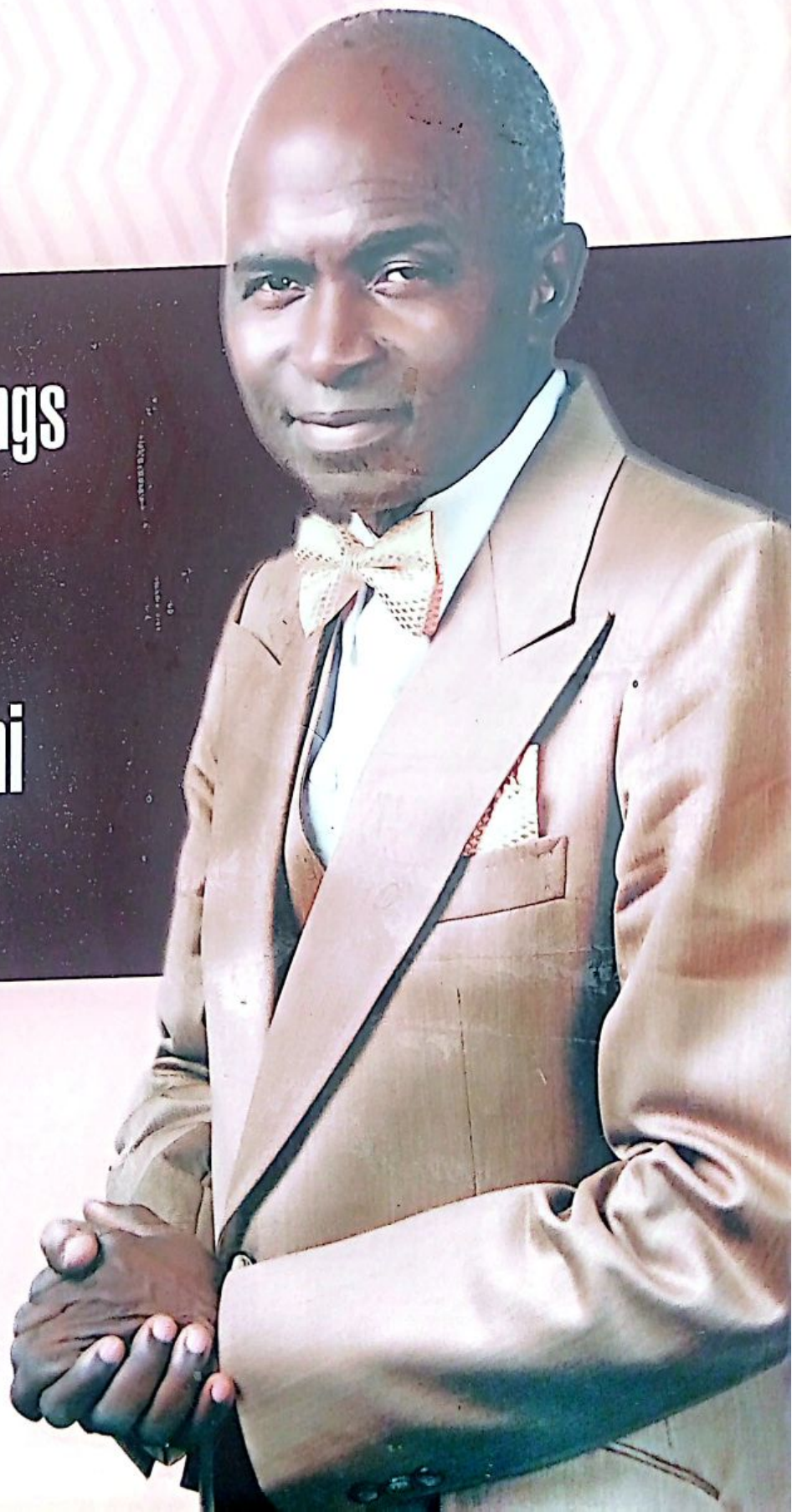


Pastoral Psychology in Education for Sustainable Development

A Book of Readings
in honour of

Prof.
**Donald Abidemi
ODELEYE**

Edited by
Prof. Babatunde Adeniyi Adeyemi
Prof. Philias Olatunde Yara
Dr. Monilola Dasola Oyetade



