

**CULTIST ACTIVITIES AMONG UNDERGRADUATE STUDENTS: COUNSELLING INTERVENTIONS IN KOGI STATE, NIGERIA**

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**Abstract**

*The study investigated cultist activities among undergraduate students and counselling interventions in Kogi state, Nigeria. Descriptive research design was used for this study. The study covered all degree awarding institutions in Kogi state: The population of this study was made up of 30 lecturers, 30 professional counsellors and 260 undergraduate students through Bi-sampling techniques: Proportional sampling techniques and stratified random sampling techniques. Self-constructed questionnaire containing 42 items was designed by the researchers to elicit information from the respondents. The instrument was validated by four experts in the field of Educational Psychology, Measurement and Evaluation while the reliability of the instrument was established using test-retest method. The data were analysed using mean scores to determine the levels of agreement and disagreement of 2.50+ and 2.50- respectively. The study revealed among others that, quest for protection, peer group influence, broken homes are causes of cultism. Having unique dressing style, slogan, bringing in new members, appointment of mentors, inscriptions of different designs on the bodies of the members, indulge in secret meetings are identified as characteristics of cultism and cultist activities negatively affect the academic performance. The study recommends among others that, ABC counselling techniques of Albert Ellis, Anomie theory, employment of qualified counsellors, Periodical counselling of students and*

*parents, Orientation and periodical reorientation of students should be embarked on in the Universities*

**Keywords:** Activities, counselling, Cultism, Interventions, Undergraduate,

## **Introduction**

Counselling is referred to as a directive, or prescriptive form of assistance given to anyone who needs help. It is more democratic in nature because it refers to advice or information provided by a person of experience (counsellor) to solve problems or improve something which in a process of helping individuals to discover and develop their potentials. The need for this service, in the context of cultism, by the adolescents particularly the undergraduate students is something that cannot be ignored in the tertiary educational system. Hence, Agrawal (2006) stressed that, counselling helps 'to direct', 'to point out' and 'to show the path', which is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual 'less experienced' while Denga (2019) stressed that counselling would help an individual to achieve an optimal level of happiness and peace of mind, leading to meaningful life fulfillment thereby, able to contribute significantly to the society at large and Awoyemi (2019). referred to Guidance and counselling as a helping profession, it is a molding, a reconstruction and a rehabilitating process, it is a self-revealing relationship and it is both preventive and curative for maladaptive and self-destructive tendencies.

Education is seen as a means through which young and old members of the society are taught about the expected behaviour of the society and the rules, policies, values, skills, attitudes and knowledge that equip the individual to achieve personal and societal required goals. According to Michael and Edward (2019), education is what goes on from one generation to another generation; it is the process of socializing the child to grow up as a fulfilled member of the society. It involves the process of acquiring the relevant knowledge, attitude, values and skills must be made as concrete as possible for easy learning. Education helps the society shape and mold individuals to fit well in the environment. While Abdulhaez (2018) stressed that, tertiary education institutions which include Universities, Polytechnics and Colleges of Education have been known to provide the social atmosphere which allow students, administrators and academics alike to enjoy peaceful co-existence and excellence in education. In the case of students, the existence of and participation in clubs and organizations on campuses ensure that they become well rounded and well-adjusted individuals at the completion of their course of study. This scenario applied to institutions of higher learning in Nigeria until two decades ago when cultism reared its ugly head on campuses thereby obstructing the learning activities in schools.

Cultism in tertiary institutions in Nigeria started in late 1949. According to Ajayi, Haastrup and Osalusi (2017), Cultism attack in universities of Nigeria started in the first premiere university, university of Ibadan in 1952 by the popular Nobel Laureate Professor Wole Soyinka and six other people who formed the pirates' confraternity. The other six include Olumuyiwa Awe, Ralph Opara, and Tunji Tubi, Aig Imokhuede, Pius Olegbe and Oluagunloye. Their purpose of forming cult groups are scraping convention, fighting tribalism, reviving the social life of students in campus and elitism. Danbra (2016) in his work complained that, the supposed good plan by Wole Soyinka and his friends turned out to be evil hunting the society till date. One of the greatest social crimes committed in the institutions of higher learning in the country as of today is that of cultism. It is very rampant in universities, colleges of education and polytechnics all over the

country. It is a social menace which is not restricted to only the institutions of higher learning but that which is a common phenomenon that characterizes the entire society.

