

**DEPARTMENT OF
EDUCATIONAL EVALUATION AND COUNSELLING
PSYCHOLOGY (EECP)**



**FACULTY OF EDUCATION,
UNIVERSITY OF BENIN,
BENIN CITY, NIGERIA**

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1. WELCOME ADDRESS OF THE HEAD OF DEPARTMENT



The department of Educational Evaluation and Counselling Psychology is one of the eight department in faculty of Education commissioned to run both undergraduate programmes in Guidance and Counselling and Special Education as well as postgraduate programmes in Counselling Psychology and Measurement and Evaluation. The programmes are well organized to produce students who are able to give services in different areas of human endeavor and also as academicians and researchers in the tertiary institutions and research institutes. There is hardly an area of study that does not need counselling and research which has its basis in this department. This gradual awareness has made the department of Educational Evaluation and Counselling Psychology has made it popular in the university community and the society at large. The department provides a very supportive and enabling environment for teaching, learning and conduct of research which aids in building knowledge, developing skills and propelling students of the department for success. The staff are very hard working, creative and always advancing themselves in good values. There is also a strong cordial relationship among academic and non-academic staff which enhances peaceful working environment. It is our hope that the God of creation with its infinite wisdom will help the department achieve all that is mapped out to achieve.

DR. (MRS.) MATILDA UVIE ORHERUATA

Head of Department

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2. HISTORY OF THE DEPARTMENT

The Department of Educational Evaluation and Counselling Psychology (EECP) was originally in the Department of Educational Psychology and Curriculum Studies (EPCS) which started in 1974 as a Division of Educational Psychology Guidance and Counselling and was reconstituted into Educational Psychology and Curriculum Studies in 1979. From 1979 to 2013/14 session, the Department offered Postgraduate degree programmes in the following areas of specialization: M.Ed., M.A (Ed), MSc. (Ed), M.Phil and PhD in Guidance and Counselling (now Counselling Psychology), Curriculum Theory and Research, Language Education (English and French), Instructional Technology, Measurement and Evaluation, Mathematics Education, Science Education, and Social Studies Education. It was observed that the Department has become too large for effective management and this was highlighted in the National Universities Commissions report of 2004 in which it was recommended that the Department be bifurcated. The implementation of this recommendation was hampered by inadequate number of staff and office spaces. However, during the tenure of Prof. O.G. Oshodin as Vice Chancellor, the infrastructural and manpower development was enhanced, and these conditions brought the split to a reality by the approval of Senate on the 29th August 2014 into two departments namely: Curriculum and Instructional Technology (CIT) and Educational Evaluation and Counselling Psychology (EECP).

The Department of Educational Evaluation and Counselling Psychology therefore started in 2014. The department only prepares students for the Post Graduate programme programmes at the Master, MPhil and Doctorate levels in Counselling Psychology and Measurement and Evaluation. In 2020, the University gave approval for Early Childhood Education programme to be named at the postgraduate level in the department, however this approval has been reverted. So, as it stands, the Department of Educational Evaluation and Counselling Psychology has two main programmes namely: Measurement & Evaluation and Counselling Psychology. These Post graduate Programmes are designed to produce the crop of professionals equipped with specialized knowledge and skills to meet the demands of the 21st century especially the needs of labour market in Educational Evaluation and Counselling Psychology. However, in August 2018 the department had two undergraduate courses Verified by NUC and approved for it. These are B.Ed Counselling Psychology, and B.Sc. (Ed.) Special Education degree in the department of EECP. Guidance and Counselling programme provides learning experience for counsellor trainees especially in the areas of self-realization and how they can help to change the behaviour of others through therapeutic techniques, acquisition and display of counselling characteristics while Special Education Programme (SEP) provides learning experience for competent teachers who can provide education to exceptional children (children with special needs) in inclusive classrooms.

3. VISION AND MISSION STATEMENT

Vision of the Department: To establish a model Department that ranks best in Academic standards in the Faculty and University at large, transforming the Department to become a leading centre of excellence in the Faculty, University and Nigeria.

Mission of the Department: To provide admission to students without discrimination based on sex, race, ethnicity, disability, religious and political persuasions. To work responsibly

individually and collectively to achieve our common goal of producing intellectual experts in their various fields of specialization.

4. DEPARTMENT EMAIL : eeep@uniben.edu

5. AVAILABLE UNDERGRADUATE AND POSTGRADUATE PROGRAMMES AND COURSE DESCRIPTION

THE STRUCTURE OF THE PROGRAMME FOR B.Ed GUIDANCE AND COUNSELLING

SUMMARY OF DISTRIBUTION OF COURSES FOR THE UNDERGRADUATE GUIDANCE AND COUNSELLING PROGRAMME

SUMMARY FOR THE FOUR (4) YEARS UTME B.Ed GUIDANCE AND COUNSELLING

LEVELS	GST	CSC	CED	EDUCATION	GUIDANCE AND COUNSELLING COURSES	ELECTIVES (TEACHING) COURSES	TOTAL
100	10	03		06	14	12 or 14	45 or 47
200				10	16	12 or 14	38 or 40
300			02	15	16	09 or 10	42 or 43
400				15	18	10	39
TOTAL	10	03	02	46	64	43 or 48	164 or 169

SUMMARY FOR THE THREE (3) YEARS DIRECT ENTRY B.Ed GUIDANCE AND COUNSELLING

LEVELS	GST	CSC	CED	EDUCATION	GUIDANCE AND COUNSELLING COURSES	ELECTIVES (TEACHING) COURSES	TOTAL
200	10	03		13	16	06 or 07	48 or 49
300			02	15	16	09 or 10	42 or 43
400				15	18	06	39
TOTAL	10	03	02	43	50	27 or 26	129 or 131

COURSE CONTENT (4) YEARS UTME B.Ed GUIDANCE AND COUNSELLING

100 LEVEL

FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDITS/UNITS
EDU 111	History of Education	3
GST 111	Communication in English	2
GST 112	Philosophy and Logic	2
CSC 110	Introduction to Computing	3
GCE 111	Introduction to Guidance and Counselling	2
GCE 112	Principles and Techniques in Guidance and Counselling	2
GCE 113	Organization and Administration of Guidance and Counselling	2
GCE114	Introduction to Psychology	2
Restricted Electives (6 or 7 units as applicable to subject area)		
Science Courses		
AEB 111	Introduction to Animal and Environmental Biology	4
PBB 111	Introduction to Plant Biology	3
Art Courses		
HIS 110	History of West Africa 1000-1800	3
HIS 111	A survey of Africa Civilization 1	3
Social Science Courses		
ECO 111	Principles of Economics	3
ECO 112	Introduction to Quantitative Methods	3
Social Studies Courses		
SSE 111	Introduction to Social Studies	3
SAA 111	Introduction to Sociology	3
	TOTAL	24 / 25

SECOND SEMESTER

EDU 121	General Teaching Methods	3
GST 121	Use of English	2
GST 122	Nigerian Peoples and Culture	2
GST 123	History and Philosophy of Science	2
GCE 121	Educational and Vocational Guidance	2
GCE 122	Introduction to Rehabilitation	2
GCE 123	Introduction to Social Development	2
Restricted Electives (6 or 7 units as applicable to subject area)		
Science Courses		
AEB 122	Functional Zoology	4
PBB 122	Introduction to plant Biology 11	3
Art Courses		
HIS 120	History of West Africa Since 1800	3
HIS 121	A survey of Africa Civilization 11	3
Social Science Courses		
ECO 121	Principles of Economics 11	3

ECO 122	Introduction to Economics History	3
Social Studies Courses		
SSE 121	History and Philosophy of Social Studies	3
SSE 122	Social-Cultural Environment in Nigeria	3
	TOTAL	21 / 22
	GRAND TOTAL	45 / 47

200 LEVEL

FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDITS/UNITS
EDU 211	Developmental Psychology	2
EDU 212	Philosophy of Education	2
GCE 211	Theories of Counselling	2
GCE 212	Introduction to Biological Psychology	2
GCE 213	Individual and Group Procedures in Guidance and Counselling	2
GCE 214	Techniques in Guidance and Counselling	2
Restricted Electives (6 or 7 units as applicable to subject area)		
Science Courses		
AEB 211	Environmental Ecology	4
PBB 211	Introduction to Ecology	3
Art Courses		
HIS 210	Nigeria History from Early Times to 1500	3
HIS 211	Southern Africa to 1800	3
Social Science Courses		
ECO 211	Micro- Economics Theory 1	3
ECO 212	Economics Statistics 1	3
Social Studies Courses		
SSE 213	Moral Education	3
SAA 213	Social Psychology	3
	TOTAL	18 / 19

SECOND SEMESTER

EDU 221	Methods of Teaching	2
EDU 222	Sociology of Education	2
EDU 223	Instructional Technology	2
GCE 221	Personality Theories and Social Adjustment	2
GCE 222	Child and Adolescent Psychology	2
GCE 223	Childhood Education	2
GCE 224	Use of Test in Guidance and Counselling	2
Restricted Electives (6 or 7 units as applicable to subject area)		
Science Courses		
AEB 224	Vertebrate Biology	4
PBB 224	Introduction to Genetics	3
Art Courses		
HIS 220	Nigerian History, 1500-1800	3
HIS 221	Southern African Since 1800	3
Social Science Courses		

ECO 221	Micro- Economics Theory 11	3
ECO 222	Economics Statistics 11	3
Social Studies Courses		
SAA 221	History of Sociology & Anthropological Thought	3
SAA 223	Peoples and Culture of Africa	3
	TOTAL	20 / 21
	GRAND TOTAL	38 / 40

300 LEVEL

FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDITS/UNITS
EDU 300	Supervised Teaching Practice 1	3
EDU 311	Curriculum Studies	3
EDU 312	Educational Psychology	2
EDU 313	Integrated Curriculum(Science/Social Studies /Language Arts)	2
GCE 311	Career Theories, Occupational Information and Job Evaluation	2
GCE 312	Introduction to Industrial Counselling	2
GCE 313	Introduction to Behaviour Modification and Psychotherapy	2
GCE 314	Introduction to Computer Science Application	2

Restricted Electives (6 units as applicable to subject area)

Science Courses

AEB 314	Comparative Vertebrate Anatomy	3
PBB 315	Whole Plant Physiology	3

Art Courses

HIS 310	Economic History of Nigeria to 18000	3
HIS 312	The West from the French Revolution to 1919	3

Social Science Courses

ECO 311	Developmental Economics 1	3
ECO313	Econometrics 1	3

Social Studies Courses

SSE 312	Socialization & Family Life Education	3
SAA 314	Rural Sociology	3
	TOTAL	24

SECOND SEMESTER

EDU 321	Introduction to Educational Research and Statistics	3
EDU 322	Comparative Education	2
CED 300	Entrepreneurship	2
GCE 321	Psychology of Adjustment	2
GCE 322	Family Counselling and Child Guidance	2
GCE 323	Clinical Psychology	2
GCE 324	Counselling Practicum 1	2

Restricted Electives (3 or 4 units as applicable to subject area)

Science Course

AEB 327	Introduction to Entomology	4
Art Course		
HIS 320	Economic History of Nigeria in the 19 th and 20 th Centuries to 1800	3
Social Science Course		
ECO 323	Developmental Economics 1	3
Social Studies Courses		
SAA 324	Urban Sociology	3
	TOTAL	18 / 19
	GRAND TOTAL	42 / 43

400 LEVEL

FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDITS/UNITS
EDU 400	Supervised Teaching Practice 11	3
EDU 411	Introduction to Measurement and Evaluation	3
EDU 412	Introduction to Educational Management	3
GCE 411	Counselling for Special Needs	2
GCE 412	Religion Counselling	2
GCE 413	Adolescent Psychology	2
GCE 414	Ethical and Professional Responsibilities in Counselling	2
Restricted Electives (3 units as applicable to subject area)		
Science Courses		
PBB 413	Economic Biology	3
Art Courses		
HIS 410	Nigeria History 1800-1900	3
Social Science Courses		
ECO 413	Structure of the Nigeria Economy	3
Social Studies Courses		
SSE 413	International Organization & Integration	3
	TOTAL	20

SECOND SEMESTER

EDU 421	Introduction to Guidance and Counseling	3
EDU 499	Project	3
GCE 421	Abnormal Psychology	2
GCE 422	Counselling Practicum 11	2
GCE 423	Sex, Family and Marital Counselling	2
GCE 424	Seminar in Guidance and Counselling	2
GCE 425	Management and Counselling of the aged	2
Restricted Electives (3 units as applicable to subject area)		
Science Courses		
AEB 423	Animal Behaviour	3
Art Courses		

HIS 420	Nigeria History Since 1800	3
Social Science Courses		
ECO 421	Advance Micro- Economics Theory	3
	11	
Social Studies Courses		
SSE 424	Culture & Social Stability	3
	TOTAL	19
	GRAND TOTAL	43

COURSE CONTENT THREE (3) YEARS DIRECT ENTRY B.Ed GUIDANCE AND COUNSELLING 200 LEVEL

FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDITS/UNITS
EDU 111	History of Education	3
EDU 211	Developmental Psychology	2
EDU 212	Philosophy of Education	2
GST 111	Communication in English	2
GST 112	Philosophy and Logic	2
CSC 110	Introduction to Computing	3
GCE 211	Theories of Counselling	2
GCE 212	Introduction to Biological Psychology	2
GCE 213	Individual and Group Procedures in Guidance and Counselling	2
GCE 214	Techniques in Guidance and Counselling	2
Restricted Electives (3 or 4 units as applicable to subject area)		
Science Courses		
AEB 211	Environmental Ecology	4
Art Courses		
HIS 211	Southern Africa to 1800	3
Social Science Courses		
ECO 211	Micro- Economics Theory 1	3
Social Studies Courses		
SSE 213	Moral Education	3
	TOTAL	25 / 26

SECOND SEMESTER

EDU 221	Methods of Teaching	2
EDU 222	Sociology of Education	2
EDU 223	Instructional Technology	2
GST 121	Use of English	2
GST 122	Nigerian Peoples and Culture	2
GST 123	History and Philosophy of Science	2
GCE 221	Personality Theories and Social Adjustment	2
GCE 222	Child and Adolescent Psychology	2

GCE 223	Childhood Education	2
GCE 224	Use of Test in Guidance and Counselling	2
Restricted Electives (3 units as applicable to subject area)		
Science Courses		
PBB 224	Introduction to Genetics	3
Art Courses		
HIS 220	Nigerian History, 1500-1800	3
Social Science Courses		
ECO 221	Micro- Economics Theory 11	3
Social Studies Courses		
SAA 221	History of Sociology & Anthropological Thought	3
	TOTAL	23
	GRAND TOTAL	48 / 49

300 LEVEL

FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDITS/UNITS
EDU 300	Supervised Teaching Practice 1	3
EDU 311	Curriculum Studies	3
EDU 312	Educational Psychology	2
EDU 313	Integrated Curriculum(Science/Social Studies /Language Arts)	2
GCE 311	Career Theories, Occupational Information and Job Evaluation	2
GCE 312	Introduction to Industrial Counselling	2
GCE 313	Introduction to Behaviour Modification and Psychotherapy	2
GCE 314	Introduction to Computer Science Application	2
Restricted Electives (6 units as applicable to subject area)		
Science Courses		
AEB 314	Comparative Vertebrate Anatomy	3
PBB 315	Whole Plant Physiology	3
Art Courses		
HIS 310	Economic History of Nigeria to 18000	3
HIS 312	The West from the French Revolution to 1919	3
Social Science Courses		
ECO 311	Developmental Economics 1	3
ECO313	Econometrics 1	3
Social Studies Courses		
SSE 312	Socialization & Family Life Education	3
SAA 314	Rural Sociology	3
	TOTAL	24

SECOND SEMESTER

EDU 321	Introduction to Educational Research and Statistics	3
EDU 322	Comparative Education	2
CED 300	Entrepreneurship	2
GCE 321	Psychology of Adjustment	2
GCE 322	Family Counselling and Child Guidance	2
GCE 323	Clinical Psychology	2
GCE 324	Counselling Practicum 1	2
Restricted Electives (3 or 4 units as applicable to subject area)		
Science Course		
AEB 327	Introduction to Entomology	4
Art Course		
HIS 320	Economic History of Nigeria in the 19 th and 20 th Centuries to 1800	3
Social Science Course		
ECO 323	Developmental Economics 1	3
Social Studies Courses		
SAA 324	Urban Sociology	3
	TOTAL	18 / 19
	GRAND TOTAL	42 / 43

400 LEVEL**FIRST SEMESTER**

COURSE CODE	COURSE TITLE	CREDITS/UNITS
EDU 400	Supervised Teaching Practice 11	3
EDU 411	Introduction to Measurement and Evaluation	3
EDU 412	Introduction to Educational Management	3
GCE 411	Counselling for Special Needs	2
GCE 412	Religion Counselling	2
GCE 413	Adolescent Psychology	2
GCE 414	Ethical and Professional Responsibilities in Counselling	2
Restricted Electives (3 units as applicable to subject area)		
Science Courses		
PBB 413	Economic Biology	3
Art Courses		
HIS 410	Nigeria History 1800-1900	3
Social Science Courses		
ECO 413	Structure of the Nigeria Economy	3
Social Studies Courses		
SSE 413	International Organization & Integration	3
	TOTAL	20
SECOND SEMESTER		
EDU 421	Introduction to Guidance and Counseling	3

EDU 499	Project	3
GCE 421	Abnormal Psychology	2
GCE 422	Counselling Practicum 11	2
GCE 423	Sex, Family and Marital Counselling	2
GCE 424	Seminar in Guidance and Counselling	2
GCE 425	Management and Counselling of the aged	2
Restricted Electives (3 units as applicable to subject area)		
Science Courses		
AEB 423	Animal Behaviour	3
Art Courses		
HIS 420	Nigeria History Since 1800	3
Social Science Courses		
ECO 421	Advance Micro- Economics Theory 11	3
Social Studies Courses		
SSE 424	Culture & Social Stability	3
	TOTAL	19
	GRAND TOTAL	43

COURSE DESCRIPTION

EDUCATION COURSES

EDU 111 History of Education (3 Credits)

Education in the western world, education in relation to social dynamics and statics. History of education in Nigeria, the role of the voluntary agencies and the government, the development and peace of European philosophy and method.

EDU 121 General Teaching Methods (3 Credits)

Evaluation of teaching methods in relation to changing concepts about a child and the learning process. The course deals with typical images of the classroom, the role of the teacher as a catalyst the current practices and methods of teaching in accordance with the prevailing trends of education

EDU 211 Developmental Psychology (2 Credits)

An introductory study of the determination of human development from birth to adolescence with special reference to the effects of heredity and environment on physical, cognitive, social, moral and emotional development of the normal child. Recent studies of child rearing practices in Africa will be highlighted.

EDU 212 Philosophy of Education (2 Credits)

education will be studied in detail. The dynamics and problems of educational reforms and development in developing countries; systems of education in some selected Africa countries and others outside Africa (USA, Britain, France, Canada, Japan and Russia) will also be examined. Contemporary issues in comparative education and the future of education world- wide will also be discussed.

EDU 400 – Supervised Teaching Practice II (2 Credits)

This is a 6 week field experience in a secondary school setting. Emphasis is on knowledge of the application of the theories of school administration, classroom teaching activities, under the guidance and supervision of both resident and Faculty of Education supervisors.

EDU 411 – Measurement and Evaluation (3 Credits)

Examination of modern concepts and methods of measuring and evaluating aspects of human behaviour, with particular reference to the educational process in Nigerian post-primary schools. Student will be exposed to the development of test in Nigeria, the principles of construction, administration, scoring, and interpretation of various test scores and other measurement instruments, as well as the social and ethical issues in testing.

EDU 412- Introduction to Education Management (3 Credits)

This course is an introduction to the principle and practices of educational management. It focuses on the basic management concepts as they relate to the education industry- planning, financing, cost management information, theories of management, education agencies, organization of schools in Nigeria and other countries.

EDU 421- Guidance and Counselling (3 Credits)

An introductory course on the rationale, principles, scope and practices of guidance and counselling in post-primary schools in Nigeria. The course will be practically oriented and include visit to some optional/vocational establishments.

EDU 499 – Project (3 Credits)

This is the practical application of research methods and statistics in education. In the course, the students(s) is (are) expected to study in detail an area of interest in educational theory and practice with particular reference to the Nigerian environment. This detailed study is carried out under the guidance of a lecturer. To enhance the originality of the work, the student(s) is/are expected to present seminar(s) on various aspects of the topic to a group of students as study progresses under the chairmanship of the Supervisor. A discussion would normally follow the presentation. The power of logical presentation, effective communication and sensitivity to educational issues and problems in a developing country like ours.

GUIDANCE AND COUNSELLING COURSES

GCE 111 - Introduction to Guidance & Counselling - 2 Units

This is an introductory course which focuses on the aims, objectives, importance/goals, historical development and some counselling theories and methods of guidance and counselling in the

Nigerian educational system. It also focuses on students' needs and problems, biological and counselling in America, Europe, Asia and other African countries as the major focus of this course.

GCE 112 Principles and Techniques in Guidance and Counselling (2 Units)

This course provides a comprehensive survey of the guidance and counselling field, stressing philosophy, principles, and the need for guidance and counselling in schools, the community, and higher education. The course also focuses on the concepts, strategies, and techniques of the counselling process. Attention is given to relationship building and practical application of the major counselling theories.

GCE 113 - Organisation and Administration of Guidance and Counselling (2 Units)

Students will be exposed to how guidance and counselling programmes are organized and administered as services in schools. This course will deal with the process of establishing guidance and counselling programmes in the educational and societal systems. The various steps, problems and organisational styles of the guidance programmes will be emphasized; solutions to the constraints faced in the establishment of the guidance programme in Nigeria will be stressed.

GCE 114 Introduction to Psychology (2 Credits)

The course enables undergraduate to have a general introductory knowledge of the concept of psychology. The course of historical development of psychology will be discussed. The relationship of psychology with education will be discussed.

GCE 121 Educational and Vocational Guidance

2 Units

This course is an introduction to the roles and functions of the school counsellor within a developmental and other school counselling programs. It examines all aspects of professional functioning including history, organizational structure, ethics and standards. The purpose of this course is to acquaint the counselling trainee with intervention strategies appropriate for an educational setting. The course is concerned with the practical aspects of working with children. Major emphasis will be placed on individual and group techniques as well as working with parents.

