

UNIVERSITY OF ILORIN



THE TWO HUNDRED AND FIFTY-FIFTH (255TH) INAUGURAL LECTURE

**“PEOPLE WITH DISABILITIES AND THE
CELEBRATION OF LIFE BEYOND LIMITS”**

By

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Preamble

Adoration, glory, honour and majesty be to Him who sits on the throne and unto the Lamb. God the Father, God the Son, God the Holy Spirit deserve all my honour and praise in no small measure. If I have a thousand tongues, they are not enough to give thanks to The ONE in Whom I live and move and have my being, The Almighty. I stand before you all today only because of His grace. I am grace personified. Please permit me to summarise my testimony with this song:

“When I am down and, oh my soul, so weary,
When troubles come and my heart burdened be
Then, I am still and wait here in the silence,
Until You come and sit awhile with me.
You raised me up, so I can stand on mountains.
You raised me up, to walk on stormy seas,

I am strong, when I am on your shoulders,
You raised me up, to more than I can be.”(Groban, 2023, Track 14)

The Vice-Chancellor, sir, I thank you for the opportunity granted me to deliver this inaugural lecture today before this highly distinguished audience. This is the 4th inaugural lecture to be delivered in the field of Educational Psychology in the University of Ilorin. The first was delivered by a great father of Educational Psychology, Emeritus Professor J. O.O Abiri who is currently the King of Abiri, Ile-Ife. The second was delivered by another great educational psychologist of blessed memory, Professor Shehu Jimoh who by providence became my supervisor and guided me through my Ph.D. thesis. I pray the good Lord will continue to uphold his wife and the entire family he left behind. The third one in this field delivered by another erudite scholar, Professor Felicia A. O. Olasehinde-Williams. The inaugural lecture of today is the fourth to be delivered in that discipline. It is, however, the second to be delivered in connection to people with disabilities. The first one ever in the university was delivered by a Professor of Otorhinolaryngology, Professor Foluwasayo Ologe in 2014, and the title was “Hearing Loss: The Hidden handicap”. I give glory to God for making this a reality today.

My Journey to Special Education and Educational Psychology

My dad, Deacon Elijah Olatidoye Adewusi, (a nonagenarian who I am privileged to have sitting here along with my octogenarian mum, Mrs. Abigail Alake Adewusi) though a trained and highly dedicated nurse had always wanted my sister and I to study Education just like our mum. His reason being that it would afford us the opportunity to have enough time with our families. I initially wanted to study Agricultural science and I put my whole life into it when I was in Federal Government College, Odogbolu, where we were exposed to very exciting practical agriculture early in life. When I was getting into the A ‘Level class in the same institution, I changed my mind and decided to go for another subject combination. As providence would have it, I fell in love with not just the teaching profession but the special aspect.

My first close encounter with disability was with my elder brother of blessed memory who had a speech disorder called stammering by the British and Stuttering by the Americans. Stammering is a speech disorder that involves repetition of sounds, syllables or words, or prolongation of sounds. A person who stammers ordinarily knows what he or she wants to say but has trouble producing a normal flow of speech. My parents told me the story of how much I fought to defend him whenever he was about to be cheated, because of his inability to speak fluently most of the time. I also grew up knowing myself to be his mouthpiece until he left for the United States after his secondary education. When I visited him in the United States a few years later, I discovered to my surprise that he had majorly overcome the speech disorder and I got curious. He had learnt to speak slowly and pick his words, so that he would not stammer.

I decided to study Special Education in the University of Ibadan, and I chose the option of Hearing-Impairment, firstly because of my fascination for sign language. I made up my mind and informed my new found friends turned sisters (Mrs. Foluso Olufadeji & Dr. Funmilola Akinpelu) that I was not going to leave the university until I got a Ph.D. since I wanted to teach at a higher institution. Though I was a teenager at that time, but I knew what I wanted in life and again grateful to God for the mercy He bestowed on me to realise my dream.

After the master's programme, I immediately started my Ph.D. programme at the University of Ibadan, along with my friend, Funmilola and we both picked up teaching employment with the Oyo State Teaching Service Commission. I taught deaf students for about 2 years at the Special unit of Methodist Grammar School, Bodija, Ibadan while Funmilola worked at Ijokodo High School, Ibadan. As the hand of God was charting our path, we were both nominated by our different school authorities to represent our schools at the Lagos University Teaching Hospital to be trained on some equipment for the deaf. It was at this workshop that we were informed that the Federal Government was starting a Centre for Supportive Services for

the Deaf at the University of Ilorin. Interested applicants were asked to write down their names. Funmilola wrote her name and my name as prospective applicants. We later got to know about a year later that out of about 100 people that wrote down their names, only the two of us were selected and invited for interaction at the University. Grace again was at work for us, to God be all the glory.

In January, 1991 we were both employed in the University of Ilorin as Assistant Lecturers to pioneer the interpreters' work at the Centre for Supportive Services for the deaf. In 1992, while I was away as a visiting scholar at the International Centre for Studies in Creativity, Buffalo State University, USA some events happened back in the University which was to later redefine our destinations. The need to redeploy both of us to related departments that had vacancies arose and so we were asked to write applications for Educational Guidance and Counselling and Educational Psychology which was then housed in the Department of Educational Foundations. I was not around and there was no luxury of time to contact me at that time. My friend, Funmilola used her discretion to apply on my behalf to Educational Psychology and hers to Educational Guidance and Counselling.

We were interviewed for positions in the different departments and both of us were found appointable. Hence, we were redeployed to the departments. We discontinued the programme we were running at the University of Ibadan and started afresh in our new Departments, in the University of Ilorin. I, however, did not leave my special educational root. I continued my research on people with disabilities hence the bulk of my studies are on people with disabilities, creativity, and critical thinking. I went through the ranks at a period when the 'limiting Pyramidal Structure' was in use and was stagnated for 14 years as a Senior Lecturer because there was no vacancy in my Department. The God who makes all things beautiful in His own time allowed me to go through the wilderness experience with joy and taught me so much perseverance. By His special grace in 2014, the siege was broken, and I became a Reader and

exactly 3 years after in 2017 in God's own time, I became a Full Professor in Educational Psychology. I am happy today because the structure was abolished, and our upcoming colleagues can now move whenever they are due for promotion.

Introduction

Disability generally has to do with a physical or mental condition that limits a person's movements, senses, or activities. Disabilities can be cognitive, sensory, physical, intellectual, developmental or a combination of multiple factors. WHO (1980) defined impairment as any loss or abnormality of psychological, physiological, or anatomical structure or function while Adesina (2001) defined it as a medical term for anatomical loss of bodily function. According to Ajobiewe (2000) impairment involves having problems with a part of the body due to an injury, disease, environmental hazard, or genetic factor. Disability according to Ajobiewe (2000) is defined as any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being.

According to Proffitt (2024), disability is a physical or mental condition that limits a person's movements, senses, or activities. Goodrich (2024) also defined disability as a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or participate in typical daily activities and interactions.

Disability is any condition that makes it more difficult for a person to do certain activities or have equitable access within a given society. According to Adiela, (2023), disabilities can be present from birth or can be acquired during a person's lifetime. It is a restriction or lack of ability to accomplish an activity in the normal way of performing such an action (Ajobiewe, Adeleye & Shaibu 2020). The United Nations Convention on the Rights of Persons with Disabilities (2018) defined disability as long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder the individual's full and effective participation in the society. When Exceptional or Special Needs are used, then it

encompasses persons with disabilities and the gifted. Those who require special educational considerations because of their exceptional precocious ability are referred to as the gifted.

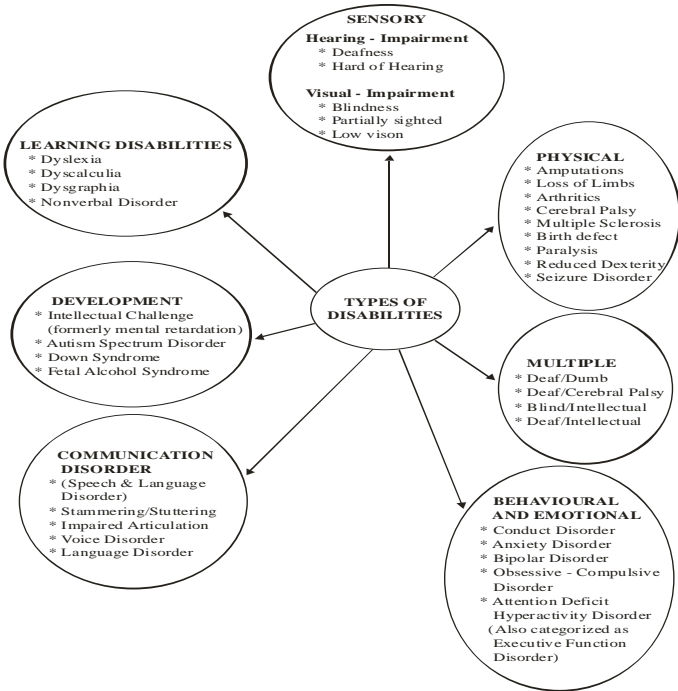
The Vice-Chancellor, sir, an estimated 1.3 billion people or 1 in 6 people world over experience significant disability (World Health Organization, 2023). Disability is generally broken into two categories depending on the onset of the disability. Congenital (disability is present at birth) and Adventitious/Acquired (disability came up after birth). This implies that anybody can become disabled at any point in life. My first knowledge of adventitious disability which was deafness was gotten from the experience of my lecturer of blessed memory, Dr. Peter Mba who became deaf at the age of 25years, after taking an antibiotic that reacted with alcohol and left him deaf. I was also opportune to supervise a post graduate student who also became blind as an adult because of glaucoma. One of our female students who studied Sociology acquired deafness post lingually, at the age of two. She was reported to have developed high fever and the doctor prescribed an injection for her. Her mum who incidentally is medical personnel said she only discovered that her daughter became deaf after taking the injection.

