ROLE OF COUNSELLING IN PROMOTING VALUE RE-ORIENTATION IN TERTIARY EDUCATION IN NIGERIA

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Abstract

This paper, explored the role of counselling in promoting value re-orientation in an educational system, highlighting the need for professional counsellors, administrators, and policymakers to adapt and improve their practices, the potential values of education, identifying the factors that contributed to the declined values in Tertiary Education and pointed out the roles of counselling in promoting value re-orientation in tertiary education. This paper mentions the challenges faced by professional counsellors in promoting value re-orientation in tertiary education in Nigeria such as the lack of funds, poor salary and school environment which caused significant disruption to the regular counselling activities. The paper suggested that Counsellors in various states in Nigeria should organize moral counselling and advocacy sensitization programmes for the heads of the school, teachers, parents and the entire society. instead of leaving the concepts in their theoretical forms alone, practical efforts should be made to involve counsellors in the implementation of educational policy documents and Counsellors should group themselves in their residential states or localities to take counselling to homes, families, communities, hospitals, correctional services and so on. The paper concluded that the desired value re-orientation that we look for can only be achieved through a vibrant counselling programme and the effectiveness of counselling depends on the counsellors' efforts in various phases and should organise moral counselling, advocacy and sensitisation programmes for the heads of the school, teachers, parents and the entire society on proper awareness of counselling as a discipline.

Keywords: Counselling, Value re-orientation, Tertiary Education, Students.

Introduction

One of the roles of counselling is to ensure value re-orientation and social transformation in the lives for the national culture that would entrench and reshape national character and image via effective student affairs administration. In this regard, the paper intends to promote the national image, stronger and courageous students; respect for human life, and corporate and national values therefore, the paper also examines the role of counselling in promoting the value re-orientation in tertiary education in Nigeria.

According to Lindhardt, (2022), since education includes everything, a person needs to survive in the society in which they find themselves, it has been thought of on several occasions as both a way of achieving life and life itself. In light of this, education serves as a tool for developing the whole person to enable them to function well in society as well as a mechanism for passing down cultural legacy. According to conventional wisdom, education is the process by which members of a community are passed on valuable information, skills, morality, and social standards from one generation to the next.

Lack of value orientation in Nigeria's educational system manifests itself in all levels of education, (primary, secondary and tertiary institutions). Teachers have witnessed several sorts of corruption that are currently present in our institutions. For instance, cheating on exams, financial misconduct involving students and instructors, embezzlement, lecturers taking advantage of students, and many more. Positive moral values in schools have declined as a result of many types of corruption existing in many Nigerian institutions. The degree of production and social acceptance of graduates are significantly impacted negatively by corruption and a lack of value orientation in society (Juliet, 2020).

In Nigeria, it is believed that education would uphold the principles of promoting every child's emotional, physical, and psychological well-being. Therefore, it is clear from the Nigerian context that education's goal is to foster numeracy and competence in everyone, regardless of socioeconomic, cultural, or physical obstacles. Somehow, due to operational or political oversights, the national policy's stated provision is not being carried out as it ought to be. As a result, it is common to observe that certain groups of people are ignored or otherwise denied access to these benefits, though occasionally this isn't the case because the educational opportunities aren't favourable to them because of their mental, emotional, or physical disabilities. The plan would be set up in a way that may stigmatise or demonise them right away. And that's when the topic of inclusive education became relevant. The Nigerian education system has to be set up to serve everyone and maximise benefits for everyone if national regeneration is to take place (Mahmud, 2014).

Concept of Counselling

Counselling is viewed by Aliero, Aliero and Tsagem, (2022) as a dynamic and intentional partnership between two individuals who tackle a mutually defined challenge while taking into account each other to support the younger, less experienced, or more disturbed of the two in coming to a self-determined solution to the problem. Therefore, it's a procedure in which the therapist helps the client define requirements, feelings, or motives so that an appropriate decision may be reached. The counsellor also advises and provides numerous appropriate courses of action and possibilities. Campbell-Balcom and Martin-Berg, (2019), Consider counselling as a relationship based on interaction that aims to support the gathering of personal data that will enable wise decision-making and self-awareness. Counselling is a relationship based on interaction to promote personal growth. In this procedure, a client is guided by a qualified expert, the counsellor, in a private, secure setting. Furthermore, Campbell-Balcom and Martin-Berg, (2019) draws attention that, educational counselling could be defined as the kind of counselling that is used in an educational setting to assist students in solving their academic problems as well as providing them with the tools they need to come up with acceptable solutions on their educational problems. This kind of self-resolution is intended to satisfy the standards, norms, expectations, and values of the community in which the person lives. Counselling for education works well. This type of therapy is indeed specific and offered in an educational environment. Its main goal is to assist students in overcoming obstacles that can impede their academic progress and personal growth (Ocansey, 2020).

