

### **Editorial**

Welcome to this first issue of the fifth volume of the Interdisciplinary Journal of Education whose themes include: pupil enrolment and retention; school proprietors' innovative behaviour; students' discipline; critical thinking skills development; initial teacher training; and *Madrasah* school system.

With more than 10 million children out of school, the Nigerian government has endeavoured to put infrastructure and resources in place but due to lack of interest, some children do not enrol in school, and some of those who do enrol never complete school. In a bid to address this concern, the Sokoto State introduced a school feeding scheme which it piloted on a few schools. Seven years down the road, Maitafsir and Kwari – in the first article – wonder whether the pilot programme has been effective in increasing enrolment of pupils and in improving their aspirations to complete schooling.

Most of the products and services that we apply in our lives are as a result of innovations and like any other business entity, management of private schools calls for innovation by the proprietors if the schools are to survive and enjoy the support of students, teachers, parents and other stakeholders. But what are some of the determinants of innovative behaviour? In the second article, Abosede et al. examine the influence of dimensions of personality traits on innovative behaviours of private school owners in Ogun East Senatorial District, Ogun State.

The aim of any educational system is to produce all-round graduates who are well grounded in the necessary skills, attitudes, values and other virtues; while the dream of parents and teachers is to nurture children into competent and disciplined members of society. However, a number of forces are involved in this process both external and internal, including children's inherent characteristics. In the third article, Badamas investigates the influence of personality type, gender and school type on discipline among senior secondary school students in Ilorin Metropolis.

In society, children face a number of challenges and these could be environmental, cultural, political, technological, social and economic; some of which could be addressed with the knowledge and skills supposedly learned in their Social Studies classes. It is usually anticipated that what is taught in schools will be transferred and applied to real-life situations long after the learning process. Olayiwola et al. argue that the dominant educational practices in Nigeria that are characterised by drilling and test preparation cannot adequately develop critical thinking in teachers, let alone learners. They assessed the application of ICT through social media platforms in developing critical thinking skills in pre-service Social Studies teachers in Kogi State, as presented in the fourth article of this issue.

The teaching profession requires teachers to be competent in both the content knowledge and pedagogical skills. As such, Teacher Training Institutes should equip teacher-trainees with knowledge and skills in: subject matter; lesson preparation; teaching methods; classroom interactions; curriculum implementation; educational technology and ICT integration; instructional

## EDITORIAL

materials' utilisation; classroom management, organisation and control; motivation; assessment and evaluation; school records management; guidance and counselling; and microteaching, among others. In the fifth article, Ladan et al. set to examine the extent to which the above had been realised as perceived by serving graduates of Shehu Shagari College of Education, Sokoto State, Nigeria.

When mention of Muslim education is made, what comes to one's mind is *Madrasah*. These schools played, and continue to play a crucial role in the transmission of Islamic education among Muslims. In Yorubaland, the schools flourished during the early centuries of Islamic influence but with the introduction of Western education which is associated with Christianity, they seem to be ignored, neglected and unrecognised yet their role cannot be underestimated. How are these schools coping in this modern era of Information and Communication Technology? In the last article, Olaniyan-Shobowale takes us through an evaluation of the *Madrasah* School System in Lagos State.

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