Types of Disabilities

There are different categorisations of disabilities across countries. However, the predominant ones are going to be discussed in this lecture. The different types of disabilities are discussed under the following categories:

1. Sensory
2. Physical
3. Developmental
4. Behavioural and Emotional
5. Communication Disorder
6. Learning Disabilities
7. Multiple Disabilities

Figure 1: Types of Disabilities



Olawuyi (2024)

Causes of Disabilities

There are several causes of disabilities generally. The causes are either genetic or environmental. Most times the specific causes are not clear but could be described based on the onset of the disability. The causes are usually categorised into 3 stages; prenatal, perinatal and postnatal.

Prenatal stage: This is the stage that begins immediately after conception up till the onset of labour. Some of the causes of disability at this stage include:

- i. Genetic deformity
- ii. Developmental disorders
- iii. Maternal diseases (like Rubella)

- iv. Maternal drug abuse
- v. Unsafe medications (especially during the 1st trimester)
- vi. Infections during pregnancy
- vii. Maternal nutritional deficiencies
- viii. Severe trauma
- ix. Maternal exposure to toxins

Perinatal stage:

- (a) Pregnancy related complications
- (b) Anoxia
- (c) Dry Birth
- (d) Damage from forceps during delivery
- (e) Infections
- (f) Low birth weight

Postnatal stage

- i. Malnutrition
- ii. Diseases like German measles or rubella, seizures, meningitis
- iii. Tumours
- iv. Brain injury
- v. Exposure to toxins
- vi. Some medications
- vii. Physical trauma
- viii. Harmful drugs

Life Beyond Limits

Over the years, disability has been seen through the lens of limitation. Most of the time, the society often focuses on what people with disabilities cannot do, thus creating barriers and underestimation of their potentials. Happenings in the society, however, show the amazing hardiness that persons with disabilities use to become highly relevant in the society. Despite the challenging situations around persons with disabilities, several of them have roughened the harsh weather, broken through walls, and have become great inspirations to people without disabilities.

For the greater part of history, disability had been dominated by the medical model that perceived disability as

limitations. The model sees disability as a medical problem residing within the individual and which needs to be fixed. The social model on the other hand is championed by disability right activists that argue that disability is not majorly a physical or mental limitation, but the way the society is structured. Barriers in the physical environment, discriminatory attitudes, and lack of access to opportunities can all bring about disabling experiences. When referring to people with disabilities, the society often do not consider how our language shapes perceptions and fosters inclusion. 'Person-first language' (that is a person should be recognized before the disability) should be employed in referring to persons with disabilities because if not considered, it is limiting on its own. There should be dignity and respect in the language used for persons with disabilities. For instance, traditionally used terms like "the handicapped", 'the disabled', or 'a Down syndrome sufferer' define individuals by their disability. The proper language to use is 'a person with disability' 'or 'someone who has Down syndrome'. They are first human beings before the disability. The disability is just one aspect of a person's life, and it does not necessarily define them. 'Person-first language' would allow us to recognise the depth of their experiences, skills, and talents. It will also help to recognise and focus on their strengths.

People with disabilities often possess a wealth of abilities that are often overshadowed by limitations. Their ability to forge through life is a testimony towards their living life beyond limits. The visually impaired for instance struggle to navigate through life and end up becoming relevant in the society. Several of them develop their self-help skills and navigate through obstacles daily. In developing nations for instance where physical adaptations are not put in place for people with disabilities, several of them fend for themselves and only ask for guidance when necessary. The hearing impaired on the other hand develop local signs that they use to communicate in their environment, where they do not have persons who are skilled in the regular sign language.

When the person-first language is used and we focus more on the strength, we can create a more respectful and

inclusive environment that would yield greater rewards. This would allow the people with disabilities to be seen for who they truly are. Their capability, talents and skilfulness would be seen, and they will be able to reach their full potential and contribute meaningfully to the society.

The Vice-Chancellor, sir, this played out in the year 2000, when I was the coordinator for the Centre for Supportive Services for the Deaf in the University. The University was able to produce the first medical doctor who is deaf. Despite all the limitations that were put on the way of the student. Dr. Abdulkadir Mohammed was able to break through all barriers to become a medical doctor of great repute. A particular professor refused to examine him because he didn't believe that a person with hearing -impairment could become a medical doctor and secondly, he said he was not informed that a person who is deaf was in the medical school. Other lecturers testified of the intelligence and dedication of the candidate and were willing to examine him. Coincidentally that particular year, he was among the first set of students that passed their exams at the first attempt and had no resit.

Another student who is also deaf had his first and second degrees in Engineering in this university. Engineer Timothy Adejumo was the best student in his class when he graduated from the master's programme. He was, however, denied the lecturing position because of his disability. The fear and concern of the stakeholders was his communication challenge. This again is a human limitation which could have been surmounted. He is currently a Principal Engineer at the Works' Department of the Federal College of Education (Special) Oyo. His life ambition to be a lecturer was thwarted because of the societal limitation placed on him because of his auditory challenge.

My Contributions to Knowledge

Mr. Vice-Chancellor, for the purpose of this lecture, I will concentrate on contributions that are related to "Life Beyond Limits" as related to people with disabilities. We will delve into researches that show the barriers and limitations that are placed on the path of people with disabilities. We will also see the

incredible strengths, resilience, and the ingenuity of people with disabilities. The strategies that people with disabilities use to break barriers, push boundaries, achieve remarkable feats, and remain highly relevant in the society will also be highlighted. Some of the people who are living life beyond limits including our former students will also be profiled.

Hearing- Impairment

Hearing-Impairment connotes loss in the organ of hearing. Abang (1992) described hearing-impairment as a disability ranging from mild to profound condition and classified into 5 groups. Those with Slight hearing loss, Mild hearing loss, Moderate hearing loss, Severe hearing loss and Profound hearing loss.

In a similar way, the World Health Organisation (WHO) defined hearing-impairment as complete or partial loss of ability to hear from one or both ears. The term hearing-impairment is a generic term that is made up of two distinct classes or groups, which are the hard of hearing and deafness. Therefore, hearing-impairment is a hearing loss, whether permanent or fluctuating, that adversely affects a child's performance. Hard of hearing are individuals in whom the sense of hearing though defective is functional with or without a hearing aid. They are referred to as individuals with partial hearing loss.

Vice-Chancellor, sir, I need to state here that those who are auditorily challenged prefer to be referred to as the deaf or hard of hearing and not Hearing- Impaired. The deaf community strongly believe that nothing is wrong with their hearing, hence, they are not Hearing -Impaired. They prefer to be called the Deaf or Hard of hearing and not the Hearing -Impaired. They believe that hearing -impairment connotes negativity that is a deficit, or something is wrong which makes the person less than whole. For this lecture, both will be used interchangeably because several of the studies were carried out with Hearing- Impairment.

Deafness describes those individuals who cannot hear sounds at all or above certain intensity. Hearing- impairment can make learning very difficult for children. Children who are born deaf or experience a significant hearing loss in the first few years of life usually do not develop normal speech and language.

Hearing- impairment may be because of hereditary or environmental factors. Traits of hearing- impairments or deafness can be transmitted from parents or grandparents to the children and Hearing- impairment can be congenital or adventitious / acquired. It can also be prelingual or post lingual. In this case, if the hearing -impairment occurs before the child develops language it is called prelingual but after the development of language it is called post lingual hearing-impairment.

Self-concept and Academic Performance

Several factors that can influence the academic performance of students with disabilities had been of interest to the researcher over the years. In pursuit of this, Owoade and **Olawuyi** (2009) carried out a study to investigate the relationship between self-concept and Academic Performance of Auditorily Challenged Secondary School students in Oredo Local Government of Edo State, Nigeria. The design was descriptive survey of the correlational type and simple random sampling technique was used to select 150 auditorily challenged students in Oredo. Relevant data were collected using the Adolescent Personal Data Inventory (ADPI) which is a nonverbal inventory. A proforma was used to collect students' results in English Language and Integrated Science in the JSS III examination. The Pearson product moment correlation coefficient statistics was used to test the two generated hypotheses. The findings showed that there was a significant relationship between the self-concept of the auditorily challenged students and their academic performance in Integrated Science. However, there was no significant relationship between the self-concept of the respondents and their academic performance in English Language. Based on the findings, it was recommended that educational psychologists and counselors should educate the teachers and school administrators on the need to encourage auditorily challenged students to develop high self-concept. Earlier research had indicated low self-concept among students with disabilities. This could be a factor in the attitude of the

society towards the special populace and the various barriers that accompany their daily tasks.

Staff Attitudes towards the Hearing-Impaired Students

When the Centre for Supportive Services for the Deaf in the University of Ilorin was at its prime, a research was carried out by **Olawuyi** (1998) to know the attitudes of academic and non-academic staff towards the hearing-impaired undergraduates who were newly admitted to the University of Ilorin. A twenty-item researcher developed attitudinal questionnaire containing various descriptions of attitudes towards the hearing-impaired was administered on 200 randomly selected members of the Academic and Non-academic staff of the University. The data were analysed using the t-test and mean ratings. Findings showed that the members of staff generally had favourable attitude towards the hearing-impaired. It was generally discovered that members of staff interacted with the hearing-impaired students and offered helping hands to them when the need arose. Some of the members of staff, both teaching and non-teaching, also enrolled for sign language classes to be able to communicate with them minimally. It was discovered that the respondents were favourably disposed towards the students. This was actually heartwarming, and this could be one of the factors that contributed immensely to the success of the Centre.

