

WHERE NO COUNSEL IS, THE PEOPLE FALL

2ND INAUGURAL LECTURE

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And

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Where No Counsel is the people fall

The Vice Chancellor,

Other Principal Officers,

Deans, Professors, Members of Senate

Directors, Programme Leaders,

Academic Colleagues in and out of this university,

All Other Members of Staff of National Open University of Nigeria (NOUN),

Members of Counselling Association of Nigeria

Ladies and Gentle Men of the Press

Distinguished Ladies and Gentle Men,

I welcome you all in the name of God to the 2nd Inaugural Lecture of this Great University.

OPENING

I give thanks, praises and adoration to God Almighty for He is faithful to His promise that He will be with those who trust Him till the end of time. Mr. Vice Chancellor Sir, when the invitation to deliver the 2nd inaugural was delivered to me, my initial reaction was that of mixed feelings. This was due to the fact that, I would have to decide either to accept or reject the invitation. Again another thought came to my mind of deferring it for a few months, but suddenly I just realized that today, in the words of Psalmist is the day the Lord has made, I should therefore be glad and rejoice in it to deliver my inaugural lecture.

PREAMBLE

Mr. Vice Chancellor, I feel highly honoured to have been invited to deliver the 2nd inaugural lecture of the National Open University of Nigeria today. As you know it is the culture within the academic milieu, for accomplished academicians to share their research experiences in their respective discipline with their colleagues in form of inaugural lectures in the academic world.

As an undergraduate student at the University of Ibadan, resident in Zik Hall, I want to recollect, that one of the porters in the hall, often taunted Geology and Education students. One day, he shouted at a Geology student by my side, “Go sidon, all your friends dey read medicine you dey study stones and rocks” he quickly turned to me and said “You dis young boy, you too won read to become Sacoba – (an acronym for graduate teachers of old St Andrew College Oyo) you no see better course to read” This same porter, when he later saw me at the post-graduate hall of the same university accosted me by asking, “Wetting you come do again, to be over-graduate in sacoba?” But I answered I was now back to undergo my post-graduate study in counseling Psychology. He was not done with me yet, he curiously queried, “Wettin be counseling again, you no de see better course to read in your life?” Today, many people may still wonder, what is counselling, who is a counsellor and what are the scope of his functions and services to humanity?

Those of us who specialize in counselling Psychology are dedicated to ensure a complete physical, psychological, mental and social well-being of man through counselling resulting in good mental health. The topic of today's inaugural lecture, therefore is:- "Where No Counsel Is The People Fall"

THE NATURE OF COUNSELLING PSYCHOLOGY

Psychology and Counselling are growing fields – the former is a long-established profession and the latter is increasingly gaining recognition. Counselling Psychology is a psychological specialty that encompasses research and applied work in several broad domains:- counselling process and outcome, supervision and training, career development and counselling, and prevention and health. Some unifying themes among counselling psychologists include a focus on assets and strengths, person-environment interactions, educational and career development, brief interactions, and a focus on intact personalities.

Generally speaking, Counselling can be regarded as the process of helping another person to find and act upon a solution to their problem. The person conducting the counseling is known as the counsellor and the one being counselled is referred to as the counsellee or a client.

There are four basic styles of helping as illustrated in the following diagram

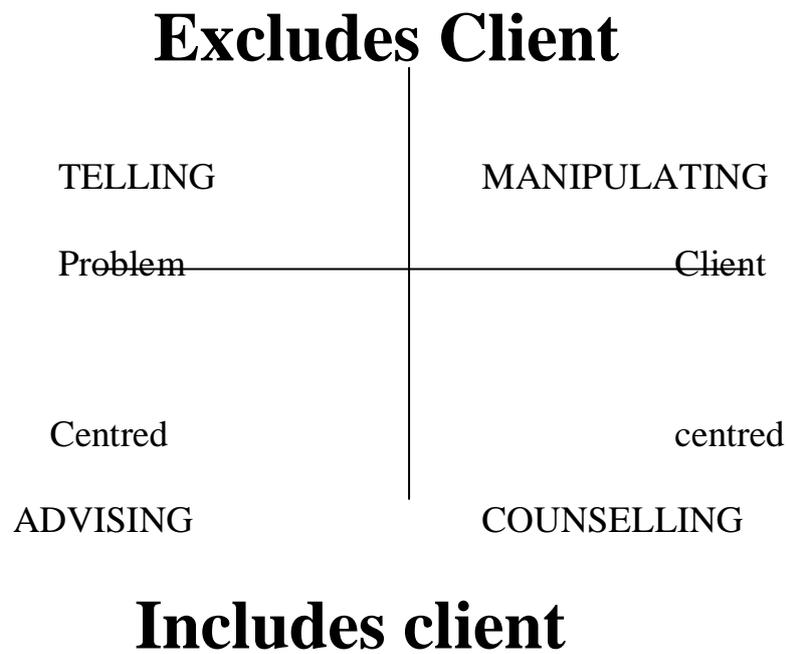


Fig 1: the four basic styles of helping

The four styles of helping are:-

- Telling
- Manipulating
- Advising
- Counselling

Let us consider each in more detail.

The Helper Who “Tells”

This happens when the helper is more concerned, with the problem, than with the client. Such people usually have a good technical knowledge of the

problem. The helper will obtain as much information as possible and then use his or her expertise to provide a solution. People who often use this style include, for example solicitors, accountants and medical professionals. This approach is quite acceptable as long as:-

- (a) the client requires this kind of factual help and
- (b) the helper has sound, credible knowledge of the problem, and is able to provide the correct solution. The helper is not concerned with the clients learning or personal development and may indeed provide the solution in such a way that, if it occurs again the client will have to respect the consultation.

THE HELPER WHO MANIPULATES

This kind of helper may appear to be more concerned with the client than the problem, but actually excludes the client from the problem – solving process. The helper believes that he knows what is best for the client. He uses undue influence to provide a solution, manipulating the client to accept a solution which will actually satisfy the helper’s needs. User of this style try to make their clients dependent upon them. They tend to have a low opinion of the clients and thus adopt a patronizing approach. This is a very dangerous style and counselor should not let himself be tempted into it. The style can be recognized by such phrases as, “If I were you-----” “Let me help you with that -----” or “You seem to have a problem”.

THE HELPER WHO ADVISES

The helper using this style is more concerned with the problem but wants to include the client in the solution whilst still retaining the role of a specialist. Such helpers often offer a number of solutions to the client, from which the client is expected to make a choice. These solutions are usually based upon the helper's own experiences and may not always be relevant to the present situation. Business consultants often use this approach with their clients. However, people will only accept that advice which agrees with their own thoughts. Typical phrases used by advisers are, "Why don't you -----" "My advice to you is -----" "What I suggest is -----"

THE HELPER WHO COUNSELS

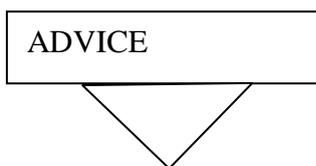
The real counsellor is more concerned with the client than with the problem. The counsellor helps the client to reach his or her own solutions. The counselling style involves more listening than talking. The counselor uses questions to help the client, - not the counsellor – to explore and analyze all aspects of the problem. Counselling recognises the feelings and emotions that surround a problem.

