be successful in the future and hence be capable of making extra self-directed choices.

Kirschenbaum (2013) examined value-clarification as an associate approach designed to assist individuals to build selections and selections to change them attain their aspirations, directions, and priorities and execute them through action. The research worker outlined value-clarification in terms of rich value areas in people's life that can be the resource of contentment, happiness, and meanings; origin of uncertainty and inconsistency around that individuals embrace or facilitate to obtain. It was conjointly seen as being planned to help individuals in creating life's difficult calls and picking in informative and actualising their priorities, goals, and values in these and different rich value areas.

Addressing consumer values in clinical behaviour analysis, Bonow and Follette (2009) outlined value-clarification as a psychotherapy technique that will typically facilitate a personal increase awareness of any values which will affect modus selections and actions. Co-Active coaching job Crew-Henry Kimsey-House, Karenic Kimsey-House, Philip Sandahl, and Laura Whitworth (2011) believed that after we honour our values on a daily and consistent basis, life is nice and fulfilling. With recent happenings within the world economy, one current issue that's price any analysis exploration is that the effects of value clarification on the means of individuals' act of achieving success. Value-clarifications will be used with individuals of just about all ages, from some years through adulthood. The youths area unit is concerned during a form of life contexts they are defendant of being robust to manage, self-interested, unfocused and lazy by the older generation. This defines in most cases youths' aggression towards their success orientations.

Understanding associated informative people's values would offer associate insight to relinquish them an insight to career selections and selections, perceive their setting, friends, peers, life coaches, spiritual leaders, government leaders World Health Organisation can influence their drive towards success orientations. The rigidity of students' belief in society and restricted definition of achievement will produce obstacles for those for whom these definitions are not incongruent with their success orientations ways in which kith and kin act achieving success in life (Kurucz, 2018). By increasing students' definition of success, value-clarification might facilitate scale back barriers that area unit supported students' perception of success. Providing students with the required opportunities through the value-clarification method will build them, explore and determine their values, this will enhance their success

orientations and can allow or influence their career development of a wise and future bound set of career and life expectations and, correspondingly, associate increased satisfaction with one's life. Analysis of students' perception provides valuable insight into a strong predictor of their success orientation.

Mayhew, Vanderlinden, and Kim (2010) established that students' perceptions were one of the foremost vital predictors of the impact of value-clarification on students' success orientation. Mackenzie, Fritz, and ballad maker (2017) outlined value-clarification as a dynamic method during which individuals return to grasp what they separately reckon vital in their lives by putting a reputation or label on what one values. This clarification typically happens throughout the first faculty years and it is an important amount of deciding in their several drives towards setting goals and needs for achievement. It is the understanding of what individuals reckon vital to their lives by aiding them place values thereon providing meanings to what one values.

Value clarification is meant to help individuals in creating life's difficult selections and choices; in informative and actualising their priorities, goals, and values in these and different value-made areas. Valueclarification will be utilised in a biological process or preventive means, serving to individuals work on the rich value areas applicable to their success orientations, as to how of serving to them live a richer a lot of meaningful life and avoid issues that result from the dearth of clarity. Kirschenbaum (2013) sees value clarification as a remedial counseling tool, serving to individuals work on the problems that area unit presently inflicting them, from gentle to serious unhappiness or different difficulties ensuing from lack of import clarity or apparent inability to act on their goals and priorities.

Oliha and Audu (2015) defined value clarification as the course of measure the consequence of individual value on decision-making. It decides the result of an act. This implies that a person's character can be defined by examining what he or she does. The value-clarification method helps persons to increase their awareness of their values and commune their minds. It offers a reflection on individual decent problems at which point values may be evaluated. In humanistic psychology, the value clarification approach has a hypothetical base, rather than viewing man as being responsive to the influences in the environment or the consciousness, humanistic psychology considers man as being vigorous and having the ability, at least to some

level, to assess while approving that human behaviour is subjective by the environment and culture (Bruce. 1966).

Schwartz (1999) defined values as an embedded stimulus that channels and elucidate attitudes, cognitive information processing, and behaviours. Values can affect how persons assess a variety of actions and their significance and besides how they are motivated to commence actions in diverse situations. Career is an essential power in an individual activity and its main purpose is to offer financial protection. However, a career also fulfills other emotional functions that channel development and knowledge, and it is also an expression of public activity. Workvalues establish what is significant for an individual and what they want to accomplish in their life (Warr, 2008).

Barker (1999) defined values as the traditions, ethics of behaviour, and principle measured to be adopted by a society, or a cluster of an individual. Values have been seen as important to the formation of present behaviour designs. Values mean powerfully held views about the reality of the world, about how residents should behave in general, and about the situation of life desired (Hepworth, et al. 2002). Consequently, values are connected to behavioural goals and behavioural expectations and not simply philosophical views. Cox (2002) indicated that the fundamental gene is strongly held and mutually shared value system because it adds strength to a household.

The value structure lets in persons get hold of a broader idea of animation than simply individual achievement and also to be triumphant afar. Besides, a well-diagnosed value system for a person may also be grounded in what is understood as a way of divine consolation. Value becomes either intentionally or unconsciously, a tradition for regulatory activities and making choices, as soon as it is taken. The worth then influences behaviours or modes of presence due to the fact that consideration of preference is appreciated, the options that people choose reveal their view of what is correct, honest, or what is valued at a selected time (Popkin and Souznan, 2002). It is pleasant that beliefs are recognised and behaviours are in enterprise with person's standards because many alternatives and activities all through a character's lifetime are being laid low with.

The supply of values is differences in character. Also, they feature to gauge individual performances and feelings. Values range from individual to individual

man/woman and from society to society. Individual desire is the outcome of incessant ideals that show during a specific method of existing and performance or the other manner. Additionally, it permits us to find out right and horrific, proper and incorrect. Obviously, the amazing with horrific and proper and wrong may be a cost judgment, so varies from individual to man or woman (Can, Aşan and Aydın (2006). The significance of individual interests, abilities, and values was emphasised by developmental theories of career when stating the constraints in making career decisions (Creed, et.al.2007).

Career selections live typically a significant issue within the strategy lifespan of youths as a result of it's reportable to be associated with positive additionally as harmful psychological, physical and socio-economic inequalities that persist well on such lots side the immature age into somebody's adult life (Robertson, 2014). The term "youth" is diagrammatical by the world organisation tutorial as Scientific and Cultural Organisation (UNESCO) as a load of the fluid class than a bunch of individuals and it refers to adolescents at intervals the days of transitioning from the dependent amount of childhood to freelance quantity of maturity and information of their reciprocity as members of a community (UNESCO, 2017). the quality of career decision-making will increase as age will increase (Gati and Saka, 2001).

As kids mature, they're many realisable to clarify their career otherwise as a dynamic interaction of their methodology stages and place along with the prevailing environmental circumstances (Howard and Walsh, 2011). Youth CDM is needed to travel through the sole suggests that of understanding by shaping what they need to undertake and exploring an expansion of career alternatives with the assistance of steering and arising with (Porfeli and Lee, 2012). Correct handling of the strategy affirms individual identity and fosters upbeat, job satisfaction, and stability (Kunnen, 2013).

Peoples' values affect their approaches, performances, and opinions. Hence, the values additionally have a vital effect on career desire. Career choice is an essential decision in peoples' lives. In the choice of a career it is truly well acceptable to the values, venture satisfactorily, motivation, willpower, and performance of a man or woman are high. A person may want to have the risk to grow inside a career easily. For doing the artwork the person wants, creativity is better, and adapting turns into

inventions without more issues. Generally, making a choice, mainly in youth, with a view of having an effect on the entire lifestyles can cause concern and mistake.

Options contrary to the individual's value system may result in internal emotive stress or value incongruence. People must choose to what degree their sense of right and wrong will allow them to divert from their perfect viewpoint cognitively and emotionally (Sherwood, 1993). In paying attention to the individual value system, behaviours can successfully vary in a limited scope. Though, there is room for any difference within that limited scope. The more individuals reconsider their values, the skills they want to practice and develop the better they will be at defining which work environment best fits their personal and expert needs.

Work-value clarification as suggested by Chen (2000) provides an interior strength that pushes the person to pursue permanent goals and orientate his/her behaviours, focus, and roles. The values that individuals view as the “desired end state” of their participants at work are known as work values. So these work values help in describing career pathways and goals (Brown, 2002). Chen (2000) also argued that work values control personal principles that permit individuals to assess and set tasks. On a more personal level, work values comprise the individual’s overall recognising of, orientation to, and contentment with the work. Behaviourally, performing separately from that scope would produce difficulties associated with a person’s perception of virtue, pride, unity, and emotive affluence.

Sequel to this, work-value clarification as the value method was a means that offers education capability which directs members to meditate on life and activities as they study behaviours, concepts, beliefs, and personal work-values, neither was it established and hypothesised as sensitivity training or psychotherapy (Hall, 1973). This work-value is fundamental and particularly distinguished from a person and appears to be at the very core of one's being. Work-value clarification is a technique of teaching ethics and moral ideologies that take place by getting people together to partake in their ideas and work-value clarification. According to Katz (1993), ten elementary values were identified as yardsticks that can be used in decision-making and explanation of individual choices intangible conditions. An exercise was collected in the electric setup to explain the clients’ values concerning the creation of work, which is identified as SIGI PLUS (System for Interactive Guidance Information).

Table1.

SIGI PLUS Values Explanations

The 10 elementary values that makeup SIGI PLUS are:

| S/N | SIGI PLUS | Values Explanations |
|-----|----------------|--|
| 1 | Great salary | Definite wage – as a product of work – is indispensable for each person. A wage revealed to be good may differ according to the concerned person. |
| 2 | Esteem | Definite respect is being offered to people that practice certain occupations. This occurrence differs, it is a role of the monetary and cultural situation or the societal appreciation of the profession, etc. |
| 3 | Freedom | Flexible amount of freedom in occupational responsibilities, choices, etc. function of the business. |
| 4 | Helping others | Some enjoy assisting others while volunteering their work (health care, teaching, social work, and so on). |
| 5 | Safety | Safety/permanency of the position and salary (though the remuneration may be lower somewhere else than Romania). |
| 6 | Variety | The variety of work tasks function of the occupation; some distaste |

| | | |
|----|---------------------------|---|
| | | repetitious, repetitive responsibilities or responsibilities that do not include thoughtful and preparation. |
| 7 | Headship | Some find it essential to have a chance to lead, make choices and take on accountability |
| 8 | Perform the preferred job | Some find it significant to equivalent their happiness with their job (technology, artistic production, IT, etc.), and secondary values are noted above. |
| 9 | Recreation | Some find it imperative to have enough relaxation chances in order to admit boring work, part-time jobs, with long regular breaks, and flexible hours, etc. (Relaxation events group: athletic, game, outdoor activities, collecting, building, art and music, education, theatre and culture, charitable work within organizations, etc.). |
| 10 | Instant occupation | Some think is it vital to pick an occupation that will bring instant employment, rather than go after longer and maybe die, or become involved in education and extra training for their own fortunes to increase. |

Source - Katz 1993

Katz (1993) concluded that individuals who have strong reactions to the difficulties enumerated above will make choices concerning their calling with ease; this entails the free option of personal values and not under external pressure, cognition of the consequence of their choices (resulted in renouncement or rewards) acting to cast them into practice. In line with this concept, Parsons (1908) posited that individuals prepare for a career choice when they have achieved the following:

- i. Have a precise, thoughtful of their traits (e.g. Personal capabilities, aptitudes, interests, and so on);
- ii. Possess an understanding of the whole work and the labour market; and
- iii. Able to make a normal and unbiased verdict about the association concerning these two groups of proofs.

As per most researches (Gati and Levin, 2014) on career decision-making difficulty, career decision-making difficulty is no doubt associated with a sea of information concerning the accessible career or wrong point of view about career

accessible and non-appearance of commitment to a distinct career because of inadequacy. People may have presented to fundamentals of different work-value structures which are commonly standard and positive to a systematised, down-to-earth culture and likewise assault committed to the values. The degree of responsibility to the values may shift; consequently, a clarification procedure will be expected to assist the individual inquiry and how much accurate work value should be fused. The methodology is over instructive information and not a training procedure where what is great and satisfactory is being disclosed to the customer by an educator.

Work-value clarification can be utilised as a mending methodology to treat passionate objections that imbedded in the conclusion and can likewise be utilised as a cognitive recuperating technique. Cognitive therapy as estimated by Aaron Beck is a strategy for the transformation of faulty reasoning that may harm people's passionate prosperity. Broken reasoning examples might be referred to the publics' opinion of themselves, others, and the world. The defective reasoning can be reworked and accordingly dispose of conduct and passionate dysfunctions that consequence from the broken reasoning examples (Beck, 1986).

Cognitive Therapy is put upon a model of character, that keeps up how one's acts and feels is primarily controlled by how one's thinks. The therapy is a joint method with the specialist and customer looking at the standards or speculations that guide the customer's life. The strategy is fundamental to reality testing and critical thinking. The customer's maladaptive understandings of truth are treated as testable suppositions. The verbal examination is utilised to review another understanding just as unexpectedly, proof that may bolster different perspectives and therefore lead to recuperating change (Beck and Weishaar 1995). As per Josephine and Audu (2015), the utilisation of work-value clarification as a restorative strategy ought to involve coordinating the customer in more than three stages. The stages are:

- (a) The finding or understanding stage;
- (b) The guaranteeing or recuperating stage; and
- (c) The endorsement stage.

The Discovery or Awareness Phase: Certain essential work value that might be worth to the customer is urged to be distinguished by him/her. The value is resolved to be essential if the customer accepts that it unquestionably speaks to what is great or

deserving of love. The investigation contains, considering if the value is beneficial for a person's, family, others, network, societies, and the world. Throughout the discovery/mindfulness stage, the customer starts to acknowledge specific values through a reasoning development process. To grasp the value in real life the customer should cognitively develop. The value can be genuinely grasped after it has been conceptualised as great. Value is distinguished as fundamental for a decent life now. Nevertheless, the specific value(s) being thought may not be set up as crucial to the customer's present existence. Consequently, some inconvenience in the restorative procedure might be clear. The specific value(s) being thought may take after with or be huge parts of a value framework, code, religious precept, or exercise that the individual was presented to at a prior point in time.

Asserting or Reclaiming Values Phase: The methodology at this stage is more than mental development and the work-values being estimated move more into the passionate domain. The values become more than a savvy rule, perfect, profound standard, moral standard, or wanted a leader for self, noteworthy others, family, network, society, and the world. To consolidate something new or something absent from the personality framework, the values being watch turns into the focal point of an inward tussle. The procedure of blend normally will include passionate uneasiness since it requires coordinating a conviction with practices and a lifestyle that is not at all like what has been recognised as the best. An individual must be urged to watch best practices as she/he guarantees or recovers a specific value.

This method includes:

- (1) how an individual is being treated by the other;
- (2) how others are being treated by the individual;
- (3) what was the social interaction, meaning; and
- (4) how do goals, pleasures, and opportunities relate to value?

Wong et al. (2008) defined work-value clarification as what workers believe being "right" and what opinions are judged to be suitable. Wong et al. (2008) confirmed that contemporaries have diverse traits that affect the workvalues they maintain. Workvalues are therefore what people see as necessary values and behaviour to work relation. Work-value clarification influences the behaviour of a person and regulates his/her actions. Six scales were used by Wong et al. (2008) to measure personality. These scales inform us how people feel about these values, what are the differences, and are they related to work-related values. Wong et al. (2008)

contemplated that six scales are associated with individualistic traits which affect occupational values. These are succeeding, affiliate, positive, variety-seeking, free-mindset, and diligent in attaining goals on the aspiration and the center of the career as well as the preferred level of handling challenges and goals.

The second scale named an affiliate is concerned with the social level of the person, how much do the group members miss when not around and how much will they like to be around other people. The third scale discussed is the Optimistic by Wong, et al. (2008) this is concerned with the perception of a person; how hopeful their approach is. The level of variety that a person is pursuing in their work is known as variety-seeking. The independent-minded is being measured by the degree to which the person is influenced by a group and how much a person has their views and idea. Conscientiousness is the last scale, the degree to which a person completes responsibility and the time management concerned with accomplishing these responsibilities.

2.1.4 Cognitive Information Processing Therapy (CIP)

Cognitive information processing therapy in career guidance is to engage people to create ability in career decision making and produce solutions to problems in their career. Cognitive information processing theory has contributed a foundation for career mediations that deal with the enthusiastic factors identified with making effective career-decision when related to the career advancement procedure (Reardon, Lenz, Sampson and Peterson, 2000). According to Lustig and Strauser (2003), cognitive information processing theory suggest that dynamic career decision-making difficulty and critical thinking are fixated on the useful information processing associated with personal information, professional information, abilities in making the decision, and official processing.

Personality understanding is theorised as the perception of an individual of their interests, values, and aptitudes (Reardon et al., 2000). Word-related information

is a person's understanding of his/her occupations and cognitive portrayal of the people is how the universe of work is composed. The decision-making abilities are the overall data processing aptitudes that a person can utilise to reduce the difficulty and settle on proficient decisions. Official treating contains cognition that controls the picking and classification of cognitive methodologies applied to determine a career difficulty by way of reasoning contributions, for example, self-talk, self-mindfulness, control, and checking. Cognitive information processing therapy clarified that when a person undergoes an impediment in one of the four domain territories, the individual may experience the ill effects of making careerdecisions difficult and create broken career considerations.

Making good decision development and problem-solving skills is vital for young people to make a proper selection through being capable to ruminate theoretically and rationally. Making capable decisions are predicted to be higher advanced in late youth than in the first formative years. The significance of statistics processing in making the choice has been emphasised in the cognitive statistics processing idea. The five primary steps of choice-making are defining the problem, era of alternatives, evaluation, choice-making, implementation, and assessment of the outcome. Cognitive factors like decision-making competencies and beliefs approximately are known to influence career decision-making difficulty.

Flavell (1979) defined metacognition as “cognition about reasoning” or “thought about thoughtful”. In cognitive psychology, it has been described as a form of exclusive management comprising tracking and self-law (Lai and Viering, 2012). Schraw (1998) conceptualised metacognition as a complicated construct, a multidimensional fashionable set of abilities that are more applicable in more than one condition rather than something which is the domain. The author recommended that the two aspects of metacognition are expertise in cognition and regulation of cognition. Knowledge approximately cognition incorporates three varieties of metacognitive focus; declarative information, practical know-how, and provisional understanding. Skills for planning, monitoring, and assessment are the regulation of cognition. They provide talents that are useful for the resource on top of things of cognition in a couple of domains.

Cognitive information processing is a critical element of making careerdecisions (Lemeni, 2005). This is applicable in the condition for professional choice, creation as a self-assessment of one's aptitudes, capacity to assess tasks, and

plan methods of working with the resources for the person to make the proper professional choice (Schraw 1998). The cognitive statistics processing concept addressed the cognitive information processing aspect explicitly while learning the idea of Krumboltz, social cognitive career principle, and the career mindset framework incorporates this idea implicitly. The cognitive information processing concept perspectives of metacognition are elements of the control processing area of the information processing pyramid. Self-communicate, self-cognisance, self-manipulation, and monitoring are the three necessary abilities for exclusive processing in step with this concept. Self-talk includes thoughts approximately one's choice making. Self-attention entails the capability for the identity of mind and feelings about a choice.

Control and tracking are using the understanding of self for creating a manual for decision. Deficiencies in this field can result in career decision-making difficulty, and represent an important decision selection (Paivandy, 2008). Assessment, schooling, and use of techniques suitable cognition can assist youngsters to make competent decisions in career. Aldona and Liuda (2004) stressed the importance for guidance counsellors to promote broad programs in other to assist clients boom cognitive and decision-making skills that can lead to cognitive talents which are evolved via academic mastering that is known to assist accomplishment in one's profession (ACT, 2007).

Through the cognitive information processing technique, people gain not just how to clarify the moment career dangerous and settle on a suitable conclusion, yet additionally how to streamline this learning to approaching job difficulties. Sampson et al. (2004) built up a line of the survey from the cognitive orders that displayed an alternate technique for sentiment about settling troublesome and decision making during the 1970s. The objective of the career guide is to help customers in recognising and fathoming issues (McAuliffe, 2006) and the methodology of cognitive information processing is the arrangement of a management framework to go up against this need. The model of cognitive information processing offers an approach to characterise the fundamental memory designs and thought techniques incorporated into settling career troubles and making careerdecisions when identified with career choices.

Career guides can assist customers with improving on taking care of the career issue and making decisions with the cognitive information processing model. As indicated by Sampson, Peterson, Lenz, and Reardon, (1992) cognitive information

processing model is characterised in four areas. The main present key judgment that build up its premise, is the subsequent gift, assessing customer needs from a cognitive information processing discernment, the third characteristic is the mediations tirelessly as well as the hypothetical structure, in addition to the collection of the standard in career guiding strategy which is the fourth characteristic. As indicated by Sampson, Peterson, Lenz and Reardon, (1992) the portrayal of a model of cognitive information processing to aid the mindfulness and value of the technique is as per the following:

Career conflict: A distinction between a current situation with career indecision and an increasingly fitting condition of emphatic quality. The essential persuasive power driving the critical thinking procedure is the cognitive clash is made with the condition of contrast. The nearness of a distinction brings about weight or uneasiness that people look to dispose of through critical thinking as well as making decisions.

Space issue: Each cognitive as well as passionate gadget embraced functioning retention as the individual methodology of vocational critical thinking assignment. In customers' lifetimes, the space issue includes the imminent hardship of the career, aside from every one of the problems connected with it, for example, conjugal as well as household connections, money-related weights, and the passionate states encompassed them.

Career critical thinking: Complex arrangement of idea systems associated with perceiving a hole, inspecting its causes, defining and explaining substitute courses of exercises, and choosing one choice to decrease the hole. This is comprehended at the point of career decision-making difficulty among the choices of a career issue produce.

Career decision-making difficulty: incorporate a commitment to and the doing of the vital activities to actualise the choice procedure and likewise envelops a career-decisions.

Career growth: The execution of a chain of decisions in a career that envelops a consolidated way of career through the lifespan expectation.

The Pyramid of Processing Information and Cycle of CASVE (Communication, Analysis, Synthesis, Valuing, Execution) According to Sampson et. al. 1992, the Processing of the Pyramid of Information and the Cycle of CASVE are two central arrangements of the model of cognitive information processing.

The Pyramid of Information Processing

The processing of the pyramid of information spheres is a key part of the cognitive information processing approach. Understanding, decision-making abilities, and official processing are the three key territories contain by the Pyramid. Understanding (the knowledge space) is at the foundation of the pyramid, which comprises of two sub-areas, self-informed and word-related (or alternative) understanding. The self-information contains schemata relating individual encounters to the impression of values, interests, aptitudes, and business inclinations. The combination of self-schemata brings about cognitive speculations about self. The word-related (or choices) learning area incorporates information about personal careers and ownership of a plan on how the universe of occupation is sorted out. At the mid-level, the decision-making skill areas incorporate the information processing aptitudes before taking care of career issues and decisions (Sampson et. al. 1992).

