

Editorial

I welcome you to Volume 6 Issue 2 of the *Interdisciplinary Journal of Education*, whose themes cut across primary, secondary and tertiary institutions, including non-formal settings; and cover teacher education, school environment and management, reading instruction, student discipline and personality, adult learning, physical and workplace environment, and technology education.

The first five years of a child's life are very crucial in that they lay a foundation for the development of various aspects which eventually determine the child's future adjustment in life. It is important that children receive timely and appropriate stimulation from caretakers including professional teachers at pre-primary schools. But to what extent are teachers in these schools being prepared to implement relevant curriculum practice in Ethiopian pre-primary schools? In the first article, Admasu and Mekonnen investigated the contribution of Teacher Education Programme in equipping preschool teachers with such knowledge and skills.

School is supposed to be a place where children freely develop in all aspects and thanks to Universal Primary Education there has been an influx of children in Ugandan primary schools. However, it is not only about access, these children need to be assisted to develop in all aspects of their lives and for this to occur, the school environment has to be empowering; especially for the disadvantaged children. This seems to be working in certain kinds of primary schools, but not for the Muslim founded ones which seem to be experiencing a number of barriers. In order to mitigate these, Kiggundu, Musisi, and Kiwewesi in the second article propose a framework for empowering school environment.

The Ugandan education system has been criticised for being theoretical, with the focus of teachers and administrators being mainly on students passing the national examinations so that their schools can be featured among the excellent ones. Teachers do not seem to be delivering content in a professional way that engages learners, monitoring them in all aspects, and fairly assessing them. So, what elements in performance management could be influential in enhancing teacher effectiveness? In the third article, Otaka, Mugizi, and Rwothumio examined the influence of performance management on teacher effectiveness in primary schools in Bulaago Coordinating Centre, Bulambuli District, Uganda.

For successful learning to occur, students have to engage in reading but without motivation, this activity may prove unproductive. It is not uncommon for one to read a piece of work but ends up lacking the concentration to accomplish and comprehend the task. But is it always the same for each of us? It has been argued that motivation differs according to demographic factors. In the fourth article, Nugraha, Dewi, and Siregar analysed the differences in students' reading motivation based on school type and gender. However, successful reading is not only contingent upon motivation but other factors as well. Poor reading habits lead to poor conceptualisation thus the need for possession and application of a variety of reading strategies. But does instruction in reading strategies contribute

to students' reading strategy use? In the fifth article, this is what Wendaferew and Damteu set to find out in one secondary school in Ethiopia.

Students display a number of indiscipline behaviour towards fellow students, teachers, parents and other elders. These can be in form of moral, physical, verbal, emotional and others. It is every school manager's prayer that students in his/her school exhibit discipline. Some parents with troublesome children have been heard taking them to those schools notorious for caning children while on the other hand, others have withdrawn theirs for the same reason. Thank God such corporal kinds of disciplinary measures are waning and being substituted by more humane ones. In the article six, Kaweesi, Wamiti, Nabitula, and Muweesi set to determine the relationship between management practices and students' discipline in private secondary schools in Wakiso District, Uganda. Students' discipline could also have some association with their enduring characteristics and behaviour. Personality is one of those aspects that is responsible for ways in which we regard ourselves, and in which we relate with other people and the environment. A child's personality though, is also influenced by a number of factors including how he/she was raised back home. In the seventh article, Kamonges, Sulaiman, and Matovu investigated the relationship between parenting styles and students' personality in public secondary schools in Eastern Uganda.

With the introduction of Universal Primary Education and later on Universal Secondary Education, Uganda registered high enrolment numbers at both levels of education. However, there is a challenge of many of these children, especially girls never completing the lower secondary cycle. The good news is that with lifelong learning, there is another avenue through which the girls' education can be compensated. In the seventh article, Nalubega and Kalanzi argue that adoption of the Adult Education Model based on Knowles' principles of Andragogy could go a long way in providing girls and young women an education in a quite flexible and accommodation manner as reflected in the eighth article. Due to convenience and reduced costs, there has been a rise in the production and use of plastics and other chemicals. The challenge is that these have contributed to voluminous waste whose rate of decomposition is quite long, ending up polluting the environment – land, sea, and air. Every member of society, has a role to play in conserving the environment, since we all contribute to its pollution. One category of players whose role cannot be underestimated is that of pupils. Greta Thunberg of Sweden demonstrated this when at the age of 15 she advocated for protection of environment. Elsewhere in Africa, in Ogun State Nigeria, Soluade, Rosenje, Idowu and Agboola assessed how social entrepreneurship could be used to solve environmental problems while at the same time economically empowering primary school pupils, and this is what the ninth article is all about. Talking of environment, that of the workplace is equally important. Lecturers spend a good part of their time at universities and colleges, meaning that the environment in which they work has to be conducive enough, short of which may have consequences on the lives of staff and on the services and

product provided. In the tenth Article, Mbabazi analysed how workplace climate affects the well-being of academic staff at one university in Uganda.

Various nations, especially the developing ones, rely a lot on goods and services provided by others. The COVID-19 pandemic exposed how unprepared a country can be in all sectors be it education, economic, health, agriculture etc. where life almost came to a standstill, especially for Africans whose technology is underdeveloped. There were very limited ways in which the continent's natural resources could be harnessed to contain the situation. For instance, while students in developed countries were busy studying online, most of those in Africa were at home. Nigeria was not spared. The country's education system was at test. In the last article, Alibi analyses the background of the Nigerian 6-3-3-4 system of education, its expectations and setbacks, and she argues that technology education can help boost Nigeria's capacity to withstand crises such as COVID-19, pointing at key areas that can lead to improved Technology Education.

I thank you for your support in writing in, reviewing for and reading IJE.

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