THE CONCEPT OF COUNSELLING

The term “Counselling” is frequently confused with advice giving and dictionaries still define counseling in terms of advice and guidance. Figure 2. clarifies the differences (Adedipe 2000)

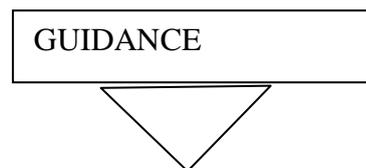
What is Counselling?

Counselling has been understood and defined in a number of ways:-



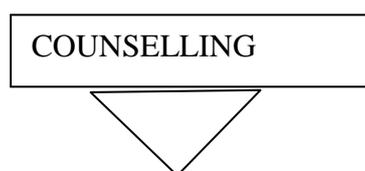
Mainly a one-way exchange

- Giving an opinion
- Making a judgment
- Making a recommendation
- Persuasive



Mainly a one-way exchange

- Showing the way
- Educating
- Influencing
- Instructing
- Encouraging



A two-way collaborative exchange

A supportive relationship that:-

- Enables clients to explore their problems freely

- Enables clients to understand the need for action
- Enables clients to take appropriate action

Fig. 2: THE DIFFERENCES BETWEEN ADVICE, GUIDANCE AND COUNSELLING

Wren (1962) says, “Counselling is a dynamic and purposeful relationship between two people who approach a mutually defined problem with mutual consideration of each other to the end that the younger or less mature, or more troubled of the two is aided to a self-determined resolution of his problem”

Merle Ohlsen (1977) writes, “Counselling is an accepting, trusting and safe relationship in which clients learn to discuss openly what worries and upsets them, to define precise behaviour goals, to acquire the essential social skills and to develop the courage and self-confidence to implement desired new behaviour”.

According to Arbuckle (1958), “Counselling is helping a person to come to see who he really is, what he has and does not have; what he can do easily; what he can do with difficulty and what he probably cannot do at all ----. It is a close sharing of a human relationship with one who has for him a high regard; one who can offer him unconditional acceptance, but one who has no guarantees, no answers”

Pepinsky and Pepinsky (1954) feel that “Counselling relationship refers to the interaction which (a) occurs between two individuals called “counsellor” and “client” (b) takes place within a professional setting and (c) is initiated and

maintained as a means of facilitating changes in the behaviour of the client. The counselling relationship develops from the interaction between two individuals, one a professionally trained worker and the other a person who seeks his service”

Hahn and MacLean (1953) define counseling as “a process which takes in a one-to-one relationship between an individual beset by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties”.

Bakare (1986), in his own opinion says, “counselling could be said to be a number of procedures used in assisting individuals known as the counselees in solving problems which arise in various aspects of their lives; it also assists them to maximize their overall personal development, so that they could be more effective, satisfied and more useful to the society in which they live”

According to Akinboye (2001) “Counselling of the 21st century could be seen as a specialty in the field of psychology; its practitioners i.e. the counselors help counselees improve their well-being, alleviate distress, resolves crises and increase their ability to be creative, innovative and make success-focused decisions wherever they exist”

From many of these definitions in literature, Adedipe (2005) sums up when he views. “Counselling to denote a relationship between a trained helper i.e. the counsellor and an individual i.e. counsellee or client seeking assistance,

in which the skills of the counsellor and the atmosphere that he or she creates help the counsellor learn to relate in more growth-producing ways, with themselves and others”.

In his analysis of these viewpoints on counselling, Adedipe (2005) reveals that, any definition of counseling must contain seven key elements. If any one of these seven elements is absent, then counseling cannot take place and is not taking place, regardless of the good intentions of the people involved.

First, the counsellor is a trained professional. Trained counselors are not the only people who can help others, just as physicians are not the only ones who can do cardio pulmonary resuscitation. However, the more academic and practical training a person has, the more he or she will be capable of dealing with a wide range of problems of varying degrees of severity.

Second, the counsellor is in a relationship with the counsellee being helped. This means that there is at least an adequate degree of mutual understanding, confidence acceptance, and cooperation. A counselling relationship can develop in one counselling session, or it may not develop in twenty visits. All other factors remaining the same, a counselling relationship will grow in depth as the number of sessions increases.

Third, a professional counsellor needs both counseling skills and a helpful personality counselling skills alone cannot create a growth-producing atmosphere, and the atmosphere alone will not be sufficient to help a person

grow. To the degree that both skills and atmosphere are present, a person can realistically expect to be offered maximum help.

Fourth, a counsellor helps an individual to learn. This denotes that counselling is a learning process through which the individual unlearns maladaptive behaviours and learns adaptive ones in their place.

Fifth, the people learn to relate with themselves and significant others. This means that counsellors help individuals relate with themselves better so that they become more integrated and less fragmented, and conflictual. Learning to relate better with others is important because most basic psychological needs can be met only through interpersonal relationships. It is also important because human beings have not only a personal responsibility to grow but a social responsibility to help others grow or, at least, not to impede their growth.

Sixth, people learn to relate in growth-producing ways. Growth-producing has three meanings. First, it means that people grow in intrapersonal and interpersonal competencies. Second, it means that ordinarily counselling is aimed at personality growth and not merely symptom removal. Third, counselling is not solely for psychologically disturbed people, normal people who are experiencing an obstacle to their growth can also benefit from counseling.

And seventh, counselling connotes a relationship between a counsellor and an individual looking for help. It is necessary that, the individual who approaches counseling is actually seeking assistance. This, of course is in

contrast to people who don't feel they need help but contact a counsellor, because someone talked them into it or because they want to complain about those in their lives.

From these elements of counselling it shows that:-

- (a) Counselling involves two individuals-one seeking help and the other, a professional, trained person, who can help the counsellee.
- (b) There should be a relationship of mutual respect between the counsellor and counsellee. The counselor should be friendly and cooperative and the counsellee should have trust and confidence in the counsellor.
- (c) It helps the counselee acquire independence and develop a sense of responsibility. It helps the individual explore and utilize his potentialities and actualize himself.
- (d) It is more than advice-giving. The progress comes through the thinking that a person with a problem does for himself rather than through solutions suggested by the counsellors.
- (e) It involves something more than the solution to an immediate problem. Its function is to produce changes in the individual that will enable him to extricate himself from his immediate difficulties.
- (f) It concerns itself with attitudes as well as action. Emotional rather than purely intellectual attitudes are the raw materials of the counseling process. Information and intellectual understanding have their place in the

counseling process; but it is the emotionalized feelings which are most important.