Reasoning Skills of Students with Hearing-Impairment

Meadow (1980) had observed that apart from language deprivation, the next devastating effect of hearing disability on an individual is the impaired reasoning ability. Previously, Ascher and Bish (1965) had reported that persons with hearing-impairment were slow in seeing what may be readily obvious to the hearing person. Similarly, Ademokoya (1995) stated that the widespread poor reasoning among students who were hearing - impaired could be attributed to their hearing loss and the deprived environment they mostly grew up. Studies like those of Onwuchekwa (1985), Oyebola (1985), and Babatola (1987) had established the unimpressive academic performance of students with hearing- impairment. According to Sokan (1986) one of the causes of poor academic performance is poor reasoning. Against

this background, **Olawuyi** (1996) investigated the relative effectiveness of the concept formation training on the reasoning skills of students with hearing-impairment. Forty JSS I students with hearing-impairment were tested with the Standard Progressive Matrices and were later assigned to two groups using the simple random sampling technique. The first group was a treatment group which was exposed to concept formation training while the second group was a control group which was not exposed to any treatment but a placebo. Results showed that there was a significant improvement between the pre-test and post-test of the experimental group while there was no significant improvement between the pre-and post-tests of the control group. Concept formation training was recommended for pupils and students with hearing-impairment since it was found to significantly improve the reasoning skills of the treatment group.

Learning Styles of Students with Hearing- Impairment

Students are different and unique in their methods and approach to learning. These methods and approaches to learning are known as Learning Styles. They are the various preferred ways that the learner chooses to learn and process information. Hearing-impaired undergraduates are not left out of this. The choice of a learning style is one of the major factors that determine whether an individual will perform well or not. In a study carried out by **Olawuyi, Ajagbe, Bolu-Steve & Uyanne** (2014), an analysis of the learning styles of undergraduates with hearing-impairment in Kwara and Oyo States in Nigeria was done. The descriptive research of the survey type was adopted for the study. Purposive sampling technique was used to select three higher institutions and the respondents, because of their relevance to the study. The selected institutions have students with hearing-impairment in their various programmes. 162 undergraduates with hearing-impairment were purposively selected from University of Ilorin, University Ibadan and Federal College of Education (Special) Oyo. The instrument used for the study was a questionnaire adopted from Fleming (1987) which was tailored to follow the visual, auditory, and kinesthetic

learning styles. Frequency count and the percentage were used for the analysis. Results showed that most of the respondents were visual learners, followed by kinesthetic learners and the least preferred learning style was the auditory style. It was, therefore, recommended that lecturers should use instructional methods and materials that would strengthen both the visual and kinesthetic learning of their students so that the students with hearing-impairment can maximize their learning opportunity.

Table 1: Distribution of the respondents by Onset of Hearing-Impairment (Congenital or Acquired)

Onset of Hearing-Impairment	Frequency	Percentage (%)
Congenital	77	47.5
Acquired	85	52.5
Total	162	100

Table 1: presents the onset of hearing -impairment of the respondents which can have implications for the findings. A higher percentage of respondents acquired deafness after birth, while the others had the impairment congenitally i.e. before birth. It is possible that some of the respondents who acquired hearing- impairment might have done so post lingually and this could influence their learning style. Depending on the stage of acquisition, some might have adopted a particular learning style but were forced to change it after they acquired hearing-impairment. For the respondents with congenital onset, because they had never developed language, they might have adapted to a suitable learning style while growing up or depending on their environment. Nature/Nurture is an important aspect of development that also has the tendency to influence an individual's choice of learning style.

Table 2: Dimensions of Learning Styles Prevalent Among undergraduates with Hearing -impairment in Kwara and Oyo States of Nigeria.

Learning styles	Frequency	Percentage (%)
Visual	102	63.0
Auditory	22	13.5
Kinesthetic	38	23.5
Total	162	100

Table 2: shows that out of the 162 respondents, 102 (63%) had visual learning styles; 38(23.5%) had kinesthetic learning styles while the remaining 22(13.5%) tilted to the auditory learning styles. It was well understood that most of the respondents were visual learners. However, the auditory learners preferred the auditory learning styles which implied that they were more comfortable with total communication.

Creative Thinking Ability of Pupils with Hearing-Impairment and Pupils with Normal Hearing

The deficiency as noted in the auditory sense of pupils with hearing-impairment has raised the curiosity of the researchers to beam their searchlights on the extent to which this deficiency affects their cognitive development and intellectual abilities. Consequently, attempts were made to compare the outcomes of individuals with hearing- impairment and their counterparts with normal hearing on several tasks and abilities including creativity. The study carried out by **Olawuyi, Ajayi, and Bamidele (2018)** compared the creative thinking ability of pupils with hearing- impairment and pupils with normal hearing in Ilorin metropolis of Kwara State, Nigeria. It also investigated the influence of gender on creative thinking of both pupils with hearing- impairment and pupils with normal hearing. The sample size for this study was 100 pupils comprising 40 pupils with hearing- impairment and 60 pupils with normal hearing. The adapted version of creativity questionnaire developed by Akinboye (1976) was used to collect the data for this study. An

independent t-test was used to analyse the differences between creative thinking abilities of both groups as well as the influence of gender on both groups. Findings showed that there were no statistically significant differences in the creative thinking abilities of pupils with hearing-impairment and pupils with normal hearing. Gender was also found not to exert any significant influence on both the creative thinking of hearing impaired and normal hearing pupils. Curriculum planners were encouraged to include activities that would foster creativity in both pupils with hearing-impairment and those pupils with normal hearing.

Critical Thinking Skills of Students with Hearing-impairment

Critical thinking is a necessary ingredient for personal success, national peace, progress, and development. Critical thinking is quite important for proper functioning in any society. Olanrewaju & Olawuyi, (2016) analysed the critical thinking skills of students with hearing -impairment in tertiary institutions comprising of two States in Nigeria; Kwara and Oyo with intervening variables of Gender, Course of Study and Onset of Hearing -Impairment. Findings from the study indicated that 60.5% of the respondents were poor critical thinkers while 39.5% of them were good critical thinkers. There was no significant difference in the critical thinking skills of students with hearing -impairment based on gender ($p\text{-val}=68$). The directions of these findings show that the auditory sense is a very important factor in critical thinking. Respondents who acquired hearing-impairment later in life had better critical thinking skills than the congenital ones. This has implications for teachers and school administrators. It is important to expose all students to rich materials and the environment that will help them to think critically.

Socio-emotional Skills of Children with Hearing-impairment

A study that investigated the socio-emotional skills of children with hearing-impairment in Kwara State, was carried out by Adedigba and Olawuyi (2022). It emphasized the importance of these skills for children's overall development, regardless of their abilities or disabilities. The study adopted

descriptive survey research design. The population was all hearing-impaired pupils in Kwara State. Multistage sampling technique was used to select 400 participants for the study. Social-emotional Skills Rating Scale (SERS) with reliability coefficient of 0.80 was used for data collection. Descriptive analysis was used for data analysis. The analysis revealed that children with hearing- impairment in Kwara State exhibited low levels of socio-emotional skills, both in emotion management ($\bar{x}=2.30$) and interpersonal relationships ($\bar{x}=2.23$).It was recommended from the findings of the study that teachers, administrators, and parents should actively support the development of these skills among children with hearing - impairment. According to this study, specific interventions are also needed to improve socio-emotional development in this population.

Visual-Impairment

The term visual-impairment was generally used to describe those with total blindness, low vision and the partially sighted. However, the term visual-impairment is now generally accepted as referring to people within the visual range of no sight at all to useful but defective vision, rather than the more strictly categorised terms of blind, low vision or partially sighted (Nkangung, 2010). Children with low vision have visual acuity of between 20/70 and 20/200 (on the familiar Snellen scale in which 20/20 vision is normal) with corrective lenses. Children with low vision can read large – print books or with the aid of magnifying lenses. Children who are educationally blind cannot use their vision in learning and must use their hearing and touch senses to learn. Individuals with partial sightedness would be able to use the sight to move about but may not be able to use it for academic purposes. The category is based on the simultaneous consideration of the three aspects of vision namely: visual acuity, field of vision and visual functioning. Visual acuity refers to the ability of the eyes to see details. Field vision is used to describe the extent to which both eyes can easily see the front. Visual functioning refers to the condition of the eye.

Visual-Impairment is a condition that is found all over the world, and the causes vary from one place to another. There are pre-natal causes that may be because of hereditary factors or environmental influences after conception, peri-natal causes, which may be visual-impairments that occurred during birth, and post-natal causes are the occurrences after birth that could lead to visual-impairment.

Students with visual-impairments especially the blind cannot move around freely but mostly rely on others wholly or partly to be able to move around and understand positions in the environment. They are deficient in physical skills and general physical condition because of restricted mobility. Some of them learn to use the mobility stick which is also known as cane. In developed countries, several of them use service dogs and the environment is built having consideration for people with disabilities. In most developing nations, there are various limiting factors that affect people with visual-impairment especially the blind. To this end, Okonkwo, Fajonyomi, Omotosho, Esere and **Olawuyi** (2017) investigated challenges, counselling needs and coping strategies employed by students with visual-impairment in regular secondary schools in Nigeria. The findings of the study revealed that the challenges of students with visual-impairment in regular secondary schools include inability to access modern technologies, inappropriate teaching methods, and non-availability of special curriculum. It was, therefore, recommended that teachers and school authorities should ensure that students with visual-impairment are trained to develop effective study habits and techniques of self-activity early in life.

