

Editorial

After delivering a lesson to us, my secondary school teacher would then task us to make our own notes, where some of us would struggle trying to figure out what to write. He would then tell us stories from some of his experiences at university. One of these stories was that at university, they would attend lectures in big lecture halls and that a lecturer would enter a hall, sometimes unnoticed, and would start lecturing non-stop. At university level, they were expected to be attentive during lectures, while at the same time making notes; no pardons, no buts, no questions. In brief, no direct interaction with their lecturers. Any queries were to be reserved for tutorial assistants during tutorials. Sounds rather exaggerated, but the assumption was that these were mature students who had to learn independently. That was then, not with the Dot.Com generation who will even request lecturers to provide them with soft copies of notes, or who will be searching for clarifications during lectures from the internet. Whatever the age and level of students, some kind of engagement is necessary; but with increasing numbers of students in higher education institutions, engaging them during lectures is becoming more challenging. In the first article of the tenth issue of the *Interdisciplinary Journal of Education*, Yassin set to find out the extent to which through technology, students interacted with one another, the teacher, and with the content; vis-à-vis their emotional and behavioural engagement, in a large class at one university in Eastern Uganda.

In society, and more so a multicultural one, students face a number of challenges and this necessitates them develop knowledge, skills and values that enable them deal and cope with these challenges. At school, they learn a number of subjects from which they are expected to transfer the content to real-life situations. One such subjects is social studies which is quite vital in developing students' social skills, with the right approach and medium. Computer games have been usually associated with entertainment and to some elders, distractive to learning and timewasting; but with the current generation of students who are usually engrossed in computers, what other better medium of instruction can be used on them, than the very gadgets that they adore. In the second article; Soluade, Abdu-Raheem, Ibikunle, and Idowu examined the application of digital games into the teaching of values and problem-solving skills in social studies among pre-service teachers in Ogun State, Nigeria.

Gender-related problems are among the factors that threaten the timely attainment of some of the Sustainable Development Goals. Eight years down the road from the time that these goals were proclaimed, it remains uncertain whether gender equality, women empowerment, and peaceful societies can be attained in seven years' time. One of the means through which this can be promoted is successful teaching of social studies in schools. In the third article, Adeduntan and Adetayo evaluate the extent to which this subject has created awareness of gender issues among students, and the intensity of their attitudes towards observance of gender issues vis-à-vis their social skills.

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To some prospective higher education students, joining the teaching profession is usually among the last options, or even last resort. In some social circles, this profession is associated with failure, frustration, poverty etc. However, the role of teachers in any country cannot be underestimated, especially in situations where both mom and dad work, or stay away from home for some reason or the other; and children have to spend most of their time under the care of teachers who stand in with various roles. In the fourth article, Miiro argues that despite the many roles played by teachers in Africa, and unlike their European counterparts, they are not proportionately rewarded and appreciated, and that this could have negative consequences on the children and society at large.

The concept of knowledge has been, and continues to be a preoccupation for scholars especially philosophers. What every Muslim knows, or should know is that the search for knowledge – and more so religious knowledge – is his/her obligation. So, how should Muslim societies approach issues concerning knowledge, modern science and Western education if they have to advance? In the fifth article, Abubakar takes us through the educational views, thoughts and philosophy of one of Nigeria's prominent Muslim Scholars – Shaykh Ja'far Mahmud Adam, whose teachings are suggestive of curriculum reform in both the Islamic and Western education systems.

Any school proprietor or administrator would love to see that his/her school flourishes in terms of infrastructure, equipment, staff, etc. This however, does not seem to be the trend in one Municipality in Central Uganda. In the sixth article, Kabuye and Ssali sought to find out the relationship between financial resource capacity development strategies and public secondary school growth in Kira Municipality, Wakiso District. Related to school growth is its performance in terms of students' enrolment and retention. When it comes to Dual-Curriculum secondary schools' student enrolment and retention, why is it that it is on the decline in Mbale City? Is it because of something to do with customer orientation? This is what Mwima sought to find out in the last article of this issue.

We thank you for the continued interest in, and support for IJE and look forward to more.

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