

CORPORATE
AFFAIRS



PROF. PAULINA OLUREMI ADESEMOWO

B. A. (Ed.) (Ife), M.ED, PH.D. (Ibadan), M.CASSON
(Professor of Counselling Psychology)

© Olabisi Onabanjo University Press, Ago-Iwoye. 2005.

All rights reserved. No part of this book may be reprinted, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, electrostatic, magnetic tape, photocopying, recording or otherwise, without the prior written permission of the copyright owner.

First published, March 2005.

ISBN: 978 - 37726 - 1 - 9

Published by Olabisi Onabanjo University Press,

Olabisi Onabanjo University

P.M.B. 2002, Ago-Iwoye,

Ogun State.

Nigeria.

PREMIUM ON AFFECTIVE EDUCATION: PANACEA FOR SCHOLASTIC MALFUNCTIONING AND ABERRATION

BY

PROFESSOR PAULINA OLUREMI ADESEMOWO

**B. A.(Ed.)(Ife), M. ED, PH.D. (Ibadan), M.CASSON
(Professor of Counselling Psychology)**

**34TH INAUGURAL LECTURE
OLABISI ONABANJO UNIVERSITY,
AGO-IWOYE**

22nd March, 2005.

TABLE OF CONTENTS

| | |
|--|------|
| Content List | iii |
| List of tables/figures | iv-v |
| Preamble | 1 |
| 1. Introduction | 5 |
| 2. Definition of Terms | 7 |
| 3. The Incidences of Scholastic Malfunctioning and Aberration | 8 |
| 4. The Height of Scholastic Aberration | 20 |
| 5(i) Causes of Scholastic Malfunctioning | 24 |
| a) The Society | 24 |
| b) The Home/ Family | 25 |
| c) The School | 28 |
| d) The Student | 30 |
| 5(ii) Causes of Scholastic Aberration | 31 |
| 6. Implications of Scholastic Malfunctioning and Scholastic Aberration | 33 |
| 7. Justification for Affective Education | 34 |
| 8. Facilitating Affective Education | 35 |
| 9. Recommendations | 40 |
| 10. Conclusion | 43 |
| Acknowledgement | 43 |
| References | 50 |

LIST OF TABLES/FIGURES

| | | |
|--------------|--|----|
| Table/Fig. 1 | WAEC: PERFORMANCE IN SENIOR SCHOOL CERTIFICATE EXAMINATIONS:- MAY/ JUNE, 1994-2003: ENGLISH LANGUAGE | 11 |
| Table/ Fig.2 | WAEC: PERFORMANCE IN SENIOR SCHOOL CERTIFICATE EXAMINATIONS: MAY/ JUNE, 1994- 2003: MATHEMATICS. | 12 |
| Table/Fig.3 | WAEC: EXAMINATION MALPRACTICES TRENDS IN SENIOR SCHOOL CERTIFICATE EXAMINATIONS: MAY/JUNE 1994-2003 | 13 |
| Table/Fig.4 | WAEC: PERFORMACE IN SENIOR SCHOOL CERTIFICATE EXAMINATIONS: NOV/DEC, 1994-2003 ENGLISH LANGUAGE | 14 |
| Table/Fig 5 | WAEC: PERFORMANCE IN SENIOR SCHOOL CERTIFICATE EXAMINATIONS: NOV/DEC, 1994-2003 MATHEMATICS | 15 |
| Table/Fig.6 | WAEC: EXAMINATION MALPRACTICES TRENDS IN SENIOR SCHOOL CERTIFICATE EXAMINATIONS: NOV/DEC 1994-2003. | 16 |
| Table/Fig.7 | NECO PERFORMANCE IN SENIOR SCHOOL CERTIFICATE EXAMINATIONS ENGLISH | 17 |
| Table/Fig.8 | NECO PERFORMANCE IN SENIOR SCHOOL CERTIFICATE EXAMINATIONS MATHEMATICS | 18 |

| | | |
|-------------|--|-------|
| Table/Fig.9 | JOINT ADMISSIONS AND MATRICULATION BOARD UME RESULTS | 19 |
| Fig. 10 | POSSIBLE INTER- PERSONAL RELATIONSHIPS IN THE HOME | 22 |
| Fig. 11 | INTERPERSONAL RELATIONSHIPS IN THE SCHOOL. | 26-27 |
| | | 8 |
| | | 20 |
| | | 24 |
| | | 24 |
| | | 25 |
| | | 26 |
| | | 30 |
| | | 33 |
| | | 37 |
| | | 50 |
| | | 54 |
| | | 55 |
| | | 56 |
| | | 57 |
| | | 58 |
| | | 59 |
| | | 60 |
| | | 61 |
| | | 62 |
| | | 63 |
| | | 64 |
| | | 65 |
| | | 66 |
| | | 67 |
| | | 68 |
| | | 69 |
| | | 70 |
| | | 71 |
| | | 72 |
| | | 73 |
| | | 74 |
| | | 75 |
| | | 76 |
| | | 77 |
| | | 78 |
| | | 79 |
| | | 80 |
| | | 81 |
| | | 82 |
| | | 83 |
| | | 84 |
| | | 85 |
| | | 86 |
| | | 87 |
| | | 88 |
| | | 89 |
| | | 90 |
| | | 91 |
| | | 92 |
| | | 93 |
| | | 94 |
| | | 95 |
| | | 96 |
| | | 97 |
| | | 98 |
| | | 99 |
| | | 100 |

PREMIUM ON AFFECTIVE EDUCATION: PANACEA FOR SCHOLASTIC MALFUNCTIONING AND ABERRATION

The Vice-Chancellor,
Principal Officers of the University,
Provosts of Colleges and the Postgraduate School,
Deans of Faculties, and Heads of Department,
Colleagues, Friends from Sister Universities and other Institutions
Your Royal Highnesses and Chiefs
My Lords, Spiritual & Temporal
Guests and Friends of the University,
Gentlemen of the Press here present,
Distinguished Ladies and Gentlemen,
Students from other institutions,
G-r-e-a-t NUESITES,
G-r-e-a-t OOUITES

PREAMBLE

I wish to start by thanking God, Almighty, who has made today possible. His mercies and kindness endure forever. I glorify and adore Him. Praise God!!!

It gladdens my heart immensely to deliver today the 34th Inaugural lecture of our great Olabisi Onabanjo University. I feel highly elated and fulfilled that, throughout my life, I entered and remained in my chosen career as an educationist. To the glory of God, I have been involved in moulding, positively, of course, the lives of the younger ones at all levels: pre-nursery, nursery, primary, secondary modern, secondary, grade II teachers' college, college of education, and the university. This has given me adequate opportunities for deep insight into the Nigerian education system.

To start with, I should want to let you know that I hail from an academically powerful Faculty: the great, great Faculty of Education, boasting of eleven full-time Professors of 'Timber and Calibre!!! Seven of these professors belong to the Department of Educational Foundations and Management, my base in the Faculty. Little wonder then that the Department, E.F.M. for short, is sometimes referred to as "the intellectual nerve-centre of the university". My own lecture today comes up as the 5th from both the Faculty and the Department.

I was employed by the then Ogun State University, now Olabisi Onabanjo University in October 1985 as a Lecturer II, after working for 11 years as a teacher of English Language, Literature-in-English and English Language Methodology, and rising to the position of a Vice-Principal in a secondary school in Ibadan. In this University, God saw me through the climbing of the steep but rewarding academic ladder to become a Professor of Counselling Psychology in year 2001. Once again, kindly join me to praise the Lord.

Mr. Vice-Chancellor, Sir, I promise not to bore my distinguished audience with a catalogue of my achievements. Yet, it becomes pertinent to briefly highlight salient areas of my administrative sojourn in this university. Between 1993-1995, I was the Head of my great Department of Educational Foundations and Management. Even though my headship period witnessed many interruptions from strike actions, yet my tenure recorded a major restructuring that was of positive consequences. After that, I became the first female Acting Director of the Institute of Education in 1998. My three-year tenure at the Institute will mostly be remembered for the following achievements:

1. Two very viable Diploma Programmes were designed, approved and started under my humble self. They are Diploma in Industrial and Labour Relations (DILR) and

Diploma in Environmental Studies and Management (DES). Today, these two very viable programmes provide students with a lot of opportunities for educational advancement, and they also serve well the university in their revenue-generating capacities.

2. The degree programme in Industrial and Labour Relations (ILR) was designed under me by the Institute of Education at this period and was approved by the Senate to be jointly run with the Department of Sociology. That programme, too, is now highly patronized and is very much viable.
3. A very regular publication of the Institute of Education Journal: The Journal of Educational Focus, which, to date, remains one of the most reputable academic journals in this University and beyond.

Next, I became the Dean of the Faculty of Education between 2001 and 2003. To the glory of God, the following modest achievements were recorded under me:

1. The ranking by the National Universities Commission (NUC), of our own Olabisi Onabanjo University Faculty of Education, as the best Faculty of Education in Nigeria.
2. The unanimous provision, to the Faculty, of two gigantic ultra-modern buildings, by the university, via the Education Tax Fund (ETF).
3. The historic movement of the Faculty to the new buildings at the Main Campus here. Believe me, the two imposing buildings transformed the Faculty to a cynosure of admiration par excellence. The Faculty is indeed grateful to the university administration for the wonderful treat.
4. The re-inauguration of a highly powerful Faculty of Education Advisory Council, strong enough to have two members functioning very well at the University Joint Advisory Council (JAC).

5. The procurement, for the Faculty, of a brand new air-conditioned 18-seater Toyota Hiace bus, through donations from the Faculty Advisory Council members, and heavily subsidized by the University. We are very much appreciative to the Advisory Council members and the University for this.
6. The successful publication of the first Faculty of Education Post-Graduate Handbook.
7. Also, under my humble self as the Dean, the Faculty of Education was the first Faculty in the University to actualise the University-encouraged Faculty level linkage with Lagos State University (LASU). The linkage is yielding some good dividends. In fact, based on this academic relationship, some of our colleagues from Lagos State University Faculty of Education are present here for this lecture.

