



**RIVERS STATE UNIVERSITY  
PORT HARCOURT**

## **A VALEDICTORY LECTURE**

*held in*

**RIVERS STATE UNIVERSITY**

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## **THE CONTRASTING PATHS OF TEACHER CANDLE AND TEACHER FIRE**

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## DEDICATION

This book is dedicated to my late parents (Chief Isaiah Ograbe Ahiakwo and Mrs. Jerrinah Ugboko Ahiakwo nee Onita), who instilled in me the virtues of integrity, honesty, humility and hand work. I will ever remain grateful to God for giving me parents like them. The book is equally dedicated to my lovely family (my wife Lady Mrs. Roseline Ego Ahiakwo nee Ogbuagu; my children, Engr. Dr. Ograbe A. Ahiakwo; Engr. Ndulaka Ahiakwo; Dr. Chukwuladi Ahiakwo; Ogorchukwu O. Ahiakwo; and my grandchildren)

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## PROTOCOL

The Vice Chancellor and Chairman of this occasion, Prof. Nelurum Sunday Okogbule, DSSRS

Her Excellency Prof. Mrs Ngozi Nma Odu, DSSRS, the Deputy Governor of Rivers State.

The Pro-Chancellor and Chairman of the Governing Council of our Great and esteemed University, His Lordship Justice Mary Ukaego Peter Odili, DSSRS, JSC(RTD)

Members of the 14th Governing Council of our Great University

The Deputy Vice Chancellor - Administration, Prof. Victor A. Akujuru

The Deputy Vice Chancellor - Academic, Prof. Valentine B. Omubo-Pepple

The Acting Registrar and Secretary to Council and Senate, Mrs. I.B.S. Harry

The University Librarian

The University Bursar,

Former Vice-Chancellors,

Former Deputy Vice-Chancellors,

Emeriti Professors,

Former Registrars,

Heads of Various Campuses.

Provost of College of Medicine

Dean of Postgraduate School

Deans of Faculties

Directors of Institutes and Centres

Heads of Department and Units

Distinguished Professors and Members of Senate, My Lord

Bishops and Ministers of God

Royal Majesties and Highnesses

Prof. Christopher Ahiakwo Academic Children  
The Valedictory Lecture and Book Launch Committee  
The Book Reviewer, Prof. Emmanuel M. Adigio, Vice  
Chancellor, Nigeria Maritime University, Okerenkoko, Delta  
State.

Chief and Co-Launchers  
Staff and Students of the University  
Members of Obrikom Improvement Union and Obrikom  
Community  
All Invited Guests.  
Gentlemen of the Press.  
Ladies and Gentlemen.

## The Contrasting Paths of Teacher Candle and Teacher Fire



*Plate 1: A symbolic image of a candle and a raging fire behind, representing the contrasting archetypes of the Teacher Candle and Teacher Fire*

### 1. Introduction

**E**steemed colleagues, distinguished guests, and dear students, it is with great honour and humility that I stand before you today to deliver my valedictory lecture. Over the course of my four decades at this Ivory Tower. I have had the privilege of witnessing and experiencing the transformative power of education, and the profound impact that teachers can have on the lives of their students and the society at large.

Today, I wish to share with you a metaphor that has guided my personal and professional journey – “The Contrasting Paths of the "Teacher Candle" and the "Teacher Fire." (See Plate 1). These metaphors encapsulate the fundamental attitudes and

approaches that shape the way educators impart knowledge and influence their students' lives.

For the forty-three years that I have worked at this university, I have taken sabbaticals, visited several academic institutions on adjunct, and even served as external examiner to many tertiary institutions in Nigeria. In all, I have discovered that there are two types of educators (be it in the primary, secondary or tertiary institution) – “The Teacher Candle and The Teacher Fire”

The scriptures, in the book of Matthew 15:14-16, remind us that we are the light of the world, and our light should shine before others, illuminating their paths and inspiring them to glorify. It is with this sacred responsibility in mind that I invite you to explore the contrasting paths of the Teacher Candle and the Teacher Fire. I will highlight a few educators in this lecture whose candles have served as beacon of hope.