Since students with congenital (from birth) visual-impairment experienced more challenges than the adventitious (after birth) students with visual-impairment, the researchers recommended that parents should try to support their children at an early age for them to become familiar with things, learn how to feel objects, using the texture and shapes and exploring their environment with their fingers. Toys of various shapes and sizes can be very useful in this regard. Parents should allow children with visual-impairment to explore their environment with

barriers and obstacles having instructions on how to successfully navigate through them. This will help the children to have confidence in themselves even before going to school.

When children with disabilities start school, teachers are expected to provide some assistive and adaptive technological devices like braille materials early enough so that pupils with visual-impairments would become familiar with them right from the onset. Teachers with training in Special education should be employed to provide support in resource rooms. It was discovered that students with visual-impairment who were either congenital or adventitious required counselling, hence the researchers recommended counselling programmes to be developed for them.

Autism Spectrum Disorder

Autism is a relatively new disabling condition that is becoming noticeable among children (Gbegbin & Raji, 2004). The condition or disorder is often erroneously mistaken for intellectual challenge or schizophrenia because affected persons mostly exhibit some similar characteristics and behaviours. It is a developmental disorder that can affect a child's basic skills, such as socialising or forming relationships, communicating, and using imagination. A child with autism may also have a limited range of interests in learning. The world around will appear very different. Isarinade, Ogungbade & **Olawuyi** (2020) defined Autism spectrum as "a neurodevelopmental disorder. The symptoms include deficits in social communication, interaction and repetitive patterns of behaviour". This disorder has a global prevalence of 0.62% (Elsabbagh, Divan, Koh, Kauchali & Marchin, 2012).

The symptoms typically appear before a child is three years old and lasts throughout life if not properly managed. Children with autism can display a wide range of symptoms, which may vary in severity from mild to disabling. General symptoms that may be present to some degree in a child with autism include the following early signs. Hand flapping, frequently walking on tiptoes, repetitive head banging, consistent fussiness or screaming in public places, pouring drinks back and

forth, excessive biting or aggressiveness, constant dark circles under eyes, repetitive behaviour lasting minutes or hours, crying for no apparent reason (usually caused by sensory input issues), doesn't respond to voice and/or little eye contact.

Other later year symptoms include difficulty with verbal communication, including problems using and understanding language, inability to participate in a conversation, even when the child has the ability to speak, difficulty with nonverbal communication, such as gestures and facial expressions, difficulty with social interaction, including relating with people and in their surroundings, inability to make friends and preferring to play alone, unusual ways of playing with toys and other objects, such as only lining them up in a certain way, lack of imagination, difficulty in adjusting to changes in routine or familiar surroundings, repetitive body movements, or patterns of behaviour, such as hand flapping, spinning and head banging.

Having observed the prevalence of communication disorders among children with autism, Isarinade, Ogungbade, and **Olawuyi** (2020) sought to identify the types of communication disorder and the symptoms that could be used to establish this. The general symptoms identified include hand flapping, frequently on tiptoes, repetitive head banging, consistent fussiness or screaming in public spaces, pouring drinks back and forth or excessive biting or aggression. The researchers suggested that professionals such as Speech Pathologists, Audiologists, Psychologists, Counsellors and Special Educators among others should pay attention to early intervention in order to assist children with autism cope with communication disorder. Teachers and stakeholders can combine direct and indirect intervention as recommended by the specialists and Autism Diagnostic Observation Schedule (ADOS) to assess school aged children with autism. The development of intelligence, personality, and social behaviour begins in childhood. Researchers (Malla, *et. al*, 2016; Colizzi, Lasalvia, & Ruggeri, 2020 & Lia, *et. al.*, 2022) on brain development have stated that when a child's mental, physical, and social health skills are not adequately handled from the start of life, especially if neurological injury happens, a child's learning potential may be

affected negatively. Autism symptoms can range from moderate to severe.

Attention Deficit Hyperactivity Disorder

Teaching is an activity that gives the pupils the opportunity to learn. Learning is a process that requires full attention and concentration. Attention Deficit Hyperactivity Disorder (ADHD) is a condition that affects children drastically especially when not identified and managed. It is a condition that could lead to poor performance in the school. Apart from the parents, teachers also play key roles in the identification and management of children with ADHD, which when diagnosed and treated properly would not obstruct the pupils' learning. Several pupils and students with ADHD had passed through schools but were not identified and this had impaired their learning.

Olawuyi, Olanrewaju, and Adegoke, (2017) examined Primary School teachers' knowledge of ADHD and their attitudes towards it in Ilorin south LGA, Kwara State. Findings from the study indicated a relatively high knowledge of ADHD but with a negative attitude. Also, there was no significant difference in the mean score of the respondents based on gender and school type. Furthermore, no significant difference was observed in the mean score of respondents based on age, teacher training and teaching experience. Every child deserves to be helped to learn and succeed in the process. However, a disorder such as ADHD could be a hindrance, hence the need for teachers to be knowledgeable about the condition. Several pupils that are seen to be difficult children by teachers and peers have ADHD problem. When this form of disability is not well managed it can limit the pupils in life. A good knowledge of ADHD can further assist in the classroom management. It is important that all known childhood disorders be incorporated into the Teacher training curriculum for efficient identification and management.

Contexts of Special Needs

Challenges of Special Needs Students

Inclusive education is still not properly embraced in various developing nations; hence many special needs pupils and students are kept in Segregated Special Schools. The Kwara

State School for Special Needs is the main place where pupils and students of varied disabilities are educated in the State. Students and pupils also come from other states to be educated in the school which is majorly funded by the state government. Bolu-Steve, **Olawuyi** and Gbolade (2017) conducted a study to investigate the challenges faced by students at the School of Special Needs in Kwara State. The major challenge of these students was their difficulty in relating with people without impairment. There were no significant differences found in the challenges of students at Special Needs School in Kwara State based on gender, age, religious affiliation and their type of disability. Based on the findings of this study, it was recommended that alternative educational activities should be provided for these exceptional children. Also, the counselors can give social support to these children through counseling.

Challenges facing Deaf and Hard of Hearing Students in an Integrated Post-secondary Institution in Nigeria

An integrated school is a place where people with disabilities are educated in the same classroom along with persons without disability. Akinpelu and **Olawuyi** (2011) investigated the challenges facing deaf and hard of hearing students in an integrated post-secondary institution in Nigeria. The researchers sought to find out how deaf and hard of hearing students were coping in the Federal College of Education (Special) Oyo, an integrated setting. The institution which was established in 1997 purposely to train special teachers was used for the study. The institution has the highest number of students with disabilities in post-secondary institutions in Nigeria. One of the findings showed that respondents were faced with challenges in these areas in the following order: social; peer; school; financial and parental related problems. The major challenge facing deaf and hard of hearing students is socially inclined. Some of these challenges include communication barriers, which hinder social interaction between them and their hearing peers. This limitation encourages deaf and hard of hearing to confine themselves to the deaf community and this is making these students feel isolated, neglected and rejected in an institution that

is supposed to be an integrated setting. The implication of this was that the objective of integration stated in the national policy of education (1998 & 2004) was yet to be realised at that time. It was clearly stated in the government document that integration was the most realistic form of special education since persons with disabilities are expected to live in larger societies. Another challenge faced by the deaf and hard of hearing came from their hearing peers. This has varied implications for the student survival on the campus. It was also discovered that there were not enough interpreters, and this has negative implication for their academics. It was recommended that stakeholders in Nigeria should ensure that deaf and hard of hearing students are not neglected in the integrated setting. The need for the school administration to consciously bridge the communication gap between the hearing impaired and their hearing peers is also very important. Qualified interpreters that will meet the needs of the deaf and hard of hearing students should also be employed.

Some Challenges in the Provision of Quality Inclusive Education for Persons with Special Needs

Inclusive education was adopted at Salamanca World Conference on Special Needs Education in 1994 to address the learning needs of the vulnerable and excluded. According to Alabi, **Olawuyi** & Durosaro (2014) Special needs education means the special educational arrangements which are in place for people with disabilities. The need for quality education for people with special needs cannot be over emphasized. There searchers, therefore, investigated the challenges militating against the provision of quality inclusive education for students with special needs at the University of Ilorin. The major challenge to provision of inclusive education was inadequate funding, followed by absence of legislation, poor transport system and lack of specialised instructional materials. Based on these findings, recommendations made include improved funding, better support services and designated bodies for control of inclusive education with legal backing.

Table 3: Extent of Inclusiveness in the Provision of Special Needs Education (Human Resources)

S/No	Human Resources	Adequately Available	Fairly Available	Not Available
1.	Sign Language Interpreter	7 (28%)	18 (72%)	Nil (0%)
2.	Braillists	Nil (0%)	6 (24%)	19 (73%)
3.	Audiologists	6 (24%)	16 (64%)	3 (12%)
4.	Speech Trainers	3 (12%)	6 (24%)	16 (64%)
5.	Physical Therapists	1 (4%)	7 (28%)	17 (68%)
6.	Technical Support	4 (16%)	10 (40%)	11 (44%)

Table 3: showed inadequate provision of human resources that are required for quality inclusive education. Ordinarily braillists were not available on ground but were only invited when the need arose. Only the sign language interpreters, the audiologist and the technical support staff were physically present and they were just fairly available and the others were only invited when the need arose.