GCE 122 - Introduction to Rehabilitation Counselling

(2 Credits)

Rehabilitation Guidance and Counselling is the branch of counselling psychology which assists the physically handicapped (lepers inclusive) and the maladjusted individuals like drug addicts, and ex-convicts to regain full physical, mental, social and vocational wellbeing. Some of such persons are usually treated and housed at rehabilitation centres. The counsellor helps such persons to gain emotional control over their conditions and become more self-reliant. The programme provides health, educational, vocational and psychological abilities which reduce problems of labelling, encourage adjustment skills, develop positive attitude and accept limitations. The prospective counsellor learns techniques of achieving the preceding objectives.

GCE 123 Introduction to Social Development (2 Credits)

The course is about improving the well-being of every individual in society so they can reach their full potential. It requires the removal of barriers so that everybody can journey toward their dream with confidence and dignity. It is about helping people to move forward on their own part to self-sufficiency.

GCE 211 Theories of Counselling 2 Units

The focus of the course is directed towards the exposition of the various counselling techniques which are derived from the different theoretical counselling approaches traits – factors reality, therapy client-centred, rational emotion, transactional analysis and the psychodynamic counselling techniques. In doing these, emphasis will be laid on their counselling goals, criticisms and their major contributions to guidance and counselling services.

GCE212 Introduction to Social Problems (2 Credits)

This course deals with the meaning, types and causes of social problems. The origin and effects of particular social problems and how they affect various social groups as well as the solutions to various social problems using sociological and psychological tools will be examined. The survey of social problems will include major sociological theories used to explain and understand social problems; problems related to social inequality (e.g., gender, race/ethnicity, class and institutional inequality); problems involving deviance, conformity and well-being; problems of social institutions and global population.

GCE 213 Individual and Group Procedures in Guidance and Counselling (2 Credits)

This course introduces the students to different counselling processes and procedures. Methods of establishing rapport and facilitating conversation in individual settings as well as intervention strategies and meeting procedures in group settings will also be discussed. Application of individual and group processes to personal social issues will be examined.

GCE 214: Techniques of Guidance and Counselling (2 Credits)

This course is an introduction to stages in the counselling process, interviewing skills, counselling objectives, appropriate strategies. Common theories of counselling and psychotherapy and ethical considerations in counselling are considered.

GCE 221 Counselling Practicum 3 Units

This course will enable counsellor trainee to be involved in clinical laboratory activities (micro-counselling) as well as field experience. It is a practical course where students acquire specific skills such as attending, emphasizing, interviewing, summarizing, self-disclosing, etc. through activities like role playing and role—reversal, listening to recorded counselling sessions, etc. It would enable counsellor to acquire adequate knowledge of the characteristics of clients and counsellors in the professional field – students are to visit different clinical settings, interview the personnel on counselling functions, e.g. primary, secondary, tertiary institutions, remand homes” juvenile courts, hospitals, prisons and welfare offices.

GCE 222 Personality Theories 2 Units

This course examines the various theories of personality development and their weaknesses. The approach is analytical to enable students appreciate the relationships between theory and practice

in counselling services. It also analyses how the various personality types, such as extraversion-introversion and Type A/B structures are developed and their influences on expressed behaviour and health.

GCE 223 Childhood Education 2 Units

This course is based on the theory and practice of nursery and elementary school counselling. Emphasis is on the use of play and art techniques in counselling primary school pupils.

**GCE 224 Use of Tests in Guidance and Counselling
2 Units**

The course is designed to expose student to the principles and techniques of psychology testing. The focus of the course include the meaning of psychological testing, types of psychological test, as well as the principles of psychological test, construction, validation, administration, scoring and application.

GCE 311 Career Development Theories - 2 Credits

This course aims at exposing students to the concept of vocational theories and adjustment. It examines the plethora of vocational theories, which explains the principles that guide individuals into various vocations. Apparently, it creates opportunity for students to explore the complex world of work, career choice, vocational and personal factors which affect career development. Students are also expected to acquire skills and techniques for vocational guidance.

**GCE 312 Introduction to Industrial Counselling
(2 Credits)**

The Industries harbour a large collection of workers and personnel. Such social interactions bring about several personal and group problems, individual workers may find it difficult to cope with personnel and work condition because of psychological problems, job actions usually affect industrial set-up very negatively. This two-unit course offers facilities in helping workers and personnel to understand working conditions and requirements as well as personal problems with the aim of improving work conditions. This course aims at establishing peaceful atmospheres in industries.

GCE 313 – Introduction to Behaviour Modification and Psychotherapy (2 Credits)

The purpose of this course is to expose the students to the concept of behaviour modification and how the therapeutic measures can be applied in different settings such as the home, school and clinical centres. It will focus on the behavioural, theories and the application of psychological tools for behaviour assessment. General behavioural problems and the adoption of clinical treatment of target behaviour, e.g. disorders, insomnia, substance abuse, smoking behaviour, drug abuse, alcoholism, sleep disorders, bad study habits will be discussed. The application of appropriate behaviour modification techniques such as reinforcement principles and schedules, modelling, shaping and systematic desensitization, etc. shall constitute the practical clinical activities for resolving inappropriate behaviours in all settings.

**GCE 314 - Introduction to Computer Science Application
2 Credits**

The course will provide students with the opportunity of studying about the computer, using computer to assist counselling process that involves decision making skills, obtaining information and acquiring skills for internet assessment and e- counselling.

GCE 321 - Psychology of Adjustment – (2 Credits)

This course focuses on stress and coping which are the major determinants that show how individuals cope or adjust to their environment. It includes an in-depth examination of the concepts

and nature of stress and efforts developed by psychologists to help individuals with crisis manage the stress. It is an all embracing course as stress is implicated in almost all the problems individuals experience.

GCE 322 Community Counselling (2 Credits)

This involves the principles of counselling in a counselling mental health agency setting, family setting or other community based settings. The history and philosophy of psychological counselling, role and training of the counsellor, modes of intervention, consultation theory, and ethics of counselling will also be examined.

GCE 323 Clinical Psychology (2 Credits)

This course addresses the roles, functions, settings, and management of clinical mental health counselling. It introduces relevant models and theories, ethical and legal issues, professional organizations, preparation standards and credentialing, and management of mental health services.

GCE 324 Counselling Practicum I (2 Credits)

This course will provide counsellor trainees opportunities to apply their acquired skills during training in real life situations. It will therefore, expose counsellors in training to the world of work. It will also give students the room to appreciate counselees (clients) relationship and the functions of the school counsellor or any other counsellor working in non-school setting. They will learn how to develop appropriate professional relationship with colleagues in the field and facilitate mastery of the counselling skills in dealing with various problems of human development, build and develop appropriate professional relationship with colleagues in the work and facilitate mastery of the counselling skills in dealing with various problems of human development.

GCE 411 - Counselling for Special Needs - (2 Credits)

The course familiarizes students with the meaning of special education and its rationale. It gives an outline of different branches of special education, which comprises giftedness, physical impairment, hearing impairment and blindness. This introductory course also discusses the educational opportunities of giftedness and impairments.

GCE 412 - Religion in Counselling – (2 Credits)

The course will provide students with the fundamental issue of the tripartite nature of man which include; soul, spirit and the body. It will expose students to the spiritual dimension of the counselling process and reflect on their own spirituality and facilitate the enhancement of spiritual

wellness in their clients. Students will be assisted to explore the religious needs of different categories of clients, e.g. the dying, terminally ill patients.

GCE 413 Adolescent Psychology (2 Credits)

Adolescent psychology is a segment of the course in Human Development, specifically complementing a course in child Development/psychology. The course examines issues in the growth, development, behaviour, learning and education of the adolescent, that is, between the ages of 12 and 19. The course content includes physiological development, autonomy, vocational development, youth culture, adolescent tasks and challenges, education, dating sexuality, gang behaviour, and adjusting to an impending world of adulthood especially how the adolescent perceives his world vis-à-vis, the adult world. In Nigeria and Africa, the programme will look at how the adolescent transits into adulthood and the factors, such as peer group, social values, media, etc. influencing such transition.

GCE 414 Ethical and Professional Responsibilities in Counselling (2 Credits)

The course exposes students to the ethics and legal principles of guidance services, ethical system of guidance services, educational and vocational ethical standard, legal determinants based on legal services, reasons for legal determinants in Guidance Counselling.

GCE 421 – Abnormal Psychology – (2 Credits)

This course attempts to expose students to the concepts of abnormality in human behaviour, the various types and class of abnormal behaviour, their psychological bases, causes and ways of caring for such individuals.

GCE 422 - Counselling Practicum II – (2 Credits)

This course will provide counsellor trainees opportunities to apply their acquired skills during training in real life situations. It will therefore, expose counsellors in training to the world of work. It will also give students the room to appreciate counselees (clients) relationship and the functions of the school counsellor or any other counsellor working in non-school setting. They will learn how to develop appropriate professional relationship with colleagues in the field and facilitate mastery of the counselling skills in dealing with various problems of human development, build and develop appropriate professional relationship with colleagues in the work and facilitate mastery of the counselling skills in dealing with various problems of human development.

GCE 423 - Sex Education and Marital Counselling (2 Credits)

This course focuses on the nature, characteristics and forms of the sexuality, problems and social needs of teenagers. It also focuses on the various psychological approaches to the resolution of teenage problems to enhance sexual and social adjustments. It also focuses on marriage counselling, mate selection, marital adjustment and parenting issues. Theories of family counselling will be studied and applied to family and marriage problems in the African context. Western and African family structures will be reviewed and comparisons made in the application of guidelines to family problems.

GCE 424 - Seminar in Guidance and Counselling (2 Credits)

The focus of this course is to train students to identify problems relating to guidance and counselling process. It trains students to view the world of guidance and develop habits and techniques necessary in finding solutions to problems through research. Students will be exposed to this practice, know the systematic process, works and evaluate them. The students chose a topic in guidance, research on with the help of a supervisor and present it to a board of examiners.

GCE 425: Management and Counselling of the Aged (2 Credits)

The course exposes students who are aged, their self-concepts and health status. The gerontological aspects of aging with emphasis on the aged. Adaptation, adjustment and management strategies for the aged.

RELEVANT TEACHING COURSES

**AEB 111 Introductory Animal and Environmental Biology
(4 Credits)**

Man population growth and impact on the biosphere, faunal biodiversity:

Invertebrata: Protozoa, Porifera, Coelenterata, Platyhelminthes, Nematoda, Mollusca, Annelida, Arthropoda, Echinodermata.

Chordata: Cephalochordata, Pisces, Amphibia, Reptilia, Aves, Mammalia. Mammalian Anatomy: Anatomy of *Rattus rattus*.

PBB 111 Introductory Plant Biology I (3 Credits)

Introduction to Botany. Prospects of a Botanist. Diversity of living organisms and habitats, life forms, mode of nutrition, size, shape, e.g. common features of organisms. Need of arranging them into classifications. Concept of five kingdom and their characteristics and possible evolutionary relationship among major groups of organisms. A brief survey of bacteria, viruses, PPLO. Life cycle of algae, bryophytes, pteridophytes, gymnosperms and angiosperms.

HIS 110: History of West Africa 1000 – 1800 (3 Units)

This general study of the peoples and states of West Africa from the earliest times to the end of the slave trade, ranging from Ancient Ghana to the forest Kingdom of Benin, and covering the Sudanese States. The relationship between the internal dynamic forces – trade, dynastic rivalry and war, and external influences – trans-Saharan and Atlantic trade, Islam and Christianity would be emphasized.

HIS 111: A Survey of African Civilization I (3 Credits)

This course introduces students to the possibilities of African History, its definition, scope, method and sources such as oral traditions and archeology. It also studies the history of Early man in Africa, e.g. in Egypt, Carthage, Meroe, Nubia and the trans-Mediterranean relations with Phoenicia, Greece, Spain and Rome.

ECO111: Principles of Economics I (macro) (3 Units)

This is essentially an introductory course on the macro-economic aspect of Economic theory. Topics covered include the subject matter of economics and basic economics problems, national income accounting including elementary models of income and employment, money and banking, employment and unemployment, public finance including government budgets, international trade, balance of payment and commercial policies; development planning .

ECO 112 Introduction to Quantitative Methods (3 Credits)

This course introduces students at the Elementary Levels some of the Quantitative Techniques necessary for the Analysis of Economics. Topics include Elementary Algebra such as Real Number System, Indices, Logarithms and Polynomials Monomials, etc. Equations and Inequalities. Functions and Relations, Elementary Co-ordinate Geometry, Matrix Algebra, Set Theory, Introductory Growth Mathematics, Series, Sequences, Progressions, Elementary Trigonometry.

SSE 111 – Introduction to Social Studies (3 Credits)

This course introduces the students to the meaning and scope of social studies including its objectives, history and relationship with fields particularly the social sciences. It also examines the social concerns of social studies.

AEB 122 Functional Zoology (4 Credits)

Embryology: Gametogenesis, fertilization and cleavage as demonstrated by Amphioxus.

Genetics: The cell and distribution of genetic material; mitosis, meiosis, inheritance, sex determination and sex-linked inheritance.

PBB 122: Introduction to Plant Biology II (3 Credits, Second Semester)

The general morphology, anatomy, Histology and physiology of flowering plants. Seed structure, dispersal and germination. Development of primary and secondary plant body; water relations, photosynthesis, translocation and storage organs, respiration (2 Lectures, 1 practical/week)

HIS 120: History of West Africa since 1800 (3 Units)

This course presents the 19th century as epochal, being the prelude (political, economic and diplomatic) to colonization and incorporation of West Africa into the European system in the 20th century. The patterns of colonial rule, nationalist developments and difficulties follow as consequences.

HIS 121: A Survey of African Civilization II (3 Units)

A study of the peoples and civilizations of Africa. From Nok to Great Zimbabwe, and from the Swahili culture-complex to the Khoisan (Using the framework developed in HIS 111).

ECO121: Principles of Economics II (Micro) (3 Credits)

This course is a continuation of economics 111 and focuses on micro Economic theory. Topics covered include the theory of production, factor of production, theories of demand, supply and price, theories of consumer behaviour, theory of the firm, cost of production, pricing and output under perfect competition monopoly, monopolistic competition and oligopoly, the theory of distribution.

AEB 211 Environmental Ecology (4 Credits)

Pre-requisite AEB 111

Aquatic and terrestrial ecosystems of Nigeria: Physical and chemical properties, faunal adaptations for life: inter-relationships (food chains/webs). Conservation of faunal resources of Nigeria.

PBB 211 Introductory Ecology (3 Credits)

Themes of Ecology: autecology and synecology, historical aspects. Current trends in ecology. Plant community hypotheses. Concepts of ecosystem: Food chains, webs, interaction between plants and animals. Ecological groups: hydrophytes, halophytes, xerophytes, epiphytes and mesophytes. The effect of physical environment on plants. Climatic, biotic and topographic factors.

HIS 210: Nigerian History from Early Times to 1500 (3 Units)

This course investigates the historical roots of the modern Nigerian state. The geo-physical environment, origin of peoples, inter-group relations, and state-formation. In addition to surveying the sources for the reconstruction of its history, it would examine the nature and impact of external influences.

HIS 211: Southern Africa to 1800 (3 Units)

Indigenous people of South Africa, the coming to the Europeans as explorers and settlers and the dynamics of the interrelationship between Bantu, Boer and Britain.

ECO211: Macro Economic theory (3 Units)

This course deals at the intermediate level with that part of the economics which is primarily concerned with the study of relationship between broad economic aggregates. Topics to be covered include national income (accounting and determination). Aggregation savings and consumers expenditure, investment employment, money supply price level, balance payment. The course attempt to explain the determinants of the magnitude of these aggregates and their rates of change—over time it looks at government expenditure particularly in developing countries such as Nigeria (budget), taxation, monetary policy in determining the general level Economic activity under static and dynamic equilibrium.

AEB 224 Vertebrate Biology (4 Credits, Second Semester)

Pre-requisite AEB 111

Identification, phylogeny, biology and economic importance of Cephalochordata, Hemichordata, Urochordata, Agnatha, Pisces, Amphibia, Reptilia, Aves and Mammalia of Nigeria. Students are expected to dissect the dogfish.

HIS 220: Nigerian History, 1500 – 1800 (3 Units)

The problems attendant on state formation and state building as revealed by the states and empires that had emerged by this period. A comparative study of the organizations, and their interconnections with other peoples and states. The changes that were ushered in by revolutions both at the coast and the hinterland at the close of the period will be discussed.

HIS 221: Southern Africa Since 1800 (3 Units)

A study of the upheavals in Bantu and Boer societies, unification, roots of racialism, the rise of the Nationalist party and its apartheid policy, and also of the history of the Black resistance, international involvement and the roots, nature and consequences of Frederic de Clerk's politics of integration. Post-apartheid South Africa's development will also be studied.

ECO 221: Micro-Economic Statistics II (3 Units)

The course deals with micro economics at immediate level theory of consumer behaviour, utility approach, indifference curve approaches. Topics include consumer demand, market structures output and pricing under various market structure (in developing countries such as Nigeria) perfect competition monopolistic oligopolistic theory of distribution under perfect competition. Input pricing and employment under imperfect competition.

AEB 314 Comparative Vertebrate Anatomy (3 Credits)

Pre-requisite AEB111, 224

Functional comparative anatomy of the organ systems in vertebrate, skin, circulatory, digestive, excretory, nervous, respiratory, skeletal and urinogenital systems of Pisces, Amphibia, Reptilia, Aves and Mammalia. Students are expected to dissect fish, toad, lizard, chick and rat.

PBB 315: Whole Plant Physiology (3 Credits, First Semester)

Principles of cell water relations: plant water relations including the importance of environmental factors. Properties of water in relation to processes in the living plant. Morphology adaptations of plants to water status of the habitat, water uptake and movement. The ascent of sap. Mineral nutrition. Mechanism of nutrient uptake and translocation. Role of macro and micro nutrient elements. Ion deficiency symptoms (*2 Lectures, 1 practical/week*)

HIS 310: Economic History of Nigeria to 1800 (3 Credits)

This course traces the early history of metal work and the production of iron implements which revolutionized agriculture and brought about population explosion in various centres of Nigeria. In the second part of the course, discussions will dwell on the development of the arts and crafts of the interior Nigerian kingdoms and the growth of salt and fishing industries which made exchange possible i.e. internal and international trade culminating in the Atlantic slave trade in Nigeria.

HIS 312: The West from the French Revolution to 1919 (3 Credits)

This course examines the string of developments, both domestic and international, set off by the ideology of the French Revolution and the Napoleonic Wars to the end of First World War. The European settlement, the spread and containment of revolution, nationalism, the new balance of power and finally the First World War as a consequence of its breakdown; also the new social forces, economic and political ideas, technologies and their effect on state and society

ECO 311: Development Economics I (3 Credits)

An introduction into the study of the theory of economics development and growth, emphasis is on factors determining economic growth and development driving from relevant theories and empirical studies indicating the role of both the economic and institutional factors in the directions magnitude of growth and development in the developed and developing countries such as Nigeria.

AEB 327 Introductory Entomology (4 Credits)

***Pre-requisite* AEB 211, 213**

Evolution, identification. Systematics, morphology, biology, life cycles and distributions of insects, mites and ticks. Behavior and ecology of social insects.

HIS 320: Economic History of Nigeria in the 19th and 20th Centuries to 1800 (3 Units)

A study of the link between the changing patterns of substance, production and exchange among Nigerian groups and European economic imperialism in the 19th century, the colonial political framework for economic exploitation, the achievement and limitations of colonial economic planning and policies, and the character, organization and problems of Nigerian economic development and international trade after 1960.

ECO323: Economic Development II (3 Units)

An introduction to the study of economic development of Africa, economics Institution, investment problem, policies and strategies related to the economic development. Sub-sahara African countries, specific issues would include agriculture, industry, population, trade income distribution to the relevance of the thoughts of Nkurumah, Amin, etc.

AEB 411 Environmental Physiology (4 Credits)

***Pre-requisite* AEB 311, 312**

Physiological adaptations to changes in the environment: temperature, light, hydrogen-ion concentration, water, osmotic and ionic concentration, oxygen. Temperature relations of poikilothermic animals. Physiology of migration, hibernation, aestivation and diapause, effects of high attitude and hydrostatic pressure on organisms and adaptations to these factors. Reproductive adaptations.

PBB 413: Economic Botany (3 Credits, First Semester)

The origin, history, sources, taxonomy, morphology, ecology and uses of the economic plants of West Africa. A few example, which may vary from year to year, are to be chosen from all groups of plants (food, fibre, medical, forage, cereals, timber, etc)

HIS 410: Nigerian History 1800-1900 (3 Units)

A study of transformation in pre-colonial Nigerian societies – social, religious, economic, dynastic, demographic and intellectual, generated by internal and external pressures and influences. The resulting conflicts and revolution which entered a new phase with the advent of European conquest and imposition of colonial rule, critical inquiries into the dynamics of a region in crisis.

HIS 416: European Imperialism and the Partition of West Africa (2 Credits)

A documentary study of the motives, course and consequences of the European contact with West Africa between the 19th and 20th centuries, it examines the organization of the European interests, changes in imperial policies and the responses of West African States.

ECO 413: The structure of the Nigerian Economy (3 Credits)

The course looks at the political economy of the Nigeria. It looks at the pattern of agriculture, the pattern of industrialization, the indigenization decree, international trade, the balance of payments and the role of foreign direct investment. Others include mining and quarrying, structure of national income and income policy. Capital formation, monetary and fiscal system and development planning.

AEB 423: Animal Behaviour (3 Credits, Second Semester)

Pre-requisites AEB 213, 224

Reflexes and development of behaviour. Motivation and conflict: effect of hormones on behaviour. Instinct and teaming: behaviour and evolution, social life in animals.

HIS 420: Nigerian History since 1960 (3 Credits)

A study of the imposition of colonial rule, its principles, mechanism, structure and manifestation on the different parts of Nigeria; of colonial social responses to these, and the advent of anti-colonial nationalism; of the transitional politics and 1950s and its effect on the independence politics and government; of the problems of economic development, political instability and international power.

HIS 426: Colonial Imperialism and African Politics in West Africa (2 Credits)

The course is a documentary study of the nature of European colonial rule in the 20th century and its implication for West Africa. Focus would be on the major social economic and administrative policies of the colonial powers, their consequences and the attitude and activities of West African peoples.

ECO421: Advanced Micro Economics (3 Credits)

The course considers selected topics in standard undergraduate microeconomics in some details, emphasis will be placed on the application of standard theories, and their extensions to practical problems. Topics to be covered in clued working tools (supply and demand analysis). Preference, consumption, demand equilibrium and exchange. The firm and industry factors market, distribution and intertemporal analysis and factors supply, factor market equilibrium, and income distribution.

ECO422: Applied Econometrics (3 Credits)

The course builds on previous session's work on regression analysis. Topic includes simultaneous Equation. Identification and specification of macro models, simultaneous estimation method will include full information, maximum likelihood and three stage least squares. The final topic would be distributed Lag models and through introduction of the generalized least square mode is.

