

Value Preference and Academic Performance of Pre-Service Teachers in Kano State: Implication for Counselling and Curriculum Development

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ABSTRACT

The objectives of the study were to find out the influence of Value Preference on Academic Performance, difference in the influence of Value Preference on Academic Performance based on gender, difference in the influence of Value Preference on Academic Performance among Pre-Service Teachers in Kano state based on age, and difference in the influence of Value Preference on Academic Performance between Pre-Service Teachers of Universities and Colleges institutions in Kano state. Based on these objective, four correspondent hypotheses were formulated to guide the study. The research employed correlational research design. The population of this study comprised (11,348) NCE II students' teachers and 300 level Education undergraduates in both federal and state own institutions. Based on the population, multi-stages sampling technique was used to sample 370 NCE II Pre-Service Teachers were drawn to serve as a sample size of the study based on the table of determine sample size (Research Advisor, 2006). The data collection instruments employed in the study was an adopted questionnaire named: "Human Value Scale (HVS)" which was adopted from Schwartz Personal Value Questionnaire developed in (1992, 1994). Face and content validity of the instrument was obtained and the reliability co-efficient of 0.63 was obtained. The statistical tools used in this study for data analysis was Pearson Product Moment Correlation (PPMC) and regression analysis to test the hypotheses of the study. The study found out that, Value Preference significantly influenced students' Academic Performance among pre-service teachers in Kano State, there is significant difference in the influence of value Preference on Academic Performance between male and female Pre-Service Teachers in Kano state, there is no significant influence of age in the impact of value Preference on Academic Performance among Pre-Service Teachers in Kano state and types of institutions as University and Colleges of Education significantly influenced the impact of Value Preference on Academic Performance among Pre-Service Teachers in Kano State. Based on these findings the study recommended among others that; there is the need for integration of values education in teacher education programmes. There is the need for comprehensive Counselling program for pre-service teachers with a view to producing future teachers who can positively shape the personalities of their students and also promote their academic performance.

Key Words: Value Preference; Academic Performance; Pre-Service Teachers; Counselling; Curriculum Development;

INTRODUCTION

Value preference informs how people behave and how societies are organized and managed. Value like other philosophical concepts does not lend itself to one interpretation. It is a concept that is related to man as man cannot do without valuing in their day to day activities. Educational institutions are veritable avenues for value inculcation. As such, education is supposed to cater for a balanced and holistic development of an individual. A balanced education is that which includes the three domains of learning namely; cognitive, affective and

psychomotor domains. There is the perception that education in Nigeria and in most parts of the world is biased towards the cognitive development of learners. The aims, content, learning experiences and even evaluation of education appear to tilt more to the intellectual and skills development of learners with little or no attention to the affective aspect of learning. The school educational programs such as curriculum development, Guidance and Counselling as well as overall assessments should consider the value preferences of the students and society at large.

For the product of education to become active, productive and useful members of society, the three domains have to be adequately taken care in the curriculum content as well as in other extra-curricular activities of the school such as Guidance and Counselling, Clubs, and excursions. For the products of education to navigate through the contemporary world, they require not just knowledge and skills, but also require appropriate value orientation, moral qualities and attitudinal disposition to make them adaptable to the fast changing digital world.

Strunz (2012) conceives value as concept that has a wide range of usage both in philosophy and in science. He analyzed value descriptively as all man's attitudes for- or – against anything by way of his preferences and avoidances, desired objects and aversion objects, pleasure and pain tendencies, his goals, ideals, interests, disinterest, approvals, disapprovals, sense of right and wrong, useful and useless, and tastes and standards of judgement. Edel (2019) contends that in every self-conscious choice—economic, moral, aesthetic, that an individual makes, there are assumptions about what is desirable or desired. In other words, there is the phenomenon of value in all spheres of life.

The problem of declining values system is a global issue. As observed by Gulati and Paul (2019), declining values can be attributed to combination of major social forces such as globalization, materialism, consumerism, commercialization of education, threats to humanity due to climate change, environmental degradation, violence, terrorism and the like. Value is also an ideal that is accepted by some individual or group. As an action word, to value is to hold something dear or to rank it highly or to think much about it. Value system refers to the principles of right and wrong that are accepted by an individual or a social group. This can also mean their value orientation to life events and occurrences. Value has an influential role in the affairs of human beings because it is an underlying factor in the concept of choice. There are however, universal values that are considered desirable for the survival of the human race and peaceful co-existence.

