

UNIVERSITY OF ILORIN



**THE ONE HUNDRED AND SIXTY-SIXTH (166TH)
INAUGURAL LECTURE**

**“SCHOOL COUNSELLING: KEY TO
UNLOCKING GOLDEN
OPPORTUNITIES IN LIFE”**

By

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Great Students of the University of Ilorin,
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Distinguished Ladies and Gentlemen.

Preamble

In the name of Allah, the Most Gracious, the Most Merciful. May the peace and blessing of Allah be on Prophet Muhammad (SAW) and his companions. I give glory to the Almighty Allah for considering me worthy of

this outing. I thank Him for giving me the privilege to present the 166th Inaugural Lecture of the University of Ilorin. The first inaugural lecture from the former Department of Educational Guidance and Counselling, which is the 17th in the University, was presented in 1985 by Late Prof. Tunde Ipaye. It was titled “Socio-cultural Premises, Guidance Systems and Counselling Services”. The second from the Department of Counsellor Education and 99th in the University was delivered in 2012 by Prof. Alfred Akinbo Adegoke titled “Adolescents in Africa: The Role of Context and Process in Developmental Trajectories”. The third from the Department and 131st in the University was presented in 2013 by Prof. S.H. Umoh titled “May Your Rough Road be Smooth”. The fourth from the Department and 141st in the University was delivered in 2014 by Prof. J.A. Omotosho titled “In Choosing Our Careers Hit-or-miss, We Miss More than Hit”. The fifth from the Department and 145th in the University was presented in 2014 by Prof. Adeyemi Ibukunoluwa Idowu titled “Raising the Bar: The Counsellors' Mandate” and the sixth from the Department and 164th in the University was delivered in 2016 by Prof. Irene Abiodun Durosaro titled “Patriarchal Attitudes: Counselling as an Effective Intervention”. This presentation is the 7th inaugural lecture from the Department of Counsellor Education and the first in the domain of School Counselling.

Mr. Vice Chancellor Sir, I feel honoured to be considered worthy of presenting an inaugural lecture to this distinguished audience. I sincerely appreciate you and thank the University for the support given to me to deliver this lecture.

I decided on the title “School Counselling: Key to Unlocking Golden Opportunities in Life” because of three main reasons. First, I am a living beneficiary of the gains of Guidance and Counselling. I am what I am today as a result of proper guidance and counselling. I started from nowhere and now I am here as a result of counselling. Second, school counselling is not well appreciated in Nigeria; and thus, little or no attention is paid to it. Third, I am interested in creating awareness about school counselling and bringing it to the door step of every Nigerian student.

Introduction

Education aims at the total development of human beings. Bloom (1956) identified three main aspects of educational objectives; these are cognitive, affective and psychomotor domains. They are the objectives which learning processes are expected to achieve. An individual is considered useful to the society, when he/she possesses cognitive, affective and psychomotor skills. The three domains are inseparable and a person is not regarded as fully developed if any of the domains is missing. The three domains are like the three legs of a tripod; if any of them is defective, the tripod cannot stand.

Cognitive domain comprises knowledge, comprehension, application, analysis, synthesis and evaluation. Affective domain involves receiving, responding, valuing, organising and characterising, while psychomotor domain is made up of reflex movement, fundamental movements, perceptual movements, perceptual abilities, physical abilities, skilled movements and non-discursive communication (Bloom, 1956). School

counselling largely borders on the affective domain which deals with human behaviours.

Guidance and counselling are two words that are commonly used interchangeably. However, to the professionals, the two terms are related but not the same. Guidance is a generic term used to describe the process of assisting an individual to understand him/herself and his/her environment in order to attain maximum development. Essentially, it is the provision of appropriate information to guide human behaviours. Idowu (2016) defined guidance as the process of helping individuals to achieve self-understanding and self-direction necessary to make maximum adjustment to school, home and the community. Counselling can also be described as a face-to-face interpersonal relationship in which a qualified counsellor assists a client or a group of clients to make appropriate decisions. According to Akinade (2005), counselling is a professional practice which strives to assist individuals (counselees) to resolve their peculiar challenges, concerns, difficulties, worries or doubts in diverse areas of their lives such as academic, careers and socio-personal matters. The Federal Government of Nigeria stated in the National Policy on Education (2004) that:

In view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among school children, career officers and counsellors shall be appointed in post primary institutions and since qualified personnel in this category are scarce, government shall continue to make provisions for the training of interested teachers in guidance and counselling. Guidance and counselling shall also feature in training education programmes. Proprietors of

schools shall provide guidance counsellors in adequate numbers in each primary and post-primary school (pp.1-2).

This policy statement by the Federal government shows that government recognises counselling as a helping relationship that is essential for the growth and development of students. In December, 11 1976, then Federal Commissioner for Education, Col. Ahmadu Ali, in a keynote address to the Counselling Association Conference described guidance and counselling as an important educational innovation. He stressed that “our children need to be helped by personnel in counselling, career education and vocational guidance to discover their talents, aptitudes and to make intelligent life decisions thereby unlocking life’s golden opportunities”.

Also, in recognition of the importance of Guidance and Counselling, the National Universities Commission (NUC) directed that every Nigerian university should have a well-equipped counselling centre to boost its status. According to the Former Executive Secretary of NUC, Prof. Julius Okojie, the directive was to ensure that Nigerian universities provide psychological, behavioural and other learning support services to students (NUC; 2013).

Idogho (2011) noted that student support services such as counselling assist in the production of graduates with the attributes of a complete individual, in the sense of forthrightness, acquisition of useful skills and inculcation of the right values for the survival of individuals in particular and advancement of the society in general. Ibijola (2017) observed that majority of the students who secured admission into Nigerian universities are between the ages of 15 and 19 years; thus most of them have no clear vision of why they are in the university. They therefore need support

services such as school counselling in order to cope with varying challenges that the unfolding life presents.

Nature of School Counselling

School counselling is a specialised service designed to assist pupils/students who have some concerns to make appropriate decisions. It is an enlightened process in which counsellors assist counselees/clients by facilitating growth, development and positive change through an exercise of self-understanding (Makinde, 1983). A school counsellor is therefore a professional educator who works in a primary, secondary or tertiary institution to assist pupils/students in making appropriate decisions regarding academic, vocational/career and personal social pursuits. Thus, school counsellors are expected to serve as catalysts in unlocking the golden opportunities in life for students.

According to Adegoke and Culbreth (2000), counselling is not meant to be a process of advice giving, of telling someone what to do; it is rather, of providing the conditions under which individuals will be able to make up their own minds about what they should do. Guichard (1989) noted that the aim of school counselling is not merely a simple assessment of an individual's aptitudes and interests but it is to investigate and intervene in order to define attitudes, specify means and measure the effects of an educational process, among other things, to enable children and adolescents take an active part in the accomplishment of their academic and professional goals.

Guidance and Counselling provides career information to students and it also promotes sound moral behaviour, while preventing students from engaging in youthful risky-behaviours such as smoking, drug abuse,

prostitution, examination malpractice, inappropriate dressing and defective study habits. Apart from providing opportunities for effective learning and enhancing success among students, Guidance and Counselling equips students with generic life-improving and problem-solving skills such as politeness, good work ethics, good interpersonal relationship, effective decision making, effective communication and team spirit (Okobiah & Okorodudu, 2006).