THE STRUCTURE OF THE PROGRAMME FOR B.Ed SPECIAL EDUCATION

The B.Ed degree programmes (Special Education) have four and three years duration for UME and Direct Entry students respectively. The courses at 100 and 200 levels are designed to equip the students with fundamental special education skills. While at the 300 and 400 levels the courses

include practicum session for the complete training, the student are expected to take some education courses, since they are usually domicile in the school system.

SUMMARY OF DISTRIBUTION OF COURSES FOR THE UNDERGRADUATE SPECIAL EDUCATION PROGRAMME

SUMMARY FOR THE FOUR (4) YEARS UTME B.Ed SPECIAL EDUCATION

LEVELS	GST	CSC	CED	EDU	SPE COURSE S	ELECTIVES (TEACHING COURSES)	TOTAL
100	10	03		06	15	12 / 14	46 / 47
200				10	20	09 / 11	39 / 41
300			02	15	20 / 21	09 / 10	46 / 48
400				15	18	06	39
TOTAL	10	03	02	46	73 / 74	36 / 41	170 / 176

SUMMARY FOR THE THREE (3) YEARS DIRECT ENTRY B.Ed SPECIAL EDUCATION

LEVELS	GST	CSC	CED	EDU	SPE COURSE S	ELECTIVES (TEACHING COURSES)	TOTAL
200	10	03		13	20	03	49
300			02	15	18 / 20	09 / 10	44 or 47
400				15	18	06	39
TOTAL	10	03	02	43	46 / 48	15 / 16	132 / 135

COURSE CONTENT (4) YEARS UTME B.Ed SPECIAL EDUCATION

100 LEVEL FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDITS/UNITS
EDU 111	History of Education	3
GST 111	Communication in English	2
GST 112	Philosophy and Logic	2

CSC 110	Introduction to Computing	3
SPE 111	Introduction to Special Education	2
SPE 112	Introduction to Tools and Assistive Technology 1	2
SPE 113	Anatomy and Physiology of Sensory Organs	2
SPE 114	Introduction to the Education for Children with Intellectual Disability	2

LAL 113	Introduction to Phonetics	3
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Restricted Electives (6 or 7 units as applicable to Subject Area)

Science Courses

AEB 111	Introduction to Animal and Environmental Biology	4
PBB 111	Introduction to Plant Biology	3

Art Courses

HIS 110	History of West Africa 1000-1800	3
HIS 111	A survey of Africa Civilization 1	3

Social Science Courses

ECO 111	Principles of Economics	3
ECO 112	Introduction to Quantitative Methods	3

Social Studies Courses

SSE 111	Introduction to Social Studies	3
SAA 111	Introduction to Sociology	3
	TOTAL	27 / 28

SECOND SEMESTER

EDU 121	General Teaching Methods	3
GST 121	Use of English	2
GST 122	Nigerian Peoples and Culture	2
GST 123	History and Philosophy of Science	2
SPE 121	Assessment of Children with Special Needs	2
SPE 122	Strategies of Teaching Children with Special Needs	2

Restricted Electives (6 or 7 units as applicable to Subject Area)

Science Courses

AEB 122	Functional Zoology	4
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PBB 122	Introduction to plant Biology 11	3
Art Courses		
HIS 120	History of West Africa Since 1800	3
HIS 121	A survey of Africa Civilization 11	3
Social Science Courses		
ECO 121	Principles of Economics 11	3
ECO 122	Introduction to Economics History	3
Social Studies Courses		
SSE 121	History and Philosophy of Social Studies	3
SSE 122	Social-Cultural Environment in Nigeria	3
	TOTAL	19 / 20
	GRAND TOTAL	46 / 47

**200 LEVEL
FIRST SEMESTER**

COURSE CODE	COURSE TITLE	CREDITS/UNITS
EDU 211	Developmental Psychology	2
EDU 212	Philosophy of Education	2
SPE 211	Psychology of Education of Exceptional Children	2
SPE 212	Reading & Reading Instruction for Exceptional Children	2
SPE 213	Language Development	2
SPE 231	Simultaneous Sign Language & Deaf Culture	2
SPE 232	Auditory –Oral Methods	2
SPE 241	Identification & Assessment of LD	3
Restricted Electives (6 or 7 units as applicable to Subject Area)		
Science Courses		
AEB 211	Environmental Ecology	4
PBB 211	Introduction to Ecology	3
Art Courses		
HIS 210	Nigeria History from Early Times to 1500	3
HIS 211	Southern Africa to 1800	3
Social Science Courses		
ECO 211	Micro- Economics Theory 1	3
ECO 212	Economics Statistics 1	3
Social Studies Courses		

SSE 213	Moral Education	3
SAA 213	Social Psychology	3
	TOTAL	23 / 24

SECOND SEMESTER

EDU 221	Methods of Teaching	2
EDU 222	Sociology of Education	2
EDU 223	Instructional Technology	2
SPE 221	Braille Reading & Writing	2
SPE 222	Testing in Special Education and Techniques in Continuous Assessment	3
SPE 233	Curriculum Development & Instructional Methods for Children with Special Needs	2

Restricted Electives (3 or 4 units as applicable to Subject Area)

Science Courses

AEB 224	Vertebrate Biology	4
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Art Courses

HIS 220	Nigerian History, 1500-1800	3
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Social Science Courses

ECO 221	Micro- Economics Theory 11	3
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Social Studies Courses

SAA 221	History of Sociology & Anthropological Thought	3
SAA 223	Peoples and Culture of Africa	3

GRAND TOTAL 39 / 41

300 LEVEL

FIRST SEMESTER

COURSE CODE COURSE TITLE CREDITS/UNITS

EDU 300	Supervised Teaching Practice 1	3
EDU 311	Curriculum Studies	3
EDU 312	Educational Psychology	2
EDU 313/315	Integrated Curriculum(Science/Social Studies /Language Arts)	2
SPE 311	Therapy for Behaviour Disturbed	2
SPE 312	Working with Parents of the Handicapped	2
SPE 313	Voice Speech and Language Disorders	2
SPEE 314	Giftedness and Talentedness	2

Restricted Electives (6 units as applicable to Subject Area)

Science Courses

AEB 314	Comparative Vertebrate Anatomy	3
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PBB 315	Whole Plant Physiology	3
Art Courses		
HIS 310	Economic History of Nigeria to 18000	3
HIS 312	The West from the French Revolution to 1919	3
Social Science Courses		
ECO 311	Developmental Economics 1	3
ECO313	Econometrics 1	3
Social Studies Courses		
SSE 312	Socialization & Family Life Education	3
SAA 314	Rural Sociology	3
	TOTAL	24

SECOND SEMESTER

EDU 321	Introduction to Educational Research and Statistics	3
EDU 322	Comparative Education	2
CED 300	Entrepreneurship	2
SPE 321	Mobility Orientation	2
SPE 322	Visual Impaired Method	2
SPE 323	Advanced Braille	2

SPECIALIZATION HH OR LD

A.

SPE 331	Auditory and Aural Rehabilitation	2
SPE 332	Intermediate Sign Language	2

B.

SPE 341	Reading Disability	3
SPE 342	Method & Materials in LD	3

Restricted Electives (3 or 4 units as applicable to Subject Area)

Science Course

AEB 327	Introduction to Entomology	4
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Art Course

HIS 320	Economic History of Nigeria in the 19 th and 20 th Centuries to 1800	3
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Social Science Course

ECO 323	Developmental Economics 1	3
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Social Studies Courses

SAA 324	Urban Sociology	3
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	TOTAL	20 or 22
	GRAND TOTAL	44 / 47

400 LEVEL

FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDITS/UNITS
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EDU 400	Supervised Teaching Practice 11	3
EDU 411	Introduction to Measurement and Evaluation	3
EDU 412	Introduction to Educational Management	3
SPE 411	Vocational Planning for the Handicapped	2
SPE 412	Advanced Seminar and Research in Special Education	2
SPE 413	Society and Disabled	2
SPE 414	Special Education Administration	2
SPE 415	Methods of Teaching Intellectual Disabilities	2

Restricted Electives (3 units as applicable to Subject Area)

Science Courses

PBB 413	Economic Biology	3
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Art Courses

HIS 410	Nigeria History 1800-1900	3
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Social Science Courses

ECO 413	Structure of the Nigeria Economy	3
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Social Studies Courses

SSE 413	International Organization & Integration	3
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TOTAL 24

SECOND SEMESTER

EDU 421	Introduction to Guidance and Counseling	3
EDU 499	Project	3
SPE 400	Practicum	3
SPE 421	Child Development	2
SPE 422	Social Psychology	2
SPE 433	Advanced Sign Language	2

Restricted Electives (3 units as applicable to Subject Area)

Science Courses

AEB 423	Animal Behaviour	3
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Art Courses

HIS 420	Nigeria History Since 1800	3
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Social Science Courses

ECO 421	Advance Micro- Economics Theory 11	3
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Social Studies Courses

SSE 424	Culture & Social Stability	3
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TOTAL 15

**COURSE CONTENT THREE (3) YEARS DIRECT ENTRY B.Ed SPECIAL
EDUCATION
200 LEVEL**

FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDITS/UNITS
EDU 111	History of Education	3
EDU 211	Developmental Psychology	2
EDU 212	Philosophy of Education	2
GST 111	Communication in English	2
GST 112	Philosophy and Logic	2
CSC 110	Introduction to Computing	3
SPE 211	Psychology of Education of Exceptional Children	2
SPE 212	Reading & Reading Instruction for Exceptional Children	2
SPE 213	Language Development	2
SPE 231	Simultaneous Sign Language & Deaf Culture	2
SPE 232	Auditory –Oral Methods	2
SPE 241	Identification & Assessment of LD	3
Restricted Electives (3 units as applicable to Subject Area)		
Science Courses		
PBB 211	Introduction to Ecology	3
Art Courses		
HIS 211	Southern African to 1800	3
Social Science Courses		
ECO 211	Micro- Economics Theory 1	3
Social Studies Courses		
SSE 213	Moral Education	3
	TOTAL	30

SECOND SEMESTER

EDU 221	Methods of Teaching	2
EDU 222	Sociology of Education	2
EDU 223	Instructional Technology	2
GST 121	Use of English	2
GST 122	Nigerian Peoples and Culture	2
GST 123	History and Philosophy of Science	2
SPE 221	Braille Reading & Writing	2

SPE 222	Testing in Special Education and Techniques in Continuous Assessment	3
SPE 233	Curriculum Development & Instructional Methods for the Children with Special Needs	2
	TOTAL	19
	GRAND TOTAL	49

300 LEVEL

FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDITS/UNITS
EDU 300	Supervised Teaching Practice 1	3
EDU 311	Curriculum Studies	3
EDU 312	Educational Psychology	2
EDU 313/315	Integrated Curriculum(Science/Social Studies /Language Arts)	2
SPE 311	Therapy for Behaviour Disturbed	2
SPE 312	Working with Parents of the Handicapped	2
SPE 313	Voice Speech and Language Disorders	2
SPE 314	Giftedness and Talentedness	2

Restricted Electives (6 units as applicable to Subject Area)

Science Courses

AEB 314	Comparative Vertebrate Anatomy	3
PBB 315	Whole Plant Physiology	3

Art Courses

HIS 310	Economic History of Nigeria to 18000	3
HIS 312	The West from the French Revolution to 1919	3

Social Science Courses

ECO 311	Developmental Economics 1	3
ECO 313	Econometrics 1	3

Social Studies Courses

SSE 312	Socialization & Family Life Education	3
SAA 314	Rural Sociology	3
	TOTAL	24

SECOND SEMESTER

EDU 321	Introduction to Educational Research and Statistics	3
EDU 322	Comparative Education	2
CED 300	Entrepreneurship	2
SPE 321	Mobility Orientation	2
SPE 322	Visual Impaired Method	2
SPE 323	Advanced Braille	2

SPECIALIZED HH OR LD**A.**

SPE 331	Auditory and Aural Rehabilitation	2
SPE 332	Intermediate Sign Language	2

B.

SPE 341	Reading Disability	3
SPE 342	Method & Materials in LD	3

Restricted Electives (3 or 4 units as applicable to Subject Area)**Science****Course**

AEB 327	Introduction to Entomology	4
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Art Course

HIS 320	Economic History of Nigeria in the 19 th and 20 th Centuries to 1800	3
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Social Science Course

ECO 323	Developmental Economics 1	3
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Social Studies Courses

SAA 324	Urban Sociology	3
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TOTAL	20 or 23
GRAND TOTAL	44 or 47

400 LEVEL**FIRST SEMESTER**

COURSE CODE	COURSE TITLE	CREDITS/UNITS
EDU 400	Supervised Teaching Practice 11	3
EDU 411	Introduction to Measurement and Evaluation	3
EDU 412	Introduction to Educational Management	3
SPE 411	Vocational Planning for the Handicapped	2
SPE 412	Advanced Seminar and Research in Special Education	2
SPE 413	Society and Disabled	2

SPE 414	Special Education Administration	2
SPE 415	Methods of Teaching Educable Intellectual Disabilities	2

Restricted Electives (3 units as applicable to Subject Area)

Science Courses

PBB 413	Economic Biology	3
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Art Courses

HIS 410	Nigeria History 1800-1900	3
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Social Science Courses

ECO 413	Structure of the Nigeria Economy	3
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Social Studies Courses

SSE 413	International Organization & Integration	3
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TOTAL 22

SECOND SEMESTER

EDU 421	Introduction to Guidance and Counseling	3
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EDU 499	Project	3
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SPE 400	Practicum	3
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SPE 421	Child Development	2
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SPE 422	Social Psychology	2
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SPE 433	Advanced Sign Language	2
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Restricted Electives (3 units as applicable to Subject Area)

Science Courses

AEB 423	Animal Behaviour	3
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Art Courses

HIS 420	Nigeria History Since 1800	3
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Social Science Courses

ECO 421	Advance Micro- Economics Theory 11	3
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Social Studies Courses

SSE 424	Culture & Social Stability	3
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TOTAL 15

GRAND TOTAL 39

COURSE DESCRIPTION

EDUCATION COURSES

EDU 111 History of Education (3 Credits)

Education in the western world, education in relation to social dynamics and statics. History of education in Nigeria, the role of the voluntary agencies and the government, the development and peace of European philosophy and method.

EDU 121 General Teaching Methods (3 Credits)

Evaluation of teaching methods in relation to changing concepts about a child and the learning process. The course deals with typical images of the classroom, the role of the teacher as a catalyst the current practices and methods of teaching in accordance with the prevailing trends of education.

EDU 211 Developmental Psychology (2 Credits)

An introductory study of the determination of human development from birth to adolescence with special reference to the effects of heredity and environment on physical, cognitive, social, moral and emotional development of the normal child. Recent studies of child rearing practices in Africa will be highlighted.

EDU 212 Philosophy of Education (2 Credits)

Education in the western world, education in relation to social dynamics and statics. History of education in Nigeria, the role of the voluntary agencies and the government, the development and peace of European philosophy and method.

EDU 222 Sociology of Education (2 Credits)

The role of formal education in relation to other social hierarchies and social mobility. Social and cultural characteristics of school population and the teaching profession.

EDU 223 Instructional Technology (2 Credits) The course deals with the theories and use of audio-visual materials in teaching and learning centres. Practical experience in the construction and use of instructional aids, such as models, maps, charts. The role of the radio, television and tape-recordings in machines and programmed instruction, slides, filmstrips and motion picture in the classroom. The place of the mass media in instruction is also examined.

EDU 300 Supervised Teaching Practice (3 Credits)

This is a 6 weeks field experience in a Secondary School setting. Emphasis is on knowledge of the application of the theories of school Administration, classroom teaching activities under the guidance and supervision of both resident and faculty of education supervisors.

EDU 311 Curriculum Studies (3 Credits)

This course provides aboard understand of the basic elements of the field of curriculum and theoretical alternatives to the kinds of perspective which dominate curriculum discourse. The course also examine issues in curriculum planning, organization and school curriculum problems in Nigeria. A critical examination of the new National Policy of Education.

EDU 312 Educational Psychology (2 Credits)

The relation and application of psychological principles to educational practice and performance with special reference to the Nigeria post primary school.

EDU 313 - Social Studies (3 Credits)

An introductory course designed to acquaint prospective social studies teachers with the concept and meaning of social studies of the Junior Secondary School Curriculum. The evolution, contents and scope of the Junior Social Studies curriculum are examined in this course. An examination of the problems and prospects of social studies teaching with special reference to the methodologies and resources for the implementation of the curriculum in Nigeria Junior Secondary Schools.

EDU 321 Introduction to Educational Research and Statistics Data Processing and Computer Usage (3 Credits)

An introductory study of basic concepts and nature of education research, methods of collecting and organizing data analysis, presentation and reporting results.

EDU 411 Measurement and Evaluation (3 Credits) Examination of modern concepts and methods of measuring and evaluating i aspects of human behaviour, with particular reference to the educational process in Nigerian post-primary schools. Student will be exposed to the development of test in Nigeria, the principles of construction, administration, scoring, and interpretation of various test scores and other measurement instruments, as well as the social and ethical issues in testing.

EDU 421 Guidance and Counselling (3 Credits) An introductory course on the rationale, principles, scope and practice of guidance and counselling in post-primary schools in Nigeria. The course will be practically oriented and includes visits- o some off optional/vocational establishments.

EDU 499 – Project (3 Credits)

This is the practical application of research methods and statistics in education. In the course, the students(s) is (are) expected to study in detail an area of interest in educational theory and practice with particular reference to the Nigerian environment. This detailed study is carried out under the guidance of a lecturer. To enhance the originality of the work, the student(s) is/are expected to present seminar(s) on various aspects of the topic to a group of students as study progresses under the chairmanship of the Supervisor. A discussion would normally follow the presentation. The power of logical presentation, effective communication and sensitivity to educational issues and problems in a developing country like ours.

SPECIAL EDUCATION COURSES

SPE 111 – Introduction to Special Education (2 Credits)

This course covers the definition, concepts and historical perspectives of special education. It also deals with the pioneers of special education (National and International). It further takes a cursory look at the causes and prevention of disabilities.

SPE 112 – Introduction of Tools and Assistive Technology (2 Credits)

Covers the various tools and technologies used in teaching children with special needs. These tools and technologies covers the small one like hearing and teletype writer to include the recent scientific discovers in special education.

SPE 113 – Anatomy and Physiology of Sensory Organs Related to Special Education (2 Credits)

This course covers the anatomy and chemistry of human organs as they affect special needs children. The ear, eye and tongue etc are taught to show exceptionality or deviation.

SPE 114: Introduction to the Education for Children with Intellectual Disabilities (2 Credits)

This course focuses history, definitions, characteristics of children with intellectual disabilities, causes, prevention, methods of classifying, diagnosing and treating children with intellectual disabilities

LAL 113-Introduction to Phonetics (2 Credits)

This course is designed to sharpen the students ability to recognised and produce a wide variety of speech sounds. Emphasis is both on ear training so that students can identify various speech sounds and on developing a flexibility of the speech apparatus necessary for producing those sounds. The course also includes a detailed study of the vocal organ, interpretation of articulatory diagrams, description of the various air-stream mechanisms used in sound production, and identification of the sound types produced.

SPE 121 – Assessment and Programming of Children with Special Need (2 Credits)

This course is an introduction to the concepts of assessment, evaluation and programmes for children with special needs. It dwells much on the identification and the processes of identifying children with special needs and the development of IEP, IFSP.

SPE 122 Strategies for Teaching Children with Special Needs (2 Credits)

The course covers the various instructional strategies that are classified as for accommodations, curriculums, or academic or non-academic strategies. The course introduces the metacognitive approaches to teaching children considering their academic, behavioural, emotional, sensory or physical disabilities.

SPE 211 Psychology and Education of Exceptional Children (2 Credits)

The course is intended to provide the student with a solid background knowledge of the medical, psycho-social and educational dynamics surrounding exceptional children in general. As a foundation course for all Special Education Students. It provides a bread-based overview of what the students would study in depth later in their various area of specialization.

SPE 212- Reading and Reading Instruction for the Handicapped (2 Credits)

Definition and description of the nature of the reading process. Reading instructions as contrasted with English instruction. Content of Children literature Criteria for selection and development of children literature. Selection and preparation of reading materials for the various handicapped condition in children. Various methods for teaching reading to the child with special needs.

SPE 213 Language Development (2 Credits)

The structure and function of Language, stages of language development of children including handicapped children. Theories of syntax semantics and phonology acquisition. Measurement of language development and cognitive underpinning Language development and language deprivation of handicapped children.

SPE 231 Simultaneous sign Language and Deaf Culture (2 Credits)

An introduction to manual communication and deaf culture. The importance of sign language communication in the deaf community. Manual alphabets, numerals, finger spelling, basic vocabularies building, simple sentences construction, expressive and receptive sign language simultaneous communication methods.

SPE 232 Auditory – Oral Method (2 Credits)

The philosophical aspects in the use of Auditory and oral methods in education of deaf people, from ancient to present day of all levels. Aural-oral methods. Neo-oralism, Roschester Method, cued speech and speech reading. Intensive practice in auditory and speech training through lesson plans and classroom demonstration.

SPE 241 Identification and Assessment of I.D. (2 Credits)

Procedures for identification of children with learning difficulties in Nigerian Schools Characteristics of assessment, function of assessment in planning and instructional programmes, preparation of assessment materials, classroom observation techniques.

SPE 221 Braille Reading and Writing (2 Credits)

Reading and writing of Grade I Braille. Mastery of the codes. Transcribing into Braille and from Braille into print.

SPE 222 Testing in Special Education and Techniques in Continuous Assessment (3 Credits)

The concept of testing is explained. Testing as a process of gathering valid information about individuals' strength and limitations and as guide to assisting students in the resolution of their problems are discussed. Testing techniques and method of communicating test result to clients are employed.

SPE 233- Curriculum Development and Instructional Methods or the Hearing Impaired (2 Credits)

This course introduces the student to the curriculum issues involved in teaching visually impaired students such as principles of teaching visually handicapped children. Individualized instructional programme. (IEP) curriculum, school curricula adaptation English, Mathematics, Sciences, Social Science, Creative Arts, etc. and how each of these is taught to a child with limited

vision. Emphasis is laid on hands on experience and material adaptation in teaching all regular school subjects to a visually impaired child.

Curriculum planning and special adaptations in teaching English, Mathematics Social Studies. Sciences and the various subjects to hearing impaired from elementary in high school level.