Abdulhazeez (2018), stressed that, cultism is an activities or practice of a group of people with one common spiritual or philosophical belief. The group of individuals that are involved in such activities or practices is known as cult. He maintained that cultism is a major vice which is common in tertiary institutions in Nigeria, that cultism started with a good course but things changed over time.

Aniekpeno (2017) defined cultism as the practice of activities that are associated with cult, secret society are organization whose membership and mode of operation are considered to the unconventional and known to be members only. They pledge their loyalty to members with utmost allegiance to the cult devoting themselves under oath to support and carry out the activities of the group without objection. According to Udoh and Ikezu, (2015), cult can be defined as a group of individual whose way of meeting and agenda are secretive and where initiations into the group are done in the secret

#### Statement of the Problem

There are pressures, confusions and restless, oppressors imposed on tertiary institutions in Nigeria by this antisocial act of cultism. These acts resulted to some extent, where campuses were unstable and administrative efforts dangling creating security treat to both the students' ant the constituted authorities which jeopardized ameliorable academic outfit. In tertiary institutions which supposed to be citadel of learning has been turned to a battle ground. Cases of clashes between cult groups disrupt the learning activities in schools; it can put lectures on hold, stop students from going to school. Students who lodge in the school hostels are scared of going to the class at night, private night study in our campuses are forgotten as a result of cult activities. Due to clashes by cult groups, innocent lives are lost, property destroyed and peace and orderliness in the school disrupted. In addition to these, cases of sexual harassment of mostly the female students are on the increase. However, students are equally made not to dress to their taste because they are scared of wearing some certain colour that are termed to be specific dressing code of cult groups. By implication, students are made to study and learn in perpetual fear.

They perpetrate all manners of evils, such as, examination malpractice, rape, robbery, arson, maiming, intimidation of fellow students and lecturers for good grades, love (girlfriend), clashes of rival cult group among others, just in the name of belonging to the oppressed group 'cultism' Plethora of research have been able to investigate some of the causes of cultism and effects but bothered not to investigate the counselling interventions that could be employed on this notorious act of cultists. This study therefore, investigated the cause's impact and counselling interventions on cultism

#### Objectives of the study

##### The study specifically examined:

1. Perceived causes of cultism among undergraduate Students in Kogi State
2. Characteristics of Cultism among Undergraduate Students
3. Impacts of cultism on academic environment in Kogi State
4. Possible Counselling interventions against Cultism among Undergraduate students

#### Research Questions

The study is guided by the following research questions

1. What are the perceived causes of cultism among undergraduate students in Kogi State?

2. What are the characteristics of cultism among undergraduate students?
3. What are the impacts of cultism on academic environment in Kogi State?
4. What are the possible counselling interventions against cultism among undergraduate students?

## **Methods**

Descriptive research design was used for this study because investigations were carried out in their natural setting without research manipulations of either the dependent and independent variables. This design was preferred because the study arrived at sampling the students, lecturers and professional counsellors' perceptions of the causes, effects, characteristics and counselling interventions of cultism among undergraduate students

The study covered all degree awarding institutions in Kogi state: Prince Abubakar Audu University, Anyigba (PAAU), Federal University, Lokoja, (FUL), Confluence State University of Science and Technology, Osara, (COUSTECH), Federal College of Education, (FCE) University of Ibadan Affiliated.

The population of this study was made up of 30 lectures, 30 professional counsellors and 260 undergraduate students while Bi-sampling techniques were used for the study. Proportional sampling techniques was used to determine the population of the participants while stratified random sampling techniques was used for the respondents. Therefore, 260 undergraduate students of 100, 80, 50, and 30 were randomly sampled from KSU, FUL, CUO and FCE respectively

Self-constructed questionnaire was design by the researchers to elicit information from the respondents. The instrument was structured on 42 items were divided into 4 sections of 'A' Perceived causes of cultism among undergraduate students,; 'B' Effects of cultism on University environment; 'C' Characteristics of cultism and 'D' Possible counselling inventions on cultism. The questionnaire was structured on modified 4 Likert scale of Strongly Agree; Agree; Disagree and Strongly Disagree

