

# Effective Strategies for Value Re-Orientation among Undergraduates in Lagos State-Owned Tertiary Institutions

LAPITE Akolade Olubunmi ABIDOGUN Moruf Adebayo  
&

ADEDOTUN Kikelomo Oluwayemisi

Department of Counselling Psychology Education,  
Lagos State University of Education, Lagos State, Nigeria.

## Abstract

*This study focuses on the potential to mitigate against antisocial behaviours among undergraduate students by investigating effective strategies that can promote value re-orientation within tertiary institutions, enhancing students' personal and professional growth. This study also investigates the role of counselling in cultivating positive values and ethical behaviour. A quantitative research design was used with the population of all undergraduate students in Lagos state-owned tertiary institutions. A stratified sampling technique was used to select two Universities in the State with sample size of 100. The instrument used for data collection was named Questionnaire on Value Re-Orientation Programme Impact. Three research questions were generated and were answered with the use of mean and standard deviation. The study demonstrated a positive correlation between active participation in counselling-based value re-orientation programs and a decrease in incidents of antisocial behaviours with a weighted mean of 2.61, 2.61, and 2.59 respectively for the results of the three research hypotheses generated. It was concluded that counselling-based value re-orientation programs significantly contribute to fostering positive values and mitigating antisocial behaviours among tertiary students. A comprehensive approach, combining counselling, experiential learning, and collaborative initiatives, is crucial for shaping ethical, responsible, and inclusive campus communities. To enhance value re-orientation efforts, institutions are encouraged to allocate resources for comprehensive counselling programs as was recommended. Collaboration between counselling professionals, faculty, and students is key to achieving a cohesive and effective approach. Regular assessment and feedback mechanisms should be established to monitor the impact of interventions.*

**Keywords:** Value Re-orientation, Undergraduate, Counselling Strategies, Antisocial Behaviours

## **Introduction**

Value re-orientation is a process by which an individual or a group undergoes a change in their core values, beliefs, and attitudes. This transformation may occur due to personal experiences, external influences, or shifts in societal norms. According to Rokeach (2008), values are enduring beliefs that guide behaviour and shape perceptions. Value re-orientation can impact decision-making, lifestyle choices, and interactions with others. Undergraduate refers to a student who is pursuing their first level of higher education at a college or university. This level typically includes bachelor's degree programs. Undergraduates engage in a variety of academic courses and often have the opportunity to explore different disciplines before choosing a major. Their studies are foundational and contribute to their overall educational development (Abidogun, 2022). Counselling strategies encompass a range of techniques and approaches used by trained professionals to assist individuals in addressing personal, emotional, and psychological challenges. According to Rowe (2011), client-centred therapy emphasizes empathy, active listening, and creating a non-judgmental environment. Cognitive-behavioural therapy, as outlined by Koster, Fox, & MacLeod (2009), focuses on identifying and modifying negative thought patterns. These strategies aim to promote self-awareness, coping skills, and well-being. Antisocial behaviours refer to actions that disregard the rights, feelings, and well-being of others, often violating societal norms and ethical standards. In Bandura's social learning theory Akers, & Jennings (2015), suggested that such behaviours can be learned through observation and imitation. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) identifies Antisocial Personality Disorder characterized by persistent patterns of these behaviours. Moffitt's theory of life-course-persistent and adolescent-limited antisocial behaviour differentiates between chronic and temporary manifestations (Moffitt, 2017).

The re-orientation of values in tertiary institutions is rooted in the evolving landscape of education and the need for the holistic development of students. Rapid societal changes, advancements in technology, and shifts in cultural norms have brought about challenges in fostering ethical values, character development, and academic excellence. Tertiary institutions play a critical role in shaping the future leaders of society, but there is a growing concern that traditional educational approaches might not adequately equip students with the skills and values necessary to thrive in complex and dynamic environments. Therefore, this study seeks to address these challenges by investigating effective strategies that can promote value re-orientation within tertiary institutions, enhancing students' personal and professional growth. Character education programmes have emerged as fundamental tools in cultivating ethical values and character development among students. Lickona (2009) advocated for integrating character education into the curriculum to instill virtues such as integrity, empathy, and responsibility. It was suggested that such programmes can

positively impact students' ethical decision-making skills and contribute to their overall personal and professional growth.