Levels of Counselling

Counselling is a term that is used quite loosely for face-to-face interviews in which the counselor attempts non-coercively to help the counsellee or a group of clients to make personal decisions. Adedipe (1995) identifies three levels of activity related to counselling. These are:-

- **Informal Counselling:** It is any helping relationship by a responsible person who may have little or no training for the work. For example, ladies helping patients in hospitals through friendly conversations with them.
- **Non-specialist counselling by professionals:** It is the help provided by nurses, physicians lawyers, teachers, ministers of religion, and others who do a great deal of face-to-face work among people with psychological problems in the course of their other work. Sometimes distinct labels like “religious or pastoral counseling”, or “financial counseling” are used.
- **Professional counselling:** It is helping another person with decision and life-plans, whether personal or educational-vocational by a person specially trained for this work. Professional counsellors are usually psychologists. They are among other things have the possession of a master’s or doctorate degree with at least a year of supervision by a trained professional and the acceptance of “professional code of ethics”

➤ **What Defines A Counsellor?**

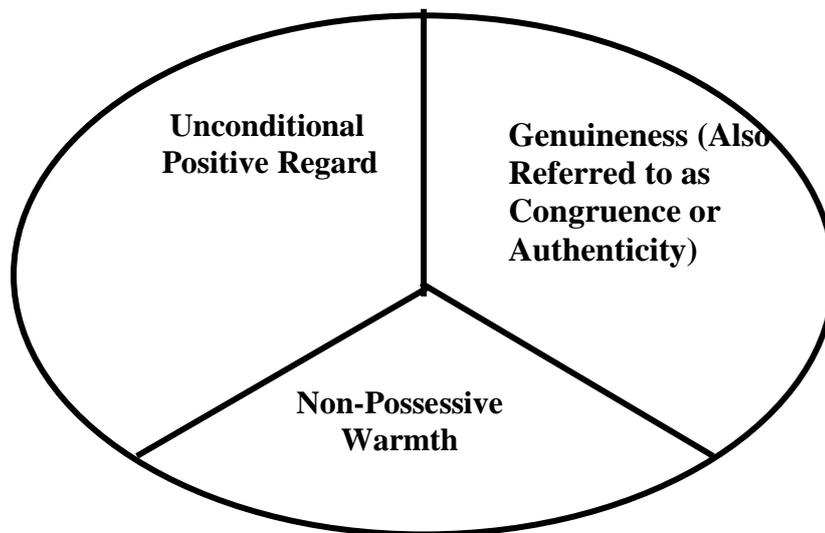
Not every person who uses counseling skills is designated a counsellor. We can distinguish two broad groups of people who use counselling skills, namely people who are called counsellors, who engage in counseling as a distinct occupation and others who use counselling skills as part of their other skills.

The role of a counsellor is two fold:-

- Firstly to help the client to recognize and accept the real problem
- Secondly to help them to reach a solution and to act upon it

The essential Counsellor Qualities

The three core conditions as illustrated in fig3 are relationship qualities embraced in most therapies and considered to be crucial in counselling.



. Fig3: The three core conditions of counselling

Some Basic Factors in Counselling.

Mr. Vice-Chancellor, please permit me to share with this audience, what I have discovered through my research work in counselling psychology to be basic to the therapeutic nature of counseling.

- Therapeutic conditions of Empathy and Respect
- Comprising core Ingredients Essential to a
- Facilitative Client-Counsellor Relationships.

Rogers (1951), Carkhuff (1967), Patterson (1974); Bakare (1980), Ipaye (2000) have aptly demonstrated that without these conditions present in the counsellor-client interaction process, constructive client growth and development is difficult if not impossible to attain. Although the counsellor's ability to demonstrate empathic understanding and to communicate respect to the client may not be the definitive, necessary, and sufficient conditions for effective helping, they are crucial to the establishment of a unique relationship. Without these conditions, the effectiveness of any technique or approach will be lessened.

Regardless of the nature of the client problem-educational, vocational or personal-some degree of insight into one's own behaviour is needed for meaningful change to occur. Without this insight, behaviour or behaviour change in the context of the problem presented has insufficient meaning to ensure the necessary commitment or motivation to continue the process.

A model for counselling

Mr. Vice Chancellor, in my book titled “Practicum in Counselling” I have formulated a hierarchical decision-making model for counselling. It is based upon my research findings and experience as a practicing counseling psychologist, as to what counselling is and how it should be done. From a global perspective, the model views counseling as a problem-solving endeavour in which the counsellee learns useful decision-making skills that can be generalized to any problem. The model views each of the elements as related to subsequent elements in a hierarchy where the outcome or attainment of the objectives for each element serve as input for the next element in the hierarchy (see figure 4).



Fig 4: Hierarchical Problem Solving (Source Adedipe 1997)

Ladies and gentlemen, the models of decision making or problem solving are not new to the field of counseling. They have been variously employed to build appropriate skills for a wide variety of client problems and subpopulations. I feel this model is uniquely suited for individual counseling. Within this framework, the counselor can emphasize those elements that require attention and de-emphasize those that do not.

Regardless of the theoretical orientation of the counselor, the characteristics of the counselees, or the type of problems encountered, the hierarchical model presents much flexibility as a model for counseling and can easily integrate the individual approaches from various theoretical positions.

Mr. Vice Chancellor, one final note of caution: the model should be viewed as an increasing hierarchical process and not a series of discrete, independent elements unrelated to each other.

Identifying Why People Need Counselling

As a practicing counselor, I have been more interested in knowing why do people come for counseling. In 1998, Adedipe and Eweniyi concisely summarized a number of considerations which point to a need for full time counseling for students and workers. They summarized this way: “Specially qualified people are needed for the full-time counseling of both students and workers, which is too important to leave entirely to enthusiastic amateurs, however good many of them may be”.

The growth of institutions of tertiary education, the increased number of young inexperienced staff and the greater diversity among school leavers themselves, all point to the pressing need for counseling services. The increase in the numbers of school leavers with university qualifications, which have risen astronomically and which is still gathering momentum will result in increased pressures for the teaching staff of institutions.

The students in particular have to face difficult situations in today's complex life when they have to make wise curricular and co-curricular choices, acquire basic study skills for optimum achievements; adjust to the peers teachers, and parents; live with and share facilities with others in the institution; live in hostels with individuals from different social and economic backgrounds; secure adequate financial aid; adjust to hetero-sexual relations and leisure properly (Ipaye 1987). As carried out by Adedipe (1989), expert help is therefore needed for optimum achievement and adequate adjustment in these varied life situations.

The areas in which students and workers may need help have been identified by Gesinde (1984), Akinboye (1985) and Adedipe (1986) as follows:-

I Personal Problems

➤ Adaptation

Disillusionment with and unrealized expectations of academic, social and personal aspects of campus life have a demoralizing effect upon a number of first year students. Behind the student's disaffection with campus life lay the fact that he is not understanding the material in his lectures, he is missing his home and friends and he does not like his accommodation. Many of these students are living away from home and are in the position of being wholly responsible for their own behaviour for the first time. Their years in higher institution provide a period in which they can begin to work through their emotional emancipation from their parents; which they must do if they are to begin to become mature and responsible people with their own sense of personal identity and system of personal values which give meaning to their lives.

➤ The search for Satisfying Relationship

One of the main problems of adaptation to any new situation is the search for friendship, for relationships with other people which often leads to intense emotional entanglements. Students may become emotionally mutilated by an intense need for a close involvement with another person, usually of the opposite sex, which may have less to do with real feeling for the other person than with dependency needs or the need to be independent of parents. This need for a close relationship may arise from students'

needs to prove to themselves their feminine or masculine identity or as part of their normal basic need to be involved with other people.

