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Introduction to the issue – Dr. David Adewuyi, Managing Editor

There are eighteen articles in this volume contributed by researchers in Nigeria, United States, Canada, United Kingdom, Kenya and Botswana. **Joseph Mensah** of Tonota College of Education investigated the impact of community-based education on rural development in Botswana. The author concluded that in Botswana, community-based education has contributed towards rural development immensely. **Ayodeji Adeola SHOBOLA, Onijuni Olufemi OLATOMIDE** and **Michael Adeniyi OMOYEMIJU** of Obafemi Awolowo University, Nigeria, examined the effectiveness of guidance training on the perception of Senior Secondary School Three (SSS 111) towards examination malpractice. Results of the study showed that the treatment on examination malpractice had significant impact in reducing examination malpractice. Based on the findings, it was concluded that guidance training in form of guidance talk, seminar, workshop and interaction can be effective in curbing examination malpractice and other related academic malpractice among students.

Grace Oluremi AKANBI of Emmanuel Alayande College of Education, Oyo, Nigeria, examined Home Grown School Feeding and Health Programme (HGSFHP) as an innovative approach to boosting enrolment in the public primary schools in Nigeria. Findings show that since its inception in 2006, there has been a gradual and progressive increase in the enrolment of pupils in public primary schools because of HGSFHP. The author therefore recommends among others, that the Federal Government should make the programme national so as to boost the literacy level in Nigeria. **Olubukola OJO, Joshua ARANSIOLA, Adesegun FATUSI** and **Akinjide AKINTOMIDE** of Obafemi Awolowo University, Nigeria, investigated parental perception, attitude and the influence of socio-economic and demographic factors on the willingness to engage in sexual and reproductive health communication with their adolescents. The results suggest the need to sensitise parents to the need for parent-child communication on sexual and reproductive health issues.

Albert Ayorinde ABEGUNDE and **Adewole Michael ADEDIGBA** examined the location of University of Nigeria Teaching Hospital, Enugu, Nigeria (UNTH, Enugu) on the purses of residents in its regional context. The study established that though the studied teaching hospital ought to be a regional infrastructure, its service is most enjoyed by the poor that hailed from immediate environments. The authors were of the view that the income of residents, among others, in their socio economic characteristics, should be considered in locating regional infrastructure that intends to have higher order of coverage in its services to the people in a developing economy like Nigeria. **Ayotola AREMU** and **Olaide FASAN** of University of Ibadan argued for planned, research-based, and systematic training of teachers for technology use in Nigerian schools to ensure effective training that would translate into appropriate use.

Oloyede Solomon OYELEKAN of University of Ilorin, Nigeria contended that Computer literacy and ICT literacy are two common forms of literacy often erroneously perceived to be synonymous and used interchangeably. However, these two terms even though closely related, connote different technical meanings. The author discusses the concept of literacy and how computer literacy and ICT literacy have come to bear in the emerging definitions of literacy. The paper explores the technical meanings of these two

terms by providing an aggregation of the views, assertions, and definitions expressed by experts to make a clear distinction between the two. **Osagie OSEGHAE** of Kennedith Dike library, University of Ibadan and **Josiah Ifedayo ADEYOMOYE** of Caleb University, Lagos examined the challenges that knowledge economy had posed to lifelong learning and training systems in Nigeria. The study stressed the need to strengthen public libraries in order to encourage lifelong learning where formal education systems are almost unaffordable and grossly inadequate.

Uzoechi NWAGBARA of University of Wales, UK, critically explored the centrality of intertextuality in the production and appreciation of Chinua Achebe's fiction, mainly, his political novel, *Anthills of the Savannah*, that deals with militarism, defined as the prevalence of the armed forces in the administration or policy of the state. **Uchenna UDEANI** of University of Lagos and **Charity EJKEME** of Federal College of Education (Technical), Lagos, examined the number of female academics in relation to their male counterparts with respect to number, status and progression over a ten year period (1999-2009). The findings showed that females were under-represented; occupy the middle and lower status; but showed consistent progression over the period. The authors conclude that only when gender equity has been achieved in higher education can we evaluate and appreciate the contributions of women scientists and engineers.