Denga, (2018) views counselling as a personalised dialogue, interview or interaction between the client or counsellor experiencing a problem or an issue and the counsellor who is to render help or a solution to the problem. The counselling service is described as personalised because it is usually personal, private and confidential. There are, however, some problems that are not necessarily private and too personal. Counselling may take the form of 1:1 or 1: to a group of persons experiencing a similar problem. Counselling is a crucial component of guidance services that address a wide range of difficulties, including social and emotional problems, family issues, self-concept, sexual and interpersonal issues, academic challenges, career concerns, admissions issues, job issues, and troubles with study habits. Furthermore, counselling is a crucial component of guidance services and addresses a wide range of problems. It's intended to support people in overcoming obstacles and improving their general well-being (Duarte, 2017).

Concept of Value Re-orientation

Magaji, (2014) defines value as the importance, significance, worth or usefulness of an item. In this discussion, value is attached to the usefulness of Tertiary Education in Nigeria. Education is a requirement for societal formation, societal change and transformation. It is a conscious choice that may enrich the lives of both those who pursue it and those who already possess it. Education that has value is defined as having merit, strength, power, utility, desire,

quality, significance, and desirability in and of itself (Magaji, 2014). Education is essential for the growth of a country since it integrates values, knowledge, and skills. Magaji, (2014) further states that value is the importance and worth that education bestows upon people, communities, and societies. It is also the worth that education delivers to its students. The importance is observed and measured in terms of economic growth, health improvement, and employment opportunities to graduates of the educational system, advancement of graduates to further studies and other tertiary institutions and the general improvement in all aspects of the life of the individuals, communities and larger societies. It also makes it possible for the person to be independent and make a significant contribution to the growth of the country (Magaji, 2014).

Value reorientation is the process of altering one's beliefs and perspectives on particular behaviours or viewpoints that have been recognised as improper. A person, an organisation, or a community can undergo a transformational shift in orientation that makes it feasible for them to take on new activities and achieve outcomes that were not conceivable before the transformation. Value reorientation may be seen as the solidification of core values for the advancement and well-being of society, as well as high moral intelligence. Instilling values like honesty, patriotism, hard effort, and a general distaste for social vices is crucial for the growth of the country, particularly among young people. It is a tool for people who are obedient and wish to arm themselves with it for improved circumstances both now and in the future. It is an instrument against the force of ignorance. Nigerian tertiary institution graduates are required to demonstrate certain outcomes from their excellent education. Value produces true and honest men and women. Reorientation-centered instruction (Magaji, 2014).

Concept of Tertiary Education

According to World Bank, (2020), Tertiary education refers to all formal post-secondary education, including public and private universities, colleges, technical training institutes, and vocational schools. Tertiary education is instrumental in fostering growth, reducing poverty, and boosting shared prosperity. Innovation and economic growth require a highly trained labour force with lifetime access to a quality post-secondary education. Educated individuals are more productive and employable, make more money, and are better equipped to weather economic downturns. Higher education is advantageous to society as a whole in addition to the individual. Postsecondary education graduates exhibit more environmental consciousness, better lifestyles, and increased civic engagement. Also, increased tax revenues from higher earnings, healthier children, and reduced family size all build stronger nations. In short, Higher education institutions train students to be engaged members of their communities and societies in addition to giving them the necessary and applicable employment skills.

Tertiary education is seen as a pedagogical instrument designed to enable an individual to acquire the highest intellectual, moral and aesthetic capabilities (Kayode, Samuel & Issa; Barakat, 2018). A person's mind becomes free of corruption when they are purposefully exposed to education both as a process and an aim in and of itself. Any civilization that just acknowledges the importance of education is certain to fail. Third-world nations made significant investments in the educational system after realising that education was the most effective tool for changing attitudes

and bringing about transformation. Singapore was formerly classified as a Third World nation, but because of its investments in education, its citizens have transcended this sociological classification and are now seen as role models for Africa and other nations. They made significant investments in human development, as it is essential to economic progress. development (Kayode, Samuel & Issa; Barakat, 2018).

