


INSTITUTIONAL VARIABLES AND VALUE RE-ORIENTATION OF UNIVERSITY STUDENTS: IMPLICATIONS FOR SUSTAINABLE NATIONAL DEVELOPMENT



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ABSTRACT

Article History

Received: 9 May 2018

Revised: 28 May 2018

Accepted: 1 June 2018

Published: 5 June 2018

Keywords

Institutional variables

Values

Value re-orientation

University students

National development

Sustainable national development.

The study investigated the extent to which institutional variables predict value re-orientation of university students in Cross River State, Nigeria. Survey research design was adopted for the study. Two research hypotheses were formulated to guide the study. The population consisted of 2,358 lecturers in University of Calabar and Cross River State University of Science and Technology. With the application of stratified sampling technique, 472 lecturers were selected as the study sample. The instrument for data collection was a researcher's developed instrument titled "Institutional Variables and Value Re-Oriented of University Students' Questionnaire (IVVRUSQ)". The instrument was validated and the reliability coefficient established at 0.79 using Cronbach Coefficient Alpha. The data collected were analyzed using Multiple Regression statistical technique. The results obtained showed that institutional variables: provision of school facilities, curriculum implementation strategies, good inter-personal relationship with students, students' support services jointly and significantly predicted value re-orientation of university students. Based on the findings it was concluded that institutional variables can predict value re-orientation of university students based on the fact that when school facilities and support services are adequately provided, will ensure adequacy in working environment and effective work output. It was therefore recommended among others that there should be adequate provision of school facilities in universities as this will serve to bring about effectiveness in academic and other school programmes implementation to actualize the expected outcome. Also, there should be establishment of students counselling service unit in every faculty of the university to address students' psycho-social needs, as this will serve to inculcate desired values in them for sustainable national development.

Contribution/ Originality: The paper primary contribution is finding that institutional variables are significant joint and relative predictors of value re-orientation of university students. Implying that institutional variables when adequately managed are germane to production of graduates with required norms and values that will contribute significantly to the development of the society.

1. INTRODUCTION

Education has been seen as the key to development of any society. This is a major reason why every country strives to provide quality education that is capable of achieving maximum growth and development of the society

through production of manpower required to drive the economy. Conable cited in Elechi (2014) noted that without education, development will not occur. This was in recognition of the universal truth that education is a potent ingredient for national development in the areas of technological, economic, social and political undertakings. Human achievements are premised on the kind and level of educational attainment, which presents education as an investment in human resources.

The need to adequately train and develop manpower needed for economic growth has prompted the establishment of tertiary institutions, which was primarily aimed at providing manpower development of citizens. It was also intended to provide opportunities for the trainees to specialize in different areas of study, of which, through their diverse inputs, will contribute to all round societal development. The major role of university education as entrenched in the National Policy on Education (Federal Republic of Nigeria, 2013), is to make optimum contribution to national development. Among the ways this contribution shall be made is to intensify and diversify academic programmes for the development of high level manpower within the context of the needs of the nation.

However, the need for the students enrolled in tertiary institution to adequately receive the training provided by the institutions and acquire the required skills by which they can contribute to national development calls for value re-orientation. Values can be conceptualized as a set of beliefs that guide behaviour and actions of a particular group of people or a society. According to Otive (2013) values are deep seated beliefs that influence people's actions and the rules by which they make decisions within their society. Values determine attitudes, which in turn influence behaviour. According to National Orientation Agency (2009) value ascription is a motive force that drives positive achievement. Bolarin (2009) maintained that value system is the worth, merit or esteem given to a person or an object or an idea. Values influence people's behaviour and serve as a yardstick for evaluating the actions of other people in the society.

When we talk about value re-orientation, it means that there are sets of value systems on ground that need to be changed or undergo change through character training and development of morals. Nigerian value system was characterized mostly by western cultural heritage, consciously or unconsciously imbibed during the colonial administration. This, to an extent replaced the traditional belief systems of the societies that made up the present entity called Nigeria. Most of our recent cultural practices (both good and bad aspects) were transferred from colonial administration. Meanwhile, the post-colonial Nigerian society is expected to exert a value system that is characterized by progressiveness, with focus on economic and social development to measure up with the western world that brought our society to the light of civilization. Bolarin (2009) maintained that value re-orientation is simply re-educating person(s) on the principles about what is right or wrong to enable the person(s) have an idea of what is important in life. This means that something important is what is worthwhile, which is inculcated to a person(s) through education in either formal or an informal process.