**Pastoral Psychology in Education ,
for
Sustainable Development**

Book of Readings
in honour of

Prof. Donald Abidemi ODELEYE

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Foreword

It is a rare privilege and a great opportunity for me to write the foreword to this important Book of Readings in honour of Professor Donald Abidemi Odeleye. The idea of writing this book emanated from Dr. Monilola Dasola Oyetade, a Senior Lecturer in the Guidance and Counselling Unit of the Department of Arts and Social Science Education and I keyed into the vision immediately. The book was initially meant to celebrate his 60th birthday last year, but the articles submitted were few, thus the need for publishing it at this time. A festschrift for Professor Odeleye is necessary, not only because of his chronological age at 60+, but evidently on the basis of his academic acumen.

I have known Professor Donald Abidemi Odeleye not quite long, but it is as if we have been in contact for over two or three decades. We have shared remarkable experiences and have enjoyed professional collaborations which have resulted in our collective advantage and advancement. He is a man of high integrity and people love to associate with him. He speaks convincingly, eloquently and persuasively. His endurance level is equaled to none. Professor Odeleye was a product of University of Ife (now Obafemi Awolowo University, Ile-Ife) where he had his B.A. Education/History, M.A. Ed. and Ph.D. in Guidance and Counselling. He is an academic guru who has dealt with different aspects relating to his field. He has contributed significantly to academics and deserves to be honoured with a laurel that is long lasting. This book is a showcase of his academic prowess.

He is a Professor of Pastoral Psychology and versed in various aspects of Psychotherapies. He is presently one of the District Overseers in Foursquare Gospel Church in Nigeria. He is really a man of God with a vision for spiritual endowment. As a spiritual instructor, he has mentored many people who are doing well in their various spiritual endeavours.

The book, *Pastoral Psychology in Education for Sustainable Development*, has forty articles and provides a widely relevant compilation of ideas, illustrations and cases that cut across various disciplines from primary to tertiary education. The book is therefore recommended to all stakeholders in education.

Professor Babatunde Adeniyi Adeyemi

Institute of Education,

Obafemi Awolowo University, Ile-Ife

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English Language Teacher Education for Sustainable Global Employability in the 21st Century and Beyond

Samson Olusola OLATUNJI (Ph.D.)

Linguistic Immersion Centre

Faculty of Arts

University of Ilorin

Kwara State, Nigeria

olatunji.so@unilorin.edu.ng, samsholat@gmail.com

Anjola A. ROBBIN (Ph.D.)

Department of English and Literary Studies

Faculty of Arts and Education

anjolaelyon@yahoo.com

Abstract

Globalisation has opened, and is still opening, new vistas of opportunities for English Language teachers in many nations of the world. The teachers are, however, not expected to go and propagate the parochial variety of the English being spoken in their countries because doing so will confuse learners as they are exposed to various teachers from different nations. For international intelligibility, therefore, advocacy is made for the promotion of a variety for global use. Such a global variety could only be that which is fashioned after the Standard British English. That this cannot be an easy task, and may be impossible under some circumstances, is acknowledged. The advice here is still that English language teachers should strive for the Received Pronunciation. The challenges this herculean task will pose to English Language teacher preparation curricula in the direction of raising teachers of the language whose services can be found satisfactory anywhere in the world are discussed and suggestions are proffered.

Keywords: International Intelligibility, Global Relevance, Teacher Preparation, Curricula, Received Pronunciation

Introduction

The advent of information and communication technology marked the beginning of rapid compression of the amazingly wide world into a small global village. Advances in land, rail as well as air travels have also greatly eased the trans-border interactions among peoples of various nationalities. It is therefore imperative for every serious-minded professional to aspire to world-class proficiency and serviceability in their chosen careers. Many institutions have started internationalising their programmes significantly and more are experimenting with new means of introducing international elements into courses, activities, and even requirements for graduating from English Language teacher training programmes (Kirkpatrick, 2017; Litovchenko & Shmeleva, 2020; Tan, Farashaiyan, Sahragard & Faryabi, 2020; Belyaeva & Freese, 2021).