As per cognitive information processingtherapy, the assessment of readiness to settle on career choice is depicted as an individual capacity to settle on reasonable decisions on career, but contemplating the multifaceted nature of family, social, financial, and hierarchical components that affect the development of the career of an individual. The person's inner cognitive and enthusiastic ability to include in productive decision-making in a career is alluding to the ability. People might be restrained by useless considerations and pessimistic feelings if in a condition of low status for career critical thinking and making the decision. (Sampson et al., 2004, Saka, Gati, and Kelly, 2008).

Contrarily, multifaceted nature is pretty much hard to process information to take care of career issues and decision-making since it alludes to the outside and relevant elements, that begin in the family, society, economy, or utilizing associations. People, who are in the most noteworthy condition of preparation have the least contrary family, social, monetary, and authoritative components to adapt to in career critical thinking and decision-making than people in a lower state (Sampson et al., 2004, Saka et al., 2008). Certain information processing capacities must experience persistent development all through the life expectancy for a person to wind up self-governing and subject career issue solvers and decision creators.

These capacities might be proposed as building up a pyramid of information processing fields with three progressively sorted out areas (see Figure 1). It underlined

that at the base the learning space lies, while at the mid-level was the decision-making abilities area, and at the pinnacle is the official processing area.

Self and word-related information is a series of learning areas at the knowledge bases, which rests at the bottom of the pyramid. Learning about self-incorporates understanding individuals' prosperity, capabilities, competencies, and standards dependent on the present structure of one are beneficial's encounters. Word-related understanding includes one's special operational show of the universe of occupation and knowledge of personal occupations regarding their obligations and errands, just as instruction and teaching solicitations to achieve them.

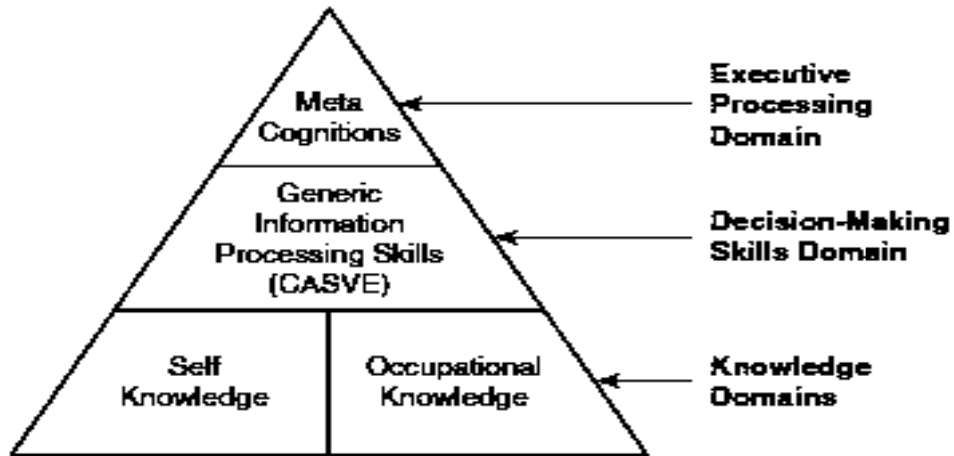


Figure 1 Pyramid of information dispensation spheres in making career-decisions

Source: *Sampson, Peterson, Lenz, and Reardon, (1992). A cognitive method to career services: Interpreting philosophy to exercise.*

The CASVE Cycle

Sampson, Peterson, Lenz and Reardon, (1992) expressed that the mid-point of the pyramid of information processing is the aptitude for making decision area, which includes normal information processing abilities that join word-related learning and self-learning to clarify issues on career and settle on a choice. A stage of repeating information that changes procedure (see Figure 1), the CASVE Cycle (articulated "casahveh"), is utilized as a general experimental to structure the career guiding procedure.

Communication (C) : An individual draws in the career critical thinking process by tolerating and deciphering/decoding information that demonstrates that an issue exists. One at that point inquiry about oneself and the earth to detail the hole (or irregularity) that is the issue. This stage additionally involves connecting with all parts of the issue space, including deliberations, sentiments, and related life conditions.

Analysis (A) : The reason for the issue is distinguished and the connections among issue parts are put in an applied framework or mental model.

Synthesis (S) : Possible strategies to dispense with the hole are figured through the production of conceivable outcomes (synthesis elaboration) and then limited (synthesis crystallization) to a reasonable arrangement of suitable options.

Valuing (V) : Each game-plan or option is assessed and organized by its probability of achievement in evacuating the hole and its presumable effect on one's self, criticize others, social gathering, and society. With this technique, a first choice shows up as the top prospect of disposing of the hole. The career difficulty is currently settled.

Execution (E) : An accomplishment methodology is communicated to actualize the selection, which transforms into an objective for the customer. Successions of pointers are spread out that will lead bit by bit to the achievement of the target. Along these lines, careerdecisionsare made when people advance toward a goal deliberately, for example, enlisting in an enlightening project or taking an occupation in a chose professional field.

As indicated by Sampson, et.al. (1992), there is an arrival of the communication period of the cycle subsequent to achieving the arrangement, to survey

whether the decision adequately withdrew the hole. In the event that the decision successfully expelled the hole, the individual takes care of consequent issues that emerge from the execution of the arrangement and if not, one reprocesses through the CASVE phase with crisp information about the troublesome, one's self, and professions procured from the first go through the CASVE Cycle. In this way, the singular understanding and professional memory of causes of action, progress with each cycle to go through.

According to Sampson, Peterson, Lenz and Reardon, (1992), the official processing space is the pinnacle of the pyramid that contains meta-cognitive parts that guide and direct the lower-request cognitive capacities. This area could indicate pondering reasoning that involves the capacity to see the individual as a professional issue solver from disconnected point of view. The space includes metacognitive segments that (a) control the determination and sequencing of cognitive techniques to accomplish an objective, and (b) screen the execution of a given critical thinking methodology to decide whether an objective has been formed.

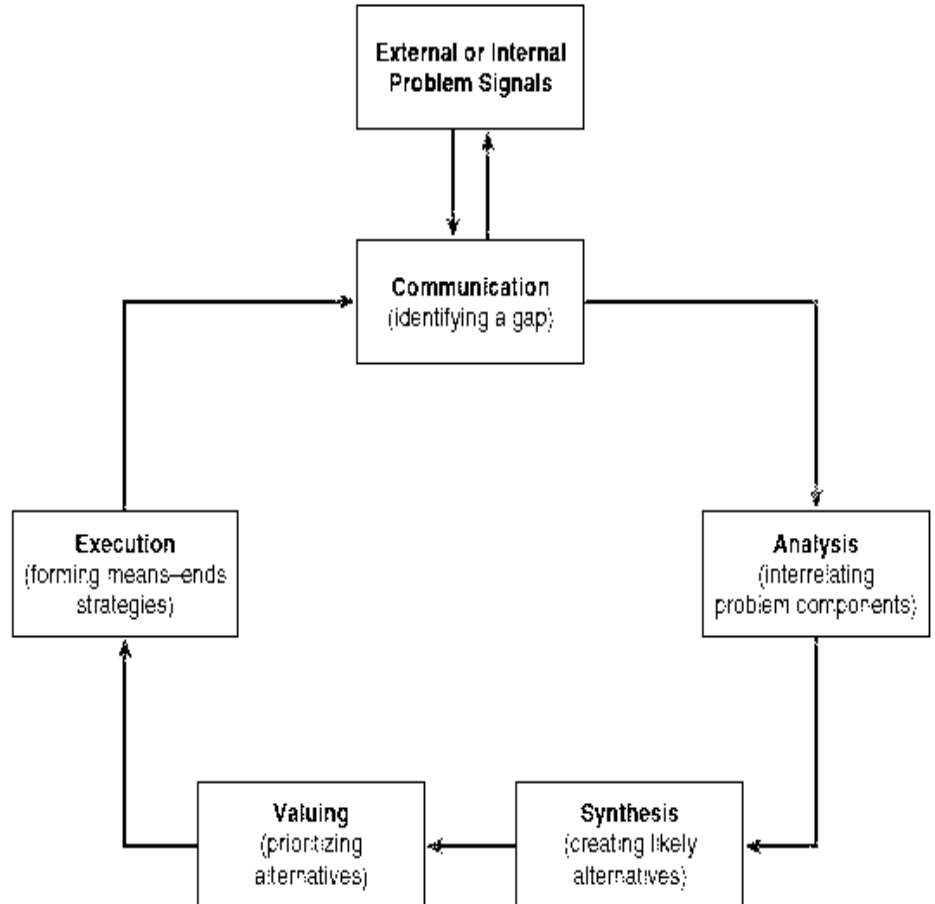


Figure 2(Adapted): A cognitive method to career services: Interpreting theory into practice.

Source: Sampson, Peterson; Lenz; and Reardon (1992).

In the context of career choice, with new evolving trends, forthcoming prospects, and encounter choices, the students must be thoughtful. The predominant market styles, practices, and job representation of different sectors need to be known. Nevertheless, the selection of career choices for the specialisation of specific desires is centered on comprehensive information and marketplace exercises. Garnesby (2013) affirmed that having enough information about career resources and providing expert career advice and counselling at the initial phases of life, shows essential functions in career decisions. Kimiti and Mwova (2012) revealed that information students received from the guidance counsellor play an important role in the career decision of students.

2.1.5 Career self-efficacy

Several researchers has viewed self-efficacy as a basic idea disclosing singular fundamental skills to be fruitful (Austin, 2010, Adika, Adesina, and Oriyomi, 2013). Bandura (2001) portrayed self-efficacy as individual trust in the capability to finish an errand in a specific perception. Subsequently, career self-efficacy is the conviction of people where they can include actions connected to appropriate career choices (Crisan and Sebastian, 2015). Career self-efficacy is the conviction of people in making a career decision wherein they can include exercises associated with choosing a way or word related to training and commitment in career during the time spent (Taylor and Betz, 1983). Adeyemo and Agokei (2010) portrayed the idea as certainty about an individual's capacity to perform viably on a specific course.

The concept of self-efficacy and decision-making had been researched within a type of population. The choices that students make will have an impact on their academic predominant, professional path, and professions throughout their lifetime. (Betz and Hackett, 1981; Harlow and Bowman, 2016; Selingo, 2016). When students are indecisive or do not have self-belief in their decision-making abilities, they will select an academic most important or professional route with which they are not satisfied or do no longer experience commitment, ultimately leading them to alternate their majors or career choices several times (Eagan, et al., 2016; Gambrell and Kessler, 2016; National Center for Education Statistics (NCES), 2017; Selingo, 2016). These adjustments delay graduation and access into their professional paths (Betz and Hackett, 1981; Harlow and Bowman, 2016; Selingo, 2016). Low ranges of self-

efficacy may prevent a scholar from accomplishing experiences outside of their consolation stage based upon their anticipation of an undesirable outcome expected.

Also, students with a lower degree of self-efficacy have a decrease stage of self-expectation and set lower-level goals for themselves (Selingo, 2016). With a decrease stage of self-expectation, students with low self-efficacy may not consider setting higher aspiration career desires (Bandura, 1977b; Betz and Hackett, 1981; Harlow and Bowman, 2016). Assisting the student to raise their stage of self-efficacy may assist them in setting better stage academic dreams, attaining those higher dreams, and therefore growing their stage of self-belief and self-efficacy. Individuals with better degrees of self-efficacy have greater self-efficacy are more willing to interact with new experiences (Bandura, 1977b; Betz and Hackett, 1981; Harlow and Bowman, 2016).

As a rule, expanding students' physical and enthusiastic prosperity and decreasing negative passionate states reinforces self-efficacy. Negative physiological excitement may turn out to be progressively common as kids progress through school to some extent in light of changing school rehearses. Eccles, Midgley, and Adler (1984) saw that the move to regulating evaluating strategies in centre school frequently brings about capacity correlations, which, when combined with other evaluation level changes, for example, expanded schoolwork and diminished instructor students' connection, can actuate more prominent degrees of tension toward scholastic errands. The bears taking note that the self-efficacy convictions students embrace when they advocate fresh errands, fill in a channel during which new information is handled. The individuals who need the trust in their capacities may erroneously translate their uneasiness as an indication of ineptitude. Such a translation can prompt the disappointment that students dread.

Alternately, students that grasp firm convictions concerning their abilities are immaculate by repetitive variances in biological excitement. Students' passion states how their translated experiences are being influenced. A critical viewpoint drives people to confuse their mix-ups as indications of powerlessness, which thus reduces their self-efficacy (Seligman, 1990). A positive state of mind, nonetheless, raises self-efficacy convictions, inspiration, and ensuing accomplishment, starting a proportional procedure that improves prosperity. Numerous components impact the manner, by

which students gauge, decipher, and incorporate data from these four sources as they make decisions about their scholarly capacities.

Career self-efficacy is a feeling about individual capacity, identifying with the assortment and nature of career openings considered a scholastic demonstration and constancy alongside career decision-making difficulty points and practices foresees the degrees of self-efficacy (Betz and Vuyten, 1997). In this way, CSE is singular convictions, regardless of whether the person in question has the expected skill to accomplish something, in assorted circumstances, it does not allude to whether an individual is experimentally capable or not, (Kantas and Hantzi, 1991).

Pajares (2002) affirmed that a person with high career self-efficacy is gifted to be fulfilled and creative when facing persisting conditions while a person with low career self-efficacy acknowledges that what he/she is doing is more diligent than this present reality. This kind of thought extends concern and stress, while it fixes the essential point of view for a person to deal with an issue ideally. Fake (2010), in like manner, considers themselves to be specialists' viewpoints concerning their very own ability to complete an undertaking. Klassen, Kwawchuk, and Rajani (2008) as alluded to in Korea and Al-Hebaishi (2014) opined that career self-efficacy is a conventional forecaster of direct and human exercises in association with professional choice.

Self-efficacy and social psychological feature theories provide a kind of suggestion that will be applied in the work setting. They will be utilised in any work atmosphere, with any task, and any demographic of individuals. These theories are also applied in a very basic sort or specific to an employer's leadership vogue. There are low-priced, merely attainable, and will be used outside the personnel. Moreover, individual beliefs are also changed, betting on the particular circumstance, the task, or somebody's previous experience (Bandura, 1977). This might be partaking to organisations, as a result, it is going to be applied to any kind of individual despite background or work history.

Self-efficacy theory suggests that increasing the self-efficacy of scholars will boost motivation and performance. The essential arrangement behind this theory is that motivation and performance unit of measurement is determined by thriving people to believe they will be (Bandura, 1982). This will be useful in the school setting, as students can develop and improve self-efficacy beliefs within their studies by specialising in the four primary sources (Bandura, 1977). Applying vicarious

experiences is also as straightforward as delivering a task model to high school for a given career refer to students. Verbal persuasion is also utilised by showing praise for college kids well done or by giving regeneration on a particular task. Verbal persuasion is also used at any time and wishes with no effort.

According to Bandura (1982), self-efficacy affects every learning and performance in students in the following ways:

- Self-efficacy affects the goals that workers opt for. For instance employees with low levels of self-efficacy square measure a lot of doubtless to line lower goals for themselves than workers with higher self-efficacy.
- Self-efficacy impacts learning moreover because of the effort that students exert on the studies, for instance, once the student has high self-efficacy they are a lot of doubtless to figure tougher to find out a brand new task as they are going to be a lot of assured in their talents than students with low self-efficacy.
- Self-efficacy can influence the persistence that someone can arrange to learn a brand new and troublesome task.

Career self-efficacy is a steady advancement. It is to some degree far-reaching aptitude that is created through time and information. Starting late it has been understood that for an individual to choose certifiable choices on vocation assurance, various segments can be critical, one thing is to show commitment in a specific expert field and something different is to have certification and the ability to profitably start the movement concerned and have the option to go into an undeniable profession (Olamide and Olawaiye, 2013). Bandura (1997) described career self-efficacy as either low or high. Also, researchers have discovered that pupils with high self-efficacy were educationally in chance than pupils with low career self-efficacy since pupils with high self-efficacy get prepared and enthusiastic to meet the meticulousness of academic and surpass desires in school article lettering since the individuals think about themselves as being dexterous of doing extraordinary in school and vocational (Ofole and Okopi (2012).

According to Nasta (2007), career self-efficacy is the trust in person's capacities to take profession-related choices (Betz and Taylor, 2001). Career self-efficacy can also be considered as individual's choices about their capacities to

accomplish vocation practices in relation to occupational advancement, decision, and change (Anderson and Betz, 2001). Career self-efficacy offers important data, sensible to comprehend the complexities of a vocation advancement process (Niles and Sowa, 1992). Betz and Taylor (2001) defined career self-efficacy as emotions that can incite an adaptation of or propelling power concerning vocation rehearses. Low career self-efficacy can affect people to concede settling on vocation choices and may deter them from accomplishing the choice earlier made (Betz, 1992). Low belief is focused on the off-kilter and off-kilter assessment of a person's capacities or previous affiliations, it regularly prompts the nonappearance of full comprehension of their ability to adequately attract uninterested vocations (Betz and Hackett, 1981). In multifaceted nature, the people who have high career self-efficacy will, by and large, foresee achievement for themselves and look for after unequivocal help and results for their professional decisions (Bandura, 1993).

These overviews showed that students with a higher feeling of self-efficacy will accomplish better scholarly execution. Along this line, self-efficacy is by all accounts a decent indicator of the accomplishment scores. High self-efficacy conviction may cause students to figure laborious to overcome associate assignments and create progress. Students with high self-efficacy oppose disappointment through diligent work and see accomplishment in diligent work, whereas students that have low self-efficacy settle for an act or create a distinction in their trying period (Pajeres and Schnut, 2001). At the purpose, once individuals have solid confidence in their capability to accomplish a selected objective, they will piece ventures towards accomplishing the target.

Past analysis, as an example, Ndukwu (2012) confirmed that a positive relationship exists between self-efficacy and grade school understudies' pedantic accomplishment. Thus, Martins (2010) and Abah (2010) likewise affirmed that self-efficacy improves school understudies' pedantic accomplishment. Equally, Williams (2010) and Egwu (2010) in their individual analysis discoveries designed up that self-efficacy impact selective service system pedantic accomplishment in spades. Ultimately, students who have self-efficacy could have higher scholarly accomplishments. The accomplishment can be viewed as something great yet troublesome.

Also, Salami (2007) settled that self-efficacy was inside and out related to vocation responsibility. In like manner, Aremu, Pakes, and Johnston(2011) established that there is a gigantic association between self-adequacy and professional duty of energetic cops. Ayeni and Adeyemo (2017) declared that individuals with high self-trust in their abilities, consider befuddled assignments as tasks not to be kept up a vital good ways from anyway as commitments to be fathomed. People will set challenging goals for themselves and further increase their commitment to achieving them. These people will be encouraged and stick with your decisions and will be disappointed even in the face of new inconveniences. After disappointment or frustration, these people can quickly restore their vision of survival.

Furthermore, Shannon (2008) agrees that idealistic views and self-assertion have effectively replaced basic conspiracy and deep dependency. Bandura (1994) supports the view that people will attribute disability to lack of effort or lack of understanding and skill, which may be academic. Researchers interpret caregiver self-efficacy as a person's belief that he can complete the basic tasks of career decision-making (Austin, 2010; Gushue, 2006). A person's self-judgment of their ability to fulfill a promise can lead a person to include or avoid explicit assignments (Tang, Pan, and Newmeyer, 2008).

Occupational self-efficacy is based on the belief in an accurate and complete judgment of personal abilities or past encounters; it usually leads to a lack of overall ability to fully catch up in many occupations (Betz & Hackett, 1981). In contrast, a person with high professional self-efficacy will generally imagine his success and look for promising arrangements and conclusions for the consequences of his career (Bandura, 1993). Generally speaking, individuals who set more significant career goals and difficulties for themselves have a higher sense of professional self-efficacy and a more deeply rooted loyalty stage (Bandura, 1993, 1997). Therefore, high professional self-efficacy must be supported and strengthened, and low self-efficacy beliefs must be tested and changed. In addition, professional self-efficacy is considered essential to achieve job performance and can truly affect work practices regardless of information and ability (Bandura, 1977; Dawes, Giles, and Rea, 1999; Niles and Sowa, 1992).

Hackett and Betz (1992) took the self-efficacy of running-related trials as an example and put forward a hypothesis about running self-efficacy. Career is described as a social gathering and solicitation of business commitments made by individuals

during their lifetime (Super, 1980), while professional self-efficacy is described as people's confidence in their ability to perform professional essays related to professional development. Elections and amendments (Anderson and Betz, 2001; Niles and Sowa, 1992).

Critical data applicable to understanding puzzling career development skills through career self-help (Niles and Sowa, 1992). Professional self-efficacy can prompt us to avoid professional rehearsal (Betz & Taylor, 2001). Low professional self-efficacy can make it difficult for people to decide to postpone their career decisions and can prevent them from completing earlier decisions (Betz, 1992). In recent decades, people's attention to career choice strategies has expanded (Reddan, 2014).

Nesdale and Pinter (2000) found that the intersection of different beliefs is a key factor in personal ability. It is conceivable that the discovery of business is a sense of professional self-efficacy. Consequently, Niles and Sowa (1992) similarly found that professional self-efficacy is the best indicator of the start of many professional practices, such as job shadowing. Previous studies have found that clarifying professional self-efficacy will have a free impact on professional exams and work problems. The four basic structures of self-efficacy affect professional self-efficacy. Lack of participation in past executions will result in insufficient replacement data and no verbal and encouraging support from others. For example, teachers, caregivers, mentors, or consultants will have the opposite option to professional self-efficacy challenges (Betz and Hackett, 1981).

Furthermore, it is speculated that arousal and arousal affect professional self-efficacy in beneficial and harmful ways (Bandura, 1982). When all of this is done, if a person's experience combines a productive and hopeful relationship, in which professional self-efficacy is enhanced and strengthened, then the person will dynamically develop an experience more and more imaginable. As a result, self-confidence develops and execution is reduced. promoted to this professional field (Strett, 1998; Super, 1963). Enhancing hope is also basic because what is usually worth mentioning is not the individual's conscious capacity, but his perception of the ability to influence the professional conclusions that society makes (Betz, 1994; Tuel and Betz, 1998). In this line of thinking, low professional self-efficacy can develop from the unfortunate understanding of the four sources of professional self-efficacy, it

is important to actively attend to the resource race to establish clarification of professional self-efficacy.

The reason for choosing occupational self-efficacy as one of the modulating factors is that many studies have been conducted on the difficulty of professional decision-making and it has been found that occupational self-efficacy variables are an important factor that leads to professional indecision (Taylor and Popma (1990). In addition, Betz and Vuyten (1997)) Determine career decision-making as the best predictor of difficulties in CDM.

2.1.6

Gender

The impact of gender on development is crucial because the human being assumes a gender role that is diffused through their cultural resources. Socialization, parenting styles, and career expectations vary by gender. Gender differences in this industry begin in high school (Adya and Kaiser, 2005). Occupation used to be seen as a journey in which simpler people enter, while women are more inclined to manipulate the family and the environment. However, this has changed with the adjustment of the social organization of the earth.