According to Okoh (2012) the problem with Nigeria is wrong values, wrong priorities and the materialistic outlook which undergirds the nation. From the perspective of the educational system, the Nigerian problem is easily stated as the tragic failure of the Nigerian education system to produce right values and right priorities for Nigerian intellectuals and political leaders alike. Since university education is a level of education that assumes the training of required manpower for socio-economic development of the Nation, it behooves on the universities to bring about the re-orientation of those wrong and faulty values, which had bedeviled the Nigerian society. This had led to diverse political impasses, killings, ethnic prejudices, nepotism and other forms of corruption. Therefore, value re-orientation can be seen as an attempt to change existing values that are not in consonance with the reality of enhancing peaceful co-existence in the society and which retards social and economic developmental processes.

As observed by Ozumba (2014) having been miseducated through covert and overt influences, willing and unwilling assimilation of western values (especially the negative ones), we have developed a monstrosity of weird value system that is already combating for the soul of our nation in order to destroy it. We have to embark on deschooling, that is, consciously jettisoning and resisting all counter-productive values that have held us down and then positively applying ourselves to a new education that will make our soul to repel all insipid and negative values.

There is so much rot in the society that our ethical psychosis needs a clinical revolutionary extirpation. The concept of deschooling as used by the scholar can be best achieved by ensuring that all levels of education adopt a modality that can help inculcate sound values in the younger generation, so as to help them to embrace values that foster positive development. Okoroafor and Njoku (2012) asserted that value reorientation is aimed at inculcating good values that can help individuals out of numerous predicaments, which can refocus the nation towards greatness. This impact can be achieved if a country embraces good values that have the potential to change the attitude and behavior of her citizens, and to bring about significant reduction in corruption, indiscipline, immorality, terrorism, kidnapping, poverty and other social vices. However, these can be achieved by ensuring efficiency of the school system through which the desired values can be inculcated into the learners.

In universities, students are often times seen to indulge in anti-social behaviours and other forms of social vices, such as cultism, kidnapping, gangsterism, drug abuse, examination malpractice, political violence, robbery, and so on. They grow and develop with such behaviours, which they bring into their daily lives when they are out of school. Meanwhile, the affluence of any society is highly contingent on the moral disposition of its members. The extent to which moral laxity, selfishness, embezzlement of public funds, bribery and corruption, lack of sense of duty and social responsibility and disregard for public goods is prevalent in any society, determines the magnitude in which development of that society is obstructed and rendered stagnated. This assertion agrees with the position of Omoregbe (1990) that "...if a country produces intellectual giants but who are moral dwarfs, it is simply creating obstacles to its own development". Educated individuals with a very low degree of morality are the greatest obstacles to development of their own country. However, university system being the apex of educational system needs to take more responsibility by ensuring that adequacy is maintained in certain school variables that may foster value re-orientation and character training of the students. This may enable them to be well disciplined citizens when they are out of school to contribute significantly to sustainable development of the society.

Sustainable development can be conceptualized as improvement or positive change in present situation of a society, which will not alter future growth potentials of that society. The Bruntland Commission, as cited in Boyi (2013) defined sustainable development as "the development that meets the needs of the present without compromising the ability of future generations to meet their own needs." According to Munasinghe (2004) sustainable national development is a process of improving the range of opportunities that will enable individuals and communities to achieve their aspirations and full potential over a sustained period of time, while maintaining the resilience of economic, social and environmental systems. Some of the objectives which sustainable national development is expected to realize, according to Age (2005) are: increased capital income and employment, promoting human welfare, satisfying basic needs and protecting the environment.

Institutional variables are those things within the school system which ensures that the institutions are effectively managed toward the actualization of their aims. These aims are geared towards the development of the society through training of high level manpower. According to Uchendu *et al.* (2016) school-variables are characteristics of the school district like school buildings, classroom, and teachers that appear to influence learning. The school related variables can be definite, assessed and improved upon. Some of the crucial institutional variables that may bring about change in value system of students include: leadership behaviour in the school system, provision of facilities to facilitate effective implementation of school programmes, the school climate, and so on. In this research work, the school variables to be examined to ascertain whether they can predict value re-orientation of university students for sustainable national development include; provision of school facilities, curriculum implementation strategies, inter-personal relationships and students support services.

