PERCEIVED INFLUENCE OF VALUE-ORIENTATION COUNSELLING FOR CONFIDENCE BUILDING AGAINST SOCIAL VICES AMONG TERTIARY INSTITUTION STUDENTS IN OYO STATE

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Abstract

The level of deteriorating standards in value system in the higher institution has been a major concern to concerned stakeholders in Nigeria. A solution to this alleged disaster is value re-orientation, which must start with the next generation of leaders—youth. The study examined the perceived influence of value-orientation counselling for confidence building against social vices among tertiary institution students in Oyo State. The study adopted a descriptive survey research design. The population comprised all Students in Tertiary Institutions in Oyo State. A structured questionnaire was the instrument used for data collection in the study. The sample consists of three hundred students randomly selected from three Tertiary Institutions. Four (4) research questions were raised and answered in this study. Findings revealed that there is a prevalence of social vices among tertiary institutions' students in Oyo State, which are caused by peer pressure, lack of parental training, desire for independence, high cost of living, lack of moral value, and Students believed that their engagement in social vices guarantees their excellent academic and social status. Also, value-orientation counselling for confidence building was found to positively influence social vices and students' perceptions towards value-orientation counselling programmes in tertiary institutions' students in Oyo State positively influence their attitudes toward the programme. The study recommended that educational institutions in Oyo State should implement value-orientation counselling programmes specifically designed to build students' confidence and assist them in making more constructive life choices. Also, awareness campaign should be organized within educational institutions to inform students about the benefits of value-orientation counselling.

Keywords: Value-Orientation, Confidence Building, Counselling, Social Vices, Tertiary Institution

Introduction

Education is often regarded as the essential component that is crucial for the advancement of every culture. This is one of the reasons why every country strives to provide education of a high standard because it has the potential to make the biggest contribution to the advancement of society by creating viable labour force. According to Elechi (2014), without education, there will be no meaningful change in the world nor there be any advancement. This was done in

acknowledgment of the universal truth that education is a potent stimulant for national advancement in all endeavors, including those involving technology, the economy, society, and politics. This realisation led to the decision to take the action described above. To the extent an individual has completed their education is directly proportional to their level of achievement in life; consequently, education may be viewed as an investment in human resources. When one takes into account the falling standards in numerous aspects of life, such as education, a weakening economy, and a poor impression of the country, the reality that Nigeria's value system is seriously disintegrating becomes exceedingly clear. According to Nwankwo (2015), one remedy to this purported calamity is a reorientation of values, which must begin with the youth as the next generation of potential leaders.

Ojetunde and Awodele (2019) noted that value orientation has to do with a changed collection of attitudes and beliefs, or, more specifically, re-orientation in terms of values, which is the act of changing one's orientation, such as a turnabout, a reversal, or a change of course. Ojetunde and Awodele (2019) claimed that value orientation has to do with a modified set of attitudes and beliefs. The necessity to re-orient and revitalize, bring about proper training, and create the workforce required for educational and economic growths served as the impetus for the formation of tertiary institutions, the majority of which were focused on providing manpower development of citizens. Additionally, it was intended to provide trainees with the opportunity to concentrate on a variety of academic subjects, which will assist in the growth and development of society as a whole via the trainees' varied contributions. The major purpose of a university education, as stated in the National Policy on Education of the Federal Republic of Nigeria (Federal Republic of Nigeria, 2013), is to make as significant of a contribution as one possibly can to the process of national development. One of the ways in which this contribution will be provided is through the intensification and diversification of academic programmes for the purpose of the development of high-level work force in accordance with the requirements of the nation. According to BBC News (2021), there are a variety of reasons for social vices. Poverty has been identified as one of the primary causes of social vices such as criminal behaviour, drug abuse, prostitution, and gang violence. Peer pressure is another factor that contributes to the perpetuation of social vices. Young people are often influenced by their peers to engage in risky behaviours such as drug use, drinking, and sexual activity before they are married (World Bank, 2020).