Mr. Vice-Chancellor, for this inaugural lecture, I have chosen the topic: PREMIUM ON AFFECTIVE EDUCATION: PANACEA FOR SCHOLASTIC MALFUNCTIONING AND ABERRATION. To do justice to the topic, I shall run through the following outline:

1. Introduction
2. The definition of Terms
3. The incidences of Scholastic Malfunctioning and Aberration.
4. The Height of Scholastic Aberration
5. (i.) Causes of Scholastic Malfunctioning
(ii.) Causes of Scholastic Aberration
6. Implications of the two phenomena on the child, the family and the society.
7. Justification for Affective Education
8. Facilitating Affective Education
9. Recommendations
10. Conclusion

1. INTRODUCTION

The importance of education in the development of individuals and the nation cannot be overemphasized. Education provides the means of propagating culture and spreading knowledge. The much-needed advancement in science and technology cannot be achieved without the right focus on education. Adesemowo (2000A) emphasized the fact that the political, social and economic life of a country is a reflection of the quality of education the individuals in that country are exposed to. Any failure in education, therefore, can lead to political, social and national failure. The indispensability of good quality education is succinctly spelt out in various portions of the National Policy on Education (1977, revised in 1981 and 1998):

(a) "In Nigeria's Philosophy of Education, we believe that education is an instrument of national development, ... education fosters the worth and development of the individual, for each individual's sake, and for the general development of the Society." p. 5

(b) "Education shall continue to be highly rated in the national development plans. Education is the most important instrument of change; any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution." p. 7

In discussing the importance of education to a nation, the paramount place occupied by the youth of the nation comes to mind. Peter and Austine (1988) remarked: "Nothing is more important to our society than the education of our youths." Much premium is placed on the training of the youths because they are the leaders of tomorrow. In addition to the much-needed adequate cognitive development, it is also pertinent that the right type of attitudes and values should be inculcated in the potential future leaders. It is therefore relevant to discuss issues connected with the

academic performance of our youths.

Some two to three decades ago, hard work, self-reliance, dignity, and discipline were still associated with success and brilliant academic achievements. At that time, poor academic performance, when it occurred was usually taken as a challenge to work harder and be more focused. Nowadays, the situation is quite different. Rather than work very hard and make some sacrifice to achieve success, "the corner cutting syndrome" is now so much in vogue that it has become a matter of great concern. Poor school performance, academic laziness and fraud have all teamed together to engender the gradual "culture of no learning" that is slowly but surely creeping into the Nigerian educational arena. Some students, right from the secondary school, sometimes supported and aided by some adults, including even parents, go to any length to procure marks and grades for which they have not worked. To an ordinary observer, the matter is very much alarming. To stakeholders in Education, the situation is both disheartening and disturbing.

Some questions rightly come to mind here: why has there been such a sharp departure from the past emphasis on enduring academic excellence to the present day emphasis on cheap and ephemeral success? Have the bulk of Nigerian youths, lost confidence in their own genuine ability and efforts? Are there no affective measures that can be injected to sanitize the educational system in order to make the achievement of many of our educational objectives a reality? We definitely must not behave like **Nero** who sat down playing at the harp while **Rome** was burning! It is my contention that a general re-orientation of attitudes and values would be necessary to redeem the present day poor educational image. This, then, is the subject matter of this lecture.

2. DEFINITION OF TERMS

A. Affective Education

Affective Education focuses on attitudes, values, interests, opinions, appreciation, emotional sets and behavioural patterns. Here, the emphasis is on the impact which these affective variables can have on the acquisition and use of knowledge. For instance, a positive attitude towards learning, or indeed towards any venture, can lay a solid foundation for success, whereas a negative attitude would slow down progress for such a venture. The amount of interest one has in an undertaking would spell the amount of energy expended on the task and the outcome of such a task. The individual's emotional set or frame of mind could make or mar the input and the output in any venture or learning task. One's value or appreciation counts immensely towards the worth or regard one attaches to a particular idea, belief or practice.

In providing means for classifying educational objectives, Bloom(1956) established three domains demanding attention: **the Cognitive domain** which refers to the knowledge imparted, **the Affective domain** which refers to the attitude and emotional state of the learner, and the **Psychomotor domain**: focusing on the motor skill development involved in learning. The focus of this lecture, however, is to highlight the indispensable support which the Affective domain can give to the Cognitive domain or the knowledge acquired, using the Nigerian educational scene as our point of reference.

B. Scholastic Malfunctioning

Scholastic Malfunctioning refers generally to all forms of poor academic performance, that is, any performance not up to the expected or specified standard. In most situations, and with respect to examinations, the specified levels of performance to be considered adequate would have been set or clearly determined.

For example, we talk of "cut-off points", "Pass Level", "Merit Level", etc. Scholastic Malfunctioning or poor academic performance is classified into two categories, based on the causes of the phenomenon:

- a. Under-achievement which occurs, when, for one reason or the other to be discussed later, the individual's performance is poorer than his natural endowment.
- b. Low Achievement, which occurs when the individual is performing poorly academically, but his achievement tallies with his potentiality or natural endowment.

C. Scholastic Aberration:

The Longman Dictionary of Contemporary English defines "Aberration" as a usually sudden change away from the habitual way of thinking or acting; from health to illness of the mind or feeling. "Scholastic Aberration" is used in this lecture to refer to any unwholesome move, bid or action aimed at gaining for oneself, marks, credit or any other academic advantages not worked for, but acquired through dubious means e.g. through examination malpractices of various types, leakages and alteration of scores, consequent upon the offer of food, drinks, money, gifts and other material items, commodities, services, titles and other rare favours including undue sexual generosity etc. The normal practice is for a student to work very hard at his/her studies and be psychologically proud of his/her self-acquired achievement. Any action contrary to self-acquired achievement in academic work is hereby termed "scholastic aberration".

3. THE INCIDENCES OF SCHOLASTIC MALFUNCTIONING AND ABERRATION

Mr. Vice-chancellor, for this section, pertinent data from three National Examination bodies are presented.

- (a) The West African Examinations Council (WAEC) that had

handled major examinations in this country since 1952.

- (b) The National Examinations Council (NECO) established in 1999 to complement the work of WAEC.
- (c) The Joint Admissions and Matriculation Board (JAMB) which, by Decree No 2 of 1978, was established to handle the University Matriculation Examinations (UME) and the Direct Entry admissions into universities. JAMB, however, also commenced handling admissions into polytechnics and colleges of education in July 1991.

Consequent upon the cumbersome nature of the data, two subjects, English Language and Mathematics, have been chosen as our point of reference for both WAEC & NECO. English Language is a compulsory subject for all students seeking admissions into universities while Mathematics is compulsory for students in the Pure and Social and Management Sciences. For JAMB, however, overall scores have been used. Tables 1- 9 (below) presents the results.

Please, Note the following regarding the tables:

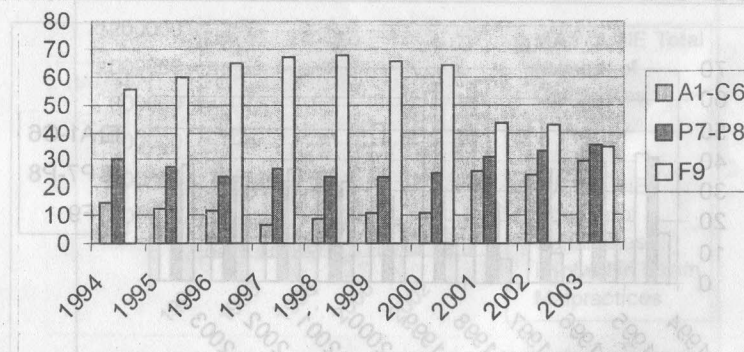
1. The high rate of failure in each of the examinations:
 - Large numbers score P7 and below, in both WAEC and NECO examinations, meaning that these are not university materials since a minimum of C6 would be required for any university admission.
 - For JAMB, the candidates scoring below 200 (that is, half of maximum mark: 400) are as high as 89.89% in 2000/2001!
2. There are incidences of malpractices for all examinations and all the years.
3. The rate of cancellation due to examination malpractices increased over the years.
 - For NECO, the malpractices rate rose from 0.37% in 2000 to 6.44 in English and 7.55 in Mathematics in 2005.

- For JAMB, malpractices rate increased from 2.42% in 1998/1999 to 12.4% in 2002/2003 and 8.21% in 2003/2004.
- 4. With NECO, the performance rate is slightly better than WAEC; but a drop is noticed even in NECO in 2004 where the failure rate was higher than the pass rate.

TABLE 1
The West African Examinations Council (WAEC)
PERFORMANCE IN SENIOR SCHOOL CERTIFICATE
EXAMINATIONS: MAY/JUNE, 1994-2003
ENGLISH LANGUAGE

| YEAR | TOTAL NO OF CANDIDATES | CREDIT | PASS | FAIL |
|------|------------------------|----------|---------|-------|
| | | A1- C6 % | P7-P8 % | F9 % |
| 1994 | 524294 | 14.2 | 30.50 | 55.30 |
| 1995 | 464270 | 12.4 | 27.70 | 59.90 |
| 1996 | 516196 | 11.33 | 24.03 | 64.62 |
| 1997 | 618139 | 6.54 | 26.77 | 66.67 |
| 1998 | 636777 | 8.47 | 21.49 | 67.53 |
| 1999 | 757233 | 9.71 | 22.59 | 64.91 |
| 2000 | 531117 | 10.67 | 25.01 | 64.31 |
| 2001 | 1025027 | 26.07 | 30.91 | 43.02 |
| 2002 | 909888 | 24.57 | 32.81 | 42.61 |
| 2003 | 929271 | 29.03 | 34.45 | 33.81 |

FIGURE 1: GRAPHICAL REPRESENTATION OF TABLE 1 ABOVE

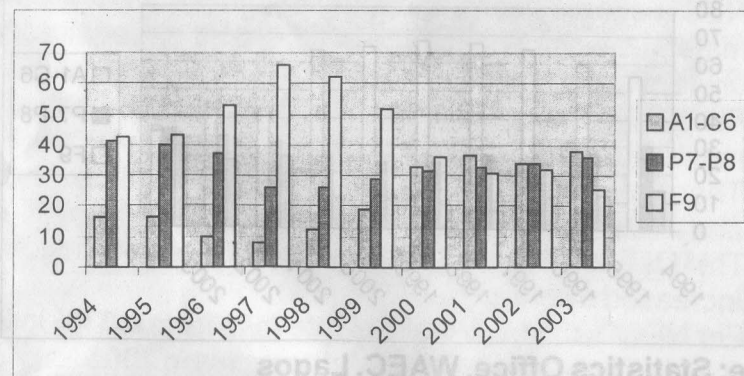


Source: Statistics Office, WAEC, Lagos

TABLE 2
The West African Examinations Council (WAEC)
PERFORMANCE IN SENIOR SCHOOL CERTIFICATE
EXAMINATIONS: MAY/JUNE, 1994-2003
MATHEMATICS

| YEAR | TOTAL NO OF CANDIDATES | CREDIT A1-C6 | PASS P7-P8 | FAIL F9 |
|------|------------------------|--------------|------------|---------|
| | | % | % | % |
| 1994 | 518118 | 16.10 | 41.50 | 42.40 |
| 1995 | 462273 | 16.50 | 40.20 | 43.30 |
| 1996 | 514342 | 10.01 | 37.07 | 52.92 |
| 1997 | 616923 | 7.65 | 26.18 | 66.16 |
| 1998 | 635686 | 11.14 | 25.01 | 61.50 |
| 1999 | 756680 | 18.25 | 28.08 | 50.35 |
| 2000 | 530074 | 32.79 | 31.09 | 36.11 |
| 2001 | 1040117 | 36.55 | 32.73 | 30.71 |
| 2002 | 908235 | 34.06 | 33.95 | 31.98 |
| 2003 | 926212 | 36.91 | 35.77 | 24.81 |