Axiology is the branch of Philosophy that deals with the study of values. In philosophical sense, the study of value is the study of why and how we prefer one thing to another. It can also mean the study of objects of our desires and interest. Axiology has two main components – ethics and aesthetics. Ethics is the systematic study of the principles that guide how we ought to behave in society while aesthetics is the study of the nature of beauty (Edel, 2019). Jabaar (2018) observed that philosophers do ask value related questions such as: are values objective or subjective? are values universal or relative? Are values constant or dynamic? What is good and what is bad? How do we determine what is moral or immoral? and, is beauty objective or subjective?

Values can be personal or collective, it can also be intrinsic or instrumental. Values can also be conceived or operational. Sharma (1992) developed a questionnaire that consisted of ten values in his study of teachers' socio economic status and values in relation to their attitudes. The ten values are:

- i. Religious value is related to beliefs and faith in the supernatural such as God and deities.
- ii. Social value is defined in terms of consideration, love, sacrifice and sympathy for other members of society.
- iii. Democratic value is characterized by respect for human rights, human freedom, social justice and equity.
- iv. Aesthetic value is concerned with appreciation of beauty, form, harmony, proportion and arts.
- v. Economic value is related to desire for material gains and money.
- vi. Knowledge value is concerned with love and passion for discovery of truth and knowledge for its own sake.
- vii. Hedonistic value is characterized by desire for pleasure and avoidance of pain.

- viii. Power value is concerned with desirability of exercising control over others.
- ix. Family prestige value manifests having a conservative outlook to life and also in respect for one's lineage and traditional institutions of family.
- x. Health value manifests in consideration for keeping one's body and mind fit in order to discharge one life activities without any hindrances by way of incapacitation.

Schwartz and Boehnke (2004) extensive works on human values found that ten dominant individual values could be identified across cultures. Their Personal Value Questionnaire (PVQ) contains values such as: Achievement, Conformity, Hedonism, Power, Security, Self-Direction, Stimulation, Tradition and Universalism. Shamsuddin, Reddy and Rao (2007) further identifies four major sources of values namely; Cultural Background, Scientific Background, Religious Background and Life Experiences. From the sociological perspectives, values are standards of social behavior derived from social interaction and accepted as constituent facts of social structure. They are the objects that social conditions desire or are chosen by the individuals. Values are socially defined goals that involve "sentiments and significance" (Mercer, 2019). This implies that values reflect how people relate to society. Goetz (2017) gave examples of social values as: showing goodwill towards others, being self-sufficient so as not to be a financial burden, being accountable for our actions and behaviour towards others, having the awareness that our personal choices will always impact others.

Adewuya (2002) classified social values into five: (i) social values for interaction between people and institutions; (ii) moral values derived from written and unwritten codes of ethics of the people; (iii) economic values of profit and loss; (iv) political values of democracy, freedom and patriotism; and (v) spiritual values of redemption, salvation and others. In the words of Oluwagbohunmi (2020), social values are values (standards) concerned with social aspects of human life. For example, truth, honesty, justice, kindness, generosity, tolerance, patriotism, perfection, excellence, etc. the business organizations are expected to participate in the development of social values through educative advertising, cultural programmes, national integration programmes, assistance to educational institutions, etc. Also, Mishra (2015) stated the importance of social values as: Economic Progress, Social Development, Social Relations, Regional Co-operation, Love, peace and happiness and Standard of living. Values of perfection and excellence enables people to develop new methods, process and techniques. As a result, new and better products and services become available in the market and these ultimately led to raising the standard of living.

Academic Performance means to do, to carryout duty; to act in fulfillment of something, and so on. Aspire (2012) defined Academic performance as measurement of some output of learning behavior. This means Academic Performance is the accomplishment of a given Educational task. Academic performance also, denotes the outcome of students' academic activities in form of grades or scores received at the end of specified period of time. Academic performance refers to measure of students' performance from a given learning task (Ofili, 2012). Viewed this way, academic performance can be good or poor.