Inequality in economic opportunity can also contribute to problems in society. The disparity in wealth between the rich and the poor can lead individuals to experience feelings of frustration, anger, and hopelessness, which can in turn push them to engage in illegal behaviour. According to the International Monetary Fund (IMF), economic disparity is another element that contributes to the threat posed by social vices. In addition to a number of other factors, the breakdown of social Tertiary institution students absolutely want value-orientation counselling for the purpose of self-confidence building in their fight against social vices in order to be successful in overcoming the problems presented by social vices. According to Nwankwo (2015), a continuing problem in tertiary institutions is the prevalence of social vices such as drug and

substance misuse, cultism, sexual promiscuity, and cybercrime. Students' scholastic performance and their future opportunities in the workforce may suffer as a result of these vices. An emphasis on core values According to Adebayo (2017), a counselling programme that is geared on boosting students' confidence can go a long way toward reducing the number of kids engaging in risky social behaviours. The growing prevalence of social vices among students attending postsecondary institutions is becoming a significant cause for concern, and additional steps need to be taken to combat this trend. Several studies have indicated that when students are put in stressful situations such as failing examinations, battling with personal concerns, or being pressured by peers, they frequently turn to risky behaviours in their social lives. Because of these obstacles, it is vital to have a value-orientation counselling programme that places an emphasis on strategies that strengthen students' confidence in order to provide them with the tools necessary to deal with the challenging issues that arise because of life's challenges. Accordingly, based on this fact, the purpose of this study was to investigate perceived influence of value-orientation counselling for confidence building against social vices among students attending tertiary institutions in the state of Oyo.

Objectives of the Study

The study's aim was to explore the effectiveness of value-orientation counselling for confidence building against social vices among tertiary institutions' students in Oyo State. Specifically, this study will aimed;

1. To find out the prevalence of social vices among tertiary institutions' students in Oyo State.
2. To identify the causes of social vices among tertiary institutions' students in Oyo State.
3. To determine the influence of value-orientation counselling for confidence building and the reduction of social vices among tertiary institutions' students.
4. To explore the attitudes and perceptions of tertiary institutions' students towards value-orientation counselling programmes.

Research Questions

1. What is the prevalence of social vices among tertiary institutions' students in Oyo State?
2. What are perceived causes of social vices among tertiary institutions' students in Oyo State?
3. Does value-orientation counselling for confidence building influence social vices among tertiary institutions' students in Oyo State?
4. What is the influence of tertiary institutions students' perceptions towards value-orientation counselling programmes?

Methodology

The research design was a descriptive survey method.

Sample and sampling technique

The sample for the study was three hundred Students in Tertiary Institutions in Oyo State selected at random with a convenience random sampling technique.

Research Instrument

A self-developed research instrument used to collect the data for the study was a modified Likert scale questionnaire with 23 items. It required the respondents to answer strongly agreed (SA), Agreed (A), Strongly Disagreed (SD), Disagreed (D) to the statement contained in the questionnaire. The questionnaire items were drawn from variable contained in the research hypotheses with reliability value of 0.91.

Administration of Research Instrument

Three hundred copies of the questionnaire forms were produced and administered to the respondents with the help of two research assistants and all the three hundred questionnaire forms were returned and used for the analysis of data for the study.

Data Analysis

Descriptive statistics must be used to answer the research questions.

Results and Discussion

Research Question 1: What is the prevalence of social vices among tertiary institutions' students in Oyo State?

Table 1: Mean and Standard Deviation

S/N	ITEMS	SA	A	D	SD	Mean	Standard deviation	Remark
1.	Taking of drug and substance abuse make me feel big	57	61	79	93	2.28	1.114	Disagree
2.	Increase in the trend of sexual promiscuity is the order of the day in my school	64	92	85	49	2.59	1.012	Agreed
3.	Examinations malpractice to obtain higher grades are many in my school	76	88	75	51	2.65	1.052	Agreed
4.	Many students in my school join cult/ secret society in order to avoid intimidation, to gain power and control over their peers.	67	103	80	40	2.68	.979	Agreed
5.	Cybercrime such as hacking, phishing, and identity theft are common in my school	66	88	73	63	2.54	1.069	Agreed
6	Cultism is rampant in my school	59	91	97	43	2.57	.975	Agreed
7	Incidence of social vices are uncountable	66	95	93	36	2.66	.965	Agreed