FIGURE 2: GRAPHICAL REPRESENTATION OF TABLE 2 (ABOVE)

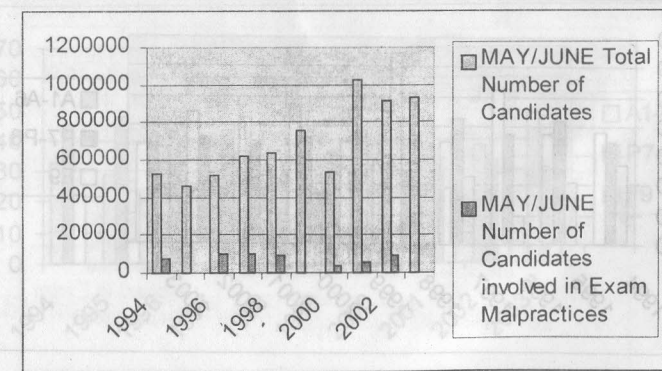


Source: Statistics Office, WAEC, Lagos

TABLE 3
The West African Examinations Council (WAEC)
EXAMINATION MALPRACTICES TRENDS IN SENIOR
SCHOOL CERTIFICATE EXAMINATIONS:
MAY/JUNE

| Year | Total Number of Candidates | Number of Candidates involved | % |
|------|----------------------------|-------------------------------|-------|
| 1994 | 524294 | 72516 | 13.83 |
| 1995 | 464270 | n/a | - |
| 1996 | 516196 | 99059 | 19.19 |
| 1997 | 618139 | 98278 | 15.90 |
| 1998 | 636777 | 88449 | 13.89 |
| 1999 | 757233 | n/a | - |
| 2000 | 531117 | 41053 | 7.73 |
| 2001 | 1025027 | 52112 | 5.08 |
| 2002 | 909888 | 95519 | 10.50 |
| 2003 | 929271 | n/a | - |

FIGURE 3: GRAPHICAL REPRESENTATION OF TABLE 3 (ABOVE)

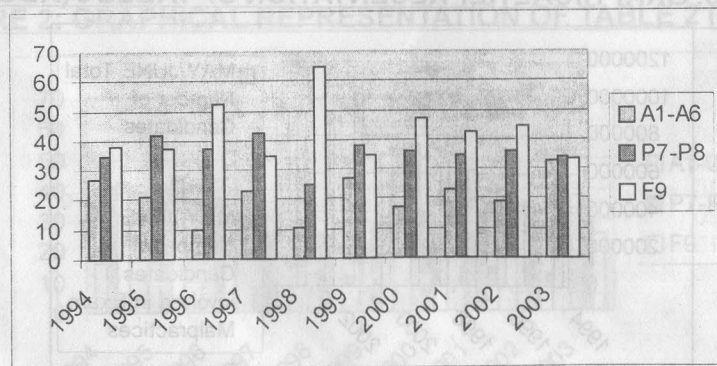


Source: Statistics Office, WAEC, Lagos

TABLE 4
The West African Examinations Council (WAEC)
PERFORMANCE IN SENIOR SCHOOL CERTIFICATE
EXAMINATIONS: NOV/DEC, 1994-2003
ENGLISH LANGUAGE

| YEAR | TOTAL NO OF CANDIDATES | CREDIT | PASS | FAIL |
|------|------------------------|--------------|------------|---------|
| | | A1 - C6 % | P7-P8 % | F9 % |
| 1994 | 468116 | 27.00 | 34.90 | 38.10 |
| 1995 | 386896 | 21.00 | 41.67 | 37.33 |
| 1996 | 345183 | 10.09 | 36.37 | 51.52 |
| 1997 | 441730 | 20.11 | 40.25 | 32.25 |
| 1998 | 689245 | 8.37 | 21.64 | 65.66 |
| 1999 | 499555 | 27.02 | 38.14 | 34.82 |
| 2000 | 850479 | 14.88 | 34.29 | 44.07 |
| 2001 | 866626 | 22.72 | 34.70 | 42.56 |
| 2002 | 966810 | 19.03 | 36.25 | 44.70 |
| 2003 | 528347 | 32.50 | 35.02 | 29.20 |

FIGURE 4: GRAPHICAL REPRESENTATION OF TABLE 4 (ABOVE)

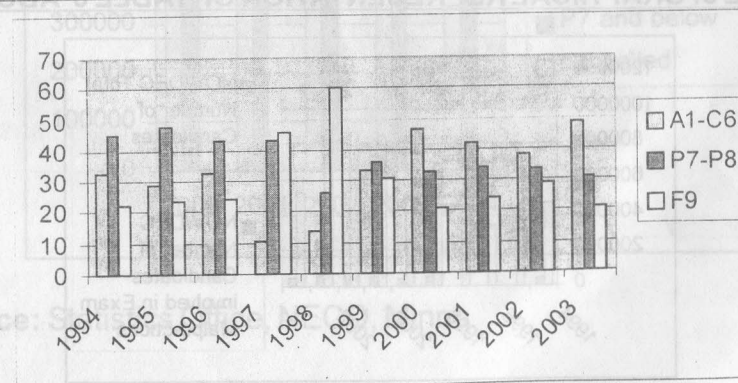


Source: Statistics Office, WAEC, Lagos

TABLE 5
The West African Examinations Council (WAEC)
PERFORMANCE IN SENIOR SCHOOL CERTIFICATE
EXAMINATIONS: NOV/DEC, 1994-2003
MATHEMATICS

| YEAR | TOTAL NO OF CANDIDATES | CREDIT | PASS | FAIL |
|------|------------------------|--------------|------------|---------|
| | | A1 - C6 % | P7-P8 % | F9 % |
| 1994 | 453884 | 33.00 | 44.90 | 22.10 |
| 1995 | 378548 | 29.00 | 47.47 | 23.51 |
| 1996 | 337767 | 32.62 | 43.36 | 24.01 |
| 1997 | 434111 | 9.65 | 40.30 | 41.93 |
| 1998 | 688400 | 10.96 | 24.59 | 59.94 |
| 1999 | 492587 | 33.09 | 36.06 | 30.83 |
| 2000 | 831728 | 46.10 | 31.53 | 19.97 |
| 2001 | 843982 | 41.55 | 34.13 | 24.30 |
| 2002 | 949139 | 37.67 | 33.69 | 28.63 |
| 2003 | 491365 | 48.3 | 29.39 | 21.59 |

FIGURE 5: GRAPHICAL REPRESENTATION OF TABLE 5 (ABOVE)



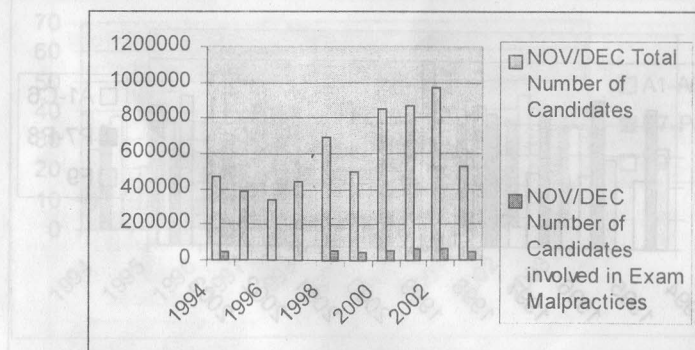
Source: Statistics Office, WAEC, Lagos

TABLE 6

**The West African Examinations Council (WAEC)
EXAMINATION MALPRACTICES TRENDS IN SENIOR
SCHOOL CERTIFICATE EXAMINATIONS:
NOV/DEC**

| Year | Total Number of Candidates | Number of Candidates Involved | % |
|------|----------------------------|-------------------------------|-------|
| 1994 | 468116 | 48489 | 10.36 |
| 1995 | 386896 | n/a | - |
| 1996 | 345183 | n/a | - |
| 1997 | 441730 | n/a | - |
| 1998 | 689245 | 58267 | 8.45 |
| 1999 | 499555 | 42740 | 8.56 |
| 2000 | 850479 | 54579 | 6.42 |
| 2001 | 866626 | 61287 | 7.07 |
| 2002 | 966810 | 63246 | 6.54 |
| 2003 | 528347 | 50428 | 9.54 |

FIGURE 6: GRAPHICAL REPRESENTATION OF TABLE 6 ABOVE



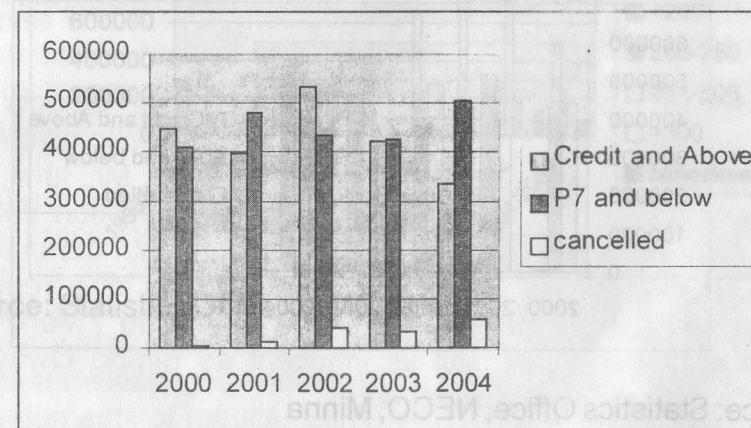
Source: Statistics Office, WAEC, Lagos

TABLE 7

**THE NATIONAL EXAMINATIONS COUNCIL (NECO)
PERFORMANCE IN SENIOR SCHOOL CERTIFICATE
EXAMINATIONS
ENGLISH**

| Year | Total No of Candidates | Credit | | P7 and below | | Cancelled% | |
|------|------------------------|--------|-------|--------------|-------|------------|------|
| | | No | % | No | % | No. | % |
| 2000 | 890339 | 447481 | 53.63 | 409556 | 46.00 | 3302 | 0.37 |
| 2001 | 889454 | 395807 | 44.5 | 481284 | 54.11 | 12363 | 1.39 |
| 2002 | 1005823 | 533086 | 53.00 | 432504 | 43.00 | 40233 | 4.00 |
| 2002 | 879584 | 421057 | 47.87 | 424488 | 48.26 | 34039 | 3.87 |
| 2004 | 898379 | 336842 | 37.40 | 503672 | 56.06 | 57865 | 6.44 |

FIGURE 7: GRAPHICAL REPRESENTATION OF TABLE 7 (ABOVE)

