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VALUE-REORIENTATION, SELF DEVELOPMENT AND SOCIAL STABILITY THROUGH GUIDANCE/COUNSELLING AMONG SECONDARY SCHOOL STUDENTS

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Abstract

The present study investigated on value-reorientation, self-development and social stability through guidance/counselling among tertiary institution undergraduates in Imo State. The researcher raised three research questions and formulated three hypotheses. The design of the study was descriptive survey. The population of the study was 3,375 year three students in department of general studies. The sample of the study was 699 (undergraduates). The sample size was randomly selected. Instruments used for data collection were: Students Antisocial Behaviour Questionnaire (SAQ); Social Stability Questionnaire and student Self-Development Questionnaire. The reliability of the instruments were determined through a process called 'test-re-test pilot study'. Through Cronbach alpha statistics, 0.72, 0.77 and 0.78 coefficients were realized. The instruments were adopted hence, did not need further validation. Data was analyzed using mean, standard deviation and t-test of mean difference statistics which took care of the three hypotheses formulated. The findings of the study were that: counselling was a tool for value reorientation, counselling tools assisted undergraduates to develop their potentials/skills and that through guidance/ counselling, undergraduates understood their contributions towards social stability. The implication of the findings are that guidance/counselling

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EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

services could champion national growth by effectively curbing the tendency of antisocial behaviours among undergraduates from tertiary institutions in Nigeria. The researcher based on the findings and implications recommended that counsellors should also be posted sufficiently to secondary schools to start the awareness programme in students before their graduation to universities

Introduction

This society is mired in a crisis of values and therefore needs reorientation for individual development, social stability and subsequent national growth (Obi, 2013). Crisis of values in every society has the tendency of impacting negatively on education, economy, social stability. According to Iheka (2023), the human mind like cur allows no vacuum because it is either filled with positive or destructive experiences. Our tertiary institutions are reported to mirror the nature of the society. Most universities are infested with antisocial behaviours ranging from: cultism, bullying, hard drug intake, prostitution, examination malpractice, cybercrime, indecent dressing and other forms of indiscipline. Teachers are also not left out. Many lecturers are culpable, while sorting and immoral behaviour with students are common, some lecturers are among cult groups in campus. These social vices, has rendered our institutions dysfunctional suggesting that objectives of education are defeated.

The spillover effect from what is happening among students in different campuses of higher education in Nigeria are form of disconnect from social norms and values for which Nigerians were known before the war of 1967-1970 (Nigeria-Biafra War). Ekemezie and Amuche (2013) defined values as the "general ideas people share about what is good or bad, right or wrong, desirable or undesirable. Our prewar educational system were oriented toward social integration and national growth. The value then were projected according to Obi (2013) towards individual growth honesty, respect for others, skill development and collaboration for a good course. According to Abanobi (2023), meaningful and productive development is anchored on cultural values. The rapid industrialization of most Asian countries were orchestrated by vigorous sustenance of traditional values which formed the core of the school curriculum, ethics being a key subject even in elementary schools. Core traditional values of hard work, honesty and respect provide the substratum for honest academic endeavour. Abanobi (2023) argued that only merit directs peoples achievement rather than quota, place of birth, or any such parochial but regressive consideration that typify Nigeria society.

There is a general call for attitudinal change and reorientation towards individual development and social stability. Reorientation is directed towards standards reputations, right attitudes, rules and regulations for the way people should do things.

According to Olubayo and Akinwade (2019), Nigeria campuses are crowded by students who tell lies, steal, fight, backbit, engage in prostitution, homosexuality, lesbianism, cheat in examinations and peddle hard drugs. Female students in campuses, adorn themselves with bizarre, outrageous, seductive, suggestive and irresponsible attire. There is therefore need to re-orient students towards self-development and social stability.