Previous studies have shown the influence of personal values on students' academic performances. For instance, Luesia, Sánchez-Martín, & Benítez, (2021) indicated that values such as self-direction, self-aggrandizement or benevolent change may be related to university students' approaches to learning. However, the influence in terms of educational results that certain values may result in is unknown (Chase, et. all., 2013). According to Khatunand and Halder (2019), personal values could play a role in understanding students' academic performance. They are considered an essential learning resource (Luesia, Sánchez-Martína & Benítez, 2021).

Personal characteristics such as skills, abilities and values, academic adaptability, concern on learning objectives, decision-making, innovation, and communication are some of the main features of any valid evaluation criteria. When elaborating on the state of personal values in line with its impact on one's academic achievement, knowledge as a human-specific activity is in direct relation with the way a person through his values perceives the world, the phenomena and events Daniela et al. (2013).

Among the several research studies made to study the impact of personal values on academic performance, Bala (2014) discusses the values and adjustment problem of high achievers and low achievers based on a

sample of 100 students from two senior secondary schools. There, the researcher has considered values in terms of theoretical, economic, aesthetic, social, political and religious values and adjustments related to social, health and emotional, school and home values. Achieving one of the specific objectives to determine the nature of the values of High and Low achievers, it arrives at several conclusions: (a) Higher achievers are more theoretical and social in comparison to low achievers and they have a dominant interest in knowledge, learning and believe more in kindness, charity and love; (b) High achievers and low achievers are similar as far as religious value is concerned; (c) Low achievers are more economic in comparison to high achievers. They believe more in materialistic life than high achievers; (d) High achievers are more political in their approach in comparison to low achievers; (e) Low achievers are superior on the aesthetic value in comparison to high achievers.

Koscielniak and Bojanowska (2019) investigates the direct relationship of value preferences with academic dishonesty, as well as the moderating role of students' past achievements (grades). Analyses were performed on 219 Polish university students (M = 46, F = 173). Questionnaire measures were used, including Schwartz's Portrait of Values Questionnaire. It was found that socially orientated human values (Conformity and Tradition) were negatively related to unethical behaviors, while personally focused values (Hedonism, Power, and Stimulation) correlate positively. Additional analyses revealed that the relationships of some values (Achievement and Security) with academic dishonesty are significantly moderated by students' academic performance (grades). In the discussion, it suggests that academic dishonesty is a pattern of behavior that can be successfully investigated from the perspective of human values – in order to identify its correlates and to plan preventive actions.

Caliskan, Sapmaz and Uzunkol (2015) examined the relationship between value preferences and students' life goals, and find out to what extent value preferences predict life goals. The study consisted of 273 university students. The results revealed that values of safety, benevolences and conformity positively predict intrinsic life goals. However, only values of power and hedonism positively predict extrinsic life goals. It was also found that values of safety, benevolence and conformity positively predict intrinsic life goals at a significant level. Similarly, values of power and hedonism positively predict extrinsic life goals at a significantly level. Sawhney (2016) investigated the influence of value preferences of teachers in relation to their effectiveness in teaching. The results revealed that effective teachers and non-effective teachers differed in value preferences as the effective teachers preferred Honesty as the top value whereas non effective teachers preferred Sincerity, both groups uniformly preferred Aesthetic sense as the bottom value. Also it was found that effective teachers and non-effective teachers differed on Social Value preferences as even though both groups preferred same values for top 2 ranks yet differed radically on 3rd preference as effective teachers preferred regards for dignity of individual and non-effective teachers preferred equality of status and opportunity which was assigned bottom rank by effective teachers.

Statement of the Problem

Academic performance as well as the value system of students is manifesting as an issue of concern for educational stakeholders. There is a growing concern that Nigerian youths are not faring well both academically and in terms of conduct. There are concerns that Nigerian youths lack the necessary direction and focus necessary for excelling in their academics and general life. This could be attributed to distractions occasioned by the advent of the new media, and other advances in science and technology that tend to amplify the utilitarian aspect of life at the expense of intrinsic worth of things. Nigerians generally and the youths in particular are in dire need of value re orientation in order to stem the tide of negative social values that are bedeviling the country. Education has crucial role to play in the efforts towards value regeneration and reorientation because the youth of the nation spend their formative years in the school system.