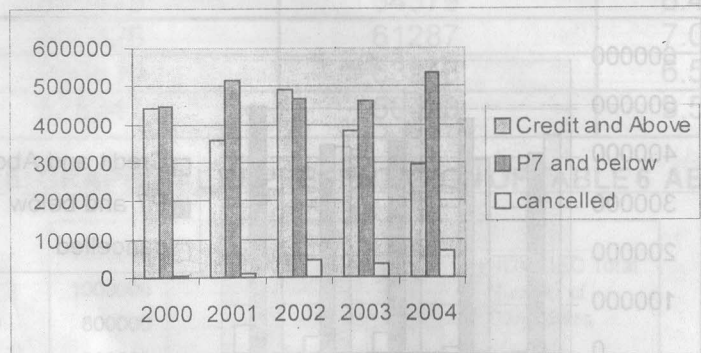


Source: Statistics Office, NECO, Minna

TABLE 8
THE NATIONAL EXAMINATIONS COUNCIL (NECO)
PERFORMANCE IN SENIOR SCHOOL CERTIFICATE
EXAMINATIONS
MATHEMATICS

| Year | Total No of Candidates | Credit | | P7 and below | | Cancelled% | |
|------|------------------------|--------|-------|--------------|-------|------------|------|
| | | No | % | No | % | No. | % |
| 2000 | 890339 | 441867 | 49.63 | 445160 | 50.00 | 3302 | 0.37 |
| 2001 | 884556 | 358334 | 40.51 | 515608 | 58.29 | 10614 | 1.20 |
| 2002 | 1003000 | 491470 | 49 | 467398 | 46.60 | 44132 | 4.40 |
| 2003 | 884144 | 383454 | 43.37 | 464174 | 52.5 | 36516 | 4.13 |
| 2004 | 898379 | 294648 | 32.8 | 535889 | 59.65 | 67842 | 7.55 |

FIGURE 8: GRAPHICAL REPRESENTATION OF TABLE 8 (ABOVE)

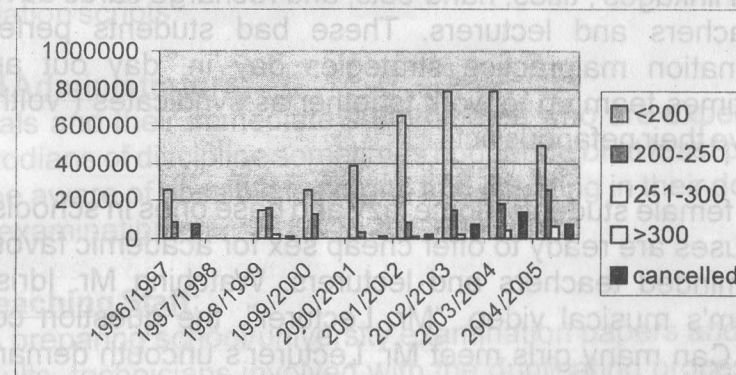


Source: Statistics Office, NECO, Minna

TABLE 9
JOINT ADMISSIONS AND MATRICULATION BOARD
UME RESULTS

| Year | Total No of Candidates | <200 | | 200-250 | | 251-300 | | >300 | | Cancelled | |
|-----------|------------------------|--------|-------|---------|-------|---------|------|------|-------|-----------|------|
| | | NO. | % | NO. | % | NO. | % | NO. | % | NO | % |
| 1998/1999 | 337524 | 149697 | 44.35 | 158243 | 46.88 | 21384 | 6.33 | nil | nil | 8197 | 2.42 |
| 1999/2000 | 403325 | 262865 | 65.17 | 129799 | 32.18 | 4747 | 1.17 | nil | nil | 5194 | 1.46 |
| 2000/2001 | 429128 | 385757 | 89.89 | 29603 | 6.89 | 2658 | 0.61 | 37.0 | 0.008 | 11073 | 2.58 |
| 2001/2002 | 779224 | 656686 | 84.27 | 90345 | 11.59 | 7879 | 1.01 | 18 | 0.002 | 24296 | 3.11 |
| 2002/2003 | 1037996 | 786560 | 75.77 | 154347 | 14.86 | 26011 | 2.51 | 258 | 0.02 | 70820 | 6.82 |
| 2003/2004 | 1155327 | 787343 | 68.14 | 179004 | 15.49 | 44986 | 3.89 | 668 | 0.05 | 143326 | 12.4 |
| 2004/2005 | 893772 | 491222 | 54.96 | 262769 | 29.4 | 65415 | 7.31 | 10 | 0.001 | 74356 | 8.21 |

FIGURE 9: GRAPHICAL REPRESENTATION OF TABLE 9 (ABOVE)



Source: Statistics Office, JAMB, Abuja.

4. THE HEIGHT OF SCHOLASTIC ABERRATION

Let me remind us that scholastic aberration is used in this lecture to refer to the receipt or giving of any academic favour e.g. scores, grades, admissions, merit etc for which the recipient is not due. The roles played by the various 'dramatis personae' in the 'game of aberration' are discussed below:

Students:

Some lazy and non-focussed male students are ready to offer money and other essential commodities like rice, petrol, tyres, car spare parts, reduced rates of purchasing these and other items, and 'useful linkages'; titles, hand-sets, and recharge cards advantages to teachers and lecturers. These bad students perfect their examination malpractice strategies day in, day out and they sometimes team up to work together as syndicates ("volthron") to achieve their nefarious act.

As for female students, some lazy and base ones in schools and on campuses are ready to offer cheap sex for academic favours from filthy-minded teachers and lecturers. Watching Mr. Idris Abdul-Kareem's musical video, "Mr. Lecturer", the question comes to mind: Can many girls meet Mr. Lecturer's uncouth demands with some resistance like Bimbo Owoyemi did as she repeatedly responded: "Excuse me, sir, I don't know what to do"? Many female students, however, are still as innocent as Bimbo Owoyemi is purporting to be in that musical video.

Teachers and Lecturers:

Some bad eggs among male teachers and lecturers sometimes demand either overtly or covertly, for some items in order to procure leakages, pass marks, better grades and admissions. Can female teachers and lecturers, too, be exonerated from these hideous

practices? This is a million-dollar question, indeed. Actually, regarding the male lecturers, the other side of the coin needs be examined. Sometimes, young male lecturers too, complain to be lured, and tempted and harassed by sophisticated and sexually experienced female students! In this regard, many have queried the motive behind some female students' half-naked manner of dressing to lecture rooms.

Some teachers, especially during final examinations in secondary schools, are said to have been "settled" to connive at allowing cheating to thrive, instead of invigilating properly. Some unscrupulous lecturers too are sometimes said to enjoy some 'settlement' so as to be "lenient" with students when marking their examination scripts.

School Administrators:

Principals and their immediate subordinates who are expected to be custodians of discipline sometimes cooperate or at least pretend not to be aware of possible leakages and cheating in their domains during examinations.

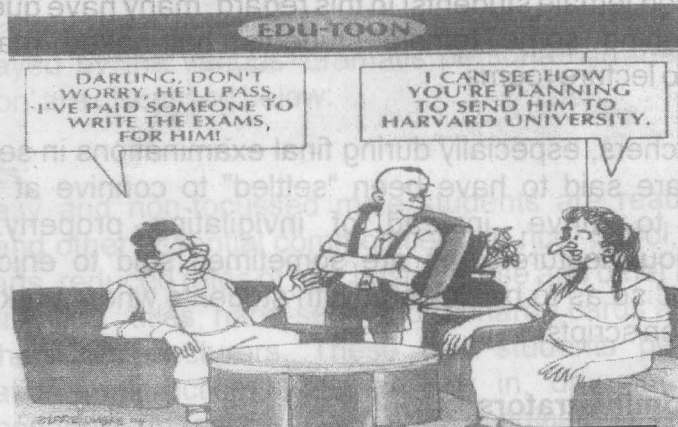
Non-Teaching Staff:

Typists preparing school/university examination papers and typing out results, technicians involved with the duplicating processes of question papers, and the security personnel hired to watch the movement of students during examinations sometimes "cooperate" to perpetrate leakages and cheating. When preparing result sheets and statements of results, dishonest typists sometimes purposely type out 27 as 72, 26 as 62, 38 as 83, P7 as A1 and P8 as A2, all under the pretence of the "typers' devil"!

Parents:

Some insecure parents sometimes provide their children money for 'Orijo' or 'Expo' (leaked-out examination papers) or to perpetrate

other examination malpractices. Some are even said to use their connections to influence their children's results, or hire 'mercenaries' to write examinations for their wards. The cartoon below speaks for itself.



Source: THE PUNCH, FRI, FEB 4th 2005, P38

We are all aware of the great menace caused by irregularities involved in school and national examinations. So great has been the menace that the Federal Government of Nigeria on the 10th of May, 1999 promulgated "Examination Malpractices Decree 99" stipulating stiff punishments for various forms of the offence. Specifically, the decree provides for a fine of one hundred thousand Naira (N100000.00) or three years imprisonment if the culprit is 18 years old, and four years imprisonment, with no option of fine, if the culprit is above 18 years.

The Sogbesan Commission of Inquiry was set up in 1977 to investigate the wide spread leakage of question papers for the West African School Certificate Examinations that year. Among other things, the Commission reported that WAEC was overloaded and

therefore recommended that the workload of WAEC be drastically shelved to other examination bodies to be set up. The birth of The National Examinations Council (NECO) in 1999 could be traced partly to this reason.

Unfortunately, the creation of NECO did not stop the ugly practice. In a press briefing on the release of 2002 SSCE result, appearing in THE GUARDIAN of Monday, 18th November, 2002, the Registrar/Chief Executive of NECO, Prof Dibu Ojerinde remarked:

"The highest area of cancellation of results (due to examination malpractice) was in Mathematics and English Language at the rate of 4.4% and 4.0% respectively. Examination malpractice is probably the greatest challenge we have to contend with. Unfortunately, it is no longer a desperate candidate's affair. School teachers and even principals are now involved in the perpetration of this vice. We have seen laws made concerning examination malpractice. Yet the crime appears on the increase.

Some supervisors recruited and paid by us appear to be working against us! This is not to talk of syndicates that now exist among even private school operators and others that have committed themselves to trafficking in examination-related materials. At times, even parents, other relations and communities are involved in this nefarious business" p. 31

In the same type of Press briefing given on the release of the 2004 SSCE result, the NECO Chief Executive concluded:

"We shall not leave any stone unturned in our bid to combat the menace of examination malpractice. We are therefore appealing to all Nigerians to see this war as one that is to be won at all cost. The co-operation of all is therefore strongly solicited in the interest of our fatherland." P. 42

In recent times, five characteristics of the unwholesome practice become worrisome:

- i. The high frequency of occurrence.
- ii. The tenacity of pursuance and the recent globalised fine-tuning of strategies.
- iii. The noticed absence of the age-long sense of remorse among many culprits when caught.
- iv. The popularity, spread and patronage given to examination malpractices among students of varying intellectual abilities.
- v. The support sometimes given by some insecure parents, unscrupulous teachers and lecturers, school administrators and non-teaching staff.

