

Perceived Influence of Counseling-Driven Value Reorientation in Addressing Moral Decadence among Undergraduate Students in Universities in Benue State

Goshwe Martina (PhD) & Adejoh Gloria Otini (PhD)

Department of Educational Foundations and General Studies, Joseph Sawuan Tarka University,
Makurdi, Benue State, Nigeria

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ABSTRACT

The study investigated the perceived influence of counseling-driven value reorientation in addressing moral decadence among undergraduate students in universities in Benue State. The study adopted a survey research design. The population comprises 36,326 undergraduate students in public Universities in Benue State. The sample size for the study was 396 undergraduate students who were selected using proportionate stratified and accidental sampling techniques. The instrument for data collection was a structured questionnaire titled “Counselling-Driven Value Reorientation and Moral Decadence Questionnaire” (CDVRMDQ). The questionnaire was validated by experts. The reliability of the questionnaire was established using Cronbach Alpha method which yielded a coefficient of 0.83. Data collected for the study were analyzed using Means and Standard Deviation to answer the research questions while Chi-Square Goodness of Fit was used to test the hypotheses at 0.05 level of significance. The study’s findings revealed that academic dishonesty, drug and substance abuse, sexual misconduct, criminal activities, examination malpractice, lack of civic responsibility, dishonesty, cultism, gang activity, among other issues, were the prevalent forms of moral decadence among undergraduates in public universities in Benue State. Furthermore, the key factors contributing to moral decadence were identified as peer influence, socioeconomic challenges, parental and family influence, inadequate counseling and guidance, academic pressure, and concerns related to unemployment, among others. Additionally, the study indicated that undergraduate students expressed a strong willingness to actively participate in counseling-driven value reorientation programs. Moreover, it was established that counseling-driven value reorientation programs had a perceived positive influence in addressing moral decadence among undergraduate students in universities within Benue State. In conclusion, the study emphasizes the significant role that counseling-driven value reorientation programs can play in addressing and mitigating moral decadence among undergraduate students in public universities located in Benue State. To address these concerns effectively, the study recommends that universities should integrate value reorientation and moral education as core courses within their curriculum, providing students with a robust foundation in ethics and civic responsibility. Furthermore, universities should continuously assess and adapt counseling-driven value reorientation programs to ensure their ongoing effectiveness in addressing moral decadence among undergraduate students.

Keywords: University Education, Moral Decadence and Counselling-Driven Value Reorientation

INTRODUCTION

University education plays a pivotal role in the overall development of individuals and is considered a significant milestone in their academic and personal journeys. It serves as a transformative phase where

students acquire knowledge, critical thinking skills, and values that prepare them for responsible citizenship and professional life (Tinto, 2012). Universities are not just centers of academic learning; they are also institutions tasked with molding responsible, ethical, and well-rounded citizens. As such, they are expected to impart not only subject-specific knowledge but also fundamental principles of morality, integrity, and civic responsibility.

Despite the pivotal role of universities in shaping the character and values of students, there has been a noticeable rise in moral decadence within these academic institutions. **Moral decadence** refers to a decline in ethical and moral standards within a society or individual, characterized by the erosion of values, principles, and ethical behavior. Vardy and Arliss, (2013) described it as “the erosion of moral standards and principles, leading to the acceptance of behaviors that were previously considered unethical or immoral. It involves a departure from established moral norms and the adoption of behaviors or actions that are considered unethical, immoral, or socially unacceptable. This moral decadence is characterized by a range of disconcerting behaviors, including academic dishonesty, drug and substance abuse, sexual misconduct, criminal activities, examination malpractice, and more (Ajayi & Ayodele, 2016). These behaviors deviate from the ethical standards that universities should uphold. It undermines the ethical foundations of academic institutions and creates a challenging environment for both students and staff.

The prevalence of moral decadence within university campuses has far-reaching negative consequences. Academic dishonesty, such as examination malpractice, undermines the integrity of academic credentials and devalues the educational process (Bretag et al., 2018). Drug and substance abuse not only pose health risks but also hinder academic performance and compromise students’ future prospects (Arria et al., 2013). Instances of sexual misconduct and criminal activities jeopardize the safety and security of the entire university community, inhibiting genuine learning and personal growth (McCabe et al., 2012). The consequences of moral decadence within universities are multifaceted. They affect various dimensions of the academic community, including students, faculty, and staff, as well as the reputation of the institution. Moreover, these negative consequences extend beyond the campus and have implications for society at large. A culture of moral decay within higher education institutions can contribute to broader social problems.