School counselling is an important part of guidance and counselling and it is required at all levels of education (Idowu, 2014). For instance, provision of career guidance and counselling services is essential to university education, particularly in the production of qualitative and competitive graduates. According to the National Universities Commission (NUC; 2013), in order to validate the acquired knowledge and experiences of graduates, adequate skills and opportunities need to be provided in all universities for students to develop competencies for future careers and gainful employment for global competitiveness. This, in essence, has created the need to establish and develop functional Counselling and Human Development Centres (CHDCs) that would provide quality services and programmes relevant to the world-of-work (NUC, 2013).

Hindrances to Effective Provision of Counselling in Nigerian Schools

Mr. Vice Chancellor Sir, despite the noble objectives of the Federal Government of Nigeria, counselling in Nigeria has not been able to attain the expected standard when compared with professions such as medicine, law, engineering, pharmacy etc. Some of the factors responsible

for the low standard of counselling practice in Nigeria include:

- a. **Inconsistent government policies:** The Federal Government of Nigeria seems to recognise the importance of counselling, however, not much has been done to uplift the standard of the profession. For instance, many schools in Nigeria have no guidance counsellors and where they exist, they are made to teach or combine teaching with counselling. According to Idowu (2001), guidance and counselling only features in six lines subsumed in several paragraphs of an omnibus section termed “Educational Services” in the National Policy on Education rather than having a section of its own. Also, guidance and counselling has no independent unit in the Federal Ministry of Education, just as in most State Ministries of Education in Nigeria. This untoward attitude on the part of government has led to the seeming lack of clarity of role.
- b. **Inadequate funding:** Funding is a major source of challenge. Omoegun (2012) noted that in most Nigerian schools, funds are inadequately provided for guidance and counselling programmes. According to her, the inadequacy can be attributed to lack of provision of funds by government for the running of the programme in schools. Private organisations have also shown little or no interest in terms of financial support for the running of effective guidance and counselling programme. The situation seems to persist despite the dire need for counselling in Nigerian schools.

- c. **Inadequate facilities:** Many schools lack adequate facilities to provide effective counselling services. For example, many schools lack adequate office accommodation, storage facilities (e.g. file cabinets, computer units and shelves), psychological tests and non-test devices, communication gadgets and transport facilities; hence they are unable to make such available to school counsellors.
- d. **Inadequate number of qualified counsellors in schools:** The global standard regarding the number of students per counsellor is two hundred and fifty (American Counselling Association, 2005). However, in most educational institutions in Nigeria, there are no qualified counsellors at all and where they exist, the counsellor-students ratio is abnormally lopsided (see tables 1-3) in the face of the size of students.

Table 1: Students' Population and Number of Counsellors in Selected Federal Government Colleges in the Six Geo-Political Zones of Nigeria

Zone	State	School	Population of Students	Number of Counsellors
North - West	Kaduna	FSTC, Kafanchan	705	4
North-East	Adamawa	FGGC, Yola	1,498	1
North-Central	Nasarawa	FSTC, Doma	1,257	2
South-East	Imo	FGGC, Owerri	2,653	5
South-West	Lagos	Queen's College, Lagos	4,466	5
South-South	Cross River	FGGC, Calabar	1,597	5

Field Survey, 2017

Table 2: Students' Population and Number of Counsellors in Selected State Colleges of Education in the Six Geo-Political Zones of Nigeria

Zone	State	College	Population of Students	Number of Counsellors
North-West	Sokoto	Shehu Shagari College of Education, Sokoto	16, 217	2
North-East	Taraba	College of Education, Zing	4,077	2
North-Central	Kwara	College of Education, Ilorin	5,250	1
South-East	Anambra	College of Education, Nsugbe	6,151	2
South-West	Oyo	Emmanuel Alayande College of Education, Oyo	3,530	1
South-South	Delta	College of Education, Agbor	5,123	1

Field Survey, 2017

Table 3: Students’ Population and Number of Counsellors in selected Federal Universities in the Six Geo-Political Zones of Nigeria

Zone	State	School	Population of Students	Number of Counsellors
North-West	Kaduna	Ahmadu Bello University, Zaria	45, 658	9
North-East	Borno	University of Maiduguri, Maiduguri	33,691	1
North-Central	Kwara	University of Ilorin, Ilorin	45, 579	11
South-East	Enugu	University of Nigeria, Nsukka	36,423	7
South-West	Lagos	University of Lagos	45, 856	4
South-South	Rivers	University of Port-Harcourt	30, 699	13

Field Survey, 2017

Tables 1, 2 and 3 indicate dearth of qualified counsellors in institutions of learning in Nigeria. The situation is more pathetic at elementary school level where little or no attention is given to the provision of formal guidance and counselling services.

- e. **Cultural barriers:** Cultural barriers take the forms of differences in language, belief systems, religion and cultural background. For instance, some students find it difficult to discuss their concerns with school counsellors whom they regard as “strangers” from different religious or cultural background. Also, many secondary school students cannot communicate effectively in English language and thus they find it difficult to discuss their concerns with school counsellors. Ipaye (2003) noted that some Nigerians view counselling as an invasion of an individual’s privacy. Consequently, this group of people always attempts to frustrate rather than support guidance programmes in schools. Similarly, Ipaye (2003) observed that in the African society, authority is patrilineal and thus every member of the family is expected to take directives from, and respect, the authority of the father. As a result of this, many students find it difficult to decide on issues without references to their fathers or parents.
- f. **Ignorance:** Due to inadequate information, many organisations that require the services of counsellors in Nigeria do not appreciate the need for their services and thus failed to employ them in their organisations. Such organisations include hospitals, prisons, police, military, welfare centres, banks, courts of law and marriage registries. Omoegun (2012) noted that the awareness of the usefulness of counselling to human development is still limited in Nigeria and that even in the school setting; effective guidance and counselling programmes have not emerged on a large scale.

- g. **Negative attitude of school administrators and other school personnel:** Many school personnel, especially the administrators, display a negative attitude to counselling practitioners and this may be attributed to conservatism or resistance to change and innovation in education. Consequently, school counsellors are usually denied the financial and moral supports required for efficient job performance. For instance, some school administrators direct school counsellors to teach on a full-time basis rather than encourage them to engage in their professional responsibility, which is counselling. This contravenes the guidelines of the National Council on Education (NCE) Task Force of 1988, which states that school counsellors should be employed on a full-time basis.
- h. **Negative attitude of counselling practitioners:** Some counsellors are sources of concern to the counselling profession. This group of counsellors display a lackadaisical attitude to their jobs and to their profession. Some engage in other businesses such as selling of wares in their places of work. By these acts, they display inadequate job commitment, which negatively influences their productivity and work ethics. Omoegun (2012) noted that one of the major problems in the practice of guidance and counselling in Nigeria is that which is inherent in the counsellors. According to her, counsellors are the source of their problems by not proving their worth to convince the people that they have essential services to offer.

- i. **Lack of a professional board:** According to Rupande and Tapfumanezi (2013), professional counselling in Africa is not being viewed as authentic and systematic. In Nigeria, there is no professional counselling board. As a result, counselling services are being offered without any kind of quality control measure in place. The implication is that the profession is still in its infancy, especially when compared with the standard practice in the Western world. Up till date, professional associations of counsellors are still struggling to professionalise counselling in Nigeria. The consequence is that unqualified individuals claim to have the skills and competence of qualified counsellors.
- j. **Over-generalisation:** Rupande and Tapfumanezi (2013) noted that counsellor education programmes in Africa are at times too generalised and lack focus in terms of specialisation. In spite of the diverse fields of counselling, all aspects are lumped together in the process of training counsellors. In the United States of America, for example, one can earn specialised degrees such as Masters degree in School Counselling, Masters degree in Mental Health Counselling or Masters degree in Rehabilitation Counselling. It is therefore important that the National Universities Commission and other similar bodies encourage universities to narrow their focus to specific counselling fields in order to give counselling the needed specialised appeal and enhance professional practice in Nigeria.