## **2. The Teacher Candle**

A candle is a simple and powerful source of light. It burns down itself to give illumination to people around it. Like a candle, the Teacher Candle is a selfless and dedicated educator whose primary aim is to impart knowledge, nurture intellectual growth, and inspire students to reach their full potentials (Plate 2).

The Teacher Candle burns steadily, melting away bit by bit, sacrificing their own resources to provide light and warmth to those in their care. They are motivated not by personal gains or





*Plate 2: The Teacher Candle*

accolades, but by a genuine desire to make a positive and lasting impact on their students' lives.

In my early days at this institution in 1981, I had the privilege of witnessing and learning from many of such Teacher Candles. They were driven by a passion for teaching, a commitment to excellence, and a deep sense of responsibility towards their students. Their offices and classrooms were sanctuaries of knowledge, where students felt safe to explore, question, and grow. Such Teacher Candles were the likes of Emeritus Professor Simeon Achinehu, Late Professor Nnaemeka Isirimah, Professor Steve Odie-Owie, Mr. A. B. Piam and Professor Emenike N. Wami, just to mention a few of them. Their unwavering dedication and selfless approach to teaching left indelible marks on generations of students that passed through them. Despite facing numerous challenges and resource constraints, they consistently went beyond normal

lectures to ensure that their students received the best possible education. Beyond the classroom, they became mentors and role models, guiding their students through academic and personal challenges with wisdom and compassion.

## **2.1 Nurturing the Teacher Candle**

Born on January 7, 1954, in Obrikom, Rivers State, Nigeria. My educational journey began at St. Philip's Primary School, Obrikom, and St. Michael's Primary School, Omoku. Secondary education was in Sancta Maria High School, Omoku, and Western Ahoada County High School, Ahoada. Later, I proceeded to the then prestigious Rivers State College of Science and Technology, Port Harcourt, now Rivers State University, where I obtained Ordinary National Diploma (OND) and Higher Diploma in Technology (HDT) certificates in 1977 and 1979, respectively. The philosophy of Teacher Candle was nurtured from the approach expatriate lecturers and even the indigenous ones like Prof J. G. Chinwah (then Dr. J. G. Chinwah) treated their students. They had teacher candle relationship with students. The philosophy was very easy for me to adopt as soon as I was employed as a Technologist into the Department of Electrical Engineering of Rivers State University of Science and Technology in 1981. Through hard work and perseverance, I obtained a Master of Technology (M.Tech.) and a Ph.D in Electrical Power Engineering in 1997 and 2001 respectively.

Throughout my career, I have had the privilege of guiding students in their laboratory work, teaching and mentoring them in courses such as Electric Circuit Theory, Electrical

Technology, Marine Electrical Technology, Electric Power System, Faults & Faults Protection, Power System Planning and Operation, and High Voltage Engineering. These gave me the opportunity of imparting critical knowledge and skills to my students most of them are now very senior engineers.

Initially, I started as a Technologist, setting up laboratory experiments and overseeing assignments and laboratory works for both Diploma and B. Tech students. I dispatched my duty with passion. Often, I will go off my way by providing photocopies of laboratory manuals to students, who genuinely forgot to come with their laboratory manuals. This was the beginning of the “Teacher Candle” philosophy journey. It was also exhibited in the courses I taught, for I provided lecture materials free to students. They would only be asked to make copies for themselves and return the original copies. I have never sold handout or books throughout my teaching career.

## **2.2 Impact of a Teacher Candle**

The impact of a Teacher Candle extends far beyond the confines of the classroom or the walls of an institution. The impact ripples through generations, shaping the lives and perspectives of countless individuals. The Teacher Candle understands that true education goes beyond mere academic instruction. It is a holistic process of nurturing the mind, character, and spirit of each student. He leads by example, embodying the values of integrity, humility, and service. He becomes a role model and beacon of inspiration to students. See the picture below.



*Plate 3: A photograph of a classroom setting, with a teacher guiding students in a nurturing and engaging manner*

One of my former students, who is now a successful Engineer and Entrepreneur, shared how the guidance and mentorship of a Teacher Candle, which I provided while he was my student. I quote, "Sir, you saw something in me that I couldn't see in myself at the time I was your student in UST. Your unwavering faith in my abilities and willingness to go the extra mile you did to ensure my success, made all the difference. You did not only teach me the principles of engineering, but you also instilled in me the values of resilience, integrity, and commitment to excellence." Many other students touched by the warmth and light of a Teacher Candle share the same sentiment (Plate 3).