Some studies have been carried out by scholars to determine whether institutional variables have link with value re-orientation of students, especially in the areas of their skills acquisition and development of sound morals. For example, Uchendu *et al.* (2016) carried out a study to determine whether some school variables can predict students' acquisition of employability skills in secondary schools in Calabar Metropolis of Cross River State. They applied ex-

post facto research design for the study. One research question was raised and one null hypothesis was formulated to guide the study. Stratified random sampling technique was used to select a sample of 400 from a population of 3,379 senior secondary three (SS3) students schooling in 22 public secondary schools in the study area. Data were collected using the researcher developed questionnaire and the data collected were analyzed using multiple regression. Results obtained revealed that school variables: provision of physical facilities, teachers' attitude to work, teaching effectiveness of teachers, teachers-students interpersonal relationship, classroom climate and curriculum implementation strategies significantly predicted students' employability skill acquisition. The study recommended that government and other stakeholders in education should employ possible strategies in ensuring that school variables that enhance students' employability skills acquisition are provided and effectively maintained, to ensure academic programme effectiveness that will foster students' acquisition of employability skills, which will serve to benefit them and the society at large.

According to [Dienye and Iwele \(2011\)](#) considering the prevailing political atmosphere in Nigeria, value orientation has to do with the process of disabusing the hearts of people; particularly the youths, from being violent, fraudulent, corruptible and other anti-social vices, as the best ways of resolving issues and creating wealth for self. Meanwhile every school curriculum contains set values expected to be transmitted to the younger generation, of which the education system is the machinery that does the transmission. However, some of the values that promote honesty, transparency, tolerance and peaceful coexistence should have a better way of disseminating the knowledge of such desired values which may be by creating awareness through the enlightenment and interpretation of what the values signify. The educational system in Nigeria is yet to formulate functional methods of teaching such values as peace, security, tolerance, sanctity of lives and peaceful coexistence. Education can be used as an instrument for the orientation of values that foster national unity, obedience to laid-down rules, tolerance and patriotism to Nigeria. These can be achieved through adequate curriculum plan and implementation that address national values, and good leadership, as well as, introduction of adult and non-formal education and professionalization of the teaching field.

[Jimoh and Abiodun \(2012\)](#) carried out a study to investigate goal-setting, value-orientation and learning styles as predictors of undergraduates' academic achievement in distance learning system. The aim was to point out the implications of such factors for policy and counselling services, designed to assist distance learning students in acquiring desired knowledge and values. The study applied ex post facto research design in which stratified random sampling technique was used to select 200 students as the study sample. Three instruments developed and validated by the researchers were used in the study for data collection. These were Goal Setting Questionnaire (GSQ) with Cronbach alpha = 0.72; Value Orientation Questionnaire (VOQ) with Cronbach alpha = 0.88 and Learning Styles Assessment Scale (LSAS), Cronbach alpha = 0.92. Academic achievement was assessed using students' current grade point average (GPA). Two research hypotheses were tested at 0.05 alpha level. Findings revealed the combined and independent contributions of goal setting, value-orientation and learning styles to the prediction of academic achievement among the students. The study recommended that comprehensive orientation services, focusing on the factors influencing acquisition of desired knowledge and values, especially learning styles, goal setting and value-clarification, should be organized for the students to enable them acquire the desired knowledge and values which can foster national development.

Method of curriculum implementation and role modelling by university lecturers can also be a way that desired values can be inculcated in students. [Elechi \(2014\)](#) in a research finding, maintained that teachers of the new dispensation should highlight the values embedded in each subject of study. They should teach for comparison, while exposing students to the current social realities that are contributory to our present discontent. They should also highlight the transformed aspect and the attendant benefits to the individual and the society at large. Teachers should understand their impact as moral educators and as such, endeavour to be good role models for their students. They should realize that they cannot expect honesty from their student without being honest themselves. Expectedly, while

the above pedagogical approach in teaching for good character is advocated, they should be accompanied by appropriate evaluation strategies in order to consolidate the epistemological gains of pedagogy

Nevertheless, students' achievements are the sum total of the observed change in behaviour which is as a result of teaching and learning that has taken place overtime. The institution can ensure that through what is taught, the students' morals and attitudes are edified to be a reflection of what is needed for social transformation. Ensuring adequacy in some intuitional variables, as in the case of commitment on the side of lecturers and stability of school calendar, can ensure that what is needed to achieve in the aspects of teaching and learning, is effectively achieved. Also, ensuring that the facilities are well provided and maintained will boost the functionality of the institution.