Nowadays, girls are career-oriented and career-oriented just like their male colleagues. At that time, job stereotypes would further limit the possibilities of each gender. There is a link between gender and career development (Arulmani and Nag-Arulmani, 2006). Osaat (2011) describes gender as a social structure that separates the expected roles of boys and girls in organizations or society. Gender is the biological and role differences that exist between people. This is usually the role of nature or God in human daily life. Bosco and Bianco (2015) observed that the mother's work patternsquare measure is considerably associated with lifestyle decisions for ladies and spousal lifestyle decisions for men.

The prerequisite for analysing the profession associated with decisions that are gender-free or stimulated by the usage of gender has been supported within literature (Koumoundourou, Tsaousis, and Kounenou, 2011). Numerous researches discovered differences in gender in various elements of career progression like career

adulthood, profession, deciding self-efficacy, and careerdecision making. Albion (2000) decided that gender variations in professional decision-making difficulties have been similar among boys and girls, if career expertise was higher in boys, while flexibility concerning careers and motivation was visible to be higher in girls. Millward et al. (2006) mentioned that the presence of strong gender stereotypes has an effect on professional choices.

Lal (2013) also discovered higher vocational maturity in girl senior secondary students than male senior secondary students. Many interventions are developed in the world to assist college students overcome career-associated indecision and make suitable choices. The review suggested mixed help for gender differences in different factors of identifying a career. The effects range, with some researches, displaying gender versions on the additives of professional development like profession improvement and profession choice self-efficacy whilst others did not display comparably. Most of the researches all through this location are quantitative. Qualitative records may carry out the subtle characteristic that gender socialisation performs in influencing career choices.

Gender has been described by Feldman (2009) as a status of female or male as informed by the community or social separations and variances slightly than natural ones. Gender is revealed as a status of being female or male as described by culture. Gender has perceived as males and females. It construes that different qualities go with gender as described by the society. Women can partake in manly ruled careers as well as men take an interest in what is viewed as women's occupations as portrayed by the overall population. Career choice is one noteworthy decision that every individual makes a portion of the time in his/her life, it is a decision that nobody ought to submit a blunder about since what an individual achieves professionally impacts him in the present, similarly concerning a stunning leftover portion.

The career choice by an individual determines the type of associates such individual keeps, where he/she stays, how to contribute additional vitality, where he/she thrives, and other associated components. After the budgetary opinion guide, one's compensation toward the month's end (or at whatever point period) is constrained by the work done and assessing this condition. Denga (2001) stated that picking suitable occupations is the utmost problem or a veritable choice makes by an

individual. In a comparable vein, Kinanee (2004) appraised that the most mind-boggling issue standing up to youth today incorporates picking a viable and fitting occupation, preparing for it, getting a charge out of it, and keeping it.

In the past, the ordinary framework in Nigeria as shown by Kinanee (2004) word-related tendency was not often an issue since a person needs to take up an occupation trusted on the individual being referred to by their parents after the summary of the circumstances encompassing the relations. Youngsters were asked to take over their father's career; also youngsters take to the occupation of their mothers, and presently, in Nigeria, the customs are not in existence. The demonstration of overseeing career by parents and more established people to their little ones has halted to be down to earth and incredible. This is in light of the fact that the Nigerian economy has ended up being so eccentric to the degree that creating word-related selection may be a fantastic difficult and confusing problem for the youths (Eyo and Edet, 2011).

2.2 Theories of Career decision-making difficulty

Social learning theory

The social learning theory of Albert Bandura hypothesized that individuals gain from one another, by observation, pantomime, and mud plan. The principle being known as a framework among behaviourist and cognitive learning theories. It incorporates thought, support, and motivation. The social learning theory of Bandura highlights the critics of watching and exhibiting the practices, positions, and enthusiastic leaders of others. Bandura (1977) states: "*Learning would be exceedingly challenging and additionally precarious if societies expected to depend totally on the consequences of their conduct to illuminate what to do. Fortunately, most human direct learning is acknowledged through observation, illustrating from watching others, and structures a thought about how new practices are achieved and on later events this coded facts fills in as a guide for action.*"

Social learning theory describes human lead with respect to incessant equivalent collaboration between cognitive, direct, characteristic effects. A principle of learning methodology, as well as societal direct that suggests that different practices can be secured by watching and mirroring others, is social learning. Bandura (1971) described learning as a cognitive strategy that happens in a social setting and can happen completely through observations or direct learning. In like manner, to the

impression of lead, learning further happens more in the view of compensations and controls, a technique identified as a vicarious stronghold (Bandura, 1963). Right, when a particular directive is compensated reliably, it will then likely drive forward; then again, if a particular lead is constantly rebuked, it will stop.

Bandura's theory upgrades the cautiously social interpretation of showing given by Miller and Dollard (1941). Bandura's work is related to the speculations of Vygotsky and Lave which also highlighted the central occupation of social learning. It is in like way basic to refer to that only one out of every odd single lead is effectively watched. Segments including both the model and the understudy can accept work in, whether social learning is compelling. Certain necessities and steps ought to be viewed in likes manner. Going with development is taken in the observational learning and showing the process:

- i. Attention: In solicitation to examine the center you require. Anything that possesses your thought will adversely influence observational learning. In case the speculative record is captivating or there is another piece of the site, you will undoubtedly give your entire respect for learning.
- ii. Retention: The ability to store information is in like manner a basic piece of the learning philosophy. Upkeep can be struck by different characteristics, anyway the ability to draw up the information later and work on it is critical to observational learning.
- iii. Reproduction: Once you have concentrated on the model and held the information, the opportunity has arrived to play out the direction you viewed. Further daily practice concerning the academic lead prompts improvement and inclination development.
- iv. Motivation: Finally, all together for observational learning to be productive, you should be convinced to impersonate the directives that have been shown. Backing and order expect a huge activity in motivation. While experiencing these sparkles one can profoundly be reasonable, so others can observe a type of help or control. For example, if you see another student compensated with extra credit for being in class on the calendar, you may start to seem a few minutes ahead of schedule each day.

In 2002, Bandura differentiated 3 modes of agency: a) Individual agency exercised individually; b) proxy agency throughout secure the specified outcomes by

manipulating others to act on their behalf; and c) joint agency all ham it up on to make their futures. Students in high faculties were influenced by these 3 modes once they need a career, amid many careers that are accessible. The vital facet of social learning that's associated with this study is experimental learning. Observation by learning has been the most source of human learning through modeling. Creature forms rules of behaviour through observation and on future occasions, the coded data is a guide for action. However, during this study, social learning theory would be used jointly with other theories as a framework to see the impact of work-value clarification and cognitive information processing therapies on the management of career decision-making difficulty among selective secondary schools in Osun State, Nigeria. The explanation where social learning has relevancy to the present work is that social learning needs to do with learning with observation and therefore the two therapies utilised in this study associated with teaching and fitting of leaders that the scholars will ascertain or use to see their careerdecision.

2.2.3 Roe's personality development theory

Like every other theory of psychoanalysis, Roe's theory of need vocational choice suggests that career choices are a component of personality. In Roe's theory (Roe, 1957; Roe and Siegelman, 1964), early encounters (especially those happening in the family) influence the development of the necessities as proposed by Maslow (1954). The satisfaction of these necessities discovers how much the various needs, empower a person's professional conduct. There is some vulnerability concerning what Roe implies as far as the connection of career to sorts or two degrees of the necessities.

A rundown of necessities including people's sentiments concerning work was distinguished and arranged by Roe in his examinations. Substantial prosperity, requirements for nourishment, requirements for action, and a requirement for self-acknowledgment through work are regular strings in his investigations. Roe kept up that individuals do not work intentionally to bring home the bacon, yet "significantly more is incorporated and foreseen of a vocation than a check" (Roe and Lunneborg, 1990). Roe's (1956) theory was prior considered as it impacted speculations of career interests, yet additionally of extraordinary significance is Roe's personality development theory. Roe was a certified clinical analyst, began her theory of development through perceptions of craftsmen and research, researchers focusing on

"likely relationship between work-related conduct (not simply choose) and personality" (Roe and Lunneborg, 1990).

Roe set up that careers make the primary focal point of people's lives through conclusions and achievements, for instance, "social and monetary status lay additionally on the career (of the individual, the dad, or even less usually now, the husband) than some other thing even riches" in our way of life. In 1948, Roe went to Maslow's sequence of knowledge of needs, involving physiological needs, wellbeing needs, the requirement for having a place and love, required for significance, regard, self-regard, freedom, the requirement for information, the requirement for understanding, the requirement for excellence, and a requirement for self-completion. Maslow's theory recommended that individuals place more prominent significance on rudimentary needs, for example, nourishment, sanctuary, and security before being skillful in articulating needs on the more elevated levels, and, thus, these different needs stay unattainable to the normal individual until those basic needs are satisfied.

Roe puts importance on the parent-child relationship and their final result upon temperament. She subdivides these relationships into six categories: 1) affectionate, 2) Overprotective, and 3) exigent, manufacturing a serious orientation towards persons, and 4, Casual, 5) Neglecting, and 6) Rejecting, leading to orientation removed from persons (Isaacson, 1971). The weakness here is that correct analysis would have to be compelled to follow a toddler into maturity that makes early counselling tough if supported this principle and conjointly doesn't take under consideration parental behaviour which may be inconsistent. In addition to this, many other factors can influence vocational counselling outside the home that was not taking care of by Roe.

Roe accepted that careers in the present-day organisation can give satisfaction at all degrees of poverty. Roe (1957) analysed the relationship of hereditary blessing and condition as fundamental in starting a youngster to get an individual or nonperson direction and to lead a person to pick the work that necessities cooperation with others, either high or low floors. Roe (1957) portrayed widely in her theory, yet others. Osipow (1973) as well as Walsh and Osipow (1983) have outlined it as follows:

- i. Genetic legacy, including scholarly capacities, disposition, interests, and capacities are set as breaking points of potential development;
- ii. Distinctive individual learning is being influenced by the general social childhood and financial status of the family;

- iii. Individual capacities led by inadvertent consideration decide the example of the development of interests, mentalities, and other personality factors that have not been controlled hereditarily;
- iv. Early achievements and annihilations resulting from the family circumstance, particularly relations with guardians; i.e., overprotectiveness avoiding, or affirmation of the kid.
- v. Maslow's (1948) needs to turn into the most grounded help will be characterized by the degrees of necessities fulfillment.
- vi. Finishing up the structure of clairvoyant energies, i.e., the significant determinant of interests is consideration coordinated; and
- vii. The fulfillment of necessities and the power with which an individual feels (Maslow, 1948) needs to learn the level of rationale to accomplish.

In 1956, Roe was disappointed with existing arrangements of careers and a register of eight professional gatherings, together with administration, business affiliation, association, building science, outside, science, basic culture, and expressions/amusement was developed. A bit of the gathering was part into 6 degrees of responsibility, ability, and attitudes required at each point to work.

Roe's theory has added information to the huge jobs of occupations in the lives of people. It was noted by Walsh and Osipow (1983) that Roe's most noteworthy achievement may rest in the job of her two-way work arrangement and the impression of individuals versus thoughts implying that individuals will either have in a direction toward individuals or a direction away from the incredible unwashed. The manners in which advisors work with customers have changed by these two thoughts.

2.2.4 Life career theory (Miller-Tiedeman,1963)

This study was anchored to Miller-Tiedeman's life career theory, which considers that man is in charge of his conduct since he has the limit with regards to selection and dwells in a sphere that is not deterministic. The job of teachers and others in the helping professions is to help individuals acknowledge this obligation of having their lives, and to build up their ability for choice, consequently accomplishing more noteworthy authority over their very own conduct and the earth. Turning into the model of one's future methods driving one's life deliberately is making and finding significance in one's life through intentional activity; to put it plainly, turning into a

compelling decision-creator. The focal point of Tiedeman's way is to deal with career development, therefore during the time spent on decision making; that is, the nature of this procedure; the elements impacting the development of this procedure; and the methods whereby this procedure can be upgraded or improved. At the start, it ought to be expressed that decision-making is not exclusively a target, briskly sound, cognisant procedure. It includes dreams, feeling, volition, drive, as comprehension.

Tiedemann and Hara (1963) established a decision-making model which looked to join individual mindfulness with proper outside information. They thought about the job and procedure of individual determination and decision making were missing from the current hypotheses of career development. Tiedeman and Tiedeman (1990) expressed that their principle does not anticipate the conduct of people rather individual reality, they did not accept people need to experience all means altogether; rather, they propose that a few stages may happen all the while and that decision might be turned around. Tiedeman and Tiedeman (1990) established that the procedure of development of career happens during a persistent procedure of separation and restoration. The procedure of word-related change and change by and large allows open doors for separation and rehabilitation. They proposed that a key errand for people is to isolate individual substances from regular substances.

Individual truths are acts, considerations, practices, or bearings that individuals believe are directly for them and common truths are society advice given to individuals. Tiedeman and Tiedeman (1990) hypothesised that familiarity with decision-making is identified with career headway. They were of the view that usage of individual language to depict their career reflects their convictions about themselves (Miller-Tiedeman and Tiedeman, 1990). Perception of the gentility of one's close to home reality emerges from the advancement of constancy in one's words and activities. Accept that individuals are self-arranging frameworks, fit for making their substances and following up on their words. Self-development and career-making are forming life as you need it, considering yourself to be the originator and manufacturer of your life (Miller-Tiedeman and Tiedeman, 1990).

The team accepted that people are inclined to detaining themselves in business as usual rather than developmentally liberating their soul to take off in the domains of what may be. To enter the domain of what 'may be,' they propose that individuals need to move into the self-mindful degree of conscience development and use "I" control. Mill operator Tiedeman and Tiedeman, 1990 proposed that individuals' whole lives are

their careers and that, on the off chance that they become masters at tuning in to their very own astuteness as opposed to cultural directs, and that they will plan for whatever career changes that are to come. Life career-mirror the possibility that career is life and life is a career; underscores reason, not work (Miller-Tiedeman, 1988).

There is a lot of criticism of Tiedman's theory for being surrounded by an unclear word. Its conceptualization was outside the setting of an individual and was small and undistributed because his school of thought also follows. These picked speculations are important to the study since it encourages students to build up their career processing capacities and additionally help them to assemble their abilities as solvers of career issue. Likewise, these hypotheses are pertinent to this study since it helps to see students as a predominantly cognitive practical that emphasis the development of making career-decision aptitudes.

Also, it stipulated that the job of teachers and others in the helping profession is to help students or people believe that an individual is the architect of his/her life. The individual is the determinant of their life. We are not living in a deterministic world where the world determines what an individual will be but it is the individual that will determine what he/she want to be. Cognitive information processing has to do with teaching and educating students and given the necessary career information. According to Tiedman (1990), this helps students as a predominantly cognitive practical that emphasis the development of making career-decision aptitudes.

2.3. Empirical Review

This section reviews related literature in relation to the variables covered in the study (Work-value clarification, cognitive information processing therapies, career self-efficacy, and gender in the reduction of career decision-making difficulty)

2.3.1 Work-value clarification and career decision-making difficulty

In his research, Chuan (2009) identified the relationship between values, interests, achievements, and professional indecisiveness of freshmen and the findings revealed a negative correlation concerning values, interests, skills, and career decision-making difficulty. Ravlin and Meglino (1987) conceptualised and provided a dimension of work value. So far, the effect of job value on personal job fulfilment, dedication as well as decision-making has been examined. Workplace value has not

been connected to career-decision making. Using the sample of professional degree students and policy capture design, the impact of work-values on career choice was studied in the context of previously identified task attributes that would influence the decision-making process.

Kaygin and Gulluce (2013) revealed that there is an important link between career choices and private values. Also, it established that an important connection exists amid the personal values and sub-dimensions of career choices. Regular subjects have been completed; highlights in the field of alternative occupations. Another comparative study that involved two groups of students in high school who partook in the courses of career decision-making difficulty showed that those who took part in the course were less likely to be indecisive in their careers than those who did not participate in the comparison (Savickas,1992). Middle school students that are about to graduate experience academic challenges in the face of final testimony, admissions into college, grant and monetary assistance application processes, and come into a reasonable job market. Kaygin and Gulluce (2013) revealed the significant connection between the choice of career and the value of the individual in their study. Also, sub-dimensions of career choice and individual values were confirmed to be significantly related.

Choi, Kim, Jang, Jung, Ahn, Lee and Gysbers (2013) in their study affirmed that direct and indirect cost influences career self-efficacy and selection of career. The intrinsic values encompass a range of stimulating work, like assisting people, autonomy in paintings, management, and responsibility. The incentives from those intrinsic values are not physical, but final and lasting than physical rewards, for example, fat salary. A man or woman who chases intrinsic values is more liable to realize his/her needs in the long period because the incentives of those values are not smooth to urge in the course of a brief quantity of a few. Also, the incentives can replicate that individual identity is greater things concerning him/herself because they capture what interests them and what is important in their work (Post-Kammer, 1987) Choi, Kim, Jang, Jung, Ahn, Lee and Gysberg 2013)

On the alternative hand, extrinsic work values encompass high income, activity security, rapid and smooth access to the process, leisure except for paintings, These are also critical factors, yet they specialize in the outside traits of labor. The person that chases extrinsic work values is possible to take jobs lightly, because they

may be trying to seek out matters that are not vital parts of the pictures (Walker, Greene and Mansell, 2006). The survey also pointed out that young people often change their decisions over time, even those who make choices at the outset. The advice in this area is that young people will receive both modified and multimedia funding. The research subjects are female college students who have been hesitant in their careers, professional group counseling, waiting list control group, and other career counseling group. Gaffner (2002) found in the survey of college students' indecision and occupational uncertainty-related factors that appropriate interventions are more special and extreme, probably because of students' characteristics and learning level with the correct understanding of the close relationship.

The different developments in cognitive, emotional, and behavioural functions of young people may equate to different parenting styles in the family (Baumrind, 1971). Koumoundourou, Tsaousis, and Kounenou (2010) adopted a tolerance, authoritarian and authoritative parental approach in their career decision-making difficulty definition to examine the career decision-making difficulty of Greek students. The answer suggests that students who use an autocratic approach can make positive predictions concerning Career decision-making difficulty. Students of Greek whose parents using strict parental controls can result in career decision-making difficulty.

2.3.2 Cognitive information processing therapy and career decision-making difficulty

Lauren (2014) in his survey of cognitive information processing therapy to gather career directing with outwardly disabled veterans, found out that the use of the cognitive information processing means to deal with career guiding using veterans individual cases, discovered that such applications, essentially develop in the direction of making career-decision and enhancing fulfilment. Researchers at Florida State built up a career critical thinking and decision-making theory which is known as the cognitive information processing approach. Likewise, the structure of a cognitive information processing technique to career directing, for example, training, homework, offer assets, and enable customers to finish up examinations have been found to add to positive career results (Ryder, 2003)

Gaffner and Hazler (2002) in their study inferred that absence of information about the career and absence of personality mindfulness was associated with career decision-making difficulty amid students entering school. Lisle and Illinois (2012) in their study of the effect of cognitive information processing intercession on students in first-year non-career development of school courses, found out that broken career contemplations of the mediation gathering were fundamentally diminished, and assessment of individual substance territories for the intercession gathering uncovered diminished scores, demonstrating improvement in all zones. Clemens and Milsom talked about the importance of CIP theory that works with enrolled army staff that changing to regular citizen faculty and encouraged that the speculation ought to be used with current military assets. Paivandy, Bullock, Reardon and Kelly (2007) inspected the connection between individuals' decisions, convictions about themselves, and their CDM. Most importantly, they found two prior new factors, styles of decision-making and speculative idea design. The outcomes prescribed that boosting and reflection identifies with an off-base careerdecision.

Career decision-making difficulty is an important matter in the factor of existence. CDMD is motivated by many factors such as degree of self-understanding and career information, interfaces with own personal associates, spiritual connections, and observed gender roles. For instance, Beggs, Bantham and Taylor (2008) completed a combined method and had a look at the guidelines of the psychological manner of the college students. The outcome indicated that the benefits in terms of significance in principal choice are: in shape with interests, course/crucial characteristics, technique appearances, economic kindnesses, social gains, and facts examine. The outcome revealed that SE (consequence) and professional expertise (task features) are the important elements in careerdecision-making.

Application of the CIP method in career decision-making difficulty pertains to students undergoing CDMD who typically lack the know-how, capabilities, and abilities to take brilliant conclusions. Though students categorised as suffering from career decision-making difficulty are commonly inspired to make a trade-in career course, but are not positive on what steps to take, and career decision-making difficulty problem takes place when students feel uncertain of what to do to create a professional variation or they generally lack the require and know-how to make career-decision that is sound and active. Since the cognitive information processing method is rooted

within the version of trait-and-component which includes the modern-day improvement in the area of cognition (Niles and Bowsbey, 2009) which the counsellor can use to assist clients to explore self-information by the use of applied character and curiosity appraisal. The self-efficacy forms the foundation for career selection.

The counsellor influences clients in discovering the career. There are several techniques to know the expert world, for instance, customers ought to use the career evaluation method consisting of discovering to discover the advocated task groups and professional areas, or students need to peruse the net to apprehend the necessities and features. Counsellor familiarises the client with the cognitive information processing pyramid model as well as the first and second steps as the know-how areas of the pyramid version. Clients encountering career decision-making difficulty are typically stimulated to involve in the career assessment interests, and with the resource of accepting cognitive information processing and pyramid version, students are armed with crucial understanding and gear to effect a knowledgeable selection.

Also, for the foundational ideas of the cognitive information processing method, McLennan and Arthur (1999) recommended an enriching outline to solve the issues of career, solving, and making choices with counseling. These researchers revealed consecutive technique that includes seven-step series of interventions: preliminary interview, initial review, trouble definition, goal formulation, individual study, plan improvement and, execution and follow-up. McLennan and Arthur (1999) additionally supplied an assessment program of the changed cognitive information processing outline for career decision-making difficulty and decision-making. McLennan and Arthur (1999) explored that there are two foundations to make a sound evaluation programme. The software for a theoretical framework is far primarily based on the most modern-day literature, and it has to have easy relevance to the particular desires of the affected. Also, the software package must have assessable goals if you need to decide the efficiency.

Shoffner (2006) considered cognitive information processing as a unique method that can be used with clients who are fascinated and motivated by direct decision-making. Furthermore, the software in the cognitive information processing model focuses the measurable purposes. The number one goals as stated in McLennan and Arthur's (1999) assessment are coaching clients' abilities in recognising and dealing with barriers to the precise career choice-making, to design and put in force action plans

collectively formulated with the use of each of the two goals. The earlier purpose may be met through watching a client's demonstration of choice-making capabilities, interviewing talents, and assertive competencies. The second may be examined by using the change in the totality of the man or woman and getting to know the plan as a supplement learning fabric from the cognitive information processing model (Sampson et al. 1993)

2.3.3 Gender and Career decision-making difficulty

It is important to understand the influence of gender in the professional movement since it is imperative to give the appropriate intercessions to career improvement (Niles and Harris-Bowlsbey, 2012). Studies had indicated that gender contrasts are seen in word-related efficacy, primer development, and career choice regardless of equivalent access to instruction and careers (Bandura, 2006). Numerous researchers that worked on the connection between CDMD and gender recommended that gender is not associated with the vulnerability of career (Neice and Bradley, 1979; Osipow, 1990). Contrarily, Gianakos (1995) and Gati et al. (1995) in their examinations recommended that gender impact decisions in a career in the substitutes studied and indefinite choices, even though these impacts do not reliably show up on the students' level of determination (Krieshok, 1998).