Prospects of Guidance and Counselling in Nigeria

Nigeria is a developing country. It is therefore experiencing some developmental challenges, which require the services of qualified counsellors. Also, many Nigerians have concerns, which they cannot handle alone and thus, they need the services of experts in the field of counselling. Professional services are usually based on human needs; consequently, clients' challenges create a bright future for counselling practice in Nigeria. This assertion can be further justified by the following factors which stress the need for guidance and counselling in Nigerian schools:

1. Value identity is a major problem among Nigerian youths. Many youths and children have lost African values such as honesty, respect for elders, sincerity, dignity of labour and integrity (Durosaro, Yahaya & Oniye, 2009). This challenge is an off-shoot of the wrong perception of modernisation and of parental neglect. The services of qualified counsellors are therefore needed to re-orientate Nigerian youths and children toward imbibing good African values.
2. In the last few decades, Nigeria has witnessed an alarming increase in cases of deviant behaviour, among youths and adults in particular. Some of the acts that have given the nation a negative image include corruption, fraud, arson, cultism, violent reactions, child/women trafficking, kidnapping, examination malpractice, drug abuse, drug trafficking, sexual abuse and armed robbery (Ipaye, 2003). The worrisome rates of drug abuse, substance abuse and other vices among youths led to the establishment of the National Drug Law Enforcement Agency (NDLEA), the Independent Corrupt Practices and

other Related Offences Commission (ICPC) and National Agency for Food and Drug Administration and Control (NAFDAC). For instance, the establishment of NDLEA by the promulgation of Decree No.48 of 1989, now an Act of Parliament, was aimed at exterminating illicit drug trafficking and consumption in the Nigerian society (Federal Ministry of Justice, 2013). Despite these control measures, deviant behaviour has been on the increase. There is therefore the need to employ qualified counsellors who will assist in the prevention or reduction of the myriad of maladaptive behaviours among youths.

3. Information and Communication Technology (ICT): ICT has turned the world into a global village. Nigerians, especially the youths, can access any information through the internet with little or no stress. However, misuse of ICT has become a major source of concern. Despite the numerous benefits of information technology (e.g. easy access to information and effective social interaction) it exposes youths to sensitive and uncensored information that catalyse criminal activities. Therefore there is need to hire the services of qualified counsellors in order to guide the users of the internet, especially the children and the youths, to productive usage of the internet.
4. In the traditional African setting, members of the extended family provide supportive services to people who are in need of moral, psychological and financial assistance (Ipaye, 2003). Nowadays, as a result of modernisation, urbanisation and economic recession, the extended family system is gradually being

replaced by the nuclear family system. Many Nigerians now live independently with little or no contact with members of their extended families. Consequently, the support and assistance that are usually provided by members of the extended family are no longer readily available. Additionally, in modern Nigeria, many parents work from morning till evening in a bid to make ends meet. Children are therefore denied the necessary parental love, care and support for most part of the day (Umoh, 1989). Cases of divorce, single parenting and parental neglect have continued to rise due to economic depression and changes in the value system (Oniye, 2015). The services of qualified counsellors are required to address these issues.

5. Nigeria is a multi-lingual, multi-religious and multi-cultural society. Due to its diverse nature, the country usually witnesses conflicts among the different interest groups. Examples of such are the Niger Delta crises, religious conflicts and extremism in Kaduna, Kano, Yobe and Bauchi states, Boko Haram insurgency in the North-eastern Nigeria as well as rampant cases of kidnapping and political violence in some other states. Various cases of assassination and cold-blooded murders also abound (Omoegun, 2012). These conflicts point to the need for guidance and counselling interventions in all spheres of our national life.
6. The world is paying more attention to preventive rather than curative medicine. Preventive medicine largely involves enlightenment and counselling. With proper counselling, preventable diseases such as

cholera, poliomyelitis, typhoid, Lassa fever, Ebola, HIV/AIDS, sickle cell anaemia and malaria can be prevented and totally eliminated. HIV/AIDS counselling is an emerging area of interest worldwide; therefore, the relevance of counselling to the health sector cannot be over emphasised.

7. The Counselling Association of Nigeria (CASSON) has contributed significantly to the development of counselling in Nigeria. The efforts of the Association has led to the inclusion of guidance and counselling in the National Policy on Education (NPE) and the Approved Minimum Academic Standard (AMAS) for training of guidance counsellors in Nigerian universities. Its other achievements include recognition of guidance and counselling personnel as full-time personnel in schools by the National Council on Education (NCE), sensitisation of private and public organisations on the relevance of guidance and counselling, institution of the Certification and Licensure Board (CALB) and advocating the establishment of Guidance and Counselling Departments and Counselling Centres in many Universities in Nigeria. These and other numerous activities of CASSON prepare the Association for the future challenges and are avenues for job opportunities.
8. Other factors which project a bright future for qualified counsellors in Nigeria include, but are not limited to, constant changes in the world of work, high rate of unemployment, increase in students' enrolment at all levels, involvement of private organisations in the establishment and management of

schools, concerns about retirement and old age and the establishment of private counselling centres.

Golden Opportunities in Life

Mr. Vice Chancellor Sir, there are lots of wonderful opportunities in life but because human activities are mostly based on survival of the fittest, the need for adequate preparation cannot be overstressed. Omoegun (2012) described counselling as a helping profession, a relationship of trust between the counsellor and the clients. It is an applied psychological process of assisting clients to handle various life situations and it involves helping clients to solve their problems or make realistic decisions in terms of their academic, career or personal and social developments. The following constitute some of the golden opportunities in life which require appropriate guidance and counselling intervention to accomplish:

- a. Attainment of quality education:** One of the essential assets that many parents wish to bequeath their children is sound education. Education bridges the gap between the poor and the rich. It opens the door for political, economic, social and career opportunities. With school counselling, students can be assisted to attain the highest degree of education that they are capable of.
- b. Career success:** This means different things to different people. However, it can be described as the attainment of the highest level of one's career. Students therefore, need to be properly guided and counselled on choice of careers, adaptability to work environment, respect for constituted authority; relationship with work colleagues, career progression, job satisfaction and retirements. An individual who is well guided is likely

to benefit more from career opportunities than one that is not.

- c. **Financial success:** Financial success can be described as living a valuable life. It is the ability to save money for the achievement of long term goals and freedom from debt. It also involves the ability to manage financial resources prudently. Students need to acquire skills in this essential sector of human need in order to achieve success in life. An individual's income does not necessarily determine how financially successful he/she is but his/her choice and priorities do.
- d. **Effective interpersonal relationship:** This is a strong, deep or close association between two or more people. Life provides opportunities for human beings to interact with one another and through effective interpersonal relationships a lot can be achieved. For instance, an effective interpersonal relationship promotes harmony, friendliness, security and it provides opportunity for collective decision-making. Human beings are social beings, therefore they need to acquire interpersonal relationship skills in order to live peacefully, attain personal development and contribute meaningfully to the development of the society.
- e. **Marital success:** Marriage is a legal union of a man and a woman as husband and wife. It is a social institution designed for the establishment of a family. According to Oniye (2015), marriage promotes healthy living, quality life, high social status, life-long companionship and religious fulfilment. Marital counselling can be very helpful in building and sustaining a blissful marital life. Youths and adults

therefore, need counselling tips on how to make marriages successful as a recipe for meaningful living.