In response to the observed trend of moral decadence, there is a growing recognition of the vital role of value reorientation programs in addressing this issue. Value reorientation involves a process of instilling or reaffirming positive value, ethics, and principles that guide individual conduct and behavior. To Osiki (2014), value reorientation involves a deliberate effort to instill positive values, ethics, and a sense of social responsibility among individuals. Njoku (2015) asserts that values re-orientation would lead to redemption and salvage national character and image. Given the role that universities are expected to play in the holistic development of students, value reorientation becomes a crucial component of the educational process (Ezeani, 2015). It plays a crucial role in fostering moral and ethical development, instilling a sense of civic responsibility, and encouraging responsible citizenship.

Foregoing, counseling-driven value reorientation is a strategic approach to address moral decadence among undergraduate students. It involves counseling programs that aim to guide students toward responsible and ethical behavior, provide support in addressing contributing factors, and foster an environment where moral values are upheld. Such programs are designed to influence students’ attitudes, beliefs, and behaviors positively, helping them make responsible decisions (Ratts & Hutchins, 2009). It not only focuses on behavioral change but also delves into the underlying factors that lead to moral decay. By addressing the underlying factors contributing to moral decadence, counseling-driven value reorientation encourages students to adopt a more responsible and ethical mindset, leading to better decision-making.

This study sought to address the pressing issue of moral decadence among undergraduate students in public universities in Benue State. Specifically, it aims to ascertain the prevailing moral decadences, identify key

contributing factors, determine the willingness of students to participate in counseling-driven value reorientation programs, and assess the perceived influence of such programs in addressing moral decadence. By understanding these aspects, the research aims to provide valuable insights into the effectiveness of counseling-driven value reorientation as a solution to moral decadence, offering guidance for educational institutions, policymakers, and stakeholders on how to foster a more ethical and responsible student body and, by extension, a more morally upright society.

Review of Related Studies

In an effort to explore the impact of value reorientation on moral decadence, researchers have conducted studies in this domain. For instance, Ibrahim (2018) examined the role of value reorientation as a strategy to combat moral decadence among students in tertiary institutions in Kwara State. The findings of this study pointed to specific types of moral decadence predominantly observed within these institutions, which include a lack of respect for constituted authorities, examination malpractice, and indecent dressing. These moral decadences were found to be closely linked to factors such as parental influence, peer pressure, and societal norms. The study also underscored the potential of counseling as an effective means to address moral decadence, emphasizing the urgent need for value reorientation and a renewed focus on moral values to harness the nation's potential and resources for overall improvement.

Similarly, Solomon (2014) investigated the challenges of implementing value reorientation within Nigeria's tertiary education system. This research highlighted the factors contributing to moral decadence in society, particularly on campuses, such as the absence of parental care, the role of the school environment, the influence of lecturers, and societal norms. These factors were identified as root causes of anti-social behaviors among students. Yunusa (2022) delved into the perceived impact of values reorientation counseling on national security and political stability, particularly among youths in Kontagora Local Government Area of Niger State. This study found that values reorientation counseling held the potential to influence national security and political stability positively. It also revealed that there was no significant difference in the perceived impact of values reorientation counseling on national security. Njoku (2016) conducted a study on teachers' perceptions of moral decadence dimensions among secondary school students in Ebonyi State, Nigeria. The results of this research identified various forms of moral decadence, including cultism, examination malpractice, drug abuse, vandalism, sexual misconduct, dishonesty, indecent dressing, and illicit affairs between teachers and students. The study also uncovered the root causes of moral decadence, encompassing issues such as poor home upbringing, materialism, the influence of mass media, broken homes, poverty, moral laxity within schools, and peer group pressure. Moreover, it suggested potential strategies for addressing and restoring moral values, emphasizing the importance of effective orientation programs and moral education. In summary, these research studies collectively contribute to understanding of how value reorientation can counteract moral decadence.

Problem Statement

Universities are expected to be institutions that not only impart knowledge but also serve as moral compasses for the development of responsible and ethically upright citizens. However, observations by the researchers within public universities in Benue State reveal a stark disparity from this expectation, as instances of moral decadence among undergraduate students have become increasingly prevalent. This observed deviation from the desired ethical standards poses significant challenges, both within the academic institutions and in society at large, necessitating immediate attention and remediation.