The breaking of such a close relationship and the accompanying unhappiness bring both men and women students into counselling. If they can have an opportunity to talk about the situation and to acknowledge and freely experience their emotional upheaval in the privacy of a counseling relationship, they can often use the pain as a positive learning experience.

➤ **Choice of Career**

People are not equally suitable for a vocation. Every vocation requires certain educational and professional qualifications and preparations and only those having them can succeed in it. Hence the need for counselling in a right vocation consistent with the assets and limitations of the individual. Students have to be helped in the selection of an occupation, preparation for it through the relevant courses and programmes enter upon and progress in it. They have to be assisted in making decisions and choices involved in planning a future and building a career. They have also to be helped in developing an integrated and adequate picture of themselves and of their role in the rapidly changing occupational world. Fresh and new occupational outlets undreamt before are emerging. It therefore, becomes essential that students are helped in acquiring clearer a perspective of the changes that are taking place.

➤ **Moral**

Both students and workers face many awkward situations at home, place of work, in school or with colleagues. They tell lies, try to do age, and indulge in anti-social acts. Counselling has then to be provided to keep them on tract and to lead noble lives.

➤ **Health**

Society has a special well-being of her members. A sound mind can only be possible in a sound body for which her members have to be guided in the knowledge and practice of good food habits and ways of improving their physique and physiognomy. The total health of an individual should be the goal of health counselling for which the following preventive and restorative measure should be adopted:-

- Supervision of sanitation at homes, school hostels, working environment and canteens
- Specific protection through immunization against diseases such as polio, meseales, etc.
- Health education through formal classes and informal propaganda.

For early diagnosis and treatment of illnesses, these measures may be taken up:-

- An adequate physical examination of every student and employee upon entrance to the school or employment
- Follow-up treatment of detected disorders

- Referral of individuals to other medical resources when necessary
- Maintenance of proper health records to keep track of mind and body's harmonious functioning.

Efforts have to be made for the rehabilitation of disabled individuals in collaboration with counselling psychologists, teachers and social workers. Remedial measures also need to be taken into account with individual students and workers suffering from speech and hearing defects.

➤ **Developmental Difficulties**

Some students and workers encounter developmental difficulties associated with late adolescence which arise mainly from the emotional, physical and intellectual needs of this particular age group. A familiar one is the search for some meaning to life and the attempt to work out a set of personal values, which involves examining and perhaps replacing some of the values learned in childhood. Often linked with this is the striving for personal independence, encompassing the emotional and intellectual needs which are sometimes closely linked with economic factors. These difficulties are most effectively dealt with during the period in which they emerge, and if regarded as crises of inner growth which may be aggravated by tensions created by social conditions they can work through. To deal with these emotional problems at the appropriate stage in life may prevent them from becoming chronic ailments in the future.

II. Workers' Problems

In the work environment, there is always the need for counselling, when we have instances, such as persistent lateness, absenteeism, poor quality work, and so on. Counseling in the working environment is concerned with "people problems" and these may be broadly divided into three groups:-

- Personality Problems
- Work related problems
- External problems

➤ **Counselling for Personality Problems**

Personality problems are related to the image people have of themselves and of others. These images have been classified by American psychologists as "States of Okness" of which there are four:

I'm OK, you're OK → High image of self and of other people

You are OK, I am not OK → Poor self image and high opinion of others

I'm OK, you're not OK → High image of self but poor opinion of others

I'm not OK, you're not OK → Low image of self and of others

Typical Behaviours

i. High Self Image, Poor Opinion of Others

- Aggressive
- Autocratic
- Critical of others but does not accept criticism
- Has very fixed views

- Makes hasty decisions
- Quick tempered
- Enjoys “points scoring”

ii. Poor Self Image, High Opinion of Others

- Timid
- Anxious to please
- Prefers to help rather than do
- Worries about failure
- Indecisive
- Withdrawn
- Easily influenced by others

iii. Poor Image of Self and of Others

- Blames others
- Disorganized
- Irrational
- Forgetful
- Defensive
- Paranoid

➤ **Counselling for Work-Related Problems**

Many problems are directly related to job functions and the working environment. A number of these may be a result of how the organization

itself functions; they can only be resolved by making changes to the organization or by the individual concerned leaving the organization.

Key Employee Concerns

In the 1920s, Professor Mayo of Harvard University was invited by the Western Electric Company of Chicago to supervise a long-term programme of research into the effect of work on human performance. One of the results highlighted the following concerns of employees:-

- Losing a job
- The job development
- Injustices
- Poor relations with management
- Poor working relationship

As with personality problems, individual behaviours will reveal many work related problems. Whilst a number of these behaviours are overt and so can be observed, others will become apparent through conversation. Such behaviours and their possible causes include:-

i. Overwork

- Works long hours
- Takes work home
- Everything becomes urgent
- Tiredness
- Irritable and agitated

- Reduced contact with colleagues

ii. Under Employment

- Boredom
- Casual attitude towards work
- Feels frustrated because talents are under used
- Lateness and absenteeism
- Becomes cynical about the organization and boss.

iii. Uncertainty about the future

- Takes on more work to prove ability
- Concerned about promotion
- Reluctant to share information with colleagues
- Constantly seeks reassurance from boss
- Seeks additional responsibilities

iv. Inability to cope with technology

- Blames equipment for mistakes
- Regularly refers to the “good old days”
- Fears making errors
- Poor relationship with technical whiz kids
- Increased absenteeism

v Counselling for Problems Outside Work

- Bereavement
- Marriage breakdowns
- Family relationships
- Serious illness
- Financial problems

Mr. Vice Chancellor Sir, what I have found out, in counseling people at work is that people suffering such personal problems usually try very hard to keep them hidden at work, believing that the work place is not the place to discuss them. Yet however hard they try, they will almost certainly exhibit changes in their normal behaviour pattern. These changes should tell us that something is wrong. The counselling of personal problems require a good deal of specialized skills and experience.

The Strategy of Counselling

Mr. Vice Chancellor, please permit me again to share my counselling experience as a qualified and practicing counselling psychologist of several years within and outside this country with you and this distinguish audience. This experience is the strategy I have used and will continue to use as a counsellor.

As you are all familiar with by now, counselling is a process of helping people with their troubles, and it is equally and attempt to encourage change. A troubled person comes to a counsellor because he or she is unable to figure out a

solution alone. Sometimes, the person cannot define exactly what is wrong. Of course, he or she knows that something is wrong and that things are not going well. The counsellor is often considered to be an expert at helping people to clarify problems and to find solutions to their problems. The counsellor is presumed to be an expert because he has mastered some generally accurate theories, law, or conceptual models, which he can then apply to the specific problems presented by the client.

So, the professional counsellor must engage in some thought processes in order to apply these general theories, law, or model to the specific problems of the client. But which theories, laws or models? And what kind of thought processes? The counselor will try quite different approaches, depending upon which thought process is used with which theory.

