

## Undergraduates' Work Ethics, and Motivation for Occupational Preference: What Nexus Therein?

Olukayode F Oyenuga<sup>1</sup>

Razaq O Azeez<sup>2</sup>

Ayodeji P Ifegbesan<sup>3</sup>

Sesan O Mabekoje<sup>4</sup>

Opeyemi O Shoaga<sup>5</sup>

### Abstract

Decision-making, particularly on career choice, could be tasking. This is because lots of competing variables are at play during the process. Confusion within the individual and influences outside the individual(s) affect career outcomes. Ethical consideration is also an important construct in professional and other human relationships. This paper studied the association between work ethics and the drive for occupational preference among undergraduates in Ogun State, Nigeria. Two hundred and fourteen Philosophy students in the penultimate and final years at a State-owned University in Ogun State, Nigeria, participated in the study. Two standardised instruments – the Multidimensional Work Ethics Questionnaire (MWEQ) and the Motivation for Occupational Preference Scale (MOPS) – were utilised for data collection. Findings revealed a significant contribution of work ethics to the prediction of motivation for occupational preference ( $R^2 = .480$ ;  $F(10,203) = 18.771$ ;  $p < .05$ ). It was concluded that work ethics significantly impact on career preference of participants. Some recommendations were made based on the findings.

**Keywords:** work ethics, motivation, occupational Preference, undergraduate, nexus, academic level

### 1. Introduction

One of the most important decisions taken in one's lifetime is about a career. Choosing a career is an encompassing process. This is because it is an interplay between internal and external factors. Internal factors include, but are not limited to, the individual's ability, interest, aptitude, likes, dislikes, and other psychological resources such as hope, resilience, self-efficacy, and optimism while the external factors include parents' bidding, peer influence, and other environmental demands. The incongruent interactions among these factors could lead to confusion and haphazard and faulty career decision-making. The modern process of career choice took its history from the person-environment fit theorists. Frank Parson (1909), in his seminal paper (choosing a vocation) on career choice, postulated the trait-factor model. Traits represent an individual's wherewithal (internal strengths and weaknesses) while factors present environmental demands/requirements for the career (opportunities and challenges). A match of the two largely influences career choice. Recent literature (Alkhelil, 2016; Hossain & Siddique, 2012; Mudhovozi & Chireshe, 2012; Sahinidis et al., 2020) showed that personality, opportunity, and environment play varying roles in individuals' career outcomes.

The importance of the occupational decision to the individual cannot be underestimated. This is because it impacts individuals throughout their lives. Most, if not all, of other human activities are related to occupational activities. The occupation an individual gets into not only serves as an economic base for survival but also defines and shapes the self-image, self-respect, time, psychological and social existence, including status, lifestyle, friendships, place of residence and attitudes and opinions. Having a career path adds value to individuals among peers and community members.

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<sup>1</sup> Department of Philosophy, Olabisi Onabanjo University, Nigeria. Email: [oyenuga.olukayode@oouagoiwoye.edu.ng](mailto:oyenuga.olukayode@oouagoiwoye.edu.ng)

<sup>2</sup> Department of Educational Foundations and Counselling, Olabisi Onabanjo University, Nigeria. Email: [Azeez.razaq@oouagoiwoye.edu.ng](mailto:Azeez.razaq@oouagoiwoye.edu.ng)

<sup>3</sup> Department of Arts and Social Science, Olabisi Onabanjo University, Nigeria, [email.ifegbesan.ayodeji@oouagoiwoye.edu.ng](mailto:email.ifegbesan.ayodeji@oouagoiwoye.edu.ng)

<sup>4</sup> Department of Educational Foundations and Counselling, Olabisi Onabanjo University, Nigeria. Email [mabekoje.sesan@oouagoiwoye.edu.ng](mailto:mabekoje.sesan@oouagoiwoye.edu.ng)

<sup>5</sup> Department of Educational Foundations and Counselling, Olabisi Onabanjo University, Nigeria. Email. [Shoaga.opeyemi@oouagoiwoye.edu.ng](mailto:Shoaga.opeyemi@oouagoiwoye.edu.ng)