Reorientation according to Offor and Nwaru (2024) is a process of improvement in skills and abilities to march the increasing complexities of societal needs and information. Reorientation is the creation of a new design or strategy in an establishment or system with intention of developing a differentiated position in the mind of stakeholders and or competition. It connotes radical deviation from old path, in system and typically aimed at repositioning of the system in attempt to distant itself from certain negative consequences of the system previously. Reorientation as general concept is the act of fighting out against vices, where an existing phenomena is anchored in relationship to one's environment, or changing direction. According to Barns (2022) a reorientation becomes necessary if people collectively go through a trauma like war, earthquake, tsunami or a global pandemic where everyone is touched.

Through reorientation, students may discover their latent potentials and begin to utilize them for sustainable growth and self-development. Self-development is a process of change from inside an individual's structural and institutional levels, based on learning, for which external help is useful, but not mandatory. Self-development in education is the process of learning new things and building new skills that may help in increasing chances of success, achievement and manifesting dreams. According to Chaplin (2017) self-development is the capacity and action to grow one's self-awareness, abilities talents and skills in order to improve one's quality of life. The concept of self-development is necessary and significant in university education. Through university education, one's habits, ideas, attitude, emotions and behaviour are made functional so as to overcome challenges and create one's character. Development of skills according to Ohuakanwa and Otolehi (2024) are essential ingredients for sustainable growth among graduates from tertiary institutions. Sustainable skill development and self-awareness are most needed now for social stability. Evidences of massive youth restiveness expressed in kidnapping, abduction, ritual killings, cybercrimes, arm robbery, drug peddling-trafficking and child abuse are numerous. Byrd (2020) argued that human capital development has been identified as crucial factors for a nation's path to growth and development. Public tertiary education, therefore is one of the most important inputs for nations' social stability and economic outcomes.

Ideal society captures the interest of everybody, young, old and yet unborn. For the society to benefit from the harmony of a satisfied citizen fulfilling their proper roles, Alema (2018) opined that education should advance beyond skill creation to promotion

of social equality in pursuit of dreams, potentials and happiness/fulfillment. Agrawal (2014) made some pertinent observations that university education provides a broad based learning that goes beyond job specifications, as it focuses on critical thinking, communication, and analytical abilities that are applicable across various industries. Transformation of societies to favour integration, cohesion and stability may not be farfetched from the ideas of value orientation. Balancing all aspects of human civilization may therefore have meaning in guaranteeing cultivation of positive support and alliance of among social institutions thus, encouraging norms, emotional stability, mental wellbeing and consequent social stability. WHO (2014) summed social stability to conceptualize a state of equilibrium were the society builds and support aspirations through hormonal responses to the needs of citizens with policies intended to promote sense of belonging among all.

Among many other tools of development championed by universities for self-development, value orientation and social stability, guidance and counseling standout because it is established in dynamism and human sympathy where the counselor places above all, the welfare and growth of the counselee. Counseling interventions are therefore said to be those services which the counselor renders in order to involve him/herself in the assistance of the client to achieve the desired goal or be an adjusted person in the society. through seminars, workshops and lectures, the counselor places before students the consequences of misconduct with long term effects on the growth of citizens in nation building and social stability.

These assumptions on roles of guidance counseling in enhancing value-reorientation, self-development and social stability is here in this study empirically evaluated. Ogazie and Ndieze (2017) reported a draught of studies on the roles of guidance and counseling in building self-development, value orientation and social stability in secondary schools in South Eastern States. Similarly, Mebu, Bahago and Valentin (2016) suggested upgrading information through researches on activities of guidance counselors, building sustainable social integration programmes in universities in the present study.

The prospects of guidance counseling in enhancing re-orientation, self-development and social stability was examined. The need for the present study is based on the paucity of empirical studies on guidance counseling programmes on reorientation, towards self-development and social stability.

The adversities of the present day Nigeria is a mixture of moral decay and wrong conception of what education cultivates in children. While parenting styles builds the foundation for value orientation in children, schools champion, self-development and social stability. What is obtainable in institutions of higher learning today is a mirror of dishonesty, lawlessness, indiscipline and other flaws in the society. To what extent will

guidance/counseling enhance reorientation, self-development and social stability? Answers to these pertinent questions may form the findings of the study.