The influence of Teacher Candle extends beyond the classroom. It shapes the fabric of our society and contributes to the greater good of the society. Teachers, whether you are an instructor or a lecturer, should exhibit integrity, humility, and fear of God. This is the pivot of the Teacher Candle Orientation. It attracts divine blessings which confirms the adage that "Teacher's Reward is

Above”. I am a beneficiary of this adage.

• **A favour from a Banker:**

I cannot recall ever having met this woman banker in my life. This lady only confirmed from my son whether I was his father. This confirmation changed the bank statement transaction he went in the bank for British visa application which has been denied six times for insufficient funds in my bank account. Her assistance saved me from selling my property at Eagle Island in 2010. I had made up my mind to sell the property to augment my bank account for my son’s visa application.

• **My Movement to Niger Delta University (NDU):**

I was in Enugu in November 2012 for Nigerian Society of Engineers (NSE) conference while the ASUU strike of RSUST was in progress. One of my ex-students called and informed that Niger Delta University (NDU) had advertised for various positions and that deadline for submission of application was that weekend. I hurriedly departed the conference and made sure my application reached NDU before the deadline. This was how I became the first professor of Electrical Power and Renewable Energy in Rivers and Bayelsa States.

• **My Appointment as Rector:**

In April 2015, another ex-student of this university, whom I had taught, came to the University here to look for me, only to hear that I was then in NDU. He traced me to NDU, collected my CV and facilitated my appointment as the Rector of Federal Polytechnic Ekowe in Bayelsa State.

These favours confirm the adage that the reward of teacher is

above. But from the experience of many, not all teachers are rewarded above, only Teacher Candle ones are rewarded above. I therefore encourage all my colleagues to adopt "Teacher Candle Orientation." It is honourable and pays. Teaching is a very noble career with limitless benefits, we should educate to change the world and live morally upright lives that will elevate the teaching profession.

Most times, I admonished students using the Gideon. Those suspected to be involved in cult related activities, I highlight dangers of cultism and share testimonies from voice magazines of Full Gospel Business Men Fellowship International with them.

Basically, as educators, we also need to make sure that our procedures and policies reflect the principles that the Teacher Candle philosophy represent. These include promoting academic integrity, upholding ethical standards, and fostering an inclusive and supportive learning environment for all students, regardless of their backgrounds or circumstances. Fortunately, the Outcome Base Education (OBE) that is currently being propagated by COREN is a form of Teacher Candle philosophy. A teacher candle spends hours in preparing for a lecture of one hour, while a teacher fire hardly prepares for lectures. In contrast to this current trend, some educators in Nigerian Universities can be referred to as "Teacher Fire."

### **3. The Teacher Fire**

In stark contrast to the nurturing warmth of the Teacher Candle, the Teacher Fire burns with a fierce and destructive intensity, fuelled by selfish ambition, greed, and a disregard for the well

being of his students. Like an uncontrolled blaze, the Teacher Fire seeks to consume and destroy, leaving a path of devastation in their wake. They prioritize personal gain over the sacred duty of educating, exploiting their position of power and influence for their own benefit.

A Teacher Fire repels students by extorting money from them and sexually harass female students (Plate 4). Such lecturers cash on the vulnerabilities of some students to perpetuate evil, thereby betraying the trust placed on them as career developers of young people. They employ varieties of strategies, such as the use of Class Representatives, commonly known as “Class Reps”, Class Assignment, Homework, Project Supervision and Class Test, to circumvent university policies and procedures and accomplish their own self-serving agenda. Most of these dishonest educators occasionally rush to ASUU, their political godfathers, or even the judiciary for protection when they are discovered, just like the tortoise, retreating its head and legs inside its shell for safety when it senses danger.



*Plate 4: A powerful, symbolic image depicting the destructive nature of the Teacher Fire, burning, crumbling book, broking pencils, and shattering the academic emblem*

Regrettably, we have witnessed the presence of such Teacher Fires within our Ivory Towers, casting a dark shadow upon the noble profession of teaching. Their actions not only undermine the integrity of our institutions but also inflict lasting emotional and psychological harm upon their victims.

