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EDITORIAL

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There is a particular kind of optimism that runs through this issue of the Educational Advancement and Development Journal, the optimism of researchers who refuse to treat “development” as an abstraction. Across twenty-seven articles, drawn from classrooms in Lagos and Abia, farms in Adamawa and Cross River, fish ponds in Bayelsa and libraries serving adult learners across Nigeria, our contributors keep asking the same underlying question in different registers: what does it actually take to move a system forward, not just talk about moving it forward? The answers they offer, read side by side, tell a richer story than any single paper could tell alone.

Technology has arrived in African classrooms: the question is on whose terms.

Read together, Agwi and Law-Obi’s examination of Artificial Intelligence in Technical and Vocational Education and Training (p. 40) and Imakpokpomwan and Obidaju’s treatment of blockchain in education management systems (p. 50) are less about two different technologies than about one shared anxiety: that Africa risks importing tools faster than it builds the capacity to use them well. Eke and Ede’s study of intelligent tutoring systems among economics educators (p. 69) and Ugwunali and colleagues’ work on e-learning platforms for trade skills instruction (p. 117) push the same point further into practice, showing that adoption is uneven, that infrastructure gaps persist, and that teacher readiness, not software, is usually the binding constraint. Taslim, Ugwunali and Okorieocha’s piece on digital technologies in industrial education (p. 141) and Mohammed, Onu and Asogwa’s analysis of ICT competencies among agricultural educators (p. 198) close the loop by asking what happens after the technology is procured: whether the people meant to use it were ever trained to. Nwankwo, Ibiam and Igwebuike’s correlational study linking teachers’ digital competencies to students’ learning outcomes in South-East Nigeria (p. 207) supplies the empirical punchline the other papers gesture toward: competency, not access, is what moves the needle on outcomes. Taken as a set, these six articles form an implicit policy brief: invest in people before platforms.

Access and equity remain the quieter, harder problem.

Where the technology cluster asks how we teach, a second cluster asks who gets taught at all. Ayanwale, Bamgbowu and Kelani’s work on vocational access, youth employment and income generation (p. 58) sits naturally beside Dike and Ngerem’s study of the Sustainable Development Goals and community participation in Universal Basic Education (p. 132). Both papers treat education not as a credential but as a lever for economic and civic inclusion. Ovir and Omwanghe’s contribution on libraries bridging the generational divide in adult digital literacy (p. 150) extends that lever into a population too rarely discussed in African education research: adults who were failed by, or excluded from, earlier schooling. It is worth noticing that this cluster and the technology cluster above are, in fact, one conversation split in two, namely that digital tools mean little if the community participation, funding and institutional will described here are absent.

The rural economy is an education story too.

A striking feature of this issue is how much education takes place outside the classroom altogether. Mombom, Wombo and Ekele’s research on agricultural waste and degraded land

productivity in Cross River (p. 161) and Yaro, Ngbongha and Shimava's study of farm management training needs among Adamawa's agricultural science teachers (p. 169) both insist that agricultural extension and agricultural pedagogy cannot be separated: one cannot teach farming well if the land itself is failing and one cannot fix the land without teachers equipped to teach the fix. Magnus and Asogwa's competency-needs study on cucumber production (p. 79), Osemene's work on motivating indigenous fish farmers toward greater protein production in Bayelsa (p. 185), and Chukwuma and Ede's research on financial literacy for rural communities in Ikwuano (p. 92) complete a quietly powerful argument: rural livelihoods, food security and household finance are not adjacent to the education mandate. They are the education mandate for the majority of the population this journal ultimately serves.

And beneath all of it, the human being in the system.

Two papers ground the volume in something more basic and intimate. Iberedem and Udofia's post hoc analysis of WASSCE mathematics performance in Lagos (p. 1) is a reminder that our biggest technological and policy ambitions still rest on whether a teenager can solve a multiple-choice item under exam conditions, and that better diagnostic tools, not just better curricula, help us understand why some do and some do not. Ataha and Amu's study of panic attacks among secondary school students in Edo State (p. 19) is, in some ways, this issue's conscience: a reminder that the learner arriving in an AI-enhanced, digitally competent, well-resourced classroom is still, first, a young person managing anxiety, pressure and sometimes even full-on crisis. No amount of infrastructure investment substitutes for attention to student well-being. Onyenweaku, Ibiam and Ike's work on administrative quality assurance and teacher evaluation in Abia's public secondary schools (p. 176) reminds us that the adults responsible for that attention need evaluation systems that actually support them, not merely audit them. Odo's assessment of biology teaching and learning strategies in Ikwuano (p. 29) belongs here too as it is a study of the ordinary, daily craft of good teaching that makes every other ambition in this issue possible.