- f. **Spiritual fulfilment:** This involves satisfaction with one's character, feelings, religious beliefs and practices. It is the realisation of one's true self and ability to employ spiritual power to overcome challenges. Spiritual fulfilment is usually attained through religious beliefs and practices. Since Nigeria is a multi-religious country, the need to give adequate attention to the spiritual development of students through religious practices and counselling cannot be over-emphasised.
- g. **Quality Social Network (QSN):** This involves deep, strong or close association with people that an individual has interacted or shared experiences with. It represents a close caucus within which an individual has close acquaintance. Social network is usually made up of important people in the life of an individual such as school mates, co-workers, members of religious organisations and team/sport mates. The association is often formed in the context of an individual's cultural, religious, social, financial or political affiliations and it is capable of enhancing career mobility, financial emancipation and socio-political status. The network is helpful in terms of role and social class transformation for the benefit of an individual especially with regard to the establishment of useful linkages through which the individual gets to meet people in positions of authority. Membership of the network is usually fluid but anchored on the quality of an individual's past relationship. If properly utilised, QSN can be a golden opportunity to achieve greatness in life.

School Counselling as the Key to Unlocking Golden Opportunities in Life

Several studies (Idowu, 1995; Carrell & Carrell 2006; Yahaya & Mustapha, 2014; Ibijola, 2017) at national and international levels have confirmed the positive impacts of counselling on students and the service has been classified as one of the best practices for promoting quality education. School counselling is a helping relationship which can be explored to assist students to maximally benefit from the golden opportunities in life. In order to equip students with necessary skills and prepare them for life challenges, school counsellors engage in the following:

- a. Educational counselling:** This involves provision of assistance to students in order to reflect on educational issues and experiences and to make appropriate decisions. Issues such as admission, study skills, coping with examination anxiety, choice of subjects or courses, academic success, preparation for graduation and life after school are essential in educational counselling. Osarenren (2011) noted that educational counselling focuses on issues pertaining to academic success and furtherance of education. It aims at helping clients to realise their educational goals.
- b. Personal-social counselling:** This deals with intra and interpersonal concerns. It focuses on personal, social and psychological concerns of students which, if not well managed, can hinder full development. At the school level, counsellors assist students to acquire requisite skills that facilitate interaction with their colleagues, teachers, school administrators and members of different communities. This form of counselling, also involves acquisition of social skills

and adjustment in school. Counsellors therefore assist students to handle problems such as underachievement, stress, bereavement, drug related concerns and social isolation. According to Aluede (2017), school counsellors can assist students on management of emotional abuse by equipping them with skills in self advocacy and assertiveness. He stressed that students who possessed self-advocacy skills are more motivated to attend schools and are capable of making concrete decisions that directly affect their success in life.

- c. **Career/vocational counselling:** This counselling practice involves provision of guidance and direction to students on career related issues. School counsellors assist students to assess and understand their strengths and capabilities, interests and motivation, and encourage clients to formulate appropriate strategies in handling their concerns. They also guide students on choice of career, career prospects and strategies of securing employment. Osarenren (2011) noted that through vocational counselling students are enlightened about job requirements, duration of training, the emoluments, job prospects and hazards.
- d. **Financial counselling:** This is a counselling service through which financial guide is provided to students who want to effectively manage their income and assets. It assists clients to judiciously utilise their income, engage in savings and avoid bankruptcy. Through financial counselling, indigent students are assisted to benefit from loans, scholarships and awards. Financial counselling also offers basic education on financial management and accountability.

- e. **Health counselling:** This involves provision of assistance to clients who have concerns about their health. It focuses on promotion of good physical and mental conditions and freedom from diseases. Counsellors, therefore create awareness on causes, manifestations and prevention of diseases. They also encourage clients to live a healthy life.
- f. **Marriage counselling:** Marriage counselling involves preparation of clients for conjugal relationships and promotion of marital satisfaction. It comprises provision of assistance on mate selection, handling of marital challenges and sustenance of family life values. All these skills are needed by students in order to become successful adults.
- g. **Religious counselling:** Spirituality and religion have therapeutic value in counselling. Through religious counselling, counsellors are able to assist clients to practise their religions peacefully, respect the religious beliefs of others and use religion for the development of the society. With appropriate religious counselling, religious conflicts and extreme religious practices could be adequately controlled.

My Research Contributions to School Counselling

Mr. Vice Chancellor Sir, in the course of my professional career as a Counsellor Educator and a Counsellor, I have carried out several researches relating to school counselling. I have a special interest in assisting students to handle their challenges effectively and moulding them to become responsible members of the society. A few of my research feats are presented as follows:

Due to rampant cases of sexual harassment in tertiary institutions, Idowu and Yahaya (1993) investigated the perception of sexual harassment in universities: a case study of lecturers and students of the University of Ilorin. The study found that lecturers and students perceived sexual harassment differently and male and female students were significantly different in their perception of sexual harassment in the universities. Based on the findings, it was recommended that clear guidelines and policies on sexual harassment be provided by Nigerian universities and that lecturers and students should be enlightened on acts which constitute sexual harassment. The need for policy document on sexual harassment was also recommended to curb the menace (Idowu &Yahaya, 1993).

Despite several complaints and recommendations on ways of handling sexual harassment, the problem persisted. Thus, in a similar study, Aina, Yahaya and Okesina (2011) investigated the patterns and causes of sexual harassment in Nigerian universities as perceived by undergraduates of the University of Ilorin. A total of six hundred undergraduates were selected using stratified random sampling technique. Data were collected from the respondents with the use of an instrument titled Patterns and Causes of Sexual Harassment Questionnaire (PCSHQ). The study identified the act of asking questions about students' sexual lives, telling sexual jokes and requesting for visits as major patterns of sexual harassment. Causes of sexual harassment as identified by the respondents include academic weakness, non-sanctioning of offenders and absence of national legislation on sexual harassment. The study found no significant difference in the perception of patterns and causes of sexual harassment on the basis of respondents' gender. However,

there was a significant difference in the perception of causes of sexual harassment based on respondents' age. The study noted that students need to be educated on the behaviours that predispose them to sexual harassment (e.g. indecent/improper dressing and late submission of assignments). Procedure for reportage of incidence of sexual harassment should also be made known to the students. In 2016, due to the persistent reports on sexual harassment in institutions of learning, the National Assembly initiated a bill on prevention of the menace in institutions of learning. The bill, if promptly passed into law, could assist in reducing cases of sexual harassment in Nigerian schools.

Stress has been a common source of concern among students. Therefore, in order to provide appropriate counselling service to students, I conducted a study on the severity of ten main stress-induced factors among students in tertiary institutions in Ilorin metropolis (Yahaya, 1998). The findings revealed that financial, family, infrastructural, academic and social relationship stress induced factors were ranked as highly experienced while physical and health, personal, psychological, administrative, future concerns and moral and religious stressors were ranked as lowly experienced. It was therefore suggested that counselling centres be established in Nigerian institutions of higher learning to assist students to identify the main sources of their stresses and learn appropriate coping strategies. The call for the establishment of counselling centres was positively considered by the National Universities Commission when it directed that Counselling and Human Development Centre be established in every university in

Nigeria in order to enhance provision of effective supportive services to students (NUC, 2013).