These characteristics are new and dangerous dimensions in examination malpractices and they are therefore viewed as an aberration.

Mr. Vice-Chancellor, before proceeding to recommend Affective Education as an antidote to the problems painted above, let us consider briefly the causes and implications of both Scholastic Malfunctioning and Scholastic Aberration.

5(i). CAUSES OF SCHOLASTIC MALFUNCTIONING

A. The Society

The type of Society where the child grows will have some impact on the educational facilities available and on his intellectual development.

- i. Uneven distribution of resources based on the existence of high, middle and low classes within the society would affect

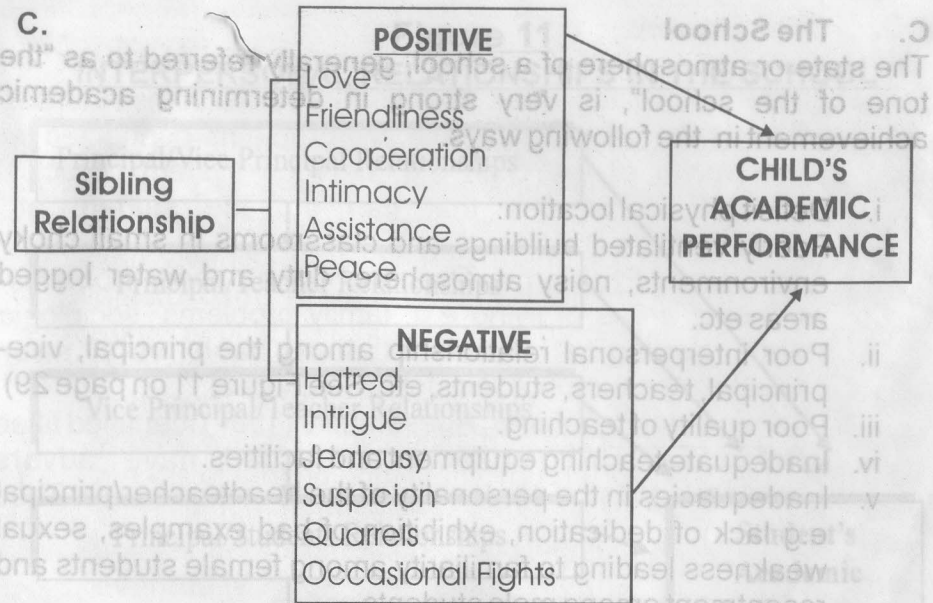
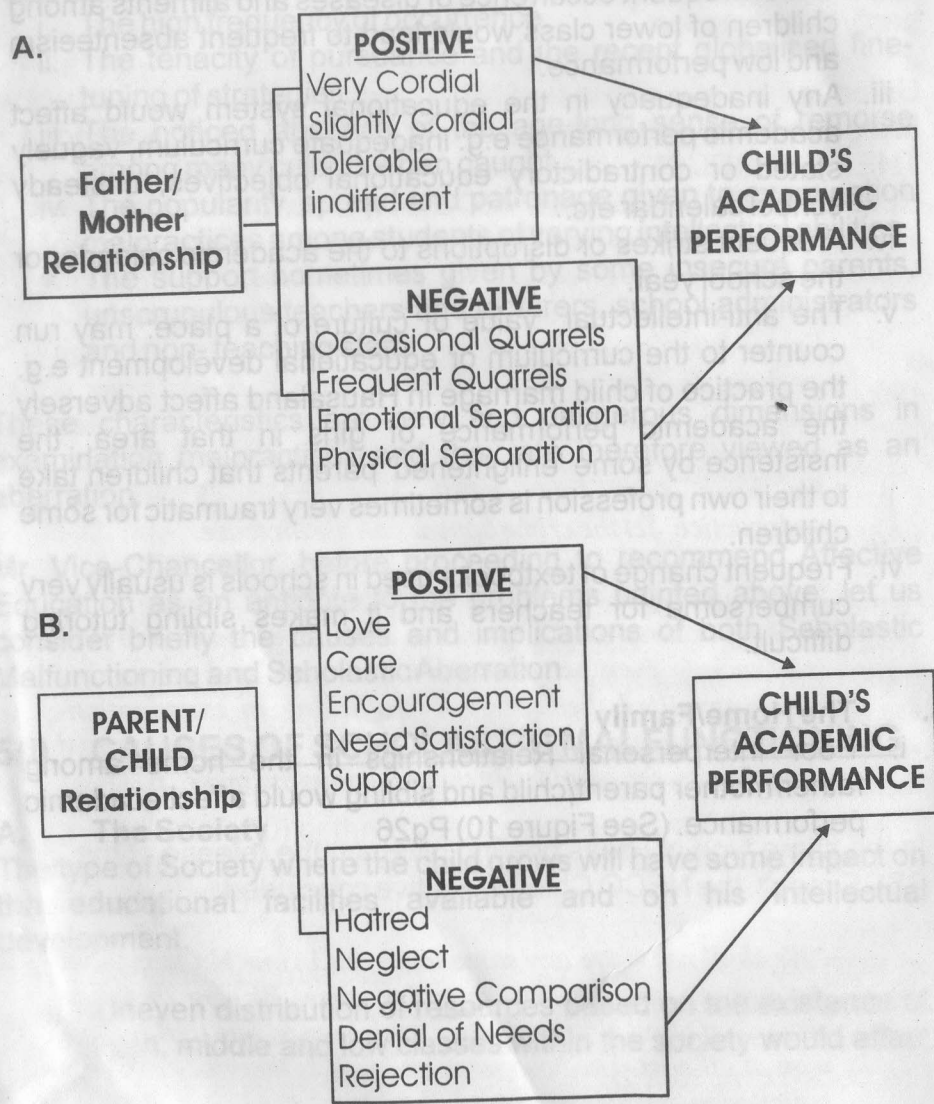
the quality of educational facilities available.

- ii. Medical Facilities too, would differ from social class to social class. Frequent occurrence of diseases and ailments among children of lower class would lead to frequent absenteeism and low performance.
- iii. Any inadequacy in the educational system would affect academic performance e.g. inadequate curriculum, vaguely stated or contradictory educational objectives, unsteady school calendar etc..
- iv. Frequent strikes or disruptions to the academic calendar or the school year.
- v. The anti-intellectual value or culture of a place: may run counter to the curriculum or educational development e.g. the practice of child marriage in Hausaland affect adversely the academic performance of girls in that area; the insistence by some 'enlightened' parents that children take to their own profession is sometimes very traumatic for some children.
- vi. Frequent change of textbooks used in schools is usually very cumbersome for teachers and it makes sibling tutoring difficult.

B. The Home/Family

- i. Poor Interpersonal Relationships in the home among father/mother parent/child and sibling would affect academic performance. (See Figure 10) Pg26

FIGURE 10
POSSIBLE INTER-PERSONAL RELATIONSHIPS IN THE HOME



Source: Adesemowo (2005)

In a study done in 1999, Adesemowo and Adekoya (1999) found that subjects from intact homes were more superior in cognitive development than those from broken homes.

Other factors affecting academic performance are:

- i. Lack of cognitive stimulation in the home
- ii. Poor nutritional or medical facilities
- iii. Non-provision of material needs
- iv. Segregation within the family
- v. Exposure to religious or political prejudice

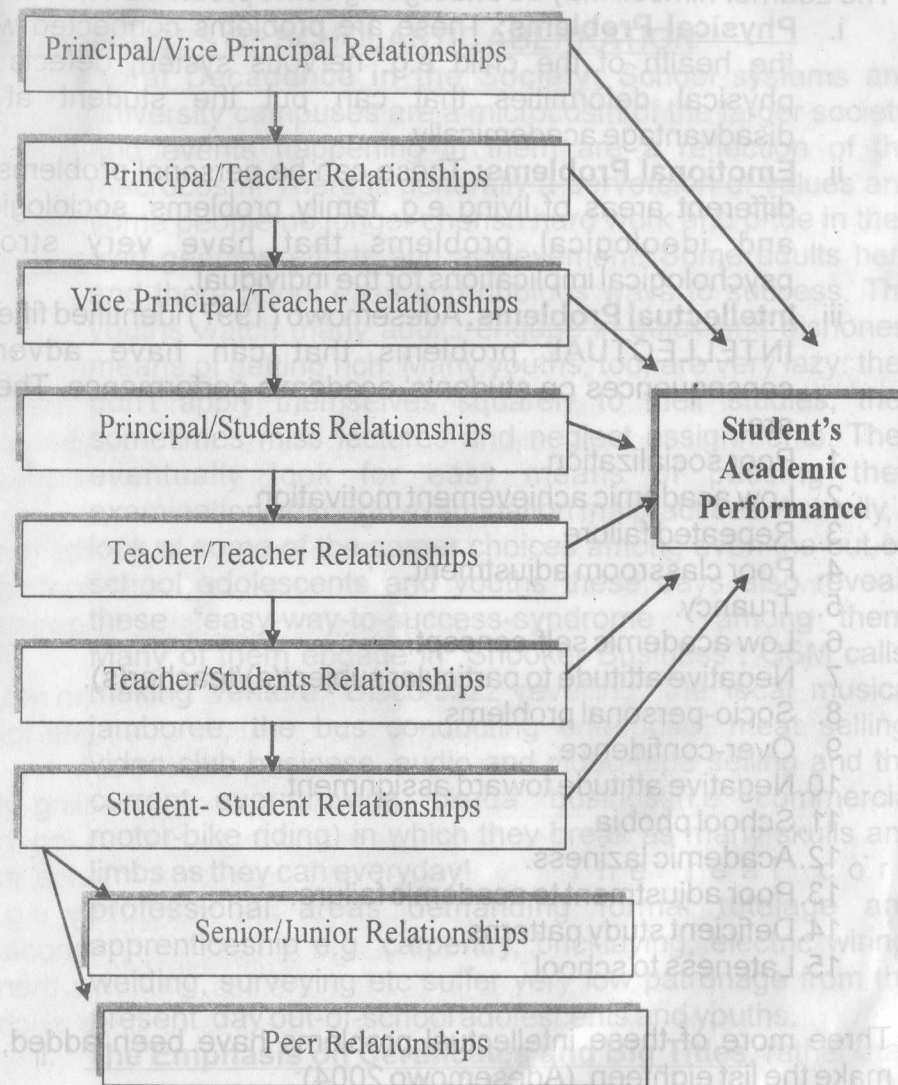
Source: Bakare (1978)

C. The School

The state or atmosphere of a school, generally referred to as "the tone of the school", is very strong in determining academic achievement in the following ways.