The present study was anchored on the theory of self-efficacy by Albert Bandura. The theory of self-efficacy asserts that people form opinion of their job ability based on experiences gathered from previous performance in similar tasks. This theory is an extension of self-development assumptions. People work towards developing their potentials based on their interest, disposition and environmental locus. Self-development therefore influences choice of tasks and performance. Counseling towards reorientation and self-development therefore should align to self- belief and capacity generated overtime through experiences and performance.

The main purpose of this study was to determine guidance counseling as a tool for reorientation, individual development and social stability within the tertiary institutions in Imo State. Specifically, the study sought to:

1. Determine guidance counseling of a tool for value-orientation
2. Ascertain, guidance counseling as a tool for self-development
3. Determine, guidance counseling as a tool for social stability

Research Questions

The study was guided by the following research questions

1. How is guidance counseling a tool for value orientation?
2. How is guidance counseling a tool for self-development?
3. To what extent is guidance counseling a tool for social stability?

Hypotheses

The study was guided by three formulated hypotheses tested at 0.05 level of confidence.

1. There is no significant difference between guidance counseling and value reorientation
2. There is no significant difference between guidance counseling and self-development
3. There is no significant difference between guidance counseling and social stability

Methodology

The design of the study was a descriptive survey. According to Nworgu (2015) descriptive design aims to systematically obtain information to describe a phenomenon, situation or population. More specifically, it helps answer the what, when, where and how questions regarding the research problems rather than the why. The population of the study was 3,373 year three students in the departments from four universities, one college of education and two polytechnics. The sample of the study was 699 students

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

(undergraduates). The sample was randomly selected from year three students only. In polytechnic year three are students in HNDI while in college of education those in science education NCE final year were selected randomly for the study.

Instruments used in data collection were: Students Antisocial Behaviour Questionnaires (SDQ) and Social Stability Questionnaire (SSQ). SABQ, has ten item questions bordering on level of indiscipline students are involved in cultism, prostitution, hard drug intake, examination malpractices were considered. Each item was responded to with mean rating of 2.5, recognized as indiscipline behaviour hence, was included in value reorientation exercise (counseling). Similarly, students who were still biased on course selected after completing three years in higher institution were selected for self-development counseling. The instrument has ten questions also. Students responded to the questions and 2.5 or above as mean response score were selected for the counseling exercise. SSQ which represented social stability questionnaire had ten questions bordering on issues of social stability such as: equal opportunities for all in education, the policies of the government, classes of income earners (high, middle, low) and education strata with government empowerment.

The reliability coefficient of the instruments were determined through a process called "test-re-test pilot study. In this process, one polytechnic was selected from a neighbouring state – Abia State and the three instrument were administered to 300level students randomly selected among HND I strata. The exercise was embarked on at two weeks interval for two occasions. The scores obtained in the two approaches were tabulated and subjected to cronbach alpha test to produce: 0.72, 0.77 and 0.78 respectively as the coefficients of the three instruments. The instruments were validated by experts at the Faculty of Education, Imo State University. Two experts were from guidance counseling, and one from measurement/evaluation all in department of Education Foundations, Imo State University, Owerri. Data collected was analyzed by adopting descriptive statistics to answer the research questions and t-test of mean difference to test the hypothesis. On decision rule, 2.5 mean score and above signify acceptance that guidance counseling is a tool for reorientation, self-development and social stability but 2.49 and below represents a 'no' response. Significance of the hypothesis is measured by comparing the calculated value and the table value. If the calculated value is greater than the table value, the hypothesis is accepted as significant.

Results

Research Question 1: How is guidance and counseling a tool for value orientation?

Table 1: Mean ($\bar{X}$) and standard deviation scores on guidance and counseling as a tool for value reorientation.