One of the reasons for university education is to increase the chances of career opportunities and professional prospects. Therefore, the choice of course of study becomes important as it is preference-laden. Occupational preference is a function of individual evaluation of occupational attractiveness, which differs from the individual's actual choice of an occupation. With the use of the Motivation for Occupational Preference Scale (MOPS), Nenty (2002), worked on motivation for occupational preference between a group of professionals and students and established that variables such as extrinsic reward-oriented values, external influence, people-oriented values, and self-expression values, influenced students' preference for occupations than they did professionals' preference for occupations. Further, the study reported that students' and professionals' motivational factors and preferences greatly differ across specific occupations.

## **2. Literature review**

### **2.1 Theoretical framework**

Occupational choice is the subject of several hypotheses, and several theories may be used to explain it. We, however, have chosen the expectancy theory and decision theory of motivation as the framework for this study. The theories offer a consistent rationale for the relationship between ethics and occupational preference and choice, as well as practical insights for occupational guidance and counselling. According to the expectation principle, the degree to which a given alternative is perceived is more likely to produce valuable results than any other alternative in the choice of a profession. It is believed that individual actions are conscious selections among available alternatives - aimed at maximizing gratification and minimizing discomfort. Personal factors (abilities, talents, experience, expertise, and attitude) play significant roles in an individual's career success. Vroom (1964) provided a model to predict occupational preference as well as occupational choice in his theory. The theory explains individuals' motivation is associated with commitment, and success in their tasks, effectiveness, productivity, and life events (Nguyen, 2017; Nwannebuife, 2017).

Decision theory is about choice and the reasons underlying the choices. The fundamental principle of the theory is the optimization of expectation. The theory's four basic dimensions are (i) acts, (ii) events, (iii) outcomes, and (iv) payoffs. Acts are the actions within the ambit of the individual while events are external occurrences outside the individual's control; outcomes are the results emanating from acts and events while payoffs deal with the values the decision maker attached to the occurrences (constructive or undesirable). Decision theory could be a predictive model for which occupation a person chooses would be beneficial to them. It can assist in comprehending the various options available to a person and why they might choose them.

### **2.2 Conceptual review**

Daniel and Quartey (2017) investigated Regional Maritime University students' motivation for occupational preference and found that participants were more predisposed to extrinsic values than intrinsic values in terms of occupational preference. The findings further showed that extrinsic factors influenced international students and their Ghanaian counterparts' occupational preferences. Also, the gender difference in the influence of extrinsic factors on occupational preference was reported no to be significant, while a significant difference existed between respondents' occupational preference and intrinsic factors based on programmes.

A related study by Abubakar and Abdulkadir (2019) established a relationship between selected senior secondary school student's self-concept and motivation for occupational preference in Sokoto, Nigeria. The results disclosed self-concept relating to male students' motivation for occupational preference than the females. Also, Archibong (2017) assessed the influence of students' personal factors on their occupational preferences using five hundred and nineteen public secondary school students from Uyo,

Akwa Ibom State, Nigeria. The results revealed significant influences of self-concept and gender on the occupational preferences of participants.

Several studies have attempted to demonstrate how various demographic factors influence job choices. There, however, have been mixed findings. In a study, the age of respondents was reported to have a favourable association with work ethics and motivation for preferred occupations (Iqbal, 2010). Mudhovi and Chireshe (2012) conducted a study on the factors that influence psychology students' career choices at the University of Venda in South Africa. The results indicate that friends, parents, and teachers were the foremost factors in their choice of psychology as a career. Kazi and Akhlaq (2017) investigated the impact of parental education, occupation, and income factors on the career decisions of four hundred and thirty-three (432) public university students. Their report showed that parents' influence is the most important, followed by peer influence, gender, print media, finance, and interest.

Ooro et al. (2017) surveyed 231 Kisii University Business and Economics students to see what factors influence their career choices. According to the report of the study, gender was the most potent reason for choice of career, and then age. The study also shows that students are motivated to choose a particular profession based on extrinsic rewards (basically the salary) they expect at the period of jobs. Shi et al. (2024), in their study among Chinese medical students, found that parents' advice was a motivating factor of professionalism in male medical students. The study further reported that female participants showed more intrinsic career choice motivation than their male counterparts.