- i. Deficit physical location:
Poorly ventilated buildings and classrooms in small choky environments, noisy atmosphere, dirty and water logged areas etc.
- ii. Poor interpersonal relationship among the principal, vice-principal, teachers, students, etc. See Figure 11 on page 29)
- iii. Poor quality of teaching.
- iv. Inadequate teaching equipment and facilities.
- v. Inadequacies in the personality of the headteacher/principal e.g lack of dedication, exhibition of bad examples, sexual weakness leading to familiarity among female students and resentment among male students.
- vi. Poor school discipline.

Figure 11
INTERPERSONAL RELATIONSHIPS IN THE SCHOOL



Source: Bakare (1978)

D. The Student

The Learner himself may be undergoing some problems such as:

- i. **Physical Problems:** These are problems connected with the health of the child e.g. nervous system defects or physical deformities that can put the student at a disadvantage academically.
- ii. **Emotional Problems:** These can be personal problems in different areas of living e.g. family problems, sociological and ideological problems that have very strong psychological implications for the individual.
- iii. **Intellectual Problems:** Adesemowo (1997) identified fifteen INTELLECTUAL problems that can have adverse consequences on students' academic performance. These are:
 1. Poor socialization.
 2. Low academic achievement motivation.
 3. Repeated failure.
 4. Poor classroom adjustment.
 5. Truancy.
 6. Low academic self-concept.
 7. Negative attitude to particular subject(s)/teacher(s).
 8. Socio-personal problems.
 9. Over-confidence.
 10. Negative attitude toward assignment.
 11. School phobia.
 12. Academic laziness.
 13. Poor adjustment to academic failure.
 14. Deficient study patterns.
 15. Lateness to school.

Three more of these intellectual problems have been added, to make the list eighteen. (Adesemowo 2004):

16. Examination anxiety.

17. Memory failure.

18. Bad note-taking.

5(ii.). CAUSES OF SCHOLASTIC ABERRATION

i. **Moral Decadence in the Society:** School systems and university campuses are a microcosm of the larger society, and events happening in them are a reflection of the macrocosm. There is generally a perversion of values and some people no longer cherish hard work and pride in their own genuine efforts and achievement. Some adults here and there adopt easy and dubious ways to success. The youths watch many adults engage in quick and dishonest means of getting rich. Many youths, too, are very lazy: they don't apply themselves squarely to their studies; they sometimes miss lectures and neglect assignments. They eventually look for easy means of passing their examinations through examination malpractices. Actually, a look at some of the career choices among even the out-of-school adolescents and youths these days also reveals these "easy-way-to-success-syndrome" among them. Many of them engage in "Snooker Business", GSM call-making venture, Disco-Jazz revelling, the local musical jamboree, the bus conducting enterprise, meat selling, video club business, audio and video-tape selling and the current ever-growing 'okada' business (i.e. commercial motor-bike riding) in which they break as many skulls and limbs as they can everyday! The real core professional areas demanding formal tutelage and apprenticeship e.g. carpentry, bricklaying, electric wiring, welding, surveying etc suffer very low patronage from the present day out-of-school adolescents and youths.

ii. **The Emphasis on Certificates and Big Titles**, rather than

the worth of the individual, has infected the youths who then want desperately to obtain certificates.

- iii. **Low Academic Achievement Motivation:** There is generally dampened morale among the students because of widespread unemployment among the school leavers; even graduates are not exempted. Consequently, many have dropped out of schools; those who remain possess very low motivation to work hard, and they quickly welcome any dubious way of obtaining the certificate.
- iv. **Loss of Identity:** With urbanization and industrialization, the strong attachment to the family name and reputation is being gradually eroded, as many feel 'lost' in city life.
- v. **Poor Reading Culture:** It has been observed that youths and even adults possess very poor reading culture. They do not show interest in reading and fact-finding. To make academic success, students must possess the urge to read and become very knowledgeable, not only in their subject areas but also in other broad-based areas.
- vi. **Peer Group Influence:** Some adolescents and youths get involved in nefarious acts e.g. drug taking, examination malpractices, truancy etc because their friends are engaged in such acts.
- vii. **Poor/Inadequate Learning Facilities:** More often than not, the learning facilities available are usually inadequate for the teeming population of students making use of them.
- viii. **Poor Pedagogical Method:** Poor instructional handling of some subject/courses by teachers and lecturers has led to some students' lack of interest and poor performance in such subjects. When such subjects are mandatory e.g. Mathematics and English Language in secondary schools and compulsory courses in the universities, students then plan some examination cheating strategies to pass such subjects/courses, by all means.

- ix. **Inadequate Supervision by Parents/Guardians:** Some parents are too busy to give the much-needed guidance and support. Many problems that make students end up cheating at examinations can be nipped in the bud, if detected early.

6. IMPLICATIONS OF THE TWO PHENOMENA

A. On the Individual/the Student

- i. The students' self-concept would be damaged
- ii. Waste of time, money, efforts and energy would be involved
- iii. The students' morale and incentives would be dampened
- iv. High-level frustration can set in. The Daily Sketch of October 28th, 1984 reported the case of a student who committed suicide after repeated failure.
- v. The student would have poor classroom interaction.
- vi. Low academic achievement motivation may set in.
- vii. The student may be afflicted by impaired personal adjustment.

B. On the Family

- i. Waste of the families' economic resources is involved
- ii. Worry and anxiety about the placement of the students set in. Adesemowo and Adenuga (1998) found that failure to realize their dreams leads to anxiety and aggression in some parents.
- iii. Parents are disappointed. Nagging, sometimes beating, making of negative comparison, denial of material and psychological needs and sometimes parental rejection of the child take place.
- iv. There is the fear of possible lowering of the family social status.

C. **On the Nation**

- i. **Social Implications:** There would be poor social standard and poor quality of life generally.
- ii. **Economic Implications:** Waste of human resources and inadequacy of well trained qualified manpower to move the nation's economy forward.
- iii. **Political Implications:** The nation's political development would be hampered. There would be a proliferation of half educated individuals, misgovernment, embezzlement, bitter politics of intrigue and calumny.
- iv. **Moral values** would be low and perverted as some of the half- educated drop-outs may engage in criminal and evil activities.
- v. Scientific and technological advancements would be necessarily slowed down.

7. **JUSTIFICATION FOR AFFECTIVE EDUCATION**

Affective Education would ensure that the individual does not acquire Certificate Education alone but that he is proud of his achievements and identifies so much with them that he shuns the embarrassment arising from the inability to defend his certificate.

In contrast with what obtained in the past, two other factors in recent times make Affective Education or psychological support imperative within our educational setting:

- i. The early or sometimes immature age at which children enter and complete each segment of our education or enter the job market now, unlike in the past when a child of eight was not even ripe for school.
- ii. The early age at which children these days attain

adolescence, a period usually referred to as that of "storm and stress", with rapid physical, mental, social and sexual growth.

- iii. The impacts of urbanization, industrialization and sophistication have eroded the good advantage of family ties and communal life. In the book "African Child", to mark the departure of Camara Laye from the countryside to study in Conakry, "representatives of all classes of society had to attend the feast, ... and we all shared the pain of parting" (p. 114). So, he went as a representative of his community whom he must never disappoint. In the city, he worked very hard at his studies and he was neither afflicted by Scholastic Malfunctioning nor infected by Scholastic Aberration.

Nowadays, individuals get immersed in city life and get lost in the "madding crowd". Mr. Vice-Chancellor, I wish to recommend that the cognitive education doled out must be spiced and supported with Affective Education to engender the much-needed redemption.

8. **FACILITATING AFFECTIVE EDUCATION**

In providing the much-desired Affective Education, the indispensability of Guidance and Counselling must be underscored. Both the multi-potential and the academically weak students require some form of psychological support for which the subject teachers and lecturers are too busy. Achievement is greatly enhanced and better channelled when there is proper guidance. As far back as 1969, Fafunwa opined, "A good educational system is one which as built in guidance systems"

Trained Counsellors are professionally equipped to give useful affective touches which will identify and harness effectively students' interests, abilities, aptitudes, values and efforts in order to

maximize performance. Also, to combat **Scholastic Malfunctioning**, the student would acquire effective learning techniques which would make them strong academically to face, with confidence, the impending academic rigour.

Regarding **Scholastic Aberration**, better academic performance obtained through Guidance and Counselling would definitely assist students to face examinations on their own rather than getting involved in examination malpractices. After all, if there is easy availability of the item a thief usually steals, he may begin to see the worthlessness of stealing. Therefore, it is my recommendation that students should be exposed to Guidance and Counselling facilities in schools and Mr. Vice Chancellor Sir, the next section discusses the various forms of Affective Education provided by Guidance and Counselling.

(i) Study Skills Training: Many students either do not study enough or lack the knowledge of effective study techniques. Adesemowo (1990;1999) discovered substantial improvement in the comprehension and general cognitive skills of students taught to use the SQ3R and Summarization study techniques. Also, the result of another relevant research showed that students with deficient study habits were more prone to test anxiety (Adesemowo, 1999). Students can be taught how to procure and use well-planned study timetables and well-managed, stimulus-controlled or suitable study environment.

(ii) Effective Management of Educational Problems: Sometimes students are bogged down by educational problems, eighteen of which had already been mentioned in this lecture. The Counsellor assists the students to get over such problems.

(iii) Achievement Analysis: Some students wade successfully through their academic career without much of psychological prop. With many, however, there is need to provide support. For such students, there would be the need to undertake frequent

achievement analyses of their performance so as to know how to assist them further. In doing this, the counsellor is merely taking a cue from a basic primordial occurrence: the creation of the world. When God Almighty created the whole world for seven days, He undertook seven times the achievement analyses of His work. In Genesis, Chapter 1 verses 4,10,12,18,21,25 & 31, God viewed His handiwork at every stage "... and God saw that it was good."

(iv) The Use of Psychological Diagnosis: Depending on the student's problems, standardized tests containing concise statements are administered on him/her. The student's responses to such statements would enable the psychologist to gather objective data about him. Using the manual, such tests are scored and interpreted to know the appropriate steps to take to help the client. There are many foreign and local tests for various purposes. Listed below are three psychological tests designed by this inaugural lecturer: Adesemowo (1997)

- i. Educational Problems Checklist (EPC) and its manual
- ii. The Self Concept Scale (SCS) and its manual
- iii. The Academic Achievement Motivation Inventory (AAMI) and its manual.

(v) Orientation Programmes: The first few days can be traumatic for any newcomer into an unfamiliar environment. The foundation for failure may well be laid if students miss some vital information during orientation programmes. Adesemowo and Eweniyi (2000B) reported that orientation is an important tool to resolve any impending fear and anxiety in the minds of new entrants to Colleges and Universities.