As technological advancements make life easier, they also increase the degrees of expertise required of practitioners in all fields. China's entry into WTO has placed the responsibility of improved English proficiency on Chinese professionals in all fields (Cai, 2017; Xiao & Lee, 2019; Wen & Zhang, 2020). Professionals are thus expected to be made fit for challenges beyond their immediate environments. And the teaching profession is not an exception to this rule. There are recruitment agencies for international teaching positions. The

Internet is replete with teaching vacancy advertisements from institutions of various levels of learning.

One of the attendant effects of globalisation is increased realisation of the need to engender greater mastery of the English Language in the workforce of countries that speak it as either second language or foreign language. Liu (2007) testifies to this being true of Asia where governments, school administrators, teachers, students, parents and societies get increasingly committed to the teaching and learning of the English Language. In China, for example, the enthusiasm for the English language has risen so monumentally that it is now an important requirement for admission to a university programme (Lee, 2010). Even Thailand that was never colonised and thus has only Thai as official language has been made to acknowledge the imperative of making its citizenry more English language proficient. Concerned parastatals of the government have therefore introduced a lot of reforms to achieve the objective (Rasyidah, 2017; Richter & Lara Herrera, 2017; Perez-Amurao, 2019; Young, 2021). The Singaporean English Language Syllabus 2010 (Primary, Secondary and post-Secondary) recognises English as the pedestal on which Singaporeans can participate in the global knowledge-based economy where English is the lingua franca of the Internet, science and technology and international trade, thus necessitating high proficiency in English language for pupils and students (Singaporean Ministry of Education, 2010; Goh & Fang, 2017). This shows that English Language teachers now have job prospects far beyond their countries of origin and residence because English is now "an international commodity" (Umarova, Sadiyarova & Abduvalieva, 2018; Astutik, 2019).

Preparing English Language Teachers for Effective and Efficient Practice at the Global Level

It is now incumbent on English Language teacher preparation programme organisers as well as both pre-service and in-service teachers to look inward in candid self-appraisal. This is to lead to significant modifications in the contents as well as modes of delivery of the training programmes. Since a good command of English is sine qua non to entry into the global market (Norton & Pavlenko, 2019; Kim, 2020), the teaching of a near-native standard, if not native standard, of the language is a prerequisite to considerable success in the market in the 21st century and beyond. The Colombian Ministerio de Educación Nacional (MEN) has woken up to this responsibility by launching a National Bilingual Programme 2004-2019, a component of which is a series of new standards in communicative competence in collaboration with the Council of Europe Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR) while Cambridge ESOL handles the aspects of developing the teachers to international standard competence in language pedagogy and testing (Gómez Sará, 2017; Henao, Gómez & Murcia, 2019).

The need as well as the possibility of grooming learners to attain international standard in English Language proficiency can be inferred from one of the three stated aims English Language syllabus in Singapore. But they are expressly declared as:

- A. **Speak, write and represent** in internationally acceptable English (Standard English) that is grammatical, fluent, mutually intelligible and appropriate for different purposes, audiences, contexts and cultures; and
- B. **Understand and use internationally acceptable English (Standard English) grammar and vocabulary** accurately and appropriately as well as understand how speakers/writers put words together and use language to communicate meaning and achieve impact (Singaporean Ministry of Education, 2010:10).

Seidlhofer (2003) observes, albeit with notice of some words of protest in some quarters, that learned journals insist on certain established norms as far as the standard of English expressions are concerned in order to maintain some desired level of global intelligibility. According to her, questions have often arisen as to the rationale for requiring that authors in such journals conform to some native speaker conventions of language use. However, the implication for the current study is that English language teachers need to be ready to acquire the proficiency that is near such native speaker standards if they are to be maximally functional in such environments requiring the particular standard, which is desirable, anyway. Among the factors to be taken seriously in the planning and implementation of the English language teacher preparation programmes shall be discussed in subsequent paragraphs.

De-indigenisation/De-localisation of Pronunciation and Intonation

Currently, there are as many phonetic variants of the English Language as the ethnic nationalities as speak the language. For example, an Indian pronounces certain English words differently from a Nigerian. A Ghanaian's articulation of the same set of words would be far away from a Togolese, an American or a Chinese. An American realises the "tt" in "little" as well as the "t" in "water" as /r/ while a Briton simply pronounces it as "t" (Leyland, 2011).

