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Introduction to the issue – David Adewuyi, Ph.D., Managing Editor

The 2014 Summit of the African Educational Research Network was hosted by Obafemi Awolowo University, Ile-Ife, Nigeria between July 8 and 14, 2014. The Chief Host was Professor Bamitale Omole, OAU's Vice Chancellor and AERN's Senior Academic Officer for Africa. The theme of the summit was "**International Conference on the future of education in Africa.**" The summit opened with an address by Professor Omole, followed by two keynote addresses by Dr. David Stephens of University of Sierra Leone and Dr. Linda Rice of Ohio University, USA respectively. Dr. David Adewuyi, representing Dr. Claude Perkins, President and CEO of Virginia Union University and the Chief Academic Officer, USA, and Dr. Kwesi Craig C. Brookins of North Carolina State University, Raleigh, NC, USA also addressed the meeting. Apart from the business meeting at which several decisions to move AERN forward were taken, there were five plenaries during the one-week event, involving the presentation of about thirty research papers by authors from several universities in Nigeria, Uganda, Sierra Leone, and USA.

The timing of release of Volume 14, No. 1, June 2014 of *The African Symposium* coincided with the Nigerian summit; the issue is therefore lumped together with issue No.2; both of which are now delivered as **Volume 14, Nos. 1 & 2, December 2014**. There are fifteen articles in the volume and seven research papers selected from the summit presentations published separately as "*Proceedings from 2014 AERN Summit in Nigeria.*"

Kayode Atilade of Obafemi Awolowo University studied Tunde Fatunde's *LA CALEBASSE CASSÉE* as related to aspects of Yoruba discourse features. The author analyzed and described Fatunde's literary idiolect with particular reference to his blend of Yoruba linguistic felicities with the French linguistic conveyor through which he delivers his message. The paper demonstrates how the playwright deploys Yoruba proverbs, wise-sayings and Yoruba worldview to authenticate his African identity. **Adedunni Adegun** and **Oyesoji Aremu** both of University of Ibadan, discussed effectiveness of career development and cognitive reframe therapy on irrational career thoughts among secondary school students in Ogun State, Nigeria. CD and CR treatments were found to be effective in reducing irrational career thoughts of secondary school students. **Isiaka Balogun Gambari**; **Sherifat Adepeju**; and **Alfa Ahmadu Sule**, all of Federal University of Technology, Minna, Nigeria, discussed the importance of technology education and evidences of declining performance of junior secondary school students in basic technology subject. The authors recommended the use of interactive whiteboard to enhance students' learning.

Uffia Ogo, **Eyo Eneyo**, and **Anthony Akpan** of University of Calabar, Nigeria, evaluated the implementation of basic education modules in Nigeria. The paper pointed out many factors, such as: adequacy of resources, facilities and school equipment, professional development training and workshop organized for teachers and headmasters on regular basis, could enhance curriculum implementation at the basic educational level. **Bolarinwa Adeyemi**, University of Ibadan, examined the use of Kenneth Dike library resources and services by unaffiliated users, focusing on the user's affiliation, status, subject areas and geographical distribution of the users with policy statement regarding the users. **Hamdallat Yusuf**, **Aisha Garuba** and **Mudasiru Yusuf** of University of Ilorin, Nigeria, investigated students' access to Internet resources, their use of these resources and perceived problems militating effective use of Internet resources in a Nigerian university. Slow Internet speed, insufficient training on the use of the Internet, difficulty in finding relevant information, among others, were identified as militating factors against effective utilization of the Internet within the university. Recommendations were made on the need for Nigerian universities to improve on the existing ICT infrastructure and the need to provide needed training for students in the use of Internet resources. **Olufemi Fakolade** of University of Ibadan, Nigeria, investigated predictors of academic achievement of high ability learners in Ibadan. Among the recommendations of the study are that educators should not focus only on cognitive intelligence but emphasis must be placed on emotional intelligence which determines the social interaction of high achieving students.

Ameh Dennis Akoh of Osun State University, Nigeria, contends that literary theatre has been vibrant and unsparing in its treatment of the state of the Nigeria's ailing economy and its remote and immediate causes even during the long years of military misrule and continued dwindling economy. The study of **Kolawole Olanrewaju Ayodele** and **Rita Nkiruka Ezeokoli** both of Babcock University, Nigeria, examined the combined and relative effects of performance appraisal system, training and reward management on work efficiency of university non-academic staff in three selected universities in Ogun State, Nigeria. **Kehinde Ayoola** and **Folasade Hunsu** of Obafemi Awolowo University examined Asabe Kabir Usman's *Destinies of life* and Saliha Abubakar Abdullahi Zaria's *Edge of fate* to showcase how the women authors negotiate the interstices of feminist ideology, religion, culture and Western education. The study also discusses the binaries of Islamic religion and culture vis-à-vis the yearnings of the contemporary northern Nigerian Muslim woman to extricate herself from the patriarchal web of inequity and injustice. **Anero Nnamdi's** study identified the family and government as agents that impede the roles of primary education in developing both the child and the society. The author therefore recommends that NGOs and government need to sponsor enlightenment programs to educate the parents on the relevance of primary education and also solicited that auxiliary educational bodies at the national and international levels need to liaise with government in order to meet up with funding of primary education in Nigeria.

Dorothy Oluwagbemi-Jacob and **Ncha Gabriel** of University of Calabar appraised the life conditions of individual citizens of a state; evaluate their existential realities to ensure that their lives are worth living. From Sartre's existentialism perspective, which focuses on commitment, responsibility, choice, freedom, decision making, subjective understanding, authenticity, constant appraisal, consciousness, bad faith, and transcendence, the paper forged a link between Sartre's existentialism and participatory governance with a view to showing that both work in synergy for peace and stability in Nigeria. The Niger Delta region of Nigeria was used as a case study of the negation of the existentialist ideals. **Stella Ariyike Ayeomoni** and **Akinmade Timothy Akande** of Obafemi Awolowo University argued that Standard English (StdE) is relatively homogeneous across the globe. In order to find out the veracity of this claim, the study examined the use of aspect in Standard Nigerian English (SNE) and American English (AmE). The study revealed that the forms and the functions of aspect in the two varieties of English are identical. **John Lamb** of the University of Texas, United States of America, did an ethnographic study that sought to understand the culture of teachers of mathematics in rural Ghana. The results indicated that the studied untrained teachers lacked content and pedagogical knowledge and therefore were faced with unique student culture problems. **Veronica Umeasiegbu**, Southern University and **Debra Harley** of University of Kentucky, United States of America, explored Nigerian educational policy, the current situations, and some discriminatory practices and barriers that hinder the human rights and education of women with disabilities. New directions in the ways that could increase and improve the education of women with disabilities were proposed.

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