

Editorial

This issue of *KIU Journal of Humanities* touches on Development Administration, Educational Psychology, Reading Skills and Creative Writing.

The first part of the Journal focuses attention on Development Administration. It is universally accepted that Development Administration is the administration of development programs, to the methods used by large-scale organisations, notably governments, to implement policies and plans designed to meet their developmental objectives. It is administering, organizing public agencies such as to stimulate, facilitate defined programs of social, economic progress with a purpose to make change attractive and possible. Papers in this section deal with issues in development administration such as Adult Literacy Programme, Rural development, Foreign Aid, Development Communication and so on. It was argued in one of the papers that prison inmate in the experimental group performed better in cake baking and event decoration than inmate in the control group. The researcher therefore, recommends that teachers should use more of Adult literacy program in the prison on cake making and event decoration should be encouraged which will help equip the inmates face the economic challenges of the society and be self-employed

Articles in the second part of this edition center on Educational Psychology. Educational Psychology studies various factors which have impacts upon students, which may include home environment, social groupings, peer groups, his / her emotional sentiments, and mental hygiene etc. Various methods are used in order to get the desired data about the learner in order to know about him or her mentality and behavior and its manifestations. Against this backdrop, section two looks at how some psychological factors such as resilience, distress, leadership behavior, home violence, and so on, affect students' performance in education.

Section Three x-rays the importance of reading skills. It is widely believed that reading skills are important to students' success in schools as they will allow them to access the breadth of the curriculum and improve their communication and language skills. In addition, reading can be a fun and imaginative time for students, which opens doors to all kinds of new worlds for them. Based on the its findings, one the papers in this section suggests among others that Knowledge of the reading skills that pupils have mastered is important so that teachers in early childhood classrooms can target instruction for those particular skills that are still weak.

Papers in the last section of this edition center on Creative writing. This borne out of the fact that Creative Writing is not only a means to help students unleash their creative side and feel more comfortable when writing in and about everyday life, but has also been proven to improve language learning. While the first paper in this section argues that Pre-theoretic intuition quiz and Puzzle-based learning strategies improved students' practices towards sustainable

environmental development, the second posits that the inculcation of moral character and creative thinking in the younger one, most especially at the primary and secondary levels is the only way the Pupils/students of both the Primary and Secondary may be useful for themselves and the society in which they meet themselves for national development

Above all, this edition of *KIU Journal of Humanities* features many thought provoking articles.

We hope that these educative and informative articles will contribute immensely to the existing knowledge on each topic.

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June, 2019.