I also provided an insight into students' study habits and attitudes toward examination malpractice (Yahaya, 2003). The study investigated the relationship between secondary school students' study habits and their attitudes toward examination malpractice. It was conducted using a descriptive survey research design. Findings revealed that there was no significant relationship between students' study habits and their attitudes toward examination malpractice. Male and female students were significantly different in their attitudes toward examination while the two groups were not significantly different in their study habits. It was recommended that school counsellors should utilise guidance services and counselling techniques in promoting effective study habits and in reducing cases of examination malpractices in secondary schools.

As a way of addressing the rampant cases of examination malpractice in secondary schools in Kwara state, Yahaya, Oniye and Aminullahi (2010) investigated the types and causes of examination malpractice as viewed by secondary school students in Asa Local Government Area of Kwara State, Nigeria. Participants comprised 500 secondary school students, whose ages range between 14 and 22 years. A self report survey was used to collect data which was analysed using descriptive and inferential statistics. Findings identified the types of examination malpractice as writing examination on parts of the body, and on sheets of paper and going to the examination halls with text materials. The identified causes of the malpractice include poor study habits and lack of self confidence. The study also revealed significant differences in the types of

examination malpractice as viewed by respondents based on gender and school location. However, gender and school location had no significant influence on the respondents' views of the causes of examination malpractice. Based on the findings, it was recommended that secondary school counsellors should enlighten students on the various types of behaviour that constitute examination malpractice and equip students with the skills needed to avoid examination malpractice. Employers of labour should also emphasise both skills and certificate in recruitment.

Newly admitted students usually experience some difficulties at the beginning of their academic programme. In view of this, I carried out a study to identify the adjustment needs of first-year junior secondary school students in Kwara State (Yahaya, 2004a). A total of 1005 secondary school students responded to the Student Adjustment Needs and Coping Strategies Questionnaire (SANCSQ) designed by the researcher. The study revealed that the first-year junior secondary school students in government and community schools, in urban and rural schools were significantly different in their adjustment needs. Also, first year male and female students were significantly different in their adjustment needs but first year Christian and Muslim students were not. There were no significant differences in the coping strategies adopted by the respondents on the basis of school location, types of school and religion but male and female students were significantly different in their coping strategies. The implication of the findings was that school counsellors and counsellor-educators need to provide useful information to new students on ways of meeting their adjustment needs and effective usage of coping strategies. Adequate

orientation and provision of information service in secondary schools were recommended to assist new students to cope with the challenges facing them without employing disruptive means.

The attitude of Nigerian parents toward girl-child education was a major source of concern to counsellors, thus, I investigated the disparity in the enrolment of undergraduates in Science and Technology-based courses at the University of Ilorin (Yahaya, 2004b). The study covered all undergraduates who enrolled at the University of Ilorin between 1991 and 2001. The objective of the study was to generate a rich data base that would be useful to school counsellors and other stakeholders. Results indicated that there were disparities in male and female enrolment in science and technology-based courses at the university in favour of male students. Based on the findings, it was recommended that school counsellors should enlighten female students on the valuable opportunities in science and technology professions and create awareness among parents on the need to allow their female children to study science and technology-based courses.

In one of my researches, poor study habit was identified as one of the reasons for students' involvements in examination malpractice; I therefore examined the relative effectiveness of group counselling; SQ3R (Survey, Question, Read, Recite and Review) and the combination of the two treatment packages in improving the study habits of a group of randomly selected secondary school students in Ilorin, Kwara state (Yahaya, 2005). Study Habits Inventory (SHI) was employed in generating pre- and post-test scores. ANOVA, t-test and Duncan Multiple Range Test statistics were used to analyse the generated data. The results

indicated that the three treatment packages were effective in improving students' study habits but the combination of group counselling and SQ3R was the most effective. It was therefore recommended that school counsellors in educational institutions should use the combination of group counselling and SQ3R in improving students' study habits.

The high prevalence of HIV/AIDS among in-school adolescents motivated a study on the challenges of HIV/AIDS counselling in secondary schools as expressed by school counsellors in Kwara State, Nigeria (Yahaya, 2008). The study examined the influence of geographical location and job status on the views of counsellors as regards the challenges of HIV/AIDS counselling in secondary schools. The respondents comprised 132 purposively selected counsellors in Kwara state public secondary schools. Relevant data were collected with the use of an instrument titled Challenges of HIV/AIDS Counselling Scale (CHACS), developed by the researcher. The collected data were analysed using descriptive and inferential statistics at 0.05 alpha level. The study identified the factors that impede effective implementation of HIV/AIDS counselling in secondary schools as ignorance, poor funding, inadequate personnel and inadequate facilities. Also, significant differences were found in the views of school counsellors in urban and rural areas as well as qualified and para-counsellors as regards the challenges of HIV/AIDS counselling in secondary schools. Qualified counsellors in urban areas had higher means than their counterparts in rural areas and those who are unqualified. Based on the findings of the study, it was recommended that counsellors should create awareness on the usefulness

of HIV/AIDS counselling in schools, and governmental agencies and individuals should give adequate support to HIV/AIDS counselling in secondary schools in order to reduce the high prevalence rate of HIV/AIDS among the youths.

Mr. Vice Chancellor Sir, academic integrity among lecturers and students is essential for the development of any educational institution. In view of this, Olasehinde-Williams, Owolabi and Yahaya (2009) conducted a study on quantitative and qualitative measures of perceived prevalence of academic integrity problems among lecturers of tertiary institutions in Kwara state, Nigeria. Participants comprised 566 students, lecturers and administrative staff selected through the stratified sampling technique from four tertiary institutions. Data were collected using questionnaire, focus group discussion and informal interview. Descriptive and ANOVA statistics were employed for data analysis across the variables of status, gender and type of institution. Findings of the study showed that relationships with female students, handling of textbooks/handouts; project supervision and examinations were perceived by about 10% of the respondents to be the highly prevalent academic integrity problems among lecturers. It was also revealed that only few lecturers were indicted in this regard. Additionally, significant differences were found in the perception of respondents from the university, college of education and polytechnic. Based on the findings, advocacy was made for implementing laws relating to integrity and instituting academic integrity policy in tertiary institutions in Nigeria.

Many stakeholders in educational sector have expressed concerns about inadequate provision of guidance

and counselling in Nigerian schools. In collaboration with colleagues, we investigated the status of guidance and counselling programmes in both public and private secondary schools in Nigeria (Durosaro, Yahaya & Oniye, 2009). The study employed descriptive survey method of research using questionnaire. A total of 500 purposively selected counsellors and para-counsellors participated in the study. The participants responded to an inventory titled “Status of Guidance and Counselling Programmes in Secondary Schools Questionnaire” (SGCPSSQ). The study revealed that guidance and counselling programmes were not effective in Nigerian secondary schools. There was a significant difference in the respondents’ assessment of the status of guidance and counselling programmes in Nigerian schools based on type of school; but no significant difference was found on the basis of geo-political location. It was therefore recommended that in order to achieve educational objectives at the secondary level, guidance and counselling programmes should be given due recognition and attention by stakeholders.

