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Editorial

In recent times, the use of cell phones or mobile devices in schools has often been debated in the media and in education circles and conferences. For many educators the availability of cell phone technology has opened new education delivery opportunities whilst for others it has become a serious bone of contention. A review of the literature shows that mobile phones are changing behaviour, relationships, communication and the dynamics of physical environments. Most people, including academics and teachers, will readily admit that reliance on mobile technology for everyday activities has increased. Consequently, “nomophobia”, defined as the fear of being without one’s mobile phone, has emerged as a new phobia. In our opening article Zyliekha Matwadia provides us with an overview of research into nomophobia as a possible mental health disorder. Sticking with the psychological theme, Gore and associates present their findings on research into teachers’ perceptions of the psycho-social effects of COVID-19 on learners’ well-being and we close the section on education psychology with an article on the Self-Assessment Inclusion Scale (SAIS) by Panagiotis Paoullis, Eleni Samsari and Agathi Argyriadi.

Sometimes, researchers seem to steer away from certain sensitive research topics. In the next article, one such example is discussed: The complexities of delivering a home-school-based, comprehensive sexuality curriculum to visually impaired learners.

In the next cluster of articles, we turn our attention to the challenges associated with the provisioning of school education in Africa. Ben de Souza opens the discussion by looking at regular schools as a “straitjacket” for learners with special education needs in Malawian inclusive secondary education. The results from the interviews show that inclusive education is failing at the point of implementation. That school policies are not always easy to implement is discussed in the article on the challenges and problems of implementing the curriculum and assessment policy statements in South African schools (Pinkie Mabunda). In his article, John Simango looks at the importance of critical reading for effective engagement with English literature. He argues that critical reading escalates basic knowledge of the text to applying it to everyday life experiences which makes teaching and learning interesting, meaningful, and ensures that the desirable educational goals are achievable. In the



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next article we look at male educators in the Foundation Phase. Michaela Moodley notes in her article that male teachers in the Foundation Phase (FP) are a worldwide rarity, given the perception that the teaching of younger children is more suited to females than to males. Her article looks at the experiences of male educators in the foundation phase. In the final article of this section, Lineo Kolobe discusses the introduction of progression policy in South Africa, which prohibits the repetition of a grade more than once within each of the four phases of Basic Education. She argues that appropriate strategies that could be applied to support progressed learners are not addressed.

The last two articles in this section focuses on technical and vocational education and education to incarcerated youths. Philip Oti-Agyen discusses the economic rationale for the provision of technical/vocational education (TVE) in colonial Ghana. He deliberates the Ghanaian contemporary search for a more pragmatic policy formulation for TVE. Over the years, little research has been done on the education of incarcerated youths. Doria Daniels unpacks adult education as care work in a South African prison and argues that the findings show that there are strategic employees within the prison environment who resist the educational opportunities available to incarcerated students. However, through facilitation and reflective mediation, the educators establish an educationally viable environment in which their students could accumulate cultural and social capital to benefit their educational journeys whilst incarcerated.

The next cluster of articles focuses specifically on school management. We look at Principals' servant leadership practices and teacher motivation (Melese Shula); The oversight functions of school governing bodies in the management of budgets (Junaid King and Raj Mestry); Exploring collaborative strategies used by School Management Teams to sustain parental involvement (Thabo Sesinyi); Discipline in the parental home and at school (Hannes van der Walt and others); Auditing public schools' financial records (Simon Sebidi, Adebunmi Yetunde Aina and Ephraim Matala Kgwete); Grade R teachers' perceptions concerning parental participation in early literacy development in a disadvantaged context in the Western Cape. We end this cluster of articles with an insightful look at the economic rationale for the provision of technical and vocational education (TVE) in the Gold Coast Colony by Philip Oti-Agyen and Akenten Appiah Menka.

The last section of the journal focuses specifically on higher education issues. We open the section with the insightful article on differing priorities and international research collaboration trends of South African universities (Heleta Savo and Divinia Jithoo). Keeping things international, we explore financing of higher education internationalisation with Aminuddin Hassan and Ti Liu.

Thereafter we turn our attention to more localised issues and look at a systematic review of the implications for teaching, learning and assessment in South African universities after the *Covid-19* pandemic by Sfiso Mahlaba and Keabetswe Sekano. Raisuyah Bhagwan investigates the effects of the Covid-19 pandemic on postgraduate students at a university of technology, while Martina van Heerden and Sharita Bharuthram reflect on Tutor reflections on shifting to online tutoring during the COVID-19 pandemic by asking: "Sometimes I wonder if our best really is our best."

The last cluster of articles all deals with important higher education issues. Juan Ontong and Sybil Smit explore the critical question why transformation students in a comprehensive bursary programme may be academically unsuccessful, while Desireé Larey explores African-student agency, arguing a case for placing students from historically disadvantaged communities at the centre. The final three articles look at Bridging gender disparities in the teaching profession in tertiary institutions for globalisation (Patricia Etejere, Felicia Oluwalola, Omotayo Awodiji and Amudalatu Sagaya); A 10-year, follow-up study on vulnerability to food insecurity amongst students; and, lastly, a discussion of Tutor and tutee experiences of same-year/level peer-assisted learning in health sciences' extended curriculum programmes by Róan Slabbert, Jeanette du Plessis and Mpho Jama.

Finally, Lindokuhle Ubisi quotes parents and guardians saying "(o)ur children would not be getting pregnant if there was enough security" to illustrate the complexities of a home-school partnership in delivering comprehensive sexuality education to learners living with visual impairment.

Like always, we trust that this edition will stimulate academic discourse and discussion on topical and thought-provoking ideas raised in this edition of *Perspectives in Education*.