The observed moral decadence among undergraduate students encompasses a range of disconcerting behaviors, including academic dishonesty, drug and substance abuse, sexual misconduct, criminal activities, examination malpractice, lack of civic responsibility, dishonesty in relationships, disregard for authority,

if left unchecked, could erode the fundamental values and principles that underpin the educational process and undermine the integrity of academic institutions. Furthermore, they could engender a hostile and unhealthy campus environment that jeopardizes the safety and well-being of both students and staff.

The consequences of this observed moral decadence extend beyond the boundaries of academic institutions and have broader societal implications. For instance, academic dishonesty, including examination malpractice, devalues the significance of academic qualifications, rendering them less reliable indicators of knowledge and competence. Drug and substance abuse among students not only poses immediate health risks but also affects their academic performance and future prospects. Instances of sexual misconduct and criminal activities compromise the safety and security of the entire university community and create an environment where genuine learning and personal growth are inhibited. Furthermore, the repercussions of these behaviors could continue after graduation. Graduates who have been involved in corrupt, dishonest, or criminal activities may perpetuate these behaviors in their future careers, potentially contributing to the moral decay and corruption in society at large. The rise of cultism and gang activities among students has the potential to increase violence and insecurity in the broader community. Cyber bullying and online harassment perpetuate a hostile online environment, leading to emotional and psychological distress for victims.

Given the observed consequences, there is an urgent and compelling need to address the moral decadence among undergraduate students in public universities in Benue State. To mitigate the adverse impact on students' academic, personal, and societal development and to ensure that they emerge as responsible, ethical, and well-adjusted citizens, effective intervention measures are imperative. The potential influence of counseling-driven value reorientation programs in addressing these moral issues merits comprehensive exploration, offering hope for a more ethical and responsible student body and society. Hence, the premise in which this study is based.

Objectives

Specifically, the study sought to:

1. Find out the prevailing moral decadence among undergraduates in public Universities in Benue State
2. Identify the key factors contributing to moral decadence among undergraduate students in public Universities in Benue State.
3. Determine the willingness of undergraduate students to actively participate in counseling-driven value reorientation programs in public Universities in Benue State
4. Ascertain the perceived influence of counseling-driven value reorientation in addressing moral decadence among undergraduate students in Universities in Benue State

Research Questions

The following research questions were raised to guide the study:

1. What are the prevailing moral decadences among undergraduates in public Universities in Benue State?
2. What are the key factors contributing to moral decadence among undergraduate students in public Universities in Benue State?
3. How willing are undergraduate students in public universities in Benue State to actively participate in counseling-driven value reorientation programs?
4. What is the perceived influence of counseling-driven value reorientation in addressing moral decadence among undergraduate students in Universities in Benue State?

Hypothesis

Ho: Counseling-driven value reorientation does not significantly influences the reduction of moral decadence among undergraduate students in universities in Benue State.

METHODOLOGY

The study adopted a survey research design. The population comprises 36,326 undergraduate students in public Universities in Benue State, Nigeria, namely, Joseph Sarwuan Tarka University, Makurdi, Benue State University, Makurdi and Federal University of Health Science, Otuokpo. The sample size for the study was 396 undergraduate students from the three universities. This sample size was determined using Yamane sample size determination formula. In composing the sample, proportionate stratified and accidental sampling techniques were used. The instrument for data collection was a structured questionnaire titled “Counselling-Driven Value Reorientation and Moral Decadence Questionnaire” (CDVRMDQ). The questionnaire was divided into four clusters, each developed in line with the objectives of the study. The questionnaire was validated by experts. The reliability of the questionnaire was established using Cronbach Alpha method which yielded a coefficient of 0.83. All the 396 copies of the questionnaire were administered to the respondents while 388 were retrieved representing 98% return rate. Data were collected with the aid of three research assistants. Data collected for the study were analyzed using Means and Standard Deviation to answer the research questions while Chi-Square Goodness of Fit was used to test the hypotheses at 0.05 level of significance. A benchmark of 2.50 was used to answer the research questions. Items with mean scores of 2.50 and above were agreed while those below 2.50 were disagreed. For the Chi-square test of hypothesis, the decision was based on P-values and Alpha values. A p-value of less than 0.05 ($P < .05$) was to be considered a ‘significant result’ while a p-value greater than 0.05 ($P > .05$) was to be considered ‘no significant result’.