Table 1 presents the average and variability of the respondents' responses about the occurrence of social vices among students in higher education institutions in the state of Oyo. Based on the results of item 1, it can be inferred that the median value, which is 2.28, is less than the minimal mean number. Consequently, the notion that the use of drugs and substance abuse enhances students' sense of power is invalidated. The mean value for item 2 was determined to be 2.59. Based on this finding, it can be concluded that there is a general agreement among the students at my school on the rise in sexual promiscuity rates in recent years. Based on the findings of item 3, it is widely acknowledged that incidences of academic dishonesty among students in educational institutions are prevalent, as evidenced by the attainment of a mean value of 2.65, surpassing the minimal threshold for acceptable mean. Furthermore, the estimated mean for item 4 is 2.68, above the minimum mean value. There is a prevalent belief that a significant number of students at the selected educational institutions choose to join cults or secret societies as a means of safeguarding themselves against potential intimidation from their peers, gaining influence over them, and exerting control over them. The item exhibiting a mean value of 2.54 possesses a greater value in comparison to the item displaying the lowest mean value. It is widely recognized that educational institutions are susceptible to several forms of cybercrime, including hacking, phishing, and identity theft. Furthermore, the average value for item 6 is 2.57, above the minimum mean value. Consequently, there exists a prevailing consensus that educational institutions are

susceptible to the presence of cultism. Furthermore, the calculated mean value for item 7 was determined to be 2.66, surpassing the minimum mean value. Hence, it is well recognized that correctly quantifying the incidence of societal ills is unattainable.

The research findings indicate a significant prevalence of social vices among students pursuing higher education in the state of Oyo. This assertion is supported by the findings of previous studies conducted by Amunnadi (2017) and Nwankwo (2015), which indicate that social vices, including drug and substance abuse, cultism, sexual promiscuity, and cybercrime, remain prevalent concerns within higher education institutions. What is your own perspective on this finding? For instance, the consumption of many forms of alcohol and illicit substances has the potential to impact the scholastic achievements of kids. There is a contention that students who are addicted to hard drugs, such as cocaine, codeine, and tramadol, may experience significant negative effects on their psychology and cognitive abilities, leading to a decrease in their dedication to academic pursuits. Social vices are behaviors that operate in opposition to established societal standards and ideals. The term encompasses various manifestations of immoral attitudes or deviant conduct that are deemed criminal or malevolent. These actions vary from the societal norms and are a consequence of moral decay. It encompasses various criminal activities such as cultism, drug abuse/alcoholism, indecent dressing, rape, examination malpractice, prostitution, kidnapping, ritual killing, robbery, cyber-crimes, gender violence, and jungle justice. The expansion of these illicit activities outside the realm of out-of-school teenagers raises concerns. Social vices have become prevalent among both males and females inside the educational system, particularly among undergraduate students who are expected to assume leadership roles in the future. There is a noticeable increase in moral decay, corrupt behaviors, persistent terrorism, and a growing prevalence of social vices throughout many age groups within the Nigerian education system, with a particular emphasis on undergraduate students.

Research Question 2: What are the perceived causes of social vices among tertiary institutions' students in Oyo State?

Table 2 Mean and Standard Deviation

S/N	ITEMS	SA	A	D	SD	Mean	Standard deviation	Remark
1.	Peer pressure is a major cause of breaking norms and values in the school.	84	131	55	20	2.96	.870	Agree
2.	Parents have failed in proper training of their children	80	93	67	50	2.70	1.054	Agreed
3.	Students' engagement in social vices guarantees their excellent academic and social status.	66	117	65	42	2.71	.976	Agreed
4.	Tertiary institution is totally an escape route to be free from parent directives and guidance.	68	105	75	42	2.69	.989	Agreed
5.	The high cost of living can cause financial strain, leading some students to illegal activities to make ends meet.	86	120	56	28	2.91	.933	Agreed
6	Lack of strong moral values and ethical principles has nothing to do with social vices.	56	86	90	58	2.48	1.020	Disagreed