It might likely be that effect of gender characteristics on career decision-making difficulty is progressively evident in societies where ladies are not given similar chances to settle on career choices as males (Mau, 2000). Gati et al. (1996) established that there are no gender contrasts in their example when research career decision-making difficulty. Also, Zhou and Santos (2007) discovered that students who were girls got extra demanding situations contrasted with students who were male amid British members while no significant gender contrasts were recorded amid Chinese members when looking at British and Chinese worldwide among students perusing in two British Colleges.

Settling on choices in regards to a career is a significant undertaking for youngsters. Reliable with formatively engaged vocation hypotheses, this cycle starts to happen in elementary school when youngsters create their inclinations and start to see how their capacities identify with the universe of work. It proceeds for the duration of the life expectancy (Hartung, Porfeli and Vondracek, 2005) even though significantly more is thought about choices of career made by adolescents than more youthful people. Not all youngsters settle on career choices without any problem, also, many experience scenes of uncertainty before choosing a lifelong way (Fouad, 1994 ; Tinsley, 1992). A few creators gauge as numerous as half of the understudies' insight profession hesitation (Gianakos, 1999) that is not amazing with the quantity of vocation and instructive choices accessible, and require to see way individual requirements, qualities, and objectives meet with these choices.

Career choices may likewise produce lifetime aftermath, as they can submit an understudy to a specific profession way to include significant stretches of instruction and preparation ahead of coming about the real vocation. Accordingly, vocation hesitation is a significant point in professional brain science. career-decision difficulty can be seen as a typical reaction when youngsters are needed to settle on a lifelong related choice. It may happen whenever a vocation is considered, yet is particularly prone to happen at vocation progress focuses, for instance, when contemplating low maintenance work or picking school subjects or college programs (Patton, 2001). The study showed that the first long stretches of high school are limit in career advancement, as this can be once kids effectively investigate their inclinations and aptitudes and make profession connected objectives and yearnings with regards to testing their qualities and shortcomings against accessible work openings (Hartung et al., 2005).

Gadassi (2012) reported in his study on career decision-making difficulty, male members confronted fewer challenges when contrasted with female members. Ginevra(2012) attested that ladies counseled all the more often on their decisions, ladies associated with social event information, put in gigantic endeavors in making a career-decision while men score higher on the pace of official conclusion making. Bacanlı, Eşici and Özünlü (2013) revealed that scores on readiness, lack of information and troubles identified with the conflicting information subscales of the career decision-making difficulty questionnaire were lower for young ladies concerning

young men. In the final class, the magnificence of the decision in career expanded the seriousness of difficulty in decision-making. In a similar work between the United States and Turkish secondary school research, female students were at the hindering when all is said and done, researchers in the United States revealed more prominent career decision-making difficulty issues in respect to Turkish students (Tagay, 2014). Watson (2010) in his study of desires for social sort occupations and analytical kind of occupations, found that most young ladies trying the social kind of occupations while young men are hopeful more for the insightful sort of occupation. A similar review revealed that more than 80 % out of all the examples tried high-status occupations (Watson, 2010).

Bandura (2006) studied gender variances on the extent of expert efficiency, career preference, and individual development. More studies, for instance, those made with the help of Betz and Hackett (1983) studied gender differences in lifestyles related to self-efficacy in career decision-making, mainly related to expert guidance, which is more important in adolescents. Generally speaking, adolescent boys feel stronger when working in a technical field, while adolescent girls experience higher efficiency in traditional occupations of their gender (Bandura, 1997, 2006). In the research conducted by Gianakos (2001) and Marlino and Wilson (2003), it was observed that even for boys and girls, boys have similar levels of self-efficacy, but there are gender differences in some important areas, especially in mathematics, finances, decisions making and resolutions. The females have the low level but have considerably higher outcomes in making plans and collecting statistics on the career they desire to pursue.

Whitmarsh, Brown, Cooper, Hawkins-Rodgers and Wentworth (2007) studied qualifying career designs for gender. The reason for their study is to observe the resemblances and dissimilarities in the professional routes of girls' and boys' careers that made career alternatives based on gender. The result revealed that career decision-making difficulty is one of the six troubles that occurred. Likewise, it was observed that the females who decided on lady-ruled careers most frequently made career-decision in advance and were motivated by their mothers and peers. Contrarily, ladies who selected gender-unbiased careers were inclined to make career choices late and had been inspired by the use of more versatile human beings together with peers, career

counsellors, and superiors. The outcomes from the literature review encouraged that career decision-making difficulty is a complicated method that consists of many factors, which deserve to be well-organised and focused.

Correll (2014) worked on how social convictions around the gender differential affect the early career-significant decisions of grown-up guys and ladies. The researcher considered how social feelings about gender are bantered to bias people's perspectives on their ability at a few careers-significant assignments, changing for genuine capacity and the degree that people follow up on gender-separated perspectives when making career decisions. Corell (2014) discovered that gender contrasts happened in choices concerning a career in science, mathematics, or building. Conversely, Ibrahim, Wambiya, Aloka, Raburu, (2014) indicated that prior examinations on gender conflicts and career decision-making difficulty of males and females are incredibly arranged towards post-secondary training, yet young ladies somewhat altogether outperformed the young men in their availability for all the more schooling after secondary school. However, the study likewise found out that students' gender seemed to convey insignificant power on the likeliness of arriving at career-decision.

Zhou and Santos (2007) conducted research on the difficulty of career decision-making, focusing on social and gender comparisons, and found that male students have fewer challenges in career decision-making than female students. Similarly, Newton and Grayson (2012) in their research on why people avoid very few occupations, before observing people's professional values, they presented a genre of general descriptions of things used to quantify these value abilities in two meetings. . The authors found that gender affects procedures and trends in various environments. Another work supervised by Cross and Madson (2013) in Minnesota found that when adult men and women are photographed representing their lives, women choose more pictures of other people, while men take more pictures of themselves. Photo.

This finding indicates that adult women have a pattern of self-characteristics that depends on social relationships and contact. On the contrary, the social behavior of men and women can also translate into contrasts in relationships. Cross and Madson (2013) noted in detail that American men generally consider themselves self-sufficient, while American women consider themselves dependent on others. Autonomous or related cognitive information processing can affect the basis of perception, stimulus, and feeling about career options. Maxwell and Eremie (2014) carried out a corresponding analysis of the variables that affect the career choices of school adolescents in Rivers, Nigeria, and found that high school and male and female students have major conflict decision-making. career, such as occupational distinction, gender. similarity and influence of guardians.

Gati, Krausz, and Osipow (1996) developed the Career Decision Difficulty Scale, which is structured to find gender differences in the challenges young people face when making career decisions. The subscale of the Career Decision-Making Difficulty Scale (CDDS) is the lack of preparation, the lack of information, and the difference in information. It measures the uncertainty of students' current career choices and the realization and affirmation of their decision-making status. In addition, it also assesses the degree of student challenge. As Salami (2010) pointed out, the connection between gender and career decision-making, self-efficacy, and experimental testing further found in career decision-making, self-efficacy, school importance, indecision and difficulty in making career decisions. Conversely, researchers (Agyropoulou and Sidiropoulou-Dimakakou, 2006; Betz and Taylor, 2000)

set up that there was a noteworthy significant occasion of gender on career self-efficacy. This logical irregularity in different branches of knowledge makes it hard to make ideal inferences about the particular examples of male children and young ladies with regards to gender issues on career decision-making difficulty troublesome. Fabio, Palazzeschi, and Baron (2012) in their impression of career-related hindrances and decision-making troubles found that gender has an important impact on the progress of career grown-up of females and social minorities. Research by Brown (1991) as cited by Onabamiro, Omoruyi, Soyingbe, and Rosiji uncovered that while there is a penchant for the two people to be arrogant when evaluating the degree of career self-efficacy they have in their capacities, people were explicitly having high career self-efficacy notwithstanding when wrong.

Earlier this century, careers are examples and goals of people that striking more for varieties than their likenesses. Careers were fundamentally the space of men, while the ladies were socialized to be considered as homemakers (Zunker, 1998). Zunker noticed that career advising for ladies in the event that it occurs by any stretch of the imagination took the lady's career objectives and plans to be secondary to her husband's career or other family unit commitments. However, in recent decades, social, specialised, restorative, and administrative change, ladies investment in the workforce has gotten no significant (Astin, 1984). Considering paid work as a long-lasting career for ladies is progressive. Three reasons recommended by Zunker (1998) for these alters were that numerous ladies settled adjacent to the alternative of parenthood; financial requirement for twin salaries to support families and more occupations that are currently accessible to ladies.

As indicated by Fitzgerald, Fassinger, and Betz (1995), the greater part of the early researchers gave much consideration to issues that separated ladies who were homemakers from career-arranged ladies. It was found that the two jobs were partitioned into halves, yet not very many ladies attempt to consolidate the two. Zunker (1998) presented four gatherings of ladies: homemaker-situated; ladies who spot more value on the home than a vocation; ladies who spot more value at work than home; and life history-arranged ladies. Such a clarification serves to be in charge of the dream that career decision-making difficulty is anything but a noteworthy component for some young ladies. Different ongoing works (Dawson-Threat and Huba, 1996) have separated the connection between gender, job course, and a selection of the main

profession with clashing answers. Conversely, Jome and Tokar (1998) set up those career-conventional men who embraced essentially higher generalisations of male mentalities (e.g., "toughness", hostile to gentility) than men in non-customary careers.

Patton (1997) portrayed ladies' careers better in the framework approach which takes a look at the muddled connection between numerous examples associated with calling and life choices of grown-up females. In spite of the fact that ladies may uncover the conduct reasonable to Zunker's gatherings at various occasions, it is progressively perfect to propose that at various degrees of a lady's life a few ladies move subject to the complicated of conditions they are experiencing at those stages (Wicks and Mishra, 1998). The outcome of many studies in the clear space of work commitment of Australian ladies and cognitive information processing revealed that the career-situated/family arranged division is certifiably not an appropriate portrayal of the existing procedure of grown-up females. Early information from a longitudinal study (Wicks and Mishra, 1998) recommended that both full-time paid work and family unit connections are being pointed by young ladies. This assortment in demeanours and wants of ladies would recommend that career decision-making difficulty is as basic for male children as what it's worth for young ladies and it was suggested that this would be unwrapped in their reactions to inquiries on their challenges in careerdecision.

2.3.4 Career self-efficacy and career decision-making difficulty

Studies have shown a noteworthy association that exists in the midst of career self-efficacy convictions and career decision-making difficulty (Dawes, 2000). Le, Robbins, and Westrick (2014) analysed factors inside the setting of significant choice, with no career intercession. Likewise, Lent, Lopez, and Sheu (2008) tried a social cognitive career theory model with students in processing fields. Their outcomes proposed that career self-efficacy was a strong indicator of results, desires, interests, and real choice objectives. Higher self-dependence levels of career self-efficacy have been reported to have idealistic outcomes of the career development procedure and impacts of African American young people (Bullock-Yowell, Andrews and Buzzetta, 2011, Ojeda, Huang, Gee, and Lee, 2006).

Ogunrotimi (2004) found that self-efficacy does not have an impact on career decision-making difficulty among students. Chaney, Hammond, Betz, and Multon, (2007) considered, career self-efficacy levels and identified low self-efficacy as an issue with career vulnerability. Yuhsuan and Jodie (2014) found that high self-efficacy was identified with high employment fulfilment. They showed that high self-efficacy results in high self-certainty that aids in overseeing all the difficulties more effectively. Also, Blotnicky, Franz-Odendaal, French (2018) confirmed that results in anticipation, professional attraction, and self-efficacy square measure persuasive in foreseeing expectations to search for the profession. Also, the selection to hunt when a long partners with parental impact. Mzobe (2014) affirmed that in the examination in the African nation, the influence by family within the profession alternative of understudies was additional factor that has an impact on the students' choice. Besides, Bandura (1977) attested that families, instructors, and companions square measure compelling within the upgrade of self-adequacy convictions.

Studies have discovered that self-viability may be created once families and instructors highlight the importance and price of skilled proficiencies (Bandura, Barbaranelli, Caprara, and Pastorelli, 2001). Jack (2015) affirmed that parental impact was predominant among the topics in student dynamic cycles. Studies have shown that instructors impact student dynamics (Clotfelter, Ladd, and Vigdor, 2007; Rivkin, Hanushek, and Kain, 2005). Moreover, the mentalities of understudies' companions, their achievements, and norms can use a sharp impact on youngsters' advantage in selecting and choosing to meditate on a particular course (Olitsky, Flohr, Gardner and Billups, 2010).

The time of growing up may be amounted to obtaining a temperament and self-appreciation, and through this era, companions could also be instrumental in managing each other's alternatives, practices, and skilled interests (Vedder-Weiss and Fortus, 2013). The part of the character in skilled dynamic conduct is subtle (Seibert and Kraimer, 2001; Sullivan and Hansen, 2004). Self-efficacy in deciding on career selections addresses the understanding of the individuals wherever they will participate in exercises associated with selecting a course or career coaching and vocation responsibility (Taylor and Betz, 1983). Since the increase of the thought of self-viability in career dynamic writing, studies have indicated its significance in skilled advancement (Bandura, 1997, 2006). For example, studies have indicated the

wonderful positive association between self-efficacy in deciding on skilled selections and skilled temperament (Gushue, Scanlan, Pantzer and Clarke, 2006).

Researches revealed that students with high career self-efficacy have progressively appropriate ability to handle demanding scholastic necessities when compared to students who get lower career self-efficacy (Tang, Pan, and Newmeyer, 2008; Yuhsuan and Jodie (2014). Yuhsuan and Jodie (2014) in their study of the connections among self-efficacy, adapting, and work happiness on an example of Taiwanese medical attendants found that high self-efficacy was identified with high occupation fulfilment. They affirmed that higher self-efficacy prompts higher certainty that helps with handling issues all the more successfully. Van, Ryn and Vinokur (1992) affirmed that the greater a person's phase of career self-efficacy, the more quest for new employment practices and constructive business impacts will occur.

Crisan and Sebastian (2015) found an empowering connection amid career self-efficacy, career decision-making, and vocational personality, while a few examinations uncovered a damaging association between career self-efficacy and career decision-making difficulty (Crisan and Sebastian 2015). Yuhsuan and Jodie (2014) discovered that high self-efficacy was connected with higher employment fulfilment and continued that high career self-efficacy control or manual for a high certainty that guides in handling issues all the more adequately. Dawes et al. (2000) corroborated that low career self-efficacy can constrain investigation and career development.

Morgan and David (2014) described career self-efficacy as an inclination around one ability to the degree and nature of career alternatives studied which phases of career self-efficacy predict scholastic achievement and diligence just as career decision-making difficulty objectives and practices (Betz and Voyten, 1997). Morgan and David (2014) discovered a huge negative connection between career decision-making difficulty and career self-efficacy. They incorporated the kind of gender, job recognisable proof to inspect its associations with career decision-making difficulty. Self-efficacy theory suggested that the degree of independence, ability, and manner of connectedness are helpful capabilities of individual characteristics to conduct certain responsibilities with less help from others are a case of good career-decision. Gay, Senecal, Gauthier and Fernet (2003) showed that career decision-making difficulty and

self-efficacy are considerable indicators of career decision-making difficulty and proximal factors in career decision-making difficulty.

Moreover, the improvement in the launch of career and vocational association, appealing career decision-making, self-efficacy was regarded as an indispensable challenge in supporting a profession and career actions in easing career decision-making difficulty (Prideaux, Creed, Muller, and Patton, 2000; Prideaux, Patton, and Creed, 2002), and in this manner viewed as a forerunner to the profession. An analysis of subject fields in this field, by and large, is that they are cross-sectional, and along these lines cannot discover causal connections (Prideaux and Creed, 2001). One might not discover a study that tried the connection linking career self-efficacy and career decision-making difficulty after some time, and in this way, the worldly connection between career self-efficacy and career decision-making difficulty is not known.

Past uses of career self-efficacy theory, social-cognitive career theory, and self-efficacy theory, recommended that career self-efficacy was contrarily associated to alter after some time in career decision-making difficulty. Early youth had been described by Hartung et al. (2005) as a period of overwhelming development in career, youngsters during the first year of the secondary school follow (Grade 8 in Australia) third year (Grade 10) when almost certainly, levels of efficacy and vulnerability would be unsteady as these youngsters considered and acquired low maintenance work, favoured college subjects and settled on a future career decision.

2:4 The Conceptual Framework

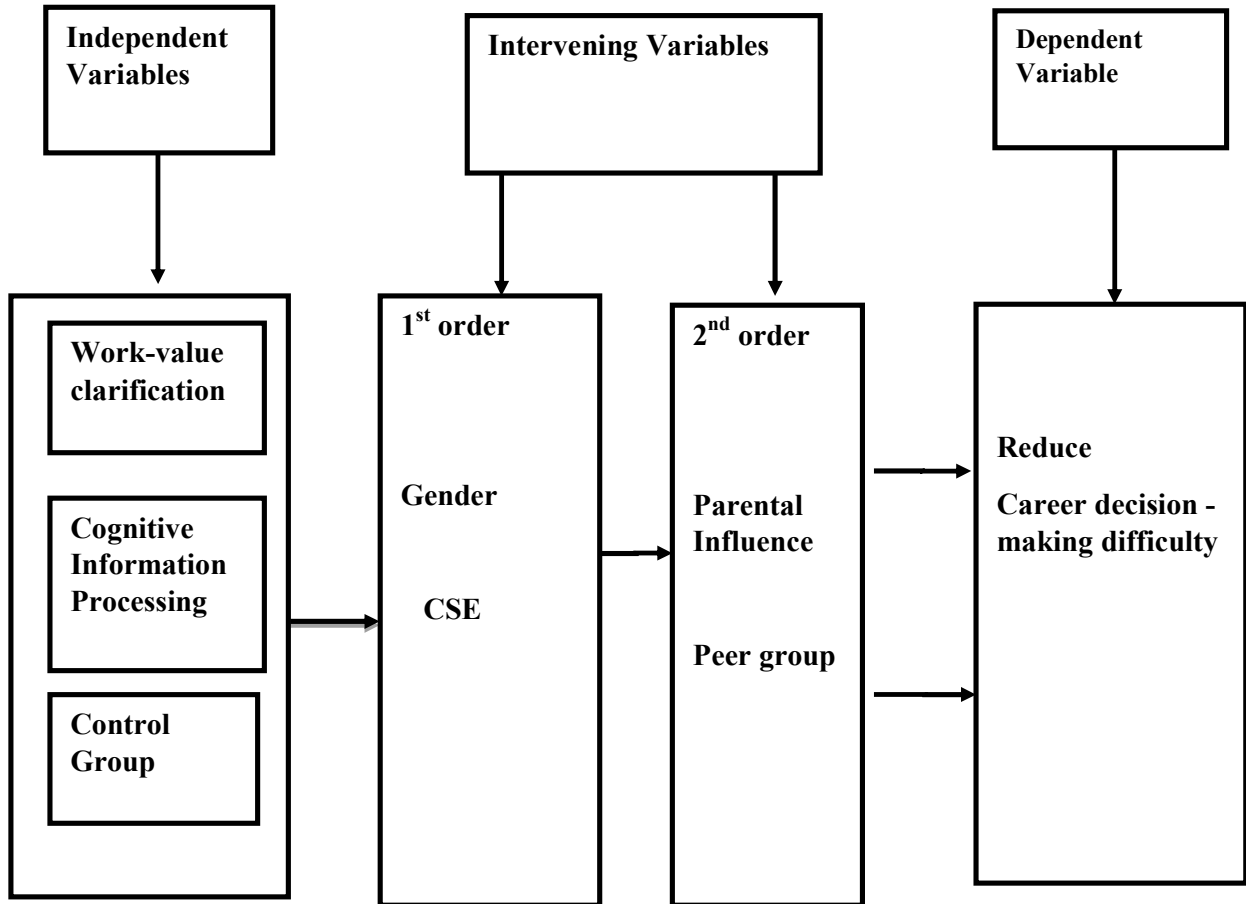
A conceptual framework is the graphic illustration of the association among variables in the study. It gives a vivid, expressive appearance of a study and an explanation of the treatment packages used in the study. In this study, the independent variables (work value clarification and cognitive information processing therapies) were subject to effective manipulation by the researcher to determine their effect on the career decision-making difficulty while taking into consideration the moderating effect of gender and career self-efficacy. There are two types of intervening variables, namely the primary and the secondary intervening variables. The organismic or internal variables are the primary intervening variables that are associated with individual participants internally in this work. Gender and career self-efficacy are included. Thus, the expected outcome of the interaction of these variables is behavioural change on the dependent variable, career decision-making difficulty. Hence, the interaction of the variables in this study is represented by the behavioural equation as thus, S – O – R.

S= Stimulus (independent variables) (Work-value clarification and Cognitive Information Processing)

O= Organism (the intervening variable inherent in the organism)

R= Response (dependent variables, which is the resultant effect of independent variables)

The Conceptual Framework



S (Stimulus) → O (Organisms) → R (Response)

Figure 3: The Conceptual Framework

Source- ILORI (2021)

CHAPTER THREE

METHODOLOGY

This section addresses the methodology used in this study, which includes research design, the population of the study, sample and sampling techniques, inclusion criteria, instruments, and procedure for data collection method of data analysis.

3.1 Research Design

This study adopted a pretest-posttest control group quasi-experimental design with a 3×2×2 factorial matrix. This involved two experimental groups (WvC and CIP) and the control group. The two experimental groups were subjected to the therapy sessions while the control group was not treated. The columns accommodated the moderating variables (gender and career self-efficacy). Gender (male and female)career self-efficacy (high and low). The design is presented in Table 1 below:

Table 3.1: A 3×2×2 factorial matrix of the treatment based on gender by career self-efficacy

| | GENDER | | | | TOTAL |
|---------------------|------------------------------|-------------|---------------|-------------|--------------|
| TREATMENT | MALE | | FEMALE | | |
| | CAREER SELF- EFFICACY | | | | |
| | LCSE | HCSE | LCSE | HCSE | |
| WVC (A1) | 8 | 6 | 15 | 11 | 40 |
| CIP (A2) | 16 | 8 | 11 | 5 | 40 |
| Control (A3) | 9 | 9 | 6 | 16 | 40 |
| TOTAL | 33 | 23 | 32 | 32 | 120 |

KEY:

WVC = Work-value clarification

CIP = Cognitive information processing

EG = Experimental Group

CG = Control Group.