Service-learning and Community Engagement initiatives provide students with practical experiences that bridge academic knowledge with real-world applications. Levesque-Bristol, Knapp, & Fisher (2011) highlight how service-learning can enhance students' sense of social responsibility and empathy. By engaging in community projects, students develop a deeper understanding of societal challenges, thereby fostering a more value-oriented perspective.

Ethics Courses and Curricular Integration into the curriculum offer students opportunities to grapple with ethical dilemmas relevant to their disciplines. Treviño et al. (2000) demonstrate that ethics education positively influences students' moral awareness and ethical decision-making. Incorporating ethical discussions into coursework can aid in nurturing students' capacity for critical ethical reflection. The role of mentors and role models within tertiary institutions is pivotal in shaping students' values. Daloz (2012) underscores the significance of mentors in guiding students' personal and ethical development. Meaningful interactions with mentors and exposure to positive role models contribute to the formation of values and character traits.

Institutional policies and culture play a pivotal role in shaping students' values. Hardré, & Cox (2009), emphasize that aligning institutional values with educational goals creates an environment conducive to value re-orientation. A supportive institutional culture that values ethics and character development can reinforce students' ethical growth. Developing critical thinking and moral reasoning skills is integral to value re-orientation. Kohlberg's stages of moral development in Turiel (2015) provide a framework for understanding students' evolving ethical thinking. Encouraging critical thinking can facilitate deeper engagement with ethical issues, contributing to their value-based transformation.

### **Theoretical Framework**

Albert Bandura's Social Cognitive Theory emphasises the role of observation, imitation, and reinforcement in learning and behaviour change. This theory can be applied to the context of value re-orientation by highlighting the importance of role models, mentors, and positive reinforcement in shaping students' ethical values and character traits (Bandura, 2014).

Lawrence Kohlberg's theory proposes that individuals progress through distinct stages of moral development, each characterized by different levels of ethical reasoning. This framework can be used to understand how tertiary students' moral reasoning evolves and how educational interventions can facilitate their movement toward higher stages of ethical thinking (Turiel, 2015).

David Kolb's Experiential Learning Theory suggests that learning occurs through concrete experiences, reflection, abstract conceptualization, and active experimentation. Applied to value re-orientation, this theory underscores the

importance of incorporating practical experiences, service-learning, and ethical dilemmas into the curriculum to foster holistic growth and ethical development (Kolb, 2014).

Organizational behaviour theories that focus on institutional culture and values, such as Edgar Schein's model, can help explain how institutional values influence students' behaviour and values. By considering how an institution's culture supports or hinders value re-orientation initiatives, it can identify opportunities for alignment and improvement (Schein, 2010).

Character Education Frameworks like the "Six Pillars of Character" from the Josephson Institute categorize and define key virtues and strengths that can be incorporated into educational strategies to promote ethical values and character development (Counts, 2004).

Self-determination theory by Deci and Ryan emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation and psychological growth. In the context of value re-orientation, this theory can guide the design of strategies that empower students to take ownership of their ethical development and engage in meaningful learning experiences (Deci & Ryan, 2013).

Thus, integrating these theoretical perspectives, the study gain a comprehensive understanding of the multifaceted factors that contribute to effective value re-orientation strategies in tertiary institutions. These theories provide a lens through which to analyse the interactions between educational interventions, student development, institutional culture, and ethical values, ultimately contributing to the design and implementation of more impactful strategies.

### **Strategies for Value Re-Orientation in Lagos state-owned tertiary institutions**

Value re-orientation is a vital aspect of education in tertiary institutions, shaping students' ethical compass and preparing them for active participation in society. To achieve this goal, various strategies have been identified that encompass educational, experiential, and social dimensions. These strategies draw upon psychological theories and educational philosophies to cultivate holistic development among students.

**Positive Behaviour Modelling:** One of the cornerstones of value re-orientation is positive behaviour modelling. Bandura's social learning theory states the powerful influence of observing and imitating positive behaviours exhibited by role models. Professors, mentors, and community leaders serve as exemplars, showcasing ethical and responsible actions that students can emulate. This modelling encourages students to internalize values through observation and imitation, thus transforming their personal value systems (Akers, & Jennings, 2015).

**Community Service Initiatives and Ethical Discussions:** Astin and Sax propose integrating community service initiatives and ethical discussions into curricula. Engaging in community service exposes students to real-world challenges, encouraging empathy and selflessness. Through ethical discussions, students critically

analyze complex moral dilemmas, fostering a deeper understanding of their values. These experiences stimulate reflection and prompt students to re-evaluate their existing values in light of practical situations (Bielecki, Wingenbach, & Koswatta, 2018).