Table 4: Extent of Inclusiveness in the Provision of Special Needs Education (Material Resource/Equipment)

S/No	Material Resources/ Equipment	Adequately Available	Fairly Available	Not Available
1.	Braille machine	1 (4%)	6 (24%)	18 (72%)
2.	Audiometer	5 (20%)	16 (64%)	4 (16%)
3.	Tuning forks	5 (20%)	3 (12%)	17 (68%)
4.	Sound magnifier	6 (24%)	7 (28%)	12 (48%)
5.	Television sets	6 (24%)	15 (60%)	4 (16%)
6.	Tape recorders			
	Support	4 (16%)	13 (52%)	8 (32%)
7.	Hearing aids	5 (20%)	9 (36%)	11 (44%)
8.	Reflectors/mirrors	7 (28%)	6 (24%)	12 (48%)
9.	Speech/Language Laboratory	5 (20%)	16 (64%)	4 (16%)
10.	Audiology clinic	6 (24%)	16 (64%)	3 (12%)

11.	Braille room	Nil	6 (24%)	19(76%)
12.	Typing/computer room	8 (32%)	15 (60%)	2 (8%)
13.	Adapted games equipment room	3 (12%)	1 (4%)	21 (84%)
14.	Adapted Telephone	Nil	3 (12%)	22 (88%)
15.	Voice recorders	4 (16%)	7 (28%)	14 (56%)k

Table 4: showed that the material resources needed to provide quality inclusive education for special needs persons were inadequate. The ones available, for the deaf students like the tape recorders, sound magnifiers, and tuning forks were at best fairly available.

For the physically challenged students, findings showed that the accessible lecture rooms, adjustable classroom chairs, special disabled toilets, modified gymnasium were either not available or barely available.

Conduct Disorder

Conduct disorder is a type of behavioural syndrome that involves antisocial behaviours. It has to do with a group of behavioural and emotional problems that do not show regard for other people. According to the American Psychological Association (2002), conduct disorder is a repetitive and persistent pattern of behavior which involves violation of the basic rights of others. It is a type of disability whereby the affected have difficulty following rules and most times they engage in negative social behaviours such as stealing, truancy, fighting, substance abuse, rape, violation of school rules and regulations, vandalism of school properties, assault of students and teachers. Genetic and environmental factors could be responsible for this disorder.

The rate of conduct disorder has heightened among students in Nigeria Secondary schools and there have been many reports of adolescents who disobey school rules, regulations and violate other societal norms and values. Over the years, conduct disorders have been found to negatively affect academic activities. These behaviours prevent both the teachers and students from effective teaching and learning. Teachers become

unable to manage class activities and other students are denied the freedom to receive adequate teaching instructions. As a result of this, considering the implications of variations in family dynamics, finding out the relationship between family dynamics and conduct disorder among students in Ilorin Metropolis became imperative to **Olawuyi**, Somuyiwa, Esere and Iruloh (2017). The investigation revealed that family dynamics such as parenting styles, family structures and birth order are significant factors in adolescent conduct disorder. Based on these findings, it was recommended that parents and teachers should help students with conduct disorder through behavioural corrections and counselling.

Conduct disorder in students has also been shown to be associated with disruptions within oneself, families, schools and the society at large. It has been reported that social, emotional, and psychological problems plague the adolescents due to neglect from parents or caregivers. Based on this, **Olawuyi**, Esere, Oluwawole and Okonkwo (2016) investigated the influence of birth order and categories of hearing loss on the conduct disorders of in-school hearing impaired adolescents in Ibadan, Nigeria. The research was a descriptive survey involving 200 participants (both conduct and non-conduct disordered) selected from three basic secondary schools for the deaf in Ibadan via purposive sampling and random sampling techniques. The results revealed that birth order and categories of hearing loss do not have significant influence on conduct disorders.

Based on the findings, it was recommended that more attention should be paid to the hearing-impaired students by educational psychologists, school guidance counsellors, parents, teachers and school administrators and they should not be deprived of expressing themselves anytime they want to as they tend to become more aggressive when they cannot express themselves. Educational psychologists and school counsellors should provide guidance services to parents and teachers on the effective management of conduct disorders. Teachers should be encouraged to develop positive characteristics and serve as good

role models to the students. Equally, it has been revealed that hearing impaired children are prone to emotional and behavioural challenges as a result of difficulties in expressing themselves. Parents and teachers should therefore endeavour to promote effective means of communication to reduce the risk of behavioural problems.

Other General Contributions to Knowledge Test Anxiety and Academic Performance

Test anxiety is the nervous feeling that an individual gets when the person is about to take a test. It is natural to have a little stress when one is about to take a test, but when it becomes outrageous it can become devastating. Akinsemoyin, **Olawuyi** and Yusuf (2017) examined the influence of test anxiety on pupils' academic performance in mathematics in Lagos Central Senatorial District. The major finding revealed that there was a significant relationship between test anxiety and pupils' academic performance in mathematics. Among the recommendations made was that pupils should start preparing for tests or examinations from the day a semester starts rather than procrastinating studies until a test is at hand to avoid cramming and attendant anxiety.

Anxiety can be used to describe uncomfortable feelings experienced in anticipation of an event. Students with or without special needs can suffer from anxiety when faced with certain academic situations. **Olawuyi**, Bolu-Steve and Ogundiran (2014) were interested in the causes of academic related anxiety and coping strategies employed by secondary school students with special needs in Abuja. A descriptive survey research design of the cross-sectional type was adopted for the study. The major findings showed that social factors ranked highest as the cause of anxiety while conscious effort towards being happy ranked highest on the list of coping strategies. The findings also showed no significant difference in the causes of academic anxiety and the coping strategies based on gender and type of special needs. It was recommended that social factors should be specially considered among students with special needs.

Table 5: Causes of Academic Anxiety among secondary school students with Special needs in Abuja

S/No	Causes of Academic Anxiety	Mean	Std.	Rank
1.	Psychological factors	2.612	1.057	3 rd
2.	Social factors	2.656	1.005	1 ^s
3.	Economic factors	2.633	1.030	2 nd

Table 6: Coping Strategies Employed in Handling Academic Anxiety by Secondary School Students with Special Needs in Abuja

S/No	Statements	Mean	Std.	Rank
1.	speaking out my mind and damming the consequences	3.2100	1.08157	9 th
2.	relaxation technique	1.5400	.85489	17 th
3.	training myself to adjust to anxiety provoking situations	3.2067	.74777	10 th
4.	denying the thoughts of anxiety	3.4167	.95539	7 th
5.	repressing the thought of anxiety	2.6167	1.04884	13 th
6.	attacking the object of anxiety	2.8433	1.06579	12 th
7.	withdrawing from the object of anxiety	3.5000	.84798	5 th
8.	praying to God	3.6800	.82047	2 nd
9.	discussing my feelings with others	3.4200	.95567	6 th
10.	going to a quiet place to meditate	2.5900	1.32454	15 th
11.	visiting choice area in town	2.2933	.75444	16 th
12.	seeking for professional help e.g. consulting psychologist/ counsellor	3.6367	.79167	3 rd
13.	intentionally forgetting about the pain generated by anxiety provoking situations	3.6000	.88086	4 th
14.	reading ahead of examination to avoid examination tension	2.6033	.85347	14 th

15.	making myself happy even when there is nobody to make me happy	3.8467	.48711	1 st
16.	getting involved in games	2.9333	1.04844	11 th
17.	joining a peer study group to prepare well for examination	3.2967	.59709	8 th

Table 6: shows that “making myself happy, even when there is nobody to make me happy” was ranked highest on the coping strategies adopted by the respondents while praying to God was ranked 2nd highest.

Family Types and Social Anxiety

The study by **Olawuyi**, Adeleke and Badamas (2020) sought to know the relationship between family types and social anxiety among University undergraduates in Ilorin, Kwara State. Some of the findings revealed that majority of the undergraduates of University of Ilorin were from the monogamous family; most of the undergraduates were on high level of social anxiety and there was a statistically significant relationship between the family types and social anxiety among the undergraduates. It was, therefore, recommended among others that; parents in collaboration with the school management and teachers should reward students to incentivise participation in discussions or group activities and, firmly establish clear rules against bullying, harassment, and discrimination. This could help in reducing high levels of social anxiety and foster good social interactions.

Child Rearing Experience and Academic Performance

Child rearing experiences vary from home to home and a culmination of these experiences could be a serious factor in the academic performance. Relationship between child-rearing experience and academic performance of secondary school students in Ilorin was, therefore, carried out by Abubakar and **Olawuyi** (2011). The study examined the relationship between child-rearing experience and academic performance of secondary school students in Ilorin metropolis, Nigeria. Findings of this

study revealed that those students who had authoritative child-rearing experience performed high academically, those who had authoritarian child-rearing experience performed average academically and those who had permissive child-rearing experience performed low academically. It was recommended among others that parents should adhere to authoritative child-rearing practice, educational psychologists, school counsellors in collaboration with secondary school teachers should identify students who are experiencing authoritarian and permissive child-rearing experiences periodically in the school in order to modify their behaviours so that their academic performance can improve.

Bolu-Steve, **Olawuyi**, and Shaba, (2015) also carried out a study on the child rearing and career performance of working class women in Nigeria. The main purpose of this study was to look at child rearing and career performance of working class mothers in Nigeria. This study revealed that there was no significant difference based on age, religion, and mothers' official status, however a significant difference was found on the basis of educational qualification and years of experience. Based on these findings, it was recommended that the government should ensure that employers make available a well-deserved support system policy for working class mothers. This could be in form of good welfare package, insurance policy and provision of day care centers in the workplace. Counsellors can help train working class mothers on some coping strategies styles. In this way, mothers can easily combine work and family roles.