Finally, Okwori's comparative analysis of the United Nations and the implementation of international human rights standards (p. 8) and Abdulkareem and colleagues' study of remote sensing and GIS technologies for environmental sustainability in South-West Nigeria (p. 106) remind us that educational research does not stop at the school gate. Right frameworks and environmental monitoring are the macro-scaffolding within which every classroom, farm and library in this issue operates.

If there is a single thread worth pulling from Volume 2, Number 1, it is this: African education research is done being asked to justify its own existence. It is instead doing the harder, more interesting work of connecting technology to teacher capacity, access to community participation, agriculture to pedagogy and student wellbeing to institutional design. We are grateful to our twenty-five contributing teams, our diligent reviewers and our readers across the continent and beyond for making that connective work visible.

We commend this issue to you, and we invite you to read it not article by article, but as the conversation it truly is.

Professor Karen Ferreira-Meyers

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30 June 2026

About the Journal

Educational Advancement and Development Journal (EADJ) is a scholarly publication by NEAD Africa, an organisation focused on advancing academic and professional discourse in various fields relevant to the African continent. The journal aims to provide a platform for researchers, academics, and professionals to publish their findings, share insights, and discuss emerging trends and challenges within their areas of expertise.

The seeds of Network for Educational Advancement and Development were planted by Dr. Vincent Chidindu Asogwa during the International Conference on Advancing the Continent of Africa through Research organized by National Association of African-American Studies and held at the University of South Africa, Pretoria between July 23rd and 25th 2023. His attendance to the conference was sponsored by the University of Eswatini, Eswatini, where he realized that Africa has barely 1% of the world's global research output and, on average, contributes about 0.4% of its GDP to research and development. It was agreed by the inaugural group that there is lack of research on Africa made by African researchers; hence the need to strengthen research capacities and North-South partnerships.

In particular, the network serves as a meeting and communication forum for all its subscribers resident in Africa and elsewhere. It is a network for exchange of knowledge on an international level and constitutes machinery allowing for a better dissemination of information on research, teaching and outreach. The network also aims at the development of relations with all other professional and research-oriented networks that are active in the field of economics, management and development.

Dr. Maxwell Okwudili Ede

Managing Editor

Educational Advancement and Development Journal (EADJ)

Note to Contributors

1. The *Educational Advancement and Development Journal (EADJ)* is a scholarly and trans-disciplinary research publication. Manuscripts to be considered for publication must be found very useful to both scholars and practitioners in Africa, Education and related fields.
2. Articles which should be typed in double spacing should not exceed 20 quarto pages including references and abstracts using Microsoft Word format.
3. The title and institutional affiliation of the author(s) and an abstract of not more than 250 words should precede the title.
4. Manuscript under consideration by other journals must not be submitted.
5. Empirical reports must be written under the following distinctive headings:
 - i. Introduction should incorporate background of study, statement of problem, Purposes/Objectives/ Research Questions/Hypotheses.
 - ii. Significance of the study and appropriate literature.
 - iii. Methodology - This should contain the following distinctive sub-headings: Area of study, paradigm, approach, method, design of the study, population, sample, instrument, data collection, and analysis techniques.
 - iv. Findings.
 - v. Discussion.
 - vi. Conclusion.
 - vii. References.
6. Non-empirical reports must have:
 - i. Introduction - that shows clearly the focus of the article.
 - ii. Main body - under distinctive headings that could have been reflected in the Introduction.
 - iii. Conclusion with appropriate recommendations where necessary.
 - iv. References.
7. Literature must be relevant, rich and current. References should be according to the American Psychological Association (APA) latest edition.
8. Tables must be in line with the MS Word table format.

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