(vi) One-to-one Counselling Sessions: These are held with self-referred clients or those referred by other school personnel in order to handle emotional, educational, socio-personal and psycho-social problems that can prevent students' success. The relevant

counselling techniques would be employed to handle the problems e.g. Carl Rogers' Client Centred Therapy, Albert Ellis' Rational Emotive Therapy (RET), Behaviour Therapy including the use of reinforcement and Systematic Desensitisation. The Counselling session is usually recorded for possible future use for the students.

(vii) Vocational Guidance: Adequate vocational preparation would ensure good future career reward. There should be guided choice of subjects relevant to proposed future careers. Of immense benefit are career talks from professionals, career day, career exhibition and career trips. There is usually some emphasis on the need to diversify and embrace flexibility, adaptability, and self-sufficiency in career orientation. Adesemowo(1991), however, found that majority of the subjects used for a study were 'rarely' or 'never' exposed to any career programmes.

(viii) Group Counselling: The counsellor sometimes organises group counselling sessions to tackle, with students, problems such as: lateness, time wasting, aggression, noise making, fighting, bullying, lack of seriousness, lack of focus, and poor study habits.

(ix) Value Clarification: We, counselling psychologists, see the need for students and other individuals to clarify their values from time to time. During seminars and group counselling sessions, emphasis is put on the importance of education as a source of enlightenment, knowledge and power. Examples and role modelling of good people in the society would be given to point out the special advantages of education. Symposia and write-ups in the daily newspapers would stress the joy and pride of self-made achievement. Biographies of honest achievers are usually made available for students to read in the counselling room.

(x) Morale Boosting: More than ever, the need now arises to boost students' academic morale and improve their academic achievement motivation. Adequate reinforcement should be given them when any achievement is made and they should be encouraged to work harder when their performance falls short of expectation. At Parents Teachers' Association (PTA) meetings and Parent's Forum, the counsellor should analyse to parents the evil effect of nagging, denials and negative comparison when their children or wards perform poorly. Such taunts are morale dampening and counter-productive as students may then seek for socially disapproved way of passing their examinations in order to impress parents and neighbours. Counsellors would teach students how to use determined self-verbalization and positive self-statements to increase their determination to succeed through their own genuine efforts.

(xi) Contact with Parents: Parents occupy very significant position in their children's academic pursuit and life generally. Makinde (1977) reported that parents rank very high among the people, other than counsellors, in whom students confide when they have problems. There is, therefore, the great need to counsel parents. After all, Adesemowo (1998B) discovered that majority of parents perceived Guidance and Counselling positively.

(xii) Information Dissemination: An uninformed person's chance to success is limited, and he is prone to misinterpretation and confusion. Right from the secondary schools, students should have uninhibited access to necessary and up-to-date information. The Counselling Bulletin boards are usually erected at strategic points. The counsellor weeds and replenishes the board from time to time to up-date it and sustain students' interest. Cuttings from national newspapers and some educative magazines are made available at

the counselling unit for students to read and up-date their stock of information. The Internet can also be harnessed to pass across information to the modern age youths.

(Xiii) The Cumulative Record Folders (CRF): This represents a form of data bank containing details of students' biography, his family background, academic performance information, his affective make-up, his psycho-motor status, his health, his interests, his future career plans, his hobbies, sporting activities, scholastic honours, his special endowments, his weaknesses etc. Adesemowo (1997B) designed a special Cumulative Record Folder for counsellors' use.

9. RECOMMENDATIONS

i. Provision of Adequate Guidance and Counselling Facilities:

Mr. Vice-Chancellor, Sir, we have listened to how Affective Education, provided basically through Guidance and Counselling can give the students needed academic empowerment to combat both scholastic malfunctioning and scholastic aberration. Therefore, the provision of guidance and counselling right from primary school to the university level is hereby recommended. At present, counselling facilities exist minimally in secondary schools only. Even then, those available are either too few to satisfy the needs of the teeming population of students or they are made to do part-time counselling and part-time teaching. The ideal counsellor/counselee ratio recommended by the Counselling Association of Nigeria (CASSON) is 1 to 300. To reap the full benefits of counselling discussed above, more counsellors should be trained and allowed to engage in full time counselling.

The counselling units in the universities should be adequately equipped to cater for the psychological needs of every bonafide student in order to maximize achievements. Seminars and

symposia should be periodically organised among students on topics such as:

- "Making Success of One's Academic Career"
- "Useful Hints on how to Prepare for and Pass Examinations"
- "Positive Peer Group Relationships"
- "Morale-boosting and Ego-enhancing Techniques"

ii. Good reading culture should be inculcated in students. Parents should make novels, magazines and other reading materials available at home and schools should run good functioning libraries.

iii. Parents should guide and time television viewing among the younger secondary school students so as to ensure that enough time is devoted to their studies and also to ensure that they are exposed to the right programmes for their age level.

iv. Parents should spend time to talk to their children and observe them to notice mood swings, their movement with friends, their attitudes to assignment and some subjects, their state of health, any impending problem or worry etc. Many problems can be nipped in the bud if detected earlier.

v. The processes of adjustment of new students to the school and university environments should be more emphasised. Orientation programmes should be held when all admissions have been completed and students' attendance be made compulsory and should be well documented.

vi. The need to counsel parents and keep them adequately informed has been established. At the secondary school level, school counsellors should address parents on issues relating to the physical, educational, social and psychological well-being of their

children. Parents' Meetings should be called **statutorily** faculty by faculty at least once a session. At such meetings, apart from establishing the cost-sharing nature of Education, the Directors of Counselling units should organize talks for parents on topics such as:

- "Positive Psychological Disposition to Academic Success and Failure"
- "Effective Management of the Dominating Peer Group Influence"
- "Avoiding Generation Gap Problems"
- "The Course Unit System and the Minimum Graduation Requirements"
- "General Insight into Campus Life"

Also, information about the duration and fees paid for various programmes should be circulated at such meetings. From the questions many parents ask, it is quite obvious that they lack relevant information needed for them to guide their children and wards and to prevent, at their level, both scholastic malfunctioning and scholastic aberration. Mr. Vice-Chancellor, Sir, attendance at such meetings should also be made compulsory and be well documented.

vii. **Examination Malpractices Decree 99 should be enforced** for external examinations, to serve as a deterrent. For school and university examinations, cases of examination malpractices should be always firmly dealt with, no matter whoever is involved. In this regard, we should all cooperate to allow the law to take its course.

viii. Adults should be **role models**. In the modern day materialistic society, the old appreciation and recognition for the well-born, well-bred, well-behaved, cultured, honest and hardworking individuals has been partially jettisoned. This should be rigorously re-

awakened, and awards, even at the Local Government level, should be given to those who can be referred to in **Yorubaland** as "Omoluabi", "Eni a bire", in **Iboland** as "Ezigbo nwa afo Igbo", "Ezigbo Nmadu" and in **Hausaland** as "Mutum kriki", "Mutum mechau".

10. CONCLUSION

In this lecture, the significant role that Affective Education plays in combating Scholastic Malfunctioning and Scholastic Aberration has been established. The issue to consider is the contribution of each of us to the success of the Affective Education. There is also a need for a general re-orientation of our values. The high emphasis on Certificate Education should be discouraged in favour of Humanistic Education, with great focus on the utility of the education acquired.

Then, this, is my submission.

ACKNOWLEDGEMENT

My gratitude goes first to God Almighty, my creator, for giving me good health and this wonderful opportunity today.

I remember and thank my late father, Pa Saibu Oduoko (aka Arowojobe) of Olubadejo Akantioke family of Okejaga in Ijebu-Igbo. He died about 30 years ago, when I was just a Youth Corper earning N150.00 per month. I love and cherish my mother, Madam S. Anike Oduoko, born by Pa Adenaya Ajiyana- Gold of Igbaire and Mama Yemi Sule of Ododeyo. She is still alive but not present on account of old age. Being, however, blessed with good visual acuity, she has requested that the video man does a thorough job for her to view the

events of today. I respect her for her discipline, hard work and industry.

I am grateful to my sisters, Mrs C.T Osakwe and Mrs O.B Ajani, and my brother Dr. Olatunji Motunrayo Oduoko for making life more meaningful to me. I appreciate the immense support of all my paternal uncles, aunties, brothers and sisters, "Late Alhji Dauda Owoseni, Alhaji Ganiyu Saidu, Prince Ademola Adedeji (former Chairman Ijebu North Local Government), Mr. Mutaili Lawal, Mrs Iyabo Oladapo, Alhaja S. Ashiru Mrs Anike Otunubi, Mrs Aduke Gbolagade Pastor and Mrs Segun Saheed and Mr and Mrs Wole Saheed.

All my maternal uncles, aunties, brothers and sisters have also been very helpful. I thank Uncle Olu Ogunaiya and his wife for always rendering useful encouragement and assistance. Mummy Kehinde Bamiro, representing my Ododeyo base, Mrs Folasade Oluade, Mrs Sola Famurewa, Mrs Mosunmola Adeosun, Dr. Gbenga Taiwo, Mr Kola Salau, Mr. Rotimi Olalemi and Mr Sefiu Salisu have all been wonderful and helpful.

To the entire Adesemowo Royal family I say "Kabiyesi" O" and I thank you very much for your love and support My thirty-eight years now of being an Olori in your palace have been very rewarding.

I am particularly grateful for the intensive coaching given me by my Uncle, Alhaji Ganiyu Saidu between 1954 and 1958, Alhaji Kola Bakare, too, coached me in 1969 in readiness for my O/ Level Geography. They both laid in me a solid foundation for today's event. Late Prince S.A. Ogunyemi was very kind to our family when we lived in his house "Ekiti Lodge" between 1975 and 1988. May he continue to rest in peace

I thank greatly Professor Kayode Ajayi for employing me here in

1985 when he was the Dean of the Faculty. His kind gesture has made today possible. I am also very grateful to Prof Titi Hassan for always being very supportive to me and my academic progress.

I wish to recognise and thank a great mentor of mine, my first-degree project supervisor who stimulated my interest in Guidance and Counselling. It is my great honour to call your attention to Prof Olu Makinde whose great contributions to Counselling in Nigeria has won him the appellation "Father of Counselling". I appreciate the thorough preparation given us by Late Prof. C.G.M Bakare.

In the same way, I wish to express my heartfelt gratitude to Late Prof. S.A. Gesunde, my M.Ed supervisor. May they both continue to rest in peace.

The final "license" was handed over to me by my hard working, kind, considerate and fatherly Ph.D supervisor, Prof J.A. Akinboye. Sir, I still recall to mind encouraging remarks each time I became weary during the PH.D. Programme. I remain forever grateful to you sir.

I must show gratitude to Prof. Samuel Ayodele for his indispensable contribution in launching me on the path of our "publish and Flourish" professor. I thank you very much.

