



NIGER DELTA UNIVERSITY

WILBERFORCE ISLAND, BAYELSA STATE.

39th Inaugural Lecture

Title:

**THE COUNSELLOR
IN A CHANGING WORLD**

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14th July, 2021

Niger Delta University Publishers Ltd.
Wilberforce Island Bayelsa State, Nigeria.

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First Published 2021

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ISBN: 978 - 978 -57448 - 9 - 7
Inaugural Lecture Series No. 39

DEDICATION

This Lecture is dedicated to Zuowei Micah Tarilado Ogoina and Kemela Ethan Tarilado Ogoina my grandsons

NIGER DELTA UNIVERSITY

Wilberforce Island, Bayelsa State, Nigeria

Motto

Creativity, Excellence, Service

Vision

To be a centre of excellence defined by well articulated programmes
that will produce creative and innovative minds.

Mission

To strive to maintain an international reputation for high
quality scholarship, research and academic excellence
for the promotion of the socio-cultural and economic well-being of mankind.

NIGER DELTA UNIVERSITY ANTHEM (THE BRIGHTEST STAR)

Like the brightest star we are, to lead the way
To good education that is all our due,
The dream of our fathers like the seed has grown;
Niger Delta University if here to stay.

Let us build on this noble foundation
And with love, let our dedication increase,
To rise and uphold this noble vision
Ev'ry passing moment let our zeal never decrease.

In all that we do, let us bring to mind
Our duty as staff and students of N.D.U
Ev'rywhere to promote peace towards mankind,
Creativity, Excellence and Service.

CHORUS

*Rejoice, great people old and new, rejoice
For the good fruit through us is shown;
Be glad in our worthy contribution
To the growth of humanity (x2).*

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My Unique families
Members of Counselling Association of Nigeria
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Gentlemen of the Press
Ladies and Gentlemen

Preamble

With great sense of humility and gratitude to God, I stand before you today to deliver this inaugural lecture. It is both a rare privilege and an honoured responsibility that I dare take up today. It is a privilege in the sense that this kind of unique space exclusive to professors is given to me by God because, promotion only comes from God and not man. I give Him all the glory and honour. Also, it is simultaneously a unique responsibility, which I owe to the academics of Niger Delta University for appointing me to a professorial chair; to the nation's education sector; and to humanity for the opportunity to make my own contributions in the academic world for the advancement of the helping profession. For all of these, I am most grateful.

The tradition of Inaugural Lecture is well celebrated at Niger Delta University. For the new comers to it particularly in the audience, it might help throw a little light on the event. Inaugural Lecture is an academic tradition world-wide celebrated within the academia. The event of an inaugural lecture is occasioned when an academic receives appointment to a professorial chair which, in effect, is the peak of his/her career as a University teacher and scholar. So, for the professor the occasion of an inaugural lecture is a day-of-days, when, in celebration, he/she justifies, with an erudite lecture, his/her appointment to the chair: a proof of his/her academic development and maturity for the professorial position.

By intellectual historical tradition, the professor is inaugurated soon as newly appointed, to tell the world of academia and the world of knowledge with particular reference to his/her field of expertise, a bit about his/her discipline and the unique contributions he/she has made, as a scholar, to knowledge, and to the advancement of civilization.

This lecture seeks to address the centrality of my field of expertise and scholarly work in a discipline that seems to be full of complexities.

Mr. Vice Chancellor, Sir, the age of information is upon us, it means constant changes in all areas of life, learning and work. It means a growing need for people with skills and a growing need for skilled helpers. This lecture provides a broad and integrated structure of the practice of counselling, it presents a cohesive description of the process of counselling, it gives attention to the roles of the counsellor who is viewed as a scientist, who works not only with individuals as clients, but who also helps client systems such as families, classrooms, schools and community agencies in their attempt to provide fully human environments.

The professional Counsellor's ultimate goal is to maximize human effectiveness by facilitating the growth and development of fully human beings. In 1999, as a clinical intern, I saw my first client; I had completed my counselling and therapeutic courses. I knew a lot about theories and practice of helping, but I did not know what to do. I asked more experienced practitioners to show me the way. Their answers varied, depending upon their orientations. One thing they all agreed upon was that the helper

had to attempt to understand the client. Yet, not one of them could tell me what to do. They offered little help in communicating understanding to a client. One orientation provided me with techniques that helped me to involve the client. Another provided techniques to identify the client's deeper meanings. Still another provided techniques for developing and initiating courses of action.

Mr. Vice Chancellor, Sir, over the years, I have studied these techniques to determine if there were any common ingredients. I have researched and factored the helping process into responsive and initiative activities. I have validated the applicability of these activities to helping people with problems of living, learning and working. I developed research to identify therapeutic interventions and the relationship of people's physical, emotional and intellectual functioning to resolve their problems.

Above all, I have studied how people really change; I have researched on how people become involved in the helping process, explore their experience, understand their goals and take action to achieve their goals. These researches have allowed me to identify the skills the helper needs to facilitate the process of change in the client's behaviour through the helping process.

Mr. Vice Chancellor, Sir, ladies and gentlemen, hence, the topic "The Counsellor in a Changing World".

Introduction

We live in a world that seems continually in crisis. Terrorism and kidnapping, war, religious and political strife and economic change provide a backdrop for the issues client bring to counselling sessions. The helpless comes for help with issues ranging from posttraumatic stress and depression, to decisions about how to raise children and whether and when to change jobs. The more complex, mobile and wealthy a society becomes, the more essential the role counselling plays. In a simple society, a child knows almost from infancy what his/her place in life is to be; and his/her education, formal or informal, provides him/her with the concepts and skills he/she will need. In our world now, when a child is born, no one knows what will be expected of the child when he/she becomes a man or a woman. Many alternative patterns are open to the child. The child must be equipped to find his/her place as well as to fill it creditably and to maintain a measure of personal stability in his/her own emotions and relationships to other people in the face of constant or repeated changes and challenges (Maliki, 2003).

There have been quantum leaps to technology, communication capabilities, biomedical advances and global political restructuring. Many long-hold values have changed, and we have shifted our views of spirituality, religion, education, multicultural diversity, and what we accept as entertainment. Some

of the old problems still persist: there will always be people who are depressed, anxious, in conflict with others, struggling with transition, and spiritually confused. These are people whose lives are twisted and confused, disappointed, frustrated and not sure of what to do, worthlessness, suicide thoughts, feeling of despair, fear, exhaustion, immobilizing apathy, hopelessness, inner desperation, anger, loneliness, guilt and unforgiveness, inferiority, self-esteem, mental disorders, family issues, marriage issues (Maliki, 2003).

Moreover, most of our days are three kinds: on mountain top days everything is going well and the world looks bright. These experiences are temporary, they do not go forever. It is unrealistic to expect as some people do, that we can spend life leaping from one mountain peak to another as if there were no plains or valleys in between. Instead, most of life consists of ordinary days when we work at our usual tasks, neither elated nor depressed. Then there are the dark days when we trudge on through confusion, doubt, discouragement and sometimes despair. These days may be occasional or they may string together into months or even years before there are a brighter outlook and a sense of relief. When the dark persist, they are days of depression. (Jack-Ide, Maliki & Onasoga, 2015).

However, counselling exists because life is replete with uncertainties; counselling becomes appropriate when

people are unsure of how to raise their children, what educational and vocational training to pursue, how to develop better friendships, or how to become more skillful. Recognizing an uncertain situation provides an opportunity to learn, a challenge to change and grow. Such uncertainty may prompt individuals to seek for information to help them make their own decisions. Problem solving and decision making can become excelling, as well as being the first step towards a new, positive way of thinking and behaving.