Table 2 presents the mean and standard deviation of respondents' responses regarding the perceived causes of social vices among students attending higher institutions in Oyo State. The findings of item 1 lead to the conclusion that the median value, which is 2.96, is below the minimum median value. Hence, it is widely agreed upon that peer pressure plays a significant role in students' violation of school regulations and ethical principles. The analysis revealed that the mean value of item 2 was 2.70. Based on this finding, it can be inferred that respondents generally believe that parents have not adequately provided their children with the necessary amount of parental guidance. The results of item 3 demonstrate that a mean value of 2.71 was attained, above the minimal threshold for the mean. Consequently, it may be inferred that students held the belief that their engagement in social vices served as a means to uphold a favorable academic and social standing. Furthermore, the average value for item 4 is 2.69, above the minimum mean value. Consequently, it is well recognized that attending a higher education institution is an infallible method to distance oneself from the authority and guidance of one's parents. The average value for item 5 is 2.91, indicating a higher value compared to the minimum value within the category of that item. In addition to this, it is well acknowledged that the exorbitant cost of living poses significant challenges in meeting financial obligations, hence prompting certain students to resort to illicit means in order to get the necessary funds. The analysis revealed that the average value for

item 6 is 2.48, indicating a value that is lower than the minimum mean value. The notion that social vices are unrelated to a lack of moral and ethical principles has been proven to be unfounded. The findings indicate that students attending tertiary institutions in Oyo State hold the belief that social vices can be attributed to various factors, including peer pressure, insufficient parental guidance, a desire for independence, the exorbitant cost of living, a dearth of moral principles, and the conviction that engaging in social vices will enhance academic performance and social interactions with peers. This aligns with the information presented in a 2021 BBC News article. The study primarily examined the key determinants contributing to societal problems, including illicit drug consumption, prostitution, and gang-related violence. As per the World Bank (2020), their peers to partake in hazardous activities such as substance abuse, alcohol use, and premarital sexual activity frequently sway adolescents. The harm posed by social vices is further exacerbated by economic inequity, as stated by the International Monetary Fund (IMF). The escalation of inequality has significant implications for crucial social dynamics, necessitating a policy approach that addresses both poverty and inequality. It is imperative to comprehend the genuine ramifications of economic inequality in isolation from its correlation with poverty. Evidently, individuals with higher earnings exhibit superior health, higher levels of education, and enhanced capacity to engage in the social and political spheres of their communities. Encourage the expression of one's own perspective.

Research Question 3: Does value-orientation counselling for confidence building influence social vices among tertiary institutions' students in Oyo State?

Table 3 Mean and Standard Deviation

S/N	ITEMS	SA	A	D	SD	Mean	Standard deviation	Remark
1.	Counselling of students to understand strengths, weaknesses, and values can develop self-confidence.	111	125	33	21	3.12	.879	Agree
2.	Setting of realistic and achievable goals can enhance sense of purpose and direction.	97	135	40	18	3.07	.847	Agreed
3.	Positive mindset can help build resilience to overcome peer pressure and other challenges.	104	122	35	29	3.04	.939	Agreed
4.	Counselling students on how to regulate their emotions can help them manage stress, anxiety, and other mental health concerns.	112	108	42	28	3.05	.958	Agreed
5.	Dialogue with School counselor on issues would build positive relationships and resolve conflicts effectively.	83	132	46	29	2.93	.918	Agreed

Table 3 displays the average and variability of participants' remarks concerning the impact of value-orientation counseling on the development of confidence and the occurrence of social vices among students pursuing higher education in the state of Oyo. Based on the findings of item 1, it may be inferred that the mean value, which has been determined to be 3.12, exceeds the minimum mean value. It is well acknowledged that offering pupils guidance to enhance their comprehension of personal values, as well as their strengths and weaknesses, can facilitate the development of heightened levels of self-assurance. The mean value of item 2 was 3.07, indicating a general consensus that setting realistic and attainable objectives can enhance an individual's feeling of purpose and direction.