Education Values

According to Akinyemi, (2018) views education has always been valued for its ability to help people learn and grow. In the past, education was seen as a way to improve one's social standing and economic opportunities. It was also seen as a way to become a more informed and responsible citizen. Today, education is still valued for these reasons, but it is also seen as a way to develop critical thinking skills, creativity, and problem-solving abilities. These skills are essential for success in the 21st-century workforce as follows:

1. Personal development: Education may help people become more emotionally, socially, and cognitively capable. It helps pupils develop their critical thinking abilities, learn new skills, and solve problems. It also promotes the development of their morality, identity, and character.

2. Social mobility: A major factor in social mobility is education. It makes it possible for people from disadvantaged backgrounds to reach their full potential and lead better lives. It also helps to build a society that is less unfair and more egalitarian.

3. Economic growth: Economic expansion requires education. It creates a more competent and productive workforce, which boosts wages and encourages innovation. It also helps to attract businesses and investments.

4. Civic engagement: Participation in public life requires education. It helps people comprehend their rights and responsibilities as citizens and motivates them to participate in the democratic process.

5. Cultural enrichment: People may learn about various cultures and viewpoints with the use of education. It promotes understanding and tolerance and aids in the growth of a more global and open society.

Factors that Contribute to the Decline of Values in Nigeria's Education

The deterioration of values in Nigerian education is a complicated problem with many underlying causes (Ladan, 2023). These variables may be roughly divided into three categories: political, educational, and socioeconomic.

Socio-economic Factors:

1. Poverty: In Nigeria, poverty is a major obstacle to education, keeping many children from going to school or forcing them to drop out early. Due to a lack of knowledge, people may not have the chance to acquire moral reasoning, critical thinking abilities, or a feeling of civic duty, which can lead to a deterioration in values. (Adeyemi & Popoola, 2022)

2. Unemployment: High rates of unemployment among young people with education can cause dissatisfaction, disappointment, and a loss of belief in the importance of education. A loss of values may result from people adopting immoral behaviours or indulging in activities that are detrimental to society or oneself. (Ezeudu and Alkali, 2021; Akinyemi, 2019)

3. Social Inequality: A decrease in values may be caused by social inequality, which includes differences in opportunities and access to high-quality education depending on factors like gender, race, or socio-economic standing. This can weaken the foundations of a society based on shared ideals by fostering animosity, mistrust, and a breakdown in social cohesion. (Okwelle & Owolabi, 2022; Okojie & Ezeibe, 2019).

Political Factors:

1. Corruption: Public confidence in the importance of education can be damaged by corruption in the education system. The message that education is about political favouritism and personal gain rather than knowledge and skills is sent when resources are mishandled, appointments are decided based on nepotism rather than merit, and examinations are tampered with. (Ogundipe and Adedayo, 2020; Adegboyega, 2017).

2. Political Interference: Partisan goals, curricular distortion, and compromised academic freedom are all consequences of political meddling in education. This may result in a drop in educational standards and a shift in emphasis away from fostering principles such as impartiality, critical thinking, and respect for other points of view. (Agwu and Enemuo, 2022; & Adeyemi, 2019).

3. Underfunding: A scarcity of teaching resources, a paucity of skilled instructors, and crammed classrooms are all consequences of in-adequate funding for education. This can make it more difficult to teach and learn effectively, which can lower academic standards and demotivate pupils. (Yusuf & Onifade, 2020; Akinsola & Popoola, 2022).

Educational Factors:

1. Overemphasis on Examinations: The Nigerian educational system's overemphasis on exams can foster a culture of rote memorisation and a concentration on grades rather than studying for comprehension. This can impede the growth of creative expression, moral reasoning, and critical thinking abilities, ultimately leading to a deterioration in values. (Akinyemi, 2018; Ezeudu & Alkali, 2021).

2. Neglect of Values Education: The Nigerian educational system prioritises intellectual disciplines above the explicit teaching of morals. As a result, kids might not have a firm grasp of morality, ethics, or the significance of social duty. (Okojie & Ezeibe, 2019; Okwelle & Owolabi, 2022).