A1 = Experimental treatment of WVC

A2 = Experimental treatment of CIP

A3 = Control Group

LCSE = Low career self-efficacy

HCSE = High career self-efficacy

3.2 Population

The population for this study consisted of all the students in the four hundred and forty-eight (448) secondary schools in Osun state. Osun state is made up of thirty Local Government areas, but this study was limited to three secondary schools from three Local Government area. That is Ayedaade, Isokan, and Ede South.

3.3 Sample and Sampling Techniques

A multi-stage sampling procedure was used in selecting the participants. Firstly, a simple random sampling technique was used to select three Local Government Areas (Ayedaade, Isokan, and Ede South), in Osun State. The simple random sampling technique was used to pick one senior secondary school from each of the selected local government areas. The screening instrument was administered to all senior secondary school (SSI) students in the selected schools. The participants who scored high on Germeijs and Boecks' indecisiveness scale as against the threshold of 50 were selected, that is at the end of the administration of the screening instrument (Indecisiveness Scale) those that score 50% and above on the screening instrument were regarded as those that were suffering from career decision-making difficulty. Simple random sampling was used to select 50 SSSI students by using a ballot system. Two of the schools were randomly assigned to the experimental groups while one was assigned as a control group. From the target population, a sample size of 150 participants was drawn for the study. Out of the 150 participants, Only 120 participants scores (WVC - 40), (CIP-40), and (C - 40) groups) were analysed for the study.

3.4 Inclusion Criteria

The inclusion criteria for this study were:

1. The participants were senior secondary school (SSSI) students who scored 50 % and above on the screening instrument;
2. The participants were from the selected schools after filling the consent form signed by parents; and the principals of the selected schools.

3.5 Instrumentation

The study made use of structured questionnaires to measure the variables under investigation. Section A of the questionnaire provided information on the gender status of the participants as well as other relevant demographic information.

Indecisiveness scale (IS)

The indecisiveness Scale developed by Germeijs and Boeck (2002) was adopted as a screening instrument to determine those that were suffering from career decision-making difficulty. *The scale was a 22 item questionnaire with a 7-point Likert scale ranging from “Strongly Disagree to Strongly Agree”. Typical items of the scale are: “I find it easy to make decisions” “It is hard for me to come to a decision”.* The instrument has a reliability coefficient of 0.92 as reported by the authors. The instrument is useful and suitable for the Nigerian sample. Participants respond by indicating their extent of agreement with each of the twenty-two statements. The instrument yielded 0.76 Cronbach alpha coefficients when tested for reliability.

Career Decision Difficulties Scale (CDDS)

This study was based on the students’ reaction to the adopted CD Difficulties Scale (CDDS) developed by Gati 1996, which comprises 34 statements of attitudes to and beliefs about CDD. The participants were asked to specify their level of

conformity with these statements on a 9 point scale, spreading from 1 - “Does not describe me”, to 9 - “Describes me well”. Typical items of the scale are: “I expect that through the career I choose I will fulfill all my aspirations”. “I find it difficult to make a career decision because I still do not know which occupations interest me”. The reliability coefficient of the scale as reported by the author was 0.85 and the one established by the researcher was 0.81. The scale was used to measure the dependent variable at the pretest and the posttest points of the treatments.

Career Decision Making Decision Self-efficacy Scale (CDMDS)

The career decision-making difficulty self-efficacy scale by Adeyemo (2000) was used to determine the amount of confidence or belief students have to attain success in their proposed careers. The career decision-making difficulty self-efficacy scale comprises 5 subscales; self-appraisal, collecting information about occupation, selection of goals, making prospective tactics, and solving the problem. The total items for the test are thirty-eight (38), but for this study, it had been adapted to 33 items. The career decision-making difficulty self-efficacy scale adapted is a 5-point scale ranging from 1 (If you are not sure) to 5 (If you are very much sure). Examples of the items are “I know the requirements for my proposed course of study and the subjects I’m offering now are relevant to my proposed career” Total CDMDS self-efficacy scale scores were calculated by summing the ratings for the 33 items with a maximum score of 165. The author reported a reliability coefficient of 0.89 for the instrument. The scale was also pilot-tested and its test-retest reliability established for this study was 0.87 Cronbach’s alpha. The scale was used to measure the level of career self-efficacy of the SSS1 students and to divide them based on the two-level of CSE that is low and high.

3.6 Procedure for Data Collection

An introduction letter was collected from the Department of Counselling and Human Development Studies, the University of Ibadan which was taken to the Local Inspector of Education of Osun West Senatorial District, Osun State. The Local Inspector of Education (LIE), then gave approval letters which were taken to the principals of the three selected SS in the three Local Government Areas. The participants were randomly assigned to two treatment and control groups after they had filled the consent form. The present study examines the effectiveness of work-value

clarification and cognitive information processing therapies in the management of career decision-making difficulty. Secondly, this study also examines the moderating effect of gender and CSE in the management of CDMD.

To address these objectives the career intervention groups and control group were created as stated under the sampling.

The intervention groups were the groups that were exposed to the programme of training designed to assist the secondary school students in their career development. The intervention is in form of the teaching, given information or skills to the students to enable them to make good and competent decisions. This type of intervention has been designed by Robbins (1987) in a career-oriented study to determine the significance of Pre-test versus Post-test decrease in career indecision as measured by the CDS. In addition, the present study examines the CDMD using work-value clarification and cognitive information processing therapy as the intervention of management of CDMD using gender and CSE as moderating variables.

The experimental groups were exposed to training and the CG members engaged with their normal school activities. The training sessions and time with the two experimental groups were determined by the agreement of both the researcher and the participants. Three master students were engaged as research assistants in collaboration with the class teachers who assisted in the implementation of the study. The research assistants were trained before the commencement of the study on all the variables of the study, the roles required of them in communicating and dealing with the participants.

At the preliminary meeting, the students of the selected schools were made to interact with the researcher and the research assistants. During the familiarisation meeting, the researcher and participants agreed on a meeting day of Wednesday for experimental group A and Thursday for experimental group B. Hindrances to attend the session were minimised by fixing their extracurricular period, which was 45 minutes and, the session lasted for eight consecutive weeks (eight sessions). At the pre-test stage, the career decision-making difficulty scale and CSE scale were administered to both the EGs and the CG. The control group was not exposed to any treatment but was given a lecture on moral behaviour. After the conclusion of the

programme, the post-test was administered to both the experimental and control groups. The score of the pretest and posttest were analysed.

3.7 Summary of the Treatment Package

The summary of the treatment package is given as follows:

Experimental Group One

Work -value Clarification therapies (WvC)

Work-value clarification aims to assist people to overcome work-value confusion and choices by clarifying and achieving their priorities, goals, and values in these areas. Valueclarification can be used with people of virtually all ages from a few years through old age. Value-clarification can be utilised in a preventive or developmental way, to assist individual's work on the rich value areas at suitable times in their development, as a way of assisting them to live significant lives and prevent difficulties that posed by lack of clear values and job dissatisfaction in the future. Work-value clarification can also be utilised as a remedial counselling tool for helping people to have a better understanding of what the goals or desires entail.

Session one: General orientation and administration of pretest

Session two: Explanation on what career is all about.

Session three: Discussing with the participants, what career decision-making difficulty is?

Session four: Explaining the consequences of making a wrong careerdecision.

Session five: Discussing with the participants the meaning of work-value clarification.

Session six: Teaching the participant the phases of work-value clarification.

Session seven: Discussing the types of work-value.

Session eight: Summary of all activities in the previous session and administration of instrument for post-treatment measures.

Group photographs were taken.

Experimental Group Two

Cognitive information processing therapy (CIP)

Cognitive information processing therapy, when using to solve a problem in career and making a decision, the content comprises entirely what one must understand to make an effective decision, which involves information about oneself (values, interests, abilities, occupational preferences), awareness of alternatives, information about decision-making skills and understanding about the thoughts, emotions, and cognitions (self-talk, self-awareness, monitoring, and control) that are involved.

Session one: Given orientation and administration of pre-test instrument.

Session two: Explanation of what a career is.

Session three: Discussing what career decision-making difficulty is.

Session four: Explain the consequences of making a wrong careerdecision.

Session five: Discussing what cognitive information processing therapy is.

Session six: Explaining the aims of cognitive information processing

Session seven: Narrate the two fundamental ways the cognitive information processing model uses in achieving its aims.

Session eight: Review of all actions in the earlier session and administration of instrument for post-treatment measures. Participants also responded to the administration of posttest instruments and the therapist rounded off the session and terminated the programme.

Group photographs were taken

Control group

The control group (A3) consisted of the participants that were selected for the training but was not treated for the eight weeks. The students were going on with their class activities but subjected to a non-therapeutic talk on “Moral Behaviour”.

3.8 Control of extraneous variables

Extraneous variables are the factors that can affect the outcome of the experimental study besides the treatment package. These were guided against by:

- i. appropriate randomization of participants to the two intervention and control groups;

- ii. equal numbers of participants were randomly assigned to E and CGs;
- iii. strict adherence to the 3×2×2 factorial design; and
- iv. the selected schools were far away from each other for the avoidance of contamination.

3:9 Method of data analysis

The pretest and posttest data generated from the three groups (work-value clarification group, cognitive information processing group, and control group) were analysed through Analysis of covariance (ANCOVA) at 0.05. This was used to test all the hypotheses to determine the differences among the means of the three groups.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this chapter, the arithmetical outcomes of this thesis are shown, explained, and an analytical justification of outcomes concerning seven hypotheses previously formed and tested in this study are discussed. The discussion is supported by previous empirical findings. This is done in line with the analysis of the seven hypotheses formulated for the study and the summary of findings is also included in the chapter.

4.1 Demographic characteristics of participants

This segment presents the descriptive statistics of gender.

Table 4.1 Distribution of participants by gender

| Gender | Frequency | Percentage % |
|---------------|------------------|---------------------|
| Male | 55 | 45.8 % |
| Female | 65 | 54.2 % |
| Total | 120 | 100 |

Figure 4.1.

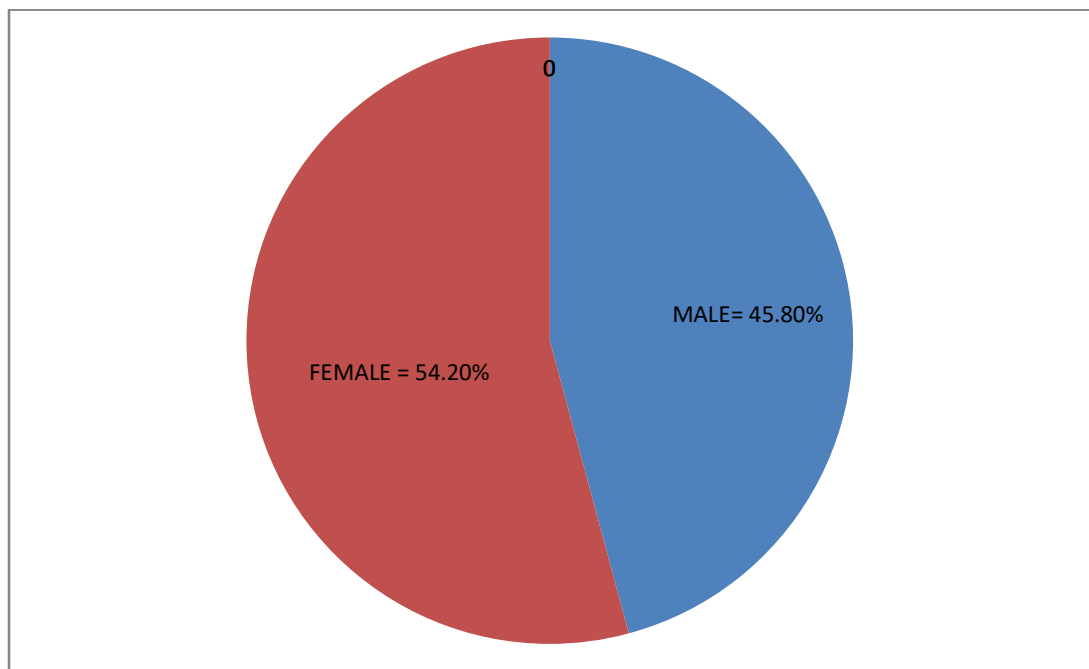


Table 4.1 and figure 4.1 revealed that the total number of the participants was 120, out of which 54.2 % were female and 45.8% were male.

Hypotheses

To test the various hypotheses for this study, Analysis of Covariance (ANCOVA) is adopted to analyse the post-test score of career decision-making difficulty of the secondary school students using the pre-test scores of career decision-making difficulty as covariate to ascertain if there was a statistically significant difference in the score at post-intervention compared to pre-intervention.

Hypothesis One: There is no significant main effect of treatments on the career decision-making difficulty of senior SSS.

Table 4.2: Summary of 3x2x2 analysis of covariance (ANCOVA) Posttest career decision-making difficulty of the secondary school students.

Table 4.2 below shows the summary of the analysis:

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. | Partial Eta Squared |
|------------------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model | 13059.947 ^a | 12 | 1088.329 | 2.494 | .006 | .219 |
| Intercept | 88066.456 | 1 | 88066.456 | 201.847 | .000 | .654 |
| Pre | 1892.279 | 1 | 1892.279 | 4.337 | .040 | .039 |
| Trtgrp | 8079.557 | 2 | 4039.778 | 9.259 | .000 | .148 |
| Gender | 44.889 | 1 | 44.889 | .103 | .749 | .001 |
| CSE1 | 75.278 | 1 | 75.278 | .173 | .679 | .002 |
| Trtgrp * Gender | 1325.979 | 2 | 662.989 | 1.520 | .223 | .028 |
| Trtgrp * CSE1 | 128.369 | 2 | 64.185 | .147 | .863 | .003 |
| Gender * CSE1 | 122.508 | 1 | 122.508 | .281 | .597 | .003 |
| Trtgrp * Gender * CSE1 | 576.665 | 2 | 288.332 | .661 | .519 | .012 |
| Error | 46684.378 | 107 | 436.303 | | | |
| Total | 2442927.000 | 120 | | | | |
| Corrected Total | 59744.325 | 119 | | | | |

a. R Squared = .219 (Adjusted R Squared = .131)

The results from Table 4.2 showed that there is a significant main effect of treatments in the CDMD of the SSS ($F_{2, 107} = 9.259, p < 0.05, \eta^2 = 0.148$). This means that there is a significant difference in the mean scores of the CDMD of the SSS exposed to cognitive information processing and work-value clarification when compared with the control group. Hence, hypothesis one was not accepted. It was therefore concluded that there is a significant main effect of treatments in the reduction of career decision-making difficulty of the SSS. This implies that cognitive information processing and work-value clarification are effective in reducing the career decision-making difficulty of secondary school students.

To further provide information on the reduction of CDMD of the SSS among the three groups (CIP, WvC, and Control), it is important to determine the course of the variation and establish the significance of the mean scores of the participants in each of the treatment and the control groups as presented in Table 4.3.

Table 4.3. The significant difference among various treatment groups and the control group based on Bonferroni Post-hoc analysis

| Treatment Group | N | Subset for alpha = 0.05 | |
|----------------------------------|----|-------------------------|----------|
| | | 1 | 2 |
| Work-value clarification | 40 | 135.2500 | |
| Cognitive information processing | 40 | 134.9750 | |
| Control | 40 | | 152.5500 |
| Significant | | .953 | 1.000 |

Table 4.3 showing significant difference between various treatment groups and the control group based on Bonferroni Post-hoc analysis

Following observations are made in Table 4.3:

- i. There was no significant difference between the post-hoc test mean scores in reducing CDMD of the SSS in the cognitive information processing and work-value clarification groups. However, the participants in the CIP (Mean = 134.975) benefited better than those in the WvC (Mean = 135.250). This is most probably because cognitive information processing therapy is a counselling method that embraces an attitude closer to the exercise of psychotherapy that affirms the inherent pride of the man or woman and also responds appropriately and correctly to the character at the affective, behavioural, cognitive, and physiological degrees of functioning. It is more impacting on the participants than WvC as shown in the result of the tests.
- ii. There was a significant difference in the post-hoc mean test scores in reducing career decision-making difficulty of the secondary school students exposed to cognitive information processing and control group. The participants in CIP (Mean = 134.975) reduced the career decision-making difficulty significantly better than those in the control group (Mean = 152.550). The control group was not subjected to any of the psychological sessions to give a change of orientation to the participants concerning their attitude to career decision-making difficulty.
- iii. There was a significant difference in the post-hoc test mean scores in reducing the CDMD of the secondary school students exposed to work-value clarification and control groups. The participants in WVC (Mean = 135.250) reduced the CDMD of the secondary school students significantly better than those in the control group (Mean = 152.550). Instead of exposing the participants to the instruments provided to bring about behaviour that would reduce career

decision-making difficulty, the students were only given lectures on a non-psychological session. The adolescents were only lectured on “Moral behaviour”.

- iv. In summary, these observations from the results of the tests imply that there are significant differences among the mean scores of participants in cognitive information processing, work-value clarification, and those in the control groups. The cognitive information processing and work-value clarification were more effective than the control group, and that the cognitive information processing had greater potency on CDMD of the secondary school participants than work-value clarification.

Hypothesis Two: There is no significant main effect of gender on the career decision-making difficulty of SSS.

The results from Table 4.2 showed that there was no significant main effect of gender on career decision-making difficulty of the SSS $F(1, 119) = 0.103, p > 0.05, \eta^2 = 0.001$). This means there was no significant difference in the mean scores of the gender on CDMD of the SSS when males and females were compared with each other. Hence, hypothesis two is accepted.

Hypothesis Three: There is no significant main effect of career self-efficacy (CSE) on the CDMD of secondary school students.

The results from Table 4.2 showed that there was no significant main effect of career self-efficacy on career decision-making difficulty of the SSS ($F_{1, 107} = 0.173, p > 0.05, \eta^2 = 0.002$). This means that there was no significant difference in the mean scores of the CSE on CDMD of the SSS. That is, the level of career self-efficacy of students (high or low career self-efficacy) does not affect their performance on career decision-making difficulty. Hence, hypothesis three is accepted.

Hypothesis Four: There is no significant interaction effect of treatments and gender on CDMD of the SSS.

The results from Table 4.2 showed that there was no significant interaction effect of treatments and gender on career decision-making difficulty of the secondary school students ($F_{2, 107} = 1.520, p > 0.05, \eta^2 = 0.028$). This means there was no significant interaction effect of treatment and gender on CDMD of SSS. Hence, hypothesis four is accepted

Hypothesis Five: There is no significant interaction effect of treatments and career self-efficacy on CDMD of the secondary school students.

The results from Table 4.2 showed that there was no significant interaction effect of treatment and career self-efficacy on CDMD of the SSS ($F_{2, 107} = 0.15, p > 0.05, \eta^2 = 0.003$). This implies that there was no significant interaction effect of treatments and career self-efficacy on the CDMD of the SSS. Hence, hypothesis five is accepted.

Hypothesis Six: There is no significant interaction effect of gender and career self-efficacy on CDMD of the SSS.

The results from Table 4.1 showed that there was no significant interaction effect of gender and career self-efficacy on CDMD of the SSS ($F_{1, 107} = 0.281, p > 0.05, \eta^2 = 0.003$). This means that there was no significant interaction effect of gender and career self-efficacy on the CDMD of the SSS. Hence, hypothesis six is accepted.

Hypothesis Seven: There is no significant interaction effect of treatments, gender, and career self-efficacy on CDMD of the SSS.

The results from Table 4.1 showed that there was no significant interaction effect of treatments, gender, and career self-efficacy on CDMD of the SSS ($F_{2, 107} = 0.661, p > 0.05, \eta^2 = 0.012$). This means that there was no significant interaction effect of treatments, gender, and career self-efficacy on CDMD of the SSS.

Hence, hypothesis seven is accepted.

Summary of the Findings

Having carried out the study, the summary of the findings are stated as follows:

- i.** Treatments had a significant main effect on the CDMD of the secondary school students in Osun State;
- ii.** Gender had no significant main effect on the CDMD of the secondary school students in Osun State;
- iii.** Career self-efficacy had no significant main effect on the CDMD of the secondary school students in Osun State;
- iv.** Treatments and gender had no significant interaction effect on CDMD of the SSS in Osun State;
- v.** Treatments and career self-efficacy had no significant interaction effect on career decision-making difficulty of the secondary school students in Osun State;
- vi.** Gender and career self-efficacy had no significant interaction effect on career decision-making difficulty of the SSS in Osun State; and
- vii.** Treatments, gender, and CSE had no significant interaction effect on the career decision-making difficulty of secondary school students in Osun State.

Discussion of findings

The findings of this study are discussed below:

Hypothesis One: There is no significant main effect of treatments (work-value clarification and cognitive information processing) on the CDMD of secondary school students.

The results in table 4.1 showed that the main effect of treatments was significant on the CDMD of the secondary school students. This implies that treatments (WVC and CIP) had significant influence on the CDMD of secondary school students. The results revealed that the treatments had a significant main effect on career decision-making difficulty of participants in experimental groups than that of the control group. This indicates that work-value clarification and cognitive information processing therapies were effective in the management of career decision-making difficulty of SSS. The mean for work-value clarification and cognitive information processing therapy groups was lower than the mean of the control group.

The above that the work-value clarification and cognitive information processing groups were better impacted than the control group, while cognitive information processing was more effective than work-value clarification therapy in the management of CDMD of the SSS. From this study, it is appropriate to conclude that the CDMD of SSS can be reduced if suitable interventions are used. Career interventions are expected to illuminate students different career decisions as well as educational necessities for these. Also, it engages students during the procedure of deciding on a career to help them select among diverse career options. This may account for the reason why the work-value clarification and cognitive information processing therapies were more active in lowering career difficulty.

The participants performance within the treatment groups' (WvC and CIP) performance improved in the posttest scores than those in the CG. This discloses that the treatments were efficient. The outcome corroborates Cook and Maree (2016) who found that the WvC and CIP helped the participants from schools to accumulate information about themselves, make career choices, simplify their values, work ethic improvement, obtain information about career, interests clarification and optimistic aspects of their lives were identified.

The outcomes of this study are also in accord with Eremie and Ibifari (2018) who revealed that interventions like career guidance and counselling, identification of career goals, giving the necessary information about the career in the future, making career-decision, assistance in the assessment of self, and career planning by the individual, assisted students to make a better career choice. Therefore, career intervention is used more than any other intervention by many counsellors in Nigeria. The findings of this study are also in tandem with that of Lam and Santos (2017) that there was a significant decrease in career indecision following the intervention, and the size of the effect was significant for the intervention group. Likewise, Halasz and Kempton (2000) ascertained that students who finished career training articulated more ease with their CDMD situations and more confidence in their career decision. The finding also supports Osborn, Howard, and Leierer's (2007) study, as cited by Adegun and Aremu (2013), who concluded that career thoughts of students who accomplished the career planning classes lessened meaningfully their absurd thought.