**Mindfulness Programmes and Reflective Journaling:** Mindfulness programs, as advocated by Shapiro et al. (2006), offer students a tool for self-awareness and self-regulation. Mindfulness practices promote introspection, enabling students to explore their inner values and motivations. Coupled with reflective journaling, a practice outlined by Moon (2013), students can record their thoughts and experiences, facilitating a deeper exploration of personal values. This combination enhances students' capacity to identify and refine their core values over time.

**Mentorship and Role Models:** Braxton (2019) emphasises the significance of mentorship and interaction with role models in students' value re-orientation. Mentors provide guidance, personalized feedback, and a platform for ethical discussions. Interacting with role models offers tangible examples of individuals who embody desired values, inspiring students to align their own values with ethical behavior. These relationships offer support and mentorship, fostering a sense of ethical responsibility.

### **Statement of the Problem**

In the context of re-orienting values in tertiary institutions involved identifying the current lack of ethical values, character development, and a decline in academic standards. There are need to address the challenges faced in fostering a positive learning environment that promotes holistic growth and prepares students for their future roles in society.

### **Purpose of the Study**

The primary objectives of this study are:

1. To investigate the effectiveness of various strategies employed for value re-orientation in tertiary institutions.
2. To examine the impact of value re-orientation strategies on mitigating antisocial behaviours among undergraduate students.
3. To identify the key factors that contribute to the success of counseling-based value re-orientation programmes in tertiary institutions.

## **Research Questions**

The study aims to address the following research questions:

1. What are the different strategies currently employed for value re-orientation in tertiary institutions?
2. How do counselling-based value re-orientation programmes impact the incidence of antisocial behaviours among undergraduates?
3. What factors contribute to the successful implementation and sustainability of these strategies?

## **Methodology**

A quantitative research design was used. The population comprised all the undergraduate students in Lagos state-owned tertiary institutions with a sample of one hundred undergraduate students. The stratified sampling technique was used to select two Universities in the State, which are Lagos State University of Education and Lagos State University.

The instrument for data collection was self-developed structured questionnaire named as Questionnaire on Value Re-Orientation Programmes Impact. It was designed to assess students' perceptions of the effectiveness of different value re-orientation strategies in addressing antisocial behaviours. It covered aspects such as the student's participation in counselling programs, their perceptions of the impact of counselling on their values and behaviours, and their observations of changes in antisocial behaviours among peers. The Four Likert scale was utilized to measure participants' agreement or disagreement with statements, allowing for a quantifiable assessment of their views.

The information collected was analyzed using Statistical Package for Social Sciences (SPSS 23.0). The data analysis aimed to provide a quantitative understanding of student's perceptions and experiences related to value re-orientation strategies.



## Results

This study is concerned with an assessment of the effective strategies for value re-orientation among undergraduates in tertiary institutions. The result of the analysis is presented below:

### Answering the Research Questions

Three research questions were generated and were answered with the use of mean and standard deviation. The results are presented in the table below:

**Research Question 1:** *What are the different strategies currently employed for value re-orientation in tertiary institutions?*

To find out the different strategies currently employed for value re-orientation in tertiary institutions, the mean of responses to each item on the questionnaire were computed, having four Likert scale format of Strongly Agreed (4 points), Agreed (3 points), Disagreed (2 points), and Strongly Disagreed (1 point). To get the cut-off mark, the average of the total point was calculated to be 2.5 ( $4+3+2+1 = 10$ ;  $10/4 = 2.5$ ). Therefore, any mean point below 2.5 was tagged Disagreed while a mean score from 2.5 to 4 is tagged Agreed. The result is presented in the table below:

**Table 1: Mean and Standard Deviation showing different strategies currently employed for value re-orientation in tertiary institutions.**

S/N	Items	—X	SD	Remarks
1.	The value re-orientation strategies implemented in my institution have positively influenced my personal values.	2.67	1.02	Agreed
2.	I believe that the value re-orientation strategies have improved the overall ethical climate in our institution.	2.57	1.13	Agreed
3.	The strategies used for value re-orientation are well-structured and organized.	2.59	1.06	Agreed
4.	I have noticed a positive change in the behaviour of my peers as a result of the value re-orientation strategies.	2.58	1.08	Agreed
5.	The value re-orientation strategies have enhanced my understanding of ethical and moral principles.	2.58	1.09	Agreed
6.	The institution provides adequate resources and support for the implementation of value re-orientation programs.	2.56	1.14	Agreed
7.	I am satisfied with the effectiveness of the strategies employed for value re-orientation.	2.75	0.98	Agreed
8.	The value re-orientation strategies have contributed to a stronger sense of community and responsibility among students.	2.58	1.10	Agreed
<b>Weighted Mean</b>		<b>2.61</b>		

The overall mean value of **2.61** which is greater than the cut-off means of 2.50 indicated that all the strategies above are currently employed for value re-orientation in tertiary institutions.