What I have discovered sir, is that when a client comes in with a problem, solutions do not and should not automatically present themselves, unfortunately a few counsellors seem to have ready-made solutions, believing that every client needs this or that solution, despite his or her particular concerns. It is like saying. "Here's the answer, now what's the question?" From cases I have encountered in counselling clinic, clients problems have complex origins and it is not easy for counsellor to decide just what to do next or where to go ultimately. Sometimes it is not even clear what the client wants.

Some means for simplifying the terrible complexity of these problems are necessary. That is where, I think theories come in. Theories are deliberate

oversimplifications of reality. But they can be useful simplifications, if they lead a counsellor to take actions that are ultimately helpful to the client. A theory can be totally wrong in the sense that its constructs bear no relation to reality, yet it may still lead the counsellor to take some appropriate actions. By the same token, a theory may be quite accurate but be misinterpreted or misused by a counselor in such a way that inappropriate actions are taken.

Origin and Treatment of Problems

Ladies and gentlemen, if counseling can be said to have a single goal, it is to help each person take charge of his or her own life. In order to assume control of one's own life one needs two major types of skill, namely the ability to make decisions wisely and skills for altering one's own behaviour to produce desirable consequences. Both these kinds of skills may be thought of as competence in personal management. A counsellor's job then becomes one of arranging appropriate learning experiences so that people develop these skills.

The fundamental question is, why is it that every one does not develop these decision-making and self-control skills? The reason is that certain individuals' environments preclude their learning certain skills necessary for happy and productive lives. The environment is insufficient or inappropriate for the necessary learning to occur.

It may seem paradoxical that we can blame the environment for inadequate development of skills and at the same time maintain that each individual must learn to assume control of his or her own life. On one hand, we

appear to be saying that the environment is responsible, yet, on the other, we appear to be saying that each individual is responsible.

The paradox is more apparent than real, however. Certainly, the environment shapes an individual's behaviour, but an individual's behaviour also affects the environment. Each person is subject to the environment in which he finds himself but each person can also influence the nature of that environment to produce more desirable consequences (Adedipe and Akinade, 1994). Counsellors therefore, can teach individuals how to alter their environments to produce these desirable consequences, which in turn encourage the individuals to continue their new activities.

At this juncture sir, I would like to examine the type of environmental circumstances that create the kinds of problems that have been brought to me when I was the pioneer director of Olubi Sodipo Counselling Centre, Olabisi Onabanjo University; and also some of the actions I have taken to prevent or remedy these problems. I have therefore classified them thus:-

➤ **Insufficient Reinforcement**

From many of the problems brought to the counselling centre, I just discovered that some people simply receive too few of the “goodies” of life. They do not have friends with whom to share their feelings and experiences. They may work hard but see no results or receive no recognition from the employers' fellow workers or classmates. Each day may be a boring repetition of their previous day, without such pleasant events as parties, dinners and travel to anticipate. As

a consequence of such environmental conditions, people come to us in the centre complaining of depression, apathy, alienation powerlessness and helplessness. Some of these people are so depressed that they complain that their lives have no purpose. They see no goal - life seems useless. Some people are unhappy because they aspire to the unattainable. Discovering the purpose of life is an unattainable goal. What is recommended is the developing or adopting a purpose or purposes for one's life, it is a useful activity.

Reinforcement for maladaptive Actions

Mr. Vice. Chancellor, investigations carried out by one of my postgraduate Ph.D. students in that centre has shown that some people grow up in environments that provide rewards for behaviours that ultimately prove disastrous. Let us recall here sir, that Oliver Twist fell into the hands of Fagin, who was actively schooling boys in the art of thievery. But then, the learning of inappropriate responses is seldom that deliberate. More often it is a consequence of unplanned or "mindless" contingencies. We are learning for example, that an ecological view is crucial to reduce the unanticipated negative effects of changing certain features of our physical environment. The same may be said of our social environment, we must cope with the effects of televised violence and antisocial activities. Sometimes problem behaviours result from well – meant but damaging responses by the adults in a child's environment.

Let me give an example here sir, suppose that we want a child to learn to speak the truth. We must then be sure that speaking the truth is rewarded and

that telling lies is not rewarded. Unfortunately, the experience of many of us is just the opposite. The child who admits a transgression is punished immediately, whereas the child who denies the transgressions avoids punishment. Recall that any action that avoids punishment is thus strengthened. A society that operates on punishment as a means of social control is bound to produce a high percentage of liars when admission of responsibility produces punishment. Teaching parents and teachers to greet more desirable responses with praise and recognitions is a good way to prevent or at least to reduce maladaptive responses (Adedipe 1986).

Counsellors are seldom faced with people who come voluntarily with problems of lying or stealing. However, they are frequently faced with people who are unhappy about their social relationships for reasons that they cannot identify. And often the causes consist of offensive behaviours of which the client is unaware. Some people use sarcasm, monopolize conversation, minimize other people contributions, fail to listen, brag excessively, deprecate themselves, or feign emotions that they obviously do not feel. Such behaviour has been learned, in the past it has been reinforced and it is now inappropriate, but the client does not know it.

Remediation of such problems is often, as I have found out, best accomplished through group counselling. This is because, in the group interaction, group members can identify the strengths and weaknesses in one another's social interaction. Under the direction of a sensitive group leader,

new actions can be practiced and encouraged while the group members provide support. Group can be harmful if the entire emphasis is upon the identification of weaknesses. Unfortunately, many encounter groups stress the confrontation of each member's weaknesses without focusing enough on positive actions.

With constructive purpose in mind, however, counsellors can enlist the aid of group members in identifying maladaptive social behaviours, teaching alternative behaviours, providing a secure atmosphere in which to practice such new behaviours, and encouraging members to evaluate the results of their behaviours in the outside world..

Reliance on a single-defeating reinforcer.

Mr. Vice-chancellor, as a scholar and researcher in counselling psychology, I have observed that some people have become so dependent on a single type of reinforcing activity that their health or welfare is seriously endangered. Smokers, gamblers, alcoholics and drug addicts illustrate this problem. People with these dependencies are among the most difficult to help. It is gratifying sir, to report that, a variety of technique have been tried with varying degrees of success.

One technique I have found efficacious is to rearrange the environment so that access to addictive material is restricted. A smoker was required to carry his cigarettes taped to his thigh, so that every time he needed a smoke he had to take down his pants. One of the most successful methods for treating problems

of this type has been group support, support from people who have suffered from the same problems (Akinboye 1990).

My early researches and writings between 1985 and 1995, have shown that preventive attempts usually focus on ways of helping people to find other satisfaction in life than those on which they are “hooked.” For many of these people, the addictive stimulus provides an escape from the problems of life. They have not yet learned how to cope actively and directly with the stresses and problems that they face. Thus they seek solace in drugs, drinks, food, tobacco, or slot machines. Like people who are depressed, they need to discover for themselves, the joys and satisfactions that can be obtained from many other types of social and physical activity that do not have the same self-defeating consequences. Unfortunately, these people live in an environment in which the mass media, for example, encourage eating rich food, drinking alcohol, smoking cigarettes, and enjoying other features of the so – called “good life”.

