

Dear Inkanyiso Readers,

It is my pleasure to present to you *Inkanyiso* Volume 9 Number 1 of 2017, featuring eight articles, focusing on philosophy, political science, history, communication studies, information studies and education psychology. For the first time we have also included an article for general reading, focusing on decolonising education.

The first article, in the field of Philosophy, is entitled "The problem of consciousness: an assessment of Michael Tye's and David Chalmers' criticisms of the phenomenal concept strategy". Written by Olanshile Muideen Adeyanju from Obafemi Awolowo University, Nigeria, it presents a critical assessment of the two philosophers' work. The author defends phenomenal concept strategy against Tye's and Chalmers' arguments and posits that Tye's and Chalmers' criticisms misrepresent the stance of the phenomenal concept strategy. He maintains that the phenomenal concept strategy, if understood differently, still provides a plausible support for physicalism in addressing the problem of consciousness.

The second article, in Political Science, is by Emmanuel Oladipo Ojo from the Siberian Federal University, Russia. Entitled "Nigeria's democracy: the trilemma of herdsmanism, terrorism and vampirism", the article examines the content and context of Nigeria's democracy with specific reference to its 'trilemma'; the country's democracy is assailed by three 'isms'. The study concludes that Nigeria's brand of democracy is a rule by the few for the few and that this has drained many Nigerians of psychic energy and socio-economic strength. The analysis and narrative of the "trilemma" is quite intriguing.

Migration of Zimbabweans has been very challenging in recent years. The third article, "Contextual background to the rapid increase in migration from Zimbabwe since 1990" by Crescentia Madebwe and Victor Madebwe from Midlands State University, Zimbabwe, contextualises the background and causes of recent emigration from Zimbabwe, including inter-related factors ranging from political and economic instability, poverty, low returns to labour, unemployment, increased informalisation of the economy, fluctuation in prices of basic commodities and their erratic supply. The paper provides an important historical account of and clarity on this misunderstood socio-economic situation that has been affecting the southern African country for decades.

Mobile financial services – such as mpesa – are increasingly popular among the unbanked population in Africa. The paper by Aulelius Lema from the University of Dodoma, Tanzania, is entitled "Factors influencing the adoption of mobile financial services in the unbanked population". He employs six variables from the Technology Acceptance Model (TAM) such as perceived usefulness, perceived ease of use, perceived trust, perceived cost, perceived risk and social influence for the analysis and reveals that perceived usefulness, perceived cost and social influence significantly influence the adoption of mobile financial services. The implications of the findings form the basis for product or service development, pricing, marketing and policy formulation.

The fifth article, on communication studies, is entitled "A Cross-cultural analysis of communication patterns between two cultures in Southwest Nigeria". By Olugbenga Elegbe and Ifeoma Nnaji, from the University of Ibadan, Nigeria, it examines Igbo and Yoruba socio-cultural relationships as they influence the management of their communication patterns. The study may play a significant role in the promotion of effective communication and peaceful coexistence among cultural groups.

In the sixth article, "Library and Information Science education in Anglophone Africa: past, present and future", Japheth Otike from Moi University, Kenya, provides a historical development of Library and Information Science (LIS) schools on the African continent from the colonial period to the present. He notes significant changes that have occurred during their development, that include an increase in numbers – student, LIS schools, libraries – curriculum reviews, name change of LIS schools and degree programmes, growth of local education in Africa as opposed to education elsewhere, access and use of ICTs in research, teaching and learning. He concludes that although the future of LIS schools is bright, it will greatly depend on how the library profession is marketed and copes with the rapid changes taking place in the information industry/sector. In the seventh article, "Applying the knowledge creation model to the management of IK research", Petros Dlamini, from the University of Zululand, South Africa, discusses the knowledge creation theory (KCT) as a theoretical framework for indigenous knowledge (IK) and while noting its weaknesses, argues in favour of the four components (modes) of the theory for application to indigenous knowledge management research.

The last research article focuses on education psychology. In "Strategies for managing deviant behaviour among in-school adolescents as expressed by secondary school counsellors in Kwara State, Nigeria", Foluke Bolu-steve and Mary Esere from the University of Ilorin, Nigeria, reveal that deviant behaviour is caused by a lack of effective parental upbringing. The study recommends that counsellors should continue to provide correct information to in-school adolescents about the negative effects of deviant behaviors.

The final article is a non-research paper based on a keynote address at the University of Zululand graduation ceremony in May 2017 by Professor Kwesi Kwaa Prah from the Centre for Advanced Studies of African Society (CASA), Cape Town, South Africa. In "Facing the future: between altruism and self-interest", Kwesi cautions that academics in Africa face new challenges defined in the voices and clamour of our students for decolonized education in our time, and such issues need to be pursued by the new generation of scholars and academics represented by the graduands of today and tomorrow. This enlightening speech provides an agenda of actions for a future focusing on the ongoing decolonisation of education debate that is worth attention, such as language and indigenous knowledge issues. He concludes that "the good life is the life which is devoted to the commonwealth; this requires that at all times and at all stages we maintain a heightened concern for the common good of humanity".

I wish you pleasant reading

Dennis N. Ocholla

Editor-in-Chief

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