In order to ensure both content and face validity of the instrument, it was given to four experts in the field of Educational Psychology and Measurement and Evaluation. The test items were scrutinized where adequate corrections and suggestions were made. The 42 items were thereby subjected to pilot testing to find out the suitability of the items. A co-efficient 0.78 was obtained. This showed that the content analysis of the instrument was suitable for the study and the reliability of the instrument was established using test retest method. The researchers administered the instrument on 20 students, 5 lecturers and 3 professional counsellors who were not involved in the study. Two weeks later, the same instrument was administered on the same subjects. The two separate tests were correlated and correlation co-efficient of 0.75 was obtained which indicated that the instrument was suitable to be used

The questionnaires were personally distributed to the lecturers, the professional counsellors and the students by the researchers. This method of Direct Delivery Techniques (DDT) was to ensure high rate of returns among the samples while descriptive statistical method was adopted by the researchers to analyse the collected data with the use of mean and ranking order. The criteria mean value was arrived as: Strongly Agree 'SA' = 4 Points, Agree 'A' = 3 Points, Disagree 'D' = 2 Points and Strongly Disagree 'SD' = 1 Point

Therefore, any item calculated mean score of 2.50 above were accepted as true statement while items less than 2.50 were rejected statements and the collected data were analysed according to

the formulated research questions

## Result

### Research Question 1

What are the perceived causes of cultism among undergraduate students in Kogi State?

**Table1: Perceived Causes of Cultism among Undergraduate Students in Kogi State**

SN	ITEMS	SA	A	D	SD	Mean	Ranking	Remarks
1	Overwhelming peer group influence students in to cultism	126 41.1	138 45.1	36 11.76	6 1.9	3.25	2 <sup>nd</sup>	Accepted
2	Broken homes and lack of parental guide lead students in to cultism	132 43.14	120 39.22	36 11.76	18 5.88	3.20	3 <sup>rd</sup>	Accepted
3	Parents indulge in cultism encourage the children joining cultism	84 27.45	108 35.30	93 30.39	21 6.86	2.83	7 <sup>th</sup>	Accepted
4	Search for social identity makes students joining cultism	108 35.30	120 39.22	48 15.69	30 9.80	2.88	5 <sup>th</sup>	Accepted
5	Societal value degeneration enhance students joining cultism	84 27.45	84 27.45	102 33.33	36 11.76	2.71	8 <sup>th</sup>	Accepted
6	The quest to quest for 'protection' or evil power make student to join cultism	150 49.02	96 31.37	54 17.65	6 1.96	3.27	1 <sup>st</sup>	Accepted
7	Students indulge in cultism because those who are previously caught are not disciplined nor persecuted	108 35.29	90 29.41	78 25.50	30 9.80	2.90	4 <sup>th</sup>	Accepted
8	Inadequate funding of University to adequately care for students' welfare encourages cultism among students	48 15.69	78 25.49	120 39.22	60 19.61	2.37	10 <sup>th</sup>	Not accepted
9	Harsh economic situation in the country encourage students joining cultism	66 21.57	68 22.22	102 33.33	70 22.87	2.42	9 <sup>th</sup>	Not accepted
10	The desire to belong to a group and not to look odd make students joining cultism	84 27.45	126 41.18	66 21.57	30 9.80	2.86	6 <sup>th</sup>	Accepted

TOTAL MEAN	2.88	Accepted
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Table 1 reveals that item 6 with 3.27 mean score rank the highest in the perceived causes of cultism among the undergraduate students while item 1 with 3.25 calculated mean rank second and items 2, 3, 4, 5,7 and 10 were equally accepted. Items 8 and 9 with mean score of 2.37 and 2.42 respectively were not accepted; hence their mean scores less than criteria score of 2.50. However, the total calculated mean score of 2.88 is greater than criteria score of 2.50, therefore, the identified perceived causes of cultism among the undergraduate students were uphold

Research Question 2

What are the characteristics of cultism among undergraduate students?