Similarly, in our educational institutions, the Nigerian school child often exhibits self-defeating behaviour such as truancy, laziness, drug abuse, immoral sexual acts, examinations malpractice, indiscipline, vandalism and lack of seriousness at studies to mention a few and it is the responsibility of the counsellor to inculcate more positive and adaptive behaviours in the clients (Aluede & Maliki, 1999). Individuals are not able to control all the social, political and cultural forces that affect their lives. Quite a number of students are in for compelling and different life situations; they are shy, fearful, gullible, and not skilled in managing their own affairs. They are unhappy because of loneliness, feelings of failure, inadequacy or lack of meaning or purpose in life. They lack self-knowledge, which may enable them to form realistic life-goals and plans. They lack both focus and meaningful direction. Occasionally, they lose their way in the dark labyrinths of adolescence and do not know how and when to act; they have to grapple

with complex social problems; living with and sharing facilities with peers, such as living in the hostels and sharing extra-curricular experiences, adjustment to heterosexual relationship and feeling of dissatisfaction with school life.

Counselling is a creative process that focuses on helping clients make developmentally appropriate choices and changes distinctive to their concerns and situations by using proper interventions.

The Concept of Guidance and Counselling

The concept of guidance is as old as human existence. When on earth two persons, husband and wife, parents and children, friends, live in close proximity, there is need for guidance. If a friend is faced with some problems of living, he can discuss his worries with another friend who gives sympathetic listening and advice. People seek for guidance in trivial as well as complex problems of living. Parents always advise their children who are unable to make some crucial decisions.

The more important decision making, the more youths and elders seek advice from other elders and experts who are more experienced or more knowledgeable in solving critical problems. The elders guide according to their rich experiences in life (Olayinka, 1998). The provider of guidance in this case is not trained and non-professional. In other words, throughout the history of mankind, there have been many different people and professionals who have become confidants and helpers for

persons who have sought assistance, who have been less fortunate than others or who have simply needed the comfort of a friend.

Schmidt (1999) noted that those philosophers, wizards fortune tellers, medicine men and others who in their unique and sometimes mythic ways created the advent of the helping profession. Hence guidance in the past was seen as “directing”, “assisting”, “guiding”, “piloting”, which as a service was rendered by the head of the families, parents, priests in the church, Imams in the Muslim faith, older siblings, etc. Gibson and Mitchell (2003) posited that the first counterpart of professional Counsellors were perhaps the elders of ancient tribes who advised the youths and guided them towards responsible decision and behaviour. Hence, in ancient times, helping relationships between people probably focused on the development of fundamental skills for survival. As civilization progressed, these relationships emerged in to processes for encouraging youth to acquire proficiency in personal, social, as well as survival skills, thus, the process of helping the individual to understand himself/herself and perhaps the world became inevitable.

This concept has gained a global status in the present time. Every individual needs guidance in various fields of life. That is why the helping professional today creates a caring atmosphere where desired goals can be explored and a plan for achieving these goals can be forged. This helping process of gathering information, becoming aware of one, exploring options and goals and choosing a direction is in essence a description of

guidance and counselling (Gibson & Mitchell, 2003, Schmidt, 1999, Shertzer & Stone, 1980 as cited in Aluede, Imonikhe & Maliki, 2006).

Counselling is a creative process that focuses on helping clients make developmentally appropriate choices and changes distinctive to their concerns and situations. Effective Counsellors are aware of the multidimensional nature of the profession and are able to work with variety of population by using proper interventions.

Counselling is particularly human experience in a world that seems to become less human every day. In an age of ideologies and technologies, the counselling profession helps maintain the importance of humanness. Counselling permits people to work together for their common good. It is an opportunity for people to share their hopes and fears, but most importantly they share their humanity. Counselling is directed at the concerns of individuals in some aspects, individuals 'own' their problems and have a personal responsibility to solve them in their own way. Counsellors can help with this resolution. It is pertinent to state that counselling is a valuable resource for our society, since it is often associated with helping people solves problems. As people overcome those barriers that inhibit them, society as a whole will benefit.

The Counsellor as a Manager

The purpose and need for guidance and counselling in schools and non-school milieu can better be understood through

metaphor. “the Counsellor is a manager”. An individual represents an asset to himself and to society. This asset must be developed and managed to offer the highest level of profit. The individual who is the asset holder and the counsellor who is the manager must therefore, embark upon a process of management together. The Counsellor is the manager of personality, educational, vocational and personal-social potential. If the Counsellee or the client is a project to be developed, the Counsellor must manage the educational, vocational and personal-social data on the individual most efficiently and prudently.

The Nigerian youths and adults are human assets that must offer some profit or returns to themselves and to society. Guidance and Counselling, whether in school or non-school setting must be geared towards determining and ferreting out appropriate terms, methods, goals, conditions levels, time and means as a procedure in wise investment for a subsequent profit in terms of high productivity.

The Objectives of Counselling.

Some of the different objectives that are espoused either explicitly or implicitly by Counsellors, as listed by McLeod (2010), are:

1. *Insight*: The acquisition of an understanding of the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions

feelings that had been blocked off or denied, or developing a more accurate sense of how self is perceived by others.

3. *Relating with Others:* Becoming better able to form and maintain meaningful and satisfying relationships with other people for example within the family or workplace.
4. *Self-acceptance:* The development of a positive attitude toward self, marked by an ability to acknowledge areas of experience that had been the subject of self-criticism and rejection.
5. *Self-actualization or individualization:* Moving in the direction of fulfilling potential or achieving an integration of previously conflicting parts of self.
6. *Enlightenment:* Assisting the client to arrive at a higher state of spiritual awakening.
7. *Problem-Solving:* Finding a solution to a specific problem that client had not been able to resolve alone. Acquiring a general competence in problem-solving.
8. *Psychological Education:* Enabling the client to acquire ideas and techniques with which to understand and control behaviour.

9. *Acquisition of social skills:* Learning and mastery of social and interpersonal skills such as maintenance of eye contact, turn-taking in conversations, assertiveness or anger control.
10. *Cognitive change:* The modification or replacement of irrational beliefs or maladaptive thought patterns associated with self-destructive behaviour.
11. *Behaviour change:* The modification or replacement of maladaptive or self-destructive patterns of behaviour.
12. *Systemic change:* Introducing change into the way in that social system (e.g. families) operate.
13. *Empowerment:* working on skills, awareness and knowledge that will enable the client to take control of his or her own life.
14. *Restitution:* Helping the client to make amends for previous destructive behaviour.
15. *Generativity and social action:* Inspiring in the person a desire and capacity to care for others and pass on knowledge and to contribute to the collective good through political engagement and community work.

Services of Guidance and Counselling

Practitioners utilize and assist people through services, good guidance programme, is a unified programme, with all the specific services woven into it. The various services have to be supportive of one another for best results. These services include:

1. Pre-admission service

After completing secondary school education, students aspiring for higher education transit to tertiary institutions. To enable the students to get admission in the right course, pre-admission service is needed to ensure that:

- i. The occupational aspirations of the students are correlated with their scholastic achievements;
- ii. The occupational aspirations of the students are in consonance with the economic condition of their families;
- iii. Their social bearings are also in tune with their job aspirations;
- iv. There is a positive relationship between the subjects of education and their job aspirations; and
- v. The students are familiar with the repercussions of choosing a particular course of study.

2. Admission service

This service is needed to:

- I. Admit the right persons for the right course for maximum advantage both to the individual and the

- ii. Select those candidates most likely to succeed to keep wastage figures and dropout rate at the minimum level.

3. **Orientation service**

A very heterogeneous population gets admitted to a school students coming from cities, towns and villages, from happy and unhappy homes, from highly educated parents and totally illiterate parents, from well established peer groups and isolated individuals from convent schools and ordinary schools.

Orientation is a guidance service provided to an individual or a group of individuals so that they can adjust faster and better to a new school, place of work or neighbourhood. Orientation will help the individual to feel emotionally and mentally secure. It will help individuals to adapt to social and psychological conditions of his/her new environment.