SPE 311 – Therapy for Behaviour Disturbed (2 Credits)

This will be a practical oriented course. It involves consideration of the various therapeutic techniques employed to reediting of the various therapeutic techniques employed in remediating or helping children who are likely to exhibit various behaviour problems. Characteristics of children exhibiting various behaviour problems will also be examined.

SPE 312 – Working with parents of the Handicapped (2 Credits)

Teaching simple assessment instructional and therapeutic technique. Organizing parent workshop and supportive sessions. This must involve some practical demonstration on how to counsel parents of the handicapped.

SPE 313 – Voice Speech and Language Disorder (2 Credits)

Introduction to speech pathology Anatomy and Physiology of the speech organs. Voice disorder, Speech, and language delay and disorder. Stuttering, cleft palate, dysarthria, aphasia Secondary speech and language disorders e.g. psychiatric cause of speech and language disorders.

SPE 314 – Giftedness and Talentedness (2 Credits)

Identification procedure for the gifted and talented persons. The characteristics and classification of the gifted and talented individuals will also be looked at Educational programmes for the gifted and talented.

SPE 321 – Mobility Orientation (2 Credits)

Aims and objectives of teaching travel skills. Basic pre-cane mobility and orientation skills. Sighted guide techniques, self-protection techniques. Mobility techniques which can be used indoors aids to daily living. Cane travel indoors and outdoors. Mobility devices and dog, concept development in orientation and mobility. Orientation aids, psycho-social dimensions.

SPE 322 – Visual impaired Methods (2 Credits)

This skills taught at this level complement the ones earlier learned and covers how to teach the unique curriculum subjects. Braille reading and writing, sex and family life and writing sex and family life education daily living skills, listening and compressed speech, print reading, handwriting, typewriting, physical is laid on hands on experiences and material adaptation teaching will unique curriculum to a visual impaired child.

SPE 323 – Advanced Braille (2 Credits)

Mastering of the Grade II literacy code Reading Braille (a spaced of 20 to 30 words per minutes (wpm) is expected including rapid techniques. The Braille mathematical code is also taught.

SPE 331 – Audiology and Aural Rehabilitation (2 Credits)

Hearing aids their characteristics principles of hearing and selection and use Performances and maintenance of hearing aids. Techniques for aural and oral rehabilitation of children with impaired hearing (auditory training, speech/lip reading etc.) further laboratory work.

SPE 332 – Intermediate sign Language (2 Credits)

The sings language continuum, American Sign Language sign English SIGN ESSENTIAL ENGLISH (SEEL). Sign Exact English, (SEE), Pidgin Sign English (PSE) Manually coded English (MCE), vocabulary building simple and multiple sentence construction in sign language. Advance expressive and receptive skills development.

SPE 341 – Reading disabilities (3 Credits)

Overview of factors which may contribute to reading disabilities. Kinds of reading problems and their identification assessing and designing instructional programmes for the disabled reader. Methods and materials for instructing the disabled reader in and outside of the classroom setting. The course includes practical work and working with children that have reading problems.

SPE 342 – Methods and Materials in LD (3 Credits) Advanced method in the education of learning disabled especially in the areas of fine motor, arithmetic, cognitive skills, perception, reading, behavioural, social skills and language skill. Preparation of learning activities in each skill area.

SPE 411 – Vocational Planning for the Handicapped (2 Credits)

Procedures and techniques and techniques used in vocational planning for the handicapped including an introduction to rehabilitation services the rehabilitation process an overview of disabling disorders. Vocational adjustment and rehabilitation methods, current approach to rehabilitation in Nigeria and practical work.

SPE 412 – Advanced Seminar and Research in Special Education (2 Credits)

This course is designed to encourage in depth examination of contemporary and sensitive issues in the training and education of all categories of handicapped children. Additional research issues such as design methodology applicability with exceptional children, active analysis and critique, specialized knowledge and skills required to conduct complex and studies and investigation of exceptionalities will be treated as well. The course will run through first and second semesters.

SPE 413 – Society and the Disabled (2 Credits)

The course examines the society disabled persons interactions and proceeds to x-ray the society role in creating, alleviating handicaps for persons with disability. Specifically, the course covers issues of status of the disabled, adjustment to disability attitude and attitude change towards the disabled, emotions of pity, sympathy and empathy towards the disabled, volunteerism, and integration/inclusion.

SPE 414 – Special Education Administration (2 Credits)

This course is designed to expose the students to necessary information about organization and administration of public school, principle and concept of organizational socio-economic, political and professional factors relating to the education of the handicapped. The course also focuses on administration of special service, programmes, financial planning, teacher education and teacher posting for services.

SPE 415: Methods of Teaching Educable Intellectual Disabilities (2 Credits)

This course aims on review on special methodology for teaching the intellectual disabilities, methods of teaching mathematics, reading, writing, language skills etc, methods for organizing curriculum in the specific subject area for the intellectual disability, materials for children with intellectual disability in a variety of educational settings

SPE 400 – Practicum (3 Credits)

Students are exposed to special schools where they observe and participate in using different methods and strategies in assessing and programming children with various disabilities. They are also involved in case studies and studies centres or community rehabilitation centres.

SPE 421- Child Development (2 Credits)

This course exposes students to physical language, thought and emotional changes in a child from birth to the beginning of adulthood. It also exposes students to different areas of learning and development such as languages, physical, personnel, social & emotional and literacy developments

SPE 422- Social Psychology (2 Credits)

This course exposes students to scientific studies of how people's thought, feelings and behaviour are influence by the actual, imagined or implied presence of others.

SPE 433 – Advanced Sign Language (2 Credits)

An introduction to American sign Language, American sign language variants, Idiomatic expression using gestures and pantomimes Grammar and structure of American sign language, sentence transformation in construction and decoding of American sign language Short and medium stories decoding and expression Exposition and association with deaf people.

RELEVANT TEACHING COURSES

**AEB 111 Introductory Animal and Environmental Biology
(4 Credits, First Semester)**

Man population growth and impact on the biosphere, faunal biodiversity:

Invertebrata: Protozoa, Porifera, Coelenterata, Platyhelminthes, Nematoda, Mollusca, Annelida, Arthropoda, Echinodermata.

Chordata: Cephalochordata, Pisces, Amphibia, Reptilia, Aves, Mammalia. Mammalian Anatomy: Anatomy of *Rattus rattus*.

AEB 122 Functional Zoology (4 Credits)

Embryology: Gametogenesis, fertilization and cleavage as demonstrated by Amphioxus.

Genetics: The cell and distribution of genetic material; mitosis, meiosis, inheritance, sex determination and sex-linked inheritance.

AEB 211 Environmental Ecology (4 Credits, First Semester)

Pre-requisite AEB 111

Syllabus: Aquatic and terrestrial ecosystems of Nigeria: Physical and chemical properties, faunal adaptations for life: inter-relationships (food chains/webs). Conservation of faunal resources of Nigeria.

AEB 224 Vertebrate Biology (4 Credits, Second Semester)

Pre-requisite AEB 111

Syllabus: Identification, phylogeny, biology and economic importance of Cephalochordata, Hemichordata, Urochordata, Agnatha, Pisces, Amphibia, Reptilia, Aves and Mammalia of Nigeria. Students are expected to dissect the dogfish.

AEB 314 Comparative Vertebrate Anatomy (3 Credits, First Semester)

Pre-requisite AEB111, 224

Syllabus: Functional comparative anatomy of the organ systems in vertebrate, skin, circulatory, digestive, excretory, nervous, respiratory, skeletal and urinogenital systems of Pisces, Amphibia, Reptilia, Aves and Mammalia. Students are expected to dissect fish, toad, lizard, chick and rat.

AEB 327 Introductory Entomology (4 Credits, Second Semester)

Pre-requisite AEB 211, 213

Syllabus: Evolution, identification. Systematics, morphology, biology, life cycles and distributions of insects, mites and ticks. Behavior and ecology of social insects.

AEB 411 Environmental Physiology (4 Credits, First Semester)

Pre-requisite AEB 311, 312

Syllabus: Physiological adaptations to changes in the environment: temperature, light, hydrogen-ion concentration, water, osmotic and ionic concentration, oxygen. Temperature relations of poikilothermic animals. Physiology of migration, hibernation, aestivation and diapause, effects of high altitude and hydrostatic pressure on organisms and adaptations to these factors. Reproductive adaptations.

AEB 423 Animal Behaviour (3 Credits, Second Semester)

Pre-requisites AEB 213, 224

Reflexes and development of behaviour. Motivation and conflict: effect of hormones on behaviour. Instinct and teaming: behaviour and evolution, social life in animals.

PBB 111 Introductory Plant Biology I (3 Credits, First Semester)

Introduction to Botany. Prospects of a Botanist. Diversity of living organisms and habitats, life forms, mode of nutrition, size, shape, e.g. common features of organisms. Need of arranging them into classifications. Concept of five kingdom and their characteristics and possible evolutionary relationship among major groups of organisms. A brief survey of bacteria, viruses, PPLO. Life

cycle of algae, bryophytes, pteridophytes, gymnosperms and angiosperms (2 Lecturers, 1 practical/week).

PBB 122: Introduction to Plant Biology II (3 Credits, Second Semester)

The general morphology, anatomy, Histology and physiology of flowering plants. Seed structure, dispersal and germination. Development of primary and secondary plant body; water relations, photosynthesis, translocation and storage organs, respiration (2 Lectures, 1 practical/week)

PBB 211 Introductory Ecology (3 Credits, First Semester)

Themes of Ecology: autecology and synecology, historical aspects. Current trends in ecology. Plant community hypotheses. Concepts of ecosystem: Food chains, webs, interaction between plants and animals. Ecological groups: hydrophytes, halophytes, xerophytes, epiphytes and mesophytes. The effect of physical environment on plants. Climatic, biotic and topographic factors (2 Lectures, 1 practical/week)

PBB 315 Whole Plant Physiology (3 Credits, First Semester)

Principles of cell water relations: plant water relations including the importance of environmental factors. Properties of water in relation to processes in the living plant. Morphology adaptations of plants to water status of the habitat, water uptake and movement. The ascent of sap. Mineral nutrition. Mechanism of nutrient uptake and translocation. Role of macro and micro nutrient elements. Ion deficiency symptoms (2 Lectures, 1 practical/week)

PBB 413 Economic Botany (3 Credits, First Semester)

The origin, history, sources, taxonomy, morphology, ecology and uses of the economic plants of West Africa. A few example, which may vary from year to year, are to be chosen from all groups of plants (food, fibre, medical, forage, cereals, timber, etc)

HIS 110: History of West Africa 1000 – 1800 (3 Units)

This general study of the peoples and states of West Africa from the earliest times to the end of the slave trade, ranging from Ancient Ghana to the forest Kingdom of Benin, and covering the Sudanese States. The relationship between the internal dynamic forces – trade, dynastic rivalry and war, and external influences – trans-Saharan and Atlantic trade, Islam and Christianity would be emphasized.

HIS 111: A Survey of African Civilization I (3 Units)

This course introduces students to the possibilities of African History, its definition, scope, method and sources such as oral traditions and archeology. It also studies the history of Early man in Africa, e.g. in Egypt, Carthage, Meroe, Nubia and the trans-Mediterranean relations with Phoenicia, Greece, Spain and Rome.

HIS 120: History of West Africa Since 1800 (3 Units)

This course presents the 19th century as epochal, being the prelude (political, economic and diplomatic) to colonization and incorporation of West Africa into the European system in the 20th century. The patterns of colonial rule, nationalist developments and difficulties follow as consequences.

HIS 121: A Survey of African Civilization II (3 Units)

A study of the peoples and civilizations of Africa. From Nok to Greek Zimbabwe, and from the Swahili culture-complex to the Khoisan (Using the framework developed in HIS 111).

HIS 210: Nigerian History from Early Times to 1500 (3 Units)

This course investigates the historical roots of the modern Nigerian state. The geo-physical environment, origin of peoples, inter-group relations, and state-formation. In addition to surveying the sources for the reconstruction of its history, it would examine the nature and impact of external influences.

HIS 211: Southern Africa to 1800 (3 Units)

Indigenous people of South Africa, the coming to the Europeans as explorers and settlers and the dynamics of the interrelationship between Bantu, Boer and Britain.

HIS 220: Nigerian History, 1500 – 1800 (3 Units)

The problems attendant on state formation and state building as revealed by the states and empires that had emerged by this period. A comparative study of the organizations, and their interconnections with other peoples and states. The changes that were ushered in by revolutions both at the coast and the hinterland at the close of the period will be discussed.

HIS 221: Southern Africa Since 1800 (3 Units)

A study of the upheavals in Bantu and Boer societies, unification, roots of racialism, the rise of the Nationalist party and its apartheid policy, and also of the history of the Black resistance, international involvement and the roots, nature and consequences of Frederic de Clerk's politics of integration. Post-apartheid South Africa's development will also be studied.

HIS 310: Economic History of Nigeria to 1800 (3 Units)

This course traces the early history of metal work and the production of iron implements which revolutionized agriculture and brought about population explosion in various centres of Nigeria. In the second part of the course, discussions will dwell on the development of the arts and crafts of the interior Nigerian kingdoms and the growth of salt and fishing industries which made exchange possible i.e. internal and international trade culminating in the Atlantic slave trade in Nigeria.

HIS 312: The West from the French Revolution to 1919 (3 Units)

This course examines the string of developments, both domestic and international, set off by the ideology of the French Revolution and the Napoleonic Wars to the end of First World War. The European settlement, the spread and containment of revolution, nationalism, the new balance of power and finally the First World War as a consequence of its breakdown; also the new social forces, economic and political ideas, technologies and their effect on state and society

HIS 320: Economic History of Nigeria in the 19th and 20th Centuries to 1800 (3 Units)

A study of the link between the changing patterns of substance, production and exchange among Nigerian groups and European economic imperialism in the 19th century, the colonial political framework for economic exploitation, the achievement and limitations of colonial economic planning and policies, and the character, organization and problems of Nigerian economic development and international trade after 1960.

HIS 410: Nigerian History 1800-1900 (3 Units)

A study of transformation in pre-colonial Nigerian societies – social, religious, economic, dynastic, demographic and intellectual, generated by internal and external pressures and influences. The resulting conflicts and revolution which entered a new phase with the advent of European conquest and imposition of colonial rule, critical inquiries into the dynamics of a region in crisis.

HIS 416: European Imperialism and the Partition of West Africa (2 Units)

A documentary study of the motives, course and consequences of the European contact with West Africa between the 19th and 20th centuries, it examines the organization of the European interests, changes in imperial policies and the responses of West African States.

HIS 420: Nigerian History Since 1960 (3 Units)

A study of the imposition of colonial rule, its principles, mechanism, structure and manifestation on the different parts of Nigeria; of colonial social responses to these, and the advent of anti-colonial nationalism; of the transitional politics and 1950s and its effect on the independence politics and government; of the problems of economic development, political instability and international power.

HIS 426: Colonial Imperialism and African Politics in West Africa (2 Units)

The course is a documentary study of the nature of European colonial rule in the 20th century and its implication for West Africa. Focus would be on the major social economic and administrative policies of the colonial powers, their consequences and the attitude and activities of West African peoples.

ECO111 Principles of Economics I (macro)

This is essentially an introductory course on the macro-economic aspect of Economic theory. Topics covered include the subject matter of economics and basic economics problems, national income accounting including elementary models of income and employment, money and banking, employment and unemployment, public finance including government budgets, international trade, balance of payment and commercial policies; development planning .

ECO112 Introduction to Quantitative Methods

This course introduces students at the Elementary Levels some of the Quantitative Techniques necessary for the Analysis of Economics. Topics include Elementary Algebra such as Real Number System, Indices, Logarithms and Polynomials Monomials, etc. Equations and Inequalities. Functions and Relations, Elementary Co-ordinate Geometry, Matrix Algebra, Set Theory, Introductory Growth Mathematics, Series, Sequences, Progressions, Elementary Trigonometry.

ECO121: Principles of Economics II (Micro)

This course is a continuation of economics 111 and focuses on micro Economic theory. Topics covered include the theory of production, factor of production, theories of demand, supply and price, theories of consumer behaviour, theory of the firm, cost of production, pricing and output under perfect competition monopoly, monopolistic competition and oligopoly, the theory of distribution.

ECO211: Macro Economic theory

This course deals at the intermediate level with that part of the economics which is primarily concerned with the study of relationship between broad economic aggregates. Topics to be covered include national income (accounting and determination). Aggregation savings and consumers expenditure, investment employment, money supply price level, balance payment. The course attempt to explain the determinants of the magnitude of these aggregates and their rates of change—over time it looks at government expenditure particularly in developing countries such as Nigeria (budget), taxation, monetary policy in determining the general level Economic activity under static and dynamic equilibrium.

ECO221: Micro-Economic Statistics II

The course deals with micro economics at immediate level theory of consumer behaviour, utility approach, indifference curve approaches. Topics include consumer demand, market structures output and pricing under various market structure (in developing countries such as Nigeria) perfect competition monopolistic oligopolistic theory of distribution under perfect competition. Input pricing and employment under imperfect competition.

ECO311: Development Economics I

An introduction into the study of the theory of economics development and growth, emphasis is on factors determining economic growth and development driving from relevant theories and empirical studies indicating the role of both the economic and institutional factors in the directions magnitude of growth and development in the developed and developing countries such as Nigeria.

ECO323: Economic Development II

An introduction to the study of economic development of Africa, economics Institution, investment problem, policies and strategies related to the economic development. Sub-sahara African countries, specific issues would include agriculture, industry, population, trade income distribution to the relevance of the thoughts of Nkurumah, Amin, etc.

ECO413: The structure of the Nigerian Economy

The course looks at the political economy of the Nigeria. It looks at the pattern of agriculture, the pattern of industrialization, the indigenization decree, international trade, the balance of payments and the role of foreign direct investment. Others include mining and quarrying, structure of national income and income policy. Capital formation, monetary and fiscal system and development planning.

ECO421: Advanced Micro Economics

The course considers selected topics in standard undergraduate microeconomics in some details, emphasis will be placed on the application of standard theories, and their extensions to practical problems. Topics to be covered in clued working tools (supply and demand analysis). Preference, consumption, demand equilibrium and exchange. The firm and industry factors market, distribution and intertemporal analysis and factors supply, factor market equilibrium, and income distribution.

ECO422: Applied Econometrics

The course builds on previous session's work on regression analysis. Topic includes simultaneous Equation. Identification and specification of macro models, simultaneous estimation method will include full information, maximum likelihood and three stage least squares. The final topic would be distributed Lag models and through introduction of the generalized least square mode is.

SSE 111 – Introduction to Social Studies (3 Credits)

This course introduces the students to the meaning and scope of social studies including its objectives, history and relationship with fields particularly the social sciences. It also examine the social concerns of social studies.

STRUCTURE OF MASTERS PROGRAMMES

M.Ed. (COUNSELLING PSYCHOLOGY)

Course Code	Course Title	L	T	P	CU
a) Core Education Courses (6 Credits)					
EDU 801	Research Methods in Education	3	0	0	3
EDU 802	Educational Statistics	3	0	0	3
(b) Courses (15 Credits) Area of Specialisation					
ECP 811	Advanced Educational Psychology	3	0	0	3
ECP 812	Fundamentals of Psychological Testing	3	0	0	3
ECP 813	Personality Theories in Education	3	0	0	3
ECP 821	Abnormal Psychology	3	0	0	3
ECP 820	Child and Adolescent Psychology	3	0	0	3
Elective Course					
ECP 878	Test Construction and Administration	3	0	0	3
(c) Counseling Psychology Courses (15 Credits)					
ECP 814	Fundamentals of Guidance and Counselling	3	0	0	3
ECP 815	Organizations and Administration of Guidance and Counselling Programmes	3	0	0	3
ECP 816	Practicum/Seminar on Counselling	3	0	6	3
ECP 817	Vocational Guidance	3	0	0	3
ECP 818	Sex, Family & Marital Counselling	3	0	0	3
EDU 800	Project	3	0	0	3

Note: L = Lecture hour T= Tutorial hour P= Practical hour CU= Credit Unit

MEASUREMENT AND EVALUATION (M.Ed)

Course Code	Course Title	L	T	P	CU
a) Core Education Courses (6 Credits)					
EDU 801	Research Methods in Education	3	0	0	3
EDU 802	Educational Statistics	3	0	0	3
(b) Measurement and Evaluation Courses (24 Credits)					
ECP 812	Fundamentals of Psychological Testing	3	0	0	3

ECP 819	Application of Computer for Educational Research	3	0	0	3
ECP 874	Item Response Theory	3	0	0	3
ECP 876	Psychological Assessments	3	0	0	3
ECP 877	Classical Test Theory	3	0	0	3
ECP 878	Test Construction and Administration	3	0	0	3
ECP 879	Educational Programme Evaluation	3	0	0	3
EDU 800	Project	3	0	0	3

Note: **Note:** **L** = Lecture hour **T**= Tutorial hour **P**= Practical hour **CU**= Credit Unit

STRUCTURE OF DOCTORATE PROGRAMMES

Ph.D COUNSELLING PSYCHOLOGY

Course Code	Course Title	L	T	P	CU
a) Core Education Courses (6 Credits)					
EDU 901	Advanced Research Methods	3	0	0	3
EDU 902	Advanced Educational Statistics	3	0	0	3
(b) Area of Specialization Courses (21 Credits)					
ECP 911	Learning – Motivation and Difficulties	3	0	0	3
ECP 912	Personality and Mental Health	3	0	0	3
ECP 913	Behaviour Modification/Psychotherapy	3	0	0	3
EDU 999	Dissertation	0	0	6	6
ECP914	Vocational Analysis & Career Development	3	0	0	3
ECP 916	Counselling Practicum	3	0	0	3
ECP 917	Exceptional Children	3	0	0	3

Ph.D MEASUREMENT AND EVALUATION

Course Code	Course Title	L	T	P	CU
a) Core Education Courses (6 Credits)					
EDU 901	Advanced Research Methods	3	0	0	3
EDU 902	Advanced Educational Statistics	3	0	0	3
(b) Area of Specialization Compulsory Courses (21 Credits)					
ECP 921	Applied Psychometric Methods	3	0	0	3
ECP 922	Computer Application in Measurement & Evaluation	3	0	0	3
ECP 923	Advanced Theories & Methodology in Programme Evaluation	3	0	0	3
ECP 924	Advanced Test Construction & Administration	3	0	0	3
ECP 925	Applications of Item Response Theory	3	0	0	3
EDU 999	Dissertation	0	0	6	6
(c) Electives Any Two Courses (3 Credits)					
ECP 928	Advanced Personality Measurement	3	0	0	3
ECP 926	Seminar in Educational Evaluation	3	0	0	3
ECP 927	Advanced Topics in Applied Statistics	3	0	0	3

COURSE DESCRIPTION

EDU 801: Research Methods in Education

3 Credits

The course will treat methods of research in education. Emphasis will be placed on the identification of researchable problems, literature relevant to research and appropriate methodology in sampling, instrumentation, research design, data collection and data analysis, research reporting and evaluation.