Excessive Punishment.

In a discussion paper presented in a workshop on “school Guidance and Counselling Services held at the University of Dares Salaam, 2005, I did say, the use of punishment as a means of social control has had disastrous consequences for many people. People come to counsellor with many types of problems derived either from deliberate or accidental punishing situations. People with dysfunctional sexual inhibitions and people who are afraid of high

places, elevators, closed places, dentists or other people illustrate the anxieties generated by various punishing situations.

The treatment for such people depends, of course, upon the specific kinds of anxiety that they experience. Systematic desensitization according to Adedipe (1984) has been remarkably effective in helping many people. However, more recent evidence tends to indicate that it is better treatment to have such people experience the feared situations and learn how to cope with them or even to change them. The counsellor can provide models to demonstrate how to handle the feared situation, can guide client gradually to experience greater and greater exposure to it, and can require him to remain in the situation until his fear and anxiety begin to diminish. The counsellor can also help the person to identify and change stress-producing features of certain situations. In essence, the client learns that the thing he fears is not nearly as bad as what he has anticipated. Masters and Johnson (1969) have had considerable success in helping people to overcome sexual inhibitions by teaching them in a very explicit fashion how to relax and to enjoy the touch and physical intimacy of their sexual partners. Many fears and anxieties could be prevented, if parents and teachers did not rely so extensively upon punishment as a means of social control. In the long run, positive reinforcement of desired responses is more effective and produces fewer negative side effects than does punishment of undesired responses. Punishment is used, of course, because it sometimes produces an immediate change in behaviour, and that is

understandably very reinforcing to the punisher. Thus its “quick and fast” effects perpetuate its use, despite its dismal long-term results. Parents and teachers need examples of ways in which they can achieve positive result from young people without the use of punishment (Adedipe and Akinade 1994).

Insufficient cues to predict consequences.

From a detailed analysis of the studies, I have carried out in the counselling centre; there is another set of problems which arises when people have not learned to notice or to discriminate the cues that signal when or where certain behaviour is appropriate. The fact that a person has not learned to make such discriminations is not necessarily his fault but may arise from an environment that has provided either insufficient or contradictory cues. Let us take a concrete example; A child appears for breakfast wearing her brand-new blue dress. Her mother says “**you are not going to wear that dress to school. I don’t want you to wear that unless you get my permission first**”. The next day the child comes to breakfast in pyjamas and asks her mother “**may I wear my yellow dress today?**” her mother’s reply, “**why do I have to make all your decisions for you? You should learn to make your decisions**”, each event is quite justified in the mother’s own mind. She does not want her daughter to make her own decision. But the effect on the daughter is one of confusion. Unable to articulate the nature of the contradictory cues, she feels vaguely inadequate about her own behaviour and knows only that she is unable to do anything right. A more sensitive mother might have given clearer cues: “**you**

may choose what to wear except for your blue dress, which requires my ironing”.

Counsellors see many people who find it difficult to identify the right thing to do. They are confused and uncertain. They hesitate to take any action and sometimes blunder blindly into the first thing that comes there way. They procrastinate endlessly over the smallest decisions. They are late for appointments, confused and indecisive, they cannot identify what causes their difficulties.

Sir, whenever I was faced with this kind of problem in the centre, I did try two possible courses of action. The important thing is to teach the client that, the consequences of making a “wrong” decision are usually not as serious as he fears. Furthermore, the client must learn to talk to himself in more positive and constructive ways. Albert Ellis has long favoured a method for teaching clients to think more rationally by identifying the irrational thought that terrify them. He encourages clients to say to themselves, “Yes, it might be mildly disagreeable if any girl-friend didn’t like the colour of my shirt, but it would not be a disaster.” By consciously verbalizing the consequences of making a wrong decision the client can sometimes be led to attach less importance to perfection. A second strategy is to analyze the situation in which the client’s indecisiveness occurs, to enable him to discriminate the type of response that might be best in particular circumstances. This approach of course, involves detailed

consideration of the result and the identifiable interpersonal or situational cues that will enable him to decide on the best course of action.

I will like to draw the attention of this audience to the fact that a rich field for research on preventive counselling can be found in the contradictory cues that are given to people in our society. When should one lie, and when should one tell truth? When should one persist in the face of refusals, and when should one accept the first refusal as final? Does a woman's smile mean that she likes a man and would like him to approach her, or does it mean that she considers him ridiculous and wants to stay away? Does a man's aggressiveness toward a woman mean that he is seriously interested in her as a human being or that he merely wishes to use her as a sex object? Ladies and gentlemen, these are just a few of the discrimination problems that face people in their day-to-day decisions. The cues that are offered are ambiguous and it becomes quite difficult for people to distinguish the best course of action.

Mr. Vice-chancellor, it is doubtful that we shall ever be able to remove all ambiguity in the cues that guide behaviour, but perhaps some explicit acknowledgement that cues can be contradictory and confusing would help people tend to internalize their confusion by assuming that the fault is entirely their own. I have found group counselling to be useful as a setting for "discrimination training" focused on the difficulties of distinguishing cues for appropriate action. Group members can share their confusion and discover that they are not alone with the problem.

Step omitted in skill development

Mr. Chairman Sir, before leaving this aspect of my lecture which deals with my strategy of counselling, I cannot but touch briefly on steps omitted in skill development. Let us take for example, children who have skipped a year in school and missed out on some crucial arithmetic skill may sometimes find their mathematical development hindered for years. There are also other skills for which omitted steps hamper development and cause unhappiness. Skills in interpersonal relations, in decision making, in job seeking, and in employer-employee relations tend to be learning step by step. When a crucial step is not learned the entire process can become inordinately difficult..

It is interesting to note that one of the most crucial skill that counsellors deals with is decision making. People come to counsellors for help with their vocational decisions, their educational decisions, and their personal decisions about such things as marriage and divorce. They recognize that these decisions are crucial to their future happiness and want to make them wisely. Many feel inadequate because they are not able to make such decisions independently and are vaguely embarrassed that they do not know what to do. Many people have simply not learned how to make these decisions wisely. They seem to believe that the solutions should spring full-blown into their mind as soon as they ask the questions. Several studies have established the fact that, it is frequently helpful for the counsellor to lead the client through a step-by-step decision-

making process, carefully identifying each step so that each client can learn how to make such decision independently in the future. (Adedipe 1995)

Recent development in counselling methods

Mr. vice- chancellor, I believe this is a convenient point for me to move on to the next section of my discourse and that is to make known to this audience the recent developments in counselling methods.

The last few years have witnessed a number of changes in emphasis and in the methods associated with behavioural counselling. Counsellors are now using newly developed techniques and are talking in terms that would have been foreign to the counsellors of the 19th and early 20th centuries.

Here are some of the major changes that will be concretely illustrated in this lecture.

>Treating fears through experience as well as imagination.