4. **Information service**

Information is an essential part of virtually every guidance programme, whether we want to assist the students to make better choices, help in better adjustment or optimum development. This is the reason that information needs to be organized and utilized as a distinct guidance service so as to:

- a. develop in the students a broad and realistic view of life's opportunities and problems at all levels of

- c. assist in learning the techniques of obtaining and interpreting information for progressive self-directiveness;
- d. promote attitudes and habits which will assist the making of choices and adjustments productive of personal satisfaction and effectiveness; and
- e. provide assistance in narrowing choices progressively to specific activities, which are approximate to aptitudes, abilities and interests manifested.

Information provided by this service can be divided into three categories (i) Educational Information (ii) Occupational Information (iii) Personal-Social Information.

5. Appraisal service

This unit deals with personal data records of students, academic performance, transcript and continuous assessment records. The student's progress records as well as deficiencies are taken note of and records kept. This unit offers services for in-depth case history and follow-up case study, summary of academic history of learners' interest, aptitudes, likes and dislikes. Under the appraisal service, psychological tests and psychological diagnostic testing are administered and interpreted; in-dept case analysis of students or clients is also carried out.

6. Counselling Service

relationship service. It goes beyond didactic information giving, unto the affective domain, dealing with intimate personal matters that go beyond the school walls. The counsellor structures and guides the counselling relationship. The counsellor makes available to the clients all the necessary information that can enable him/her to make a realistic choice. Through the Counsellor's specialized skills, he/she express and appraise himself. In the process of appraisal, the client may come into a new self-understanding which will enable him/her make a wise and realistic decision. Counselling could be educational, vocational or personal and social.

7. Placement service

Placement is one of the important services and functions of a Guidance Counsellor. It is intended to assist the student in:

- a. situating the student in the proper scholastic track in the proper course, the counsellor must use continuous assessment, academic performance, aptitude test, interest inventories and observations;
- b. finding a proper place in the school environment;
- c. the proper choice of co-curricular activities available in school;
- d. the choice of job-oriented courses;
- e. getting admission in a school or professional institution; and

The service is useful to all types of students; the normal, the intellectually gifted, the emotionally disturbed, the artistically talented, the mentally retarded etc, to find their appropriate setting.

8. Referral service

Referral refers to thoughtful, careful and professional transfer of a client to another professional helper by a counsellor. Referral may be lateral if it is to one's peer or colleague. It may be vertical, if it is to one's superior in the discipline. In referral service, the counsellor refers client to where his/her problem can best be solved if the client's problem is above his/her competence. The Counsellor does not claim to have solution to all problems as certain problems above his/her competence referred to where they can be given specialized attention.

9. Follow up service

Follow up is the systematic review that is carried out to find out whether a particular guidance service satisfies the needs of the students. It has to be seen to what extent the students have been able to achieve according to their abilities and aptitudes, to what extent curricular and co-curricular choices have been wise, and how

the students are adjusting to the part-time or whole-time jobs. The students need to be followed in order to determine the nature and extent of their need for

10. Consultancy service

Consultancy service is where members of the public, the community, fellow teachers and any other school personnel and members of the public consult a school counsellor in the neighbourhood where the school is located. Since these clients are not school pupils, the expected services are referred to as consultancy services. The Counsellor may also offer consultancy services through forming or getting involved as a consultant or resource person with already existing organizations in the civil society outside the school system. Examples are the following:

- Individual Non-Governmental Organizations (INGO)
- Non-Governmental Organizations (NGO)
- Community Based Organizations (CBO)
- Faith Based Organizations (FBO)
- Coalition of Non-Governmental Organizations. (CONGOS)

These social responsibility alliances have become regular features of contemporary societies world – wide. They provide platform for local initiatives to carryout activities of social responsibilities, transformation and development. This kind of group will always require the expertise of Counsellors.

resources and for evaluation of achievement in relation to goals. The findings of studies form the basis for curricular enrichment and redirection and also re-orientation of other services. The service is intended to examine both the personnel in the University guidance programme and the techniques of guidance used by them so as to discover their strong and weak points and ultimately strengthen the whole of the programme. Research can give the guidance staff greater psychological security because of knowledge of the effectiveness of its efforts. It can also provide a basis for guidance development programme. Research has to be a continuous process; it cannot be done for forgotten.

12. Evaluation service

Evaluation service completes the entire process of guidance. It is essential to evaluate the use and application of information to established activities in order to determine the effectiveness of the guidance programme, that is, the degree to which they satisfy the needs and their efficiency, that is, how well time, money and personnel are utilized. This can be done by finding out:

- i. The degree of harmony between educational and vocational plans and capacity of the students;
- ii. Agreement between subjects taken or planned and the entrance requirements of the higher institution the students plans to enter;

- v. The amount of maladjustment among students; and
- vi. The extent to which students are aware of the type of information to be considered in making an occupational choice and the source of such information.

13. Community and Family Counselling service

One of the essential roles of a Counsellor is to offer his/her services beyond the walls of the school in the form of relevant community services. The Counsellor offers very relevant and effective assistance to the community where the school is located by offering preventive guidance awareness and organizational leadership to members of the community.

The counsellor can also build the community leadership capacity by offering extracurricular activities such as development seminars, workshops, awareness, campaigns and advocacy through the people, their organizations and media. Specific programmes of intervention designed to meet the needs of the community masses and the less informed public; includes the following:

Family Life Programmes

1. Family Life counselling, step-parenting, single parenting.
2. Pre-marital counselling, reproductive health

Human Sexuality Programmes

1. Pre-marital counselling.
2. Healthy Adolescent Sexuality.
3. Prevention of HIV/AIDS.
4. Management of HIV/AIDS.
5. Counselling of HIV/AIDS patients and families.
6. Counselling of STD patients and spouses.

Stress Management Programmes

1. Awareness programmes on causes and prevention of stress.
2. General Stress Management.
3. Stress related diseases and management.
4. Unavoidable human stressors and management.
5. The elderly and stress, effect and intervention.
6. Children and stress, effect and intervention.
7. Post traumatic stress disorder, management and intervention.
8. Pre-retirement workers seminars.
9. Post retirement management.
10. Retrenchment management.
11. Environmental counselling and intervention against global warming and the ozone effect.

Guidance and counselling programme in a university can work effectively. These services will facilitate good teaching and efficient learning, thus proving as necessary

academic achievement which is the primary responsibility of educational institutions. They will also help in decreasing wastage, improve student performance, lower class absenteeism, create favourable faculty opinion, eliminate student indiscipline and unrest and on the whole create congenial atmosphere in the institution.

The Person of the Counsellor

The Counsellor is someone who has expert knowledge and skill to assist the client with his/her problem. Tyler (1969), as cited in Ikejiaku and Torubeli (2010), defined a counsellor as a specialist in developmental possibilities, as well as a therapist.

Denga (1985) saw the counsellor as a staff member with specialized skills, who provides assistance to individual students and their parents in making decisions that ensure on efficient and orderly progression of his/her growth and development. He further explained that the counsellor has undergone considerable training in such areas as:

- a. Collecting, analyzing and recording information about students which is useful to the teachers, parents, administrators, the counsellors themselves as well as the student.
- b. Consulting with classroom teachers, administrators and the other persons who make up the guidance team in respect of all the issues which affect the normal growth and development of students.
- c. Carrying out research works aimed at enhancing

- d. Co-ordinating all guidance services available to students for whom he is responsible.

Unachuku (1991) defines the counsellor as a trained professional who listens to students' problems, conceptualizes them, clarifies issues and assists them to understand their potential with a view to resolving their educational, vocational and personal-social problem.

The counsellor is someone who is trained and has acquired a professional knowledge to helping others resolve their incapacitating problems. He is a helper of mankind through love, care, empathy, patience, honesty, respect and trust. He helps clients to resolve their problems and become more effective in their environment.