It is a truism that native-like command of the English is a tall dream. Jenkins (2000) sees aspiration for received pronunciation as mere impossible, unnecessary and ridiculous mimicry of a native speaker of English. This is a result of linguistic and cultural distance between the learners' language (source) and the target language, which is English (Tindjabate, 2018; Zahoor & Kausar, 2018; Wong, Dealey, Leung & Mok, 2019). Richard's acknowledgement of proficiency in English being needed by employees "to advance in international companies and improve their technical knowledge and skills" (p.17), however raises the question of global intelligibility.

There are people who, however, aspire to nativelikeness in command of English, for example in Iran (Rajablou & Shirvan, 2017). Seventy percent of the 145 undergraduate Czechs in the survey carried out by Brabcová and Skarnitzl (2018) expressed their desire to acquire nativelike command of the English language. For global relevance and effectiveness, all English language teachers must be trained with, and for strict adherence to the Received Pronunciation (RP, pronounced /a:p/). This would facilitate the much needed harmonisation of phonetic habits that will make for international intelligibility.

Many linguistic factors contribute to mutual intelligibility or otherwise among speakers of English language from different countries. However, the place of pronunciation is possibly the most prominent (Suntornsawet, 2019). It is a double-edged sword that has both speaker factor and listener factor sides. Strange pronunciations by the speaker will leave the listener wondering what message is being passed across the same way a listener that has imbibed wrong pronunciations would be alienated from a speaker with the RP. This is why people from countries where English is second or foreign language find it difficult to comprehend an English man's speech. Such non-native listeners may begin to wonder if all of the English man's words are those that they have never heard before. Many of the words are likely to be familiar but the unfamiliar pronunciations must have removed the words from the domain of the listeners' recognition and comprehension. Pickering (2006:4) too asserts after considering theoretical as well as empirical evidence that "Undoubtedly the most salient speaker factor in standard NS-NNS comprehensibility studies has been phonology and primarily the effects of accentedness".

The necessity of practice in a unified system of phonetics of the English Language, especially among specialist English Language teachers, can be comprehended by considering a scenario. For example, suppose that a student had a Nigerian teacher of the English language teacher that taught him to pronounce the word cut as /kDt/ in the first three years of elementary

education. The same student was taught by a Ghanaian who pronounced it as /ka:t/ in the remaining years of primary school. In the first year of secondary, the same learner was taught that the same word should be pronounced /k^t/ by a detribalised English Language teacher. The magnitude of the avoidable confusion to which such a learner would have been subjected can be imagined if one takes into consideration the fact that there would have been many such words that have been variously pronounced by different English language teachers in the course of the learner's schooling as a result of having been taught by people of different nationalities. This by no means justifies preference for native speakers who are not trained in the art, pedagogy, science and technology of language teaching and learning (Graddol, 2006; Sharma, 2008; Jiang & Li, 2018). A native speaker of the English Language pronounces correctly but is most likely to mess up as a teacher of same without training in language teaching skills. As found out by Jassim (2020, p. 53), "being a native speaker does not necessarily influence a teacher's self-efficacy". The onus thus falls on English Language teachers all over the world to rise up to the challenge of making themselves adequately groomed for effective and efficient handling of any aspect of the language in multilingual contexts (Portolés & Martí, 2020). A native speaker of the English Language who is also a trained teacher of the language would thus be most preferable, irrespective of some people's criticism of what they term "linguistic imperialism" (Gun, 2009:2; Rose & Conama, 2018, p. 385; Özad, Doğruer, Eyyam & Meneviş, 2021 p.1). Consequent upon the efforts of English language teachers who have been well trained in multilingual pedagogy, the long existent binaries between native-speakers and non-native speakers are being removed (Marshall & Marr, 2018).

If all English language teachers aspire to the Standard British English pronunciation, the disparities in pronunciations that students find confusing would be eliminated. An English language teacher so polished in phonetic ability would be an invaluable asset either in laying a solid foundation for the learners or continue building meaningfully on what other expert teachers have started. Should such a teacher have to be replaced by another expert, there would be little or no difference in the pronunciation models being presented even when the teachers have different nationalities.

Learning the Standard English Versions of English Idioms

People in different nations of the world have come up with different versions of English idioms and proverbs to suit their local contexts. For example, most Nigerians who are not exposed to the standard British English say, "You can't eat your cake and have it" instead of the British "You can't have your cake and eat it". Also, the popular Nigerian version of the British "Birds of a feather flock together" is generally expressed as "birds of the same feather flock together" by a typical Nigerian.