The foregoing shows that students are streamed into instructions according to their professional choice. Subjects selected are important because they will affect future careers. It is obvious that if students are not given sufficient information, enlightenment, and guidance about the career decision-making process, it will create difficulties for them. This is why guidance and counselling offerings are tremendously wanted. Johnson and Smouse (1993) also affirmed that psychotherapy in a career is active in enhancing the career decision of the participants. Folsom and Reardon (2000) also affirmed that career development therapy has a progressive effect on students in general. This indicates that if therapy on the career is well managed, it would ease the CDMD of the SSS and improve the career decision-making difficulty process. The

present finding also lends credence to Lisansky (1990) who discovered that the treatment group exhibited an enhanced level of career decidedness.

Pickering and Vacc (1984) established that career interventions were successful and significantly influenced CDM. Studies revealed that career indecision has been greatly reduced by effective career intervention which resulted in positive career decision-making among students (Barker, 1981, Davis and Home, 1986). Oliver and Spokane (1988), in their review of meta-analytic, recommended that the most effective type of career intervention is the career class intervention. Many career-based interventions are common at the college/universities that are being supported by many researchers and many of these college-based intervention courses lack formal evaluation (Goodson, 1982). Studies also revealed that the career course intervention used by Bobbins (1987) reported a reduction in CDMD. However, it was also noted that the intervention did not include a control group of which the present study was able to verify the effectiveness of the interventions on CDMD.

The finding of this study may be because one of the treatment package used as an intervention has to do with the teaching of value. This is supported by Kaygin and Gulluce(2013) study that affirmed that there is a significant connection between career choice and individual value. In addition, sub-dimensions of career choice and individual values were confirmed to be significantly related.

Contrarily, Grier-Reed and Skaar (2010) discovered no differences in career decision-making difficulty despite an increase in career decision self-efficacy (CDSE). The ultimate goal of work-value clarification is to alter the client's state of affairs (uncertainty and inconsistency) within the person and to achieve this, it involves a form of processing (or strategies). This work-value clarification training is intended to assist persons to become further conscious of their values (Mosconi and Emmett, 2003). Cognitive information processing therapy is to change the participant's dysfunctional thoughts through education and training skills.

Therefore, participants are trained to study, identify, and manage difficulty in career decision at any time it appears. The outcome revealed that the two test groups' performances were higher than the control group, while cognitive information processing had more potency than work-value clarification therapy in reducing the

CDMD of the SSS. By this investigation, it is smarter to state that the career decision-making difficulty of students can be reduced if suitable treatment is utilized. Career interventions are generally planned for presenting students to different career alternatives and the scholastic prerequisites for these, like the drawing in decision-making forms to enable them to pick among various career choices. This may be the motivation behind why the two intercessions were powerful in diminishing CDMD. The fact that the performances of the participants in the treatment groups were better than the performance in the CG uncovers that the treatments were efficient.

The outcome of this study may be because one of the treatment packages used as an intervention has to do with the teaching of value. This corroborates by Kaygin and Gulluce (2013) study that affirmed that there is a significant connection between career choice and individual value. In addition, Savickas (1992) in his comparative study that involved career intervention for two groups of students in high school, discovered that those who took part in the course were less likely to be indecisive in their careers than those who did not participate in the intervention. This shows that career intervention is significant in the career decision of SSS. In addition, to the above by Taniredja (2011) described value clarification as a learning method that helps students accomplished and formed a value that is measured fine in dealing with the problem that already exists and is embedded in the students in the course of analysing the value.

The second treatment package has to do with the information that students ought to know in respect of career. Students in SS like several alternative young adults are perpetually disquieted regarding what they will do with their lives and the sort of adult they will become. To them career alternative has become a fragile issue that needs caution and heavy concerns, designing for tomorrow itself is primarily the responsibility of the guidance/parents, academics and school counsellors since students want general orientation (Wattles, 2009). A person ought to have reasoning on the relations of himself/herself and the necessities of success, occupations that are chosen to fulfill wants however the choice creating to the present choice is controlled by data and awareness regarding students themselves, career and occupation (Mabula, 2012).

Another factor that could be responsible for the effectiveness of the therapy may be as a result of the value clarification training that was given to the students. With the training and education given to them, the students understand themselves

better and the value being inculcated in them enhances their ability to solve problems concerning a career decision. The result of this study also supports Lemeni's(2005), who described cognitive information processing as a critical element in making career decisions. This revealed that given the necessary information at the appropriate time during career processing is an important part of the intervention to solve the problems of career decision-making difficulty.

Hypothesis Two

There is no significant main effect of gender on the career decision-making difficulty of SSS.

The results in table 4.2 revealed that there was no significant main effect of gender on the career decision-making difficulty of SSS.

This specifies that there is no substantial dissimilarity in the mean score of males and females on the CDMD of SSS. Therefore, the hypothesis is accepted. This indicates that gender difference has no significant impact on the CDMD of SSS. This finding supports that of Mtemeri (2017) who reported that gender does not significantly influence career decisions. The finding from the hypothesis discovered that gender was not a major feature in CDMD encountered by SSS. This implies that gender does not influence students' difficulties in creating a career call. This is often not surprising because most of the schools do not have counsellors and those who have counsellors do not have all that is needed to follow full substance (Akpochafo, 2018).

The finding is also in consonance with Kazi and Akhlaq (2017) who found that gender was not significant in career-decision. There searchers reported that the participants do not perceive gender as hindrances to their career choice. Chung (2002) stated that there was no substantial dissimilarity between males and females in CDMD self-efficacy. Also, Yang (2008) discovered that there were no substantial differences among males and females regarding academic achievement and that both genders put in the same efforts to achieve in their academic pursuits. Saleem, Aly, and Gul (2017) affirmed that there is no substantial dissimilarity between males and females in the modern era where the sense of competition is high and both males and females have career orientation and plans. This finding agrees to the results of previous studies

conducted in European countries where no gender distinction was found in relation to CDMD (Gati, et al., 2000; Vertzberger and Gati, 2016). The finding verified the study of Tien (2001) in which it was discovered that gender was not vital within the career decision-making scale.

Similarly, Agi (2014) found no significant differences in satisfaction of career choice among male and female participants. Jeofrey (2017) also affirmed that gender does not affect the career choice of students. The finding also lends support to Eyo and Edet (2011) who found that there was no significant difference in males and females when making a career decision. Albion (2001) found that gender did not have significance in career decision-making difficulty. Fabunmi and Adedayo (2017) found that gender does not have a significant difference in making career decisions of SSS in the Southwest, Nigeria.

Conversely, studies shown that gender is significant in CDMD (Gali and Saka 2001; Gineura, Nota, Soresi, and Gati, 2012). Durosaro and Adebanye (2012) found that the levels of career readiness of males and females were different. Murniarti (2019) discovered that gender is significant in career decision-making difficulty. The author found that male students have higher difficulties in decision-making than female students. Eremie (2015) discovered critical differences between male and female secondary school students in CDMD as far as the status of a career, gender correspondence, and parental weight. Likewise, Achebe (1984) found that the young ladies had a more noteworthy inclination for center-level employments than young men. Besides, Ogunlade and Akeredolu (2012) in their study, found gender as a factor of career inclination for centre and that there were critical contrasts among male and female SSS. Likewise, a few examinations have demonstrated that a critical relationship existed among gender and professional yearnings, inclinations, and choices, and that divergence in gender was found to lead factor in career inclinations and fulfilment individually (Osuagwu, 1980; Okonkwo, 1980).

Also, Madu (2011) discovered that the performance of female students was essentially superior to that of male students in subjects connected to the Arts. Bacanli (2015) found that gender is huge in the career decision-making difficulty of youths. Buabeng, Ampiah, and

Nelson (2012) equally stated that female students do not want to study the course like material science at the university level because of limited work open doors for females in physical science as a career. Ogunlade and Akeredolu (2012) validated that gender assumes a significant role in the career desire of students. Furthermore, Oladele (1997) presented that gender impacts word-related choice from various perspectives, For instance, in Nigeria, certain careers like designing, electrical establishment, including a comparative career as steering tend to create as a man's preserve. The study by Tang, Pan, and Newmeyer (2008) found out differences in gender and self-efficacy on career decisions of secondary school students. The researcher reported that girls had interest and better self-efficacy for occupations that involve working with people and expressing oneself (Social and Artistic codes, in Holland's Typology). Contrarily, they found out that boys possess more interest and high efficacy for occupations that involved data and things (Realistic, Conventional, Enterprising and Investigative codes; Tan, Pan and Newmeyer 2018).

Similarly, certain fields like nursing, instructing and secretary work would have in general created as ladies' fields. Eyo, Joshua and Esuong (2010) further discovered that there were gender differences between the students' attitudes towards guidance and counselling services. Also, Onyejiaku (1991) affirmed that despite the gender differences, male and female attitudes' are favourable to some level in the direction of career counselling services. The study likewise presumed that females reacted positively to career direction administrations when contrasted with young men. More so, Dellana and Snyder (2004) uncovered that gender is noteworthy among American students in the career intercession. This suggests that gender affects how students responded to career advising. Maxwell and Eremie (2014) in their study found out that gender is significantly influenced the career choice of secondary school students. Oladele (1982), Gesinde (1979) and Ogunlade and Akeredolu (2012) also discovered that gender was significantly influenced career decisions.

Griffin, Hutchins, and Meese (2011) in their study of secondary school students discovered that female students make use of school instructors and school asset materials which were contrary to the male students. In a similar study, female students were more likely than male students to report using diverse hotspots for information about their instructive and word-related desires. These cause career decision-making difficulty that has an effect on both boys and girls students. Great Britain (2001) is in

partial agreement to this finding as, at times, women report fewer issues, and at different times, the boys. On the opposite hand, the finding is in contrast with the studies of Bacanli (2016), Tagay (2015), Guineura, Nota, Soresi, and Gati (2012) that discovered either males or females have a lot of difficulties.

The result of Okojide, Adekeye, and Bakare (2018) was in support of this study that gender was not significant in student's choice of career and is contradicting to Watson, McMahon, Foxcroft, and Els (2010) that discovered that female students aspire

for social occupation while their male counterparts aspire for investigation occupation type. This would later lead to career decision-making difficulty that affects both male and female students. This observation is in line with the result of prior studies conducted in Switzerland where gender was not significant in terms of CDMD (Gati, et al., 2000; Vertzberger and Gati, 2016). It also corroborates Tien (2001) who indicated that gender was not relevant to CDM. The explanation behind the distinction in the discoveries could be because the two treatments engaged in the present study have to do with training and information about careers paying little respect to gender disparity.

Hypothesis Three

There is no significant main effect of career self-efficacy on the career decision-making difficulty of SSS.

The hypothesis is accepted because the outcome in Table 4.2 demonstrates that there is no significant main effect of career self-efficacy on the career decision-making difficulty of SSS. This implies that there is no main difference in the CDMD of secondary school students on the degree of their career self-efficacy. The finding is similar to Wena, Jaafarb, Ayubc, Sulaimand, and Abdullahe (2019) who found out that career decision-making self-efficacy and CDMD were not significantly related. Also, Bounds (2013) discovered that there is an irrelevant relationship between CDSE and educational accomplishment.

Similarly, Abesha (2012) affirmed that SE was not related to instructive accomplishment. Likewise, Crisan and Sebastian (2015) guaranteed that a few examinations have demonstrated an unpleasant connection between self-efficacy and career decision-making. Creed, Patton, and Prideaux(2005) presented that adjustment in career self-efficacy of high school students does not have any critical association with their CDMD. Likewise negative relationships between self-efficacy and CDMD was found by Betz and Luzzo, (1996) and Betz, Klein, and Taylor, (1996).

The justification for this may be because the two treatments or interventions engaged with the present study have to do with training about one's value and giving information about career. This might have prepared the mind of the participants. With this experience, the participants might not be influenced by their level of career self-efficacy in their CDMD. Also, the result of the present study might be because of the setup reality that the degree of career self-efficacy does not have any impact on the CDMD of students. Students consider difficulties to be typical things that one has to go through, yet the degree of introduction, information, and direction will decide how one will survive and support accomplishment.

Contrarily, Adeyemo (2007) asserted that students with high self-efficacy levels accomplished in academics than their partners with low self-efficacy. Ogotu, Odera and Maragia (2017) reasoned that there is a reverse corresponding connection between students' self-efficacy and CDM, with the end goal that as students' self-efficacy builds, their CDMD diminishes altogether, and the other way. Woo, Lu, Henfield, and Bang (2017) discovered that career self-efficacy beliefs influence vocational outcome expectations significantly. Additionally, Yuhsuan and Jodie (2014) reported that high job contentment was related to high self-efficacy. These two authors asserted that high self-efficacy prompts higher affirmation that aids with handling all issues more successfully.

In addition, series of studies have confirmed that self-efficacy is significantly related to career decisions. Pajares and Kransler (2000) and Pajaras (2006) established that the direct effect of self-efficacy was as strong as the effect of general mental ability and that there was an interplay between mathematics self-efficacy and mathematics problem solving of middle school students. Firdaus and Arjanggi (2020)

found that self-efficacy has a great effect on the CDM of students. Ye (2014) also discovered that self-efficacy shows a negative direction on CDMD and has an important influence on career choices. These results might have a bearing on students' motivation and perceptions to be diligent and lively as a result of the high self-efficacy that will enable them to overcome difficulties (Elliot et al., 1999). Literature has revealed that self-efficacy in students will build confidence to be able to verify the correct decision for them because it will have a bearing on students' behaviour, like seeking information concerning favourite majors in step with their passion, a lot of action in learning, and a lot of assurance to seize their desired majors. Students with low levels of self-efficacy, after they verify their career choices, will be troublesome for them to create choices and therefore the lack of confidence in selecting the majors (Taylor and Betz, 1983).

Sidiropoulou-Dimakakou, Mylonas, Agyropoulou, and Tampouri (2012) found that students that have a high self-efficacy level show less broken considerations and troubles in career decision-making. Betz and Hackett (1983) and Hackett et al. (1981) support the existence of gender differences regarding self-efficacy in choosing a profession, particularly regarding concern on the professional path that has proven to be more dominant in adolescents. Many studies (Baglamia and Uzunbylu, 2014) that found self-efficacy significantly relevant to career decision-making difficulty recommended that counseling intervention should promote career self-efficacy to reduce the problem of career decision-making difficulty in secondary schools. According to this study, the results revealed that if career intervention is properly administered in secondary schools, the level of career decision-making difficulty will be reduced irrespective of the level of career self-efficacy.

Nauta (2007) asserted that an encouraging connection exists between the self-efficacy in the decision-making procedure and the contentment that students feel from the field of their investigations. Edokpolor (2017) revealed that there is an important contrast between self-efficacy and the career decision-making difficulty of students. Loaned (2012) confirmed that self-efficacy was fundamentally connected to career interests, career choice objectives (goals), and word-related works. Nevertheless, Lent (2012) found that self-efficacy is the selective mediator between an individual's

capacities and career interests. Self-efficacy might be applied to call the planned career-related expectations and conduct of the individual. It has been demonstrated that self-efficacy has a significant impact on career-related conduct in Bandura's social cognitive theory.

According to Ebenehi, Rashid, and Bakar (2016), career self-efficacy was found to be a significant predictor of career adaptability skills among students in Nigeria. Their finding was contrary to the outcome of this study where career self-efficacy was not related to career decision-making difficulty. The discrepancy in the result may be as a result of environmental factors, like the location of the school, the composition of the students in the school, the level of education of parents, the exposure of the parents, and the information being exposed to.

Despite these limitations, the results from the present study raise a query because the previous researchers of CDMD present career self-efficacy, as a vital associate and forecaster of career decision-making difficulty. Betz and Voyten, 1997; Taylor and Popma, 1990). The proof from this study is that career self-efficacy did not significantly related to career decision-making difficulty.

Hypothesis Four

There is no significant interaction effect of treatments and career self-efficacy on career decision-making difficulty of SSS.

The hypothesis is accepted in light of the fact that the outcome in Table 4.2 demonstrates that there is no significant main effect of treatments and career self-efficacy on the career decision-making difficulty of SSS. This implies that there is no main difference in the CDMD of secondary school students on the degree of the treatments exposed to in connection with their level of career self-efficacy.

Contrarily, Arif, Iqbal and Khalil (2019) discovered that self-efficacy experiences did not influence the career decision-making difficulty of secondary school students. Studies revealed career self-efficacy is negatively related to CDMD (Amir and Gati, (2006) and Creed, Patton, and Bartrum, 2004). Nota, Ferrari, Osipow and Gati, (1998) found that participants with greater decision making difficulty suggested decrease ranges of career decision self-efficacy. Similarly, Amir and Gati

(2006) affirmed that students with lower career decision-making difficulty have higher levels of self-efficacy in performing responsibilities, precisely in decision making. In addition, Ofole and Okopi (2012) discovered that pupils with high self-efficacy were educationally in better chance than pupils with low career self-efficacy since pupils with high self-efficacy get prepared and enthusiastic to meet the meticulousness of academic and surpasses desires in school article lettering since the individual thinks about oneself as being dexterous of doing extraordinary in school and vocation.

The feasible explanation for the outcome of this study might be because the two mediations or therapies include instructions on the most proficient method to understand self, knowing one value, and regardless of the degree of self-efficacy, the students were encouraged on how to understand their value and the essential information were given. This may likely build their effort in completing things. The finding is in opposition to Brown and Ryan Krane (2000) that there is a noteworthy increment in career self-efficacy and a decrease in CDMD challenges. Lam, Michele Chee-Kuan (2016) attested that there are numerous kinds of career mediations with variable plans and reasons. Morgan and Ness (2003) found the opposite relationship between career decision-making difficulties and career self-efficacy.

Amir and Gati (2006) also discovered a negative relationship between expressed measured and career-making difficulty and career self-efficacy. It has been recognised recently that for someone to create a realistic call on career alternatives, several factors may be potent. It is one issue to demonstrate an interest in an exceedingly explicit activity field and it is another issue to possess confidence and talent to with success undertake the task concerned and be ready to belong in an exceedingly bound career (Olamide and Olawaiye, 2013). Consistent with Brown (2002), the method of selecting a career is represented in the concert of estimating one's ability and skills needed for achievement in an exceedingly given occupation and estimating the work values which will be happy by the assorted activity alternatives on the market. Brown (2002) stressed that the essence of the future aspiration of the students revolves around what the scholar needs to try to do with their life-long work. Notwithstanding the inconstancy of the intercessions, most examinations have demonstrated that they are proficient in overseeing career decision-making difficulty and upgrading career self-efficacy. Lobby and Ponton, (2005) asserted that self-

efficacy has been affirmed as an intervening characteristic in human conduct and accomplishment crosswise over numerous areas.

Hypothesis Five

There is no significant interaction effect of treatment and gender on career decision-making difficulty of secondary school students.

The result in table 4.2 shows that there is no significant main interaction effect of treatments (WVC and CIP) and gender in the CDMD of SSS. The hypothesis is accepted. This simply means that gender did not moderate the effect of the treatments on the career decision-making difficulty of secondary school students. The outcome is in harmony with Joshua, Terungwa and Senayol's (2018) study which affirmed that gender does not have a significant difference in career decisions. This means that gender does not have an influence on career decisions among secondary school students. Akpochofo (2020) reported that in the career decision-making difficulty encountered by school students, gender was not considered a major factor. This implies that in making career decisions, gender does not have any influence.

These cause career higher cognitive process difficulties that affect each male and feminine student. This finding collaborates the results of the studies conducted in Switzerland where no gender distinction was found in relation to career decision-making difficulty (Gati, et al., 2000; Vertzberger and Gati, 2016). In addition, it shows that other factors affect the career decisions of students. The outcome of the study is not amazing, since women are not restricted to certain gender job stereotypes like in the olden days. Also, Lam, Michele Chee-Kuan (2016) discovered that gender did not have significant influence on the intervention in relation to career decision-making difficulty.

Contrarily, Eyo and Edet (2011) found that gender has a significant effect on the choice of occupation among students who were advised and students who were not advised. It was discovered that the gender group governs one's selection of work when the choice was unknowingly made. Arif, Iqbal, and Khalil (2019) found a substantial dissimilarity in male and female students' reactions in respect of the influence of self-efficacy experiences on career decision-making difficulty. Monteiro (2015) discovered

gender differences in making the decision in respect of status and confidence, difficulty nature in the CDMD process, thought process for decision making, and methods that were taken to smoothen the CDMD process.

This finding may be because the ability of males and females to manage the situation in most cases did not differ significantly. This indifference in the ability to manage a situation did not influence the reactions of male and female students to the rigidity of the intervention they were exposed to during the intervention. Several studies have been conducted on the relationship between gender and CDMD that yielded mixed results. On one hand, some studies reported that gender is not associated with career difficulty (Neice and Bradley, 1979, Lunneborg, 1975, Osipow, 1990). On the opposite hand, findings from different studies (Gianakos, 1995, Gati, Osipow, and Givon, 1995) recommended that gender affects career choices, though these effects do not systematically seem within the level of career decision-making difficulty among students (Krieshok, 1998). It is going to be reasonable that the consequences of gender on career decision-making difficulty are apparent and additionally in the cultures where female students are not given equivalent chances to create career choices as male counterparts (Mau, 2000). Gati et al. (1995) argued that gender variations exist, they need to be recognised by researchers and career counsellors for acceptable interventions that may be tailored to meet student's needs.

One of the objectives of this study is to research whether or not gender affects intervention outcomes among secondary school students in Nigeria. Based on the outcome of this study, gender does not affect the outcome of the intervention which is contrary to other studies that found that a relationship does exist between gender and CDMD. In view of this, other researchers must examine the relationship that exists between CDMD and gender.

Hypothesis Six

There is no significant interaction effect of gender and career self-efficacy on the career decision-making difficulty of secondary school students.

The result in table 4.2 shows no significant interaction effect of gender and career self-efficacy on the CDMD of SSS. Therefore, the null hypothesis is accepted.

This implies that gender and career self-efficacy did not moderate the effect of the treatments on the CDMD of SSS. The study revealed that gender (male or female) did not have anything to do with career decisions. Also, the level of career self-efficacy (Low/High) has nothing to do with the career decision. This finding supports by Odanga, Raburu, and Aloka (2015) who reported that there was no statistically significant relationship between gender and teachers' self-efficacy. This indicated that gender and self-efficacy do not influence in choosing the teaching profession.

The results of this study show that career self-efficacy is not significantly related to CDMD. This finding is contrary to Morgan and Ness (2003) who found that career self-efficacy and CDMD are significantly related. In their finding, they discovered that students with a higher level of career self-efficacy have lower difficulty in making career decisions. This is also supported by Coon (2009) who found out that career self-efficacy was not significantly influenced career decision-making difficulty. They discovered that students that reported lower CDMD have higher CSE.