However, to be able to do this, certain competences are needed. As a professional, he/she possesses some unique qualities, competence or qualifications encompass both personal and professional consideration.

Qualities of a Counsellor

The personal qualities of the counsellor are innate or inborn characteristics expected of the counsellor.

These characteristics include:

1. **Empathy:** This is a psychological concept which refers to one's ability to perceive other's problem from the person's point of view and thus be able to afford appropriate help. Empathic understanding enables

think, feel and behave the way they do and be able to communicate that understanding to the clients.

2. **Unconditional Positive Regard:** This means seeing the client as a whole irrespective of the Counsellor's values, he/she does not lay down any condition for accepting a client in the Counselling situation.
3. **Genuineness:** The Counsellor needs to share his/her feeling honestly. By modeling this behaviour, the therapist can help teach the client to also develop this important skill.
4. **Patient Approach to Human Problems:** Tolerance and acceptance with no time limits. In every aspect of the Counsellor's work there would be the need to spend long periods tolerating or accepting others or clients with no prospects of immediate returns.
5. **Above Average Intelligence:** Intelligence level of an individual determines how he/she can learn and respond to situations. These situations may be concerned with behaviours manifestations, knowledge, acquisition and various cognitive functioning associated with human problem-solving.
6. **Emotional Intelligence:** Emotional intelligence is the

assimilation, expression, regulation and management.

Counsellor should handle client's problem with care and feel the pulse of their problem. Handle client with dignity and consideration as a fellow human being.

7. **Self-Efficacy:** Self-efficacy refers to an individual's belief that he/she is capable of successfully performing a task. The higher an individual's self-efficacy, the more confidence he/she has in his/her ability to succeed in a task. The higher the sense of efficacy the greater the effort, persistence and resilience.
8. **Confidentiality:** A counsellor should be able to keep secret all information revealed to him/her by the client in process of their interaction.
9. **Good Communication:** Good communication ability is also a quality of the counsellor. The counsellor should be able to communicate effectively.

These qualities can also be acquired through training.

Interdisciplinary Basis For Guidance and Counselling

Formal education has various functions to perform for individuals that go through it and for the society they will serve after their school career. Students in any educational institution expect that institution to assist them in realizing their aspirations; because aspirations vary as

identified three functions of education. These are (a) developmental, (b) differentiating and (c) integrating functions.

Education has the responsibility to develop the unique qualities of each student. To meet this need, education offers academic courses in the various disciplines, such as the Sciences, Arts, Humanities, Social Sciences, Engineering, Medicine etc. With these courses, the individual channels his choice towards his personal characteristics, such as his ability, interest and aptitude. Education helps the individual to have a philosophy of life that forms the basis for his/her behaviour. Whether the person focuses on the Social Sciences, or the humanities, or Medical Sciences, Natural Sciences, or Engineering, guidance and counselling services are indispensable. In the choice of subjects, in the change of subjects, in information gathering and dissemination about the self, about education or vocation, in counselling students with personal or inter-personal problems or concern arising from their inability to cope with school demands, guidance and counselling services are needed.

Also, education is expected to identify and cater for the individual differences in abilities, interests, psychological and social worlds of individuals. It cannot fully perform these functions without the help of guidance and counselling services that help to identify the individual differences through assessment services.

The guidance counsellor is equipped with information about what subjects lead to specific vocations after school careers. He does not have to specialize in all the disciplines of the school curricula to be able to assist students to meet their needs in the various specialization areas.

In the same vein, education performs the function of integrating youths into the society and the culture of the people. Among other things, education fulfils these functions through the departments of visual and creative arts and similar academic units. Through theater arts, schools encourage students to form social clubs that cut across cultural barriers.

In the course of their pursuit, students may run into problems of decision-making, as to what course of study to pursue. They may find that they have problems working together with certain individuals or even that their problems stem from the very people they call their friends or relations. In any of these situations, guidance and counselling is needed to analyze the problem as it affects the individual and to help him/her find a solution to the problem. The interdisciplinary basis of guidance and counselling lies in the fact that guidance and counselling services are not limited to education as a discipline but to education as a career that cuts across all the other disciplines in various educational institutions. The main concern of guidance and counselling is the individual and it works for the welfare of the individual irrespective of

Guidance and Counselling as a Helping Relationship.

Guidance and Counselling is a scientific process of assistance extended by an expert in a specific situation to a needy person. Guidance and Counselling involves relationship between two persons in which one of them (counsellor) attempts to assist the other (counselee or client) to organize himself/herself so as to attain a particular form of happiness, adjusting to a life situation or self actualization. It is a relationship of mutual respect between counsellor and Counselee. In private interview, Counselee acquires independence and develop a sense of responsibility. Guidance and counselling process is structured around the felt needs of the Counselee.

The main objective of guidance and counselling relationship is to bring about a voluntary change in the client. For this purpose, the counsellor provides facilities to help achieve the desired change or make the suitable choice. The client alone is responsible for the decisions or the choice he/she makes, though, the counsellor may assist in this process by his/her warmth and understanding relationship. The counsellor helps the Counselee to discover and solve his/her personal problems independently.

Pepinsky and Pepinsky (1954) define relationship as a hypothetical construct to designate the inferred character of observable interaction between the two individuals. Also, Shetzer and Stone (1971) described the helping

(1961) defined the helping relationship as one in which at least one of the parties has the intent of promoting the growth, the development, maturity, improved functioning and improved coping with life of the other.

Components of a Helping Relationship

A helping relationship involves the helper or the Counsellor and the helpee who is the client. The two must come together in a setting. Their coming together establishes a relationship and there must be an issue or problem to be resolved. The components of a helping relationship are as follows:

The Counsellor: How the Counsellor reacts to the client and how he/she communicated his/her feelings are important in the relationship. The counsellor must demonstrate not only skill but also show the characteristics expected of a helper. He also must show skill in attending, responding, initiating and communication behaviours.

The Client: The client must play his/her expected role before counselling can be meaningful and effective.

The Physical setting: The Counselling interview has to take place in the appropriate physical setting that will enhance change in behaviour.

The relationship: The counselling relationship must ensure

ethics of the helping profession as stipulated by the association of the profession.

The problem: The counselling interview must lead to understanding the problem of the client.

The interview: The extent and duration of the interview will depend on the nature of the problem. There must be establishment of rapport, provision of structure helping the client to verbalize and alertness of clients feelings and needs must be shown (Alao, 1986)

Stages of the Counselling process

The stages of the counselling process are:

Stage 1: Relationship building: Tasks here includes: laying the foundation of trust, establishing the structure and forming the relationship, inform consent process, articulating roles of counsellor and client, developing a collaborative working alliance. Consider how do we develop rapport and create relationship with our clients? What is it that brings to the relationship that helps us create a foundation of trust and willingness to work collaboratively towards goals?

Stage 2: Identifying the nature of the presenting problem: To understand the kind of change that is sought, see the problem in context to the client's larger world and Keep an eye on the strengths and resources of the client. The counsellor builds hypotheses during this stage and throughout the

Stage 3: Formulation of counselling goals: The clients articulate where they want their counselling journey to take them. Client role as one driving the bus enhances a sense of ownership and motivation-factors important in the change process. Well identified goals help to create a roadmap and means to evaluate. Goals may change and evolve as therapy progresses.

S t a g e 4 : C a t e g o r i z e s C o u n s e l l i n g
G o a l s .

Characteristics of a good treatment plan

- Goals are clearly defined and reachable
- Plan able to be adapted with time
- Positive and action-oriented focus
- An essential to an effective plan is client's motivation and willingness to follow it.

Crafting and treatment plan

- Begins with clearly articulated problem and priority from client's perspective of primary (presenting) clearly defined, broad goals-global objectives.
- Objectives-behaviourally stated, steps on way to broader goal-mindful of accountability.
- Interventions to be utilized by counsellor.