RESULTS

Research Question 1: What are the prevailing moral decadences among undergraduates in public Universities in Benue State?

Table 1: Mean and Standard Deviation of Responses on the prevailing moral decadences among undergraduates in public Universities in Benue State

S/N	Item Statement	Mean	SD	Decision
1	Academic Dishonesty (Plagiarism, cheating on exams, and academic fraud)	3.29	0.9	Agree
2	Drug and Substance Abuse (Illicit drug use, excessive alcohol consumption, and substance addiction).	3.55	1.01	Agree
3	Sexual Misconduct (Sexual harassment, assault, and irresponsible sexual behavior)	2.87	0.88	Agree
4	Criminal Activities (Theft, vandalism, cybercrimes, and involvement in criminal gangs).	3.18	1.03	Agree
5	Examination Malpractice (Cheating during examinations and unethical behaviors related to academic assessments).	3.75	0.99	Agree
6	Lack of Civic Responsibility (Failure to engage in community service, environmental stewardship, and social responsibility).	3	0.86	Agree

7	Dishonesty in Relationships (Cheating in romantic relationships and betraying trust in friendships)	3.34	0.94	Agree
8	Disregard for Authority (Disrespect for lecturers, administrators, and university rules and regulations)	3.28	0.89	Agree
9	Corruption (Engaging in corrupt practices, such as bribery, embezzlement, or fraud)	3.44	0.82	Agree
10	Indiscipline (General disregard for discipline, leading to disorderly behaviour and misconduct)	3.51	0.9	Agree
11	Cultism and Gang Activity (involvement in secret cults or gangs)	3.33	0.86	Agree
12	Cyberbullying and Online Harassment (Engaging in harmful online behaviors, including cyberbullying or harassment through social media and other digital platforms)	2.97	0.91	Agree

Result presented in Table 1 revealed that, the respondents agreed to all the items (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12) with mean scores ranging from 2.87 – 3.75 which are all above the benchmark of 2.50. With these, it can be deduced from this finding that all the items presented in Table 1 are the prevailing moral decadences among undergraduates in public Universities in Benue State.

Research Question 2: What are the key factors contributing to moral decadence among undergraduate students in public Universities in Benue State?

Table 2: Mean and Standard Deviation of Responses on the key factors contributing to moral decadence among undergraduate students in public Universities in Benue State

S/N	Item Statement	Mean	SD	Decision
1	Peer influence	3.37	0.89	Agree
2	Inadequate role models	2.45	0.91	Disagree
3	Socioeconomic challenges	3.7	0.88	Agree
4	Parental and family influence	2.82	0.81	Agree
5	Inadequate counselling and guidance	3.43	0.81	Agree
6	Stress and mental health issues	2.64	0.93	Agree
7	Alcohol and substance abuse	3.73	0.8	Agree
8	Lack of moral education	3.27	0.87	Agree
9	Political and social instability	3.31	0.93	Agree
10	Exposure to negative media and entertainment	3.82	0.89	Agree
11	Academic pressure	2.72	0.93	Agree
12	Unemployment concerns	3.67	0.87	Agree

Result presented in Table 2 revealed that, except for item 2 with a mean of 2.45, the respondents agreed to other items (1, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12) with mean scores ranging from 2.64 – 3.82 which are all above the benchmark of 2.50. With these, it can be deduced from this finding that except for item 2, all the other items presented in Table 2 are the key factors contributing to moral decadence among undergraduate students in public Universities in Benue State.

Research Question 3: How willing are undergraduate students in public universities in Benue State to actively participate in counseling-driven value reorientation programs?

Table 3: Mean and Standard Deviation of Responses on the willingness of undergraduate students in public universities in Benue State to actively participate in counseling-driven value reorientation programs

S/N	Item Statement	Mean	SD	Decision
1	I am interested in attending counselling sessions or workshops focused on values, ethics, and moral development.	2.95	0.87	Agree
2	I think it is essential for the university to offer counselling-driven value reorientation programs and encourage students to attend	3.11	0.83	Agree
3	I am willing to encourage my fellow students to participate in value reorientation programs.	2.99	0.86	Agree
4	I am willing to commit my time and effort to engage in counselling-driven value reorientation activities.	2.83	0.9	Agree
5	I am open to seeking counselling or guidance from trained professionals for personal development	2.86	0.91	Agree
	Cluster Mean	2.95	0.87	Agree

Result presented in Table 3 revealed that, the respondents agreed to all the items (1, 3, 4 and 5) with mean scores ranging from 2.83 – 3.11 which are all above the benchmark of 2.50. The table also revealed a cluster mean of 2.95 and SD = .87. With this cluster mean which is above the benchmark, it can be deduced from this finding that the undergraduate students in public universities in Benue State are very willing to actively participate in counseling-driven value reorientation programs.