Pre-service teachers are students who are enrolled in colleges of education or faculties of education in a university in an attempt to obtain certification in teaching. The focus on the pre service teachers is hinged on the fact that they are the ones being prepared to teach at the basic education. At the basic education level, the learners are still in their formative years and the influence of the school and the value orientation of teachers are great. It is also the level at which value related subjects like social studies, civics and the like are being taught. Aside from teaching the value related subjects, every teacher is a moral compass as they exert a

significant influence on the learners knowingly or unknowingly. Teachers have a primary role to play in making any educational system successful. Therefore, for teachers to effectively discharge their role as the moral compass and role models for learners, it is required that they should have the necessary skills, attitude, and orientation towards ensuring that their students do not only grow intellectually but also in positive values. For education to play the role of re-orientating the younger generation effectively, teachers have critical roles to play both in terms of being a moral compass for learners and in terms of their personality and teaching skills. The Federal Government of Nigeria (2013) in the National Policy on Education underscores the significance of values education and spelt out the values Nigerian education should inculcate in its recipient. These include: respect for the worth and dignity of the individuals, faith in man's ability to make rational decisions, moral and spiritual values in interpersonal and human relations, share responsibility for the common good of society, respect of the dignity of labour and promotion of the emotional, physical and psychological health of children. In the process of curriculum design and development as well as programming of comprehensive School Guidance and Counselling program in schools value preferences of the target group are essential factors to consider. This could help expert in curriculum design and counsellors discover and develop students' educational, vocational, and psychological potentialities and thereby achieve an optimal level of personal happiness and social usefulness.

Objectives of the Study

The following are the objectives of the study:

1. To find out the influence of Value Preference on Academic Performance among pre-service teachers in Kano state.
2. To find out difference in the influence of Value Preference on Academic Performance among Pre-Service Teachers in Kano state based on gender.
3. To find out difference in the influence of Value Preference on Academic Performance among Pre-Service Teachers in Kano state based on age.
4. To find out difference in the influence of Value Preference on Academic Performance between Pre-Service Teachers Universities and Colleges in Kano state.

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

Ho1: There is no significant influence of Value Preference on Academic Performance among Pre-Service Teachers in Kano state.

Ho2: There is no significant difference in the influence of Value Preference on Academic Performance among Pre-Service Teachers in Kano state based on gender.

Ho3: There is no significant difference in the influence of Value Preference on Academic Performance among Pre-Service Teachers in Kano state based on age.

Ho4: There is no significant difference in the influence of Value Preference on Academic Performance between University and Colleges Pre-Service Teachers in Kano state.

METHODOLOGY

The research employed correlational research design. It is a type of research design where a researcher attempts to investigate the kind of relationships a variables has with another variable(s). In simple terms, correlational research seeks to figure out if two or more variables are related and, if so, in what way. In this study the relationship between value preference and academic performance of pre- service teachers in Kano state were investigated. Correlational design is deem fit for this study because the researcher did not manipulate nor control any of the variables in the study.

The population of this study comprised NCE II students’ teachers and 300 level Education undergraduates in both federal and state own institutions. There are Eleven Thousand Three hundred and forty-eight (11,348) level 300 and NCE two pre-service teachers training in both university and NCE awarding institutions in Kano State. The population are both male and female and most of them involve Muslims and Christian students. Based on the population, a sample size of three hundred and seventy (370) NCEII students and level 300 Education undergraduates in the state were drawn to serve as a sample size of the study based on the table of determine sample size (Research Advisor, 2006). Multi-stages sampling technique was used for selecting the required sample for the study. The researchers employed cluster sample technique to select Colleges and Universities in the state, purposive sampling was used to sample NCE II and B.A. Ed/BSc. Ed. level 300 students, and stratified sampling technique to sample male and female students from the institutions.