3.   Ineffective Teaching Methods: Teacher-centered education and rote memorization are two teaching strategies that may not be able to hold students' attention or pique their intellectual interest. This may result in a lack of awareness of the importance of education as well as boredom and disengagement. (Adegboyega, 2017; Ogundipe & Adedayo, 2020).

Theoretical Review

The theory backing counselling for value re-orientation to the student in the society used in this study is the Cognitive Restructuring theory.

Cognitive Restructuring theory

Aaron T. Beck in the 1970s developed cognitive restructuring, cognitive restructuring (sometimes known as "reframing") is essentially the core technique of cognitive behavioural therapy, a highly regarded, scientifically validated psychotherapy format. Cognitive restructuring is a technique under the group of therapeutic techniques that helps people notice and change negative thinking patterns. When thought patterns become destructive and self-defeating, mental health professionals can help you explore ways to interrupt and redirect them. According to this technique, People sometimes experience cognitive distortions and thought patterns that create a distorted view of reality. These thought patterns often lead to depression, anxiety, relationship problems, and self-defeating behaviours. Cognitive restructuring offers an opportunity to notice these maladaptive thoughts as they occur. You can then practice reframing them in more accurate and helpful ways.

The view of the theory is that if you can change how you look at specific events or circumstances, you may be able to change the feelings you have and the actions you take. According to the theory, to change an unproductive thought pattern, you have to be able to identify the error you're making. Cognitive restructuring depends on your ability to notice the thoughts that spark negative feelings and states of mind. This research is based on the theory of cognitive restructuring the fact that it deals with the process of changing a self-defeating negative behaviour into a more appropriate and positive behaviour for the individual while the current study focuses on reorienting of individual.

The first task in cognitive restructuring is thus self-monitoring; learning to become more aware of your thought behaviours. Habitual appraisal habits are not conscious things, and neither are the thoughts that carry them. In addition to the thoughts, you are conscious of having, there are also all manner of unconscious automatic thoughts which flit through your mind without you noticing. Automatic thoughts are not inherently they are just so common that you've habituated to them and no longer notice them. One become more conscious of one's automatic thoughts by self-monitoring. The researcher refrains from counting thoughts, however, so much as we want to record them. A good way to do this is to write down all the thoughts that occur to one shortly after some event has occurred that causes you to feel bad. Automatic thoughts are often situation-specific instances of more core fixed beliefs about yourself and the world. While automatic thoughts reflect your reaction to a given event, core beliefs describe your general expectations and identity. For example, if you have recently done poorly on a test, your automatic thought will

probably reflect your situation, "I'm so embarrassed! I should have done better!", while your core belief might reflect a deeper fear: "I'm a stupid person!" Core beliefs influence appraisals and thus are a major source of bias. They are not always obvious or conscious. The way to identify them is to examine multiple instances of your automatic thoughts over time for the repetitive themes that underlie them. You will likely be able to distil some of your core beliefs by examining your self-monitoring thought records, and by asking yourself the question, "Why am I reacting this way?".

Writing down your automatic thoughts and core beliefs makes it easier for you to get a handle on them, and to view them from an outsider's perspective rather than your own. When you get to look at what you are thinking and believing, you may that your thoughts and beliefs are inaccurate, incorrect or irrational, and that with a little work, you can correct them so that they better reflect "reality"; the shared social consensus.

Importance of Value Re-orientation in Tertiary Education

Magaji, (2014) identified the following as the importance of value re-orientation in tertiary education:

1. Mould the behaviours of the youths to meet societal standards;
2. Shape the future of individuals and society;
3. Expose students to diversities and different points of view of other people;
4. Have a positive influence on peers on students' conduct and achievement;
5. Provide a variety of experiences through parents and community engagement in the Parents Consultative Forum (PC) where parents and school administrators meet to share their valuable experiences and agree on which values be pass to the students for positive development;
6. Give individual benefits that include the acquisition of academic knowledge and skills;
7. Introduce collective welfare of societies, institutions and freedoms to succeed and continue and
8. Equip graduates with knowledge and different skills that they would apply to diverse endeavours to develop themselves and the nation.