EDU 802: Educational Statistics

3 Credits

This course will dwell on the application of descriptive statistical techniques to educational data. It will also introduce students to estimation tests of hypotheses. Principles and techniques in the application of inferential statistics to educational data obtained from simple designs will also be discussed in this course.

ECP 811: Advanced Educational Psychology

3 Credits

Analysis and application of principles of learning, motivation and social behaviour in school situations. Study of classical and contemporary theorists in Educational Psychology e.g. Pavlov, Dewey, Thorndike, Skinner, Piaget, Guthrie, Ausubel.

ECP 812: Fundamentals of Psychological Testing

3 Credits

The course should enable the students to understand the main uses of quantitative methods in treating psychological data. The course covers theories of educational measurement, types of scales, classification, purpose, uses and limitations of tests, validity and reliability, basic principles of test construction, standardization, and norming procedures.

ECP 813: Personality Theories in Education

3 Credits

The course critically examines the application of major personality theories in the understanding of educational problems of the learner.

ECP 814: Fundamentals of Guidance and Counselling

3 Credits

Open to guidance majors and non-guidance majors in the Faculty of Education; provides a foundation for guidance and personnel practices; a study of the counselling process as a form of professional assistance in psychological problems; consideration of the history, counselling process, dynamics of interviewing and development of skills in counselling interviewing and development of skills in counselling and interviewing; introduction of students to various tests, mental ability, personality tests; application of test results to counselling situations; and the use of non-test data and interpretation of test data to counselees.

ECP 815: Organization and Administration of Guidance and Counselling Programme

3 Credits

Consideration of concepts such as organizational theories and patterns, developing and managing the guidance programme, responsibilities of guidance personnel, the counselling guidance service, social personal guidance, the testing service, student records, resources within the community, legal determinants based on guidance service, ethical bases for guidance work.

ECP 816: Practicum/Seminar on Counselling and Procedure

3 Credits

An experiential skills-building laboratory/practicum for prospective professionals. Students are posted to secondary schools or other settings under the supervision of lecturers in guidance. Students counsel clients directly, hold weekly seminars with clients prepare case reports in Guidance and Counselling, and analyse tape recordings.

ECP 817: Vocational Guidance 3 Credits

Nature of work, career patterns, occupational choice, job satisfaction, work and leisure as problems of educational and vocational development. Thesis of career development are explored to gain insight into the correlation of Vocational decision making.

ECP 818: Sex, Family and Marital Counselling 3 Credits

The Course exposes students to sexuality Education and Family life Basic features and future of the family are taught Family peace and violence are explored students are also equipped with therapeutic skills to handle marital issues in the family.

ECP 821: Abnormal Psychology 3 Credits

This course critically examines the underling factor associated with unusual pattern of behaviour, emotional thoughts which may precipitate mental disorder to dysfunctional. The course is designed to introduce students to the study of human behaviour disorders. Topics include behaviours ranging from functional to dysfunctional. The course covers Psychological, biological and socio-Cultural approaches to understanding human behaviour. The course describes a wide variety of behavioural disorders and outlines recommended treatments.

ECP 820: Child and Adolescent Psychology 3 Credits

This course is designed to acquaint students with the study of developmental trends in childhood and adolescent periods. It will also study the effects of developmental processes on the learner.

ECP 876: Psychological Assessments 3 Credits

This course is designed to assist and familiarize the students in developing competency in the administration, scoring, analysis and interpretation of individual intelligence tests, e.g. Stanford Binet and Wechsler tests and personality assessment techniques. Standardized psychometric instruments, including rating scales and inventories interviews and projective techniques are among the techniques reviewed. The purpose is to help the student develop an understanding of the person through the assessment process.

ECP 877: Classical Test Theory 3 Credits

Basic course in classical test theory. Topics include basic formulations, composite tests, validity and reliability, test length, factors affecting precision, estimation, prediction, item parameters, test construction, and test equating. Both criterion referencing and norm referencing applications are included.

ECP 878: Test Construction and Administration 3 Credits

Development of educational measuring instruments. These will include classroom tests and other data gathering instruments. Item analysis. Test Batteries. Construction of specialized tests etc. During this course students are expected to construct and pre-test an instrument.

ECP 879: Educational Programme Evaluation 3 Credits

This course examines the nature, functions, potentials and limitations of programme evaluation. Various evaluation models and techniques will be discussed. Some methods and techniques of formative and summative evaluation shall be described. Illustrative examples of evaluation projects shall be discussed.

EDU 800: Project 3 Credits

Extensive observations and interpretations of current and anticipated future problems and issues in Educational Evaluation. An empirical study of some educational problems, evaluation of some educational programmes or design, construction, standardization, and validation of some evaluation instruments culminating in the production of a written report.

ECP 819: Computer Programming for Research Applications 3 Credits

An introduction to computers and computer programming. The use of computers in answering research questions, experimental control, data collection and analysis, computer applications in educational research with special emphasis on the use of computer statistical packages in analysing educational data.

EDU 901: Advanced Research Methods in Education 3 Credits

In this course, we shall study the development of survey objectives, sampling frames, sample selection and content analysis. We shall also study formulation of research questions and hypotheses.

EDU 902: Advanced Educational Statistics 3 Credits

The course will cover characteristics of the basic research designs, the randomized designs, factorial designs up to (experimental design), etc. Also, to be covered are topics in non-parametric statistics, correlation and regression analysis; analysis of variance and analysis of covariance.

EDU 911: Learning Motivation and Difficulties 3 Credits

A critical examination of learning theories (classical and contemporary thoughts) and then relationship with motivation and difficulties experienced in the learning process. The learner in the central focus of the course. The various aspects of learning disabilities among contemporary learners are reviewed and specific steps to ameliorate these difficulties from the psychological perspectives are delved into.

ECP 912: Personality Motivation and Difficulties 3 Credits

The course critically examines the contributions of contemporary personality theorists in the understanding, prediction and control of human behaviour. The mental health of the learner is studied in relation to the Psycho-motor and personal social development.

ECP 913: Behaviour Modification and Psychotherapy 3 Credits

The course deals with the advanced methods and techniques of behaviour modification and psycho motive and Psychotherapy. The course specifically exposes students to the nature and concept of behaviour modification, learning foundations and behaviour Therapy as well as the introduction to the study of Psychotherapy

ECP 914: Vocational Analysis and Career Development 3 Credits

This course is designed for the development of a framework for vocational analysis and career development. Various methods of gathering and interpreting vocational choice theories, sources of occupational and educational information, approaches to career decision-making processes and career development exploration techniques will be addressed. Attention will be given to application of vocational theories to practice.

ECP 916: Practicum/Group Procedure and Dynamics 3 Credits

This course is designed to provide practical demonstration of the counselling theories and skills acquired by prospective counsellors during the course of academic training. Students are required to volunteer in a quasi-counselling setting and spend time in class meetings for presentation, analysis and practice of counselling techniques before, posting to the actual setting. Attention will be given to consultation and collaboration with other professionals in efforts to facilitate human development and self-direction.

ECP 917: Exceptional Children 3 Credits

The course will focus on the psychological, sociological, socio-cultural, educational and physical aspects of the exceptional child. Emphasis will be given to the integration or non-integration of the exceptional child in the regular classroom.

ECP 921: Applied Psychometric Method 3 Credits

Designed for students who have taken introductory courses in statistics, this course will acquaint them with some currently accepted psychometric techniques for constructing and validating psychological tests. It will also provide experience in applying associated computer programmes to realistic sets of data and in interpretation of the resulting computer output.

ECP 922: Computer Application in Measurement and Evaluation 3 Credits

This course will introduce students to computer terminologies, uses of computers and statistics; software package of data management and analysis. This course will also provide students with the computing and data analysis skills and report writing using the computer. Computer applications as applied behavioural research are illustrated in the development, implementation and analysis in evaluation of specific research projects.

ECP 923: Advanced Theories and Methodology in Programme Evaluation 3 Credits

Theories and their links to methodology/models of evaluation are used to evaluate the logic of evaluation inquiry. Prominent models like CIPP, illuminative responses, etc are compared and contracted to bring out their conceptual basis.

ECP 924: Advanced Test Construction and Administration 3 Credits

The development of educational and psychological measuring instruments is considered. Classroom tests and other data-gathering instruments are considered. During this course, students are expected to construct and pre-test an instrument. It will also include validation and standardization of an achievement test in specified area of the school curriculum leading to establishment of group norms. This course shall also expose students to practical administration, marking and evaluation of a variety of test types.

ECP 925: Applied Item Response Theory 3 Credits

Advanced measurements topics in item response theory models and their applications to achievement, aptitude, and attitude measurement will be covered. This includes one, two, and three parameter models; item and test information functions; test characteristics curves; test design, item fit and selection; tests for uni-dimensionality and model fit; IRT equating; adaptive resting strategies; item banking; and Bayesian, Maximum likelihood, and EM estimation, reviews major computer packages for IRT parameter estimation.

ECP 926: Seminar in Educational Evaluation 3 Credits

This will be an advanced seminar in current literature dealing with advances in the technology of evaluation. Special topics like Mastery Learning Theories and advances in the evaluation of mastery learning instructions shall be discussed. Other current problems and issues shall also feature in the course.

ECP 927: Advanced Topics in Applied Statistics 3 Credits

This course will include multivariate statistical procedures as applied to data analysis in educational research and evaluation. Traditional topics as multivariate analysis of variance, canonical correlations and multiple discriminate analysis together with emerging topics like linear structure equation models, multivariate regression models and general path analysis will be discussed. Introduction to basic multivariate techniques, multiple regression, path analysis, multivariate analysis of variance and discriminant analysis, principal component and common factor analysis.

ECP 928: Advanced Personality Measurement 3 Credits

Examination of major issues in personality measurement. Methodological strategies and major techniques of test construction, situational versus trait theoretical models, personality change, moods and state, method variance and response styles, classification and typologies, clinical versus statistical prediction models. Techniques and instruments for measuring temperaments, interests, attitudes and critique of the methods and devices. Intensive study of such instruments as the MMPI, VII, Rorschach and T.A.T.

6. STAFF DETAILS FOR ACADEMIC AND NON- ACADEMIC STAFF

1. Prof. OSUNDE Augustine Udinyiwe



OSUNDE Augustine Udinyiwe is a Professor of Educational Evaluation in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria. He holds a B.Ed honours degree in 1986 from the University of Nigeria, Nnsuka, M.Ed and Ph.D degrees in Educational Evaluation from the University of Ibadan, Nigeria in 1988 and 1995 respectively. He was Head of Department of Educational Psychology and Curriculum Studies, University of Benin, Benin City, Nigeria 2019 - 2012. He was the Director, Centre for Educational Technology 2015 - 2019. His Current research is on Programme / Curriculum Evaluation and assessing learning innovations at the schools. He has taught numerous courses at both undergraduate and postgraduate levels in the University of Benin. He has successfully supervised and co- supervised over 30 Ph.Ds. He is currently supervising 5 Ph.Ds. He is external examiner to several universities in Nigeria and abroad. He has carried out numerous professorial assessment in Measurement and Evaluation. He was appointed full professor in 2005. He has taught full time for over 30 years. He has over 70 Books and articles published in learned foreign and local journals. His email address is auosunde@uniben.edu His telephone number is 08023407659.

2. NAME: PROFESSOR ELIZABETH OMOTUNDE EGBOCHUKU



BIOGRAPHY OF THE AUTHOR

Prof. Elizabeth Omotunde **EGBOCHUKU** was born in Kaduna.

She attended St Louis College, Bompai, Adeyemi College of Education, Ondo, University of Benin, B.Ed, M.Ed, Ph.D. She has a Commonwealth Postdoctoral fellowship experience in Counselling & Psychotherapy (School of Psychology, Birkbeck College, at University of London. Professor Egbochuku was employed in August 1998 as Lecturer II in the department of Educational Psychology and Curriculum Studies, Faculty of Education, University of Benin, Benin City. Her area of specialisation is Guidance and Counselling with emphasis in Counselling and Psychotherapy, Gender issues, Marital issues, Behaviour Modification, Drug abuse Counselling, Special Education, Developmental

Psychology, and Educational Psychology.

She is the immediate past President of Counselling Association of Nigeria (CASSON). The immediate past Head of Department of Educational Evaluation and Counselling Psychology,

Faculty of Education, University of Benin, and a Fellow of the Nigeria Academic of Education. Visiting Professor to National Neuro -Psychiatric Hospital, Uselu 2016-2017.

She has served the University of Benin in several capacities such as:

- Member University of Benin Council.
- Faculty Representative in Postgraduate Board
- Chairman of Faculty Postgraduate Committee
- Member Ceremonial Committee
- Chairperson UNIBEN 2019/2020 Children Christmas Party
- Chairperson/member Taskforce Uniben Bakery
- Chairperson/member UNIBEN CATERING Board
- Congregation Representative in Senate
- Member Centre for Gender Studies Board
- Assistant Dean of School of Postgraduate Studies in the University.
- Member/Faculty Representative, University Admissions Board (UAB).
- Hall Warden, Intercontinental Bank Hall for Post Graduate Students.
- Pioneer Coordinator, Guidance and Counselling Centre, Faculty of Education.
- Member, University Demonstration Secondary School Governing Council.
- Departmental Examinations Officer.
- Departmental Part-Time Coordinator.
- Faculty Representative to Faculty of Science Board of Studies, etc.

She has engaged in extensive undergraduate and postgraduate teaching, research, and community service.

An external examiner to The National University of Lesotho. LESOTHO, and to Ambrose Alli University, Niger-Delta University, Delta State University, Niger Delta University, University of Ibadan, University of Lagos, Akoka, Lagos, University of Ilorin, and University of Jos, Prof Egbochuku has published over 100 articles both in national and international journals. She won the Commonwealth Scholarship and Fellowship Commission in the United Kingdom. [(2002-2003) at Birkbeck College, University of London] which earned her a Postdoctoral fellowship in 2003.

She is a member of many recognised academic organisations, which include:

- Nigerian Academic of Education 2017 to date
- Association of Psychological Science (APS) USA 2009 to date
- Commonwealth Scholarship and Fellowship Commission, 2002 to date
- Counselling Association of Nigeria. (CASSON) 1991 to date
- Society for Research on Adolescence (SRA). 505 E. Huron – Suite 301 Ann Arbor, MI 48104-1567. USA. 2000 to date
- Nigeria Association for Physical, Health and Recreation (NAPHER) 1980-to date
- National Association of Women in Academics (NAWACS), University of Benin Chapter, 2000 to date
- Gender and Science and Technology Association (GASAT), University of Benin Branch, (2000 to 2015)
- National Association of Educational Researchers and Evaluators (NAERE), 1999 to date

- Association of Teacher Educators of Nigeria (ATEN), 1999 to date. Member, Advisory Council of Federal Government Girls' college, Benin/City (2002 to date)
- Editorial Adviser, International Journal of Counselling. An official publication of International Association of Counsellors in Nigeria. (2001 to date).
- Managing Editor, Benin Journal of gender studies. An official publication of Centre for Gender Studies, University of Benin, Benin city, Nigeria (2008 to 2017.)
- Managing Editor, Edo Journal of Counselling. An official publication of Edo State Chapter, Counselling Association of Nigeria (2008 to 2019).
- She is the Founding Co-ordinator Guidance and Counselling Centre, Department of Educational Psychology and Curriculum Studies (EPCS)
- Editor in Chief, Journal of Educational Evaluation and Counselling Psychology. (2018 to 2021)
- Editor in Chief, "The Counsellor". (2017-2022).

Service to Relevant Public Bodies

- i) **Member-Accreditation of Academic Programmes in Nigerian Universities (2010 till date)**
- ii) **National President, Counsellor Association of Nigeria (CASSON) (2017 -2022)**
- iii) **National Vice President, Counsellor Association of Nigeria (CASSON) (2014 - 2017)**
- iv) **Chairperson, Counsellor Association of Nigeria (CASSON) Edo State Chapter (2013- 2015)**
- v) **Rapporteur, House of Representatives Committee on Education National Assembly Abuja 2006**
- vi) **Supervisor, Joint Admissions and Matriculation Board. (2004/2005)**
- vii) **Member, Advisory Council of Federal Government Girls' college, Benin/City. (2002 till date)**
- viii) **Editorial Adviser, International Journal of Counselling. An official publication of International Association of Counsellors in Nigeria. (2001 till date).**

Prof Elizabeth O. Egbochuku is married to Engr. Emeka Egbochuku, and they are blessed with children and grandchildren.

3. Professor (Mrs.) Azuka Ngozi Grace Alutu
B.Ed (Ibadan), M.Ed, Ph.D (Benin), FCASSON, FAPROCON, MNAE, MACA
Area of Specialization: Counselling Psychology

Email :azuka.alutu@uniben.edu.
Phone: +2347031991168



Azuka Ngozi Grace Alutu is a Professor of Counselling Psychology in the Department Educational Evaluation and Counselling Psychology, University of Benin, Benin-City, Nigeria. She teaches courses at undergraduate and post-graduate levels. She is highly interested in researches on the Principles of learning and strategies to improve the dwindling reading culture hence; she has mounted several workshops in this area. She has over eighty (80) scholarly articles, seven (7) books and over sixty (60) unpublished monographs to her credit. She rose through the ranks from the position of Lecturer II 1998 to the post of a full Professor in October, 2009. Prof Grace Alutu has successfully supervised twenty-three (23) Ph.D. students and four (4) are in progress. She has also supervised more than sixty (60) Masters and numerous undergraduate students in her area of discipline. She is an editorial board member of several national and international journals and currently the Editor-in-Chief of the Journal of Professional Counselling (JPC), an official Journal of the Association of Professional Counsellors in Nigeria (APROCON).

RECOGNITIONS AND CONTRIBUTIONS

Grace Alutu is a member of several learned societies and professional bodies.

- She was the Chairman of Counselling Association of Nigeria, Edo state chapter from 2004-2008.
- She was awarded Fellow of Counseling Association of Nigeria (FCASSON) in 2015.
- She has been a member of the American Counselling Association since 1999. She was inducted as a member of the Prestigious Nigerian Academy of Education, (MNAE) in 2013.
- She is an active member of Association of Professional Counsellors in Nigeria (APROCON) and a member of its Board of Trustee.
- She is a Fellow of Association of Professional Counsellors in Nigeria (APROCON)

- She received the best female Lecturer award by Science Education Students Association (SESA) in 2014.
- She is an awardee of Distinguished Alumni (DA) of the University of Ibadan Alumnus Association (UIAA), Benin Chapter.
- Award of excellence for selfless service by Women's health and action research Centre (WHARC) Benin City.
- Award of excellence by the state chapter of CASSON For selfless services during her tenure as chairman, 2004-2008.

Some Administrative and Managerial Experiences

- Pioneer Head of Department of Educational Evaluation and Counselling Psychology 2014 – 2016. She initiated the production of the Maiden Journal of the Department in 2015.
- First Chairman, Management Board for Students' Guidance and Counselling Unit, 2012 – 2015.
- Chairman, University Ethics Committee, 2012-2015; led the production of the First Ethics Handbook for Students.
- Chairman, University Dress Code Committee for Staff and Students, 2020. Led the production of the First Dress Code Handbook for Students.
- Chairman, Vice Chancellor's Christmas Party Committee for Staff Children 2010- 2014. Produced Christmas handbook for Children.
- Chairman, Faculty Admission Committee 2012-2013
- Chairman, Faculty Undergraduate Project Committee 2014- date, led the product of project handbook for students edited by L.I Salami and Alutu A.N.G, 2015
- She has also served actively in several Faculty and University Committees
- She delivered her inaugural lecture at the University of Benin on 25th March 2021. The title of her lecture was “**That They May Truly Excel in Character and Learning: The Professional Counsellor's Mission**” and it was held under the distinguished chairmanship of our amiable Vice Chancellor, Professor Lilian Salami.
- She has attended many national and international conferences in Nigeria, Ghana, Denmark, Sweden, Staffordshire, United Kingdom and United States, among others. Prof (Mrs.) Alutu served as a senate representative in Academic Planning and Policy Committee (APPC) and Centre for Entrance Examinations Committee (CEEC). She

served as a team member in National Universities Commission (NUC) resource verifications and Accreditation for programs psychology and Guidance and Counselling

- She also served as a team member in UNICEF and UNESCO Programmes.

**She served an External Examiner and professorial assessor to several Universities
in Nigeria**

Ph.D External Examination Conducted

- Benson Idahosa University Benin City (2010, 2012, 2017)
- Olabisi Onabanjo University Ago-Iwoye (2018)
- Ambrose Ali University, Ekpoma (2012,2016,2019)
- University of Nigeria Nsukka (2012-2014)
- University of Lagos (2014, 2018)
- Obafemi Awolowo University Ile-ife (2012-2014)
- Benue State University (2015, 2016)
- University of Ilorin (2017)
- Delta State University (2021 to 2023)

External Assessor for Professorial positions

- University of Nigeria Nsukka(2014, 2016, 2018)
- Godfrey Okoye University,(2010)
- Ekiti State University (2010 2017,)
- Ambrose Ali University (2017)
- University of Abuja (2017, 2018)
- Benson Idahosa University (2017)
- Obafemi Awolowo University (2013, 2017)
- National Open University of Nigeria (2019)
- University of Ibadan (2021)
- University of Calabar (2009)
- Niger Delta University, Bayelsa State (2015, 2016)

- University of Port-Harcourt (2020)
- Delta State University , Abraka (2013,2015,2018, 2021)

PROJECTS AND SERVICE UNDERTAKEN AND ONGOING

1. Organized and executed University wide seminar titled ‘Campus Life Style’ Achiever’s Secret, July 13 2013
2. Mounted two workshops on improving the reading culture of primary School children at Ugbowo and Ekehwan Campuses in 2012 under the Consulting Services of the University of Benin.
3. Initiated workshop on Training and retraining of Counsellors for more effective service in the University of Benin, 2012 as Chairman Management Board of Counseling Centre
4. Conducted train the trainers workshop on improving reading culture for School Counsellors during the National Conference of Counsellors held at Abuja in 2015
5. Organized Capacity building workshop for teachers three schools in Delta and Rivers State (2010-2012) Sponsored by PHCN Schools Authority
6. Conducted Workshop on Examination Ethics and Malpractice for Faculties of Engineering Agriculture and Social Science between 2013 and 2015 as Ethics Chairman
7. Counseling/Advising Students the Role of Head of Department and Course Adviser 2010-2016. At workshop organized for newly appointed Provosts, Deans, Directors and HOD’s
8. Resource for School principals at A Person during 2nd workshop on University pedagogy training for staff under the Chairmanship of Prof Owie April, 2016
9. Workshop paper presented on Emotional Intelligence (EI)— A tool For Value Adding University Administrator, During the Benin Professional Administration Conclave (UBPAC) 2016-2018.
10. Workshop on Support Service for Quality improvement in Secondary School Principals during the Africa Confederation of Principals (ACP) Conference held at Abuja 2021.
11. Key Note and lead paper presentations during Conferences.