**Table 2: Characteristics of Cultism among Undergraduate Students**

S/N	ITEMS	SA	A	D	SD	Mean	Ranking	Remarks
1	The group is preoccupied with bringing in new members	180 58.82	96 31.37	30 9.80	-	3.69	2 <sup>nd</sup>	Accepted
2	There are inscriptions of different designs on the bodies of the members	126 41.18	168 54.90	12 3.92	-	3.37	4 <sup>th</sup>	Accepted
3	Each cult group has her own unique dressing style or pattern and slogan	246 80.39	54 17.65	6 1.96	-	3.78	1 <sup>st</sup>	Accepted
4	Personal mentors are often appointed by the group	156 50.98	126 41.18	24 7.84	-	3.43	3 <sup>rd</sup>	Accepted
5	The group are excessively zealous and unquestioning commitment to the leader	120 39.22	132 43.14	30 9.80	24 7.84	3.13	6 <sup>th</sup>	Accepted
6	The leader dictates how member should act, think and feel	144 47.06	108 35.29	24 7.84	30 9.80	3.20	5 <sup>th</sup>	Accepted
7	Members indulge in secret meetings at eleventh hours or odd – hours	114 37.25	26 41.18	36 11.77	30 9.80	3.05	8 <sup>th</sup>	Accepted
8	The leadership induces guilt feelings in members in order to control them	120 39.22	114 37.25	48 15.69	24 7.84	3.07	7 <sup>th</sup>	Accepted
9	Members are required to live or socialize only with the group members	66 21.57	156 50.98	48 15.68	36 11.77	2.82	9 <sup>th</sup>	Accepted
10	Descent dressing and orderliness are	96 31.37	72 23.53	90 29.41	48 15.69	2.71	10 <sup>th</sup>	Accepted

discouraged or even punished		
Total mean	3.23	Accepted

Table 2 reveals that item 3 with calculated mean score of 3.78 ranks first among the characteristics of cultism among the undergraduate students while item 1 with calculated mean score of 3.69 ranks second. Other items 4, 2, 6,5,8,7 and 9 in ascending order in calculated mean scores of 3.43, 3.37, 3.20, 3.13, 3.07, 3.05 and 2.82 were equally above the criteria mean. The least item, item 10, with calculated mean score of 2.71 is above the criteria mean score. However the total calculated mean score of 3.23 is greater than the criteria mean score of 2.50, therefore, all the identified characteristics of cultism among undergraduate students were uphold

### Research Question 3

What are the impacts on cultism on academic environment in Kogi State?

**Table3: Impacts of Cultism on Academic Environment in Kogi State**

S/N	Items	SA	A	D	SD	Mean	Ranking	Remarks
1	The outburst of violence leading to loss of lives and property	240 78.43	54 17.65	6 1.96	6 1.96	3.75	1 <sup>st</sup>	Accepted
2	It leads to decline in Universities academic atmosphere	156 50.48	120 39.22	24 7.84	6 1.96	3.39	7 <sup>th</sup>	Accepted
3	It leads to break down of law and order in Universities	150 49.02	132 43.14	18 5.88	6 1.96	3.45	3 <sup>rd</sup>	Accepted
4	It increases the rate of drugs addiction and other substance use among students	168 54.91	114 37.25	18 5.88	6 1.96	3.45	3 <sup>rd</sup>	Accepted
5	The blood sucking during the oath taking could lead to the spread of AIDS	186 60.78	78 25.49	24 7.84	18 5.88	3.41	6 <sup>th</sup>	Accepted
6	The crime rate increases as a result of cultism	156 50.98	108 35.30	30 9.80	12 3.92	3.33	9 <sup>th</sup>	Accepted
7	It leads to enthronement of mediocrity as a result of examination malpractice	126 41.18	126 41.18	42 13.72	12 3.92	3.20	10 <sup>th</sup>	Accepted
8	It leads to increase in nefarious activities like armed robbery, prostitution etc	180 58.82	96 31.37	18 5.88	12 3.92	3.45	3 <sup>rd</sup>	Accepted
9	They waste much of their precious time on unproductive activities	174 56.86	108 35.29	18 5.88	6 1.96	3.47	2 <sup>nd</sup>	Accepted

10	Cultist activities lead to emotional and anxiety disorders in the campus	150	132	18	6	3.39	7 <sup>th</sup>	Accepted
		49.02	43.14	5.88	1.96			
TOTAL						3.43		Accepted

Table 3 reveals that item 1 with 3.75 mean score ranks highest among the impacts of cultism on academic environment which was strictly followed by item 9 with calculated mean score of 3.47 while items 3, 4, and 8 with 3.45 calculated mean scores each rank third. Item 5 with calculated mean score of 3.41 rank 6<sup>th</sup> while items 2 and 10 with 3.39 calculated mean score each rank 7<sup>th</sup> and item 6 with 3.31 calculated mean score rank 9<sup>th</sup> while the least in ranking order but still accepted is item 7 with 3.20 calculated mean scores. However, the total calculated mean scores of 3.43 in all identified impacts of cultism on academic environment is higher than the criteria mean score of 2.50, therefore, cultist activities have negative impacts on the Universities academic environments.