The data collection instruments employed in collecting data to measure Value Preference and Academic Performance of Pre-Service Teachers in Kano State was an adopted questionnaire namely: “Human Value Scale (HVS)”. It was adopted from Schwartz Personal Value Questionnaire developed in (1992, 1994). Face and content validity of the instrument was obtained by the researchers with the assistance of two experts one in test and measurement and one in Educational Philosophy, so as to have assurance on the quality, content and language used. All necessary corrections were made before final production of the instrument. In order to obtain the reliability of the instrument a pilot study was conducted using test re-test method. And the reliability co-efficient of 0.63 was obtained. This shows the instrument is reliable for the purpose of the study. The statistical tools used in this study for data analysis was Pearson Product Moment Correlation (PPMC) to test the influence or relationship in the hypotheses while regression analysis was used to the joint influence of the variables of the study.

RESULTS

Hypotheses Testing

The five null hypotheses identified earlier to find out the influence of Value Preferences on Academic Performance among Pre- Service Teachers in Kano State, Nigeria were tested below at 0.05 level of significance. Pearson Product Moment Correlation (PPMC) was used to test the influence or relationship in the hypotheses while regression analysis was used to the joint influence of the variables of the study.

H₀₁: There is no significant influence of Value Preference on Academic Performance among pre-service teachers in Kano State.

Table 1: Correlation Coefficient ‘r’ Influence of Value Preference on Academic Performance among Pre-Service Teachers in Kano State:

Variables	N	Mean	SD	Df	R	P-value (2-tailed)
Value Preference	370	13.25	2.03	369	0.337	0.000
Academic Performance	370	3.42	1.53			

Source: Field work, 2024

Table 1 above reveals that the correlation coefficient ‘r’ between Value Preference and Academic Performance among Pre-Service Teachers in Kano State, the r value is (0.337) and p-value of (0.000) at 0.05 level of significance. This implies that the null hypothesis which says there is no significant influence of Value Preference on Academic Performance among pre-service teachers in Kano State is rejected. This implies that, Value Preference is significantly influence students’ Academic Performance among pre-service teachers in Kano State.

Ho2: There is no significant difference in the influence of Value Preference on Academic Performance among male and female Pre–Service Teachers in Kano state.

Table 2: Regression Analysis on the deference of the Influence of Value Preference on Academic Performance between male and Female Pre–Service Teachers in Kano State:

R = 185					
R ² = .034					
Adj. R ² .029					
Std Error = 1.15619					
Model	Sum of Squares	Df	Mean Square	F	p-value
Regression	17.309	2	8.654	6.474	0.002
Residual	490.594	367	1.337		
Total:	507.903	369			

Source: Field Work, 2024

Table 2 above shows regression analysis on difference in the join influence of Value Preference on Academic Performance between male and female Pre–Service Teachers in Kano state. The composite influence of Value Preference on Academic Performance as jointly influence by gender are revealed as: R = 185. R² = .034, Adj. R = .029 and std. error of 1.15619. The result of the multiple regression analysis produces an F-Ratio of 6.474 and p-value of 0.002 which was significant at p<0.05 alpha level. This analysis shows that; gender is significantly influence the impact of value Preference on Academic Performance among Pre–Service Teachers in Kano state.

Ho3: There is no significant difference in the influence of Value Preference on Academic Performance among Pre–Service Teachers in Kano state based on age.

Table 3: Regression Analysis on difference in the Influence of Value Preference on Academic Performance among Pre–Service Teachers in Kano State based on Age:

R = .010					
R ² = .000					
Adj. R ² .005					
Std Error = .81315					
Model	Sum of Squares	df	Mean Square	F	p-value
Regression	.025	2	.013	.019	0.981
Residual	242.666	367	.661		

Total:	242.692	369			
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Source: Field Work, 2024

Table 3 above shows regression analysis on difference in the joint influence of Value Preference on Academic Performance among Pre–Service Teachers in Kano state based on age. The composite influence of Value Preference on Academic Performance as jointly influence by age are revealed as: $R = .010$, $R^2 = .000$, $Adj. R = .005$ and std. error of .81315. The result of the multiple regression analysis produces an F-Ratio of .019 and p-value of 0.981 which was not significant at $p > 0.05$ alpha level. This analysis shows that; age is not significantly influence the impact of value Preference on Academic Performance among Pre–Service Teachers in Kano state.