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*It is a sobering reality that some individuals entrusted with the sacred duty of educating our youth have chosen to surrender to the destructive impulses of the Teacher Fire. Their selfish pursuits have left a trail of broken trust, shattered dreams, and emotional scars that may never fully heal.*

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One particularly egregious incident involved a former colleague whose actions scarred the hearts and minds of several students. This individual, entrusted with the sacred responsibility of nurturing young minds, instead chose to exploit his position of authority for personal gratification. He engaged in inappropriate relationships with multiple female students, shattering their trust and inflicting profound emotional trauma. The ripple effects of his transgressions extended far beyond the individuals directly involved. It cast a dark shadow over our institutions, eroding the very foundation of trust upon which the teacher-student relationship is built. Students who once viewed the classroom as a sanctuary of learning were left disillusioned and wary, questioning the integrity of those meant to guide them. This harrowing experience served as a stark reminder of the insidious nature of the Teacher Fire and the imperative to remain vigilant in identifying and extinguishing such destructive forces before they can spread their toxic influence. We must foster an environment where the Teacher Candle can thrive, and the



Teacher Fire is extinguished before its toxicity spreads and consume our Ivory Towers.

### 3.1 Extinguishing the Teacher Fire

A multidimensional strategy including education, accountability, and a zero-tolerance stance against any kind of mistreatment or exploitation is needed to put out the Teacher Fire. Primarily, we must prioritize education and training of our faculty members, instilling in them a deep understanding of professional ethics, boundaries, and the sacred trust placed in them as educators. Regular workshops, seminars, and open dialogues should be held to reinforce these principles and provide a safe space for addressing concerns or seeking guidance.

To ensure that victims feel empowered and supported in coming forward, we also need to put in place strong processes for reporting and looking into claims of misconduct. Strict disciplinary measures, including termination of employment and legal consequences, should be enforced for those found guilty of exploiting their position or engaging in unethical practices.



*Plate 5: Image of a fire extinguisher and a bucket of water being poured over a raging fire. This symbolizes active efforts to combat and extinguish the destructive influence of the Teacher Fire*

We must foster a culture of transparency and accountability within our institution. Regular audits, checks, and balances should be implemented to ensure that no individual or group holds unchecked power or authority. We can discourage people who might be inclined to give in to the destructive urges of the Teacher Fire by fostering an atmosphere of transparency and mutual accountability.

### **3.2 Healing and Restoration**

For those who have fallen victim to the Teacher Fire's destructive influence, we must provide avenues for healing, support, and restoration. Counselling services, mental health resources, and advocacy groups should be made readily available to help individuals navigate the traumatic experiences they have endured.



*Plate 6: Image of a fire fighters extinguishing fire*

We also need to take proactive measures to rebuild any credibility and trust that the Teacher Fire's activities may have damaged. This can be achieved through open communication, transparency in our processes, and an unwavering commitment to upholding the highest standards of ethics and integrity.

We can start mending the sacred relationship between teachers and students – one based on mutual respect, trust, and dedication to learning and personal development - by tending to the wounds caused by the Teacher Fire and taking proactive measures to stop similar occurrences in the future (Plates 5 & 6). Termination of employment of Fire lecturers can extinguish their likes in our Universities.

#### **4. The Choice**

My fellow educators, we are at a crossroads, faced with a choice between the path of the Teacher Candle and the destructive trail of the Teacher Fire. The decision we make, both individually and collectively, will shape the lives of countless students, the future of our institutions and the society at large.

As we reflect upon our roles and responsibilities, let us be inspired by the shining examples of the Teacher Candles who have graced our Ivory Towers, illuminating the way for generations of students. Let us draw strength from their unwavering dedication, their selfless sacrifice, and their commitment to nurturing the minds and souls of those entrusted to their care.

To my esteemed colleagues who have embraced the path of the

Teacher Candle, I commend and applaud your efforts. Your light has been a beacon of hope and inspiration, guiding countless students towards success and fulfilment.