On many occasions, individuals are likely to undertake career paths based on motivational drives. Human beings are achievement striving and thus are motivated to push for success. Preference is the reason why individuals with similar characteristics and backgrounds choose differently. Many factors could lead to differing choices in career. These include prestige, remuneration, social status, and parental wishes and personal drives. However, many do not understand the role of ethics in decision-making, specifically concerning career choice, particularly among Nigerian undergraduates. Ethics belongs to the moral philosophy within the discipline of Philosophy. Ethics came from the Greek word *ethos*, connoting custom, disposition, or character. It encompasses moral principles affecting people's lives. Ethics is also used in conjunction with organizations' practices and with professional standards of conduct: for example, teaching, law, medical and business ethics, which are also formalized in terms of detailed regulations or guidelines for how workers are supposed to behave in their workplaces.

One of the most important human activities daily is work. In recent times, in the field of organisation and human resources, work ethics has attracted increased attention among scholars to promote ethical behaviour in the workplace (Al-Nashash et al., 2018; Khan et al., 2015). Work ethics is part of humanity's culture, which involves values and norms associated with work. It can be qualitatively and quantitatively studied/measured as a set of features and activities engaged in by members of a society committed to work. Work ethics is recognised as a key consideration for the employment of new staff (VanNess et al., 2010). Work ethics has traditionally been thought of as a value based on diligence and hard work. Hill and Petty (1995) view work ethics as a labour-related behaviour such as dependability, cooperation and ambition. Work ethics establishes key moral values guiding individuals' professional behaviour between oneself and colleagues and between oneself and clients in the process of completing daily tasks in formal organisations, Miller et al. (2002) reported that work ethics represents individuals' beliefs and attitudes toward their work behaviour. Work ethics is learned multidimensional, attitudinal, and motivational in nature and depicts an individual's work. Miller et al. (2002), developed seven-dimension work ethics schemata - hard work, leisure, a centrality of work, wasted time, morality/ethics, self-reliance, and delay of gratification. The model is used as a guide to describe areas of occupational choices.

Adrian (2006) examined student work ethics in the employment and education of undergraduates. Findings indicated that work ethics for both academics and employment were high. It was found that males and females significantly differ in work ethics regarding education. In Turkey, Kiziltepe (2015) employed a mixed methods approach to investigate three hundred and fifteen first-year undergraduates' perceptions of the teaching profession and their motivations for choosing it as a career. The results revealed that the main motives for participants' choice were the desire to have a good job, stable salary, personal satisfaction, and improvement, helping and touching the lives of children. Shahid et al. (2022) in their cross-sectional study among medical students in Islamabad found that the desire to help, personal satisfaction and interest in the subject were the major motivators for the choice of career among the sampled participants.

Several studies on the motivation for occupational preference among Nigerians exist in the literature (Ojukwu & Ali, 2020; Okojide et al., 2018; Salami & Salami, 2013). However, evidence remains inadequate about the relationships between work ethics and occupational preference, especially among undergraduates. First, prior studies which investigated occupational preference have been based on secondary school students and the findings from such studies are limited. Second, work ethics has been used as the dependent variable, thus restricting the understanding of its predictive validity. There are no studies (to researchers' knowledge) that analysed the relationship between work ethics and motivation for occupational preference among undergraduates in Nigeria. The following research questions serve as guides to the study:

- (i) What is the relationship between work ethics and motivation for occupational preference among philosophy undergraduates?
- (ii) Which dimension(s) of work ethics strongly relate to motivation for occupational preference?
- (iii) Will demographics and work ethics dimensions predict motivation for occupational preference?

