Preface

I embrace with great joy the unique opportunity of writing the preface to this book on behalf of the editorial team of three which comprises two erudite scholars, Professor Frederick Ocansey, the Director of the Institute of Education, University of Cape Coast, Ghana; Professor Yaw Afari Ankomah, the Director of the Institute for Educational Planning and Administration (IEPA), University of Cape Coast, Ghana; and my humble self. It is a mark of recognition that the contributors conceded that I should be the lead editor for the book; and that the co-editors permitted me to write the preface. This book comprises thirteen selected essays written by seventeen erudite scholars in commemoration of the centennial epoch of nationhood by Nigeria.

The centennial book comprises thirteen chapters which were organized into four parts:

Part One: Foundation Issues, where Charity A. Okonkwo reflected on the 21st Century Challenges and Development of STM Educators focusing on the e-Learning platform; M. O. Fageyinbo discussed Social Studies Education as a vehicle for the attainment of millennium development goals in Nigeria; Ronke Christiana Ojo explored the perspectives in continuing education in Nigeria; and Christie Oriahi, Paul Ebhomien, Emmanuel Okogwa and Suzan, Ebhomien dealt with the management of basic education in Nigeria.

Part Two: Managerial Issues, in which Muili Folaranmi Olajide explored the theoretical account of managing education in Nigeria; Kazeem Kolawole assessed corporate organization partnership with the community for sustainable development projects in Ogun state, Nigeria; and S.O. Adenle explained issues in the utilization of equalization of educational opportunities and the implication for peace education in Nigeria.

Part Three: Quality Assurance, where Yinusa Akintoye Faremi examined needs assessment as a panacea to quality education in Nigeria; Florence U. Okorie discussed effective school leadership and time management in secondary schools; and Yunus Adebunmi Fasasi elucidated programme accreditation and quality assurance in Nigerian universities.

Part Four: Human Resource Management, in which Ayotunde Adebayo unearthed how balanced scorecard could be used as a tool for performance management; Joseph Bamidele Odunuga and Ayotunde Akeem Adekunle looked at training, development programmes and teachers’ career advancement in public secondary schools in Ogun state, Nigeria; and Timothy Olugbenga Ajadi presented the challenges of primary school teachers in Nigerian rural schools.