According to [Pennsylvania State University \(2017\)](#) besides general maintenance and construction issues, researchers have found that most schools lack 21st Century facilities in the form of infrastructure, laboratories, and instructional space. More than half of the schools do not have sufficiently flexible instructional space for effective teaching to take place. Thus, facility quality is an important predictor of teacher retention and student learning. The physical and emotional health of students and teachers depend on the quality of the physical location, which makes the establishment of safe and healthy buildings essential. A study by [Nwakpa \(2017\)](#) identified some diversification that could be explored in order to achieve fully, the aims of senior secondary education which include: full utilization of the available human resources; provision and full utilization of financial resources; provision and full utilization of material resources; full and proper use of time resource, full utilization of alternative sources of funds, provision of adequate instructional facilities, personnel supervision, strict adherence to adoption of the principle of division of labour and specialization, adoption of the principle of leadership by example, adoption of the principle of reward and punishment, moral-re-orientation, curriculum expansion and implementation. The paper concluded that, a wholesale adoption of the discussed diversifications for easy achievement of the aims of secondary education is essential. However, applying these diversifications in universities could help in the actualization of quality school system that can enhance the achievement of the aims of inculcating good morals in students, which will promote the development of the nation.

2. STATEMENT OF THE PROBLEM

University education is saddled with the responsibility of training relevant manpower that will contribute to the socio-economic development of the country. Also, it is expected that the students in universities are trained in character and learning. But observations over time have proved that the reverse is the case in the aspect of character modelling and moral development. Many of the university students have lost their core values, assumed to have been inherited from their diverse cultures and religious upbringing.

Moral decadence can be blamed on their interaction with the society where corruption seems to be the order of the day. Many students are aided to gain admission through illegal means, such as bribery. Being academically derailed, most of those students enter the school to become miscreants and involve in diverse forms of anti-social behaviours, such as drug abuse, cultism, raping, robbery, cheating, political violence, and so on. These bad habits will follow them when they eventually graduate into the wider society. Thus the need for value re-orientation of university students so that they can contribute meaningfully in re-engineering of the society for good.

However, some attempts have been made by the government to curb this menace of moral decadence. This is evidenced in the introduction of courses like anti-corruption, entrepreneurship education, both of which aimed at re-orienting students to engage in acceptable behaviour and self-dependency. Also, series of jingles and value re-orientation talks have been provided on radio, television and other media, which are all geared toward changing the mindset of the youths for good, yet the problems still persist. This study has been undertaken to examine whether some institutional variables such as, provision of school facilities, curriculum implementation strategies, inter-personal relationship, students support services can, predict value re-orientation of university students. Based on the

above highlights, the problem of this study is posed in a question form thus: to what extent do institutional variables predict value re-orientation of university students?

3. PURPOSE OF THE STUDY

The purpose of the study is to investigate the extent to which institutional variables such as provision of school facilities, curriculum implementation strategies, inter-personal relationship, and students support services, predict value re-orientation of university students for sustainable national development.

3.1. Research Hypotheses

1. Institutional variables in terms of provision of school facilities, curriculum implementation strategies, inter-personal relationship, and students support services are not significant joint predictors of value re-orientation of university students for sustainable national development.
2. There is no significant relative contributions of institutional variables to the prediction of university students' value re-orientation for sustainable national development.

4. RESEARCH METHODS

The research design adopted for this study is survey research design. This is because the study seeks to establish the extent to which institutional variables, as it exist at present can predict value re-orientation of university students for sustainable national development. The study was carried out in universities in Cross River State, Nigeria. The State has two public universities, University of Calabar, Calabar (UNICAL), which is Federal government owned institution and Cross River State University of Science and Technology (CRUTECH), which is a state owned institution. The population of the study comprised all the academic staff in the two universities. As obtained from the senior establishment of the registry of the two universities for 2016/2017 academic sessions, UNICAL has a total population of 1,910 academic staff while CRUTECH has academic staff strength of 448. This gave a total population of 2,358.