The most dramatic result in the treatment of fears have occurred when the client has been exposed gradually to increasing intensities of the feared experience itself. The client is shown models of others coping successfully with the feared situation and is then asked to experience the same situation himself. The counsellor carefully guides the client through this experience and expects him to remain in the situation until the sensations of fear diminish. The well-established technique of systematic desensitization, which is based upon the client's imagining specific situations, is less powerful than the direct experience itself.

However, it would not be accurate to say that systematic desensitization is therefore ineffective. Some types of fear do not lend themselves to direct treatment, and the use of imagery may still be the best way of reaching certain types of problems. Sometimes a combination of practice with imagery and direct experience may be most effective.

>Managing fears rather than avoiding them.

We cannot always avoid situation that cause extreme anxieties to develop. It seems more important now to teach clients how to handle anxieties when they arise than to teach them methods for avoiding anxieties in the first place. The technique of systematic desensitization has tended to help people reach the point at which they will not experience anxiety in a specific situation that has aroused their fear in the past. But avoidance does not always work, and the sensations of fear do arise. What then? Techniques for reducing those sensations of anxiety when begin to develop seem to be important for the counsellor to impart to his client.

>Coping models Rather than mastery. models.

What kind of person should model a new behaviour-one who is thoroughly proficient in it or one who is just beginning to learn the process himself? Recent evidence has tended to suggest that the “coping models” may be more effective in at least some problem situations. In the coping model, one who starts at the same level as the client gradually demonstrates increasing ability to master the situation. Possibly the client can see similarities between

his own current behaviour and the initial behaviour of the model and thus can conclude: “if the model can do it, I can do it! Possibly the mastery model sets too high a standard, leading the client to discouragement “sure he can do it, but that’s more than I can ever accomplish”

>Self-Control rather than external control.

Although the emphasis in behavioural counselling has been on ways in which the environment controls behaviour, recent work has emphasized the ways in which an individual can control the environment. Thus, to help people to gain control over their own lives, we can teach techniques for managing or rearranging their own environments in order to influence their own behaviour in ways that they consider desirable.

>Covert and cognitive behaviour as well as overt observable behaviour.

Originally, behavioural counselling emphasized overt, observable behaviour only. But obviously people think and engage in other processes which are not readily observable externally. These covert seem to possess many of the same characteristics as overt behaviour-change principles that can be used. Further more, people can be taught ways of thinking about their behaviour that lead to quite different overt behaviours. Teaching people to observe their own emotions and to record them and teaching them to use certain thought processes for analyzing and reacting to problems are all examples of recent emphases in behavioural counselling.

>Researching on individuals as well as on groups.

Reliable knowledge can be gained from the intensive study of single individuals as well as from controlled experimental studies on groups of individuals. For many counselling purposes the intensive single-case method has many advantages over controlled group research. In a real sense every counselling client represents a new research case, in which alternative methods must be tried out empirically to see which is most effective for that particular case. Some have even defined behavioural counselling as the intensive experimental study of the single case. Of course, for purposes of science, counsellors are concerned with generalizations that go beyond single cases, but even so the study of a series of single cases in an intensive manner can yield important generalizations through replication and at far less cost.

>Prevention as well as remediation.

Counsellors have shown a great deal of ingenuity in recent years in designing interventions to prevent problems, to treat groups of individuals with common problems, help people to develop coping skills for dealing more adequately with their environments and to create environments that reduce the incidence of problem behaviours. Although counsellors still continue to treat individual clients who request help, the emphasis upon prevention is most encouraging.

>Alterations in the ground rules for counselling.

Counselling is part of a social system in which certain customs, rules, and regulations operate unless they are deliberately altered. Some of these rules have to do with the nature of counsellor's responsibilities and the permissible methods for dealing with those responsibilities. Some rules have existed for so long that, it has been difficult to become aware that they even exist, so that they can be challenged. There are rules regulating what responsibilities counselors can undertake and rules preventing counselors from undertaking responsibilities designated for other professionals. There are rules stating what patterns of prior experience are necessary to fulfill the counselling functions. The effort to make counsellors accountable for accomplishing results, rather than merely accountable for spending time with client will lead to marked changes in societal expectations for counsellor and in counsellor's expectations of themselves.

A look into the future.

Mr. Vice-chancellor Sir, my distinguished audience, I cannot conclude this lecture without having a look into the future of counselling services in the country.

With the information communication technology coming on board, a new civilization is being built in our own life time, bringing with it new ways of working, a new economy, new family styles, new political conflicts and beyond these, a new way of thinking – an altered consciousness. We are on the leading

edge of a new culture that promises unprecedented ways of living and relating in our world.

A new education is part of this new culture. We have no way of knowing for certain what it will be like, what will be new, or what will be discarded. Education does not exist in a vacuum, but rather both affects and is affected by the culture as a whole and all its vital parts. I can, therefore, make few predictions about education and the field of counselling in particular without looking at the future trends of the entire culture, for they are initially interdependent.

Counsellors of the future will likely retain the same basic roles, but they will see a drifting in priorities as society presses the school system for optimal relevance and value. Following are some possible trends that are likely to be part of tomorrow's counselling programme.

>Toward Experimentation and Research

As a result of our cultural move away from massification and toward diversity and a renewed sense of society counsellor will likely be called on to tailor their programmes to the specific needs of the school and society.

Although this is accomplished now to some degree, an increasing demand will be made to both determine the needs and systematically evaluate the success of the total programme. With a continuing emphasis on accountability and demand for the counsellor's time, counsellors will find it necessary to search for the most relevant and effective programmes.

>Toward A focus on families

Although the home will be a central focus of the future, this is not synonymous with the stereotypical nuclear family. At least in terms of short-range projections, divorced and single parent families will remain at high levels. Long range, perhaps the greater intimacy enhanced by more flexible schedules, will lower the divorce rate and promote a greater sense of familiar responsibility.

>Toward greater society involvement and increased public relations works

Increasingly, it will be recognized that education and schooling are not synonymous. Education is vastly more inclusive and reaches far beyond the walls of the school. Counsellors will increasingly encourage and invite involvement with society programmes. Combining learning with work, service, and play will bring increased relevance. With more elderly people looking for opportunities for meaningful contributions, individuals having more flexibility, and many parents assuming more responsibility for their children, counsellors will find a valuable source of input into the counselling programme.

>Toward Expansion of Services

In consideration of current trends and future population projections, school counsellors should reasonably project growth in numbers of key counselling positions. If these counsellors document their ability to make a contribution and both they and the public make the need known, probability seems to be on their side

>Toward greater use of technology.

There is no doubt that technology will play an important part in our lives from microprocessors to micro computers, technology will be available to students throughout the school. From entering notes, from counselling sessions to testing to research to programming, counsellors will increasingly make use of technology to maximize efficiency and proficiency.

>Toward increased agency

The counsellors as change agent and child advocate has been at least mouthed since our inception. The rapidity of social change will demand, however, that this role be fulfilled to a greater degree to ward off certain obsolescence. Counsellors will perhaps find their greatest resistance in this area. Persistence and conviction will be required.

>Toward greater identification with social realities.