S/N	Item Statement	N	Σfx	X	SD	Remarks
1	Reorientation is promoted by guidance/counseling	499	1,510	3.4	0.14	Accept

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

S/N	Item Statement	N	Ɛfx	X	SD	Remarks
2	Counseling is a tool to curb examination malpractice	499	1,568	3.5	0.19	Accept
3	Students need counseling to become better citizens	499	1,518	3.2	0.20	Accept
4	Cultism may be controlled through counseling	499	1,410	3.3	0.18	Accept
5	Drug addicts could be controlled through counseling	499	1,413	3.16	0.17	Accept
	Pooled Mean		**3.312**			

Source: Field work, 2025

In table 1 respondents accepted that guidance counseling is an apt tool that could be used for value reorientation among undergraduates in tertiary institutions in Imo State. This is so because of the mean representation of 3.312 which served as the pooled mean for the five item questions.

Research Question 2: How is guidance counseling a tool for self-development?
Table 2: Mean (X) and standard deviation scores on guidance and counseling as a tool for self-development.

S/N	Item Statement	N	Ɛfx	X	SD	Remarks
6	Students are directed towards their potentials	499	1,508	3.2	0.91	Accept
7	Students without counseling may make wrong career selection	499	1,518	2.9	0.78	Accept
8	Many students make selection through counseling	499	1,526	3.1	0.88	Accept
9	Counseling promotes development of skills	499	1,522	3.2	0.84	Accept
10	Students are able to identify their potentials through counseling	499	1,530	3.0	0.92	Accept
	Pooled Mean		**2.66**			

Source: Field work, 2025

Table 2 respondents accepted that counselling is a tool for development of skills, proper career selection and commitment to development of self towards national integration. This fact was established based on the mean rating/pooled score of 2.66 which is above the criterion value of 2.5.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Research Questions 3: To what extent is guidance counseling a tool for social stability?

Table 3: Mean $(\bar{X})$ and standard deviation scores on guidance and counseling through counseling as a tool

S/N	Item Statement	N	Ɛfx	X	SD	Remarks
11	Students are thought to develop health relationship with colleagues taught counseling	499	1,497	3.01	0.92	Accept
12	Pro-social behaviours are determined through counseling	499	1,462	2.87	0.84	Accept
13	Transactional skills are taught through counseling	499	1,572	2.65	0.73	Accept
14	Empathic behaviours are taught through counseling	499	1,431	2.56	0.72	Accept
15	Students relate well through counseling	499	1,631	2.84	0.95	Accept
	Pooled Mean		**2.67**			

Source: Field work, 2025

In table 3, respondents achieved a pooled mean of 2.67 summed from each of the responses. Based on the criterion mean score of 2.5, counseling is a tool for social stability.

Hypotheses

Hypothesis I: There is no significant difference between guidance counselling and value reorientation.

Table 4: t-test analysis on the man difference between guidance/guidance and re-orientation of undergraduates in tertiary institutions.

t-tcal Analysis

Variables	N	X	sd	df	LS	tcal	tcrit	Remark
Re-orientation	699	3.31	2.14					
				697	0.05	13.04	1.960	Reject
Guidance/counselling		2.82	2.09					

In table 4, the number of students who participated in the study was 699, the mean for both re-orientation and guidance/counselling responses 3.31 (re-orientation) and 2.82 (guidance counselling). The degree of freedom is 697 whereas the level of significance is 0.05. Calculated value was 13.04 (t_{cal}) and table value (1.960) (t_{tab}). These representations led to the rejection of the hypothesis. There is a significant difference between guidance counselling and re-orientation.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Hypothesis 2: There is no significant difference between guidance/counselling and self-development at 0.05 level of significance.

Table 5: t-test analysis on the significance of the mean difference between guidance/ counselling and self-development among undergraduates.

t-tcal Analysis

Variables	N	X	sd	df	LS	tcal	tcrit	Remark
Re-orientation	699	2.66	1.04					
				697	0.05	11.07	1.960	Reject
Self-development		2.82	1.09					

In table 5, the number who participated in the research study was 699, the mean ratings for self-development and guidance/counselling where 2.66 and 2.82, the standard deviation for both variables were 1.04 and 1.09 while degree of freedom is 697. The level of significance is 0.05. These variables led to the realization of 11.07 as calculated value and 1.960 as table value. 11.07 (t_{cal}) and 1.960 (t_{tab}). By interpretation, the hypothesis is rejected hence, there is a significant different between the mean difference of self-development and guidance/counselling services.