Effective Citizenry for Education, Parenting and Social System Interactions in the 21st Century

Good and responsible citizens are assets to the nation. It takes humans of good character and quality for the natural resources of any nation to be properly harnessed for development and wellbeing of the citizenry. Human resource remains the greatest resources any nation can rely on for the expected growth and development to take place. The peace and

security of any nation is also a function of how well cultured and educated the citizenry are. Among other important factors in a child's development and character building, education, parenting and the interaction of social forces within and outside the environment are considered as significant determinants. Consequently, while good and responsible citizens are taken as product, education, parenting and the interactions of social forces are the process. **Olawuyi** and Ajayi (2019) discussed the issues of good citizens along the processes that might hold sway. It further attributed all forms of social challenges to a failed social system and views it as a global phenomenon rather than national. Therefore, suggestions to the way out of the challenges are made along global dimensions.

Re-Thinking Educational Psychology: A Core Knowledge for Teachers' Classroom Effectiveness in the 21st Century

It might not be contested that education is a veritable tool for transformation, and any nation that gets their education right might eventually get all right. However, it is imperative to emphasise that no nation careless about the quality of their teachers ever reap the inherent potentials of education as a tool for transformation. Teachers' capacity development is very key in the agenda of raising national standards because teachers play indispensable roles in the process of education which is described as a fulcrum on which other development revolves. For teachers to perform at an optimal level, they must be effective in the classrooms. **Olawuyi** and Ajayi (2019) concluded that educational psychology offers both the practising and trainee teachers the requisite knowledge and skills capable of making them effective in the classroom. There is a need for educators/trainers to always emphasise the practicability of knowledge and skills offered by educational psychology theory and research in the classrooms rather than taking it as a course just to obtain the required credit pass.

Social Media Usage

Social media can be described as both a blessing and as a poser of danger. If used appropriately and cautiously, it will be a blessing but if used otherwise, it has negative consequences for the users and the society at large. Children are very vulnerable with the use of social media and if not controlled can have very devastating influence on the children. Children are taught all manner of vices on the social media platform up to suicide. The study examined parental knowledge of risks associated with children's use of social media among staff in Kwara State College of Education, Ilorin, Kwara State. It also determined mediation strategies adopted in safeguarding children against the vices of social media as well as the influence of gender and parents' perceived internet skills on the knowledge of risks in social media usage. Major results revealed that the majority of the parents had adequate knowledge of risks associated with children' use of social media. Also, mediation strategies adopted by parents include regularly discussing their social media experiences with children and teenagers, and encouraging them to find good uses for the Internet and social media. There was a significant influence of gender and parents' perceived internet skills on the knowledge of risks associated with children' use of social media. The study concludes that parents are knowledgeable about the risks associated with the use of social media, especially among the children and teenagers (**Olawuyi & Ajayi, 2021**).

Creativity

Creativity is a very important factor in human existence. Assessment of creativity ability levels of senior secondary schools students in Kwara State, Nigeria was also carried out by Medupin, **Olawuyi** and Dada (2010). Major findings showed that there was no significant difference in the level of creativity ability of male and female students and between public and private schools. There was, however, a significant difference among Arts, Commercial and Science respondents. The researchers recommended that curriculum planners, school

administrators and the government should see to the development of educational programmes that will utilise relevant equipment, framework and programmes of creativity to effect a change. This will provide a conducive environment needed for creativity and innovation. Parents and teachers should also accept and encourage divergent thinking in their homes and classroom discussions.

Findings showed that Arts students had the highest level of creative ability, followed by the Commercial students, and the least being the Science students. Conducive environment that can foster creativity in pupils and students should be provided around the schools and curriculum planners should include activities that foster creativity.

Post-Traumatic State Disorder (PTSD)

Durosaro, Ajiboye, **Olawuyi** & Nuhu (2012) examined Post-Traumatic State Disorder (PTSD), which is described as a debilitating condition that follows a terrifying event. It was observed to be a common problem usually encountered by Internally Displaced Persons (IDPs). As a result of the various catastrophic occasions (natural and man-made disasters) that have persistent frightening thoughts, memories of their ordeal and feel emotionally numb, the condition that potentially confirms manifestation of PTSD. Apart from recurrent re-experiencing of the trauma, the victims develop phobic disorders, insomnia, anhedonia, hypervigilance and aggression which if not treated in time may lead to further devastation. Of the various types of psychotherapy, the one most effective for handling PTSD is Cognitive Behavioural Therapy (CBT). Thus the researchers provided basic information about how CBT could be applied as a counselling intervention for handling PTSD among internally displaced persons.

Graduating Students' Perception of Universities' Role in Promoting their Exploration of Career Options through Entrepreneurship

Amidst the untold hardship faced by graduates across the nation, despite their educational training, Adedigba, Oluwalola, Esere and **Olawuyi**, (2023) sought to know the graduating

students' perceptions of universities' roles in promoting career exploration in Kwara State, Nigeria, given the challenges of unemployment. The major findings showed that majority of the students felt that their institutions' entrepreneurship programs expose them to various employment options. However, distinctions emerged between perceptions of graduates from private and public institutions. Despite these differences, there were no significant variations based on fields of study. The study underscores the importance of universities in equipping students with necessary life and work skills through entrepreneurship courses. It was recommended that universities assess the content of such courses to ensure comprehensive coverage of career options.

Supervision

I have successfully supervised several undergraduate projects and over 30 postgraduate students at the Masters' level. I have solely supervised 12 Ph.D. candidates, while I completed the supervision of another 4 when their supervisors retired from the university system. I am currently supervising 5 Ph.D. candidates; one has completed his studies and he is waiting for the Oral defense. The other 4 persons are making steady progress. Some of them are currently Heads of Departments in their institutions and I look forward to their appointments as Heads of their Institutions or other establishments in the nearest future by the grace of God. They include:

Drs. Fidelia N. Ajagbe, Usman T. Saadu, Elizabeth O. Uyanne, Adeola A. Adewusi, Oluwamayowa Jacob, Muhammed S. Abubakar, Rasak Sulaiman, Adeleye H. Osho, Samson O. Ajayi, Adetokunbo O. Olanrewaju, Ese Osazuwa Ilenagbe, Matthew H. Joseph, Sunday I. Asokere, (Initially supervised by Professor Felicia. A. O. Olasehinde-Williams), Feyisayomi Ayinde (initially supervised by Professor Felicia.A. O. Olasehinde-Williams), Omoshalewa L. Akinsemoyin and Oluwatoroti A. Odetunde.

One of the students is awaiting the final defense while the other 4 Ph.D. students are progressing steadily.

Profile of some of the Deaf Persons that passed through the Centre for Supportive Services for the Deaf, University of Ilorin

Some of the deaf students that passed through the University of Ilorin, who weathered the storm of limitation and came out victorious are profiled here. Some were congenitally deaf while some others were adventitious, that is the deafness was acquired later in life. Some were prelingually deaf hence they had no language while others were post lingually acquired.



Loveth Onuekwusi (Ph.D.)

Dr. L Onuekwusi studied Educational Guidance & Counselling and Graduated in 1995 (First set of Deaf Students of the University). She is a Vice-Principal at the Imo State Secondary School for the Deaf, Ofekata, Orodo, Mbaitoli LGA, Owerri.



Dr. Abdulkadir Mohammed

Dr. Abdulkadir Mohammed (MBBS) graduated from the medical school, University of Ilorin in 2004. He is currently a medical consultant at Kwara State General Hospital, Ilorin. Dr. Abdulkadir became deaf at the age of 8 years when he had

complications from mump infection.



Engr. Timothy Adeyemi Adejumo

Timothy A. Adejumo graduated with Bachelor of Engineering (Upper Division) and Masters of Engineering (with Distinction) in Civil Engineering, 2007 and 2013 respectively. He is a corporate member of the Nigeria Society of Engineers and presently a Principal Engineer (Civil) at the Federal College of Education (Special) Oyo. He is the Managing Director of Babayosi Consults which provides professional consultancy supervision and construction services to both private and general public.



Opeoluwa Sotonwa (Ph.D.)

Dr. Sotonwa bagged his LBBS (Civil Law) from the University of Ilorin in 2005, and LL.M Degree from Howard University School of Law in Washington, D.C. He also holds an LP.D. Degree (Doctor of Law and Policy) from Northeastern University, Boston, MA. He is the Executive Director, Missouri Deaf & Hard of Hearing Commission, USA. Dr. Sotonwa holds two Missouri gubernatorial appointments as a member of the Missouri 911 Service Board and the Governor’s Council on Disability. He is currently a director of a legal company at USA. Recently, he gave Faculty of Law a sum total of 1 million Naira and scholarship to Deaf students in University of Ilorin.



Muyiwa Afolayan

Mr. Afolayan studied Educational Management and graduated in 2002. He was part of the team that successfully conducted and produced a National Report of National Monitoring of Learning Achievements for Basic Education. He works with the Federal Ministry of Education, Headquarters, Abuja.



Edeh Catherine Chiyenre

Catherine is a Barrister. She graduated from the Faculty of Law in 2012 and she is a Senior Legal Officer, Enugu State Government House (Enugu Liaison Office Abuja). Catherine is a Feminist and Disability Rights Advocate. She also studied Public Leadership at the University of Minnesota, Twin Cities, USA Class of 2015. She is the Executive Director/CEO Voice of Disability Initiative.