Ho4: There is no significant difference in the influence of Value Preference on Academic Performance between Pre–Service Teachers of University and Colleges in Kano state.

Table 4: Regression Analysis on difference in the Influence of Value Preference on Academic Performance between Pre–Service Teachers of University and Colleges in Kano State:

<p>$R = .185$ $R^2 = .034$ $Adj. R^2 .029$ Std Error = 1.15619</p>					
Model	Sum of Squares	Df	Mean Square	F	p-value
Regression	17.309	2	8.654	6.474	0.002
Residual	490.594	367	1.337		
Total:	507.903	369			

Source: Field Work, 2024

Table 4 above shows regression analysis on difference in the joint influence of Value Preference on Academic Performance between Pre–Service Teachers of University and Colleges institutions in Kano state The composite influence of Value Preference on Academic Performance as jointly influence by types of institutions are revealed as: $R = .185$, $R^2 = .034$, $Adj. R = .029$ and std. error of 1.15619. The result of the multiple regression analysis produces an F-Ratio of 6.474 and p-value of 0.002 which was significant at $p < 0.05$ alpha level. This analysis shows that; types of institutions as University and Colleges is significantly influence the impact of value Preference on Academic Performance among Pre–Service Teachers in Kano State.

Summary of Findings

The following are the summary of research findings:

1. Value Preference significantly influences students’ Academic Performance among pre–service teachers in Kano State.
2. There is significant difference in the influence of value Preference on Academic Performance between male and female Pre–Service Teachers in Kano state.
3. There is no significant influence of age in the impact of value Preference on Academic Performance among Pre–Service Teachers in Kano state.

4. Types of institutions as University and Colleges of Education significantly influenced the impact of value Preference on Academic Performance among Pre–Service Teachers in Kano State.

DISCUSSION

The first finding of the study revealed that, the Value Preference significantly influenced students' Academic Performance among pre-service teachers in Kano State. This finding is in line with that of Sawhney (2016) who investigated the influence of value preferences of teachers in relation to their effectiveness in teaching. The results revealed that effective teachers and non-effective teachers differed in value preferences as the effective teachers preferred honesty as the top value whereas non effective teachers preferred sincerity. Both groups uniformly preferred aesthetic sense as the bottom value. Also, it was found that effective teachers and non-effective teachers differed on social value preferences as even though both groups preferred same values for top 2 ranks yet differed radically on 3rd preference as effective teachers preferred regards for dignity of individual and non-effective teachers preferred equality of status and opportunity. This finding is also in line with the study of Ignatius (2012) who investigated the relationship between value preferences and academic achievement of adolescents in Anambra state. The research showed that, there is a difference in the relationship between male and female adolescents value preferences and their academic achievement, while males have negative relationship, females have positive relationship. The finding is not in line with the findings of Kingsley and Sanni (2014) who investigated the influence of value preferences on achievement orientation of in-school adolescents in Ankpa education zone of Kogi State, Nigeria. The study found that both male and female in-school adolescents have preferences for the same value like fulfillment, affluence, family life, creativity, religion, competitiveness and hard work except friendliness and leadership irrespective of their locations. It was found that there is value diffusion among the in-school adolescents. The researchers therefore, recommended inclusion of core values and gearing of the school curriculum, enlightenment campaign on core values and gearing of efforts toward having conscientious hard working role-model in the society.

The finding that there is significant difference in the influence of value preference on Academic Performance between male and female pre–Service teachers is in line with the finding of Robin (1986) who investigated the value patterns of freshmen entering temple university and reported that males score higher on the theoretical, economic and political scales and lower on the aesthetic, social and religious scales than the females. This finding is also in line with Falk and Hermle (2018) study which reported gender associated differences in preferences such as willingness to take risks, patience, altruism, and trust. The study showed substantial variations in gender differences in preferences. The study showed that gender differences are strongly positively associated with economic development.

