

Editorial

Welcome to this second issue of the fourth volume of IJE whose articles are on: the usage of ICT in instruction at higher and lower levels of education in response to challenges brought about by COVID-19; enrolment of university students and their misconduct; maintenance of primary school grounds; and personnel performance at education ministries.

It is now over two years since the first case of COVID-19 was identified in Wuhan, China and the challenges brought about by the Pandemic are still being experienced in every sector including education. This issue opens with a few exploratory studies on how institutions in Africa are coping with challenges brought about by the Pandemic.

In the first article, Abosede et al. explain how the slow rate at which higher education institutions in Nigeria were adapting to ICTs had contributed to their unpreparedness in migrating to online teaching and learning. In the second article, Nabukeera also admits that higher education institutions in Uganda were not well prepared for online teaching and learning, and she highlights the strategies used in preparing staff and students in this endeavour. At a lower level, in a bid to engage children in studying during school closure periods, the Ministry of Education, Uganda introduced alternative media of instruction including radio, television, phones and self-study materials. In the third article, Ogwara explores the experience of one remote district in Eastern Uganda in accessing and utilising these media.

When mention of teaching Islamic studies is made, what comes to one's mind is a *Muallim* seated in a mosque surrounded by learners reciting after him. Until recently, no one could have imagined that a teacher and his/her students could be miles apart, yet have live class interactions with one another – at least not in most of the developing countries. Thanks to ICT, this is very possible. In the fourth article, Gyagenda analyses the extent to which ICT is being integrated in the teaching and learning of Islamic education, the prospects of applying ICT tools in research for this discipline, and the challenges faced therein.

In many African countries, there is a growing demand for higher education which cannot be fully addressed by public universities alone, hence the establishment of private ones. One would therefore expect substantive student numbers in private universities. In the fifth article however, Akintola et al. observe that this is not the case in Nigeria and they sought to establish whether this was because of the way these universities portray and promote themselves. Besides high enrolment, the desire for any academic institution is to produce a knowledgeable, skilled and virtuous graduate who should ably exhibit high performance in the community and in an ethical manner. However, this is far from true in some universities and one wonders why. In the sixth article, Balogun et al. investigated the prevalence and causes of misconduct among undergraduate students in Ilorin, Nigeria.

Planning for sustainable development is the responsibility of every state, sector, institution and individual. One of the institutions through which this can

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be achieved is the school. In the seventh article, Alabi takes us through the nature and maintenance of school grounds in Lagos State public junior secondary schools as a way of promoting sustainable development.

The quality of services provided by ministries of education personnel is key to effective implementation of the curriculum. However, this does not seem to be the case in North-Central Geopolitical Zone, Nigeria where supervision and inspection of resources is not up to the ministries' expectations. A number of factors could be attributed to this, and in the eighth article, Ayinde examines compensation and workplace behaviour as one of them.

For a long time, representation of women in the formal workforce, such as the education sector, has been quite low. Of late, their representation is on the rise although this is threatened by the inconducive environment and ways in which some female officials are treated at some institutions of higher learning. In the ninth article, Fejoh analyses the impact of sexual harassment on the well-being of female senior non-teaching workers of public tertiary institutions in Ogun State, Nigeria. Not only does this vice occur in higher education institutions, but even in primary schools! In the last article, Sulaiman et al. explore children's understanding and experiences of sexual abuse in primary schools in Lagos State, Nigeria.

Thanking you for your continued interest in and support for IJE.

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