



Editorial

Ten years on since the adoption of the Sustainable Development Goals by the UN member states, and with only five years to the deadline, the realisation of some of these goals are far from being achieved. The role of higher education institutions in accelerating this cause cannot be underestimated. In the first article, Tumwebaze investigated the inclusion of SDG aspects in curriculum implementation processes by analysing the programme objectives of selected programmes in Ugandan higher education institutions.

The Government of Uganda advocates for the promotion of science and technology as one of the means of enhancing socioeconomic development, and the best avenue where this should begin is the classroom. As a means of boosting the teaching and learning of science, the government increased science teachers' salaries in 2022, but not without consequences. In the second article, Baraire and Kahyana provide an in-depth analysis of salary disparities within Uganda's secondary school system, with a particular focus on the impact of differential pay on non-STEM teachers.

Like any other profession, teaching necessitates teachers, administrators, support staff, students, and other stakeholders, to work together in form of planning, consultation, collaboration etc. However, this is not the case for many secondary school teachers in Uganda where they seem to be divided along issues like salary disparities, tribes, and personal egos. There is a need for promotion of team work if schools are to achieve their objectives. In the third article, Nakirya, Mugizi, and Kiryowa investigated the influence of supportive leadership on teachers' team cohesion in government-aided secondary schools in Kayunga District, Uganda.

Effective teaching should aim at developing in children, besides knowledge, other virtues and skills including social, physical, emotional, spiritual, critical thinking, independence, confidence, among others. This calls for a holistic curriculum whose implementation needs commitment and cooperation by the teachers, administrators, students, supervisors, parents, guardians, and policy-makers. In the fourth article, Kahyana, through Barbara Kimenye's *Moses* stories, demonstrates how unattractive curricula, ill-guided focus on discipline and poor supervision of schools can compromise the quality of education, arguing that there are several lessons to be drawn from these stories.

They may be seen sitting by or accompanying their parents / guardians along the streets, some of them as young as 10, or even less; and what is clear is that these are school-age children. These children serve many roles including that of guides, escorts, interpreters, wheelchair attendants e.tc, depending on the nature of disability experienced by their companions. What is not clear, though is, why this assistance-seeking behaviour involving children is rampant in African countries. That is what Seni, in the fifth article, sought to find out.

Substance abuse is a menace to both the abusers and the society – irrespective of whether the substance is legally or illegally categorised by a given country. Today's children are exposed to a number of substances at quite an early age through a number of media and environments, and one such substance is khat, a seemingly innocent plant usually consumed for its stimulating properties. In Kenya, a substantive percentage of children and youth use khat a.k.a *muguka* for a number of reasons and have become

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addicted to it, besides its numerous side effects. So, how can these people be helped? In the sixth article, Otanga and colleagues sought to test the effectiveness, feasibility, and acceptability of a 12-week cognitive behaviour therapy intervention for *muguka* use in the coastal region of Kenya.

Research and innovation are quite key to the attainment of national and international development goals, and higher education institutions strive to adopt marketing models to enhance the quality, relevance, and competitiveness of their services. In Uganda, Makerere University has positioned itself as a major player in this field at the national, regional, and international levels but this is not without challenges. In the last article, Musisi sought to determine the misalignments within the University's research-led Service Marketing Triangle.

Thank you very much for your continued support.

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Editor-in-Chief