Hypothesis 3: There is no significant difference between guidance/counselling services and social stability among undergraduates in tertiary institutions in Imo State.

Table 6: t-test analysis on the difference in mean ratings between guidance counselling and social stability skills among undergraduate in tertiary institutions

t-test Analysis

Variables	N	X	sd	df	LS	tcal	tcrit	Remark
Social stability	699	2.67	2.13					
				697	0.05	17.4	1.960	Reject
Guidance/counselling		2.82	2.09					

In table 6, the mean difference between the mean ratings on responses from social stability and guidance/counselling produced a calculated value of 17.4 (t_{cal}) and 1.960 (t_{tab}). By interpretation, the hypothesis is therefore rejected. There is a significant difference between social stability and guidance counselling services among undergraduates in tertiary institutions in Imo State.

Discussion of Findings

In research question one, the result was that counseling was a tool for value reorientation. This result means that antisocial behaviours could be curbed/reduced among

undergraduates through guidance counseling services. The reason for this result is that through counseling services, students were informed on the side effects of antisocial behaviours such as stealing, prostitution, hard drug intake and more. Most culprits do not most time know the implication of their misconduct to the society, parents and self. By correctly informing them (students) on the adverse effect of behaviours that are antisocial students reform their conducts towards national values. The result of the present study aligns with the finding of Ike Ifelunni, Ncheke and Enajedu (2014) whose study revealed that counselors are using individualized approach and reorientation approaches strategies for the adjustment of in-school adolescents in Nsukka education zone. The result of present study also align to the findings of Emucha (2018) whose findings revealed that students were able to adjust from antisocial behaviours after been treated by counseling approaches.

In like manner, the result of the second research question was that counseling tools assisted students to develop their potentials/skills. The result means that through counseling students gained self-awareness on their potentials and skills needed for self-development. Most of them identified their skills or selected careers that was apt to their talents. The reason for this result was that through counseling awareness, students were able to identify skills best or that aligns to their potentials. Many students do not know what operates in the employment market. The specialists (counselors) have the whole information needed to create awareness why students need to develop their skills. The findings of this study aligns to the result of Onu and Ahukanna (2016) whose study's findings revealed that students in secondary were reoriented for better academic performance. Similarly, Ike, Ncheku, and Enajedu, (2014) revealed that counseling was able to help in adjustment of students in citizenship studies and self-development.

In relation to the third research question, the result was that through guidance counseling students understood their contributions towards social stability. The result means that behaviours fueling social instability were enumerated and facilitators to these behaviours were discouraged among students. The field reasons for these result were attributed to counseling awareness projected toward social stability. When students are fully equipped with information on what reinforces social stability awareness is created. These innovations may guide their actions thus, promoting acceptable behaviours which in turn prevents or reduced social instability. The findings of the present study aligns to the findings to Umezulike and Afunugo (2016) whose result revealed that social stability may be improved through provision of adequate security personnel, provision of infrastructural facilities, equality and distribution, of amenities, human capital development and policies toward people.

Conclusion

Value reorientation from this study can be deduced to be available at the disposal of students in tertiary institution through the services of guidance counselors. Similarly through guidance counseling services students may become aware of their potentials and skills with which to develop themselves in the 21st century world. It was equally determined that through guidance counseling services, Students may be oriented towards social security thus creating stability and nation building. The outcome of the study is hence, worthwhile in the body of literature.

The researcher didn't extend the study to gender implications as it was not among the objectives of the study. However, further research may be carried out to determine how gender influences counseling towards self-development. There is the implication that introducing counseling towards self-development may improve career selection among secondary school students.

Recommendations

The researcher based on findings of the present study recommended that:

1. Counselors should be posted to both secondary and tertiary institutions for proper and effective guidance counseling services.
2. Social stability should be invigorated in tertiary institution by specifically rendering workshops on dangers of cultism and drug intake among youths.

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