To those who may have momentarily strayed away from this path or found themselves captivated by the allure of the Teacher Fire, I implore you to pause, reflect, and reclaim your true purpose. It is never too late to reignite the flame of the Teacher Candle within you, to rediscover the sacred calling that first drew you to this noble profession.

And to our students, past, present, and future, I urge you to recognize and cherish the true Teacher Candles in your lives. They are the guardians of knowledge, the architects of character, and the catalysts for your personal and intellectual growth. Embrace their wisdom, their guidance, and their selfless devotion, for they hold the key to unlocking your full potential.

## **5. Illuminating the Future**

As I prepare to embark on a new chapter of my life, I do so with a heart full of gratitude for the opportunity to have served as a Teacher Candle in this Great Institution. The journey, though with some challenges, has been one of immense fulfilment and personal growth. I am forever enriched by the countless lives I have had the privilege of touching. While my tenure as an active educator may be ending, the impact of my efforts and the lessons I have imparted will continue to resonate through the generations of students whose lives I have touched. It is a humbling realization that the seeds of knowledge and wisdom I have sown will continue to bear fruit long after I have departed.

One of the greatest joy of being a Teacher Candle is witnessing the growth and success of one's students as they navigate their own paths in life. To see them applying the principles and values instilled in them, becoming leaders and agents of positive change in their respective fields, is a source of immense pride and satisfaction.

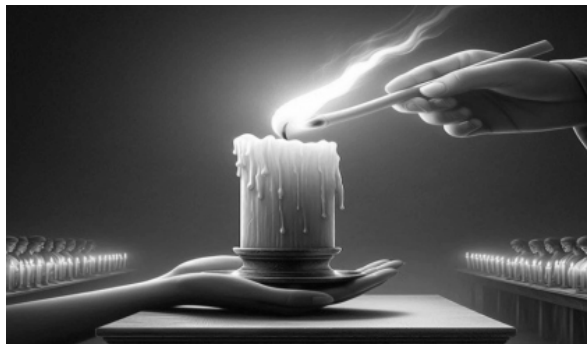
I recall another former student who, after years of hard work and determination, went on to become a renowned engineer and philanthropist. In our conversations, he would often reflect on the profound influence I had on his life, crediting me with instilling in him a sense of ethical responsibility and a commitment to using his skills and knowledge for the betterment of the society. "Professor, he would say, "you taught me that true success is not measured by wealth or accolades alone, but by the positive impact we have on the world around us. Your lessons on integrity, perseverance, and service have been the guiding principles that have shaped my life and my work."

It is through these lasting legacies that the impact of a Teacher Candle truly transcends the boundaries of time and space, leaving an indelible mark on the fabric of society and shaping the course of generations to come.

### **5.1 Passing the Torch**

As I step into this new phase of my journey, I do so with the knowledge and joy that the torch of education must be passed on to a new generation of educators (Plate 7). It is my fervent hope that the lessons and values I have imparted will continue to resonate within this institution, inspiring others to embrace the path of the Teacher Candle. Within the space of nine years, I

have produced 12 PhD graduates, more than 40 Master Degree graduates.



*Plate 7: A symbolic image of a candle flame being passed from one person to another, representing the passing of the torch and the continuation of the Teacher Candle's legacy*

To our students, I entrust you with the responsibility of carrying the torch of knowledge and wisdom forward, always striving to be luminaries in your chosen fields and agents of positive change in our world. Remember the lessons imparted by your Teacher Candles. Let them guide you as you navigate the challenges and opportunities that lie ahead.

Together, let us commit to extinguishing the destructive fires of greed, exploitation, and selfishness that threaten to dim the sacred light of education. Let us boldly embrace the path of the Teacher Candle, illuminating the way towards a brighter, more enlightened future for all.

## **5.2 Lighting the Path**

As I prepare to pass the torch to the next generation of educators, I am reminded of the immense responsibility we bear in leading

by example and embracing the philosophy of the Teacher Candle. During my tenure as Dean of the Faculty of Engineering, I had the privilege of contributing to the growth and development of our esteemed institution in ways that tangibly manifested this commitment. Through a series of initiatives and achievements, I endeavoured to create an environment that nurtured intellectual growth, fostered academic excellence, and illuminated the path for future generations of scholars and leaders. These achievements were not mere accomplishments but rather tangible manifestations of the Teacher Candle philosophy that nurtured intellectual growth and fostered conducive environment for learning.