The finding of this study is opposed to that of Agbaje and Agbaje's (2014) which reported that career self-efficacy and gender are the moderating factors that influence the causal link between the intervention programmes and the criterion measures. Also, Fouad and Byars-Winston (2009) found that the increase in career self-efficacy leads to significant decreases in career decision-making difficulty difficulties. They proposed that major reductions in CDMD can be ascribed to the addition of career assessments to clarify interests and enhancing students to research various careers and majors. Also, Ochieng (2015) in his study found that gender has significant relationship with self-efficacy in academic achievement. Studies, such as Betz and Hackett (1983) and Hackett, et al. (1981) uphold the certainty of gender differences concerning self-efficacy in making career-decision, especially concerning the specific path that has been established to be more influential. Generally, the male is more capable of working in the fields of science and technology, while the female feels more efficient in professions conventionally held by their gender (Bandura, 1997, 2006; Betz and Hackett, 1981).

In another study conducted by Marlino and Wilson (2003), it was established that male and female adolescents have comparable levels of self-efficacy and at the same time, there are gender differences in some important areas. Gianakos (2001), in

his study, concluded that gender was significant in planning and collecting information on the career the students wish to follow. The scholar indicated that females reported higher scores than their male counterparts on career decision-making self-efficacy. He added that the female has a low level in the areas of mathematics, finance, decision-making, and problem-solving compared to their male counterparts. Choi, Park, Yang, Lee, Lee, and Lee (2012) discovered that gender roles are not a determinant factor for career decision-making self-efficacy. Eaton, Watson, Foxcroft, and Patton (2004) discovered no gender variations among South African students when examined Communications Security institutions. In line with these results, Buldur and Sac (2015) further showed that the gender and socio-economic standing of pre-service science teachers were not statistically very important in terms of predicting their future career expectations.

Contrary, to the present study, Baglama and Uzunboylu (2017) affirmed that gender was not found to be related to occupation outcome expectancy levels of preservice education teachers. Similarly, Gushue (2006) found that outcome expectations do not show very important variations supported by gender. Also, Ferry, Fouad, and Smith (2000) declared that gender may be an important determinant of career-related different behaviour. The non-interactive effect found between gender and CSE maybe because in this study, career self-efficacy has no significant effect on CDMD and it had no contributed effect to its interaction with gender. This could be because the two treatment packages used in the study have to do with the identification of value and given information that might enhance the confidence and boost the achievement regardless of their career self-efficacy.

Hypothesis Seven

There is no significant interaction effect of treatments, gender, and career self-efficacy on CDMD of SSS

The result in table 4.2 shows there is no significant interaction effect of treatments, gender, and career self-efficacy on CDMD of students in secondary schools. Consequently, the null hypothesis is accepted. This result is in harmony with the finding of Brown, George-Curran, and Smith (2003) who affirmed that gender was not a moderator between the factors of career commitment, occupational investigation, and career decision-making difficulty self-efficacy. Also, George-Curran and Smith

(2003) and Salami (2001) discovered no significant relationship between gender and career behaviours.

The likely justification for this result could be because the students are in the same public school and the same class but in different locations. Also, they experienced the same general school and environmental problems. These students irrespective of their gender and level of CSE were exposed to related school experiences and the same educational school policy, but have a different level of career self-efficacy as shown earlier in this study. This study has also revealed that gender and career self-efficacy do not have a significant interaction effect on the career decision-making difficulty of secondary school students. The finding is contrary to Criana and Turdab (2015) who found that girls attained an upper median level of universal self-efficacy and its sub-scale when equating to male participants in career choice or its sub-scales, as well as self-efficacy regarding career decision-making.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter presents conclusion, recommendations, contribution to knowledge, limitations of the study and suggestions for further studies.

5.1 Conclusion

This study was conducted to examine the effectiveness of work-value clarification therapy and cognitive information processing therapies in the management of CDMD of SSS in Osun State, Nigeria. Gender and career self-efficacy were the moderating variables. With this in view, the selected participants underwent therapeutic interventions for eight (8) weeks, respectively. The data collected were carefully analysed using appropriate statistical tools which revealed the results of the

study. Based on the findings, the following have been reported: work-value clarification training and cognitive information processing therapies were effective in the management of CDMDof secondary school students. This means that appropriate usage of the principles essential to these psychological interventions ought to generate the related outcome. Nevertheless, cognitive information processing therapy was more efficient than work-value clarification in the management of CDMDof SSS.

This study also discovered an insignificant interaction effect of gender and career self-efficacy in the management of CDMDof secondary school students. The present study further revealed an insignificant interaction effect of treatments, career self-efficacy, and gender on the career decision-making difficultyof secondary school students. The findings show that in the aspect of work-value clarification training and cognitive information processing therapies on career decision-making difficulty of secondary school students in this study, the interventions are not gender-biased and therefore could be applied to students of both genders to improve their knowledge as regards deciding on career and difficulty in career decision-making. In addition, the finding also revealed that career self-efficacy did not have a significant influence in the management of career decision-making difficulty when using the work-value clarification and cognitive information processing therapies.

5.2 Implications of the findings for Counselling Practice

The outcomes of this study revealed that work-value clarification and cognitive information processing therapies were effective in the management of CDMDof school adolescents. This findingswill be of good use to theguidance counsellor, secondary school students, parents, policymakers, and other researchers that may want to carry out further studies.

Seniour secondary school studentshave been hindered from making appropriate career decisions due to the difficulty experienced in CDM. Many studies had confirmed that making wrong career decisions is associated with a lack of information, improper education as well as a lack of understanding of individual personality and ability. Also, various studies have confirmed that career interventions can be of help in reducing some of the challenges experienced before and during the

period of MCD. Therefore, this study has established that some interventions such as work-value clarification and cognitive information processing therapies are effective in managing the CDMD of SSS.

From the above findings, for counselling and educational psychologists to develop a treatment package necessary to reduce the CDMD of SSS. In view of this, counsellors need to embark on intensive and extensive enlightenment of career information and understanding of the individual value to curb the problem of career decision-making difficulty among secondary school students.

5.3 Recommendations

Based on the outcomes of this study, the following recommendations are given:

- The fact that work-value clarification and cognitive information therapies were effective in the management of career decision-making difficulty of secondary school students calls for the principles embedded in the interventions to be incorporated into the orientation training package for the students before the selection points in their educational activities such as, at the end of the Primary School Certificate Examination, Junior secondary Examination, and Senior Secondary Examination. These will equip the pupils better to effectively manage challenges experienced before, during, and after career decisions;
- The counselling centres with the aims of helping students to overcome difficult experiences in making career decisions should maximise the rudiments of psychological interventions used in this study to assist students in reducing or managing career decision-making difficulty;
- Parents and school teachers could be advised to undergo such training personally to be able to inculcate the same in the students to manage the career decision-making difficulty being experienced by students irrespective of their

gender. This is because the finding of this study reveals that gender does not have any significant effect on the effectiveness of the interventions. Based on the findings, it is encouraged that parents/guardians need to be properly orientated on the extent they have to be involved in the career selections and choice of their children wards, because of the role the parents /guardians play in the life of their children as the first agent of socialization goes a long way in the life of their children. Students should be allowed to choose based on their areas of interest and ability.

- The effectiveness of the interventions has also developed career management skills, rather than only helping people to solve immediate career problems and to make immediate decisions.
- Counselling and educational psychologists should be given the proper place in public secondary schools. Their attention should also be extended to parents rather than being limited to students. They should be saddled with the responsibility of using counselling principles and skills to manage the difficulty of career decision-making. Students are worried about their future work and occupations however they do not have the certainty of the factors like cash or status ought to influence one's alternative for the job. In reality, information on the career that is obtained at school through career programmes will facilitate several students to create the right career selections and pursue subject mixtures which may lead them to their dreams.
- The counsellor needs to take into consideration how to solve the immediate problems while trying to solve the problem of career decision-making difficulty. That is clarifying/identifying the career goals, instead of focusing on how to improve the level of self-efficacy with the aim that it will influence a decrease in career decision-making difficulty. The findings from this work revealed that the career self-efficacy level does not have any implication on career decision-making difficulty.
- A developmental approach could be taken by the school, tailoring the content of career education and guidance to the developmental levels that students may find themselves, and include career education in all classes and experiences throughout schooling, not at a particular class or stage.
- Schools should also adopt a greater student-centred technique throughout the schooling period, for instance, incorporating mastering from and reflecting upon

the experience, self-directed learning methods, and gaining knowledge from sizeable others consisting of employers, parents, alumni, and older.

- The difficulties experienced by the secondary school students should be addressed before deciding on a career, to choose the career preferences that match their abilities, aptitude, and personality characteristics to increase their performance.
- Also, teachers, counsellors, and other education stakeholders ought to provide students with appropriate stories that expand their exploration techniques and a wide range of career information on all to enable them to explore and make informed career choices.
- The counseling unit should properly handle career intervention in secondary schools regardless of the level (high/low) of career self-efficacy

5.4 Contribution to the knowledge

The following contribution has been made to the existing body of knowledge by this study:

- This research effort has established the effectiveness of work-value clarification therapy and cognitive information processing therapies in the management of CDMD of secondary school students;
- This study has further proven that although work-value clarification therapy and cognitive information processing therapies were effective in managing career decision-making difficulty of school adolescents, work-value was more effective to this effect;
- The study has also bridged the research gap in the literature on the relationship that exists between and among gender, career SE, and CDMD;
- This study has filled a research gap which sought the need to adopt some psychological interventions to manage the difficulty experienced by secondary school students in making good and competent career-decision, having discovered that career decision-making difficulty should be reduced or managed among secondary school students;

- This work has also added to the prevailing literature on the effectiveness of work-value clarification training and cognitive information processing therapies in the management of CDMD of school adolescents;
- This study has shown that gender and career self-efficacy does not affect the career decision-making difficulty of SSS; and
- This work has further contributed to the body of knowledge as most of the work on career decision-making difficulty centres on the causes and effects of career decision-making difficulty while a few studies focus on career interventions as well as the effectiveness of the therapies (WVC and CIP) in managing it. This is the gap in the literature which this study has filled.

5.5 Limitations of the study

The present study is of no exception to the fact that all research projects have limitations and therefore the limitations encountered by the current researcher are as follows:

The participants used are students of public schools, in three local governments' areas, Osun State. The private schools were not included and the kind of school attended can affect the career choice. The school location and the teachers can form the students' future by comprehending their talents, interests, and goals. The research was conducted only in three Local Government Areas in Osun State, the results may not be generalised to the State.

Another limitation experienced in the course of doing this study was the lack of cooperation from the students. Many of the students were not interested in the treatments until after the second session when the researcher introduced refreshment as a form of incentive to them. Despite this incentive, sixteen of them could not finish the sessions while fourteen of the participants did not return the questionnaires. Despite this shortcoming, the researcher had taken care of this alteration by selecting One

Hundred and Fifty participants and at the end of the research, only One Hundred and twenty were eventually used.

The study also emphasised the use of work-value clarification training and cognitive information processing therapies only in managing the career decision making difficulty leaving other tested therapies such as reality therapy, narrative therapy, etc. in this study. The moderating variables selected were gender and career self-efficacy, other organismic and environmental factors like age of the participants, personality traits, parent education, qualifications, and occupations among others which could affect the outcome of the treatments on the CDMD of participants were not considered.

5.6 Suggestions for further study

The effectiveness of work-value clarification training and cognitive information processing therapies in the management of CDMD of secondary school students can be replicated in other geopolitical zones other than the South-West zone where this research work was conducted.

Other moderating variables could influence the effectiveness of work-value clarification and cognitive information processing therapies in the management of career decision-making difficulty of SSS other than gender and self-efficacy that were investigated in this work. Other moderating variables like the age of the participants and the socio-economic status of the parents of the participants could also influence the effectiveness of the management of CDMD of secondary school students. Other researchers could examine these variables and come out with a reasonable recommendation to assist SSS in overcoming the challenges of CDMD. There are other psychological interventions that could be effective in managing the CDMD of SSS, which could be explored by other researchers. This same research can be re-

conducted in order to revalidate the outcomes of this work using the same target population over a period of time.

In addition, other studies may examine the relationship between career self-efficacy and CDMD since the present study revealed that no significant relationship exists between career self-efficacy and CDMD. Furthermore, studies can examine the interaction effect of gender, CSE, and CDMD. Also, the outcomes of this work suggest the need to develop an extra organised assessment of career records and more importantly to teach students about the need for data searching for and availability of statistics and career alternatives within their socio-cultural context.

Literature disclosed that the kind of school conjointly influences the careers chosen by students. Studies within the Commonwealth of the Bahamas (Rowland, 2004) and in African nations (Chemeli, 2013) showed that the sort of thirty-five college affected selections of careers. All over the globe, schools are classified differently. They are classified as government, mission, private, boarding and day schools. These schools could have different cultures that influence the careers that are mostly liked by students. This present study makes use of only government schools and they are day schools. The culture in this school may be a factor for getting these types of results. For further study,

this type of study can be carried out to involve different types of schools like government, mission, private, day, boarding, urban and rural schools.

Another vital side concerning colleges in relation to career selections was the geographical location of the school (Roy, 2016, Fizer, 2013, Perna, Rowan-Kenyon, Thomas, Bell, Anerson, and Chunyan, 2008). Duru (2019) revealed that CDMD differed based on the type of school and the grade level of the students. The constraints on providing career content vary across colleges supported the characteristics of the scholars the college serves and therefore the location of colleges, particularly, district or state (Perna et al., 2008). The present study was carried out in three (3) local government areas in Osun State, Nigeria, are also situated in the local areas. Therefore this study should be done in another setting that will include schools located in both urban and local areas. Also, the family background should be taken into consideration and environmental factors like the residential area of the students, Slaten and Baskin (2013) discovered that family background and sense of belonging are related to CDMD.

The ability to make proper career selections is important for achievement in the existence of the choice of an individual and could have consequences on the individual's entire lifestyle and future. A person's destiny achievements, income levels, standard of living, self-esteem, and social reputation are largely influenced with the aid of his career. Hence it is critical to provide effective career guidance at this point to make an appropriate career decision.

However, future studies could determine the expertise of this handy career construct, instead of looking forward to the variety of information same time. This may be vital, as reducing career indecision could be a clear focus for career practitioners and career interventions and is valued by undecided people.

This study has created a vital contribution to the literature by teasing out the causative relationship between career decision-making difficulty and career self-efficacy. However, as a result of the results that are counter and contrary to what earlier researchers found the study, must be replicated. Future studies ought to conjointly examine the causative relationship between career self-efficacy and career decision-making difficulty and taking into consideration different social-cognitive variables, like outcome expectations and goal setting, check causative relationships within the context of a wider array of variables, and examine completely different age teams, particularly older adolescents, to permit stronger conclusions to be drawn.

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APPENDIX I

**UNIVERSITY OF IBADAN
FACULTY OF EDUCATION
DEPARTMENT OF COUNSELLING AND HUMAN DEVELOPMENT**
Dear Participants,

‘This Scale is designed basically for a research purpose. It seeks to know how you would react to these statements. All, the information provided would be treated confidentially. Please, be honest in your Responses’.

Demographic Information

(1) Age ----- (2) Sex ----- (3) Father’s educational qualification.....
(Primary School) (Secondary School) (OND) (NCE) (B.Sc.) (Masters)
(OTHERS).....

(4) Mothers educational qualification..... (Primary School) (Secondary School)
 (OND) (NCE) (B.Sc.) (Masters)
 (OTHERS).....

5. Father's occupation.....

6. Mother's occupation.....

SECTION B

For each statement you have to say whether you Strongly Disagree, Fairly Disagree, Disagree, Undecided, Agree, Fairly Agree, Strongly Agree: to the statement. Strongly Disagree - SD, Fairly Disagree - FD, Disagree - D, Undecided - U, Agree - A, Fairly Agree - FA, Strongly Agree - SA

INDECISIVENESS SCALE - Germeijs and Boeck (2002)

| S/N | ITEMS | SD | FD | D | U | A | FA | SA |
|-----|---|----|----|---|---|---|----|----|
| 1 | <i>I find it easy to make decisions.</i> | | | | | | | |
| 2 | <i>It is hard for me to come to a decision.</i> | | | | | | | |
| 3 | <i>I don't know how to make decisions.</i> | | | | | | | |
| 4 | <i>I know which steps to take when making a decision.</i> | | | | | | | |
| 5 | <i>I would characterize myself as an indecisive person.</i> | | | | | | | |
| 6 | <i>I don't hesitate much when I have to make a decision.</i> | | | | | | | |
| 7 | <i>While making a decision, I feel certain.</i> | | | | | | | |
| 8 | <i>While making a decision, I feel uncertain.</i> | | | | | | | |
| 9 | <i>It takes a long time to weigh the pros and cons before making a decision.</i> | | | | | | | |
| 10 | <i>I make decisions quickly.</i> | | | | | | | |
| 11 | <i>I delay deciding.</i> | | | | | | | |
| 12 | <i>I don't postpone making decisions to a later date.</i> | | | | | | | |
| 13 | <i>I try to avoid making a decision.</i> | | | | | | | |
| 14 | <i>I don't avoid situations where decisions have to be made.</i> | | | | | | | |
| 15 | <i>I tend to leave decisions to someone else.</i> | | | | | | | |
| 16 | <i>I cut the knot myself in a decision instead of leaving the decision to others.</i> | | | | | | | |

| | | | | | | | | |
|-----|---|--|--|--|--|--|--|--|
| 17 | <i>Once I have taken a decision, I stick to that decision.</i> | | | | | | | |
| 18 | <i>I often reconsider my decision.</i> | | | | | | | |
| 19 | <i>Once I have made a decision, I stop worrying about it.</i> | | | | | | | |
| 20. | <i>After making a decision, I can't get it out of my mind.</i> | | | | | | | |
| 21 | <i>After I have decided something, I believe I took the wrong decision.</i> | | | | | | | |
| 22 | <i>After making a decision, I don't regret the decision.</i> | | | | | | | |

APPENDIX II
UNIVERSITY OF IBADAN
FACULTY OF EDUCATION
DEPARTMENT OF COUNSELLING PSYCHOLOGY

Dear Respondents,

This Scale is designed basically for a research purpose. It seeks to know how you would react to these statements. All, the information provided would be treated confidentially. Please, be honest in your Responses.

SECTION A

Demographic Information

1. Age -----
2. Sex -----
3. Father's educational qualification..... (Primary School) (Secondary School) (OND) (NCE) (Bsc) (Masters) (OTHERS).....

4. Mother's educational qualification..... (Primary School) (Secondary School) (OND) (NCE) (Bsc) (Masters) (OTHERS).....

5. Father's occupation.....

6. Mother's occupation.....

- Tick 1 - If you are Not Sure (NS)
 2 - If you are least Sure (LS)
 3 - If you are Sure (S)
 4 - If you are Very Sure (VS)
 5 - If you are Very Much Sure (VMS)

Section B

Career Decision- Making SE Scale-Short Form (CDMSES) Question:

| S/N | How much confidence do you think you have | NS 1 | LS 2 | S 3 | VS 4 | VMS 5 |
|-----|--|---------|---------|--------|---------|----------|
| 1. | <i>I have adequate knowledge of myself.</i> | | | | | |
| 2. | <i>I have a sound knowledge of the subjects I'm offering in the school</i> | | | | | |
| 3. | <i>I am confident that I will pass my final Examination</i> | | | | | |
| 4 | <i>I feel that I'm a person of worth</i> | | | | | |
| 5 | <i>I am capable of pursuing things to a logical end</i> | | | | | |
| 6 | <i>I am a responsible person</i> | | | | | |
| 7 | <i>I can compete favourably with my colleagues</i> | | | | | |
| 8 | <i>I will succeed in most things that I do</i> | | | | | |
| 9 | <i>I know what my personal value is</i> | | | | | |
| 10 | <i>The subjects I'm offering now are relevant to my proposed career</i> | | | | | |
| 11 | <i>I know the requirements for my proposed course of study</i> | | | | | |
| 12 | <i>I can describe the work setting of some occupations</i> | | | | | |
| 13 | <i>I can describe the employment opportunity in the field of my interest</i> | | | | | |
| 14 | <i>I can identify work-related values</i> | | | | | |
| 15 | <i>I can mention some of the job hazards associated with my proposed career</i> | | | | | |
| 16 | <i>I can mention some places where people who pursue the career of my choice work.</i> | | | | | |
| 17 | <i>I can mention some attributes require of people who want to enter a particular career</i> | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| 18 | <i>I can describe what people in the career of my choice do</i> | | | | | |
| 19 | <i>I can identify ways of getting occupational information</i> | | | | | |
| 20 | <i>I can identify sources of occupational information.</i> | | | | | |
| 21 | <i>I can resolve problem relating to values</i> | | | | | |
| 22 | <i>I can resolve conflict relating to values</i> | | | | | |
| 23 | <i>I tend to take decision when I'm forced to</i> | | | | | |
| 24 | <i>I believe in discussing my vocational problem with people who can be of help.</i> | | | | | |
| 25 | <i>When I failed at solving a problem, I attempt it again and again until it is solved.</i> | | | | | |
| 26 | <i>Each time I think of what job to enter after leaving school I become very anxious.</i> | | | | | |
| 27 | <i>I am confident that I can handle any problem that may arise in the process of selecting a career.</i> | | | | | |
| 28 | <i>I have been involved in activities that are relevant to my proposed career.</i> | | | | | |
| 29 | <i>I have been gathering information about the career I want to enter.</i> | | | | | |
| 30 | <i>I have adequate resources that I can use to finance my course of study/career choice.</i> | | | | | |
| 31. | <i>I am very confident that my parents, peer friends and significant others will support my career plans</i> | | | | | |
| 32. | <i>I know the requirements for my proposed career</i> | | | | | |
| 33. | <i>I have been making definite plans to get ahead in the work I choose.</i> | | | | | |

Section C - Career Decision Difficulties Scale (CDDS)

The participants were asked “to indicate how much the statement described you” on a 9-point scale, i.e the degree to which each item represent their level of difficulty (e.g., “It is usually difficult for me to make a decision” described them (from 1 = does not describe me to 9 = describes me well”).