Jimoh Wale OWOYELE and **Azeez Olawale KAREEM** of Tai Solarin College of Education, Nigeria, investigated teacher factor in assessment towards enhancing universal Basic Education in Ijebu of Ogun State. They found that there exists a significant difference in the assessment practices of teachers with NCE and degree, and those with differential professional status, experience and qualification. Recommendations include staff re-orientation to correct systematic defects on assessment practices. **Clement Segun ONI**, Obafemi Awolowo University and **Tajudeen Adewumi ADEBISI**, Osun State University assessed the extent to which the 1987 policy on computer education has been implemented in Nigeria. The authors identified the lapses in the policy and proffer suggestions that could be used for the development and improvement of computer education program in Nigerian secondary schools particularly in junior vocational institutions.

Kehinde ALEBIOSU and **Emmanuel MICHAEL** of Olabisi Onabanjo University, Nigeria, investigated the effectiveness of using concept maps in improving the attitude of senior secondary students to Physics. Physics teachers were implored to adopt the use of concept mapping instructional strategy in physics classes and to disallow discrimination among male and female low, moderate and high quantitative ability students. **Priscilla GITIMU** of Youngtown State University, Ohio, USA, **Lombuso KHOZA** of University of Maryland, Eastern Shore, MD, USA, and **Gladys OTIENO** of Maseno University, Kenya, assessed the global textiles awareness and the internationalism of textiles apparel students in East Africa and United States. The study found internationalism of East African and US students was average and comparable. This study made an important contribution to understanding global textiles awareness and internationalism of textiles of apparel students.

Christopher Olumuyiwa OLA, a reference librarian at the University of Ibadan library, was of the opinion that although the mobile phone is an important means of communication, its use is becoming incessant and considered distractive by some library users. 78.29% of the study respondents affirmed that they were distracted each time a cell phone rang near them in the library. The author therefore suggested, among other things, that

the university authority (employing its official organs and enlisting the support of the students' union) should come up with appropriate rules and regulations on the use of mobile phones in the library while the library should provide designated areas where calls could be made and/or received within its premises with appropriate notices and instructions posted in conspicuous areas. **Oluwole Majekodunmi TOYOBO** of Tai Solarin College of Education investigated the extent to which personnel quality and customer satisfaction was predictor of customer loyalty among the customers of the Coca Cola Bottling Company retailers in Ibadan city, Nigeria. Findings revealed significant relationship between personnel quality and customer loyalty and customer satisfaction and customer loyalty.

Angellar MANGUVO of University of Missouri-Columbia, USA, **Stephen WHITNEY** of University of Missouri-Columbia, USA and **Ottilia CHAREKA** of St Francis Xavier University, Canada, investigated teachers' perceptions of the influence of socioeconomic factors on student misbehavior in Zimbabwe between 2000 and 2008 when the country experienced unprecedented socioeconomic challenges. Findings show that most teachers perceived the prevailing macro socioeconomic environment as having a significant impact on student misbehavior. Teachers also perceived socioeconomic factors as negatively affecting their capacity to deal with student misbehavior. From the case study, the authors concluded that socioeconomic factors should be taken into consideration when formulating strategies to deal with student misbehavior. **Oluwole Majekodunmi TOYOBO** and **Ajibola Oluwemimo JIBOKU** of Tai Solarin College of Education studied the upsurge and increased participation of youths in gambling activity with its attendant related problems. The authors recommended prevention and intervention programs that should be mounted by counselling psychologists to reduce the upsurge of gambling activities and its attendant effects on youth behavior.

The African Symposium is grateful to its numerous reviewers for their diligence and assistance to the journal.