ONGOING PROJECTS

1. Individual and group Counselling of Students
2. Seminars and Workshops on Improvement and ,Moral and Social and academic Lives of youths
3. Professional Youths Training of Teachers and Counsellors on Expected ethical behaviors at work place
4. Best Practices in teaching and work place culture and discipline for effective delivery of services in work environments.
5. Proposal on Stress Management and healthy Life Style for working and now working of people

Delivered more than eighty (80) workshops and Seminars all over Nigeria, Some of which are in Churches, Fellowships and Schools on effective Study habits, improving reading culture,

Career Choices, and developments, work place culture, tackling bullying, Antecedents to Suicide and reducing Suicidal ideation, among others.

Prof Grace Alutu is a committed Christian, she is happily married to a renowned professional Engineer, Engr (Prof) Okey Edwin Alutu and they are blessed with success oriented children and grandchildren to the glory of Go.

PUBLICATION PROFILE

1. Afe J.O. and Alutu A.N.G. (2002) Edited; Developmental Psychology, Ibadan Stirling-Horden Publishers (Nig).
2. Salami, L.I. and **Alutu, A.N.G.** (2015) Edited. *Guidance on project writing for undergraduate students*. Benin: A Publication of the Faculty of Education.
3. **Alutu, A.N.G.**, Nwagwu, C.C, Ifedili, C.J. (2014) Edited. *Ethics hand book for students*. Benin: University of Benin Press.
4. **Alutu, A.N.G.** (2015) Improving Reading Culture at all school levels. Ambik press, Benin-city.
5. **Alutu, A.N.G.** (2016) Guidance through Learning and Career Decision Making. A guide for learners at all school levels. Mindex Press, Benin-city.
6. **Alutu, A.N.G.**, Ifelunni I.C.S & Ikegbunam C.I. (2016). Fundamentals of Counselling Psychology. Nigeria Academy of Education Publication /Ambik Press, Benin-city.
7. **Alutu, A.N.G.** (2017). Theory and Practice of Guidance and Counselling, 2nd Edition published by Mindex Press, Benin City.
8. **Alutu, A.N.G.**, (1996). “A Survey of the Barriers in the Teaching and Learning of Science in Nigeria: Implications for Counselling.” In: R.K. Banerjee Ed.) Towards Sustainable Development: Achieving the four Es. Ahmedabad, India, Satwac Foundation. pp. 777 – 792.
9. **Alutu, A.N.G.**, (2000). “Exceptional Children”, in Afe and Egbochuku (Eds) Educational Psychology and Learning. Lagos, Terry Tony Prints Pg 92-113.
10. **Alutu, A.N.G.**, (2000). “Individual Differences” in Afe and Egbochuku (Ed). Educational Psychology and Learning. Lagos, Terry Tony Prints Pg 114 - 126.
11. **Alutu, A.N.G.** (2000) Exclusive Breast-Feeding in Infants in Atinmo (Ed). Breast Feeding Practices in Developing Nations).
12. **Alutu, A.N.G** (2000) Breast Feeding across cultures in Atinmo. (Ed). Breast Feeding Practices in Developing Nations).
13. **Alutu, A.N.G.**, (2002). “Psychosocial Dimension of People Living with HIV/AIDS in Nigeria: Care and Support”. In F.I. Obuekwe, M.F.E. Diejomaoh, and D. Dongaonkar: Trends in HIV/AIDS, Care Support and Prevention. Mindex Press, Benin City. Pg 152-166.
14. **Alutu, A.N.G.**, (2002). “Social Development” in Afe J.O and Alutu A.N.G (Ed) Developmental Psychology. Ibadan, Stirling-Horden Publishers (Nig) Ltd . Pg – 157 -171.

15. **Alutu, A.N.G.**, (2002) "Personality Development" in Afe J.O. and Alutu A.N.G (Ed) Developmental Psychology Ibadan Stirling-Horden Publishers (Nig) Ltd. Pg 172 - 191
16. **Alutu, A.N.G.**, and Izokun - Etiobhio, Clara, (1997) "Counselling in HIV/AIDS Prevention: The Role of the School Counsellors as Perceived by Adolescents". The Counsellor: 15(1) 88 - 98. *An official Journal of the Counselling Association of Nigeria (CASSON)*.
17. **Alutu A.N.G.**, (1998) "Secondary School Students' Utilization of Study Time and Examination Preparation Skill: A Case Study of Federal Govt. Girls' College, Benin City." Studies in Education 4 (1 & 2) 63 – 69. A Journal of the Faculty of Education, Edo State University, Ekpoma, Nigeria.
18. **Alutu, A.N.G.**, (1999). "The Guidance Function of Continuous Assessment in the 6:3:3:4 System of Education." Journal of Nigerian Educational Research Association 13(1), 134 - 141.
19. **Alutu, A.N.G** (1999). "The Need for Counselling Services in our Universities: A Case Study of the University of Benin", African Journal of Education. 4(2) 76 - 90. *An official journal of the faculty of Education, University of Benin, Benin City, Nigeria.*
20. **Alutu, A.N.G.**, (1999) "Psycho-Social and Economic Problems Associated with Retirement Implications for Counselling." The Counsellor 17(1) 66 – 72. *An official Journal of the Counselling Association of Nigeria (CASSON)*.
21. **Alutu, A.N.G.**, & Eraikhuemen L., (1999). A Comparative Study of the Academic Performance of Some Selected Private and Public Junior Secondary School Students in Egor Local Government Area of Edo State; African Journal of Educational Research, Ibadan 5(2): 121-130. *Published by the Department of Teacher Education, University of Ibadan.*
22. **Alutu, A.N.G.**, (2000). "Counselling Nursing Working Mothers for a Sustainable Democratic Society". The counsellor 18 (1); 209-218. *An official Journal of the Counselling Association of Nigeria(CASSON)*.
23. **Alutu, A.N.G.**, (2000). "Attitude of Nursing Mothers in Edo State Towards Exclusive Breast-Feeding of Infants Implications for Counselling". The Nigerian Journal of Guidance and Counselling. 7 (1) 223- 232. *Published by the department of Guidance and Counselling, Faculty of Education, University of Ilorin.*
24. **Alutu, A.N.G.** ,(2000). "New Introductory Lecture on Psychoanalysis by Sigmund Freud". A book review: African Journal of Education 5(2) 133-143. *An official Journal of the Counselling Association of Nigeria.*
25. **Alutu, A.N.G.** and Ojogwu C.N. (2000) "Study Behaviour Techniques and Learning Environment of University of Benin Undergraduates". Emotan Journal of Fine and Applied Arts 1 (1) 189-202. *Publication of Department of fine and Applied Arts, University of Benin, Benin City, Nigeria.*
26. **Alutu, A.N.G and Ochuba, V.O.** (2000), "Effective Organization and Management of UBE: The Need for Collaborative Effort of School Administrators, Teachers and Guidance Counsellors". The Nigerian Academy of Education Proceedings of the 15th Annual Congress Pg 137- 148
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- Education and Training of Women in the Scientific Knowledge and Skill of a Sustainable Technological Development”. GASAT Africa Conference Proceedings Oct 29 – Nov 2nd 2000. Pg 104 -109.
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 76. **Alutu, A.N.G** (2021) That They May Truly Excel In Character and Learning: The Professional Counsellor's Mission. 238TH in the Inaugural Lecture Series of the University of Benin Delivered on the 25th of March 2021.
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 78. Alutu, A.N,G & Alutu Okey (2022) Corruption and Unethical Practices in Engineering and Education: The Professional Engineer and Counsellor's Perspectives, *Nigerian Journal of anti-corrupt practices*, 2,110-1-2.

4. PROFILE OF PROFESSOR HENRIETTA IJEOMA ALIKA

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Alika Ijeoma Henrietta is a Professor of Counselling Psychology in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria.

She has attended and presented papers at Conferences and Workshops on Counselling. She is an external examiner to some Universities in Nigeria. In addition, she is an editorial member of some International and Local Journals.

Her research and academic profiles focused primarily on; Gender Studies, Career Guidance, Sexuality Education, Mental Health Counselling, Marriage Counselling, Guidance and Counselling in schools and non-school settings and Entrepreneurship Education. She has supervised several Masters and Ph.D Thesis.

Present and Past Positions

- Professor of Counselling Psychology, Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin.
- Adjunct Lecturer in Vocational Guidance, Benson Idahosa University.
- Associate Lecturer in Developmental Psychology, Department of Nursing Science, College of Medical Sciences, University of Benin.
- Coordinator, Faculty of Education Counselling Centre, University of Benin.
- Associate Professor, Department of Guidance and Counselling, Delta State University, Abraka, Delta State.
- Member, Counselling Association of Nigeria.
- Member, Psychological Society of Nigeria.
- Member representing Faculty of Education at the Faculty of Arts Board of Studies.
- Member representing Faculty of Education at the Faculty of Social Sciences.

She has over eighty publications in Journals and Books which includes the following:

- 1) *Alika, H.I. (2009). Age as a correlate of Re-entry of girls into School in Edo State: Implications for counselling. *Journal of Teacher Education and Teaching*. The official Journal of the Department of Educational Foundation and Management, Ambrose Alii University, Ekpoma, Nigeria. 9, (1&2), 12-15.
- 2) *Alika, H.I. (2009). Gender imbalance in school enrolment in Nigeria: A case study of Edo State and implication for counselling. *Benin Journal of Gender Studies*\ University of Benin, Benin-City, Nigeria. 1 (2), 145-153.
- 3) Alika, H.I. & Omogbai, E.G. (2015). Attitude of school Principals towards the implementation of Guidance and Counselling services in secondary schools in Edo State: Implication for peaceful co-existence in schools. *Edo Journal of Counselling*. An official publication of Edo State Chapter of the Counselling Association of Nigeria. 8, 55-66.
- 4) Njah-Joseph, C.H. Alika H.I. (2018). The personality characteristics of Guidance and counselling undergraduates in selected Tertiary institutions in Ekiti-state: Year of study and Religious orientation Differences. *Edo Journal of Counselling*. An official publication of Edo State chapter of counselling Association of Nigeria. 9,57-66.
- 5) * Alika, H.I. (2010). Parents and Peer influences on Nursing as a career: Implication for Counselling. *Multidisciplinary Journal of Academic Excellence*. A publication of the Association for the advancement of Knowledge, University of Nigeria, Nsukka. 3(2) 1-11.
- 6) *Alika, H.I. (2010). Career choice in Medicine, The influence of Peers and parents: Implications for counselling. *International Journal of Education Research*, official Journal of the faculty of Education, University of Nigeria, Nsukka. 11(4), 255-263.
- 7) Osa-Edoh, G.I. & Alika H.I. (2010). The challenges of Nomadic Education in Nigeria: Implication for counselling. *Academic scholarship Journal*. Official Publication of

- the National Association for Research and Development, (NARD) Enugu State University of Science and Technology (ESUT), Enugu. 1(1), 11-19.
- 8) Alika, H.I. & Ohanaka, B.I. (201 1). A case study of school Dropout in Abia and Imo States, Nigeria: Implication for counselling. *Journal of Educational Research and Development*. A Journal of the faculty of Education Ahmadu Bello University Zaria. 6 (3), 76-82.
 - 9) * Alika, H.I. (201 1). Self concept as a Prerequisite for Re-entry into school in Delta-State. *Trends in Educational Studies (TRES)*. Journal of the institute of Education, university of Port Harcourt. 6(1 &2), 110-119.
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 - 11) *Alika, H.I. (2011). Sources of Stressors among Science Education Undergraduates of the University of Benin: The Role of counselling for Enhanced Academic Achievement in science. *African Journal of science, Technology and Mathematics Education (AJSTME) Journal of the Department of Science Education, University of Nigeria, Nsukka*. 1(1), 17- 28.
 - 12) *Alika, H.I. & Joseph, C.H. (2012). Human Trafficking in Nigeria, causes, Prevention and implication for counselling. *Journal of Educational Research and Development*. A Journal of the faculty of Education Ahmadu Bello University Zaria. 7(3), 28-34.
 - 13) *Alika, H.I. (2012). Counselling Implications of Sexual Behaviour of Nigerian undergraduates. *Journal of Research in National Development*. A Publication of the Department of Maritime Management Technology, Federal University of Technology, Owerri, Nigeria. 10(39), 27-33.
 - 14) *Alika, H.I. (2013). Towards Enhancing Girl Child Education in Nigeria. Implication for Counselling. *The Counsellor*. Official Publication of the Counselling Association of Nigeria (CAS SON) 32(1 &2) 66-74.
 - 15) *Alika, H.I. (2013). Reasons for Drop out of School in Kano and Zamfara states as perceived by Secondary school students: Implication for Counselling. *Journal of Education and Applied Psychology*. Department of Education and Counselling Psychology IBB University, Lapai, Niger state, Nigeria. 6(1), 34-48.
 - 16) *Alika, H.I. (2014). Parental views on some variables as Determinants of Sexuality Education in Aniocha-North Local Government Area of Delta State; Implication for Counselling. *The Counsellor*. Publication of the counselling Association of Nigeria (CASSON). 32(2),/07-1 18.
 - 17) *Alika, H.I. Aihie, O.N. & Ohanaka, B.I. (2015). Types, Causes, Effects and Counselling Strategies for the reduction of Gender based violence in Nigeria. *The Counsellor*. Publication of the Counselling Association of Nigeria. (CASSON) 34(1), 124-136.

- 18) Alika, H.I. & Efe, W. (2016). Parent's Educational background and student's self-concept as determinants of career choice of secondary school students in Delta State, Nigeria. *International Journal of Education Benchmark*. (IJEB). Publication of the Department of Vocational Education, University of Uyo. 4(2), 94-102.
- 19) * Alika, H.I. & Egbochuku, E.G. (2012). Vocational interest as a correlate of re-entry of girls into school in Edo State, Nigeria: Implications for counselling. *Research in Education*. An interdisciplinary International Research Journal. Manchester University Press England. 88,64-74.
- 20) * Alika, H.I. & Ohanaka, B.I. (2013). The role of Counselling and Parental encouragement on re-entry of adolescents into secondary schools in Abia State, Nigeria. *Research in Education*. An interdisciplinary International Research Journal. Manchester University Press, England. 89, 61-69.
- 21) Okocha, A.A.G. & Alika, H.I. (2012). Professional counselling in Nigeria; Past, Present, and Future. *Journal of Counselling and Development*. A Publication of American Counselling Association (ACA). 90(3), 362-366.
- 22) *Alika, H.I. (2012). Bullying as a correlate of Dropout from school among adolescents in Delta State: Implication for counselling. *Education* Printed and circulated by Print source plus, Inc, Appleton, Wisconsin, USA. 132(3), 523-531.
- 23) *Alika, H.I. (2013). School Dropout among Adolescents: A case study of Delta state, Nigeria: Implications for counselling. *International Journal of Multi-Disciplinary Studies and sports Research (IJMSRE)*. A Journal of studies in Humanities, sports and Human Development Published by International centre for professional Advancement (ICPA) in collaboration with African sports research Network, Department of Health and Physical Education, Recreation & Sports University of Education, Winneba, Ghana. 3,16-24.
- 24) * Alika, H.I. (2013). HIV/Aids Awareness level of Urban and Rural Adolescents in Edo State, Nigeria: Implication for Counselling. *International Journal of Multi-Disciplinary Studies and sports Research (IJMSRE)*. A Journal of studies in Humanities, sports and human Development. Publication by International centre for Professional Advancement (ICPA) in collaboration with African sports research network, Department of Health and Physical Education, Recreation & sports, University of Education, Winneba, Ghana. 3, 157-164.
- 25) *Ohanaka, B.I. & Alika, H.I. (2014). The Relative Efficacy of Government policy and self-concept on Re-entry into school in Abia and Imo states, Nigeria. *The International Journal of Learner Diversity and Identities*. Common ground publishers, University of Illinois, Urban Champaign, U.S.A. 20(3), 1-10.
- 26) Alika, H.I, Akanni, D.O. & Akanni, O.O. (2016) Parenting styles and family characteristics as correlates of psychological distress among Nigerian adolescents. *International Journal of Psychology and Counselling*. Kenya. <https://www.portico.org/publishers/ajournals/>. 8(9)1-6.

- 27) Akopochofo, G.O. & Alika, H.I. (2018). Perceived Impact of Entrepreneurship Education on career Development among Undergraduates in South-south Universities in Nigeria: Implication for Counselling. *Journal of Education and Learning*. Canadian centre of Science and Education. 7(3), 102-108.
- 28) Njah-Joseph, C.H. & Alika, H.I. (2018). The predictive validity of Personality and Emotional intelligence on Counselor Efficiency in South-West Nigeria. *UNESWA Journal of Education*. Journal of the faculty of Education, University of Enswatini, South Africa. 1(1), 1-12.
- 29) Alika, H.I. & Aluede, O. (2019). Counselling and Government policies as panaceas for Repositioning Girl Child Education in Nigeria: Some Lessons from Edo State, Nigeria. *Bangladesh e-Journal of sociology*. Publication of Bangladesh Sociological society, University of Dhaka, Ramna Dhaka. 16, (1), 210-220.
- 30) Okocha, A.A.G., Alika, H.I., Bamigbose, O. (2021). *Cultural and Mental Health in Nigeria*. Routledge Handbook.

5. Dr. Mrs. Osenweugwor Ngozi Aihie



Dr. Mrs. Osenweugwor Ngozi **Aihie** is an Associate Professor of Guidance and Counselling in the department of Educational Evaluation and Counselling Psychology. Her duties include lecturing at the undergraduate and post graduate levels, supervision of teaching practice and counselling practicum exercises, supervision of research projects and theses , research and community services. Her research interests are in the area of Adolescent/youth psychology. Family, mental health counselling and gender studies, among others. She has publications in reputable local, national and international journals and books.

RECOGNITIONS

Membership of Learned Societies and Bodies

- Certified teacher with the Teachers' Registration Council of Nigeria, 2018
- Fellow, Counselling Association of Nigeria (CASSON).

Administrative Experience

- Departmental undergraduate project coordinator, defunct EPCS 2010/2011 -2012/2013 sessions
- Departmental Examination officer, EECP, 2015/2016 -2017/2018 Sessions

- Course Adviser 100L and 200L Guidance and Counselling and Special Education, 2018/2019-2019/2020 session
- Coordinator, Guidance and Counselling unit, EECF department, Faculty of Education 2020/2021 session
- Acting Director, Students' Guidance and Counselling Centre, 2022- date

Service On University Committees

- Member, Faculty of Education Teaching Practice Committee (Dean's Rep)2012/2013 session
- Departmental representative on the Faculty admission clearance committee 2014/2015 session
- Member, Faculty of Education welfare ceremonial committee, 2014
- Dean's representative on the faculty of Life Sciences Academic Board, 2014 -2016

Service to relevant public bodies

- Examination Monitoring Officer for the Edo State Ministry of Education, Benin City, in the May/June Senior School Certificate Examinations, 2009 – 2013
- Edo State Secretary, Counselling Association of Nigeria (CASSON)2012-2015
- Edo State Chairperson, Counselling Association of Nigeria (CASSON), 2018 -2022.
- Chairman, Committee to undertake a review of Edo State Agencies in charge of Special learners in the State, 2021.

She is married to Dr John A. Aihie and the marriage is blessed with children and grandchildren.

6. PROFILE OF BISHOP DR. UTIBE CLARENCE ATAHA



Bishop Dr. **Ataha** is a Senior Lecturer in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City. As an educationist, his academic experience in the University alone spans from 1989 till date. As a Senior Lecturer, he has taught several courses from the undergraduate to the postgraduate (masters and doctoral levels). Some of these courses include:

ECE 802: Foundations of Early Childhood Education

ECE 812: Psychological Foundations of Early Childhood

ECP 811: Advanced Educational Psychology

ECP814: Fundamentals of Counselling

ECP817: Vocational Guidance

ECP 820: Child and Adolescent Psychology

ECP911: Learning: Motivation and Difficulties

ECP912: Personality and Mental Hygiene

ECP913: Behaviour Modification and Psychotherapy

ECP917: Exceptional Children

He has also successfully supervised 20 Masters and 09 Doctoral candidates.

He has over 20 published journal articles and chapters in books in learned peer reviewed journals. He is the Pastor of Behold the Bridegroom Ministries, Ekosodin, Benin City in Edo State. He served as a Lecturer and the chairman of the Academic Board, Freedom Bible College, Benin City between 1998 and 2004, and the African Field Director and Programme developer and coordinator for Life Leadership University, Benin City, 199-2001.

His community related activities include:

1. Staff Adviser, National Association of Akwa Ibom State Students, University of Benin, Benin City
 2. Staff Adviser, Supreme Council of Niger Delta Students, University of Benin, Benin City
 3. Edo State Coordinator, Akwa Ibom Peoples' Forum
 4. Edo State Coordinator, Akwa Ibom State Ministers in Diaspora, amongst several others
- Dr. Ataha is currently being assessed for promotion to the position of Associate Professor.

7. Rev. Fr. Andrew A. Adubale- B. A, B. TH, PGDE, M. Ed, Ph.D.



Andrew A. Adubale (Ph.D.) is a Catholic priest and a lecturer in the department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin. He teaches both undergraduate and post graduate students. He has held the position of assistant post graduate programme co-ordinator and post graduate programme co-ordinator respectively. He has served as the pioneer secretary to the maiden edition of the departmental journal. He is a member of some committees among whom are: member, Faculty of Education students ethics and disciplinary committee; member, Faculty of Education prayer convocation committee; member, Faculty of Education quality assurance committee for affiliate programmes; member, Faculty of Education outreach committee. He is the current undergraduate students project coordinator of his department. He is a member of some academic professional bodies like Association of Professional Counsellors in Nigeria (APROCON), International Society for Policy Research and Evaluation in School Based Counselling (ISPRES) among others. He is the current Associate Editor of African Journal of Studies in Education (AJOSIE). His research interest among others include in-school adolescent psycho-emotional wellbeing, career guidance and academic related issues.

