

EDITORIAL

Valuing the Role of Science in an Educational Domain

STEVE AZAIKI

Institute of Science and Technology Yenagoa, Nigeria

GERTRUDE SHOTTE

Middlesex University, UK

JAMES OGUNLEYE

University of the West of Scotland (London Campus), UK & Institute of Science and Technology Yenagoa, Nigeria

It has always been a delight for the editors to present a new release of *Current Studies in Comparative Education, Science and Technology*. We are just as excited about this publication—Volumes 5 and 6, Issues 1-2, December 2019. The theme chosen for this editorial is: *Valuing the Role of Science in an Educational Domain*. With reference to the theme, the choice to put science in the education domain rather than education in the science domain is deliberate, not simply to stir up a debate, but rather to show the interdependence between the two, as well as the all-encompassing nature of the word *education*. Let us hasten to explain that the *Educational Domain* in the context of this editorial speaks to all the levels of knowledge and skills that learners should attain in order to meet twenty-first century demands, including rapid communication and technological advancements, urbanisation, labour markets, environmental concerns and sustainability matters. The *Domain* reference also takes into consideration that education and learning systems are changing in profound ways because “a considerable number of factors place unprecedented pressure” on them (Marope, 2018, p.x).

The research papers with a science focus highlight the relevance of science education in schools’ curricula and beyond. Investigations such as those mentioned here give youths and other members of a given community many opportunities to “engage critically and creatively” with issues relating to technology and science (Croxford, 2002). Chuku and Chuku’s carried out a comparative investigation that focused on the phytochemical composition of the leaf, stem and rhizome of *Costus afer*. They found that this plant could serve as a source of dietary fibre and the necessary energy required for metabolism. Another study carried out by Ken-Ezihuo, Saanee, Jeremiah, and Disegha, investigated the effects of asymptomatic malaria on haematological parameters among children in Khana Local Government Area of Rivers State Nigeria. A third study by Williams and Amaechi, identified potential organic wastes in enhancing the biodegradation of used diesel in contaminated soil. Findings from Daokoru-Olukole and Olanbiwoninu’s encouraged the use of vinyl and tile floor types in homes, school and health care facilities because they are impervious to water, stain resistant and can easily be disinfected. Williams and Chibuike studied physical, chemical and biological methods that can be used to treat

wastewater, while Chuku, Chuku, and Ajuru, found that propagation by the stem method is an effective for the gangetica, a potent herbaceous plant.

On turning attention to the papers with an education emphasis, the difference in focus is obvious. Yet, it is quite evident that there is consensus on the significance of education for personal and national development. One paper underscored the need to know and grasp specific language rules in order to aid understanding. Ikosomi and Okotori examined the nature of language used in the online commentaries of the Super Eagles of Nigeria matches at the AFCON 2013 Nations Cup. Sunday, Akanmu and Fajemidagba's study recommends the use of five-phase Piagetian constructivism model to enhance students' performance in plane geometry for mathematics teachers. Igbogi looked at a very contentious issue—Illegal, Unreported and Unregulated (IUU). Education was recommended a major measure that can help to curb IUU activities on economic and social development in Nigeria. The article by Lelei looked into how the Nigerian government's investment in reforms and intuitive translate into education with reference to individual and national development. Dickson and Shotte contend that in spite of the initiatives taken at the 2000 World Education Forum in Dakar, Senegal, girl-child education remains a critical issue in many countries around the world.

There is no doubt that Volumes 5 and 6 of the journal will have various levels of importance and applicability to readers, particularly those who are carrying out research work. The two pathways (science and education) share the same axis with a unified voice that seeks to impart knowledge and expand the understanding of the inextricable relationship between the two. The science papers presented clearly demonstrate the need to emphasise “the process of aligning research and innovation to the values, needs and expectations of society” (Marope, 2018, p. x). The education papers bear a similar responsibility. Knowledge attainment, people progress, overall development and sustainability are at the heart of both agendas.

Reference

Croxford, L. (2002) *Participation in Science, Engineering and Technology at School and in Higher Education: Report to Scottish Executive Enterprise and Lifelong Learning Department*. Available from http://www.ces.ed.ac.uk/PDF%20Files/SSLS_science.pdf (Accessed 15th November 2019).

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Marope, M. (2018) *Foreword – Educating for the Twenty-First Century: Seven Global Challenges*, Boston: Brill Sense.