

### **Editorial**

Dear esteemed readers, welcome to the first issue of the sixth volume of IJE which is on quality in basic education, instructional objectives application, ICT in education, and teachers' emotions and retention.

Quality education for all children has been and still is a concern for educationists and other stakeholders internationally, nationally, regionally, and locally. Like elsewhere in sub-Saharan Africa, this has not been realised in some disadvantaged areas in Nigeria, due to among others, shortage of teachers and classrooms. One way in which this challenge could be addressed is through multigrade teaching as demonstrated by Torpev, Adamu, and Magaji in the first article. When the quality of education is good, the performance of pupils also improves but this is dependent on a number of factors including availability of scholastic materials. But what is the role of parents in as far as catering for their children's basic scholastic requirements at school is concerned, vis-à-vis the latter's academic performance? In the second article, Ssenkasi and Ssali show how these two variables relate for primary school pupils in Kyotera Town Council.

Islamic education teachers have been accused of over relying on the indoctrination method in teaching the subject which, it has been argued, breeds narrow-mindedness and intolerance among graduates. But do the Qur'anic and Prophetic teachings advocate for such ways of teaching? How can the teaching of the Islamic education benefit from conventional theories? In the third article, Gyagenda explains how concepts in Bloom's taxonomy can be applied to the teaching of Islamic education which, he argues, can contribute to attainment of an all-round holistic Muslim personality.

In this dot.com era, conduct of business in most professions – including teaching – involves the use of some form and type of computer. At no other time in recent times has this been witnessed than during the COVID-19 pandemic period. One had to either embrace the use of technology or was out of business. Those academic institutions that could not provide alternatives to face-to-face physical teaching had to temporarily shut down or scale down their activities. It can be quite challenging for instructors with limited ICT skills to comfortably facilitate lessons to students through such media and modes of delivery; and the initial step towards assisting them is to identify their areas of need. In the third article, Mohammed, Yusuf, and Ahmed set to find out which ICT competencies were required by Office Technology and Management lecturers in public tertiary institutions in Niger State for effective instructional delivery.

Organisations can be a source of emotions both positive and negative, among which is envy – the silent burner. What is it that causes envy among teachers and what can this cost schools? In the fifth article, Orunbon and Makinde explain the relationship between organizational envy and teachers' commitment and satisfaction in secondary schools. Consequently, teachers' lack of commitment and satisfaction could lead to their quitting the profession; therefore,

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efforts need to be made to keep them in the service. In the last article, Osisami analysed some organizational variables that contribute towards this noble cause.

Thanking you for your continued support.

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