Publications

Chapters in Books

1. Aluede, O., Iyamu, F., **Adubale, A. A.** & Oramah, E. U. (2017). Policy, Capacity Building and School Based Counselling in Nigeria. In J. C. Carey, B. Harris, S. M. Lee & O. Aluede (Eds.), *International Handbook for Policy Research on School-Based Counselling*, 239-253. Springer International Publishing AG.
2. **Adubale, A. A.** (2019). Counsellors' Functions in Secondary School Curriculum Reform Implementation in Nigeria. In C.N. Omoifo, E. O. S. Iyamu & L. Eraikhuemen (Eds.), *An Appraisal of the Nigerian school curriculum*, 340-354. Benin City: Ambik Press.
3. Aluede, O. & **Adubale, A.** (2023). Emerging Perspectives in the Nobility of Teaching as a Profession. In A. A. Rasheed, P. O. Okebukola & R. A. Rufa'I (Eds), *Fundamentals of Education Book 1(CCMAS Book Series)*, 59-86. Sterling Publishers for the National Universities Commission.

Journal Articles

4. **Adubale, A. A.** & Alutu, A. N.G. (2013). Comparative Study of Counselling Needs of Seminarians as Predictors of Academic Performance in the Two Catholic Major Seminaries in Southern Nigeria. *European Journal of Educational Studies*, 5, (3), 373-382.
5. **Adubale, A.A.** (2014). Parental Involvement in Children's Education as predictor of Academic Achievement of School Adolescents in Edo State, Nigeria. *A Journal of the Faculty of Education, Ambrose Alli University, Ekpoma, Nigeria*, 14(1), 1- 10.

6. **Adubale, A. A.** (2014). Predictive value of parenting styles on the Academic Achievement of Adolescent Students in Edo State, Nigeria. *The Counsellor, (Official Journal of Counselling Association of Nigeria -CASSON)* 33(1), 141- 152.
7. **Adubale, A.A.** (2014). Family structure and gender differences as predictors of students' performance in Esan West Local Government Area of Edo State, Nigeria. *Journal of Educational Research and Development, Ahmadu Bello University, Zaria*, 8(2), 79-91.
8. **Adubale, A. A.** (2014). Study habit skills as correlate of academic performance of undergraduate students in Edo State, Nigeria. *The Nigeria Journal of Guidance and Counselling, University of Ilorin, Ilorin, Nigeria*, 19(1), 13-24.
9. **Adubale, A. A. & Aluede, O.** (2014). Predictors of academic performance of seminarians in Catholic Major Seminaries in the South-West Region of Nigeria. *British Journal of Guidance and Counselling*, 42(4), 372-382.
10. **Adubale, A. A., Aluede, O. O. & Adebowale, O.** (2015). The influence of professional/ school counsellors' demographic variables on their awareness and attitude towards E-counselling in Nigeria. *The Counsellor, (Official Journal of Counselling Association of Nigeria, CASSON)*, 34(2), 205-212.
11. **Adubale, A. A.** (2015). Learning styles as predictor of performance among undergraduate of University of Benin, Nigeria. *Ife Journal of Behavioural Research*, 7(1&2), 35-43.
12. **Adubale, A. A.** (2016). Stress factors as predictors of academic performance of undergraduate students in University of Benin, Edo State, Nigeria. *Journal of Guidance and Counselling studies, Nnamdi Azikiwe University Akwa*, 1(2), 90-101.
13. **Adubale, A. A.** (2016). An assessment of counselling services in the reduction of youth involvement in violent activities in Nigeria. *Benue State University Journal of Education*, 16(1), 146-155.
14. **Adubale, A. A.** (2016). Stress factors and emotional disposition of Education undergraduate students, University of Benin, Nigeria. *Academic Journal of Research and Development (AJORAD), NERDC Branch, FCT, Abuja*, 6(1), 112-126.
15. **Adubale, A. A. & Alutu, A. N. G.** (2017). Family types' influence on the emotional disposition of in-school adolescents in Edo State. *Journal of Counselling and Applied Psychology, Ekiti State University, Ado Ekiti*, 4(1), 60-64.
16. **Adubale, A. A. (2017).** Assessment of counselling needs of students in selected religious institutions in North-central, South and Western parts of Nigeria. *Journal of Educational Evaluation and Counselling Psychology, University of Benin, Benin City*, 1(1), 21-30.
17. **Adubale, A. A. & Aluede, O.** (2017). A survey of counselling needs of seminarians in Catholic Major Seminariess in Nigeria. *Asia Pacific Journal of Counselling and Psychotherapy*, 8(10), 29-40.
18. **Adubale, A. A.** (2017). Parenting styles as predictors of anxiety and depression of in-school adolescents in Nigeria. *Journal of Africa Education Review*, 14(13-14), 111-121.
19. **Adubale, A. A. & Nwadiani C. O.** (2018). Prevalence of academic stress among business education students in tertiary institutions in Southern Nigeria. *Africa Journal of Interdisciplinary studies, University of Education, Winneba, Ghana*, 11(1), 30-39.
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- Guidance Journal (Philippine Guidance and Counselling Association, Inc.), XLV(2), 121-137
21. **Adubale, A. A.** (2018). Professional counselling in Nigerian secondary school in the 21st century: problems and prospects. *Sokoto Educational Review*, 18(1), 23-32.
 22. **Adubale, A. A.** (2019). Undergraduate students' awareness and attitude towards the utilisation of counselling centre in the University of Benin, Nigeria. *Bayero Journal of Education in Africa*, 7(1), 20-32.
 23. **Adubale, A. A. & Aluede, O.** (2019). The profile of undergraduate students who utilize the services of the counseling center at the University of Benin, Nigeria. *Educational Research Quarterly*, 42, (4), 21-40.
 24. **Adubale, A. A. (2019).** Sandwich students' perception of lecturers' attitude towards sandwich programme in the University of Benin, Benin City, Edo State, Nigeria. *A Journal of the Faculty of Education, Ambrose Alli University, Ekpoma, Nigeria*, 19(1), 23-33.
 25. **Adubale, A. A. & Olabode, H. A.** (2020). Influence of parents' educational level, peer and sex on the choice of career among secondary school students in Benin Metropolis. *African Journal of Studies in Education, the Official Journal of Faculty of Education University of Benin, Benin City, Nigeria*, 15(2), 171-183.
 26. **Osiebe-Ator, B. E. & Adubale, A. A.** (2020). Parental nurturing styles as predictors of caeer choice of undergraduate students. *Global Journal of Counselling and Applied Psychology*, 5(1), 39-47.
 27. **Alutu, A. N. G. & Adubale, A. A.** (2020). Effective character education for undergraduate students: A case study of the University of Benin. *International Journal of Educational Research, University of Lagos, Nigeria*, 7(1), 120-128.
 28. **Adubale, A. A. & Aluede, O.** (2020). Managing COVID-19 pandemic traumatic impact among critical stakeholders in Nigeria educational institutions through Cognitive Behavioural Therapy. *Journal of Professional Counselling*, 4, (1), 63-72.
 29. **Aluede, O. & Adubale, A. A.** (2020). School-based counsellors' role as perceived by Nigerian counsellors. *Journal of School- Based Counselling Policy and Evaluation (JSCPE). (The Journal of the International Society for Policy Research and Evaluation in School- Based Counselling, JISPRESC)*, 2(1), 56-62.
 30. **Adubale, A. A. & Aluede, O.** (2021). Interdisciplinary collaboration of medical and support professionals in public tertiary hospitals in Edo State: Implications for counseling practice. *The Guidance Journal (Philippine Guidance and Counselling Association, Inc.)*, XLVII (1), 124-136.
 31. **Adubale, A. A. (2021).** Reducing students' psycho-emotional problems through online counselling using Social Emotional Learning Intervention programme in the COVID-19 pandemic in Nigerian Educational system. *Benue State University Journal of Education*, 21 (1), 76-83.
 32. **Adubale, A. A.** (2021). Undergraduate students' problems and their preferred sources of assistance in the University. *Nigeria Journal of Applied Psychology*, 23 (1&2), 1-14.
 33. **Adubale, A. A.** (2022). Challenges of undergraduate students in Nigerian Universities *Unizik Journal of Educational Research and Policy Studies*, 13(1), 209-221.

34. **Adubale, A. A.** (2022). Curbing the panoramic effects of bullying among Nigerian secondary school students through counselling Interventions. *Ife Journal of Behavioural Resaerch*, 10 (1), 198-208.
35. **Adubale, A. A.** (2022). Parenting styles as predictors of in-school adolescent students' delinquent behaviour in Edo State. *Journal of Educational Research on Children, Parents & Teachers (AERDF)*, 3(1), 503-516.

8. **Dr. (Mrs.) Judith Hannah OSARUMWENSE**



Dr. (Mrs.) Judith Hannah OSARUMWENSE is a Senior Lecturer in the department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria. She was employed as an Assistant Lecturer on the 21st of December, 2010. She holds a B. Sc (Ed) in Education Mathematics, M. Ed and P hD in Measurement and Evaluation all from the University of Benin, Benin City. She is specialized in Measurement and Evaluation. She lectures both faculty and departmental courses at undergraduate and post graduate levels. She has served in several capacities in the department and in the faculty. In the

department, she is currently the managing editor of the departmental journal the post she has held for over 3years and a member of the faculty defense committee. She has published many articles in local, national and international journals. hannah.osarumwense@uniben.edu, 08025992106

9. **Dr. Friday EGBERHA**

Phone Number+2348056073606, Email Address: friday.egberha@uniben.edu

Date of first appointment: 22nd April, 1991.



Dr. Friday **EGBERHA** is a senior lecturer in the Department of Educational Evaluation and Counselling Psychology. He holds a B.Sc (Ed) second class honours Upper Division in Mathematics (1994), M.Ed Measurement and evaluation (2003) and a P.hD Measurement and Evaluation (2018), all from the University of Benin, Benin city. He specialized in Programme Evaluation and Test Construction. He has published over fourteen (14) Articles in Local, National and International Journals. He has served in several capacities in the Department, Faculty and University among which are:

- (a) Course adviser 400level Biology (2012/2013) session

- (b) Examination/Time Table Officer (2020/2021 and 2021/2022) sessions
- (c) EECP coordinator TRCN Committee, Faculty of Education (2020)
- (d) Member, Faculty of Education Welfare Committee (2021)
- (e) Member of Sandwich Programme Committee (2022)
- (f) Member, Students Advisory Committee (2022)
- (g) Assistant Dean (B) Faculty of Education (2022)

Dr. Friday Egberha is happily married to Mrs. Florence Nekpen Egberha and are blessed with four children. Dr. Friday Egberha is a member of Mathematical Association of Nigeria. (MAN) and Teachers Registration Council of Nigeria (TRCN)

10. MATILDA UVIE ORHERUATA ---*Ph.D, M.Ed (Measurement and Evaluation), M.Sc (Agric fisheries), PGDE, B. Agric,*



DR. (MRS.) MATILDA UVIE **ORHERUATA**, a senior lecturer and currently the Head of the Department. She joined the University of Benin in 2009 as a tutor at the University demonstration secondary school and was transferred in 2011 to the Department of Educational Psychology and Curriculum Studies, Faculty of Education and currently a senior lecturer in the Department of Educational Evaluation and Counselling Psychology (EECP). She received her Ph.D in Educational Measurement and Evaluation from the University of

Benin. She lectures Educational Research, Measurement. and Evaluation at the undergraduate level and Educational Statistics, Programme Evaluation, Test Construction and Administration, Classical Test Theory, Item Response Theory, Psychological Testing and Advance Statistical Applications at the postgraduate level.

Research Interest: Her research interest is in the area of Educational Assessment, Psychometrics, Cognitive Psychology, Test Theories and Program Evaluation. As a lecturer, she

is supervising and graduating masters and doctoral students. **Supervision:** she has supervised a number of PhD thesis and Master's and B.Ed projects. **Publications:** she has published widely with thirty- two articles in local, national and international journals. She has made presentation in a number of national and international conferences/ workshops and has served as facilitator/resource person in examination bodies and educational commission in the area of measurement and evaluation.

Professional Body: She is a member of the Association of Educational Researchers and Evaluators of Nigeria (ASSEREN), Educational Assessment and Research Network in Africa (EARNIA) and Nigeria Teachers Institute (NTI)

Services in University Committees: She has served the University of Benin in several capacities such as:

1. Course Adviser – Department of E.P.C.S (2012-2014)
2. Faculty of Education Exam Officer Committee 2013-2014
3. Chairperson, Department Welfare Committee (2015-2020)
4. Member, Department Ethics/Disciplinary Committee (2015-2017)
5. Departmental Part-Time Coordinator (2016-2020)
6. Postgraduate Coordinator – Department of E.E.C.P (2018-2020)
7. Member, Faculty of Education Students Complaints Committee (2017-2018)
8. Faculty of Education Students Advisory Committee (Member) 2018-2020
9. Secretary, Journal of Educational Evaluation and Counselling Psychology. (2020 – 2021)
10. Editor, Journal of Educational Evaluation and Counselling Psychology (2021 to date)
11. Member, University Ceremonial Committee (2020 to date)
12. Head of Department- Department of E.E.C.P, Faculty of Education (2021 to date)

Services Outside University Community

1. Facilitator for Bayelsa State Teachers' Training Programme on Teachers Training Registration and Certification. 2018.
2. Resource Person to Universal Basic Education Commission on Impact Assessment of SMASE and Jolly Phonics Programme in Nigeria. (2020- 2023).
3. Resource Person to Joint Admission and Matriculation Board on Critical Assessment Competencies workshop for Non- Educationist Lecturers in Tertiary institution in Nigeria. 1st – 5th August, 2022, University of Ibadan, Oyo State.
4. Independent National Electoral Commission (INEC): **Collation Officer**, National Assembly and House of Assembly Elections; 2019.

Award: Through her commitment to lecturing, in 2011/2012 Session, she won the Best Lecturer award in the Faculty of Education by Students Assessment (2011/2012 session)

Grant: TETFund IBR Grant 2023

Dr (Mrs.) Matilda Uvie Orheruata is widely travelled and happily married to Prof. Michael Orheruata of the Faculty of Agriculture University of Benin. They are blessed with children. Her Email is mati.orheruata@uniben.edu and Tel: +234 8052151209.

11. Dr. PRAISE KEHINDE ADEOSUN

B.Sc. Ed (Ekoma), M.Ed, Ph.D (Benin)

Email: praise.adeosun@uniben.edu

Phone: +2348060481557



Area of Specialization

Measurement and Evaluation, psychometric, Data Analysis, Program Evaluation and Early Childhood Education

Profile Summary

Dr. Praise Kehinde Adeosun is a Senior Lecturer in the department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria. She holds B.Sc Ed. Degree as the best graduating student in her department and faculty in 2007 (Ambrose Alli University, Ekpoma, Edo State Nigeria). She proceeded with her Masters Degree programme between 2010 and 2011 and her Ph.D between 2012 and 2014 (University of Benin, Edo State, Nigeria). She also obtained another Masters Degree in Early Childhood Education in 2023 (University of Benin, Edo State, Nigeria). Owing to her outstanding academic performance, she was retained in the university as an academic staff after her Ph.D programme in 2014. As a distinguished researcher, Dr. Adeosun has published in reputable local, national and foreign journals. One of her outstanding researches is on “A comparison of Three Item Response Theory Equating Methods and Item Parameters on WAEC and NECO 2012 Mathematics Multiple Choice Items”. She teaches courses both undergraduates and postgraduates in Measurement and Evaluation, Educational Research and Statistics. Early Childhood Education, Guidance and Counselling and Special Education. Her main research focus is in the area of Psychometrics. She has supervised many first degree and currently supervising Masters and Ph.D students.

Dr. Adeosun is intelligent, hardworking and have interest in academic matters. She is reliable, has excellent relations with both staff and students and always willing to assist those in need. She is responsible, diligent, creative, persistent and capable of self-direction. She has a charismatic personality.

Dr. Adeosun is a member of Association of Educational Researchers and Evaluator of Nigeria (ASSEREN), a member e-Assessment Association (eAA). She has served in the university of Benin in several capacities such as member, ceremonial committee, Managing Editor for the Departmental Journal, Faculty of Education Admission Representative and Post graduate coordinator for the department.

12. Dr. Mrs. Adeyemi Florence Toyin



Dr. Mrs. **Adeyemi** Florence Toyin is a Senior Lecturer in the Department of Educational Evaluation and Counselling Psychology, University of Benin, Benin City, Nigeria. She holds a bachelor degree in Health Education, Masters and Doctorate degrees in Counseling Psychology from the University of Benin. She has published widely in local and international journals. Dr. Mrs. Adeyemi is a member of the Counseling Association of Nigeria (CASSON).

13. Dr. Amen Valentine UYIGUE - (08056742588)

Dr. Amen Valentine **Uyigue** is a Senior Lecturer in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City. He joined the services of the University of Benin in 2012. He obtained the degrees of Bachelors of Science Education B.Sc. (Ed.) Education Economics and Statistics in 2008, Masters in Education (M.Ed.) Educational Measurement and Evaluation in 2012 and Doctor of Philosophy (PhD) Educational Measurement and Evaluation in 2017 from the University of Benin, Benin City, Edo State, Nigeria. Dr. Amen is a member of the Nigerian Institute of Management (Chartered). Dr. Amen Valentine Uyigue, has numerous academic publications; chapters in books and in peer reviewed International, National and Local Academic Journals, within the period of his teaching career he had taught various courses at both the undergraduate and post-graduate levels, he has taught at the Undergraduate level: General Teaching Methods (EDU121), Introduction to Educational Research and Statistics (EDU321), Measurement and Evaluation (EDU411) among others and at the Post-Graduate level; Application of Computer for Educational Research (ECP819), Psychological Assessment (ECP876), Item Response Theory (ECP874) and Classical Test Theory (ECP 873) among others. Dr. Amen's areas of specializations are: Educational Research and Statistics, Computer



Application in Research (Data Analysis), Measurement Theories, Educational Assessment and Test Construction. He is happily married with children.

Academic Publications

1. **Uyigue, A.V.** & Omorogiuwa, K.O. (2014). “An Evaluation of the Implementation of the School Based Assessment Components of the Universal Basic Education Curriculum”. *Journal of Educational Studies and Management:2(2),204-212* (Official Journal of the Department of Educational Studies and Management, Faculty of Education, University of Benin)
2. **Uyigue, A.V.** & Omorogiuwa, K.O. (2015) “Teacher Characteristics as Correlates of Students’ Achievement in English language Examinations in Benin City Edo State” *Journal of Educational Foundations and Development: 1(1)171-179* (Official Journal of the Department of Educational Foundations, Faculty of Education, University of Benin)
3. **Uyigue, A.V.** & Omorogiuwa, K.O. (2015) “Attitude towards Mathematics, And Mathematics Self- efficacy as Factors Affecting Academic Achievement of Secondary School Students in Mathematics in Benin City”. *Journal of Educational Research and Development: 9(1)1-8* (Official Journal of the Faculty of Education, Ahmadu Bello University, Zaria, Nigeria)
4. **Uyigue, A.V.** & Omorogiuwa, K.O. (2015) “Challenges of the implementation of School Based Assessment of the Universal Basic Education programme”. *Nigerian Journal of Education, Health and Technology Research 7(1)84-91* (Published by Association for the Promotion of Education, Health Environment and Technology Research)
5. Orheruata, M.U. & **Uyigue, A.V.** (2016). “Record keeping of the School Based Assessment Scores by Secondary School Teachers in Benin Metropolis”. *African Journal of Studies in Education 11(2)72-79* (Official Journal of the Faculty of Education, University of Benin, Benin City)
6. **Uyigue, A.V.** & Omorogiuwa, K.O. (2018). “Investigating Gender Differentials on the Viability of Item Response Theory’s Parameter Invariance Property”. *Academic Journal of Research and Development 10 (2) 33-39* (Published by Association Staff Union of Research Institutes (ASURI) & Nigerian Educational Research and Development Council (NERDC)
7. Orheruata, M.U. & **Uyigue, A.V.** (2018) “Investigating the flaw Items of WASSCE. Agricultural Science Multiple Choice Items”. *African Journal of Interdisciplinary Studies 11(1) 1-7* (Published by the University of Education, Winneba, Ghana)
8. **Uyigue, A.V.** & Orheruata, M.U. (2019) “Test Length and Sample Size for Item-difficulty Parameter Estimation in Item Response Theory”. *Journal of Education and Practice ISSN-2222-1735 (Paper), ISSN 2222-288X (Online), DOI: 10.7176/JEP/10-30-08: 10(30) 72-75* (Published by: The International Institute of Science, Technology and Education, USA)
9. **Uyigue, A.V.** & Osunde, A.U. (2019). “Item Response Theory’s Parameter Invariance: Empirical Validation”. *Bayero Journal of Education in Africa 7 (1) 12-19* (Official Journal of the Faculty of Education, Bayero University, Kano, Nigeria)
10. **Uyigue, A.V.** (2019) “Assessment and Evaluation Components in the Nigeria Education Curriculum: Implication for Economic Growth and Development”. An Appraisal of the Nigerian School Curriculum. Omoifo,C.N., Iyamu,E.O.S. & Eraikhuemen, L. (ed.) Department of Curriculum and Instructional Technology, University of Benin, Benin City.118-127
11. **Uyigue, A.V.** & Osunde, A.U. (2020). Reliability of the Parameter Invariance Principle of Item Response Theory. *A Journal of Studies in Education: Fafunwa Journal of Contemporary*

Education (FAJOCE) 3(1)11-17 (Published by Fafunwa Educational Foundation in Collaboration with the Faculty of Education University of Lagos)

12. **Uyigue, A.V.** (2021). Security Violations in Achievement Test Administration: Maintaining Integrity of Assessment in Education. *Journal of Educational Evaluation and Counselling Psychology (JEECP)* 1 (1) 21-26 (Official Journal of the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin)

13. **Uyigue, A.V.** (2021). Accuracy and Stability of Item Parameters Estimation in the 3-Parameter Logistic Model. *Benue State University Journal of Education (BSUJE)* 21(1) 71-75 (Official Journal of the Faculty of Education, Benue State University, Makurdi)

14. ***Uyigue, A.V.** (2022). Teachers' Competencies in Development and Administration of Achievement Tests in Edo South Senatorial District. *Ife Journal of Behavioural Research*. 10 (2) 1-12 (A publication of the Department of Educational Foundations and Counselling, Obafemi Awolowo University, Ile-Ife)

15. ***Uyigue, A.V.** & Egberha, F. (2022). Development and Validation of Learning Motivation Scale for Secondary School Students in Edo South Senatorial District, Nigeria. *ABSU Journal of Curriculum and Teacher Education (AJCTE)* 02 (02) 100-109 (A publication of the Department of Curriculum and Teacher Education, Faculty of Education, Abia State University, Uturu)

16. ***Uyigue, A.V.** (2023) Educational Statistics: Postgraduate Students' Attitude as Predictor of Achievement. *IOSR Journal of Research & Method in Education (IOSR-JRME)* e-ISSN: 2320-7388, p- ISSN: 2320-737x, DOI: 10.9790/7388-1302016267. 13(2) 62-67 (Published by the International Organisation of Scientific Research. Qatar, India, Australia, New York)

Recognitions:

(i) Membership of Learned Societies:

1. Nigerian Institute of Management (Chartered), April, 2010

(ii) Prizes/Honours/Awards/Distinctions:

1. Certificate of Service, University of Benin:(2008)

2. Doctoral Thesis Award in Education (2nd Position): Fafunwa Educational Foundation (2019)

ADMINISTRATIVE EXPERIENCE:

(a). Deanship/Directorship/Headship/Co-ordinatorship:

1. Faculty of Edu. Teaching Practice Committee: **Departmental Coordinator**, 2013-2020

2. EPCS **Course Adviser**, 300 Level Edu./Mathematics, 2013-2014

3. EECP Staff Welfare Committee: **Treasurer**, 2016-2020

4. EECP, **Examination Officer**, 2018/2019 -2019/2020 Academic Session,

5. EECP, **Time-Table Officer**, 2018/2019-2019/2020 Academic Session.

6. EECP, **Undergraduates Project Coordinator**, 2019/2020 Academic Session.

7. EECP, **Postgraduate Coordinator**, 2019/2020 Academic Session - Date

8. Faculty of Education Teaching Practice Committee: **Chairman**, 2020/2021

9. Faculty of Education Office Allocation Committee: **Member/Secretary**, 2022

10. Faculty of Education Post Graduate Committee: **Member/Secretary**, 2022-Date

11. Faculty of Education TRCN Committee: Member, 2022-Date

12. Faculty of Education Students' Association: Staff Adviser, 2022-Date

(b). Service on University Committees:

1. Student Certificates Screening Committee: **Faculty of Education Representative** (2015-2020)

2. University of Benin Ranking Committee: **Faculty of Education Representative, 2022-Date**

(c). Service to Relevant Public Bodies:

1. Independent National Electoral Commission (INEC): **Collation Officer**, National Assembly and House of Assembly Elections; 2019, National Assembly; 2023.