The findings from item 3 indicate that a mean value of 3.04 was achieved, surpassing the minimum threshold. Consequently, it is widely acknowledged that possessing a positive mindset can contribute to the cultivation of resilience, thereby facilitating the management of social pressures and various challenges. Furthermore, the average value for item 4 is 3.05, above the minimum mean value. Hence, it is well recognized that providing guidance to students on enhancing their emotional regulation skills will aid them in effectively managing stress, anxiety, and other mental health concerns. Furthermore, it is worth noting that the average value for item 5 is 2.93, above the minimum mean value of 1. Hence, there is a consensus that engaging in a chat with the school counselor regarding issues would enhance favorable relationships and efficiently resolve challenges. The results indicate that providing value-orientation counseling to students at higher education institutions in Oyo State may have a positive impact on the occurrence of social vices among this student population. This study aligns with the research conducted by Adebayo (2017), which revealed that implementing a value-oriented counseling program aimed at enhancing students' self-assurance can significantly contribute to the reduction of social vices. This observation aligns with the results reported by Adebayo (2017). This suggests that Value orientations play a crucial role in maintaining the stability of individuals, ensuring clarity and consistency in their conduct, and fostering constancy in their relationships with the social world and other individuals. Values serve as catalysts for action, shaping the substance and emphasis of any given endeavor. Similarly Value orientation can be conceptualized as a manifestation of elevated moral intelligence and the establishment of robust ideals aimed at fostering the advancement and well-being of Nigerian society. It refers to a profound change in the underlying mindset of an individual, an institution, or a community, resulting in a new perspective on the world, as well as the ability to take new actions and achieve outcomes that were previously unattainable.

Additionally, it signifies the transformation of one's moral character in a positive manner by means of rejuvenating one's core essence. Reorientation refers to the process of altering, modifying, aligning, or realigning an entity in response to a novel or distinct stimulus. Value reorientation can be understood as a deliberate effort to alter the prevailing attitudes and beliefs in Nigeria, or the process of modifying or aligning the behavior, attitudes, and beliefs of Nigerians in a new or distinct direction within the public sphere of contemporary Nigerian politics.

Research Question 4: What is the influence of tertiary institutions students' perceptions towards value-orientation counselling programmes?

Table 4: Mean and Standard Deviation

S/N	ITEMS	SA	A	D	SD	Mean	Standard deviation	Remark
1.	Cognitive-behavioural therapy (CBT) in all cases can change negative thought patterns and with positive and productive ways of thinking.	100	135	31	24	3.07	.883	Agree
2.	Stress managing skill programme has high capacity for value-orientation	88	137	42	23	3.00	.876	Agreed
3.	Solution-focused brief therapy (SFBT) helps achieve goals and boost standard of education.	80	138	46	26	2.94	.890	Agreed
4.	Positive psychology intervention increases happiness and well-being.	83	150	44	13	3.04	.786	Agreed
5.	Career counselling to students may be a waste of time because there is no job in the labour market.	54	79	69	88	2.34	1.099	Disagreed

Table 4 presents the average and variability of respondents' responses about the impact of value-orientation counselling programs on students' perspectives in tertiary institutions in Oyo State. Based on the results of item 1, it may be inferred that the average value is 3.07, surpassing the minimum attainable mean value. Thus, there is a consensus that cognitive-behavioral therapy, commonly referred to as CBT, has the potential to substitute unproductive thought patterns with more beneficial and optimistic ways of thinking in every situation. The average score for item 2 was found to be 3.00, and the examination of the data indicates that participants are in consensus with the stress management skill program's substantial capacity for value-orientation. The results obtained from item 3 reveal a mean value of 2.94, above the minimum required mean. Consequently, the majority of individuals concur that solution-focused brief treatment (SFBT) facilitates individuals in achieving their objectives and enhances academic performance. The mean value for item 4 is 3.04, indicating a greater value compared to the lower mean value for item 2. The notion that employing positive psychology as a means to enhance individuals' happiness and well-being has gained widespread acceptance. Additionally, the mean score for item 5 is 2.34, indicating a lower value compared to the mean score for the lowest possible score. The assertion that providing students with career advice may be deemed futile due to the lack of available work

opportunities is demonstrated to be unfounded. Based on the findings, it can be inferred that the implementation of value-oriented counselling has the potential to yield a favorable impact on the reduction of social vices among students attending tertiary schools in the state of Oyo. The findings indicate that students' perception of value-oriented counselling programs in tertiary schools in Oyo State has a favorable impact on their perception of the programs themselves. Similarly, the Nigerian educational system exhibits a deficiency in value orientation across all levels of education, including primary, secondary, and tertiary schools.