With the application of stratified random sampling technique, 382 lecturers were selected from UNICAL and 90 lecturers were selected from CRUTECH in the proportion of 20 percent of the total population in each institution. This gave a total study sample of 472 lecturers. Data were collected from the study subjects with researchers' developed instrument titled "Institutional Variables and Value Re-Oriented of University Students' Questionnaire (IVVRUSQ)", which was constructed on a modified 4-point Likert scale. The instrument was validated by two experts in Measurement and Evaluation. The reliability of the instrument was established at 0.79, using Cronbach coefficient Alpha. The high coefficient proved that the instrument was reliable and therefore was used for data collection. Multiple regression analysis was applied as the statistical tool to determine the joint and relative prediction of the independent variables on the dependent variable. The specification of multiple regression equation model applied for the prediction is given by:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + u \dots \dots \dots \text{Eq. 1.}$$

Y is the dependent variable, α is the intercept, X_1 - X_4 are the four independent variables, β_1 - β_4 are the coefficients of the independent variables X_1 - X_4 , while u is the error term.

5. RESULTS

5.1. Hypothesis One

Institutional variables in terms of provision of school facilities, curriculum implementation strategies, inter-personal relationship and students' support services are not significant joint predictors of value re-orientation of university students for sustainable national development. The institutional variables which constituted the independent variable were seen in four aspects viz: provision of school facilities, curriculum implementation strategies,

inter-personal relationship and students support services. Having multiple independent variables that were measured continuously and sought to predict dependent variable that was also measured continuously, multiple regression was applied as statistical technique. The result is presented in Table 1.

Table-1. Multiple Regression Analysis of four aspects of institutional variables as predictors of value re-orientation of university students (N = 472)

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.686 ^a	.471	.467	1.449		
Source of variance	SS	Df	MS	F	Sig.
Regression	873.46	4	218.36	103.99*	.000 ^b
Residual	980.61	467	2.10		
Total	1854.07	471			

*p<.05; df = 4&467; critical F = 2.39

Table 1 indicated that at .05 level of significance and degrees of freedom 4 and 467, the critical F-ratio is 2.39. The calculated F-ratio obtained in establishing the prediction of four aspects of institutional variables on value re-orientation of university students is 103.99 (p<.05). The calculated F-value is greater than the critical F-value with the obtained significant value less than .05 level of significance. This result leads to the rejection of the null hypothesis and acceptance that there is significant joint prediction of four aspects of institutional variable: provision of school facilities, curriculum implementation strategies, inter-personal relationship and students support services on value re-orientation of university students for sustainable national development.

The R which is the multiple correlation coefficient between the four predictors and the dependent variable is 0.69 indicating a significant positive relationship between the four independent variables and the dependent variable. The coefficient of determination, R squared, which showed the power of the independent variables in predicting the dependent variable was 0.47, indicating that 47 percent of the variance in value re-orientation of university students was accounted for by the joint contribution of the four aspects of the independent variables.

5.2. Hypothesis Two

There is no significant relative contributions of institutional variables to the prediction of university students' value re-orientation for sustainable national development. The relative contributions of each of the predictors to the variation in the dependent variable is shown by the Regression coefficients as displayed in Table 2.

Table-2. Multiple Regression coefficients of four aspects of institutional variables as individual predictors of value re-orientation of university students for national development

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.474	.782		3.17	.002
Provision of school facilities	.118	.031	.143	3.76*	.000
Curriculum implementation strategies	.181	.036	.186	5.08*	.000
Inter-personal relationship	.260	.037	.276	7.01*	.000
Students' support services	.323	.037	.339	8.69*	.000
a. Dependent Variable: Value re-orientation of university students					
*p<.05					

Source: Computation of data by authors.

Table 2 indicated that at .05 level of significance, the four predictor variables; provision of school facilities, curriculum implementation strategies, inter-personal relationship, and students' support services are each found to have significant contribution to the prediction of the value re-orientation of university students. The standardized

coefficients and t-values are as follows: provision of school facilities, $\beta = .14$, $t = 3.76$ ($p < .05$); curriculum implementation strategies, $\beta = .19$, $t = 5.08$ ($p < .05$); lecturers' inter-personal relationship with students, $\beta = .28$, $t = 7.01$ ($p < .05$); students' support services, $\beta = .34$, $t = 8.69$ ($p < .05$). The higher the absolute value of Beta, the more important and significant the variable is in predicting value re-orientation of university students for sustainable national development. Thus, the four independent variables are found to be very important and significant in predicting the dependent variable, showing that: provision of school facilities has up to 14 percent contribution to the variation in the dependent variable, curriculum implementation has up to 19 percent contribution, lecturers inter-personal relationship with students has up to 28 percent contribution while students' support services has up to 34 percent contribution in predicting the dependent variable. From the absolute values of Beta, it could be seen that students' support services has more contribution, followed by lecturers' inter-personal relationship with students, curriculum implementation strategies and lastly, provision of school facilities.