One of the most significant criticisms of present day schools is their lack of relevance. Counsellors will increasingly find the need to be in the fore front of establishing meaningfully programs created to fit specific environment. This will involve both in and out of school programme and will be a major help to the success or failure of the counselling programme. Diversity will be a value of the culture at large, and it will be reflected in the emphasis of the counsellor.

>Toward increased group work.

With the increase number of school children to be served, the counsellor will likely find group activities of increasing importance to ensure a firm grounding in child's earliest years of school. Whether group counselling or classroom guidance with schools children or group consultations with parents or teachers, the counsellor will find group work the greatest economist of time. Group work with students, particularly on topics such as value, decision making, moral development and responsibilities, and emphasizing the link of learning to action, will be of special relevance.

>Toward a shift in emphasis in career education.

Perhaps central to the new career education programme is the changing definition of work and its expansion to include other than paid employment. The new prosumer (producer — consumer) code calls for roundedness rather than single-mindedness. The self – help, do it yourself ethic brings about new work values. Self awareness and the careers awareness, exploration and preparation phases of careers education will find their place through the increased group work and infusion into the curriculum. Fostering healthy attitudes toward work and leisure, fitting to the world of the future will be of critical importance

>Toward increased peer counselling

This area will continue to develop as a viable contribution to the counselling programme. It is of special importance in terms of preparation for the future as the self – help culture will rely less on specialists and more on

close friends and family. The value to both counsellee and counsellor in the peer counselling process will continue to promote the programme.

>Towards a focus on special populations.

Females and handicapped will continue to be an area of focus, infused throughout the counsellor's programme. As one example, with our culture moving toward a more flexible definition of work and success and increased value being placed on individuality and diversity, the handicapped likely will find it somewhat easier to be mainstreamed into the society. Through careful programming the counsellor can be a positive agent of healthy attitudinal development and personal growth and development as the society undergoes similar changes.

>Toward a focus on stress management.

Change is both threatening and stressful. The counsellor of the future will live in an unprecedented period of societal flux that will affect many areas of the child's life. As high levels of anxiety have in general been found to be harmful to the individual, the counsellor will increasingly find the need to implement programmes to teach coping skill and stress management.

>Toward licensure.

Licensure could be a part of the credentialing process of the counsellor. Movement toward licensure, will likely appear increasingly as counsellors continue to promote their professional identity and ethic code

>Toward humanism.

Perhaps the loss of humanism is the greatest threat to many as we face a changing society, however, Wrenn (1973) and Toffler (1974, 1980) among others have predicted an overriding emphasis on human relationship.

Counsellors must continue to be an active force in the promotion of humanism and enhancement of human potential through all facets of their programme.

Change is inevitable, but too often its acceptance and incorporation lag slowly behind. We must begin our new programmes and outlooks with ourselves to keep our minds open to the novel, the surprising and even the seemingly radical, we can with little doubt predict that our grandchildren will look back in our life-times and our world with amazement. We have a unique opportunity in the counselling profession to make a positive contribution to the world of future. The future begins today - we should begin now.

Final thoughts

My final thoughts on this topic Mr. Vice Chancellor sir and distinguished audience will be inform of recommendations

That, there is an urgent case for the establishment of counselling services in our schools, colleges and universities - there can be no two opinions. What is needed today is a clear-cut, straight-forward and viable national policy on counselling services. And this need to be decided at the highest echelon involving the Ministry of Education, Ministry of Labour and Employment NABTEC and NUC . The goals and expectations of education and counselling with particular

relevance to our immediate and long-term requirements to be refocused; unnecessary duplication of work by different agencies needs to be avoided untouched areas need to be explored and co-ordination of effort needs to be ensured to achieve the best results so that what we introduce in our country in the form of counselling service in schools, colleges and universities is a well knit integrated structure suiting our societal requirements.

What is needed today is to improve whatever little we have, and introduce the programme in right earnest. The task is by no means easy. policy-makers, administrators, teachers and students have to be involved; certain attitudes and belief have to be re-evaluated and changed; new concept with particular relevance to our requirements have to be established; services of trained personnel in the new area of development have to be enlisted and above all money has to be made available.

All these are challenges in themselves. Discussions need to shift from indifference and the wavering to firm commitment; and the decision to transfer from future tense to present tense that is something has to be done here and now.

Pointers for reform

i. Ethics

At same time in the not too distant future counsellors must undertake the complicated and time-consuming task of devising a code of ethical practices. It is likely that this will be done, as it was in America, by the

professional associations concerned with counselling. At the moment, the only statements on the subject of ethics are those made by individual counsellors in their writings, in their presentation of conference papers or in their annual reports to their various institutions (Adedipe 1988).

A code of ethics may be expected to cover such matters as inter-professional relations, general responsibilities, competence, confidentiality and student welfare.

ii **In-service Training.**

When the question of ethical standards for counsellors in education is considered; it is likely to include some discussion of the provision of in-service training and support for practicing counsellors. The problem is particularly crucial for counsellors in education because often they are working in an institution as a department of one, which means that although they may have colleagues and friends amongst the teaching staff; professionally speaking they are isolated and the confidential nature of their work accentuates this.

The various counselling association offer in-service training courses or annual conferences, and the institutions which train counsellors also share in this work. These courses provide an opportunity to meet other counsellors, and to hear of fresh approaches and new ideas.

iii Appointment of counsellors.

The CASSON has recommended the appointment of at least one counsellor for every five hundred students on the roll. Some immediate steps need to be taken for the appointment of counsellors, to meet this recommendation.

iv Counselling centres in our higher institutions

Each of our tertiary institutions should be provided with a counselling centre. The services of these centres should be made available to all their students and staff. Required counselling sessions should be held at convenient places on a scheduled basis as is being done in the Olubi Sodipo counselling centre, Olabisi Onabanjo University. (Adedipe 1992). This centre should specially take up the task of preparing the students for interviews, for jobs and various examinations. That way the service will find its way in the life of the institutions and it will become a much sought-after service.

v Counselling complex in towns and cities.

In our towns and cities, counselling centres should be set up. This centre should specially take up the task of preparing individuals for jobs, competitive examinations and dealing with socio-personal problems including premarital and marital problems. This is how counselling service will penetrate the society and it will also become a much sought after service.

vi. Financial provision

Whenever a new facility has to be evolved the biggest problem before the administrators and educational planners is how to provide for it. It is true provision for counselling service cannot be made cheaply ; sufficient funds have to be allocated for the service of the counselling officers and the supporting staff, purchase of tools and equipments.

An effective counselling service staffed with adequate qualified personnel and equipped with adequate tools does cost money. Of course there is no hard empirical evidence that the costs of counselling services are in the long run self – liquidating. Studies do suggest that potentially an effective programme of counselling can make significant contribution to self development. The real question, therefore, may not be “can the school college or university or state afford counselling service” but rather can the school, college or university or state afford not to have counselling service”?

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Mr Vice-Chancellor sir, before I finally rest my case in this inaugural lecture, I want to say from all these acknowledgements, indeed, I am a creation of God, made by the people and for the people. Mr Vice-Chancellor, to

everybody present here, friends, relations, students, distinguished guests, gentle men of the press, ladies and gentle men, I thank you all for listening with rapt attention.

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