Research Question 4: What is the perceived influence of counseling-driven value reorientation in addressing moral decadence among undergraduate students in Universities in Benue State?

Table 4: Mean and Standard Deviation of Responses on the perceived influence of counseling-driven value reorientation in addressing moral decadence among undergraduate students in Universities in Benue State

S/N	Item Statement	Mean	SD	Decision
1	I believe that value reorientation program could have a noticeable impact on reducing academic dishonesty among undergraduate students	3.38	0.9	Agree
2	I think value reorientation program through counselling can help address indiscipline among students.	3.29	0.87	Agree
3	I believe that value reorientation program can contribute to a more responsible student community.	3.4	0.83	Agree
4	I believe that the ethical decision making of students who actively engage in value reorientation program will be greatly improved.	3.18	0.86	Agree
5	I think that value reorientation program can have a positive impact on the overall campus culture and environment.	3.3	0.9	Agree
6	I believe that counselling-driven value reorientation is a valuable tool in addressing students' disregard for authority.	3.06	0.87	Agree
	Cluster Mean	3.27	0.87	Agree

Result presented in Table 4 revealed that, the respondents agreed to all the items (1, 3, 4, 5 and 6) with mean scores ranging from 3.06 – 3.38 which are all above the benchmark of 2.50. The table also revealed a cluster mean of 3.27 and SD = .87. With this cluster mean which is above the benchmark, it can be deduced from this finding that counseling-driven value reorientation has positive influence in addressing moral decadence among undergraduate students in Universities in Benue State.

Hypothesis: Counselling-driven value reorientation does not significantly influences the reduction of moral decadence among undergraduate students in universities in Benue State.

Table 5: Chi-Square Goodness of fit test of the influence of Counseling-driven value reorientation on reduction of moral decadence among undergraduate students in universities in Benue State

Variables	N	Expected Value	Df		Sig	α – level	Remark
Counseling-driven value reorientation							
	348	96	3	177.593	0	0.05	Significant
Moral decadence							

Df = Degree of Freedom; = Chi-Square Calculated Value; Sig = P-Value,

Table 5 shows the Chi-square calculated value of 177.593, degree of freedom (df) =3 and a sig (P-value=0.00) which is less than the alpha value (α) of 0.05. Since $P < 0.05$, the result is significant, therefore the null hypothesis is rejected. This implies that, counseling-driven value reorientation significantly influences the reduction of moral decadence among undergraduate students in universities in Benue State

DISCUSSION

The first finding of the study revealed that the prevailing moral decadences among undergraduates in public Universities in Benue State are: **academic dishonesty, drug and substance abuse, sexual misconduct, criminal activities, examination malpractice, lack of civic responsibility, dishonesty in relationships, disregard for authority, corruption, indiscipline, cultism and gang activity and cyber bullying and online harassment.** This finding corroborates that of Solomon (2014) who identified the root causes of moral decadence in society, particularly on campuses to include: the absence of parental care, the role of the school environment, the influence of lecturers, and societal norms. The finding also corroborate with that of Ibrahim (2018) who revealed the types of moral decadence predominantly observed within institutions to include a lack of respect for constituted authorities, examination malpractice, and indecent dressing. More so, the finding agrees with that of Njoku (2016) who identified various forms of moral decadence including cultism, examination malpractice, drug abuse, vandalism, sexual misconduct, dishonesty, indecent dressing, and illicit affairs between teachers and students. This consistency in findings across studies conducted by Solomon (2014), Ibrahim (2018), and Njoku (2016) underscores the persistence and universality of these issues in educational settings. The possible reasons for the recurrent identification of these moral decadences may be attributed to a complex interplay of factors, including societal norms, inadequate parental care, lax enforcement of authority, peer influences, and the broader socio cultural context. Additionally, the campus environment and the behaviors of educators and lecturers may inadvertently contribute to the perpetuation of these issues. These shared findings emphasize the need for comprehensive, multifaceted interventions that address the root causes of moral decadence and promote a culture of ethics, responsibility, and respect within the academic community.