Mathematics is an essential course for scientific and technological development of any country. Literature indicates low enrolment of students in Mathematics Education when compared with other courses in Social Sciences and Arts, especially at the tertiary level of education. The development was viewed with grave concern for teaching and learning of Mathematics in schools. In view of this, Salman, Yahaya and Adewara (2010) examined the spatial and gender dimensions of students’ enrolment for Mathematics Education in Nigerian universities. This was with a view to identifying areas of deficiencies in order to adopt appropriate strategies in

teaching and learning of Mathematics and improve the enrolment in Mathematics Education in Nigerian universities. The study obtained data from six universities randomly selected from each of the six geo-political zones in Nigeria. The data collected were analysed using both the descriptive and inferential statistics. The results showed significant gender and spatial differences in the enrolment in Mathematics Education in Nigerian universities. Based on the findings, it was recommended that strategies should be devised to bridge the gap in students' enrolment in Mathematics Education. These include provision of incentives and counselling services to students at both secondary and tertiary levels of education.

Yahaya and Sidiq (2013) investigated attitude towards schooling and study habits of Senior Secondary students in Kwara state, Nigeria. A descriptive survey was adopted for the study. Thus, a questionnaire developed by the researchers was administered to 625 randomly selected secondary school students in the three senatorial districts of the state. Four research hypotheses were formulated to guide the study. The data collected were subjected to analysis using descriptive and inferential statistics such as mean and t-test statistics. The results indicated that the respondents had positive attitudes to schooling and possessed appropriate study habits. There was no significant difference in the attitude of respondents to schooling based on gender and mode of residence. Also, there was no significant difference in the study habits of the respondents on the basis of gender but significant difference existed on the basis of mode of residence. Based on the findings, it was recommended that school counsellors should pay special attention to students who live outside the schools

and provide proper guidance to them on positive attitudes towards schooling and the need to acquire effective study skills.

Bullying refers to repeated negative behaviour displayed by one or more persons with the intention of hurting the feeling, personality and power of the victim. In an effort to reduce cases of bullying in schools, Idowu and Yahaya (2006) reviewed the relevance of systematic approach as a strategy of handling bullying among secondary school students in Nigeria. The researchers identified the need to acquire useful interpersonal relationship skills by Nigerian students in order to promote peaceful co-existence. The write-up highlighted ways in which school counsellors can reduce cases of bullying in schools using systematic approach.

Yahaya and Mustapha (2014) conducted a follow up study to determine the efficacy of client-centred and rational-emotive behaviour therapies in reducing bullying among in-school adolescents in Ilorin, Nigeria. The study adopted the quasi-experimental research method using a 3×2 factorial design made up of three (3) row groups (two experimental and one control). Stratified random sampling technique was used to select three secondary schools on the basis of location to prevent experimental contamination. Self-report questionnaire was used to purposively select the participants. The primary dependent variable was bullying behaviour and respondents with high scores on bullying items and low scores on victimisation items were selected to participate in the treatment. The findings revealed a significant reduction in the bullying behaviour of the in-school adolescents exposed to experimental treatments. Client-Centred Therapy (CCT) and Rational-Emotive

Behaviour Therapy (REBT) produced significant reduction in the bullying behaviours of the in-school adolescents. It was recommended that CCT and REBT procedures should be employed in modifying bullying behaviours.

Depression is a form of mental disorder that is characterised by moodiness, loss of interest or pleasure, decreased energy, feelings of guilt or low self-worth, disturbed sleep or lack of appetite and poor concentration. Yahaya, Adegboyega, Alwajud-Adewusi and Aminu (2016) investigated manifestations of depression among undergraduates of universities in Kwara State. The study also examined the influence of variables of religious affiliation and level of study on undergraduates' responses. Descriptive survey design was adopted for the study and multi-stage sampling procedure which comprised purposive, proportional, stratified and simple random sampling techniques were adopted to draw a total sample of 600 undergraduates from two universities in Kwara state. Manifestations of Depression Questionnaire (MDQ) was used to collect relevant data. The study identified poor school academic performance, avoidance of responsibility and difficulty in day to day tasks, health problems and loss of self-confidence as major manifestations of depression among undergraduates of universities in Kwara State, Nigeria. The tested hypotheses revealed no significant difference in the manifestations of depression among undergraduates of universities in Kwara state based on religious affiliation and level of study. In line with the findings, effective mentoring of students, positive relationship among peer group members and provision of counselling services were recommended in order to reduce cases of depression among students.

Other Professional Contributions

Mr. Vice Chancellor Sir, my contributions are not limited to publication of research findings, I also participated actively in the following capacities:

(a.) Unilorin Counselling and Human Development Centre (UCHDC)

The University of Ilorin Counselling and Human Development Centre was initiated by the University of Ilorin Alumni Association under the leadership of Prof. A. Y. Abdulkareem, the former National President of Unilorin Alumni Association and the current the Deputy Vice Chancellor, Management Services. The Centre provided guidance and counselling services to only Unilorin students through the support of the lecturers in the former Department of Guidance and Counselling, postgraduate students of the Department and Alumni of the University of Ilorin who specialised in guidance counselling. The efforts of the Alumni Association led to the formal establishment of Unilorin Counselling Centre (UCC) by the Senate of the University of Ilorin in 2010. The centre's name was later changed to Unilorin Counselling and Human Development Centre in line with the directive of the National Universities Commission (NUC). As the National Secretary of the University of Ilorin Alumni Association between 2007 and 2014 and the first Acting Director of Unilorin Counselling and Human Development Centre, I sought the support of the University administration in ensuring that UCHDC became a nationally recognised Centre and one of the best in Nigeria. This objective was achieved in 2012 as shown in the following slide:



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Unilorin's Counselling Centre is the best - NUC

By Olusegun Mokuolu & Abdulghaffar Arikewuyo

Last Tuesday (January 15, 2013) was another day of Laurels for the University of Ilorin as the institution was adjudged the University with the best Counselling Centre in the North Central zone of the country.

The event, which took place at the National Universities Commission (NUC), Abuja, was chaired by the Minister of Education, Prof. Ruqayyatu Ahmed Rufa'i. The event also marked the formal presentation of Benchmark Statements on Student Support Services and *(Contd. on page 4)*

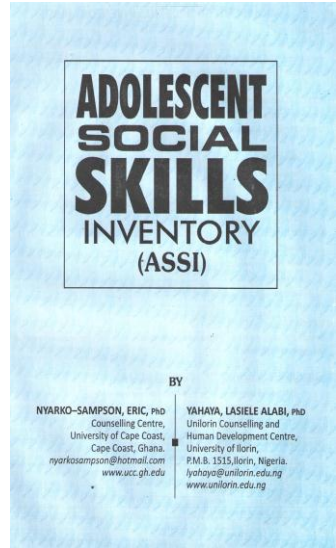
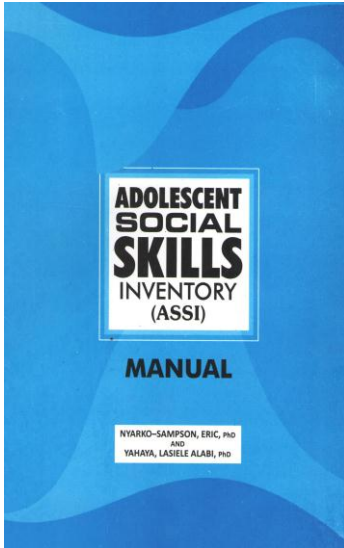