#### Research Question 4

What are the possible counselling interventions against cultism among undergraduate students?

**Table 4: Possible Counselling Interventions against Cultism among Undergraduate Students**

S/N	ITEMS	SA	A	D	SD	Mean	Ranking	Remarks
1	Anomie theory which provides an ideal framework for understanding behaviour could be used to counsel the students	15	9	3	3	3.3	6 <sup>th</sup>	Accepted
		50.0	30.0	10.0	10.0			
2	The parents are to be counseled on how to monitor the activities of their children and the friends they keep both at home and school	15	12	3	-	3.4	2 <sup>nd</sup>	Accepted
		50.0	40.0	10.0				
3	There is need for government to increase the budget allocation for education in order to reduce the high cost on masses	15	12	3	-	3.4	2 <sup>nd</sup>	Accepted
		50.0	40.0	10.0				
4	Behavioural modification theory through assertive training could be employed	9	15	6	-	3.1	8 <sup>th</sup>	Accepted
		30.0	50.0	20.0				
5	Periodical counselling programmes could be organised on radio and television programs	15	9	3	3	3.2	7 <sup>th</sup>	Accepted
		50.0	30.0	10.0	10.0			



6	Seminars/ workshop centered on cultism should be organised	15 50.0	6 20.0	6 20.0	3 10.0	3.1	8 <sup>th</sup>	Accepted
7	Consistent orientations / periodical reorientation programs should be organised	12 40.00	12 40.0	3 10.0	3 10.0	3.1	8 <sup>th</sup>	Accepted
8	Qualified counsellors to assist in areas value degeneration among the students	21 70.0	3 10.0	3 10.0	3 10.0	3.4	2 <sup>nd</sup>	Accepted
9	Counselling units/ clinics to handle various deviant behaviour among the students	15 50.0	6 20.0	6 20.0	3 10.0	3.1	8 <sup>th</sup>	Accepted
10	Anti-cultist campaign should be carried out through youth forum	12 40.0	12 40.0	3 10.0	3 10.0	3.1	8 <sup>th</sup>	Accepted
11	ABC counselling techniques of Albert Ellis could be adopted while counselling cultists	18 60.0	12 40.0	-	-	3.6	1 <sup>st</sup>	Accepted
12	The school counsellors, school authority and vigilante should be involved	18 60.0	9 30.0	3 10.0	-	3.4	2 <sup>nd</sup>	Accepted
13	Government and Non-Governmental Organisation should be highly involved	12 40.0	12 40.0	3 10.0	3 10.0	3.1	8 <sup>th</sup>	Accepted
Total mean						3.3		Accepted

Table 4 reveals that all identified possible counselling interventions against cultism among the undergraduate students proved to be effective, hence, all items have mean scores above criteria mean of 2.50. However, item 11 (ABC counselling techniques of Albert Ellis could be adopted while counselling cultists so as to change their irrational belief (ib) to rational belief (rb)) ranks the highest mean of 3.6 which was strictly followed by items 2, 3, 8 and 12 with 3.4 calculated mean score each. While items 4, 6, 7, 9, 10, and 13 are have the lest calculated mean scores of 3.1 each. However, the calculated mean score of 3.3 is greater than the criteria mean score of 2.50, therefore, the identified possible counselling intervention against cultism among undergraduate students were accepted to be used

#### Discussion

The study reveals that, causes of cultists among the students is attributed to myopic notion about them which vested on quest for protections, intimidation and evil power which in the true sense not a realistic. This is in line with Michael and Edward (2019) and as well as Ajoku (2020) through their findings on counseling against cultist for national development. However, Casin (2019) was not in support of the findings because, through motivation and personally development, the students could be able to have a positive change in behaviour as well as in

thought. Overwhelming peer group influence, broken homes and societal value degeneration are found in this study as variables for students joining cultist activities in the school, this, is in line with Ndu (2020) and Wole (2019). The study equally finds that, parents indulge in cultist activities equally encourage the children to join while at school, search for social identity, because those previously caught go apprehended and desire to belong to a group so as not to look odd in the mist of other students. This study does not support harsh economic situation and inadequate funding of University as a factor for students to join cultist activities, this, negate Ven (2018) and Paddy (2019) findings which attested that these variables could encourage students joining cultism