CAREER DECISION DIFFICULTY SCALE - Gati, Krausz, and Osipow, 1996

| S/N | “to indicate how much the statement described you | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-----|--|---|---|---|---|---|---|---|---|---|
| 1. | I know that I have to choose a career, but I don't have the motivation to make the decision now ("I don't feel like it"). | | | | | | | | | |
| 2. | Work is not the most important thing in one's life and therefore the issue of choosing a career doesn't worry me much. | | | | | | | | | |
| 3 | I believe that I do not have to choose a career now because time will lead me to the "right" career choice. | | | | | | | | | |
| 4 | It is usually difficult for me to make decisions. | | | | | | | | | |
| 5 | I usually feel that I need confirmation and support for my decisions from a professional person or somebody else I trust. | | | | | | | | | |
| 6 | I am usually afraid of failure. | | | | | | | | | |
| 7 | I like to do things my own way. | | | | | | | | | |
| 8 | I expect that entering the career I choose will also solve my personal problems. | | | | | | | | | |
| 9 | I believe there is only one career that suits me. | | | | | | | | | |
| 10 | I expect that through the career I choose I will fulfill my aspirations. | | | | | | | | | |
| 11 | I believe that a career choice is a one-time choice and a life-long commitment. | | | | | | | | | |
| 12 | I always do what I am told to do, even if it goes against my own will. | | | | | | | | | |
| 13 | I find it difficult to make a career decision because I do not know what steps I have to take. | | | | | | | | | |
| 14 | I find it difficult to make a career decision because I do not know what factors to take into consideration. | | | | | | | | | |
| 15. | I find it difficult to make a career decision because I don't know how to combine the information I have about myself with the information I have about different careers. | | | | | | | | | |
| 16 | I find it difficult to make a career decision because I still do not know which occupations interest me. | | | | | | | | | |
| 17 | I find it difficult to make a career decision because I am not sure about my career preferences yet (for example, what kind of a relationship I want with people, which working environment I prefer). | | | | | | | | | |
| 18 | I find it difficult to make a career decision because I do not have enough information about my competencies (for example, numerical ability, | | | | | | | | | |

| | | | | | | | | | | |
|-----|--|--|--|--|--|--|--|--|--|--|
| | verbal skills) and/or about my personality traits (for example, persistence, initiative, patience). | | | | | | | | | |
| 9. | I find it difficult to make a career decision because I do not know what my abilities and/or personality traits will be like in the future. | | | | | | | | | |
| 20 | I find it difficult to make a career decision because I do not have enough information about the variety of occupations or training programs that exist. | | | | | | | | | |
| 21 | I find it difficult to make a career decision because I do not have enough information about the characteristics of the occupations and/or training programs that interest me (for example, the market demand, typical income, possibilities of advancement, or a training program's prerequisites). | | | | | | | | | |
| 22 | I find it difficult to make a career decision because I don't know what careers will look like in the future. | | | | | | | | | |
| 23. | I find it difficult to make a career decision because I do not know how to obtain additional information about myself (for example, about my abilities or my personality traits). | | | | | | | | | |
| 24 | I find it difficult to make a career decision because I do not know how to obtain accurate and updated information about the existing occupations and training programs, or about their characteristics. | | | | | | | | | |
| 25 | I find it difficult to make a career decision because I constantly change my career preferences (for example, sometimes I want to be self-employed and sometimes I want to be an employee). | | | | | | | | | |
| 26 | I find it difficult to make a career decision because I have contradictory data about my abilities and/or personality traits (for example, I believe I am patient with other people but others say I am impatient). | | | | | | | | | |
| 27 | I find it difficult to make a career decision because I have contradictory data about the existence or the characteristics of a particular occupation or training program. | | | | | | | | | |
| 28 | I find it difficult to make a career decision because I'm equally attracted by a number of careers and it is difficult for me to choose among them. | | | | | | | | | |
| 29 | I find it difficult to make a career decision because I do not like any of the occupation or training programs to which I can be admitted. | | | | | | | | | |
| 30 | I find it difficult to make a career decision because the occupation I am interested in involves a certain characteristic that bothers me (for example, I am interested in medicine, but I do not want to study | | | | | | | | | |

| | | | | | | | | | | |
|----|--|--|--|--|--|--|--|--|--|--|
| | for so many years). | | | | | | | | | |
| 31 | I find it difficult to make a career decision because my preferences cannot be combined in one career, and I do not want to give any of them up (e.g., I'd like to work as a free-lancer, but I also wish to have a steady income). | | | | | | | | | |
| 32 | I find it difficult to make a career decision because my skills and abilities do not match those required by the occupation I am interested in. | | | | | | | | | |
| 33 | I find it difficult to make a career decision because people who are important to me (such as parents or friends) do not agree with the career options I am considering and/or the career characteristics I desire. | | | | | | | | | |
| 34 | I find it difficult to make a career decision because there are contradictions between the recommendations made by different people who are important to me about the career that suits me or about what career characteristics should guide my decisions. | | | | | | | | | |
| | | | | | | | | | | |

APPENDIX IV

PARTICIPANTS INFORMATION

WVC PARTICIPANT CONSENT FORM

I agree to be part of the 8 weeks (25thOctober 2018 - 20th December, 2018) training exercise on Wvc on career decision-making difficulty of secondary school students in Osun State, Nigeria.

Name.....

School

Class.....

Student Signature..... Date

Parent Signature.....

PARTICIPANTS INFORMATION

CIP PARTICIPANT’S CONSENT FORM

I agree to be part of the 8 weeks (24th October 2018 - 20th December 2018) training exercise on cognitive information processing Therapy (CIPT) on career decision making difficulty of SSS in Osun State, Nigeria.

Name.....

School

Class.....

Student Signature..... Date

Parent Signature.....

APPENDIX V

Treatment Packages

Experimental Group One: WVC

WVC therapy is a therapeutic method intended to assist individuals to identify or discover their ambitions, guidelines, and significance. It also helps individuals to make selections and resolutions to support them in attaining their aims, objectives, and priorities. Finally, it assists individuals to take steps to execute their choices and decisions and thereby achieve their goals, directions, and priorities.

Session I:

Given general orientation and pre-test administration

Objectives: At the end of this session, the participants were able to:

- familiarise with each other and understand their roles in the process of treatments;
- understand the main objectives of the programme; and
- respond to the pre-test scale accordingly

Step 1: The therapists welcomed all participants and introduced the research assistants and herself to the participants. She also initiated rapport among the participant through self-introduction by each member.

Step 2: The therapist briefed the participants on the purpose of the session.

Step 3: Both the therapist and participants agreed on a day and time of therapeutic sessions. The therapist also informed the participants to be punctual for the session.

Step 4: The therapist informed the participants of the objectives of the programme.

Step 5: The therapist also informed the participants that there would be total confidentiality regarding all information disclosed to her in the course of the sessions.

Step 6: The therapist took the attendance and phone numbers of the participants and gave them her phone number in case there would be a need to contact her before the therapeutic day.

Step 7: The therapist administered pre-test instruments (using 25 items Career Decision Self-efficacy Scale-Short Form (CDSES-SF) Questionnaire and career decision making difficulty scale to obtain the pre score.

Evaluation: The therapist asked the following questions:

- What do you think are the main objectives of this programme?

- Mention the roles you are expected to play to enhance smooth treatment sessions?

Summary:

The therapist appreciated the participants and closed the session for the day.

Homework:

What is a career?

Session II:

What is a career? What are the reasons for career decision-making difficulty?

Objectives: At the end of the session the participants were able to explain the meaning of a career and the reasons for making a career decision.

Step 1: The therapist welcomed the participants to the second session of the programme.

Step 2: the therapist informed the participants of the meaning of career.

Step 3: The therapist commended the participants for their attention and allowed them to ask questions.

Step 4: The therapist evaluated the session by asking the participants to explain what a career is and the reasons for taking a career decision.

Step 5: The therapist summarise the lesson and fixed the next meeting date.

Assignment: what do you want to become in the future and write the reasons for choosing what you want to be?

Closing remarks:

- Participants were commended for their sense of commitment.
- Participants were reminded of the time and venue for the next session.

Session III

What is career decision-making difficulty?

Objectives: At the end of this session the following were attained:

Participants were able to understand what career decision-making difficulty is and the reasons for career decision-making difficulty.

Step 1: The therapist welcomed the participants to the third session of the programme.

Step 2: The therapist welcomed the participants to the second session of the programme.

Step 3: The therapist explained the meaning of career decision-making difficulty and discussed with the participants that CDMD is anything that hinders them from making

the most appropriate career decision. The therapist also discussed with the participants some of the reasons that make decision-making difficult when choosing a career.

Step 4: The therapist commended the participants for their attention and allowed questions from them.

Step 5: The therapist evaluated the session by asking the participants what they understand about the CDMD and why is SSSs experiencing career decision-making difficulty.

Step 6: The therapist summarised the lesson and fixed the next meeting date.

Assignment:

What are the consequences of career decision-making difficulty?

Closing remarks: Participants were commended for their sense of commitment and reminded of the time and venue for the next session.

Session IV

What are the consequences of making a wrong career decision?

Objectives: At the end of this session, the participants understood the consequences of making a wrong career decision.

Step 1: The therapist welcomed the participants to the fourth session of the programme.

Step 2: The therapist revised what was learned in the previous session with the participants and explained to them what career decision making difficulty are and discuss with them that student that faces difficulties during the time of making a career decision may make a wrong career decision. The therapist also discussed with the participants some of the consequences of making a wrong career decision:

Step 4: The therapist commended the participants for their attention and allowed them to ask questions.

Step 5: The therapist evaluated the session by asking the participants what they understood about the consequences of career decision-making difficulty.

Step 6: The therapist summarised the lesson and fixed the next meeting date.

Assignment:

What are the reasons for choosing your career and what are likely challenges that you may face during the time of pursuing your career?

Closing remarks:

- Participants were commended for their sense of commitment and reminded of the time and venue for the next session.

Session V

What is work-value clarification?

Objectives: At the end of this session the following were attained:

- Participants were able to understand what work-value clarification is.
- Types of work-value clarification

Step 1:

The therapist welcomed the participants to the fifth session of the programme.

Step 2:

The therapist revised what has been done in the previous contact and commended the participants for a job well done.

Step 3:

The therapist explained the meaning of work-value clarification to the participants.

Step 4: The therapist commended the participants for their attention and allowed them to ask questions.

Step 5: The therapist evaluated the session by asking the participants to explain what they understand by work-value clarification.

Step 6: The therapist summarised the lesson and fixed the next meeting date.

Assignment: What do you want to become in the future and what are the reasons for choosing your career.

Closing remarks:

- Participants were commended for their sense of commitment and were reminded of the time and venue for the next session.

Session VI

Phases of work value clarification

Objectives: At the end of this session the following were attained:

Participants were able to mention the phases of work- value clarification and understand each phase well.

Step 1: The therapist welcomed the participants to the six contact sessions of the programme.

Step 2: The therapist asked the participants to submit the assignment given to them and asked them to share their own opinion about the career choice. The therapist also discussed with the participants the benefit and challenges that might come up in their choosing careers and cited various examples and models in those fields they are aspiring for.

Step 3: The therapist evaluated the session by asking the following questions;
Mention the types of work-value clarification; and
Explain what you understand by each of them.

Step 4: The therapists summarised the discussion for the day and bring the session to a close till the next meeting day.

Assignment:

Identify types of work-value clarification

Closing remarks:

Participants were commended for their contribution.

Participants were reminded of the time and venue of the next session.

Session VII

Types of Work-value

Objectives: At the end of the session, participants were able to know and explained the types of work-value clarification.

Step 1: The therapist welcomed the participants to the seven-session of the programme.

Step 2: The student responses were accepted without judgment or evaluation and any attempts by students to challenge or mock each other's position was discouraged.

Step 3: The therapist mentioned the types of Wvcs and explain it

Types of work-value clarification - Intrinsic and Extrinsic work-value

Work value clarification is essential; there are intrinsic and extrinsic values.

Step 4: The therapist allowed participants to ask questions.

Step 5: Evaluation

The therapist evaluated the session by asking participants to list and explain types of value associated with work.

Step 6: The therapist rounded off the session to the next meeting day.

Assignment: The therapist asked the participants to write the Intrinsic and Extrinsic values of their career choice.

Closing remarks: Participants were thanked for their commitment and reinforced by shaking hands with them.

Participants were reminded of the time and venue of the next session.

Session VIII:

Revision of all activities in the previous session and administration of instrument for post-treatment measures

Objectives: At the end of the session, participants were able to:

- Summarise their understanding and what they had benefited from since the beginning of the programme.
- answer to the administration of the post-test instrument.

The researcher summarised all the sessions. This was accomplished by asking questions in line with the experiences the participants had gained to determine whether the participants were able to comprehend and make use of the skills they had been taught. To be more efficient, some of the prior sessions were rehearsed to facilitate lasting retention by participants.

The Posttest instrument was administered to the participants. The responses served as post-treatment scores.

Closing Remarks

The researcher thanked the participants for their commitment and cooperation towards the successful completion of the programme. She implored them to ensure proper utilization of skills and techniques acquired from the programme.

Experimental Group II

cognitive information processing Approach

Session I

Orientation and Pre-Test Administration

Topic: Administration of Pre-test Instrument

Objectives: At the end of this session, the participants were able to:

- Explain the reason for the programme;
- Mention benefits of the programme; and
- Give the right response(s) to the pre-test administered by the therapist.

Step 1:

The researcher warmly welcomed the participants into a neat and favourable environment; she introduced herself and the research assistance while the participants also introduce themselves one by one.

Step 2:

The therapist stated the objectives of the programme and the benefits to the participants to arouse the interest of the participants.

Step 3:

The therapists and the participants unanimously agreed on days and time of meeting (8) sessions of 50 minutes per week for eight (8) weeks.

Step 4:

The therapist explained the rules guiding the conduct of the programme and what is expected of the participants viz a viz;

- Regular attendance; and
- Prompt notification to the therapist with cogent reasons by any participants that want to opt-out.

Step 5:

The therapist also informed the participants that there would be total confidentiality regarding all information disclosed to her in the course of the sessions.

Step 6:

The therapist took the attendance records and phone numbers of the participants and also give the participants her phone number in case there is a need to contact her before the therapeutic day.

Step 7:

The therapist administered pre-test instruments (using 22 items Indecisiveness Scale by Germeijs and Boeck (2002) to obtain information on the level of difficulty.

Step 8:

The therapist asked if any of the participants have any questions and she responded to their questions respectively.

Evaluation:

The therapist asked the following questions:

- What do you think are the main objectives of this programme?
- Mention the roles you are expected to play to enhance smooth treatment sessions?

Summary:

The therapist appreciated the participants and closes the session for the day.

Session II:

What is a career? What are the reasons for career decision making difficulty ?

Objectives:

At the end of the session, the participants should be able to explain the meaning of a career and the reasons for making a career decision.

Step 1: The therapist welcomed the participants to the second session of the programme.

Step 2: The therapist informed the participants, the meaning of career. The therapist discussed with the participants that a career is necessary and important in the life of an individual because it determines one personality and what one would become in the future.

Step 3: The therapist commends the participants for their attention and allows questions from them.

Step 4: The therapist evaluated the session by asking the participants to explain what career is and reasons for taking career decisions.

Step 5: The therapist summarises the lesson and fixes the next meeting date.

Assignment: what do you want to become in the future and write the reasons for choosing what you want to be?

Closing remarks: Participants were commended for their sense of commitment. Participants were reminded of the time and venue for the next session.

Session III

What is career decision making difficulty ?

Objectives: At the end of this session the following were attained:

Participants were able to understand what CDMD is and the reasons for career decision making difficulty .

Step 1: The therapist welcomed the participants to the third session of the programme.

Step 2: The therapist explained the meaning of CDMD to the participants and discussed with them that anything that hinders them from making the most appropriate career decision is career decision-making difficulty.

Step 4: The therapist commended the participants for their attention and allowed questions from them.

Step 5: The therapist evaluated the session by asking the participants what they understand about career decision-making difficulty and the reasons for career decision-making difficulty among secondary school students.

Step 6: The therapist summarised the lesson and fixed the next meeting date.

Assignment: What are the consequences of career decision-making difficulty?

Closing remarks:

- Participants were commended for their sense of commitment and were reminded of the time and venue for the next session.

Session IV

What are the consequences of making a wrong career decision?

Objectives: At the end of this session, the participants were able to understand the consequences of making a wrong career decision.

Step 1: The therapist welcomed the participants to the fourth session of the programme.

Step 2: The therapist revised what was learned in the previous session with the participants, and explained to them what career decision making difficulty is.

Step 4: The therapist commended the participants for their attention and allows questions from them.

Step 5: The therapist evaluated the session by asking the participants what they understand about the consequences of CDMD.

Step 6: The therapist summarised the lesson and fixed the next meeting date.

Assignment: What are the reasons for choosing your career and what are the likely challenges that you may face during the time of pursuing your career?

Closing remarks: Participants were praised for their sense of commitment.

- Participants were informed of the time and venue for the next session.

Session V

Assignment: What is the CIP approach?

Cognitive information processing Approach definition.

Objectives: The participant were able to understand what cognitive information processing is at the end of the session.

Step 1: The therapist welcomed the participants to the fifth session of the programme

Step 2: She revised what had been done in the previous contact.

Step 3: The therapist explained the meaning of cognitive information processing therapy as follows:

Step 4: The therapist commended the participants for sparing their time and allowed them to ask questions.

Step 5: She evaluated the session by asking them to explain what they understand about cognitive information processing.

Step 6: She summarised the lesson and fixed the next meeting date.

Assignment: What is the cognitive information processing model?

Session VI

Aims of Cognitive Information Processing.

Objectives: At the end of the session, the participants should be able to mention and explain the aims of cognitive information processing therapy.

Step 1: The therapist welcomed the participants to the sixth session of the programme

Step 2: The therapist together with the participants revised what was done in the previous contact and commends the participants for a job well done.

Step 3: The therapist defined and explained the aims of cognitive information processing to the participants.

Step 4: The therapist commended the participants for their attention and allowed questions from them.

Step 5: She evaluated the session by asking the participants to explain the aims of cognitive information processing therapy.

Step 6: She summarised the lesson and fixed the next meeting date.

Assignment: what are the two fundamental ways the cognitive information processing model use in achieving its aims?

Session VII

What are the two fundamental ways the cognitive information processing model uses in achieving its aims?

Objective: At the closing stage of the session, the participants were able to explain the two fundamental ways the cognitive information processing model use in achieving its aims.

Step 2: The therapist together with the participants revised the previous lesson of the last session and commended them for their commitment.

Step 3: The therapist explained to the participants that certain information processing capabilities must experience continual development throughout the individual's lifespan before an individual can become independent and responsible career problem-solvers and decision-makers.

Step 4: The therapist evaluated the session by asking the participants to mention and explain the fundamental ways the cognitive information processing use in achieving its aims.

Step 5: The therapist summarised and brings the session to a close till the next meeting day.

Assignment: What are those things that clients must understand to improve their ability to solve a career problem and decision-making skills to effectively tackle the career problem at hand?

Session VIII

Step 1: The earlier sessions were recap and the instrument for posttest were administered to the participants for post-treatment procedures.

Objectives: In conclusion, the participants were able to summarise their experience and what they had benefited from since the beginning of the programme.

Step 2: Respond to the administration of post-test instruments.

The researcher summarised all the sessions. This was accomplished by asking questions based on the experiences the participants had gained to determine whether the participants were able to comprehend and make use of the skills they have been taught. To be more efficient, part of what was previously thought was reviewed to assist lifelong retention by participants.

Step 3: Post-test instrument was administered to the participants and the responses served as post-treatment scores.

The therapist appreciated the participants for their time, cooperation, and effort during the programme. She gave refreshments to the participants.

Step 4: The therapist encouraged the participants to use the skills acquired in their daily living.

Step 5: The therapist rounded off the session and terminates the programme.

APPENDIX VI



DEPARTMENT OF GUIDANCE AND COUNSELLING
UNIVERSITY OF IBADAN, IBADAN, NIGERIA

Telephone: +2348023288194
+2348052946055

Head of Department
Professor Chioma C. ASUZU
B.Sc., M.Ed., Ph.D. (Ibadan)

E-MAIL:
chiomasuzu20@yahoo.com
counshumandevlopment@gmail.com

Clinical Psychology
Prof. Chioma C. Asuzu
B.Sc., M.Ed., Ph.D
Dr. O. B. Oparah
B.Sc., M.Ed., Ph.D

Counselling Psychology
Prof. D. A. Adeyemo
B.A.Ed, M.Ed., Ph.D
Prof. A. G. Aremu
B.Ed., M.Ed., Ph.D
Dr. R. A. Animashaun
B.Ed., M.Ed., Ph.D
Dr. D. A. Olowole
B.Ed., M.Ed., Ph.D
Dr. Olanike A. Busari
B.Ed., M.Ed., Ph.D
Dr. Adetola G. Adeyemi
B.Ed., M.Ed., Ph.D
Dr. Noidi M. Ofole
B.Ed., M.P.P, M.Ed., Ph.D
Dr. S. A. Odedolun
B.Ed., M.Ed., Ph.D
Dr. Olukemi Y. Akinyemi
B.Ed., M.Ed., Ph.D

Developmental Psychology
Prof. Ajibola Falaye
B.A. PGDE, M.Ed., Ph.D
Dr. Adebunmi O. Oyekola
B.Ed., M.Ed., Ph.D

Educational Psychology
Prof. C. B. U. Uwakwe
B.Ed., M.Ed., Ph.D
Prof. E. A. Awoyemi
B.Ed., M.Ed., Ph.D

Personnel Psychology
Prof. T. A. Hammed
B.Ed., M.Ed., Ph.D
Dr. A. M. Jimoh
B.A. PGDE, M.Ed., Ph.D
Dr. A. A. Owofunni
B.Ed., M.Ed., Ph.D

Tests and Measurement
Dr. M. O. Ogunodokun
B.Ed., M.Ed., Ph.D
Dr. J. O. Fehintola
B.Sc., PGDE, M.Ed., Ph.D
Dr. A. K. Yalwa
B.Sc., M.Ed., Ph.D

Date: 19/9/2018

Tutor General / Permanent Secretary
Osun-West Education
District Office

LETTER OF INTRODUCTION

This is to certify that OMOLUWAMI A. ILORI
with Matriculation No.: 78263 is one of our M.Phil/Ph.D./Ph.D.

students in the Department of Guidance and Counselling, University of

Ibadan. He/She would like to collect data for his/her thesis
titled Work-value clarification and Cognitive
Information processing therapies in the
management of career decision-making
difficulty of secondary school students
in Osun State, Nigeria.

Kindly assist him/her in any way you can.

Thank you
Dept of Guidance & Counselling
Faculty of Education
University of Ibadan
Prof. Chioma C. Asuzu,
Head of Department.

Itamar Gati, Ph.D.
School of Education, Hebrew University, Jerusalem, ISRAEL

e-mail: itamar.gati@huji.ac.il

Fax: (+972)-2-5882084

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Name - Omowumi A Ilori Date: October 22, 2018 e-mail:
omowumi.ilorio@uniosun.edu.ng

Signature : signed Fax: Tel: 08038042364
Address -Department of Guidance and Counseling, Faculty of Education, University of Ibadan,
NIGERIA

Sincerely,

 23/10/2018
Itamar Gati, Ph.D.

Permission is not granted without the signature of Itamar Gati in this space.


OSUN-WEST EDUCATION DISTRICT OFFICE
(DEPARTMENT OF SCHOOL ADMINISTRATION AND PERSONNEL)
Office: Beside Ayedaade Grammar School,
Ikire.

Our Ref:..... Your Ref:..... Date: 24-07-21

The Principal,
A.D.C. HIGH SCHOOL 1,
APOMU.

Sir/Ma,

LETTER OF INTRODUCTION

I hereby write to introduce the bearer in person of **Mrs. Ilori Omowumi Abeke** to you sir. She is in need of your assistance for the collection of data in your school for her Ph.D project in the department of Guidance and Counseling, University of Ibadan.

Kindly give her the maximum assistance at your disposal to make her request a successful one.

I thank you.


Mr. Babatunde Kasali DAUDA
Director, School Administration and Personnel
For: Tutor General/Permanent Secretary