I wish to express my gratitude to Mrs L.A. Adio, My Mummy, and principal when I was working at the United Missionary College Ibadan. She gave me indispensable moral support during my M. Ed programme.

To Bashorun and Yeye Agbaoye Laja Adetola I say a big "Thank you" for your love and kindness. I express my appreciation to Mr Olumide Ogunbanjo and Uncle Femi Temowo for their encouraging remarks always.

All our Royal Fathers in Ijebu- Igbo here present are appreciated. I am very grateful that you have spared time to come. I thank you particularly for the interest you have in the educational progress of Ijebu- Igbo. My gratitude goes to Pastor Niyi Adebajo and the members of the Redeemed Christian Church of God (RCCG), Anointing Parish, Oke-tako, for their prayers.

My appreciation goes to the Dean, the Heads of Department, all staff, academic and non-teaching; in the Faculty of Education. I thank all the Provosts of Colleges and Deans of other Faculties. My gratitude is hereby expressed to the two Deputy Vice- Chancellors, the Registrar, the Bursar, the University Librarian and the Chief Medical Director.

I enjoyed working with all the five Vice- Chancellors the University has had. I was employed under Late Prof. J Olubi Sodipo and I am still particularly grateful that he approved for me a car refurbishing loan which I needed badly then. I became HOD under Prof T.O. Bamkole. Prof O.Y. Oyeneye further broadened my horizon by making me the Acting Director of the Institute of Education and my tenure dove-tailed into the administration of Prof Layi Ogunkoya. I became Dean of Education under Prof Afolabi Soyole. I have learnt a lot from all the five academic "gurus". I must register once again my appreciation to the Pro Chancellor, Prof. Biyi Afonja and The Vice-Chancellor, Prof. Afolabi Soyode for giving us a Faculty Bus and the two gigantic buildings.

I am grateful to colleagues present here today from University of Ibadan, Lagos State University, University of Lagos, Babcock University, Covenant University, Obafemi Awolowo University, and University of Ilorin. I am very thankful to colleagues abroad for their support: Prof Steve McCall, Dr Jean Leadbetter and Dr Jenny Whittaker of the university of Birmingham. I appreciate the assistance of the very courteous University of Birmingham Library

Staff. My thanks go to Dr Peter Lang, my research collaborator at the University of Warwick.

I still appreciate the wonderful contribution of Chief A. Asenuga of Eriku Farms who donated one hundred thousand Naira (N100,000.00) for the publication of the Institute of Education Journal when I was the Acting Director there. I commend and thank the following Faculty of Education Advisory Council members for their moral support and donations during my Deanship tenure: Engr. R.O. Saka, Otunba Femi Dina, Mrs. F.O. Durojaiye, Mrs Adun Rowaiye, Prince Gbadebo Adesemowo Chief (Mrs) M.M. Owosina, Mrs. Toun Semowo, Chief Akeem Sulaiman (Oris), Alhaji .R. Adenuga, Prince Deji Adesemowo, Otunba Dele Ajayi Smith, Arch. S.A. Kukoyi and Otunba S.O. Kazeem.

Our family friends, Professor and Chief (Mrs) Afolabi Soyode, Pastor and Mrs F. Dairo, Mr and Mrs K. Hassan, Mr. And Mrs Tayo Sobanjo, Deacon and Deaconess A. Haastrup, Chief and Chief (Mrs) Odusanya, Mr and Mrs A. Adebamiro, Dr and Mrs Dotun Okubanjo, have all been wonderful, and I thank them immensely. I am grateful to Pa Awosokanre who takes care of our children in London.

All my friends have been very devoted and reliable: and I thank them very much. They are Mrs Funmi Ajibade, Mrs. Y. Fowora, Mrs.B.Raji, Mrs F.D. Sanusi, Mrs Fola Ekundayo, Mrs Funke Ayoade, Mrs. T. Alabi, Alhaja Yusuf, Mrs. O. Onanuga, Mrs I. Taiwo, Mrs T. Ogunyoye, Mrs. A. Okusanya, Mrs.O. Odeseye and Mrs A. Awolesi. I am grateful to my in-laws, Mrs Asake Johnson, Prof Sola Olowu, Mr.O. Adeosun and Dr (Mrs) Taiwo.

My thanks also go to all members of the Ijebu Igbo Education Development Committee (I.I.E.D.C) (of which I am the secretary): Prof E.O. Ogunyemi (Chairman), Prof Titi Hassan, Chief

J.B.O. Onanubi, Chief Tola Okuneye, Chief Bally Kaka, Mr. Y. Olu Ogunnaiya, Chief Wahab Agbatogun, Chief S.A Odufowora, Prince A. Adesanya (Olowu), Basorun Dokun Durojaiye, and Mr Remi Okubanjo, an efficient Assistant secretary.

My thanks go to the Academic Staff Union of Universities (ASUU) Olabisi Onanbanjo University Chapter for protecting my interest and that of other members adequately well. I appreciate the students of the Faculty of Education, other students in the University, staff and pupils of O. O. U Staff School, the Staff Mentors, Scholars and pupils of Sure Success International Schools and College for providing good ground for practical work emanating out of theories from our discipline.

Members of the working team I used in collecting data and for the general preparation for this inaugural lecture are Pastor F. Dairo, Pastor A. Agbatogun, Mr. A. Kiadese, Mr. A.O. Okubanjo, Mr. Bola Ogunyemi, Mr. Femi Osibamowo, Mrs. S. Abosede, Dr Y. Oguntimehin, Mrs. Ewumi and Mrs. Ogunbote. I am very much grateful to them. I thank the library and the Olabisi Onanbanjo University Press staff for handling the lecture promptly.

I really thank God for the good children God has blessed me with. I appreciate them for being very much well behaved. The first child and daughter is Mrs Adeolu Johnson, a solicitor, based in London, and her husband, Mr Rotimi Johnson, a Journalist by profession, also based in London. The next one is Mrs Adesola Olowu, an academic staff of the Institute of Education, Olabisi Onanbanjo University here, and her husband, Dr. Dejo Olowu, a lawyer. The third one is Mr. Adefolarin Adesemowo, a Geologist and Information Technology Expert, also currently based in London. Oyebade Obasanjo Adeolu Adesemowo is the next child and he is a 400 Level Electrical Engineering student of the University of Lagos. Then, we

have Babajide Adesemowo who is being groomed to get the best of him. I take Babajide's rather slow development as a challenge to my profession as a psychologist. When I count my blessings, I still thank my star.

I am also blessed with three grand-children: Miracle Olowu, Bolutife Olowu and Oluwapeyibomi Johnson. I thank God for them for making me a "Grandma".

Now, I wish to express my appreciation to my most cherished husband, Prince Clement Adedeji Adedosu Adesemowo. He is indeed my joy, my love, my crown, my big brother, my heart, my pillar of support and indisputably my own. He "caught me young" when I was nineteen years old and just a village teacher. We are witnessing today the result of his thoughtfulness, motivation, encouragement and sacrifice. Adorable prince, I remain yours forever.

Meanwhile, Mr Vice Chancellor, to round up this lecture, I wish to crave your indulgence to request that my distinguished audience joins me in singing the following chorus:

O Lord, I am very very grateful for all you have done for me
O Lord, I am very very grateful I say thank you Jesus
Mr. Vice-Chancellor Sir, Principal Officers of the University,
Provosts, Deans, distinguished guests, ladies and gentlemen, I
thank you very much for listening. May God bless you very richly

Professor. Paulina Oluremi Adesemowo,
Faculty of Education, Olabisi Onanbanjo University,
Ago- Iwoye.

REFERENCES

1. **Adesemowo, P.O (1990):** Effects of Robinson's SQ3R and Summarization techniques in improving comprehension among some secondary school students. Unpublished Ph.D thesis, Faculty of Education, University of Ibadan, Ibadan.
2. **Adesemowo, P.O (1991):** A study of the career planning programmes in secondary schools in Oyo State. The Nigeria Journal of Guidance and Counselling, 4, 122, 18-27.
3. **Adesemowo, P.O. (1997A):** Educational Problems Checklist Ibadan: Sure Success Psycho-Educational and Counselling Consults.
4. **Adesemowo, P.O (1997B):** The Cumulative Record Folder (Special for Counsellors). Ibadan: Sure Success Psycho-Educational and Counselling Consults.
5. **Adesemowo, P.O and Adenuga, R. Alaba (1998A):** Focuses of parental anxiety: Attending to the special needs for counselling the parents. The Counsellor, 16 (1) 73-81.
6. **Adesemowo, P.O. (1998B):** Parents' perception of guidance and counselling. Journal of Research in Counselling Psychology, 4 (1) 14-20
7. **Adesemowo, P.O. and Adekoya (1999):** Cognitive styles of adolescents from intact and broken homes The Counsellor, 17 (1) 80-86.
8. **Adesemowo, P.O (1999B):** Relationship between students' study habit and their academic performance. Uniqwa Research Chronicle, 1 (2) 53-61
9. **Adesemowo (1999C):** Relationship between students' study habits and proneness to test anxiety: Challenges for the 21st century educational counselling. Onifade, A and Akinpelu, B (Eds.) Trends in Nigeria Educational Development, L.A.S.U Education Faculty Publication. PP. 138-146
10. **Adesemowo, P. O. (2000A):** Some psychological ingredients in the educational preparation of youth in contemporary Nigeria. Ife Psychologia, 8 (1) 178-194.
11. **Adesemowo, P. O. and Eweniyi, G.B. (2000B) :** Teachers and Students' perception of secondary school orientation programmes. West African Journal of Counselling and Psychoerupy, 1 (2) 25-32
12. **Adesemowo, P.O (2004):** Fundamentals of Educational Counselling. Elegant Publishers (In press).
13. **Bakare, C.G.M. (19785):** Some psychological correlates of academic success and failure, African Journal, of Educational Research, 2 (1) 11-22.
14. **Bloom, B.S. et al (1956):** Taxonomy of Educational Objectives, New York: McKay.
15. **Fafunwa, A.B. (1969):** The role of counselling and guidance in developing nations. Careers 1 (2).
16. **Federal Republic of Nigeria (1977r.1981and 1998):** National Policy on Education. Lagos: Federal Ministry of Education.
17. **Laye, Camera (1959):** The African Child -Glasgow: William Collins.
18. **Makinde, Olu (1977):** Students' perception of guidance and counselling in Ile-Ife. Teachers' Forum 5, (1), 1-8.
19. **Makinde, Olu (1978):** The development of Affective Education by Guidance Counsellors and Psychologists, The Counsellor, 1 (3) 7-13
20. **Peter, T and Austin, N (1988) A passion for Excellence: The Leadership Difference**, Glasgow: Fontana
21. **Procter, Paul (1978) (Ed):** Longman Dictionary of Contemporary English. Bath: The Pitman Press
22. **The Holy Bible: Revised Standard Version.**