Secondly, the findings of the study revealed that, peer influence, **socioeconomic challenges, parental and family influence, inadequate counseling and guidance, stress and mental health issues, alcohol and substance abuse, lack of moral education, political and social instability, exposure to negative media**

and entertainment, academic pressure and unemployment concerns are the key factors contributing to moral decadence among undergraduate students in public Universities in Benue State. Notably, these findings resonate with those of Ibrahim (2018), who emphasized the role of parental influence and peer pressure in moral decadence, and Njoku (2016), who identified poor home upbringing, materialism, mass media influence, broken families, poverty, school environment factors, and peer group pressure as root causes of moral decadence. The alignment between these studies suggests a common thread of societal and environmental factors contributing to the moral challenges faced by undergraduate students. Possible reasons for the recurring identification of these factors across studies may be attributed to their enduring influence on young adults, compounded by the broader societal context, cultural norms, and the challenges of transitioning to adulthood and higher education. Recognizing these common contributors underscores the importance of holistic and targeted strategies to address moral decadence within educational institutions.

The findings of the study also revealed that, undergraduate students in public universities in Benue State are very willing to actively participate in counseling-driven value reorientation programs. This finding suggests receptiveness among the student population to interventions aimed at enhancing their moral values and ethical behavior. This willingness to engage in value reorientation programs signifies an acknowledgment among students of the importance of addressing moral decadence within the academic community. It also presents a significant opportunity for educational institutions and policymakers to harness this eagerness and implement effective counseling and reorientation initiatives. By capitalizing on students' readiness to participate, universities can create a more ethical and responsible campus environment, fostering a culture of integrity, respect, and social responsibility. Ultimately, this can lead to improved academic outcomes, enhanced personal development, and a more positive impact on society at large.

Lastly, the findings of the study revealed that counseling-driven value reorientation has a perceived positive influence in addressing moral decadence among undergraduate students in Universities in Benue State. A corresponding hypothesis test affirms the significant impact of counseling-driven value reorientation in reducing moral decadence among these students. This result is consistent with the perspective expressed by Njoku (2015), who posited that values reorientation holds the promise of redeeming and improving the national character and image. The findings also align with Ibrahim's (2018) view, emphasizing counseling's potential effectiveness in addressing moral decadence and underscoring the urgency of refocusing on moral values to harness the nation's resources for holistic improvement. Additionally, these findings are in harmony with those of Yunusa (2022), who identified the potential of values reorientation counseling to positively influence national security and political stability. The reason for the consistency across these findings can be attributed to the universality of the human response to counseling and reorientation efforts. When students are provided with guidance, support, and an environment that promotes moral values and responsible behavior, they tend to respond positively. The shared belief in the efficacy of counseling-driven value reorientation is reinforced by the recognition that such programs can address the root causes of moral decadence and contribute to individual and societal betterment. The alignment of these results underscores the importance of integrating counseling-driven value reorientation into strategies aimed at cultivating a more ethical and responsible academic community.

CONCLUSION AND RECOMMENDATIONS

According to the findings of the study, the researcher concluded that counseling-driven value reorientation programs play a significant role in addressing and mitigating moral decadence among undergraduate students in public universities in Benue State. The prevalence of moral decadences and the identified contributing factors emphasize the need for continued efforts to provide effective counseling and guidance, promote ethical behavior, and support the personal development of students in public universities in Benue State. The willingness of students to engage in these programs further underscores their potential effectiveness and relevance. This study can inform the development and improvement of counseling

initiatives aimed at addressing moral issues and fostering ethical conduct among undergraduate students in Benue State.

Recommendations were made that:

1. Universities should integrate value reorientation and moral education into the university curriculum as a core course to provide students with a solid foundation in ethics and civic responsibility.
2. Universities should continuously evaluate and adapt counseling-driven value reorientation programs to ensure their effectiveness in addressing moral decadence among undergraduate students.
3. Universities should establish and maintain comprehensive counseling programs that address the identified moral decadences, including academic dishonesty, drug and substance abuse, sexual misconduct, and criminal activities
4. Universities should establish a system for monitoring and evaluating the impact of counseling programs to ensure that they are achieving their intended goals.

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