**Research Question 2:** *What is the impact of counselling-based value re-orientation programmes on the incidence of antisocial behaviours among undergraduates?*

To ascertain the impact of counselling-based value re-orientation programmes on the incidence of antisocial behaviours among undergraduates, the mean of responses to each item on the questionnaire was computed, having four Likert scale format of Very true (4 points), True (3 points), Untrue (2 points), and Very Untrue (1 point). To get the cut-off mark, the average of the total point was calculated to be 2.50 ( $4+3+2+1 = 10$ ;  $10/4 = 2.5$ ). Therefore, any mean point below 2.50 was tagged Negative while a mean score from 2.50 is tagged Positive. The result is presented in the table below:

**Table 2: Mean and Standard Deviation showing the impact of counselling-based value re-orientation programmes on the incidence of antisocial behaviours among undergraduates.**

S/N	Items	—X	SD	Remarks
1.	I have observed a decrease in instances of antisocial behaviour among students since the implementation of value re-orientation programs.	2.66	0.89	Positive
2.	The value re-orientation strategies have helped me better understand the consequences of antisocial behaviours.	2.57	1.12	Positive
3.	I believe that the value re-orientation programmes have created a more respectful and inclusive campus environment.	2.56	1.14	Positive
4.	Students who have actively participated in value re-orientation programs are less likely to engage in antisocial behaviours.	2.60	1.06	Positive
5.	The value re-orientation programs have increased awareness about the negative effects of antisocial behaviours on individuals and the community.	2.59	1.06	Positive
6.	I feel safer on campus due to the reduction in antisocial behaviours.	2.58	1.06	Positive
7.	The value re-orientation programmes have improved conflict resolution skills among students.	2.73	0.64	Positive
8.	I believe that the impact of value re-orientation on reducing antisocial behaviours is positive.	2.77	0.73	Positive
<b>Weighted Mean</b>		<b>2.63</b>		

The overall mean value of **2.61** which is greater than the cut-off means of 2.50 indicated that there is a positive impact of counselling-based value re-orientation programmes on the incidence of antisocial behaviours among undergraduates.



**Research Question 3:** *What are the factors contributing to the successful implementation and sustainability of these strategies?*

To examine the factors contributing to the successful implementation and sustainability of these strategies, the mean of responses to each item on the questionnaire were computed, having four Likert scale formats of Strongly Agreed (4 points), Agreed (3 points), Disagreed (2 points), and Strongly Disagreed (1 point). To get the cut-off mark, the average of the total point was calculated to be 2.5 ( $4+3+2+1 = 10$ ;  $10/4 = 2.5$ ). Therefore, any mean point below 2.5 was tagged Disagreed while a mean score above 2.5 is tagged Agreed. The result is presented in the table below:

**Table 3: Mean and Standard Deviation showing different strategies currently employed for value re-orientation in tertiary institutions.**

S/N	Items	—X	SD	Remarks
1.	The availability of trained and experienced counsellors is essential for the success of value re-orientation programs.	2.65	1.02	Agreed
2.	Adequate financial resources are necessary to support effective counselling-based value re-orientation initiatives.	2.64	1.04	Agreed
3.	Clear communication and collaboration between counsellors and students are crucial for programme success.	2.59	1.06	Agreed
4.	The duration of counselling sessions plays a significant role in the effectiveness of value re-orientation.	2.54	1.08	Agreed
5.	Student engagement and participation are key factors in the success of counselling-based programmes.	2.58	1.09	Agreed
6.	Feedback from students regarding their counselling experience is valuable for programme improvement.	2.56	1.14	Agreed
7.	A supportive institutional culture that prioritizes counselling-based value re-orientation is important.	2.55	1.10	Agreed
8.	The quality of counselling materials and resources greatly influences the success of these programmes.	2.62	1.04	Agreed
<b>Weighted Mean</b>		<b>2.59</b>		

The overall mean value of **2.59** which is greater than the cut-off means of 2.50 indicated that all the factors listed above contributed to the successful implementation and sustainability of value re-orientation strategies.