Somebody may wonder how this is important at all. However, it is noteworthy that by the time students are exposed to about three different teachers giving them three different versions of each of about ten idioms, the confusion that will have resulted would have far-reaching negative effects on the students' aspiration to master the English language. However, where the international work arena is kept in focus in the course of English language teacher preparation all over the world, such disparities would not arise.

Gun (2009) describes the challenge posed to students and language instructors by the multiplicity of dialects of the English Language as considerable, further lamenting that educational programmes usually fail to make required degree of analysis of dialectal differences and give adequate consideration to same in planning and implementation. It is noteworthy that this multiplicity of English dialect is centuries old (DeWispelare, 2017) and should not be expected

to be treated superficially. What most teacher education curricula contain are simply what the teachers-in-training can learn by rote.

Raising Digital-Native English Language Teachers

The demands of the global knowledge market include proficiency in technology-aided instruction and evaluation. Just a little trace of technophobia automatically renders the most otherwise proficient language teacher incompetent for language teaching in foreign lands. This is a terrible challenge to teachers being trained to teach English Language in many developing countries, many of who are computer-illiterate and are thus suffering from techno-phobia. They are being trained in colleges and faculties that are ill-stocked with computers and other educational technologies (Olatunji & Kolawole, 2008; Olatunji, 2011; Hashemi, 2021). English language teacher preparation programmes in most developing countries lack technology contents (Velazquez-Torres, 2006). The teachers-in-training go to primary schools or secondary schools where computers are aliens for their practice teaching exercises. When they eventually graduate, they are posted to or employed by schools that provide no computers for language learning (Kolawole & Olatunji, 2006; Derbel, 2017). Such teachers would be unemployable in lands where technology-aided language instruction is the norm.

Gunuç and Babacan (2018) and Akhmedov and Shuhkrat (2020) acknowledge the great role that information and communication technologies play in helping teachers gain awareness of, acquire as well as learn to employ a variety of modern language teaching and learning methods and resources. An English language teacher with global competence in the 21st century is that who is able to exploit all the language and pedagogical resources on the Internet and also use same to reach out to learners all over the world. Liu (2007) reports English language teachers in India as well as the United States offering e-tutoring services to language learners at relatively modest charges.

The task of preparing tomorrow's efficient technology handling language teachers, as recommended by Evmenova (2018); Pokrivčáková (2019); Taghizadeh and Hasani Yourdshahi (2020) and others, must be done now. Even those who currently teach today will still need to be reshaped today through in-service training programmes, short courses, symposia, and so on in order to be well equipped for tomorrow's challenges.

Raising Teachers Well Versed in Language Teaching Strategies

Similar to Sawir's observation about the traditional "talk-and-chalk" method's inadequacies in East and South-East Asian countries (Sawir, 2005), teachers in many other countries, especially the underdeveloped ones euphemistically referred to as developing ones, need modification or absolute replacement. The English language teachers-in-training as well as in-service ones would need to learn the modern techniques in vogue in developed ones to make them fit for meaningful employment anywhere in the world.

English language teachers that would be internationally relevant must be versed in the various language teaching and learning approaches, methods, strategies, techniques, and skills. They must be sensitive enough to determine the ones that are appropriate to the various peculiarities of each group of learners and learning situations. A teacher of English language can be globally relevant only if they are effective and efficient a developed country with technology-rich learning environment as well as in developing countries where there is a dearth of educational technology. In the same vein, a teacher of English language that is well known for outstanding success with learners in a developing country but gets overwhelmed and mesmerised by the abundance of language teaching and learning technology in a developed nation is still a long way from global employability.

Raising Teachers with Competence in Language Testing

Similar to language teaching proficiency is language examining expertise of teachers in determining their prospects as resource persons of global level efficiency. A good language teacher that could attract global patronage is one that practises effective language learning assessment strategies. There are some instructional objectives that not even the best language pedagogy can achieve without efficient tests (Shohamy, 2017; Im, Shin & Cheng, 2019; Ali, Hamid & Hardy, 2020; Dimova, Yan, & Ginther, 2020). So, English language teacher preparation programmes should train teachers in modern language evaluation and testing systems (Lin, 2002).