Under my leadership, the Faculty achieved the following:

1. Secured the safety of Lecturers Offices by installing protectors at the main entrances of the Faculty Building, courtesy of Prof. Blessing C. Didia.
2. Acquired and furnished the present Faculty of Engineering Conference Hall, a state-of-the-art facility that now serves as the epicentre for Faculty Board meetings, courtesy of the Vice Chancellor, Prof. Nlerum S. Okogbule.
3. Resuscitated and revitalized the "Journal of Newviews in Engineering and Technology (JNET)," a vital academic journal that had been dormant for over two decades. This revitalization provided a platform for scholarly contributions and dissemination of innovative research.

4. Resuscitation of Computer Engineering that was phased out of the Faculty as it had lost NUC accreditation for over a decade.
5. Organized the first-ever “International Virtual Conference “in the University, titled "Leading Edge Technologies for Entrepreneurship and Local Content in the 21st Century," highlighting our commitment to innovation, entrepreneurship, and global outreach.
6. Instituted Faculty of Engineering Annual Award Ceremony, which held back to back from 2019 to 2021, to honour and recognize distinguished scholars and engineers, fostering a culture of excellence and celebration within our academic community.
7. Broke the barriers that restricted the production of Professors within the Faculty of Engineering. This paved way for the promotion of 9 Professors, 8 Readers, 13 Senior Lecturers, and 20 Lecturer I within my Deanship tenure. In addition, 18 non-academic staff members were promoted to various levels, based on their invaluable contributions.
8. Using personal honoraria from Postgraduate School, I acquired a generator and public address system for the Faculty. They are still in use today in the Faculty.

These achievements were not mere milestones but rather embodiments of the Teacher Candle spirit. A commitment to creating an environment that nurtures intellectual growth,



fosters academic excellence, and illuminates the path for future generations of scholars and leaders.

## 6. Conclusion

As I stand before you today, my heart is filled with a profound sense of gratitude and humility to God Almighty. The journey that began over four decades ago has been one of immense personal and professional growth, marked by triumphs, challenges, and invaluable lessons learned.

Throughout this journey, I have been guided by the unwavering belief that education is not merely a means of imparting knowledge but a sacred calling. A responsibility to nurture minds, shape characters, and inspire generations to come.

It is with this belief that I have endeavoured to embrace the philosophy of the Teacher Candle, selflessly burning away to provide light and warmth to those entrusted to my care. I have sought to lead by example, demonstrating the virtues of integrity, humility, and service, and instilling these values in the hearts and minds of my students. I therefore urge all our students both past, present and future students to cherish and embrace the wisdom and guidance of Teacher Candles. They are the guardians of knowledge, the architects of character, and the catalysts for your personal and intellectual growth.

As I take my leave from this esteemed institution, I do so with a heart full of gratitude to God and a mind brimming with cherished memories. The journey has been one of immense fulfilment, and I am forever enriched by the countless lives that I

have had the privilege of touching.

To all of you gathered here today, I leave you with a charge - continue illuminating the paths of those around you, be beacons of inspiration and pillars of integrity. May the light of the Teacher Candle burn brightly within each of you, casting its warm glow upon generations of students to come.

Together, let us continue to extinguish the destructive fires of greed, exploitation, and selfishness that is threatening to dim the sacred light of education. Let us boldly embrace the path of the Teacher Candle, illuminating the way towards a brighter, more enlightened future for all.

Thank you, may the light of knowledge and wisdom continue to shine upon us all.

## 7.0 Acknowledgement

I am especially honored to have Her Excellency Prof. Mrs Ngozi Nma Odu, DSSRS, the Deputy Governor of Rivers State in this event today. Your esteemed presence underscores your unwavering commitment to education and scholarship. Thank you for gracing the occasion with your presence and for your steadfast dedication to the development of this University and the State at large. Your support is an inspiration to all of us.