The VC, assisted by the DVCs and Registrar, receiving the award from Dr. Yahaya

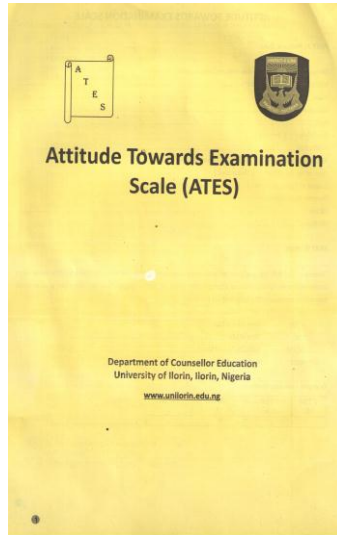
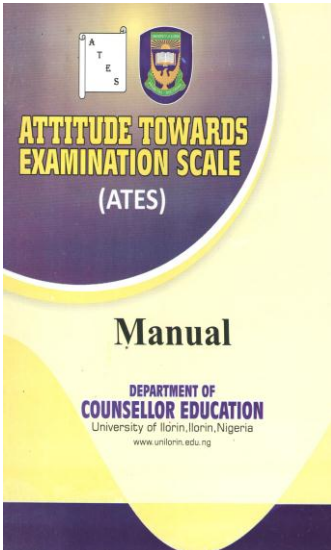
The Centre has facilitated the establishment of two counselling units, one at the Institute of Education, Mini Campus and the other at the School of Preliminary Studies, Fufu.

(b.) Development of Psychological Tests

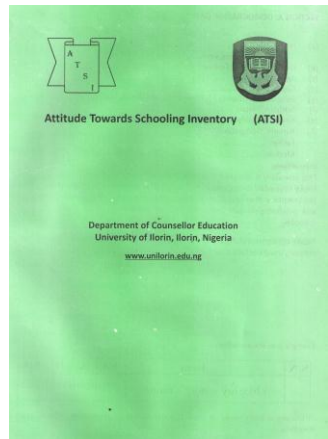
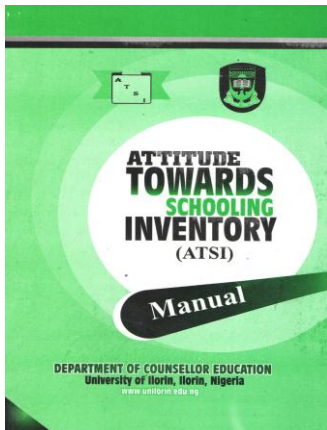
With the cooperation of Dr. Nyarko-Sampson Eric of University of Cape Coast, Ghana and some Ph.D students in the Department of Counsellor Education, four psychological tests have been developed in order to provide quality counselling services at the University of Ilorin in particular and Nigeria and Ghana in general. They are:



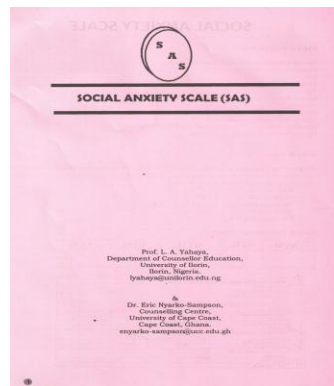
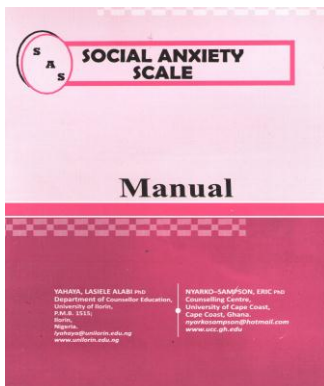
(i) **Adolescent Social Skills Inventory (ASSI)** is designed for adolescents who are in or out of school. The inventory provides information on the level of social skills among adolescents; identifies early deficient social skills among adolescents with a view to referring them to counsellors; assists counsellors to help adolescents with social skill deficiencies to overcome their challenges; and promotes effective interpersonal relationship among the adolescents and between the adolescents and other members of the society.



(ii) **Attitude Towards Examination Scale (ATES)** is designed to appraise students' attitude towards examination. Its main focus is to identify the attitude of students towards examinations, encourage adequate preparation for examinations and promote academic integrity. ATES is expected to provide results which could form the basis on which counsellors and psychologists could assist students to develop positive attitudes toward examinations.



(iii) **Attitude Towards Schooling Inventory (ATSI)** is an instrument designed to assess students' attitude towards schooling. Its main objectives are to identify the attitudes of students toward schooling, promote positive attitudes to schooling among students and encourage regular attendance in schools, among others. ATSI when properly used provides result that could form the basis on which counsellors and psychologists assist students to develop positive attitudes to schooling.



(iv) **Social Anxiety Scale (SAS)** is designed for both in-school and out-of-school adolescents with the purposes of assessing adolescents' level of social anxiety, identifying early signs of social anxiety among adolescents with a view to referring them for appropriate intervention(s); assisting counsellors to help adolescents with social anxiety challenges to overcome them; and promoting effective interpersonal relationship among the adolescents and between the adolescents and other members of the society.

(c.) Aminat Yahaya Foundation (AYF)

AYF is a foundation established in 2013 to provide financial assistance to indigent students of the University of Ilorin. The foundation was established when I was the Acting Director, Unilorin Counselling and Human Development Centre. I discovered that one of the main reasons for students' involvement in deviant behaviours at the University of Ilorin was inadequate financial support. With the assistance of some members of my family, friends and colleagues, I raised a sum of two hundred and fifty thousand naira only (N250,000) which has been a source of interest free loan to indigent students of the University of Ilorin since 2013.

Table 4: Number of Beneficiaries from AYF

S/No.	Academic Session	Number of Beneficiaries
1	2013/14	20
2	2014/15	15
3	2015/16	17
4	2016/17	18
Total		70

UCHDC, 2017

Table 4 shows the number of students who have benefited from loan since 2013. Through the support of the University administration, Unilorin Counselling and Human Development Centre now provides loans without interest to indigent students of the University of Ilorin.

(d) Provision of Guidance Services in Schools

As part of community services, I have provided free guidance and counselling services to several schools to complement the available guidance programmes. Some of the schools that benefited from such services are Flora Secondary School, Ilorin; Iqra College, Ilorin; Federal Government College, Ilorin; Federal Government Girls' College, Omu-Aran; Government Day Secondary School, Fate, Ilorin and Adenike Group of Schools, Adewole, Ilorin, just to mention a few.



Professor Yahaya providing guidance services



Iqra College, Ilorin



Government Day Secondary School, Fate



Federal Government Girls College, Omu-aran

The efforts have led to more awareness of the importance of guidance and counselling and reduction of errors in choice of subjects and careers.

(e.) Collaboration with Private Organisations

I facilitated collaboration between the Department of Counsellor Education, University of Ilorin and Gold Crown Hospital, Tanke, Ilorin in the area of counselling. The effort is expected to provide a medium for the large number of students of the University of Ilorin residing off-campus and the neighbouring community to benefit from free counselling services. The Centre which is located at Tanke, Ilorin will provide career guidance, health counselling, marriage and family life counselling to clients free of charge. If the collaboration between the two organisations is sustained, it will not only reduce cases of

deviant behaviour among students, it will be the first of its kind in Kwara state.