6. DISCUSSION OF FINDINGS

The findings from this study indicate that institutional variables, namely: provision of school facilities, curriculum implementation strategies, inter-personal relationship, students support services when taken together are predictors of value re-orientation of university students for sustainable national development. The study has shown that, the four institutional variables when combined together contribute significantly to the variation in the dependent variable.

The provision of school facilities is seen to have significant contribution to the variance in the dependent variable. This shows that when school facilities, such as infrastructural facilities, instructional facilities, and recreational facilities are made available in schools, both academic and non-academic programmes implementation can bring about value re-orientation in students. When the lecturers are provided with enabling working environment, they can apply the tools at their disposal to ensure that knowledge are qualitatively imparted in students for positive outcome. Also, availability of the facilities may enable them to apply adequate instructional strategies which will enable the students to discover their potentials and engage in beneficial activities in the society rather than involving in unwanted activities and crimes as sources of livelihood. For example, when a course like entrepreneurship is taught to students in an effective way, by application of adequate pedagogy, they will learn to be self-reliant and become employers of labour instead of joining the unemployed populace or engaging in crime.

Lecturers' inter-personal relationship with students was seen to have a significant contribution to the variation in the value re-orientation of university students. This shows that when there is cordiality between lecturers and the students in the university, there is more likelihood for impartation of desired values in the students. This can be in the form of mentoring, coaching or team work (research) among lecturers and students, which will serve to improve skills of the students and also make lecturers to become role models to the students. In this way, students can learn to appreciate hard work and also engage in good morals and standards, just as their lecturers. Providing support services for students will make them to have self-discovery. It will also build confidence in them and will serve to boost their self-esteem. Counselling, as part of students support services, will make them to discover the relevance of being good citizens and, this will enable them become better citizens when they are out of school.

The findings from this study is in line with the studies of [Uchendu *et al.* \(2016\)](#); [Adeyemi and Adeyemi \(2014\)](#) whose studies associated institutional variables to students' acquisition of employability skills and academic achievement. However, the schools always incorporate the values and skills they expect the students to acquire in the curriculum and ensure that the rationale for each course as designed is adequately actualized through effective implementation of the curriculum. Also, the findings is in support of [Elechi \(2014\)](#) who maintained that teachers of the new dispensation should highlight the values embedded in each subject of study and try exposing students to the current social realities that are contributory to our present discontent. Furthermore, they should highlight the ways those shortcomings should be remedied for the transformation of both the individuals and the society.

6.1. Implications for Sustainable National Development

The study investigated institutional variables such as provision of school facilities, curriculum implementation strategies, inter-personal relationship with students, and students' support services as predictors of value re-orientation of university students. The prediction was found to be significant, indicating that when those institutional variables are adequately maintained, they will enhance value re-orientation of university students. However, when values of university students are re-oriented from poor to good morals and standards, it will contribute to the production of morally upright individuals in the society that can contribute positively to the development of the society. Since university students are trained manpower to drive the society, economically, politically, technologically and so on, making them to be disciplined citizens through value re-orientation will bring about greater commitment in contributing their quota to the sustainable development of the nation, using the skills and expertise they have acquired from their university education.

7. CONCLUSION AND RECOMMENDATIONS

Based on the findings of this study, it is concluded that institutional variables such as, provision of school facilities, curriculum implementation strategies, good inter-personal relationship with students, and students' support services can predict value re-orientation of university students. This is based on the fact that when facilities are well provided in schools, it will create a comfortable working environment and enhance effective implementation of academic and non-academic programmes that will promote students' intellectual development. Good inter-personal relationship of the lecturers with the students will enable students to see lecturers as their role models and mentors which will enhance their character modelling. However, students support and counselling services will serve to create a forum that issues of national concern and needed societal values will be inculcated in students, which will help cushion their bad behaviour and conduct, in their integration into the society after graduation.

The following recommendations are therefore made:

1. There should be adequate provision of school facilities in universities as this will serve to standardize academic and other school programmes implementation for effective outcome.
2. There should be establishment of students counselling service unit in every faculty of the university to address students' psycho-social needs.
3. Lecturers should establish good inter-personal relationship with students and possibly draw mentorship plans to help in character formation of students so as to help them actualize themselves.

Funding: This study received no specific financial support.

Competing Interests: The authors declare that they have no competing interests.

Contributors/Acknowledgement: Both authors contributed equally to the conception and design of the study.

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