Roles of Counselling in Promoting Value Re-orientation in Tertiary Education

Onyenwe (2018) points out that counselling can be a valuable tool for individuals who are seeking to reorient their values. By providing a safe and supportive space for exploration, identification of areas for change, development of coping strategies, and support and accountability, counselling can help individuals make informed and lasting changes to their values. Counselling can have a significant influence on value re-orientation by helping individuals to:

1. Increase their self-awareness: Counselling can help individuals to better understand their values, including the underlying beliefs and assumptions that inform them. This increased self-awareness is essential for making informed decisions about value re-orientation;

2. Identify areas for change: Once individuals have a better understanding of their values, they can begin to identify any areas where they may want to make changes. Counselling can help individuals to identify these areas and develop a change plan;

3. Develop coping strategies: Counselling can help individuals develop coping strategies for managing the challenges of value re-orientation. These coping strategies may include stress management, assertiveness training, and conflict resolution skills. A client may be struggling to cope with the social pressure to conform to certain values that are not in line with their values. The counsellor can help the client to develop assertiveness skills and to learn how to communicate their values to others clearly and respectfully;

4. Support and accountability: Counselling can provide individuals with the support and accountability they need to make lasting changes to their values. A counsellor can offer encouragement, guidance, and feedback as individuals work towards their goals;

5. Creating a safe and supportive space for exploration and reflection: Counsellors provide a confidential and non-judgmental environment where individuals can freely explore their values and beliefs without fear of criticism or ridicule. This is essential for creating the trust and openness necessary for value re-orientation to occur;

6. Helping individuals to identify their core values: Counsellors can help individuals to identify their core values by asking them questions about what is important to them in life, what they believe in, and what they want to stand for. This can be a process of self-discovery, as individuals may not always be aware of their values until they are prompted to think about them;

7. Helping individuals to understand the impact of their values on their lives: Counsellors can help individuals understand how their values influence their thoughts, feelings, and behaviour. This can help identify areas of conflict or inconsistency in their value system;

8. Helping individuals to develop a more integrated and personally meaningful value system: Counsellors can help individuals develop a value system that is aligned with their personal goals, beliefs, and aspirations. This can involve making changes to existing values, adopting new values, or finding ways to integrate seemingly contradictory values;

9. Helping individuals to live their values: Counsellors can help individuals translate their values into action by identifying ways to make their values more visible and meaningful in their daily lives. This may involve making changes to their relationships, their career, or their involvement in their community and

10. The value re-orientation process is not always easy: It can be a challenging and sometimes painful experience. However, it can also be a very rewarding experience, leading to greater personal growth, fulfilment, and satisfaction with life. Counsellors can play a vital role in helping individuals and groups navigate this process and achieve their goals.

Challenges faced by Counsellors in Tertiary institutions

As postulated by Maxim Pereira, and Surya Rekha, (2017). Some of the challenges faced by counsellors during the counselling sessions. Some of them are:

1. Beginning Counsellors;
2. Lack of Parental Influence;
3. School Environment;
4. Inadequate Funds;
5. Lack of counselling Clinic;
6. Poor Salary structure;
7. Overpopulation of the counselees (client);
8. Lack of support from management and
9. Lack of counselling facilities etc.

Conclusion

The main concern of this paper is promoting value re-orientation in tertiary institutions. In other words, to what extent can professional counsellors help in the process of value re-orientation for national development? Importantly, there is a need to re-orientate the minds of Nigerians for a total turn around. Nigeria will improve in terms of how we perceive it and the kind of environment created. The value re-orientation process should be a high – priority of the present government of Nigeria. Every Professional Counsellor in Nigeria should be part of this exercise for a better tomorrow. On this note, the paper concludes that the desired value re-orientation that we look for can only be achieved through a vibrant counselling programme, and instead of leaving the concepts in their theoretical forms alone, practical efforts should be made to employ counsellors in implementing educational policy documents.

Suggestions/Way forward

1. Counsellors in various states in Nigeria should organize moral counselling and advocacy sensitisation programmes for the heads of the school, teachers, parents and the entire society.
2. There is a need for guidance and counselling services to move out of school confinement to non-educational settings such as industries, correctional services, hospitals, churches, mosques, remand homes and rehabilitation centres for proper advocacy of the profession.
3. The government should emphasise the importance of counselling. Learners as well as adults, teachers, administrators, parents, and all members of society need counselling. The below-average, average, above-average, gifted and talented, those who require one form of rehabilitation or the other need it too.

4. Counsellors should group themselves in their residential states or localities to take counselling to homes, families, communities, hospitals, correctional services and so on.

5. Guidance and counselling should be established in all primary and secondary schools with qualified counsellors who go to the classroom to discuss contemporary issues about the learner's education and society.

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