Raising Teachers of English with Global View

As recommended by Lin (2002), introducing the teaching of English Language with the history and the culture of the English people's content will engender deep understanding of concepts and arouse learners' interest in wide exploration of the background. Since no one can give what they do not have, no teacher would be able to teach the history and culture of the English people without adequate knowledge. So, an English language teacher preparation aimed at producing teachers that would teach core culture-bound aspects of the language like idioms, proverbs and aphorisms correctly anywhere in the world should now place adequate emphasis on the teaching of the history and culture of the language.

Suggested Components of English Language Teacher Preparation Curricula or International Relevance

Strategies recommended by Longview Foundation for Education in World Affairs and International Understanding Inc. (2008) include:

I. Study Abroad Programmes

The Study Abroad Programmes recommended as part of English language teacher preparation curricula, whether for pre-service or in-service programmes, should take the teachers to either England or any other place where English is first language. This will afford the teachers the much needed opportunity of learning in real situations (Fang & Baker, 2018; Byker & Putman, 2019). They will learn first-hand the idioms of the language as well as the right pronunciations of words and intonations in sentences. For example, when the Nigerian economy was buoyant as a result of the oil boom and the relative sanity in the political leadership, many students of the English Language were sent on study abroad programmes to the United Kingdom and many that studied French went to France. Even many that studied other subjects benefitted from such provisions.

However, with the terrible damage to the economy by a number of factors, such study-abroad opportunities are now extremely rare. Self-sponsorship is absolute impossibility to many whose personal economic abilities are below poverty level (Jelilov, Çelik & Abdallah, 202; Inegbedion & Obadiaru, 2021). Realising the necessity of such experience, many faculties and institutions training Nigerians in French Language now send their students to Francophone West African countries where French has a second language status. Students that have had the latter second rate experience in second language environments have always confessed having had exciting and highly rewarding learning time. How much more, if they had experienced first language environments?

Governments in all world countries that do not want their English language teachers left behind in this global knowledge economy must be ready to facilitate study abroad programmes for them to invest about a whole academic session in England and other places where a native-

like command of the language can be engendered. Individuals that are ready to finance such studies abroad can also be encouraged by subsidising their expenses.

2. Student Teaching Abroad

As a part of the teacher preparation programme, the pre-service English Language teachers need to be exposed to a period of practice teaching in countries far away from the countries of their origin and residence (Hauerwas, Skawinski & Ryan, 2017; He, Lundgren & Pynes, 2017). This will cause them to be conscious of the need for a kind of uniform standard global English. The reason is that the teachers-in-training will then find themselves before learners whose LI interference is unfamiliar, and thus less intelligible than the ones in the student teachers' countries.

Apart from realising that there are many varieties of regional English other theirs, the pre-service English Language teachers will also learn in practical terms the peculiar situations that go with English language teaching and learning in various other places. They will thus not be petrified with shock anywhere they find themselves as teachers in the world. The more diversified the racial environments the English language teachers are privileged to teach, the better fit for global impact they become (Marwa, Cahyono, Latief, & Prayogo, 2021).

3. Incorporate international expertise contents into existing courses or introduce entirely new courses to cater for such

The University of North Carolina-Charlotte is reported to require undergraduates to take at least one non-western course to graduate. University of Maryland, College Park's diversity requirements include the education course, "International and Multicultural Perspectives on Education," and others that relate to international and non-Western topics. Such noble practices and others can now be customised for English language-teachers-in-training to increase their competence for global relevance and success.

Among other recommendations, apart from those from Longview Foundation for Education in World Affairs and International Understanding Inc., are:

4. Heavy Financial Commitment to English Language Teacher Preparation

The United Nations' recommendation is that no developing nation invests less than 26 percent of her annual budget on education (Adetula, Adesina, Owolabi & Ojeka, 2017). However, some developing nations have been reported to earmark much less perennially. Worse still, the little allotted to education has often been reported grossly mismanaged, thus spelling the doom of the education industry in such countries (Adelodun, 2020). The concerned countries need to wake up to the reality of the need to keep abreast of the necessity of contributing to the global knowledge economy through revolutionary investment in education generally, and teacher education specifically as no system of education can fare better than the quality of its teachers permit (NERDC, 2013). The quality of English language teaching and learning in a country is largely dependent on the quality of teachers that handle the subject, which is a reflection of the quality of investment in the training that the teachers undergo.