Stage 6: Termination and follow-up. Collaboration with client in identifying a date in advance for next follow up session and the role to review progress. Create closure in client counsellor relationship and plan for future.

Mr. Vice Chancellor Sir, ladies and gentlemen, you have all journeyed with me in the search for what to do, what counsellors do, and how counsellors respond to their calling. The journey presents approaches and relevant workings of the counsellor in a changing society with social problems of unprecedented magnitude.

Counselling is an activity that is at the same time simple, yet also vastly complicated. What can be simpler than

concerned and interested listener about your problems? But it is what is involved in the telling and listening, knowing and being known, reflecting and acting, that can be so complex. In counselling, people talk about anything and everything. The relationship between the counsellor and the person seeking counsel is simultaneously taking place at a physical bodily level, and through language, and in the thoughts, feeling and memories of each participant. This is what makes it so complicated, and this is what makes counselling a big topic.

Counselling is an interdisciplinary activity, which contains different traditions and schools of thought, and spreads itself across the discourse of theory, research and practice. Counselling has generated a rich and fascinating literature and a range of powerful theories and research studies.

Listening to lectures like this is somewhat similar to looking through a window into a room. In the room there are people doing something, but their world is always on the other side of the glass. Counselling is a practical activity and can only be grasped through the experience of doing it, as client and counsellor. Real knowledge about counselling can never be gained through lecture; it requires immersion in an oral tradition, physically being there and doing it and crucially – feeling what is happening rather than merely looking and listening to words.

My Contributions to Research and Scholarship in Guidance and Counselling

Mr. Vice-Chancellor Sir, Let me at this point share some of my humble contributions to research and scholarship in guidance and counselling: these will be reviewed along the three broad categories guidance and counselling is usually divided, which are educational, vocational and personal-social, as each complements the other in helping clients resolve their problems.

Educational Guidance and Counselling.

1. **Guidance and Counselling as a tool for improving sex education for social problems in Nigeria.**

Parents, due to cultural and traditional norms, find it difficult to engage their adolescent children in sex education. The negligence of parents has caused, a lot of frustration among the adolescents in that many youths are involved in sexually risky behaviour, resultant in sexually transmitted diseases, such as syphilis, gonorrhea, abortions, prostitution, teenage pregnancy and early marriages. The paper looked at how guidance and counselling can be used for improving the effectiveness of sex education. The paper suggested that counselling centers should be established and consolidated to ensure that guidance programmes run effectively in schools (Maliki, Uche & Oderhohwo, 2018).

2. **Attention deficit hyperactivity disorder (ADHD): counselling intervention.**
Attention deficit hyperactivity disorder is a multi-

burden, stress to families, and adverse academic and vocational outcomes (Biedermarn, 2005). Characteristics of ADHD include: impulsivity, hyperactivity, cognitive, behavioural and emotional deficits and inattention. It is seen as a prerequisite of significant learning difficulties (Barkley, 1998 and Jimoh, 2014). Children with ADHD have a difficulty sitting still for a long time. Sitting in a classroom all day, getting to the house to sit in front of the television or video game or home work assignments are recipe for trouble for them. Counselling interventions were suggested to include family psychotherapy and interventions for teachers. It is recommended that ADHD be included in guidance and counselling training programmes (Maliki & Torubeli, 2015).

3. Knowledge of autism spectrum disorder (ASD) among prospective graduates of helping professions in Niger Delta University: Implications for counselling.

Autism Spectrum Disorder is a range of complex neuron development disorder characterized by social impairments, communication difficulties and restricted repetitive and stereotyped patterns of behaviour. Result revealed that knowledge about autism spectrum disorder among final year undergraduates of health education, sociology, guidance and counselling, medicine and nursing was low. The study advocated that autism spectrum disorder should be included and taught as a course in all helping profession programmes. Counselling implications were suggested. (Maliki & Jack- Ide, 2015).

4. Attitude of teachers in Yenegoa Local Government Area, Bayelsa, Nigeria, towards teaching profession: counselling implications.

Attitude is a response that can be positive or negative to any situation, events or objects. Individuals attitude towards their profession have an effect on their performance. Also the attitudes and perceptions of a profession affects professional competence and achievement, teachers attitudes towards their profession have a great importance in fulfilling the requirements of the profession. The study examined attitude of teachers towards the teaching profession. Result revealed that teachers have negative attitude towards the teaching profession. The study recommended amongst others that government should increase the salaries of teachers and take matters concerning teachers as high priority. Counselling interventions were suggested particularly in the area of attitudinal change (Maliki, 2013).

5. Interpersonal relationship behaviour, perceived social and civic obligations, background variables and academic achievement among senior secondary school students in Bayelsa Nigeria.

Interpersonal relationship has the potential to influence classroom performance and learning outcomes in positive/negative. The findings revealed that there were significant differences in student's measure of interpersonal relationship behaviours and perceived social and civic obligations on the basis of sex, fathers' educational

attainment, number of siblings, age of father and academic achievement. Male and female students whose father had higher educational attainment, as well as those from large families who had older fathers and those with higher educational attainment were on the average in their interpersonal relationship behaviours and social and civic obligations than their male counterparts, whose fathers were less educated, had fewer number of siblings, had younger fathers and lower achievement scores. The paper recommended that parents should painstakingly ensure proper and productive upbringing of their children. This is because it is the family that lays the foundation for the various forms of behaviours shown by a child. This can be done through emphasis on relevant cultural aspects of their social lives (Maliki, 2013).

6. An evaluation of student's awareness, usage and assessment of guidance services in tertiary institutions in Plateau State.

The introduction of guidance services in our educational system is very important. This is because of the changes taking place in the educational system as well as our society today. It is assumed that with the increasing complexities in the society, industry and technological development all going hand in hand, the succeeding generation will find it difficult to adjust themselves to the society, work, family, and schools. If students are not properly adjusted, this may affect their education and expose them to environmental as well as personal problems in development. If this happens,

nations hope for the future. The result indicated that there is a significant variation in the awareness levels of the students in the different tertiary institutions. Students in the university of Jos are more aware of guidance services and equally use and access guidance services more than students of polytechnics and colleges of education in the State. It was recommended that awareness should be created among the students, particularly in the polytechnics and colleges of education (Ibu & Maliki, 2012).

7. Bullying problems among school children

Bullying is an interaction in which dominant individuals repeatedly exhibit aggressive behaviour intended to cause distress to less dominant individuals. Bullying is a widespread problem in our schools. The behaviour encompasses physical aggression, threats, teasing and harassment. It can lead to violence involving weapons, an unaccepted anti-social behaviour that is learned through influences in the environment. Bully problems are major source of worry for children at one time or another; most children will have to deal with this problem. The victims of bullying can have a variety of psychological problems such as low-self confidence, feeling of worthlessness, low-self esteem and suicide. The study advocates that bullying should not be viewed as an integral part of growing up, but as an antisocial behaviour associated with public health problems. Ways to prevent and stop bullying in schools were suggested (Maliki, Asagwara & Ibu, 2009).

8. Students' background variables and utilization of library resources among secondary school students in southern senatorial district of Cross River State, Nigeria.

The library meets the information needs of the user in four ways:

- i. Education to develop society, adults, children and to fill gap in memory.
- ii. Information to develop executive activities such as economics, social and commercial development.
- iii. Aesthetic appreciation for culture, art, truth and judgments.
- iv. Recreation to provide amusement, hobbies. The function of the library therefore is to implement, enrich, vitalize and humanize the educational programmes, as it strives to attain excellence in content, process and product. It is important to note that the homes as well as the school background are bound to influence effective utilization of the library and its abundant resources among secondary school students and consequently reflect in their academic performance and achievements. This is because the type of home from which a student comes may determine his/ her awareness of library facilities, how to use them and their external value. The findings indicated that students' background variables are significantly related to as well as significantly

environment for their children to read, study and develop (Maliki & Uche, 2007).

