Editorial Note

In contemporary times, most African nations have been confronted with a series of political, economic, and social cultural challenges with no end in sight. Despite a series of efforts to address this dilemma, emerging social problems have resurfaced. It is against this background that this special issue attempts to provide answers or solutions to some of the emerging problems across Africa. For instance, Nwadike Gerald, Chimezie, & Kelechi Johnmary Ani examined financial inclusion and Nigerian economic growth for the period 1980-2022. Specifically, the study considered the following three objectives: to examine the significant impact of financial inclusion on Nigerian economic growth, to evaluate the impact of financial inclusion on poverty reduction in Nigeria, and to ascertain the impact of financial inclusion on savings growth in the Nigerian economy. In the study titled "Igbo Diaspora Susceptibility to Western Cultural Values,"

On their part, Boniface Ifeanyi Orji & Kelechi Johnmary Ani focused on the high level of assimilation into which Westernisation has led to cultural marginalisation, a situation that often presents a real dilemma to Igbo in the Diaspora. In this regard, they sparked some curiosity and paradoxes on why the Igbo, who so much cherished their culture at home, now neglect the same culture abroad. Specifically, their paper examined the challenges that the Igbo Diaspora faces in the face of two conflicting cultures (Igbo culture and Western culture), especially in raising their children born in the Diaspora in traditional Igbo cultural values despite the ubiquity of the Western socialisation process. While Annah Moyo & Wonder Muchabaiwa, in a paper titled "Achieving Gender Equality and Women Leadership in a Selected State University in Zimbabwe: A Feminist Capabilities Approach," explored the lived experiences and perspectives of female leaders and prospective female leaders in Zimbabwean state universities. The study adopted the feminist capability lens to illuminate the complexities and nuances of challenges that obstruct female academics from assuming leadership positions.

Furthermore, in "The Place of Digital Literacy in Resuscitating Nigerian Education Towards Vocational, Entrepreneurial, and Professional Transformation," Ijeoma Genevieve Ani Kelechi deployed qualitative data that were collected from secondary literature and Bandura's theory of social learning in explaining how digital literacy could be applied to vocational and entrepreneurial education to attained transformations in the professional workplace. Lastly, Winniefridah et al., in their article titled "Inequalities, Online Teaching, and Quality Education, "Excluding the Excluded" in Institutions of Higher Learning in Zimbabwe: How To Build Inclusive Institutions?" explores the intersection of gender, socioeconomic status, disability, as well as online learning, and how this impacted vulnerable learners' access to quality education during the pandemic and its aftermath.

Undoubtedly, the various articles in this special issue that have been devoted to addressing these emerging issues would provide critical insights in understanding, comprehending, and acknowledging the best possible ways of addressing future problems and challenges.

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