Another finding of the study revealed that, there is no significant influence of age in the impact of value Preference on Academic Performance among Pre–Service Teachers in Kano state. This is in contrast with the study of conducted by Matthews, Lietz and Darmawan (2007) which reported that values preferences may vary by the age of respondents. As such, it is suggested that community perspective preferences should be elicited from, large random samples of relevant population in order to ensure variation. The difference could be attributed to the fact that the participants in present study are within the same age bracket. As such, their values systems are not substantially influenced by age.

The last finding of the study revealed that, types of institutions as University and Colleges is significantly influence the impact of value Preference on Academic Performance among Pre–Service Teachers in Kano State. The findings is in line with the report of Por (2024) that of this study indicate that school location, school fees, learning environment, and university reputation are all significant considerations in students' decision-making process. It is noteworthy that the two teacher producing institutions used in this study are Colleges of Education and Universities. While the two categories are both producing teachers, there are differences in admission requirements, school fees, learning environment and mode of operation. Most of the pre- service teachers in faculties of education are older and more matured in age. Some of products of colleges of education got admission to the universities through direct entry. All these could account for difference in the influence of value preferences on the academic performance of the participants in this study.

Counselling Implication of Value Preference and Academic Performance

Counselling is a form of therapy using various techniques through which an individual, couple or family meet with a trained professional counsellor to talk about issues and problems that they are facing in their lives. The professional values of counseling include promoting well-being and mental health, providing counselling services to individuals, families, and communities, and adhering to ethical codes and training programs. Psychological and sociological factors such as values preference must be considered when helping individual taking viable decisions of their lives.

Values is one of the basic factors to consider when providing Counseling interventions and is based on the idea that people are guided by a deep need for a meaningful life. What clients find meaningful depends on their personal values, hence the term value-based Counseling. Value Based Counseling (VBC) aimed at assisting people who are exposed to high stress or are in a personal crisis, to cope with difficult experiences. People who feel restricted in their daily lives by symptoms of depression, anxiety, and being overwhelmed. Value Based Counseling is based on the assumption that clients who become aware of their situation, their values and values of others' have better sense of coherence and self-efficacy.

Considering the value preference of the client during counselling relations make counsellors and clients quickly establish a trusting working relationship, engage in deep personal conversations from the first session onwards, and bring about positive changes in clients' lives within an average of three to five sessions.

The roles of values preference in career choices are multifaceted, influencing clients' sense of purpose, motivation, satisfaction, decision-making, commitment, work-life integration, ethics, growth, resilience, and ability to inspire others (Palmer, 2000). Kottler and Brown (1996) explained Value Preference as an important factor affecting career and vocational development. Occupations that reflect values similar to those held by clients can lead to greater job satisfaction, especially with regard to motivation and job performance. Ill-defined or poorly defined values of many clients can interfere with effective decision making. . Counsellors should help clients to clarify their values and relate them to abilities and interest. Clients who are aware of the relationship among values, interest and aptitude can be described as vocationally mature and more likely than others to experience job satisfaction and career development (Kottler and Brown, 1996). The study conducted by Yarbrough, Martin, Alfred & McNeill (2017) found a strong correlation between values preference and career development and that both job satisfaction and career development correlated positively with retention.

Pastwa-Wojciechowska, Grzegorzewska & Wojciechowska (2021) work established the effective role of Religious Values and Beliefs in shaping Mental Health and Disorders. They maintained that, "for centuries, religion, piety, and spirituality have been the central point of human life closely linked to history and culture". In many cases, religion is the foundation of culture and the relationship between religiosity and mental health can cover two domains (positive/negative) and five main forms. These relationships apply to both healthy people and patients with mental disorders.

Implication of Curriculum Development on Value Preference and Academic Performance

Curriculum Development is the step-by-step process of designing and improving the course offered at schools, colleges and universities. According to Fink (2013) Curriculum development includes crafting learning outcomes, assessments and activities to create high-quality course experiences. This multi-step process may also include amending the existing course shell created by previous instructors. The process of curriculum development involves: diagnosis of learners' needs, formulation of objectives, selection of the content., organization of the content, selection of learning activity, organization of learning activities and evaluation all these process should be based on cultural values of the societies.

