

### **Editorial**

Welcome to the third volume of the Interdisciplinary Journal of Education which has come at a time when people all over the world are facing the challenge of COVID-19 which has paralysed activities in all sectors, including education. Nevertheless, as scholars we are doing our best to find alternative ways of researching and sharing knowledge.

The teaching of the Holy Qur'an – the major guidance for mankind and more so Muslims – is at the heart of Islamic education but other than studying this Glorious Book to enable one recite a few verses during worship (*ibādah*), it is necessary that he/she critically studies it to learn more about it including the history of its compilation, reasons for revelation of various chapters and verses, its various readings, miraculous nature, style, and many more. This can be done formally and informally. In the first article of this issue, Hussaini takes us through the role that Qur'anic recitation competition has played in promoting the study of Qur'anic sciences in Nigeria.

Still in Nigeria, a substantive number of universities offer several courses under the discipline of Islamic Law. However, there are challenges related to its curriculum including the number of courses and or papers, their status in relation to other university courses, and the content among others as highlighted by Olagunju, Olokooba and Afolabi in the second article of this issue. The authors argue that there is need to beef up the content and courses.

With increase in population and increased access to elementary education due to Universal Primary Education in Uganda, there has been a high demand for secondary schooling which led to an increase in establishment of private schools. However, in Iganga Municipality, some of these schools are facing challenges of dwindling numbers of students yet as argued by Nakalyakaani and Bisaso, survival of educational institutions depends on student enrolment. In the third article, the authors examine the relationship between school branding and student enrolment in private secondary schools in this region.

Successful teaching-learning requires teachers to be conversant in both content and pedagogical skills. In a bid to enhance teachers' ability to cope with contemporary demands, the Government of Uganda introduced a continuous development programme for science teachers. The question however is, whether such interventions do improve the attitudes and competences of teachers. In the fourth article, Mbeya addresses this question by comparing classroom competences and attitudes of teachers in Eastern Uganda who underwent secondary science and mathematics training programme and of those who did not.

Children spend a great amount of their time in schools and as such, parents may assume that it is the teachers who are in a better position to manage the discipline of these children. Kamonges however argues that the responsibility of managing children's discipline should not be left to school authorities alone. In the fifth article, he explores teacher counsellors' perceptions of the parental guidance skills that are required in managing students' discipline.

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The desire of school proprietors and or administrators is to keep their productive staff around for as long as possible, although this is quite challenging and leaves one wondering what factors are in play and to what extent. In the last article, Wambede and Bisaso examine the relationship between selected elements of remuneration and staff retention in private secondary schools in Mbale Municipality, Uganda.

Thanking you for your continued support and looking forward for more.  
*Stay Safe!*

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