His Lordship Justice Mary Ukaego Peter Odili, DSSRS, JSC(RTD) the Chairman and Pro- Chancellor of the Governing Council of our great and esteemed University (Rivers State University), your visionary leadership has been instrumental in steering this institution toward greater heights of excellence. Your dedication to fostering an environment of academic rigor and innovation is deeply appreciated. Thank you for your invaluable support and for being here to celebrate this significant occasion with us.

My heartfelt gratitude is extended to the Vice-Chancellor of Rivers State University Prof Nlerum Sunday Okogbule, DSSRS, FCIABr, your relentless pursuit of academic excellence has placed the University at an enviable position that has remained attractive to both parents and students. Many parents now desire to have their children and wards in this University. Vice-Chancellor sir, your unwavering support for Faculty of Engineering has been foundational to the successes recorded in the Faculty. This is attested in the release of state-of- the-art Faculty of Engineering Conference Hall during my tenure as Dean and the approvals the Faculty enjoyed from you to host conferences. With your support, Faculty of Engineering became

the first Faculty to host an International Conference in the University. Your inspiring leadership led to the achievement of 100% back-to-back on NUC accreditations since your assumption as the Vice Chancellor. Thank you for approving this valedictory lecture and the support you gave me during my days as Dean and Head of Campus.

I want to specially thank Prof. Blessing C. Didia, who ensured I was re-transferred from Niger NDU. Delta University (NDU) back to this University. Otherwise this lecture would have been in NDU.

Special thanks are due to the Chairman of the University Lecture Committee, Prof Hudson Ukoima for scheduling this lecture. Your dedication, meticulous planning, and tireless efforts have ensured the seamless execution of this event. Your hard work and commitment are truly commendable Capacity, and I am profoundly grateful for your contributions.

My Dean Prof. Jackson Akpa; the Faculty Valedictory Lecture Committee, led by Engr. Prof E. A. Igwe; Head of Department of Electrical Engineering Engr. Dr. Hachimemun N. Amadi; the entire staff and students of Faculty of Engineering, members of Electrical Engineering in particular, the committee of Alumni of Electrical Engineering (my academic children) led by Engr. Victor Bright that packaged this event with the Faculty Committee. I am sincerely very graceful to all of you. Without your efforts this valedictory lecture would not have been succeeded.

The Ogba Community in Rivers State University, my friends from the Gideons International, Full Gospel Business Men Fellowship of Nigeria, the solidarity I enjoyed from you IS overwhelming. I say a very big thank you for your support and

making this event a huge success.

My sincere thanks also goes to Prof Emmanuel M Adigio the Vice Chancellor, Nigeria Maritime University, Okerenkoko, Delta State, who at a very short notice, accepted to review the book. I appreciate you for your show of love to me and my family. My friends from the College of Science and Technology days, Engr. Daniami Etire, Engr. I. Z. S. Akobo, Mr Daye Omoni, Prof. F. Sigalo and others that space may not allow me to put down here.

I equally want to sincerely appreciate the Head of Campuses (Prof. D.I. Hamilton, Prof. M. J. Ayotamuno, and Prof. Edith Chuku); the Provost of Medical College; the serving and former Deans of Faculty of Humanities; Professors, staff and students of Ahoada Campus, staff and students of Faculty of Engineering and entire members of the academic community. The support I got from you is overwhelming.

Special appreciation goes to the Obrikom Community lead by HRH Eze C. U. Nkisah Ochi- Oha Egbekwu II of Obrikom, and Engr. Edwin E. Nwokezi, Dr. Chris Oboh, Chief Emeka Okoromah, Chief Loveday Onita, my wife's family members led by HRH Eze Uche Ogbuagu the Ochi-Oha of Obor land and Engr. Clement A Ogbuagu FNSE, who have gathered here today, for this event, your presence is a testament to the love you have for me. Thank you for joining me in sharing this momentous occasion.

I would like to acknowledge everyone who has contributed in various ways to the success of this event. From Engr. G. C. Okoroma, FNSE; Engr. B. E. Ojum, FNSE; Mr. Emeka Ochonogor, Surv. Dr. A. O. Okwere, the diligent "Think -Tank Committee" led by Engr. Dr. Sunny Orike, Engr. Victor Bright;

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Thank you and God bless.

**Valedictory Lecturer by**

**Engr. Prof. Christopher O. Ahiakwo**

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**6th September 2024.**