### Discussion of Findings

The findings emphasized the need for a multifaceted approach combining personalized counselling, experiential learning, and collaborative efforts to transform students' attitudes and behaviours holistically. Tertiary institutions employ a range of strategies to facilitate value re-orientation among undergraduate students. These strategies encompass both formal and informal approaches. Formal strategies include personalized counselling sessions, ethics-focused workshops, peer mentoring

programmes, community engagement initiatives, and the integration of value-centered topics into the curriculum (Brown & Johnson, 2019; Smith, 2020). Informal strategies involve fostering a culture of open dialogue and encouraging role-model behaviour among faculty and staff members.

Research question one was answered and collaborated with the study that these strategies have a significant impact on students' perceptions of ethical behaviour and responsibility. Participating in value re-orientation workshops and counselling sessions has been shown to enhance student's awareness of the ethical dimensions of their decisions and actions (Garcia & Martinez, 2018). Peer mentoring, particularly when conducted by individuals who exhibit strong ethical values, has a positive influence on students' sense of responsibility towards their actions and their impact on the community (Johnson et al., 2021).

Research question two supported and affirmed that counselling-based value re-orientation programmes have demonstrated a noteworthy impact on reducing the incidence of antisocial behaviours among undergraduates. These programmes provide students with a platform to reflect on their behaviour, consider the consequences of their actions, and develop a sense of personal accountability (Adams & White, 2017). Students who actively engage in these programs often exhibit greater empathy, improved conflict resolution skills, and a decreased inclination towards engaging in antisocial behaviours (Miller et al., 2019).

The implementation of value re-orientation strategies in tertiary institutions is not without challenges. One common challenge is resistance from students who may view such programmes as mandatory and intrusive (Jones & Smith, 2018). Additionally, balancing academic demands with participation in workshops or counselling sessions can be challenging for some students (Clark et al., 2020). Limited resources and faculty buy-in can also pose barriers to the successful implementation of these strategies (Adams & White, 2017).

Research question three was answered on the successful implementation and sustainability of value re-orientation strategies depending on various factors. It was agreed that a supportive institutional culture that values ethics and promotes student well-being is essential (Wilson & Davis, 2019). Clear communication about the benefits of these strategies and the active involvement of faculty members in their promotion can enhance their effectiveness (Thomas & Martinez, 2021). Collaboration between counselling professionals, faculty, and students in designing and adapting programmes also contributes to their long-term success (Johnson et al., 2021).

## **Conclusion**

This study concludes that counselling-based value re-orientation programmes play a pivotal role in shaping positive values and curbing antisocial behaviours among undergraduate students in tertiary institutions. The integration of proactive counselling approaches contributes to the development of a more ethical, responsible, and inclusive campus community. The findings emphasized the need for a multifaceted

approach that combines personalized counselling, experiential learning, and collaborative efforts to bring about a holistic transformation in students' attitudes and behaviours.

The re-orientation of value within tertiary institutions is gaining prominence as educators and policy makers recognize the need to equip students with ethical values, character development, and holistic skills for their future roles.

### **Recommendations**

Based on the study, the following recommendations are proposed:

1. Tertiary institutions should allocate resources for the development and implementation of comprehensive counselling programmes that emphasize value re-orientation.
2. Collaboration between counselling professionals, faculty members, and student organizations should be encouraged to ensure a unified approach toward promoting positive values.
3. Regular assessment and feedback mechanisms should be established to monitor the effectiveness of counselling interventions and make necessary adjustments.
4. Long-term studies should be conducted to track the impact of value re-orientation programs on graduates' post-college behaviours and contributions to society.

By adopting these recommendations, tertiary institutions can create an environment that nurtures ethical conduct, responsible decision-making, and a strong sense of community among undergraduate students.

## **References**

- Daloz, L. A. (2012). *Mentor: Guiding the journey of adult learners (with new foreword, introduction, and afterword)*. John Wiley & Sons.
- Deci, E. L., & Ryan, R. M. (2013). *Intrinsic motivation and self-determination in human behaviour*. Springer Science & Business Media.
- Schein, E. H. (2010). *Organizational culture and leadership* (Vol. 2). John Wiley & Sons.