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Introduction – Dr. David Adewuyi, Managing Editor

Member institutions of AERN will recall the important suggestions made to improve the general management of the Network at the May 3-7, 2010 Annual summit in Nairobi, Kenya. The suggestions were tabled at the follow-up Ohio University mini-summit on October 18, 2010. After exhaustive deliberation on the suggestions, a motion was moved, seconded and generally adopted to approve the following decisions:

1. **Individual membership** of AERN will be one-time payment of US\$100. Members will have the opportunity to attend and present papers at AERN summits and publish original research articles in *The African Symposium*.
2. **Management institutions of AERN in USA and Africa** will contribute at least **US\$2,500** each to be remitted to the Secretariat immediately. The Management institutions are VUU, Ohio University, Albany State University, Clark Atlanta University, North Carolina State University, Kenyatta University, University of Botswana, Uganda Martyrs University, University of Swaziland, and University of Lesotho.
3. **Institutional membership** (that is, institutions other than those listed in 2 above) will contribute at least **US\$1,000**. These institutions will have access to archival materials on AERN website.

The contribution will be kept in an account at the Secretariat for the smooth running of the Network. Some of the projects to be executed immediately include the renovation and improvement of the website to make it more user-friendly, purchase of necessary supplies and equipment for the Secretariat, travel assistance to members from institutions in good financial standing, and employment of research/student assistants for the Managing Editor and Technical Editor.

This issue contains fifteen articles from authors in different parts of the world. Substance abuse among secondary school students in the most populous city in Africa, Ibadan, was the issue examined by **Amosun, P.A., Ige, O.A., and Ajala, O.A.** The authors investigated the causative factors, the involvement of males versus females, senior and junior students, and Muslims and Christians caught up in this menace. Numerous factors were found to be responsible for the problem and recommendations were made on the ways to deal with substance abuse among adolescents. **Elishiba Kimani** and **Kisilu Kombo** both of Kenyatta University, Kenya discussed the harmful effects of absent fathers on families in Gatundu North district, Kenya. Part of their findings was that families with absent fathers suffered identity and provision crisis and that women bore extra burden of added reproductive and productive roles. The study recommended a policy shift in economic empowerment, other forms of investment and wealth generation in rural areas through multifaceted approach as a strategy of minimizing the vice.

Adekunle Adegoke of Obafemi Awolowo University in Nigeria studied the interactions among people's locus of control, health beliefs and health behaviour practices. Describing the influence of age, sex and marital status on health behaviour practices, analyses of the data showed that health beliefs, level of education, sex and marital status correlated

with health behaviour practices of respondents. The paper concludes that interaction effects were significant for sex and age, and also for age and marital status on health behaviour practices. **Kukunda Bacwayo**, a senior lecturer at Uganda Christian university, examined Uganda's performance on the 7th Millennium Development Goal (MDG), one of the goals set by world leaders in 2000 with the aim of reducing world poverty. This paper argued that despite the Ugandan government's commitment to increase safe water access and sanitation coverage, this target is not attainable because of the increased withdrawal of government from service delivery and preference of private provision of services over public provision because of the neo-liberalist approach to development.

Akinbileje Thessy Yémisi of Obafemi Awolowo University and **Igbaro Joe** of Adeyemi College of Education, Ondo, Nigeria made some analysis of the socio-cultural factors underlining the use of clothes in Yorùbá land. Proverbs were used to project the significance of traditional fabrics among the Yorùbá. A succinct analysis of the proverbs assisted in decoding the thought patterns, feelings, opinions and the ideas that clothing communicate to the Yorùbá. **Adeniyi, S.O.** of Federal College of Education, Lagos and **Oyewumi, A.M** and **Fakolade, O.A** both of Ibadan University investigated knowledge, attitude and decision making about the issue of HIV/AIDS among adolescents with hearing impairment in Oyo, Lagos and Kwara States. The findings revealed that there were significant differences in knowledge, attitude and decision making of adolescents with hearing impairment as a result of Family Life and HIV/AIDS Education.

Bamidele Abiodun Faleye of Obafemi Awolowo University, Nigeria, investigated the level of Cognitive Test Anxiety of selected undergraduate students in order to find whether CTA of students vary by ability levels and gender. Results showed that students' CTA was generally low and CTA negatively affects performance levels; the higher the level of students' CTA, the lower the level of students learning outcome and vice-versa. However, gender differences did not lead to corresponding differences in CTA and performance levels. **Nana Adu-Pipim Boaduo** of University of Free State, South Africa, surveyed teacher needs for the continuing professional teacher development and attempted to propose school-based in-service training as an intervention strategy for teacher continuing professional growth and development in the Eastern Cape Province of South Africa.

AbdulRasheed Adeoye, University of Ilorin, Nigeria, employed the deductive method of research to review and re-examine the arguments surrounding the essence of the theatre director in the traditional African theatre and concluded that there was the presence of the theatre director in the traditional African theatre. **Sana Cherni** and **Mohamed Ridha Ben Maad** of Higher Institute for Childhood Education, Carthage-Tunis, explored the influence of the socio-cultural environment on the preschool system in the Maghreb region. The paper sought to shed light on the influence of the socio-cultural context on the structural organization of preschool. It was found that socio-cultural influences did not only figure across countries with palpable demarcation lines but rather among counties sharing almost the same cultural heritage.

Leonard Nkosana, University of Botswana, discussed the results of form five (year 12) students' and teachers' survey questionnaires regarding the reality of the teaching of speaking in English, which is not assessed in the BGCSE ESL exam compared to the other macro skills like reading and writing, which were assessed. The study concluded that multiple factors, beside BGCSE ESL exam, influence the teaching of speaking in Botswana senior secondary schools. **Akeem Akinwale** and **Mike Aremo** both of University of Ibadan,

Nigeria, examined concession as a catalyst for crisis management in Nigerian ports, using content analysis of archives. The paper concluded that unless the Federal Government of Nigeria cultivated people-friendly innovative ideas, the crisis of Nigerian ports might escalate.

Ogundokun M.O. and **Adeyemo D.A.** of Ibadan University, Nigeria examined the moderating influence of emotional intelligence, age, and academic motivation on academic achievement of 1,563 secondary school students from Oyo state, Nigeria. The result revealed that Emotional Intelligence, Age and Academic Motivation were potent predictors mildly associated with academic achievement. **Popoola, Bayode Isaiah** et al. sought to determine the relationship between teaching effectiveness and attitude to reading among secondary school teachers in Osun State, Nigeria. Results of data analysis revealed, among other findings, a significant relationship between the time devoted to reading by teachers and their teaching effectiveness on the one hand and between attitude of teachers to reading and their teaching effectiveness on the other hand. The study concluded that there was an urgent need for a virile post-qualification literacy program for Nigerian teachers with a view to improving their teaching effectiveness. **Uzoечи Nwagbara** of London, United Kingdom's Greenwich School of Management, analyzed Tanure Ojaide's *When It No Longer Matters Where You Live (1998)* to do a critique of elusive notions of home, exile and cultural identity, compounded by the blinding subjectivities of globalisation and transnationalism that occlude the true import of mass migration and global capitalist rhetoric.