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EDITORIAL

School violence may be defined as any incident in an education institution aimed at interrupting the normal educational project and includes viciousness between learners as well as attacks by learners on school staff and attacks by school staff on learners. It encompasses physical violence, including student-on-student fighting, psychological violence such as verbal abuse, and sexual violence, including rape and sexual harassment. School violence also include various forms of bullying (such as cyberbullying), corporal punishment and carrying weapons to school. School violence has become a widely accepted serious societal problem in recent decades in many countries, especially where weapons such as guns or knives are involved (UNESCO, 2017).

In the opening article, Christiaan Bezuidenhout and Melanie Moen argue that violent crimes and domestic violence are notoriously high in South Africa, which leaves many children defenceless to struggle with emotions such as loneliness and sadness. Weak outer and inner containment, which are essential for a young person to develop sustained law-abiding behaviour, often prompts issues such as delinquency, violence, insecurity, insufficient self-control, and bullying. Keeping with the learner-teacher dialogue, Thuto Polonyana analyses violence in secondary schools focusing on educators' experiences in Soweto, South Africa. In the next article entitled *How teacher behaviour influences learning performance: The mediating roles of motivations*, Warda Khan, Muhammad Rashid Saeed, Huda Khan and Richard Lee argue that teacher behaviour and student motivation are well-known antecedents of student learning performance. The study extends academic research into the nexus of teacher behaviour and motivation, especially the differential importance of intrinsic over extrinsic motivation.

The next cluster of articles are based on contributions from Cameroon and emanate from a conference aimed at exploring ways in which educational research in Africa and the Global South in general, could be situated in non-western paradigms to challenge the epistemological foundations of modernism and to delink research from Eurocentric thought. In the first article by Sophie Etomes, the author discusses leadership for sustaining teachers' engagement in higher education institutions in Cameroon. Higher education institutions in Cameroon have undergone



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major transformation with the aim to improve on the quality of graduates. The author, however, questions leaders central to the implementation of these reforms, for not taken it seriously. It is argued that we live in a multicultural context, especially in Cameroon with diverse cultures and national languages, making the issue of effective leadership vital for organisational productivity. In the second article, the same author with Maxmillian Younyi Tigma and Roland Ndille, look at pedagogic change and the enhancement of relevance of state higher education system in Cameroon. The study was guided by two objectives which examine how change in teaching methods and change in programmes will enhance the relevance in state higher education system in Cameroon. Based on the findings of the research, it is recommended that workshops and capacity building programmes should constantly be organised to improve on the pedagogical competences of academic staff.

Staying with the theme of higher education, the next cluster of articles look at this sector in South Africa. The first article reports on a study entitled *Researchers' preliminary views on the NRF-steering student epistemic access and success project: A strategy using narratives*. In this article, Alois Baleni explores the pre-study narratives of the institutional research teams that emerged during the orientation workshop using a qualitative narrative analysis approach. Next, Lize-Mari Mitchell and Caroline Suransky report on a collaborative study on rethinking intercultural competence development in North-South virtual exchanges. The paper contends that alternative approaches are crucial for a more equitable understanding of ICC within North-South COIL projects.

The next set of articles look at higher education issues of general concern. Raisuyah Bhagwan and Lyrise Naidu discuss and analyse work-integrated learning at the interface of the COVID-19 pandemic. Noelene Simone Ross and Mogie Rajkoomar explore and analyse current student-centred assessment practices in higher education. Next, is Bunmi Isaiah Omodan who looks at deradicalising student unrest in South Africa using a decolonial approach. The author positions the discourse within the context of the proponents of decoloniality as a tool to deradicalise students' minds against radical student unrest in the university system. Natalie Smith and Somarie Holtzhausen close the section with a discussion on a transformative theory-based framework for intermediate phase pre-service language teachers' application of transformative assessment practices.

In the next cluster of articles, we turn our attention to basic education. We opened the section with the discussion by Tuelo Matjokana on the impact of collaboration in implementing early childhood care and education policies in South Africa. Whereas early childhood education has been in neglected area of research for many years, it has drawn a lot of attention in recent years. Authors from Malaysia, Siti Wan Aminah Wan Norudin, Norlizah Che Hasan, Marzni Mohamed Mokhtar and Maizura Yasin, analyse the mediating effect of early literacy activities on the relationship between parents' reading attitudes and reading comprehension among primary school students. The findings of this research offer practical insights into empowering parents to foster a learning environment at home.

Nadia Swanepoel and Kakoma Luneta explored the development of the word sum-wheel to enhance Grade 3 teachers' mathematic word problem solving instruction and concluded that teachers' mathematics word problem-solving instruction was enhanced when they experienced a boost in their confidence levels. Petra Engelbrecht, Hannelie Louw and Julialet Rens investigated the transition processes from Grade 7 to Grade 8 in two South African schools. They found some common ground but also qualitative differences between

the two schools with specific reference to the quality of educational opportunities and socio-emotional challenges that may influence social inequalities in future. It is evident that the social cultural context of the learners plays a significant role in the transition from primary to secondary school.

The next article looks at musicians who facilitate musicking experiences in both community music and music education. Esmarie Oellermann and Ronel de Villiers argues that these community facilitators enrich the musicking journey with authentic musicking experiences often embedded in the community's cultural traditions. They are music educators with a heart for the community. Although they do not necessarily follow the traditional paths of music education towards effective musicianship, they do not sacrifice musical excellence in the musicking process.

At the other end of the spectrum lies protagonists of artificial intelligence (AI). Mark Wilson-Trollip analyses the importance of harnessing AI for peer-to-peer learning support. The findings reveal a significant gap in direct research on AI's role in peer-to-peer support, underscoring the need for future studies on its impact on learning customisation, socio-emotional learning, and ethical issues in education.

In the concluding section of this edition, we turn our attention to management in education. Brandon Arendse, Heather Nadia Phillips and Zayd Waghid focus their discussion on leadership dynamics and continuous professional teacher development in schools to enhance learner performance. In similar vein, Thelma Sasavona Mkhabele, Ephraim Matala Kgwete and Nevensha Sing explore the induction process of novice teachers in primary schools and analysed the experiences of school management teams. They found that challenges such as inadequate time for induction activities, work overload, interruptions due to other administrative activities, unscheduled workshops, and meetings, and attending to disciplinary matters concerning learners and staff, contribute towards poor implementation of the induction process of novice teachers. When analysing school-based management, the question often arises as to whether the teachers' voices are being heard in the management process. Samantha Hoffman and Rouaan Maarman analysed teachers' voices and quality education in the basic education discourse in South Africa and concluded that while staff and students support various SCA and activities, the implementation of these assessments are hindered by challenges faced by staff.

We closed this edition of *Perspectives in Education* with a contribution by Kamlawathee Dhanpat and Suraiya Rathankoomar Naicker on re-imagining the role of the school district in developing principals' instructional leadership capacity. They argue that the findings indicate that there is a need for greater communication between principals and district officials where principals can openly deliberate issues related to instructional leadership.

We trust that you will find the insightful articles offered in this edition of *Perspectives in Education* of great value to your research and your teaching and learning endeavours.

UNESCO (2017). *School Violence and Bullying: Global Status Report*. Paris, UNESCO. pp. 9, 110–111.