Cultural values are a culture's core beliefs about what's good or right. We all have cultural values. These are sometimes called 'cultural value preferences'. They're informed by the cultures we most associate ourselves with. These values are neither positive nor negative - they're just differences. The best example of a cultural value from the given options is Equality for all people. This is as cultural values are guiding principles within a society, and in many societies, equality for all is a key principle. Values and cultural diversity could be incorporated in the classroom through getting to know students and families, representative media, role-playing, inclusive language, group students for learning activities and include Diversity as a lesson topic.

Therefore, cultural values education is not only about learning facts and information about different cultures, but also about developing a critical and reflective understanding of one's own and others' cultural values and beliefs, and how they affect the educational process.

Scott and Oulton (1998) in their effort to explore the environmental values education and its role in the school curriculum, explained that, "An education for the environment necessarily has to be located within a socially critical framework. and there are circumstances where it would be imperative for teachers to make explicit the "green theory of value" which they espouse and try to enact. It goes on to set out a range of "sustainability values" which schools might consider promoting". They also maintained that, "Cultural values play an important role in shaping the childhood curriculum. Cultural values influences curriculum transformation by impacting cultural conventions through social interactions (Yang and Li , 2019).

Salasiah, Asniwati and Effendi (2018) explained that, instilling character values since early childhood is a responsibility of parents, educators, tutors, society, and government through standard curriculum. For this reason, togetherness, harmony, and partnership in instilling the character values from early childhood must be supported and optimized together. They concluded that: implementation of curriculum management supports the implementation of character values, implementation of the program management is carried between school and parents in implementing of parenting through parents' activity, family day and other activities and implementation strategies which are used in character education in both schools are habituation, exemplary, assignment, direction and conditioning (cultural).

Also, values influences curriculum in various ways. It shapes the development, implementation, and assessment of curriculum, highlighting strands of equity and inequity. Values and rules are acquired and inherited by children through their interactions with their surroundings, including beliefs, norms, play, literature, and education. The cultural values image of childhood is reflected in these contexts. Additionally, culture plays a role in mediating or moderating the influences on childhood development, such as through new media, religion, leisure activities, fairy tales, digital games, and curricula.

Cultural values maintained or modified through education by way of curriculum development. This is because where educational institutions discharge their duties well; they influence the total life of the society. This is the society's cultural values; and curriculum is a reflection of what people in the society feel believe and do.

CONCLUSION

Values are innumerable as they permeate all aspect of human endeavour. Thus, every human society has its own system of values, ethics, and ideals which has been borne out of experiences and which has been largely motivated by needs. Therefore, education plays a crucial role towards value regeneration and orientation of the youths as they spend their formative years in the school system.

The study concluded that, values preferences could be maintained or modified through education by way of curriculum development. It shapes the development, implementation, and assessment of curriculum, highlighting strands of equity and inequity. The instilling of character values since early childhood is a responsibility of parents, educators, tutors, society, and government through standard curriculum.

The study also concluded that, value is one of the basic factor to be considered when providing school compressive Guidance and Counseling interventions to pre-service teachers. And Value Based Counseling is based on the assumption that clients who becomes aware of their situation, their values and that of others', as well as the feelings triggered by them will improve their sense of coherence and self-efficacy.

Adequate information about the importance of values preference to pre-service teachers have a primary and important role to play in making the educational system successful through effectively discharging their role as the moral compass and role models for learners. As such, it is required that pre-service teachers should possess the necessary skills, attitudes and orientations towards ensuring that their students do not only grow intellectually but also in positive values

RECOMMENDATIONS

The following are the recommendations of the study:

1. This study found significant influence of values preference in enhancing academic performance of among pre-service teachers, there is the need for integration of values education in teacher education programmes curriculum at all level. This is with a view to producing future teachers who can positively shape the personalities of their students and also promote their academic performance.
2. Since this study indicated that values significantly influence academic performance, there is the need to school counsellors to harmonize values preference as one of the most importance factor in comprehensive Guidance and Counselling programs.
3. Values education should be integrated to teacher education curriculum with a view to preparing the pre-service teachers for infusion of positive core values to the life and culture of schools
4. The curriculum of educational institutions should be inclusive and touch on diverse perspectives because value orientation varies from place to place and across demographics.

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