**Figure 1: Conceptual Framework**

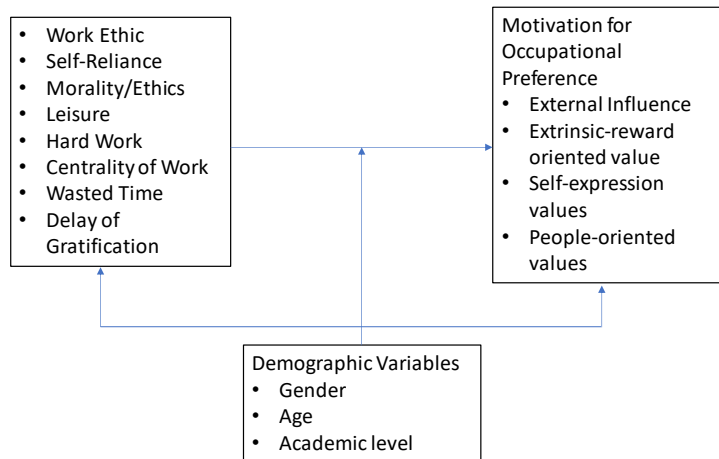


Fig.1: Research Model

### 3. Methodology

#### 3.1. Methods

##### 3.1.1. Research Design

The study employed the descriptive survey design to construct a model of the relationship between work ethic, motivation, and occupational preference of Nigerian undergraduates. The model was to explain the relationships among each of the dimensions of the variables through data collection.

##### 3.2. Participants

One hundred and two (47.7%) of the respondents were male and one hundred and twelve (52.3%) were female. The average age of respondents was 24 years. The majority (58.9%) were final-year students, and 41.1% were in the penultimate year (See Table 1).

**Table 1: Distribution of study participants by sex and academic level**

Academic level	Sex	Age			Total
		below 18yrs	18-24yrs	25-30yrs	
300 level	Male	7 (8.0%)	32 (36.4%)	3 (3.4%)	42 (47.7%)
	Female	5 (5.7%)	37 (42.0%)	4 (4.5%)	46 (52.3%)
	Total	12 (13.6%)	69 (78.4%)	7 (8.0%)	88 (100.0%)
400 level	Male		46 (36.5%)	14 (11.1%)	60 (47.6%)
	Female		56 (44.4%)	10 (7.9%)	66 (52.4%)
	Total		102 (81.0%)	24 (19.0%)	126 (100.0%)
Total	Male	7 (3.3%)	78 (36.4%)	17 (7.9%)	102 (47.7%)
	Female	5 (2.3%)	93 (43.5%)	14 (6.5%)	112 (52.3%)
	Total	12 (5.6%)	171 (79.9%)	31 (14.5%)	214 (100.0%)

##### 3.3. Instrument

The Demographic variables (gender, age, and academic level) were measured using a demographic data inventory. We employed Miller et al. (2002) seven-dimensions, 65-item Multidimensional Work Ethic Questionnaire, scored on a five-point scale (5- strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree), to gather data on participants' work ethics. Five in seven dimensions of work ethics (self-reliance, morality/ethics leisure, hard work, the centrality of work had four reverse items, and each has ten items; one dimension (wasted time) has eight items; and the last dimension (delay of gratification) had seven items. Examples of the statements on the scale are: "belief in work for work's sake and the importance of work"; "striving for independence in one's daily work"; "belief in the virtues of hard work"; "believing in a just and moral existence"; "orientation toward the future; the postponement of rewards"; and "attitudes and beliefs reflecting active and productive use of time". Cronbach's alpha for the seven dimensions ranged from .75 to .89 (Miller et al., 2002). A test-retest reliability analysis reported Cronbach's alpha of .82. We collected data on occupational preference using Bakare's (1977) Motivation for Occupational Preference (MOPS) Scale. MOPS is a three-section scale, (i) Sought respondents' biodata, (ii) elicited career preferences and (iii) was designed to identify sixteen (16) reasons for occupational choice in two dimensions (internal and external).

##### 3.4. Data collection and data analysis

The researchers administered the instruments to the participants with the assistance of some research assistants. We analysed the obtained data through descriptive and inferential statistics. Minimum, maximum, mean scores, standard deviation, skewness, and kurtosis were determined. To the questions raised and to establish the relationship and differences among study variables,

we deployed the use of the Pearson Product Moment Correlation Coefficient, the independent t-test, the Analysis of Variance, and the Moderated Hierarchical Multiple Regression Analysis.