9. Application of client- centered therapy to the Nigeria school situation

The paper examined the philosophies of client-centered therapy. It focused on persons and their perceptions of themselves. It is also based on the subjective view of human experiences and places more faith in the client and gives more responsibility to the client in dealing with problems. It is advocated that the client- centered approach to counselling be incorporated in Nigerian schools so that our youths can be individuals with appropriate skills, abilities and competent both mentally and physically so that they become people who can contribute their quota meaningfully to the development of their societies and to the Nigerian nation in general (Maliki, 2003).

10. The school counsellor in students' institutional choice for quality education in Nigeria.

The decision to go to higher institution is one of the most important decisions a youngster will ever make. The irony of the decision-making process is that, many youngsters make their four/ five year's expansion on the basis of the mental narrowness they possessed in their secondary school. The paper examined the role of counselling in institutional choice for quality education in Nigeria. It was also observed that many youngsters make their decision hastily under the

usually are regretted and many develop into maladjustment and dissatisfaction. This often leads to poor academic performance, which on the long run affect the quality of education. Researchers advocated counselling interventions that could be adopted in counselling prospective students in institutional choice (Maliki & Aluede, 2002).

Vocational Guidance and Counselling

11. Nigeria public school workers' perception and attitude to pre-retirement counselling.

Retirement signifies the detachment from customary activity in business, industry or active service as full time employee. It can also be conceptualized as a process that separates an individual from a job role or as the termination of a pattern of life and a transition that deals with the reassessment of life resulting from old age, poor health, social pressure or weariness etc. Retirement generates anguishing questions about the future in that it potentially changes the individual and his/her situation with far reaching consequences for the society.

Accordingly, pre-retirement counselling is a basic necessity if near-retirement workers are to be equipped to plan effectively for the demands of the future. Pre-retirement counselling is a form of counselling. It can be conceptualized as a systematic and organized assistance offered to near-retirement

adequate plan for their years of retirement that addresses the practical, psychological, intellectual creative, recreational and emotional needs of their lives. The study was designed to find out how public school workers nearing retirement perceived retirement counselling and their attitude to its programme. The results revealed that there is a significant relationship between perception and attitude. Public school workers in Nigeria showed less optimistic perception of retirement counselling and less favourable attitude towards its programme. Also significant differences were shown to exist along qualification and status lines in terms of their perception of pre-retirement counselling. Implications for retirement counselling were discussed (Asuquo & Maliki, 2007).

12. Determinants of parental influence of students towards Agriculture as a career prospect in Bayelsa State.

Agriculture as a vocation is an important field to Nigerians since it is a major contributor to the socio-economic life of the populace. The study of Agricultural Science in Nigerian schools could be described as the right step in the right direction. The paper sought to examine the determinants of parental influence on students towards Agriculture as a career prospect in Bayelsa State. Results indicated that socio-economic status, family background and educational level and residential areas are determinants. Researchers advocated strategies that could be adopted in

all schools in Bayelsa State were made (Egumu & Maliki, 2003).

13. Perceived counselling needs and help seeking behaviour/ techniques in young unemployed workers in Nigeria.

Unemployment among young people today has emerged not only as a pervasive and topical development issue in Nigeria but also as an intractable social problem. A clinical analysis of perceived counselling needs and help seeking behaviour techniques of the unemployment was made using a sample of 250 unemployed youth in Calabar, Nigeria. The main thesis developed was how young people were coping with the challenge of unemployment as one of the undesirable economic events among a cluster of job and income – related stressors. Fundamental sociological, psychological and medical unemployment related issues were discussed as a background to the topic. Result showed that depressive effect, network of social and institutional support and retraining/skill development were the dominant needs reported by respondents. However, their need profile did not match their help seeking behaviour techniques. Results also indicated that sex and age of respondents influenced their needs' perception while length of unemployment did not. Counselling implications were discussed (Asuquo & Maliki, 2008).

The contemporary prevalence of youth violence is attributable to the social trends that affect the atmosphere in which youths grow up. Rise in divorce and single parenthood, changing gender roles, drug use, unemployment, poverty, weakening values and standard and lack of structure in the home are some of the antecedents of youth violence. Bayelsa embedded in the tributaries of the Niger Delta, an all Ijaw State is under siege by militant youths of the area, ostensibly fighting for control of greater share of the resources derived from the area.

The antecedents of such militant behaviour are seen to be rooted in the social, economical and political atmosphere in which the youth have grown up. There is a high prevalence of poverty, disease, unemployment/underemployment, low level of education, lack of exposure and enlightenment, coupled with harsh and difficult wetland, swampy, island terrain with little or no outlet for recreation further compound the situation. Also weak family structures rooted in polygamy, single parenthood, teenage parenthood and absentee fathers create the environment for children to grow out of control.

The flood gates of violence were further flung open for these unemployed poverty- stricken youths by unscrupulous politicians who use them as tools for electoral violence. The study was designed to investigate the antecedents and consequences as well as the

mostly by their single mothers of very low socio- economic status, within weak family structure, who have low control of the youths in their impoverished, swampy rural environment that are devoid of modern conveniences and facilities. The implication for the counsellor thus recommended is that of advocating for good governance and dialogue facilitated by the counsellor, to achieve a lasting peace in the State (Uche & Maliki, 2011).

15. Counselling and Population Control in Nigeria.

In 1988, the Federal Government of Nigeria, under the military presidency of Gen. Ibrahim Babangida, introduced a National Population Policy and policy targets for the country. The main focus of the policy targets was on how to control or reduce the population growth rate of the country. Eight out of the ten specific objectives were directed on how to reduce the mortality rate, particularly the infant mortality rate. When one examines the present population situation of Nigeria vis-à-vis the National population targets expectations, it is clear not much has been achieved.

The question that comes to anyone evaluating the situation is, why have these objectives of the policy being difficult to realize. The simple but not too obvious reason is that policy formulators failed to appreciate the difficulties associated with attempts at changing traditional and internalized attitudes, habits, beliefs and behaviour of people. For example, how easily can you make people appreciate the need for a woman to have only four children

How do you make government officials who are the implementers of government policies be more committed to their duties, be less corrupt in order for the policy implementation to succeed? Changing internalized habits and beliefs require a long and consistent education. Such education, when channeled through a well organized counselling system, will achieve better result. Thus, the role of Counsellors in the desire for a reduced population growth rate by any Nation should not be overlooked or undermined. The paper presents the relationship between population control and counselling process, particularly for a country like Nigeria (Omohan & Maliki, 2007).

16. Values Orientation and Marital Conflict Resolution: Implication for Marriage Counselling.

The increasing rate of unresolved marital conflict leading to divorce, breakdown of the marriage institution and family life and its psychological effect on the major stakeholders (men, women and children) has in recent years evoked a great deal of concern among counsellors all over the world. Marriage provides the family setting that serves as the nucleus of the society. It increases the home environment which makes for the propagation of species, the recurring of offspring, the emotional reassurance of man's peace of mind, the cultivation of moral values and the balanced inter-exchange of love as well as securing, succor and acceptance.

However, when this setting is threatened by turmoil and

the society and cumulatively, the world at large. Little wonder that some people perceive the increasing incidence of turmoil, violence, conflict and terrorism that characterize the world scene today as a reflecting state of the family. The study examined the relationship between values orientation and marital resolution of married persons. Result showed that a significant relationship exists between values orientation and conflict resolution. Implications for counselling were discussed (Asuquo & Maliki, 2007).