Garba A. Mohammed

Mr. Garba bagged his B.A. ed. And Graduated among the First set Deaf in the Unilorin (1995). He Studied Educational Foundation & Islamic Studies. He was the

Vice-Principal (Adm.) Niger State School For Special Education, Minna. He passed on a few years ago when he was knocked down by a motor cyclist around the school. (Hidden disability).



Ruth Okpoto Omopariola

Late Ruth graduated from the University of Ilorin as the Faculty of Education overall best graduate from the Department of Guidance and Counseling (Biology) in 2009. She did her National Service at the University of Ilorin. She had her M.Ed (Special Education) at the University of Ibadan. She died in her sleep on February 5th, 2019.



Saka Suleiman Dagbo

Mr. Dagbo is a Chief Lecturer and the Director, National Resource Centre for the Disabled (NRCD), Federal College of Education (Special) Oyo. He graduated from the Department of Counsellor Education in the year 1998. He was formerly the President of Nigeria Deaf Association.



Kingsley Uchechukwu Njoku

Mr. Njoku is a Deaf disability advocate. He holds a B.A in English Language from the Faculty of Arts, University of Ilorin. He is currently the Public Relations Officer at the Lagos State Office for Disability Affairs and the Secretary General of the Deaf community in Lagos State. Mr. Njoku is married to Mrs. Oluwaseun Njoku.



Oluwaseun Njoku (Nee Akinnigbagbe)

Mrs. Oluwaseun Njoku became deaf adventitiously after she had started the nursery school. She studied Sociology at the University of Ilorin and works at the Lagos State Office for Disability Affairs. She is married to Mr. Kingsley Njoku and blessed with two children.



Muyeeden Olayinka Oloyede

Mr. Oloyede studied Computer Science at the University of Ilorin and graduated in year 2004. He is a Chief System Analyst at the Center for Supportive Services for the Deaf, University of Ilorin.

Mr. Mohammed Q. Adelani graduated from the Department of Educational Guidance and Counselling in 1999 (B.Ed), 2004 (M.Ed). He is presently an Assistant Chief Education Officer, FCT UBEB, School for the Deaf Abuja.

Mrs. Mohammed T. Janet (Nee Fasakin studied Educational Media and Technology and graduated in 2014/2015 session. She is a Producer at NTA Headquarters Abuja, and she is the first Deaf TV presenter on National Television.

Engr. John E. Ezekwueme is a certified engineer (B.Engr. mechanical) and presently a Consultant in an engineering company in Lagos. He graduated from University of Ilorin in the year 2014.

Mr. Lukman O. Agbabiaka studied Sociology and graduated in 1999/2000 session from the University of Ilorin and M.A Education from University of Nottingham, UK, 2018. He is presently working with Lagos State Ministry of Education, Alausa, Ikeja.

Dr. Odutola A. Odusanya graduated with a B A in Accounting and Economics, M.Sc in Special Educational Technology from Gallaudet University in Washington DC. He graduated from University of Ilorin with a doctorate degree, (Educational Technology) in 2014. He is a Chief Lecturer at the Federal College of Education (Special) Oyo.

Mr. Dele Raji graduated from the Department of Guidance and Counseling in 1995 and he was a former Head of Department, Rehabilitation Education FCE (sp), Oyo. He is presently a Chief Lecturer.

Mr. Olawale Alade graduated in 1995 from the Department of Guidance and Counselling. He is a Staff Nurse, Specialist Services, Deaf Adults Inpatient Unit, Springfield University Hospital, Tooting, London.

Mr. Ismail M. Abubakar had his BSc in Architecture in 2018, and currently on his MSc program in Architecture in the same University.

Mr. Temitope M. Shehu had 2nd Class Upper Division in Educational Management in year 2005 and M.Ed in 2011 from Unilorin. He obtained the N Y S C award at Kebbi State. He is presently working with the Kebbi State School for Special Needs, Kebbi State.

Mr. Abiola S. Adenuga studied Counselling Education and graduated in 2013 from the University of Ilorin and M.Ed (Special Education) in 2017 at the University of Ibadan. He works as an Education Officer (Counselor) in Lagos State.

Mr. El-dad Monu studied Banking and Finance from the University of Ilorin and graduated in 2010. He works with the Abia State Ministry of Education.

Mr. Yusuf T. Adebayo studied Educational Technology and graduated in 2003. He is presently a Chief Technical Officer (building), at works Department, Moro LGA Bode Saadu, Kwara State.

Mr. Abiodun T. Balogun studied Mathematics Education and graduated in 2003. He had his M.Ed Mathematics Education, at University of Ibadan in the year 2010 and he is presently running his Ph.D. programme in Mathematics Education at the TASUED. He works at the Federal Government Girls College, Oyo.

Mr. Lawrence I. Edelifo bagged his B.Ed (Educational Guidance and Counselling), Unilorin in 1999, MA School Counselling and Guidance, Gallaudet University, USA. He led Nigeria to 1st ever Deaflympics and won 2 silver medals with his team in Taipei, 2009. He is the Chief Social Welfare Officer, Federal Ministry of Humanitarian Services, Disaster Management and Social Development, Abu

These profiles are by no means exhaustive as many students with disabilities are still studying in various Faculties and across different disciplines, their disabilities notwithstanding. The few listed here simply encapsulates the theme of this inaugural lecture: **PEOPLE WITH DISABILITIES AND THE CELEBRATION OF LIFE BEYOND LIMITS.**

Conclusion

People with disabilities had been limited by nature. Hence, they achieve what others achieve with ease, with a level of difficulty. The environment also places great limitations on them, starting from labelling to environmental barriers. People with disabilities have to cope with life challenges as their counterparts but they also have the challenges accustomed with disabilities. Over the years, people with disabilities have had to struggle to survive and several of them are living beyond the limitations posed on their path. Many of them struggle through life and still achieve far more than their counterparts without disabilities. A lot of them are great inspirations to the society and their doggedness should be emulated. Hearing-impairment being a 'hidden handicap' and a silent world deserves more attention from the society and stakeholders.

If the societal limitations and barriers are removed from the path of people with disabilities, they will be able to contribute a greater quota to national development wherever they find themselves. People with hearing-impairment who train in Nigeria usually have to relearn the American sign language which is signed as the Americans speak, whereas straight English is taught and used to teach students in Nigeria. I look forward to a re-orientation in the Sign Language curriculum so as to accommodate different dimensions of the language. This will enable people with hearing-impairment to be able to function in any country, without going through the rigours of learning other variations of the language.

As a researcher and a teacher, I desire to make more impact in the field but really limited as a result of material resources. Well-equipped Psychology laboratory is an integral part of Psychological and Special Education training but it is a challenge in this part of the world. I look forward to having longitudinal experimental studies that are stemmed towards intervention in different areas of psychology and especially as related to people with disabilities. I also desire to see the complete inclusiveness of people with disabilities in every higher institution so that they are not limited to just any available course as a result of their disability.

Recommendations

1. There is the need to change the University of Ilorin's Centre for Supportive Services for the Deaf to a more encompassing name to reflect the great work that is being done at the center and to also give a sense of belonging to people with other types of disabilities. I hereby recommend that the name be changed to "Disability Support Centre."
2. The proper ratio for interpreters is 2 interpreters to a deaf person and the University should effect this.
3. More assistive and adaptive technologies should be injected into the system to be able to include people with disabilities properly.
4. There is the need for the University of Ilorin to establish a Department of Special Education as a matter of urgency. Enough manpower is already on ground to run the department successfully.
5. More accommodation/accessibility should be given to persons with disabilities in the society.
6. Awareness on the characteristics of autism disorder syndrome should be created so as not to mislabel such children.
7. Every teacher training programme should include Special Education, compulsorily.
8. Parents should not hide their children who have one form of disability or another. When they are brought out on time, instead of shopping around, they will be able to access quality education.
9. There is the need to include Special Education in the General Studies in higher institutions, so that the society can be aware of their counterparts with disabilities and the causes of disabilities.
10. There is the need to employ other professionals that are helpful in providing inclusive education for people with disabilities.
11. People should be conscious of the causes of disabilities and take precautions, especially for the adventitious causes that can be controlled to an extent.

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First and foremost, I am highly grateful to The Almighty, Omniscience, Omnipotent and the Omnipresent God. He knew me before He formed me in my mother's womb and without Him, I am nothing. I return all the glory to Him for the great things He has done for me.

I appreciate the management team of the University of Ilorin, led by the Vice-Chancellor, Professor W.O. Egbewole, the Deputy Vice-Chancellors, the Registrar, the Deans of various faculties, Directors, Professors and all the members of Senate for providing the enabling environment for the peace we enjoy in the University community.

I am grateful for the role that past Vice-Chancellors, Deputy Vice-Chancellors and Registrars have played in my life since I joined the services of the University 33 years and 3 months ago. I thank God for the life of Prof. Adeoye Adeniyi of blessed memory who employed me on the 28th January, 1991. Prof. I.O.O. Amali who appointed me as a coordinator for the Centre for Supportive Services for the Deaf (CSSD) between year 2002-2005; Prof. I.O. Oloyede who appointed me as Director CSSD between (2009- 2011). I thank him for equipping the Center with assistive materials and for coming to the aid of a Physically challenged student who didn't have the means to purchase a wheelchair and had to enter lecture rooms and move around the campus crawling, like a beggar. When I brought the student's predicament to his notice, he did the unimaginable. The human milk in him made him not only to purchase a motorised wheelchair for him, and also went ahead to get a tricycle that the wheel chair was attached to. I pray your children will not lack help wherever they go in Jesus name.