### 3.5. Results and analysis

Results in table 2 indicate that participants' motivation for occupational preference is low ( $\bar{x} = 63.103 \pm 6.883$ ). However, the level of work ethic is high ( $\bar{x} = 308.411 \pm 28.192$ ). The levels of the dimensions of motivation for occupational preference are generally low. The levels of work ethics, except morality/ethics and leisure, were found to be high.

**Table 2. Descriptive statistics of study variables including the minimum and maximum scores, mean scores, standard deviation, skewness, and kurtosis (N = 214)**

	Min.	Max.	Mean	Std. Dev.	Skewness (SE = .166)	Kurtosis (SE = .331)
External Influence	4.00	20.00	15.145	2.750	-.831	1.151
Extrinsic	6.00	20.00	15.822	2.309	-.911	2.049
Self-expression	6.00	20.00	16.056	2.498	-1.401	2.878
People-oriented	8.00	20.00	16.079	2.405	-.882	1.499
Motivation for Occupational Preference	45.00	77.00	63.103	6.883	-.552	-.128
Self-reliance	23.00	50.00	38.734	4.771	-.318	.030
Morality/Ethics	24.00	68.00	38.220	4.555	1.101	7.855
Leisure	18.00	73.00	36.308	6.265	.550	4.973
Hard work	25.00	50.00	39.299	4.872	-.353	-.354
Centrality of Work	22.00	48.00	37.818	4.715	-.463	.083
Wasted time	18.00	34.00	27.869	3.055	-.472	-.130
Delay of Gratification	19.00	35.00	27.061	3.083	-.256	-.143
Work Ethics	239.00	370.00	308.411	28.192	.048	-.688

**Table 3. Independent t-test and analysis of variance of dimensions of work ethics by sex, academic level, and age**

	Demographics	Mean	Std. Dev.	Statistics
External Influence	Male	02	15.2843	$t_{(212)} = .707; p > .05$
	Female	12	15.0179	
Extrinsic	Male	2	16.0784	$t_{(212)} = 1.553; p > .05$
	Female	12	15.5893	
Self-expression	Male	02	16.2745	$t_{(212)} = 1.222; p > .05$
	Female	12	15.8571	
People-oriented	Male	02	15.6765	$t_{(212)} = -2.365; p < .05$
	Female	12	16.4464	
Motivation for Occupational Preference	Male	02	63.3137	$t_{(212)} = .427; p > .05$
	Female	12	62.9107	
External Influence	300 level	8	15.1705	$t_{(212)} = .114; p > .05$
	400 level	26	15.1270	
Extrinsic	300 level	8	15.8295	$t_{(212)} = .038; p > .05$
	400 level	26	15.8175	
Self-expression	300 level	8	16.1364	$t_{(212)} = .392; p > .05$
	400 level	26	16.0000	
People-oriented	300 level	8	16.2500	$t_{(212)} = .867; p > .05$
	400 level	26	15.9603	
Motivation for Occupational Preference	300 level	8	63.3864	$t_{(212)} = .503; p > .05$
	400 level	26	62.9048	
External Influence	below 18yrs	2	16.7500	$F_{(2,211)} = 2.268; p > .05$
	18-24yrs	71	15.0175	
	25-30yrs	1	15.2258	
Extrinsic	below 18yrs	2	16.0833	$F_{(2,211)} = 2.347; p > .05$
	18-24yrs	71	15.9532	
	25-30yrs	1	15.0000	
Self-expression	below 18yrs	2	15.7500	$F_{(2,211)} = .215; p > .05$
	18-24yrs	71	16.1111	
	25-30yrs	1	15.8710	
People-oriented	below 18yrs	2	15.7500	$F_{(2,211)} = 1.080; p > .05$
	18-24yrs	71	16.1988	

Motivation for Occupational Preference	25-30yrs	1	15.5484	1.98055	F <sub>(2,211)</sub> = .943; p > .05
	below 18yrs	2	64.3333	7.73814	
	18-24yrs	71	63.2807	6.93352	
	25-30yrs	1	61.6452	6.24792	

Results in Table 3 showed that participants generally do not differ in the dimensions of and motivations for occupational preference by sex, academic level and age. However, male participants differ significantly from female participants in the people-oriented dimensions of motivation for occupational preference. Females have a propensity for people-oriented occupations than male participants. In general, sex, academic level and age differentiated participants' motivation for occupational preferences.