The study holds up that, there are some characteristics that are associated with cultism, among which are: having a unique dressing style, pattern or slogan which are not common to other students. They are equally preoccupied with bringing in new members to their camp and as well as having personal mentors appointed to make new members lose confidence in his/her own perception thereby, strictly abide by that of the cultist. These findings is in consonant with Ndu (2018), Otakpo, John and Wike (2020) and as well as Chinnah (2019) who found that cultism among the students are characterized by certain odds that make them different from other 'normal' students. The study equally found that, cultists are characterized by inscriptions of different designs on the members' body and the leaders used to dictate how members should act, think and feel, and, the group displays an excessive zealous and unquestioning commitment to the leaders. This is in line with Abdullaeez (2018), Bady (2018), Ajayi, Haastrup and Osalusi (2017). The study revealed that , decent dressing and orderliness among the members are discouraged or even punished, also, the members are encouraged or required to live or socialize only with the group members., they equally indulged in secret meetings at odd- hour , this in line with ( Yusuf, (2019), Ajoju, (2020), Michael and Edward, (2019).

The study further revealed some negative impacts of cultism on students' academic performance, such as, loss of lives and property, students wasting much of their precious time on unproductive activities and , as well as breaking down of laws and order; increase in the use of drugs and other substance among the students. This is in line with Wole (2019), Yusuf (2019), Ndu (2018) and Aniekpeno (2017), who on their separate findings agreed that cultist activities in the campus negatively impact the students' academic performance. Also, the finding revealed that, cultist activities in the campus lead to oath taking by sucking of members' blood, increase the crime rate, leads to examination malpractices and, increase in other nefarious activities in the campus which all culminate in emotional and anxiety disorder in the campus.

The finding indicated some Counselling strategies that could be undertaking to arrest cultist activities in the campus, among such include, ABC of Albert Ellis, parental Counselling, and increase in budgetary allocations to the institutions, organization of vigilante and anti- cultist groups in the campus. This is in line with Ndu (2020), Danbra (2016), Abdullaeez (2018), Michael and Edward (2019), who all agreed that, through adequate Counselling for the youth, their involvement in cultist activities in the school will be reduced. The study also revealed that trained counsellors, periodical Counselling, anti-cultist campaign, orientation, seminars and workshops, all put in place will reduce cultist activities in the University campuses in Nigeria. This finding collaborate with (Casin(2019), Ven, (2018), Danbra, (2016), Otakpo, John and Wike, 2020)

Findings

The study finds that:

1: Quest for 'protection' intimidation, overwhelming peer group influence, broken homes, lack of parental guide, those who are previously caught are not disciplined nor persecuted are identified as perceived causes of cultism among the undergraduate students were uphold

2: Having unique dressing style or pattern and slogan, preoccupied with bringing in new members, appointment of mentors by the group, inscriptions of different designs on the bodies of the members, indulge in secret meetings at eleventh hours or odd – hours are identified characteristics of cultism among undergraduate students

3: Cultist activities have negative impacts on the Universities academic environments such as; violence, loose of lives and property, members waste much of their precious time on unproductive activities, increase in nefarious activities, increases the rate of drugs addiction and other substance and lead to emotional and anxiety disorders in the campus

4: ABC counselling techniques of Albert Ellis, Anomie theory, employment of qualified counsellors, Periodical counselling of students and parents, introduction of

Counselling units/ clinics to handle various deviant behaviour among the students and

Anti-cultist campaign should be carried out through youth forum are found to be effective strategies to reduce the upsurge of cultist activities in the Universities

### **Conclusion**

It is crystal clear, from the findings that, cultist activities are common phenomenon among undergraduate students in the state. The mode of operando differs from one institution to another. However, there are some peculiarities among them, such as, oath taking, use of drugs and dangerous weapon to intimidate others. Their outbreak in the institutions often result into breaking down of law and others, emotional and anxiety disorder, violence, loss of lives and property which at times result into closure of some institutions for months. Also many factors equally lure some students in to such act. Because, those previously caught are not apprehended and punished, broken homes and lackadaisical commitment of the parents and general degeneration in societal values and orientation. However, through proper Counselling programs, their activities could be controlled in the campuses

### **Recommendations**

#### **The followings ware therefore recommended**

1. University security architecture should be modified to inject the professional counsellors
2. Orientation and periodical reorientation of the students should not be sacrosanct
3. Faculty based Counselling center should be introduced to compliment the University based Counselling unites
4. The institutions Counselling center should be expanded in to Counselling clinic or the benefits of both students, academic and non-academic staff and, as well as the entire University community

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