17. HIV/AIDS and use of Condom: The role of Counsellors.

The paper examined the use of condom in this period of HIV/AIDS. HIV/AIDS is a disease transmitted through two main channels: Sexual intercourse and blood transmission. More than 90 percent of the Nigerian population accepts the fact that AIDs is real and deadly. They do also believe that there are preventive measures to AIDs including the use of condom. Despite the acceptance and awareness of HIV/AIDS, people still engage in multiple sexual partners, casual sex and unprotected sex. This paper advocated the use of condom in every sexual encounter and outlines interventions that professional Counsellors can be used in promoting the use of condom, such as encouraging men and women to use condoms and organizing talks, seminars and symposia on the use of condoms (Maliki, Omohan & Uwe, 2006).

misunderstood and overlooked within the Nigerian school setting. This is because it does not interfere with teaching – learning effectiveness. Among students who are compared to their peers inactive in the classroom, many are well adjusted academically and socially but relatively quiet and content to work independently. On the other hand, some students are socially withdrawn; they are content to work alone rarely engage in any social interaction with their peers.

These sets of students are not willing to interact with others and not accepted by other such as peers, classmates and schoolmates. However, operating at low frequencies of social interaction will detrimentally affect an individual's social language, moral, emotional and intellectual development. This is because, through social interaction, one exchanges views with others and acquires more knowledge, which will increase and improve one's experience and development. Withdrawal begins to emerge as a problem if it becomes not merely situational but dispositional, so that the student is labeled as withdrawn. Withdrawal often stems from feelings of depression, rejection, persecution, unworthiness and lack of confidence. Counselling implications for counsellors such as training socially withdrawn students in assertiveness skills, initiating interaction with peers and social skills (Maliki, 2003).

19. Female Genital Mutilation: A Traditional Practice that Threatens the Health of

cutting in whole or part of the female genitalia. The practice of female genital mutilation is unique and different from most other common traditional practices because of its serious adverse health implications physically, socially and psychologically. It is also one of these practices that have persisted despite improvements in education, health and economic status of the communities where it is practiced. Ways such as: discussion of adverse effects of female genital mutilation in the mass media, market places and schools, distribution of publications, lectures, seminars and workshops involving traditional and religious leaders in the campaign against female genital mutilation were suggested as ways of eradication of female genital mutilation (Maliki, 2002).

20. Secret cult, a threat to Universities in Nigeria.

Secret cults can be regarded as organizations whose activities are held secretly and are characterized by rituals. The paper employed analytical approach in looking at the different ways secret cult members constitute themselves into threats in institutions of higher learning in Nigeria. Suggestions and counselling implications on how to curb the menace of these cult members in institution of higher learning in Nigeria were made (Aluede & Maliki, 1998).

Challenges Confronting Counselling Profession in Nigeria

Major challenges confronting counselling profession in Nigeria includes:

to uplift the standard of the profession. For example, many schools in Nigeria have no counselors and where they exist they teach or combine teaching with counselling.

- b. **Inadequate funding:** In most schools, funds are not adequately provided to the school counsellors to run the guidance programme; as a result of lack of provision of funds by government for the running of the guidance programmes in schools.
- c. **Inadequate facilities:** Many schools lack adequate facilities to provide effective counselling programme for example, psychological tests and non-test devices, communication gadgets.
- d. **Cultural barriers:** Cultural barriers take the forms of belief system, differences in languages, religion and cultural background. For example, some students find it difficult to discuss their concerns with school counselors whom they regard as 'strangers' from different religious or cultural backgrounds.
- e. **Ignorance:** Due to inadequate information, many organizations that require the services of counsellors in Nigeria do not appreciate the services. Such organizations include hospitals, prisons, police, military, welfare centers, banks, courts of Law and marriage registries.

The counsellor is inevitably oriented toward the future. The nature of that future is vague and unclear even to

change. As the counsellor works with growing human beings who are struggling to relate themselves to an uncertain future, few values are not open to question, few axioms are not problematical, and few principles are not merely predictions. Most of the attempts at prediction necessarily come up with a series of if and/or but statements that can be subsumed under only one generalization: Change will take place.

Mr. Vice Chancellor Sir, for the counsellor in a changing world, it is important to be able to grasp the sweep and magnitude of changes and the intensity with which they will impinge upon the lives of men.

Prospects of Guidance and Counselling in Nigeria

Nigeria is a developing nation, it is therefore experiencing some developmental changes; which require the services of professional counsellors. Also, many Nigerians have concerns, which they cannot handle alone. They therefore need the services of experts in the field of counselling. These needs create a bright future for counselling practices in Nigeria.

1. In the last five decades, Nigeria has witnessed a tremendous increase in deviant behaviours among youths and adults. Some of the behaviours, which have given the nation a negative image, include fraud, arson, cultism, violent reactions, trafficking in persons, examination malpractices, drug abuse, sex abuse, armed robbery and corruption. The alarming

other related Commission (ICPC), (EFCC) and National Agency for Food and Drug Administration and Control (NAFDAC). Despite the establishment of these agencies, deviant behaviours have been on the increase. There is therefore the need to employ professional counsellors who will assist in the prevention or reduction of these and other maladaptive behaviours in Nigeria.

2. In the traditional African setting, the members of the extended family provide supportive services to members who are in need of moral, psychological and financial assistance. Nowadays, due to modernization and industrialization, the extended family system is gradually being replaced by the nuclear family. Many Nigerians now live independently with little or no contact with the members of their extended family. Consequently, the assistance that is usually provided by the members of the extended family is being lost. More importantly, in modern Nigeria, most parents work from morning till evening in a bid to make ends meet. Children are therefore denied the necessary parental love, care and support for most part of the day. Also, cases of divorce, single parenting and parental neglect have continued to increase due to economic depression and changes in values. The services of professional counsellors are therefore required to address these issues.

Examples of such are Niger Delta Crisis, religious conflicts, Boko Haram, Herdsmen as well as political violence. Various forms of kidnapping, assassination and cold blooded murders also abound. These conflicts point to the need for guidance and counselling services in all spheres of our national life.

4. The world is paying more attention to prevention rather than curative medicine. Preventive medicine largely involves enlightenment and counselling. With proper counselling preventive diseases such as cholera, poliomyelitis, typhoid, STI's, sickle cell anemia and malaria can be prevented and totally eliminated. Therefore, the relevance of counselling in the health sector cannot be over-emphasized.
5. Other factors that project a bright future for professional counsellors in Nigeria are constant changes in the world of work, high rate of unemployment, increase in students' enrolment, involvement of private organizations in the establishment and management of schools, concerns about retirement and old age and the establishment of private counselling centres.

However, all the aforementioned factors require the services of professional counsellors. As long as the identified factors exist in Nigeria, trained counselors will have opportunities for job placement, either in public and private organizations. Thus, the future is bright for professional Counsellors but Counsellors also needs to

another, work hard and be resourceful. They should provide efficient services to their clients and to the society at large.

Summary

Mr. Vice Chancellor Sir, distinguished Academics, Ladies and Gentlemen. The anticipation of a continuing education for all people in our rapidly expanding cultural universe applies with particular emphasis to those in professional fields of work. The counsellor has great need and often a personally felt need, to continue to grow professionally and personally. The fundamentals in counselling are the skills of communication, both written and oral, skill in interviewing: sensitivity to human feelings, knowledge of the world, regard for human hopes and values, ability to lead others to understand themselves, understanding one's self, having or at least developing, a philosophy of life, and above all intellectual honesty. These are qualities, both professional and personal, which one may continue to develop over a lifetime.

We live in a complex, busy, changing world. In this world, there are many different types of experiences that are difficult for people to cope with. Most of the time, we get on with life, but sometimes we are stopped in our tracks by events or situations that we do not, at that moment, have the resources to sort out. Most of the time, we find ways of dealing with such problems in living by talking to family, friends, neighbours, priest or our family doctors. But

to. Counselling is really useful option at these moments. The Counsellor does not diagnose or label you, but does his/her best to listen to you and work with you to find the best way to understand and resolve your problem. Where else in our society is there the opportunity to be heard, taken seriously, understand, to have the focused attention of a caring situation for hours at a time without being asked to give anything in return?