As educators, we have observed several manifestations of corruption within contemporary educational institutions. Instances of academic misconduct include instances of examination malpractice, financial misconduct involving students and lecturers, embezzlement, exploitation of students, and lecturers exploiting students, among others. The presence of various manifestations of corruption inside numerous Nigerian institutions has resulted in the erosion of constructive ethical principles within educational institutions. The presence of corruption and a lack of value orientation within society have significant adverse impacts on the productivity and societal acceptance of graduates.

Conclusion

What this study found is very helpful for understanding how common social vices are among college students in the state of Oyo, as well as what those students think are the reasons for this, and how value-oriented counseling might help treat these problems. The study found that these students often engage in social vices like abusing drugs and other substances, joining cults, being sexually promiscuous, committing crimes online, cheating on tests, and other forms of academic dishonesty. These findings are consistent with those of previous studies. The state's educational and social climate are both being adversely impacted as a direct result of these issues. Peer pressure, inadequate parenting, the drive for independence, the high cost of living, and an absence of moral principles and ethical ideals were also seen to be contributing factors in the development of these social vices. Due to the fact that the study investigates the potential efficacy of value-oriented counselling for confidence building in the context of lowering these social vices, there is some room for hope in this regard. According to the findings, counselling interventions that place an emphasis on self-awareness, realistic goal-setting, a positive outlook, emotional control, and positive dialogue with school counsellors have the potential to positively influence the attitudes and behaviours of students, thereby assisting them in resisting the influence of their peers and making more responsible choices.

In addition, the findings of the study revealed that the vast majority of students have favorable thoughts of value-oriented counselling efforts such as cognitive-behavioural therapy, stress management training, solution-focused brief treatment, and positive psychology interventions. This demonstrates that students are willing to participate in these activities in order to benefit from them. The findings of this study highlight the critical importance of taking preventative measures to address the pervasive issue of social vices among students attending higher education institutions in the state of Oyo. Implementing value-oriented counselling

programmes that are geared to increase students' self-confidence is one potential method to decreasing these social vices and promoting a more positive and productive learning environment. This is because such programmes are aimed at students. The findings demonstrate that students hold favorable attitudes and perspectives about these activities, which paves the way for the successful implementation of those programmes. By contributing financially to these counselling services, Oyo State's educational institutions and legislative bodies may work together to foster a student body that is both physically and morally stronger. This would ultimately lead to a more promising future for the state as a whole.

Recommendations:

Based on the research findings and the conclusion drawn from the following recommendations were made:

1. Educational institutions in Oyo State should implement value-orientation counselling programmes designed to build students' confidence and assist them in making more constructive life choices. These programmes should be integrated into the curriculum to ensure widespread access and participation among students in higher institutions.

2. An awareness campaign should be organized within educational institutions to inform students about the benefits of value-orientation counselling. This can be achieved through workshops, seminars, and information sessions to assist students in understanding the positive impact that such counselling can have on their lives.

3. There should be collaboration between educational institutions and experienced professional counsellors who can provide effective counselling services to students. These counsellors can implement various counselling methods, including cognitive-behavioral therapy, stress management, solution-focused brief therapy, and positive psychology interventions.

4. Parents should be actively involved in supporting the counselling programmes and working to instill strong moral values and ethics in their children because of the crucial role they play in addressing the perceived causes of social vices among students.

5. Due to the impact of the high cost of living on students, educational institutions should consider providing financial assistance programmes or scholarships to alleviate financial strain, reducing the temptation for students to engage in illegal activities.

6. nstitutions should prioritize moral and ethical education within the curriculum alongside counselling. This will help students develop a strong ethical foundation and better navigate the challenges they face.

7. Implementing these counselling programmes should be accompanied by a robust system for monitoring and evaluating their effectiveness. This will allow institutions to make data-driven adjustments and improvements to better address the needs of students.

8. Educational institutions should collaborate with external organizations and governmental agencies that focus on youth development, substance abuse prevention, and crime reduction. These can provide additional resources and expertise to support students.

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