An important aspect of the investment should be in the provision of funds for scholarship awards as well as supply and maintenance of modern language teaching and learning equipment. A situation in which a great percentage of English language teachers neither trained with computers nor have constant access to computers (Olatunji & Kolawole, 2008) is not acceptable. Governments may have to ensure that English Language teachers get computers with internet access at highly subsidised rates to ensure much needed interconnectivity with fellow practitioners all over the world.

5. Engendering International Comparability in English Language Teacher Training and Entry into the Profession

While teaching has the full status of a profession in some developed countries, it is regarded as less than a profession in some developing countries. Teaching, in the United States of America and the Netherlands, for example, is not an all-comers affair as a result of rigorous training, well organised mentorship programmes, and professional certification process after graduation before entry into the profession as well as regular professional examination to continue in the profession (Jenset, Klette, & Hammerness, 2018). In some developing countries like Nigeria, however, mere possession of a university degree, or even less, in Education qualifies a person to be a permanent teacher. Until recently, a university degree in any discipline, even if not from a faculty of education, was enough for someone to be posted to a secondary school to teach any subject related to their discipline. Of course, things have changed slightly now: the university degree must be in education (Faniran & Olatunji, 2011). However, for English Language teachers from a country like Nigeria to be very comfortable with the certification process in a developed country and readily serviceable in such places, they must have been raised in a system comfortably comparable with those of their host countries. If otherwise, such teachers may have to be re-trained before they can fit into their new environments.

Conclusion

This discourse, so far, has shown that the world is being fast reduced into a small global village but with diverse cultures and various Englishes. The presence of the different national varieties of English has been shown to be a bad influence on any English Language teachers that allow themselves to be limited to their parochial national varieties. Such English Language teachers need to step up their command of the language towards the Standard British English, difficult as this may be. Even where the target of the Standard British English is not met, a committed goal setter and pursuer will still have moved to a greater level of international intelligibility and therefore be a prospective successful participant in as well as beneficiary of lucrative global market being opened for English language teachers.

Recommendations

The specific recommendations are embedded in the body of this written discourse. Generally, however, it is recommended that all the suggestions made in the study should be critically studied and religiously put into practice.

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Editors' *Profile*

Prof. Babatunde Adeniyi ADEYEMI

Prof. Babatunde Adeniyi ADEYEMI hails from Iragbiji in Boripe Local Government of Osun State Nigeria. He was once a Vice Principal of De-royals International College, Ojodu, Lagos; Acting Principal, Ambassadors College, Ile-Ife; Principal, Faith Standard Cephalo Model College, Ile-Ife. He is currently a professor in the Institute of Education, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria. His areas of specialization are Social Studies, Curriculum Studies and Educational Evaluation. He is a prolific writer and has attended various conferences within and outside the country where he presented scholarly papers. He has published over 200 articles. He belongs to various professional bodies.

Prof. Philius Olatunde YARA

Philius Yara is a Professor of Mathematics Education and an astute lecturer with a strong and committed resolve fully ready to impact the knowledge of Mathematics in its simplest ways to students through teaching, research and community service. He has been actively involved in the teaching of Mathematics and Computer-related courses in Lead City University, Ibadan since 2013 at both undergraduate and postgraduate levels. His research focus is in the area of Mathematics Education and the various contending issues in Mathematics Education particularly as it affects the learning and teaching of Mathematics at the Primary and Secondary school levels. He has over 70 publications in international and local journals.

Dr. Monilola Dasola OYETADE

Monilola Dasola Oyetade is a Senior Lecturer in the Department of Arts and Social Science Education, Guidance and Counselling Unit, Lead City University, Ibadan. Dr. Monilola Oyetade has published papers in national and international journals as well as chapters in books. Her areas of specialisation are Counselling Psychology and Educational Evaluation. Dr. Oyetade is a member of the Counselling Association of Nigeria (CASSON). She is a member of Kappa Delta Pi (KDP) International Honour Society in Education, Indianapolis, USA and Nigeria Chapter Membership Chair of the Society.



Jericho GRA, Ibadan
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