



Editorial

This edition of *KIU Journal of Humanities* touches on Development Administration, Social Philosophy, Social Psychology as well as Teaching and Learning.

The first part of the Journal addresses issues in Development Administration such as rural development, poverty alleviation, sustainable development goals, public service delivery, , nation building, domestic and foreign direct investment and so on. One of the papers in this section argues that education is a veritable avenue to remove ignorance, increase level of income etc. It is therefore suggested that Transformation Approach and Improvement Approach may be adopted to bring rural and urban areas at par: Transformation Approach puts emphasis on the development of socio-economic factors available in order to experience a sustained growth and marked increase in the level of inputs that is complementary to labour and work done in the rural areas to increase income and financial independence. All these put together form the structure upon which the healthcare delivery is anchored in any society and the determinants of its infrastructure and the extent of patronage. Therefore, according to the paper, for quality rural health, all these are to be in place with adequate budget allocation.

In the second section which centers on Social Philosophy, various issues in the society and their underlining philosophies were examined. Some of the social issues include social relevance, moral decadence, ethical consideration, culture and religion. One of these papers reveals that Philosophy has played and will continue to play vital roles in the development of our society. In order to achieve its intended objective therefore, the paper discusses meaning and definition of Philosophy, branches of Philosophy, “the ten commandments” of Philosophy. The paper concludes that Philosophy contributes meaningfully to the growth of any society.

The third section which centers on Social Psychology examines various psychology factors which have impacts on the society, and these include trauma, teenage sexting, suicide ethos, satisfaction etc. One of these papers reveals that nightmares, mental breakdown, helplessness, lack of trust, and self-effacement can be read as symptoms of repressed childhood traumatic experiences. It concurs with Cvetkovich and Blooms’ assertion that trauma can be an external built-up of unpleasant events that affect the victim's psychological state which in turn affects the individual’s external actions in life.

In the last section, the importance of teaching and learning skills on students’ achievements are examined. It is revealed in one of the papers that teachers’ acquired skills and attitude competencies from Business Education programme were lower than secondary school required

skills and attitude competencies. This is because, according to the paper, the contents of Business Education programme do not provide students with adequate skill and attitude competencies for them to perform at the level expected of them after graduation. The paper, therefore, recommends that the curriculum of Business Education programme should be reviewed and restructured so as to enable the graduates respond to social goals, economic realities and future life challenges.

In all, this issue of *KIU Journal of Humanities* features many empirical and theoretical based articles. Each of them seeks to profer solutions to one social and management problem or the other. Therefore, there is something to learn by every reader of this issue.

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