Being a Counsellor is also a satisfying and rewarding work role. There are times when, as a Counsellor, you know that you have made a professional difference to the life of another human being. It is always a great privilege to be allowed to be a witness and companion to someone who is facing his/her own worst fears and dilemmas. Being a Counsellor is endlessly challenging. There is always more to learn in a changing world.

Conclusion

Counselling is as old as society. In everyday life, we find counselling going on at many levels, in a family set-up, parents counsel their children; in society, doctors counsel their patients; lawyers counsel their clients; and teachers counsel their students. Counselling is a scientific process of assistance extended by an expert in an individual situation to a needy person. Counselling involves a relationship between two persons in which one of them, the counsellor, attempts to assist the other counsellee or client in organizing himself/herself as to attain a particular

counsellor acquires independence and develop a sense of responsibility. Counselling process is structured around the felt needs of the counsellor.

Moreover, the main objective of counselling is to bring about a voluntary change in client. For this purpose, the counsellor provides facilities to help achieve the desired change or make the suitable choice. The client alone is responsible for the decision or the choice he makes, though the counsellor may assist in this process by his/her warmth and understanding relationship. Thus, the counsellor helps the counsellor to discover and solve his/her personal problem independently.

ACKNOWLEDGMENTS

Mr. Vice Chancellor Sir, distinguished audience, this lecture will not be complete if I do not pay tribute to those who in one way or the other contributed to what I am today in my academic career. I wish to express my unreserved gratitude to God Almighty, for His unfailing love upon me; having understanding of His words in Psalms 127: 1 *"Except the Lord build the house, they labour in vain that build it: except the LORD keep the city, the watchman waketh but in vain"*

I am greatly indebted to the following persons for reading through the draft manuscript of this lecture, making valuable and useful corrections, comments and suggestions: Prof. Augustus A. Adeyinka, Dr. Victor A. Torubeli and Dr. Fibainmine G. Paulley. May God reward your efforts.

I am grateful to kith and kin that stood by me through thick and thin, and the various instruments used by God to fulfill my dreams and destiny. Without their support and prayers, the journey of life would have been most difficult. As usual, my deep appreciation will always go to my family, unique and special in nature which continues to remain for me a solid background support in love, care and friendship. I will not fail to appreciate my in-laws Col (Rtd) and Mrs S. B. Ogoina you have been wonderful and pleasant.

My profound gratitude goes to members of my constituency being the Faculty of Education academic staff members for your support and always setting the

of this great institution who gave me the feathers to fly. May the Good Lord continue to bless and satisfy you with good health and long life. I specially thank the management team of this great University for their good works. I appreciate the Faculty Officer, Secretary and all the non academic staff members of the Faculty of Education for their love and support. My students are not left out. Thank you for given me the opportunity to see the world in different perspectives of change and making counselling a reality. Many thanks to my academic and spiritual mentors for your tutelage have paid off. To everyone who had find time to come and listen to this lecture may I say thank you.

I thank the Vice Chancellor, Professor Samuel G. Edoumiekumo for all opportunities created for growth and development. May the Lord continue to grant you the grace to pilot the affairs of this great University to greater heights.

Mr. Vice Chancellor sir, distinguished audience, with this inaugural lecture, my academic intention is fulfilled. Permit me to end the journey so far with the words of King Solomon” *I returned, and saw under the sun, that the race is not to the swift, nor the battle to the strong, neither yet bread to the wise, nor riches to men of understanding, nor yet favour to men of skill; but time and chance happeneth to them all*” Ecclesiastes 9:11. I thank you all for your time, attention and patience throughout the presentation. God bless you all.

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39th Inaugural Lecturer



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Bayelsa State, Nigeria.

**BIODATA AND PROFILE OF
PROFESSOR AGNES EBIDISEGHABOFA MALIKI**

Professor Agnes Ebidiseghabofa Maliki was born in Ibadan, Oyo State to the family of ACP Ekofade Patani (Rtd) and Mrs. Evelyn Patani both of blessed memory; on the 22nd day of December, 1969. She started her primary school education at Police Children's Primary School Okebola, Ibadan, Oyo State and finished at Army Children's School, Akure, Ondo State in 1979. She obtained her West African School Certificate in 1984 at St. Louis Girls Grammar School, Ikere-Ekiti, Ekiti State. Prof. Maliki attended Oyemekun Grammar School Akure, Ondo State where she obtained her Higher School Certificate in 1987; Bachelor of Education Degree (French) in 1992 at Delta State University, Delta State; Master of Education (M.Ed) degree in Guidance and Counselling at Ambrose Alli University Ekpoma, Edo State in 2000 and Doctor of Philosophy (Ph.D) in Guidance and Counselling in 2007 at University of Calabar, Cross River State.

Professor Agnes Ebidiseghabofa Maliki taught French at the University Secondary School, Ekpoma, Edo State from 1995-2002. She joined the Niger Delta University in 2002 as a Lecturer II in the Department of Educational Foundations, Faculty of Education. She rose through the ranks and on Tuesday, February 6, 2018 was pronounced PROFESSOR of Guidance and Counselling by the Council of the Niger Delta University with effect from

Professor Agnes Ebidiseghabofa Maliki served her Department, Faculty and the University in various capacities as follows: Member, Departmental Graduate Programme Committee 2011- 2018, Chairperson, Departmental Graduate Programme Committee (G&C) 2010-2012, Member, Faculty Graduate Programme Committee, Chairperson, Faculty Examination Committee 2013-2016, Member, Dean's Advisory Committee 2013-2018. She was appointed sub Dean Faculty of Education 2013-2018. External Member, A&PC to Faculty of Management Sciences 2014-2018; Faculty of Nursing Sciences 2018-2019 and College of Health Science Board 2018-2019.

She has held several leadership and administrative positions in the University. Some of these are Pioneer Ag. Director, Counselling and Human Development Center, Niger Delta University from 2009-2018 and Dean, Faculty of Education, Niger Delta University from 2018-2020.

Prof. Maliki has also served as External Examiner for Masters and Doctor of Philosophy in Guidance and Counselling programme in several universities across the country.

She is a member of various National and International learned societies and organizations too numerous to mention. However, the following could be mentioned for the purpose of time namely the Counselling Association of Nigeria, Counselling Association of Nigeria, Bayelsa State Chapter, Pan-African Gender and Peace Research

Prof. Maliki is a registered member of The Teachers' Registration Council of Nigeria as a professional teacher. Here in the Niger Delta University as the Dean of the Faculty of Education responsible for the professional preparation of teachers, she remains the NUMBER ONE teacher.

Professor Agnes Ebidiseghabofa Maliki has to her credit well over 100 research publications which include journal articles and chapters in edited books in reputable international and national journals, presented over 40 conference papers and over 30 public lectures both nationally and internationally. She is a member of the editorial board of several national and international indexed journals including *Studies of Tribes and Tribals*, *Journal of Human Ecology*, *Journal of Social Sciences*, *Journal of Ethno-Medicine*, *Journal of Psychology*, *Pertanika Journal of Social Sciences and Humanities*, *Educational Research*, *British Journal of Education*, *Society & Behavioural Science*. Others include the *Universal Journal of Education and General Studies*, *Wudpecker Journal of Educational Research*, *International Journal of Social Science Research*, *Niger Delta Journal of Education*, *Niger Delta Education Review* among others.

Professor Agnes Ebidiseghabofa Maliki was married to Dr. Festus Awumie Maliki of blessed memory. The family is blessed with two children, Mr Asa-Golden Maliki and Mrs Phoebe Ogoina(Esq), two grandsons, Master Zuowei Micah Tarilado Ogoina and Master kemela Ethan Tarilado Ogoina; and a son-in-law Squadron Leader Tarilado Collins Ogoina.

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