**Table 4. A Correlation matrix of bivariate relationships among the dimensions of, and overall scores of study variables**

	1	2	3	4	5	6	7	8	9	10	11	12	13
1.	1												
2.	.284**	1											
3.	.174*	.506**	1										
4.	.044	.333**	.528**	1									
5.	.574**	.749**	.787**	.670**	1								
6.	.328**	.485**	.477**	.344**	.587**	1							
7.	.238**	.367**	.377**	.258**	.445**	.547**	1						
8.	.371**	.369**	.297**	.192**	.447**	.516**	.402**	1					
9.	.383**	.517**	.453**	.254**	.580**	.617**	.441**	.390**	1				
10.	.501**	.421**	.359**	.153*	.525**	.487**	.437**	.405**	.570**	1			
11.	.225**	.331**	.211**	.215**	.353**	.446**	.247**	.251**	.473**	.458**	1		
12.	.383**	.393**	.371**	.279**	.517**	.508**	.434**	.556**	.523**	.575**	.361**	1	
13.	.533**	.645**	.601**	.430**	.798**	.808**	.676**	.707**	.781**	.749**	.564**	.741**	1

Note:

1 = External Influence, 2 = Extrinsic, 3 = Self-expression, 4 = People-oriented, 5 = Motivation for Occupational Preference, 6 = Self-reliance, 7 = Morality/Ethics, 8 = Leisure, 9 = Hard work, 10 = a Centrality of Work, 11 = Wasted time, 12 = Delay of Gratification, 13 = Work Ethics \*p < .05; \*\*p < .01; \*\*\*p < .001

Results in Table 4 revealed that only the relationship between external influences and people-oriented dimensions of motivation for occupational preference was not significantly related (r = .044; p > .05), other dimensions were significantly related to one another and the overall motivation for occupational preference. The dimensions of work ethics are variously significantly positively related to total work ethics. The dimensions of and total motivation for occupational preference are also significantly and positively related to the dimensions of and total score of work ethics.

**Table 5. The effects of the dimensions of work ethics on overall motivation for occupational preference beyond sex, academic level, and age**

	Standardized Coefficients			Collinearity Statistics		Model Summary
	B	T	Sig.	Tolerance	VIF	
Step 1	(Constant)		23.215	.000		
	Sex	-.031	-.453	.651	1.000	R <sup>2</sup> = .010.
	Academic level	-.009	-.130	.897	.923	F <sub>(3,210)</sub> = .684 <sup>ns</sup>
	Age	-.091	-1.272	.205	.923	1.084
Step 2	(Constant)		3.161	.002		
	Sex	.024	.439	.661	.880	R <sup>2</sup> = .480; F <sub>(10,203)</sub> =
	Academic level	-.067	-1.225	.222	.847	18.771***.
	Age	.002	.035	.972	.856	1.168

Self-reliance	.220	2.841	.005	.429	2.333	$\Delta R^2 = .471$ ; $\Delta F_{(7,203)} = 26.275^{***}$
Morality/Ethics	.071	1.108	.269	.621	1.611	
Leisure	.104	1.555	.122	.573	1.746	
Hard work	.232	3.197	.002	.484	2.066	
Centrality of Work	.141	1.996	.047	.512	1.953	
Wasted time	-.006	-.097	.923	.633	1.580	
Delay of Gratification	.126	1.772	.078	.504	1.984	

- a. Dependent Variable: Motivation for Occupational Preference  
 b. Step 1: Predictors: (Constant), Age, Sex, Academic level  
 Step 2: Predictors: (Constant), Age, Sex, Academic level, Hard work, Leisure, Morality/Ethics, Wasted time, a Centrality of Work, Delay of Gratification, Self-reliance