Conclusion

This lecture has highlighted ways by which provision of counselling in schools can be the key to unlocking various golden life opportunities for students. Counselling which is a helping relationship deserves more attention from government than it presently has in order to make the positive impact. All educational stakeholders should therefore join hands in placing counselling in its rightful position. I strongly believe that if counselling is given the deserved attention, most of the cases of deviant behaviour which are rampant in Nigerian institutions of learning would be brought under control and students would focus more on their studies such that, ultimately, they would benefit maximally from numerous opportunities that life presents.

Recommendations

Mr. Vice Chancellor Sir, distinguished invited guests, ladies and gentlemen, an inaugural lecture like this offers one the opportunity to sensitise the society on national challenges and ways of overcoming them. The development of any nation depends on the young ones. Children and youths are the greatest assets of any nation and the future hope; hence, the need to prepare and fortify them with the requisite skills to harness the golden opportunities abundant in life through counselling. In view of this, the following recommendations are considered relevant to the development of Nigerian students in particular and the nation at large:

A. *The Government*

- i. Provision of guidance and counselling services should be mandatory in all institutions of learning. In order to achieve this, I advocate an educational act of parliament in order to ensure compliance. Counselling should also be given adequate consideration in the National Policy on Education. For instance, instead of a few paragraphs, a chapter should be devoted to school counselling.
- ii. Government should ensure that school counsellors practise on a full-time basis. Counselling is a job that demands total commitment and dedication; it cannot be done as a part-time venture. It requires full-time and all day attention. Ideally, a counsellor is required to handle not more than 250 students in order to be effective and efficient.
- iii. The Federal and State Ministries of Education, the National Universities Commission (NUC), National

Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE) should integrate provision of guidance and counselling services as part of the requirements for accreditation in order to promote quality assurance.

B. Institutions of Learning

- i. Mr. Vice Chancellor Sir, I humbly recommend the upgrading of the University of Ilorin Counselling and Human Development Centre to world class standard through provision of spacious and well-equipped counselling centre. If this is done, it will enhance the quality of Unilorin graduates. I wish to put it on record that most of the institutions that came to study Unilorin Counselling and Human Development Centre have put in place standard counselling centres in order to outshine our University. It is therefore, important that the University administration acts promptly so as not to concede its leading position. I commend the former Vice Chancellor, Prof. Ishaq O. Oloyede, OFR and the current Vice Chancellor, Prof. AbdulGaniyu Ambali, OON for taking UCHDC to the level of national recognition.
- ii. Well equipped counselling laboratories should be provided to the departments offering counselling in Nigerian universities in order to facilitate researches in areas of education, socio-personal rehabilitation and vocational counselling.
- iii. School administrators and proprietors should give adequate attention to the provision of guidance and counselling services. Counsellors should be provided with the needed facilities and support in order for them

to assist students to adjust effectively. Other school personnel should also cooperate with school counsellors and be involved in counselling programmes.

C. *Qualified Counsellors*

- i. Counsellors should create awareness on the importance and relevance of counselling in overcoming life challenges. They should blow their trumpet and enlighten members of the society about counselling through media discussions, seminars, workshops and conferences. For now, only few Nigerians appreciate the importance of counselling and thus, a lot still needs to be done to promote counselling in Nigeria.
- ii. International conferences and workshops should be organised by qualified counsellors in order to keep abreast of new trends in the world since counselling is a highly dynamic discipline. Such programmes also provide opportunities to members to share experiences and adopt best practices thereby enriching professional counselling in Nigeria.
- iii. Trained counsellors should work together and ensure that counselling is professionalised in Nigeria. It is only when this is done that counselling practices can be insulated from quacks.
- iv. Counsellors should focus on an integrated and all encompassing intervention skills comprising vocational and career counselling, pre-marital counselling, religious counselling, health counselling, rehabilitation counselling, personal-social counselling and financial counselling. These services should be made available to all students in order to promote total development.

D. Parents and Guardian

- i. Money is important but it cannot perform the roles of the parents; therefore parents and guardians should give more time for the nurturing of their children. They should de-emphasise excessive pursuit of material wealth and be good models to their children.
- ii. Parents should also seek assistance of qualified counsellors in ensuring that their children make appropriate decisions and become responsible members of the society.

E. Nigerian Students

Through coordinated counselling programmes, students should:

- i. seek assistance from counsellors and ensure that they participate actively in guidance and counselling programmes;
- ii. be guided to set achievable life goals and work hard to achieve the goals;
- iii. acquire effective study and survival skills;
- iv. develop good interpersonal relationship skills;
- v. be guided as to how to make positive and productive use of social media and avoid distractions; and
- vi. learn to behave responsibly, be mindful of God and put Him first in whatever they do.

Acknowledgements

- ❖ Mr. Vice Chancellor Sir, I sincerely thank the Almighty Allah for His guidance and support. With His assistance, my name “Lasiele” a short form of “Oluwalasiyele” meaning “In God we trust” has now become a source of inspiration. My parents put their trust in God over my affairs and God has never disappointed them. The Almighty Allah deserves

to be praised for making me a Professor of Guidance and Counselling. Glory be to Him.

- ❖ My special appreciation goes to my father, late Alhaji Yahaya Zubair who died on 25th December, 1991 and my mother, Alhaja Aminat Yahaya who is here with us. They gave me the needed support and directed me to the right path. My aged mother deserves all accolades that her only surviving child is entitled. Without her, I would not be here today. May the Almighty Allah bless my mum and grant my father *Alijanatul Firdaws*. Amen.
- ❖ I recognise the support of the immediate past and present administrative teams of the University of Ilorin under the leadership of Professors I. O. Oloyede, OFR and AbdulGaniyu Ambali, OON for appointing me as the pioneer Acting Director of Unilorin Counselling and Human Development Centre and a Professor of Guidance and Counselling respectively. I also thank Prof. A. Y. Abdulkareem, the Deputy Vice Chancellor (Management Services) for his guidance and support. May Allah reward them. Amen.
- ❖ I acknowledge the late Chief Anthony Iyalafe Alao, the former Obin of Magongo and his wife, Olori Chief (Mrs.) Victoria Alao for discovering me and for encouraging me to acquire western education. Were it not for their counsel, I would not have been what I am today. I sincerely appreciate them and their children (Sister Kemi Alao, Mr. Victor Alao, Mr. Kehinde Alao, Mr. Idowu Alao, Reverend Father Francis Mario Alao and the late Sister Dupe Alao). They have always been pillars of support.
- ❖ My sincere gratitude goes to Professor Adeyemi Ibikunoluwa Idowu, his wife Associate Professor (Mrs.) Adetoun Idowu and their children. Professor Idowu supervised my M.Ed. project and Ph.D thesis in Educational Guidance and Counselling which led to the award of my M.Ed. and PhD degrees in 1991 and 1998 respectively. He

equally employed me as his Research Assistant and later got me a job in the University of Ilorin. Despite his tight schedule, he took time to edit this lecture. Prof. Idowu is my Mentor and my Counsellor. May God reward him and his family for accepting me as their child. Amen.

- ❖ My thanks go to Prof. Shuaib Oba Abdurraheem, the former Vice Chancellor of the University of Ilorin for considering me worthy of being appointed as Lecturer II in 1998. I appreciate Prof. Oba and his family for their support and I am happy to inform them that one of the so called “Almajiris” has now become a Professor. Glory be to Allah!
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