



Editorial

Dear esteemed readers,

Welcome to the eighth volume of the Interdisciplinary Journal of Education whose themes are on technology usage; discipline promotion; Mathematics assessment; school continuation; teacher supply; and psychological well-being.

The new millennium has witnessed advances in the development and use of technology in all spheres of life, including education. However, teachers seem to be reluctant to embrace these new developments and integrate them in their teaching. So, what can be done? In the first article, Adewale, through a systematic literature review sought to find out the strategies adopted by secondary school leaders around the world in supporting their teachers towards this cause.

Discipline, a key element in student learning has been on the decline in many African schools and its management requires concerted efforts among various stakeholders, notably the school leaders. So, what is the role of school leadership in fostering discipline and enhancing academic performance in secondary schools? In the second article, Mokoena and Luvalo explored the nature of leadership among teachers and students and their perceived impact on academic performance in South African secondary schools.

The crucial nature of Mathematics in the mastery of most academic disciplines, especially the science-based ones, makes it one of the most taught in schools. Indeed, in most education systems across the world, it is a requirement to pass the subject before a student proceeds to higher education levels. Unfortunately, this has not been the case in Ghana's pre-tertiary Technical and Vocational Education and Training (TVET) in the recent past. Could it be that what is being taught has no bearing with what is examined? In the third article, Folson and Awuah investigated the alignment between curriculum content and assessment in Ghana's pre-tertiary TVET Mathematics exit examinations.

Still on Mathematics education, one of the goals of its curriculum is for children to acquire and apply knowledge and skills in practical and meaningful ways. Therefore, teachers have to teach meaningfully and actively engage learners. This implies that assessment has to be holistic, combining all forms and dimensions at various stages of the teaching-learning cycle. In the fourth article, Ngoako and Dhlamini examined teachers' ability to integrate investigation tasks as a summative assessment method in Grade 4 mathematics classrooms in South Africa.

For students from disadvantaged communities, lack of finance is the most common factor responsible for school leaving and it is usually their prayer to find someone relieve them of this burden. One would imagine that once their financial and scholastic needs are met, the rate of school completion would rise. This was not the case in Bangladesh where, Ahmed and Mondal examined the effect of socio-economic factors on school continuation among underprivileged children when the cost of schooling remained constant, as presented in the fifth article of this issue.

Every year, teacher education institutions graduate pools of teachers with various specialisations from which schools are expected to recruit and fill their staffing demands, and in accordance with national policy requirements vis-à-vis teacher-pupil ratios, teacher distribution etc. Some of the challenges facing schools in Bayelsa State, Nigeria, include teacher shortage and their disproportionate distribution. In the sixth

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article, Ugolo and Onukwu investigated teacher supply needs and distribution pattern in this State.

Universities being places that bring together students from various sociocultural backgrounds have their students prone to a number of psychological challenges; and in a country like Uganda, where one-third of its population is likely to experience mental disorders, the mental well-being of students within these institutions is an issue of concern. In the last article, Muhammad, Matovu and Ssekamanya investigated the relationship between social support, religious commitment, and resilience, and their predictive value for psychological well-being among undergraduate students at one university in Uganda.

Thanking you for your continued interest in IJE.

Maimuna Aminah Nimulola

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