I equally want to appreciate Prof. A. G. Ambali who appointed me as the Head of my Department between 2016 and 2019. It was also in his time that God shattered the pyramidal structure that kept me and several others on the same position for 14 years. I became a Reader during his tenure and also sent out

my papers for the full professorship. I want to appreciate Prof. S. A. Abdulkareem who announced my professorship.

I want to appreciate the Dean, the past Deans of the Faculty of Education for the good atmosphere that I have been able to work with them. Permit me to single out Prof. Babatunde Ipaye of blessed memory. He was my external examiner at the undergraduate level and I later got to know that he confirmed the earlier distinction grade that I had in my teaching practice. As providence would have it, he became the Dean that interviewed me and found me appointable. I am equally indebted to all the members of staff in the Faculty of Education, thank you for the good working relationship it is highly commendable. My Head of Department and the entire members of staff in the Social Sciences Education Department are appreciated. Thank you so much for the family relationship we all enjoy in the Department and for all the efforts put into this programme to make it a memorable one. The blessings of God will continue to rest upon you all in Jesus' name.

All the past directors and staff of the CSSD have been wonderful at one time or the other. I want to single out Prof. Adeyemi Idowu (retired) for fighting to bring the Federal Government Project that birthed the CSSD. The Lord will continue to give you deep insights in Jesus name. I also want to thank all the old students who have passed through the CSSD and the ones that are there currently. Thank you for contributing so much to my research. I acknowledge Engineer Tim Adejumo for the coordination.

Mr. Vice-Chancellor, please permit me to appreciate the whole university community. I have friends scattered all over the university who are so valuable. All my academic colleagues and the non-teaching staff are all appreciated, may God bless you richly.

I want to thank all the Departments across the University where I have had the opportunity to serve as an internal examiner for Ph.D. candidates. I thank you for keeping me on my toes and for the opportunity to continue to acquire new knowledge.

I have been surrounded by so much love and every step on the way, I have received help from people placed along my path by God. The whole pages of this book cannot contain the names of all the people that gave me a helping hand at one time or the other. Your cheering words, smiles and promptings all contributed to what I am today. Everyone in this Auditorium today and all those who connected Online from far and near have made my day. From the depth of my heart, I want to say a very big thank you to you all for being a part of my joy today.

I want to thank my teachers and the non-teaching staff of all the schools I attended. Starting from my primary schools; Holy Trinity School, Omofe Ilesha, Government Teacher Training College Demonstration School, Ilesha and St. Mary's Convent School, Ibadan. My secondary education and the advanced level were both at Federal Government College, Odogbolu, Ogun State. That great school had a great impact on my life, that was where I made the choice of who to follow for the rest of my life. The moment I made a choice to surrender my life totally to Christ as a young girl, I found peace and joy and that singular decision has been my compass and at every point in time whenever I look back, my heart swells with so much joy. I am grateful to the members of staff who made our stay a memorable one.

My childhood friends from that great school, FGCO are here in the Auditorium and several of them are following Online, from different continents. I remember the day I was brought out on the assembly ground for failing mathematics test in form 4. I remember how you all rallied round me to teach me mathematics as you tried to demystify the fear of mathematics that our Pakistanis teacher, Mr. Malik had injected into me. Class of 76 & 82, I thank you all for the show of love, I appreciate you for all the sacrifice.

University of Ibadan, the first and the great one was my next abode and I also enjoyed so much love and fellowship. I am grateful to all my lecturers and the non-teaching staff that I came across. The class of 84 is well represented both physically and

virtually. My colleagues turned brothers & sisters from University of Ibadan, Obafemi Awolowo University, Kwara State University Malete, University of Education Winneba, University of Cape Coast, Ghana and Federal College of Education (Special) Oyo are here and some are Online, I appreciate you all, so greatly.

The great foundation that was laid in Federal Government College, Odogbolu was built upon at the Ibadan Varsity Christian Union (IVCU) and Baptist Students' Fellowship, UI. Several of my brethren are here and some have joined us virtually.

My NCCF family both in Ondo and Akwa Ibom States are worthy of mention. Thank you for being great brethren indeed. Our Full Gospel Business Men's Fellowship brethren are second to none. My AFRIDEV family, thank you for being a part of my joy. My lovely sisters at the Feast of Esther, I cherish you greatly. My sisters at Women pray for Nigeria and Standing in the Gap I cherish you. Members of Unilorin Christian Community, CEM and the UCU brethren are greatly appreciated. The Pastor and all our brethren in Covenant Apostolic Church, Maryland, USA, I am very grateful, thank you for all you do. Our Anglican Communion friends are greatly appreciated. I sincerely appreciate the SEAP family led by my brother, Pastor (Dr.) Dokun Olatunde and his amiable wife, Deaconess Sanya Olatunde. The Lord will continue to move you all forward in Jesus name.

The Board of Trustees (THF) led by our dear father, Professor Olusola Ajolore, the pastors, the church council, the leadership and all the members of the Trinity Household of Faith worldwide, I cannot find enough words to qualify the "One Big Happy Family". Thank you for believing in us, thank you for the great support over the years.

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My supervisees, especially my Ph.D. students have been amazing and up and doing in gathering data, even those who graduated long ago are still very up and doing, I pray you will all reach the peak of your careers in Jesus name.

I want to appreciate my senior colleagues, most of whom have retired for their promptings. Their slogan all the way 'publish or perish' kept resonating in my heart as I moved on in the career path. I remember Prof. C.O. Daramola, the former Minister of State for Niger Delta and Prof. Y. A. Quadri who never allowed me to rest but kept reminding me to publish my research findings. Wherever your children are, they will always find joy in Jesus name. I also appreciate the Chairman, Library

and Publications Committee, Prof. A. A Adeoye, for the sacrifice in seeing the tiny errors which others who have assisted me with the manuscript could not see.

I probably would not have been standing before you today or it might have been much later but for the timely intervention of a great mother who is also seated here today. I was the HOD in 2014, when the siege of 14 years stagnation was about to break. I had been away in the US for the Disability Conference and then there was a fire mishap in the room where my publications were. By the time I got back home, the call for promotion papers was out. Those years, several of the papers were hard copies except for the international ones that were Online. The time was running out and I had not been able to figure out how to move. Prof. Arinlade Jekayinfa (Rtd) was the Chairperson of the promotion Review Panel that year. I could not submit when others were submitting, In fact, I was overwhelmed and had even given up in my heart that I was not going to meet up with the deadline hence I would miss what I had been waiting for in 14 years. She kept asking for my submission and I asked her to go on without me. She reported me to my sister, Prof. Irene Durosaro who called me and I told her the predicament. Early the following morning before I could get out to work, Prof. Jekayinfa showed up at my residence and started going through all the mixed-up documents. Once she found any of the journals she would set them aside and say “sebiokanniya!” is this not one of them. I kept watching her until she got more than enough journal articles from my collection, and she carried them straight to the Department. I hurriedly updated my CV and the process for the promotion exercise began. That year by the grace of God I became a Reader. Mama, the Lord will yet lengthen your days in good health in Jesus’ name.

Our parents in ‘loco parentis’, we appreciate you all greatly. All our children who have passed under our roof and our spiritual children, you are greatly appreciated. I thank you for accepting the corrections you were given.

I am sincerely grateful to God for blessing my siblings and I with the exemplary parents He brought us through. Deacon Elijah Olatidoye and Mrs. Abigail Alake Adewusi, our jewels of inestimable value. Just like yesterday, I remember how you both laboured and did all within your means to make sure that we attended the best schools everywhere you got transferred to. I still remember with great respect, your choice to allow my sister to remain in the school with me when the school fees got increased from #60 to #120 and it was no longer easy to cope up with the payment. Against the advice of a close relative who asked you to withdraw my sister to a public school since she just started, you forged ahead and determined to sell your “Agbada” (clothes) if the worst came to the worst. You sacrificed so much to give us the best at every point in time even up till now you still want to give us and everyone around you whatever you have. I pray the good Lord will strengthen you and give you more glorious years even as you age with grace.

My siblings are extraordinary. I thank God for blessing me with such a great team. My brother Olawale Adewusi of blessed memory was love personified. I thank God for the time we spent together. Olajumoke & Deji Koleoso, Adedayo & Olukemi Adewusi, Oluwabunmi & Adeleye Adewusi, I am grateful for the love.

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To my dear husband and best friend, Rev. Ebenezer Idowu Obafemi Olawuyi. Honey, I will forever be grateful to God for the day we met. You have been a great pillar of support in every area of my life. This Inaugural is coming up at this time to honour you because it's your birthday. Thank you for being a great example of a good husband and father to us.

Vice-Chancellor, sir, permit me to sum up my appreciation with the words of 'Neon Adejo' as I sing

1. More than my mouth can testify
More than my mind can Comprehend
See I've seen the wonders of Your Grace
I'm so sure that this is not the end.
Eze Ebube see how far You brought me
Eze Ebube I'm so glad You found me worthy
I can see, I can tell and I know it's Your grace
All my days I will sing your praise
2. My heart is Full of gratitude
To You and no one else but You
I am here only by Your grace
Thank You Jesus for not giving up on me
Grace found me
Grace saves me
Grace made me who I am
Grace redeem me
Grace sustains me
Grace made me who I am
I can see
I can tell
And I know it's Your grace
All my days I will sing Your praise'(Adejo,2021, Track

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