<sup>ns</sup>  $p > .05$ ; <sup>\*\*\*</sup>  $p < .001$

The results in Table 5 showed that sex, academic level, and age have no significant contributions to the prediction of motivation for occupational preference ( $R^2 = .010$ ;  $F_{(3,210)} = .684$ ;  $p > .05$ ). When the dimensions of work ethics were incorporated to the model, there was a significant prediction of motivation for occupational preference ( $R^2 = .480$ ;  $F_{(10,203)} = 18.771$ ;  $p < .05$ ). This predicted 48.0% of the variance in motivation for occupational preference. The dimensions of work ethics made a significant contribution ( $\Delta R^2 = .471$ ;  $\Delta F_{(7,203)} = 26.275$ ;  $p < .05$ ) to the prediction, thereby accounting for 47.1% of the variance of motivation for occupational preference over the contribution of sex, academic level, and age. However, of the dimensions of work ethics, hard work ( $\beta = .232$ ;  $t = 3.197$ ;  $p < .01$ ), self-reliance ( $\beta = .220$ ;  $t = 2.841$ ;  $p < .01$ ) and centrality of work ( $\beta = .141$ ;  $t = 1.996$ ;  $p < .05$ ), are significant contributors to motivation for occupational preference.

### 3.6. Discussion

This study examined undergraduates' work ethics dimensions and motivation for occupational preference. Overall, the study participants possessed a high level of work ethic, which subsequently enhanced motivation for occupational preference. The present finding is consistent with some prior studies which have found a high level of work ethics among university students or personnel in the workplace (Czerw & Grabowski, 2015) and socio-personal variables influencing motivation for occupational preference also among high school students and university students (Archibong, 2017). Further, the findings of the present study supported the results of earlier work on the role of work ethics on human general performance, for instance, Pardiman et al. (2017) reported that Islamic work ethics played a significant role in improving lecturers' performance. Nouri and Dehghani (2019) found that work ethics improved an organisation's position in the market. Work ethics engendered positive outcomes and could reduce waste. Kiani et al. (2018) in their study of work ethics culture and dynamics of rework, found that work ethics significantly reduced rework from 46% to 39%, hence saving the workplace both financial and time resources.

The results showed a positive association between work ethics and students' motivation for occupational preference. Similarly, all the dimensions of work ethics and dimensions of motivation for occupational preference showed a positive relationship among one another except between external influences and people-oriented dimensions of motivation for occupational preference. In consonance with the present findings, Pangestika's (2018) study showed evidence that work ethic variables mediated organisational variables. This implies that ethical consideration is a pivot to decision-making regarding career choice. For instance, delay in gratification led to a decrease in work ethics. The reason for this can be that individuals would want their wages or benefits to be paid on time. However, when this expectation cannot be met, the individual feels discouraged, which may result in a decrease in their adherence to work ethics. This has been largely confirmed in prior work (Archibong, 2017).

Furthermore, the results indicated that, in the first model, personal variables of sex, age, and academic level significantly related to the criterion. Also, when the seven dimensions of work ethics came into the model, they made a significant contribution to



variance for predicting motivation for occupational preference. This result agrees with the findings of past studies (Bazzy, 2018; Jonck et al., 2019), which affirmed the predictive capability of age, sex, and education on motivation for occupational preference in people. This shows that demographic variables also played major roles in the occupational preferences of the participants.

#### 4. Conclusion and Recommendations

Undoubtedly, deciding on a preferred occupation could be one of the most crucial choices in the life of any individual, especially undergraduates. Based on the results, we could infer that work ethics correlated with motivation for occupational preference. The dimensions of work ethics were predictors of occupational preference. There is no difference in the dimensions of, and motivation for occupational preference by sex, academic level, and age, thus suggesting the nexus between work ethic and motivation for occupational preference may depend on students' socio-demographic background. The findings indicated that work ethics was a key attribute to increased motivation for occupational preference. It is, therefore, recommended that schools, particularly the university and the workplace, should place premium emphasis on work ethics, and it could improve the decisional latitude of students and employees concerning career choice and optimal performance.

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