14. Noyosase Martins IGBINEWEKA (Ph.D.)



He is a Senior Lecturer in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin. He also worked with Delta State Polytechnic Ogwashi-Uku as a lecturer in the Department of Arts and Humanities, School of General Studies of the before joining the services of the University of Benin. He is a Counselling Psychologist who holds a Ph.D., M.Ed. and B.Ed. from the University of Benin, with a National Certificate of Education (N.C.E) from the College of Education

Ekiadolor – Benin. His specialty is directed towards innovative strategies in assisting youth in Behaviour Modification, academic, moral, psychological, motivational, educational and overall development. He has attended conferences and carried out researches with more than thirty articles both in Foreign, National and local journals and he authored the book Concise Introductory Psychology: Theory and Application a basic text for undergraduates with other relevant chapters in book.

He has also supervised a number of Ph.D. and Master's thesis. He is a Member Teachers Registration Council of Nigeria and also a functional member of the Member Counselling Association of Nigeria where he served as the Secretary and Vice-President respectively. He is

the Chairperson Teaching Practice Committee Faculty of Education, University of Benin and has also served as the faculty representative to affiliate institutions like the Federal College of Education Akoka Lagos and Federal College of Education Technical Asaba. He is also the Representative of the Faculty of Education in the School of General Studies, Student Staff Adviser- Department of Educational Evaluation and Counselling Psychology and the Hall Master, female hall six (6) University of Benin. He is married to lady Precious Osaigbokan Martins-Igbineweka and blessed with children

Publications/Creative works

Thesis/Dissertations

1. The Effect of Drug Abuse amongst Male and Female students in Some Secondary Schools in Oredo and Egor Local Government Areas of Edo-State. (NCE Project 2003, Biology / Integrated Science)
2. Non-Formal Education a Tool for Empowerment and Employment in Our Rural Community (A Case Study of Oredo Local Government Areas of Edo-State). (B.Ed. Project 2006, Adult and Non-Formal Education)
3. Awareness and Knowledge of Violence against Children in Schools in Edo South Senatorial District: Implication for school Counselling. (M.Ed. Thesis 2010, Counselling Psychology)
4. Efficacy of Solution Focused Brief Therapy and Rational Emotive Behavioural Therapy in Affecting Test Anxiety Status Among Students' in a Nigerian University. (Ph.D. Thesis 2015, Counselling Psychology)

BOOK

- **Igbineweka M. N. (2018).** Concise Introductory Psychology: Theory and Application (2nd ed). Beet Ideas' Multi-concept.

CHAPTERS IN BOOK

- **Igbineweka M. N. & Alike H.I. (2019).** Depth Counselling Therapeutic Skills. In E.O. Egbochuku & Ike C. S. Ifelunmi, Counselling and Human Development in Nigeria (1st ed., Pp.49-62). Ambik Press Ltd.
- Egbochuku E.O., **Igbineweka M. N.** & Adeleke I.O. (2019). Effect of HIV | AIDS Information Delivery on the Level of HIV Awareness of Adolescent Students. In C.N. Omoifo., E.O.S. Iyamu & L. Eraikhuemen. An Appraisal of the Nigerian School Curriculum. (1st ed., Pp.293-308). Ambik Press Ltd.

Publications in Local Journal

1. Egbochuku, E.O. & **Igbineweka, M.N.** (2014). Effectiveness of Solution Focused Brief Therapy in the Reduction of Test Anxiety amongst students of Private Tertiary Institution. *Edo Journal of Counselling*, 7, 95-110.
2. Osagiobare, O., Imogie R. I. & **Igbineweka, M.N.** (2015). Sustaining Educational Development in the Era of Teacher Shortage: the way forward. *Journal of Educational Foundations and Development*, 1(1), 102-112.
3. Egbochuku, E.O. & **Igbineweka, M.N.** (2016). The Effect of Age and Gender on the Efficacy of Solution Focus Brief Therapy and Rational Emotive Behavioural Therapy on Test Anxiety Status of Undergraduates. *African Journal of Studies in Education*, 11(2), 11-25.
4. **Igbineweka, M.N.** & Isele, D. (2018). Efficacy of Rational Emotive Behavioural Therapy in the Attitudinal Change of Secondary School Adolescents towards Examination Malpractice. *Edo Journal of Counselling*, 9, 22-30.
5. Iyamu, I.F. & **Igbineweka, M. N.** (2019). Montessori Approach in Enhancing Social Development in Early Childhood Education in Edo South Senatorial District. *Journal of Educational Evaluation and Counselling Psychology*, 2(1), 252-263.
6. Egbochuku, E.O. & **Igbineweka, M. N.** (2019). Parent's Socio-Economic Status, Age and Gender Interactive Effect on Solution Focus Brief Therapy and Rational Emotive Behavioural Therapy Impact on Test Anxiety Status of Undergraduates. *Journal of Educational Evaluation and Counselling Psychology*, 2(1), 1-17.
7. Audu, V.I.E., **Igbineweka, M. N.** & OZURI, R. (2019). Motivation as Correlates of Teachers Attitude to Work in Ughelli North Local Government Area of Delta State. *African Journal of Studies in Education*, 14(1), 26-38.
8. Ataha, U.C. & **Igbineweka, M. N.** (2020). Development and Fringe Benefits as Correlates of Teachers' Attitude to Work in Ughelli North Local Government Area of Delta State. *Journal of Educational Evaluation and Counselling Psychology*, 4(1), 152-159

Publications in National Journals

9. Aihie, O. N., & **Igbineweka, M. N.** (2013). Hiv/Aids Awareness in Nigerian Primary Schools: Counselling Implications. *The Nigerian Journal of Guidance and Counselling (TNJGC)*, 18(1), 57-68. <http://www.unilorin.edu.ng/tnjgc/index.php> or <http://www.ajol.info/index.php/njgc/issue/current>
10. Egbochuku, E.O. & **Igbineweka, M.N.** (2015). Awareness and Knowledge of Violence against Children in schools in Edo South Senatorial District: Counselling Implication. *The Counsellor*, 34(2), 156-165
11. **Igbineweka, M.N.** & Babatunde, G. O. (2017). Gender and School Type Difference on Students Perception of Their Deviant Behaviour in Some Selected Secondary Schools in Benin Metropolis. *Educational Journal of Multi-Disciplinary Studies (EJMUDIS) University of Port-Harcourt*, 6, 191-197. www.edmudis.org
12. Egbochuku, E.O. & **Igbineweka, M.N.** (2017). Influence of Time Management Skills on Academic Performance of Some Selected Secondary School Students in Mathematics and English Language. *Calabar Counsellor*, 6(1), 47-56.

13. Egbochuku, E.O. & **Igbineweka, M.N.** (2017). Differential Efficacy Of Solution Focused Brief Therapy And Rational Emotive Behavioural Therapy On Test Anxiety Status Of Students In A Nigerian University. *National Journal of Education Health and Technology Research (NJEHETR)*, 9, 48-57.
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21. **Igbineweka M. N.** & OMORAGBON M.E. (2021). Socio-Cultural Factors as Predictors of Parents and Guardians Disposition towards Female Education in Tertiary Institutions in Delta State. *Sokoto International Journal of Counselling Psychology (SIJCP)*. Volume 7
22. **Igbineweka M. N.**, Ebireri-OZURI, E. & OMORAGBON M.E. (2021). Learning Motivation and School Ownership as Predictors of Senior Secondary School Students Academic Achievement in Physics, Chemistry and Biology in Delta State. *Sokoto International Journal of Counselling Psychology (SIJCP)*. Volume 7

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23. Aihie, O. N. & **Igbineweka, M. N. (2018)**. Efficacy of Solution Focused Brief Therapy, Systematic Desensitization and Rational Emotive Behavioural Therapy in Reducing the Test Anxiety Status of Undergraduates in a Nigerian University, *Journal of Educational and Social Research*, 8(1):19-26. www.mcser.org/Journal/index/search/result or <https://content.sciendo.com>
24. Ikuereye, E.P., & **Igbineweka, M. N. (2020)**. Awareness and Availability of Instructional Media for Learning Mathematics by Public School Students in Benin Metropolis; Counselling Implication. *KIU Journal of Social Sciences, [S.l.]*, v. 6, n. 2, p. 335-342, July 2020. ISSN 2519-0474. Available at: <<https://www.ijhumas.com/ojs/index.php/kiujoss/article/view/878>>. Date accessed: 12 may 2021.
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28. **Igbineweka M. N.** & Ataha U.C. (2022). Influence of the location of mothers and female students on their attitudes towards female genital mutilation: implications for counselling. *Journal of Nursing, Social Studies, Public Health and Rehabilitation* » 2022 » num.1-2. ISSN2 1804-7181 (On-line), <http://casopis-zsfju.zsf.jcu.cz/journal-of-nursing-social-studies-public-health-and-rehabilitation/clanky/1-2~2022/211-influence-of-the-location-of-mothers-and-female-students-on-their-attitudes-towards-female-genital-mutilation-implications-for-counselling>. pp. 26–32.
29. **Igbineweka M. N.** & Jesuorobo W.O. (2022). The Effectiveness of Self-Control Technique in Reducing Bully Tendencies amongst Primary School Pupils in Edo State, Nigeria: Counselling Implication. *Jurnal Ilmiah Psikologi Vol 24, No 2 August 2022* (Print ISSN: 1693-2552; Online ISSN: 2548-1800) DOI: <https://doi.org/10.26486/psikologi.v24i2> Published two times (February and August) by the University Mercu Buana Yogyakarta with [International Association of Indigenous and Cultural Psychology](http://www.iaicp.org).
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with [Indonesian Guidance and Counseling Association \(ABKIN\)](#).

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Igbineweka M. N., Omoragbon E. & Omamuli-Igbinoba O.O. Family Type and Family Size as Correlates of Parents'/Guardians' Disposition towards Girl-Child Education in Tertiary Institutions in Delta State, Nigeria. *Jurnal Ilmiah Psikologi* (Print ISSN: 1693-2552; Online ISSN: 2548-1800) DOI: <https://doi.org/10.26486/psikologi.v24i2> Published two times (February and August) by the University Mercu Buana Yogyakarta with [International Association of Indigenous and Cultural Psychology](#).

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He has attended conferences and is a member of Counselling Association of Nigeria and Association of Professional Counsellors in Nigeria. He is a Counselling Psychologists with specialty in rehabilitating of youths towards academic, moral, mental health and behavioural changes. He is happily married to Mrs Stella Obiamaka Ojiyi and they are graciously blessed with Children. His email is chika.ojiyi@uniben.edu and phone number is [08062480589](tel:08062480589). Some of his Dissertations are: Attitudinal Disposition of Undergraduates towards Secret Cults in the University of Benin: Implications for Counselling (2014, [M.Ed](#) dissertation) Effects of Reality and Rational Emotive Behavioural Therapies on Undergraduates Susceptibility to Secret Cults in the University of Benin, Benin City ([2021](#) Ph.D thesis).

20. Mrs Eno Grace Aliu

Mrs Eno Grace **Aliu** is an Assistant lecturer in the dept of Educational Evaluation and Counseling Psychology. She holds a B.Sc in Maths/Statistics, PGD in Education, M.Ed in Measurement and Evaluation, and currently a Ph.D student working on the Evaluation of the Implementation of the Middle-Basic Level of Universal Basic Education in Edo State. She teaches measurement and evaluation courses at both faculty and dept. She is specialized in Measurement and Evaluation S She has served in several capacity in the dept, faculty and university such as a member of environmental maintenance committee and quality assurance unit of the faculty. Mrs Eno Aliu is happily married to. Engr., Dr. Sufianu Adeiza Aliu. She joined the services of University of Benin in 2015 as a planning officer in Academic Planning Division.

21. Dr. (Mrs) Patricia Eghe Ima-Osagie



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counsellor. She was designated to the position of an assistant lecturer in 2020. Her responsibilities as a counsellor included the following:

- Gave talks yearly to incoming students throughout the period of their clearance exercise from 7am to 8:30am.

- Also gave talks during Fresher's orientation and welcome parties in faculties and departments.
- Organizing orientation, seminars and workshops in students' halls of residence.
- Offered counselling services to students with challenges in academics, emotional, personal/social, psychological, financial and so many others areas.
- Coordinated all counselling programmes organized by the centre.
- Counsellor in-charge of Clinical Hostel.
- Liaised with Deans, Heads of Department, Course Advisers, and Faculty Officers of all faculties on issues affecting the students.
- Did follow-up and provide information services to students.
- Also in charge of students sent to the centre on practicum activities.
- Represented the Centre Director at meetings.
- Served as secretary to the centre's Board
- In-charge of the centre whenever the Director was on vacation with a letter from the VC to that effect.

She is a widow and is blessed with children. Email: patriciaima-osagie@uniben.edu
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22. Dr. Wellington Jesuorobo



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Professional Counsellors of Nigeria (APROCON)

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24. Osazeme Paul OGBOGHODO (Ph.D.)



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Professional Counsellors in Nigeria (APROCON) respectively. He is married to Mrs. Susan Oghomwen Ogboghodo and blessed with children. osazeme.ogboghdo@uniben.edu, 08060563615, 08112725110

Publications/Creative works

Thesis/Dissertations

1. Impact of Job Stress on Job Performance of Secondary School Principals in Ethiope

- East Local Government Area of Delta State. (B.Sc (Ed) Project 1998, Integrated Science)
2. Work and Home Pressures Correlates of Stress, on Female lecturers in University of Benin: Implication for Counselling. (M.Ed. Thesis 2010, Counselling Psychology).
 3. Self-Esteem and Parenting Styles as Predictors of Aggressive Behaviour among Secondary School Adolescents in Benin Metropolis (Ph.D. Seminar, 2019, Counselling Psychology)
 4. Effect of Modelling and Self-instructional Therapies on Aggressive Behaviour among Secondary School Students in Oredo Local Government Area of Edo State. (Ph.D. Thesis 2023, Counselling Psychology)

25. Mrs Elizabeth Nnebuogo Ohiozua



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She teaches EDU 411 titled, Introduction to Educational Measurement and Evaluation and also SPE 214 titled, Introduction to Inclusive Education, at both Faculty and Departmental levels. She is specialized in Measurement and Evaluation and has sent in her article (Prediction of some Selected School factors on Students' Academic Achievement in Biology) for publication in a Local Journal. She is the course adviser for the 2020/2021 academic session (current 200 level student for Guidance and Counselling) and she is also the Departmental transcript officer. She

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26. Mrs. Nwkwule Ifeyinwa Gladys



Mrs Nwkwule Ifeyinwa Gladys joined University of Benin in 2012 as a Counsellor until 2019 December when she joined the department in 2020 as an Assistant Lecturer in the Department of Educational Evaluation and Counseling Psychology. She holds National Certificate of Education(NCE) in Home Economics from Abraka now Delta State University, a B.Sc.Ed in Home Economics with 2nd Class Honours(upper division) from Bendel State University Abraka now Delta State University Abraka, Master degree in Counseling Psychology, University of Benin, and currently on her PhD in Counseling Psychology University of Benin. She teaches Educational Psychology, EDU(312), Developmental Psychology, EDU(211), and Introduction to Guidance and Counseling (GCE111) at both Faculty and Departmental. She specializes in Counselling Psychology. She has published several Articles in local, National and International Journals. She has served as a member of welfare executive for the department. She is blessed with Children and grandchildren. Phone number: 08064485422

27. Dr. Mrs. Dorcas Usi ENWAN



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1. Virtual and Auditory learning styles as a Correlate of Academic Achievement of senior secondary school students in Benin City.
2. Intrinsic and Extrinsic Motivation as Correlates of Academic Achievement of senior secondary school students in Benin City.
3. Auditory and Verbal Learning Styles as Correlate of Academic Achievement of senior secondary school students in Benin City.

4. Interpersonal and Intrapersonal Learning Styles as Correlates of senior secondary school students in Benin City.

She has served in several capacities in the Department, Faculty and University such as: Exam Committee: She started working with the University of Benin as a teacher in 1994 UDSS, and she rose to level 13 vice principal. While there, she served in the following capacities.

*Cultural committee

*Disciplinary committee

*Counselling of students. She was redesignated as a Lecturer in 2020.

Dr Mrs Dorcas Usi ENWAN is happily married to Rev Dr Frank Emhon-Ata ENWAN and blessed with children.

28. Mr. Kingsley Oriabhure OAIKHENA



Mr. Kingsley Oriabhure OAIKHENA got into University of Benin in the year 2014 as a Security Officer (II) and currently He is an Assistant Lecturer in the dept of Educational Evaluation and Counselling Psychology (EECP). He holds a B.Sc. (Ed) Agriculture, M.Ed Counselling Psychology and PhD Counselling Psychology in-view. He teaches, Educational and Developmental Psychology among other courses at both the Faculty and department. He has published articles in local, national and international journals. He has served in several capacity in the dept, faculty and university

such as: Secretary EECP Journal Secretary, Assistant ICT office, member project ECHO. Mr Kingsley Oriabhure OAIKHENA is happily married to Mrs. Beauty OAIKHENA and blessed with children.

29. Mrs. Ufuomaoghene Atuma



Mrs. Ufuomaoghene Atuma is an Assistant Lecturer and a PhD student in the Department of Educational Evaluation and Counselling Psychology (EECP), Faculty of Education, University of Benin, Benin City currently working on 'Assessment of the appropriateness of statistical techniques in educational research projects in the University of Benin, Benin City Nigeria'. She joined the services of the University of Benin in November 2010 as an Assistant Planning Officer, was designated Assistant Administrative Officer in January 2012. She rose through the ranks to the post of Assistant Registrar in January 2019 and was re-designated to the post of Assistant Lecturer in December 2020 in the EECP Department. She holds a B.Sc (Ed) Education Economics and Statistics and M.Ed in Measurement and Evaluation from the University of Benin.

Her area of Specialization is Educational Evaluation, Research and Statistics. Her previous research works were: The Attitude of Education Students towards the Teaching Profession, Gender and location Differential Item Functioning and Evaluation of Lecturers Effectiveness. Her ongoing Researches are: Assessment of the Appropriateness of Statistical Techniques Application in Educational Research Data analysis and Evaluation of the Effect of Communal Crisis on the Schools Located in Ogbe-Ijoh Community in Warri South West Local Government Area of Delta State, Nigeria. She has served the University of Benin at various Committees levels and currently a member of the CR4 Committee. Mrs. Atuma is interested in attending academic workshops, conferences, travelling for innovation and research. She could be contacted on 08087807073; ufuoma.atuma@uniben.edu or ufuomaatuma@gmail.com.

30. OTUONYE MARYANGELA IJEOMA (Rev Sr.)



OTUONYE MARYANGELA IJEOMA (Rev Sr.) a graduate assistant in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin. She joined University of Benin in 2009 as an Executive Officer and designated to an Academic Staff of the University of Benin in the year 2020. She holds B.Ed. from the University of Benin, with a National Certificate of Education (N.C.E) from the Adeniran College of Education Lagos State. Her specialty is directed towards assisting youth in Behaviour Modification, academic, moral, psychological, motivational, educational and overall development. She is currently a Masters student

of University of Benin currently researching on Self-efficacy and locus of control as Correlate of Pre-Retirement Anxiety Among Teaching Staff.

She is a course adviser of 100 level students and also a functional member of the Member Counselling Association of Nigeria.

Publication

Assessment Of Education and Information Guidance Services in Curbing Social Vices among Secondary Schools Students in Delta State.

7. JOURNAL OF EDUCATIONAL EVALUATION AND COUNSELLING PSYCHOLOGY (JEECP)

The department has produce six volumes as follows:

1. Journal of Educational EVALUATION and COUNSELLING PSYCHOLOGY (JEECP). Vol. 1 – June, 2017
2. Journal of Educational EVALUATION and COUNSELLING PSYCHOLOGY (JEECP). Vol. 2(1) – May, 2019
3. Journal of Educational EVALUATION and COUNSELLING PSYCHOLOGY (JEECP). Vol. 3(2) – November, 2019
4. Journal of Educational EVALUATION and COUNSELLING PSYCHOLOGY (JEECP). Vol. 1 – May, 2021
5. Journal of Educational EVALUATION and COUNSELLING PSYCHOLOGY (JEECP). Vol. 5 – May, 2021
6. Journal of Educational EVALUATION and COUNSELLING PSYCHOLOGY (JEECP). Vol. 6 – December 2021