

Editorial

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Mentoring is a process of tutoring a junior person in a workplace by a senior colleague is becoming more challenging especially in the modern university system. Into this backdrop, the study on *Challenges of Mentoring among University Academics in Nigeria* provides an empirical investigation into the notion of mentoring in the Nigerian context focusing on the challenges associated with mentoring for both the mentor and the protégé in the university system. The survey research design was employed using questionnaire administered to academics across different cadres. The population consists of all academic staff in three randomly selected universities in Edo state namely: University of Benin, Ambrose Ali University, and Igbinedion University. Data collected were statistically analyzed using frequency, percentages, mean, standard deviation, exploratory factor analysis, t-test and analysis of variance (ANOVA). Prominent mentoring challenges among Nigerian university academics as revealed in the study include victimization, instant gratification, gender-based bias, work life imbalance and incivility. It was also found that mentoring challenges experienced by academics do not significantly differ based on demographic characteristic attributes. The study recommends that universities and other tertiary institutions should promote an atmosphere of organizational harmony where faculty members will seek the growth of younger academic staff for the advancement of the educational system.

Instructional leadership is not a new concept. Adjectives such as collective, shared, transformational, and distributed are used with instructional leadership according to researchers, who also affirm that instructional leaders establish clear goals and provide educators with direction and sense of mission. Furthermore, they motivate educators to enhance their performance. On this basis, the paper titled *Exploring Instructional Leadership Practices in Institutional Schools of Kathmandu: A Narrative Inquiry* tries to explore the practice and perception of two principals on instructional leadership under the research question- "How do school principals' practice and perceive

instructional leadership in their schools”? The paper has McEwan’s (2003) theory of the seven steps to successful instructional leadership as the theoretical lens. In this study a qualitative approach has been employed to explore the personal experiences of the subjects. Principals’ personal experiences are of central focus in this research. Therefore, a narrative inquiry has been used as the research methodology that offers practical and specific insights for the researcher. The interviews were recorded and field notes were used as a method of recollecting information. Coding was made in the diaries for some of the information obtained from the interviews and digital records were also prepared for the interview. An elaborative process of coding, categorizing, and thematizing as per the theory of Creswell (2007) were adopted. It was concluded that both the principals perceived and practiced instructional leadership as modes of setting direction, focusing on curriculum, and monitoring learners’ progress.

Pharmaceutical application of silver was first recognized with the use of silver nitrate (AgNO_3) in the early 1800s for treatment of ulcers. Silver complexes containing ligands such as N-heterocyclic carbenes (NHC), N-heterocycles and phosphines possess several properties ranging from antimicrobial, antibacterial, anti-inflammatory and antiseptic to anti-neoplastic activity. Ag(I) salts are good catalysts for alkyne-based organic reactions such as alkynylation, hydrofunctionalization, cycloaddition, cycloisomerization and cascade reactions. Coordination complexes of Ag(I) centres usually exhibit various geometries: linear, tetrahedral or trigonal planar. Ag(I) centres form mononuclear, binuclear, trinuclear, tetranuclear and polynuclear complexes with pyridines, bipyridines, diphosphines and pyridyl phosphines. The objective of the study on *Synthesis of Ag(I) complexes containing N and P donor ligands* is to explore the chemistry of Ag(I) centres with different chelating ($\text{N}^{\wedge}\text{N}$), ($\text{N}^{\wedge}\text{N}^{\wedge}\text{N}$) and ($\text{P}^{\wedge}\text{P}$) donor ligands such as 3,4,5,6-tetraphenyl-2,2'-bipyridine (tpbpy), 6,6'-dimethyl-2,2'-bipyridine (dmbpy), 4'-(4-methylphenyl)-2,2':6',2''-terpyridine (tpty), 3,6-di(2-pyridyl)-4,5-diphenyl-pyridazine (dppz), bis(diphenylphosphino)methane (dppm), and 4,5-bis(diphenylphosphino)-9,9'-dimethyl xanthene (xantphos). During this study, synthetic routes to Ag(I) complexes of the type $[\text{Ag}(\text{N}^{\wedge}\text{N})]^+$, $[\text{Ag}(\text{N}^{\wedge}\text{N})_2]^+$, $[\text{Ag}(\text{NCMe})(\text{xantphos})]^+$ and $[\text{Ag}(\text{N}^{\wedge}\text{N})(\text{P}^{\wedge}\text{P})]^+$ have been developed. The preparation of a five-coordinate complex

[Ag(xantphos)(tppy)]ClO₄ and a binuclear Ag(I) complex [Ag₂(μ-dppm)₂{μ-dppz}][ClO₄]₂ containing bridging ligands dppz and dppm has also been discussed.

Mangrove forests are an ecotone ecosystem that is widely distributed in the tropical and subtropical coastlines of the world. Although, their coverage spans only 0.5% of the Earth's coastal areas, they contribute numerous ecological functions and services. One such function is sequestering and maintaining of blue carbon stock in the coastal ecosystems. Data on total retaining of carbon stock in whole ecosystems assist the realistic estimates of ecological and economical importance as well as decision making on conservation and management of mangroves. In the paper titled *Assessment of Blue carbon stock of mangroves at Malwathu Oya estuary, Sri Lanka*, authors attempt to quantify the total blue carbon stocks in vegetation and in soils of the mangrove areas in the Malwathu Oya estuary located in the dry/arid climatic zone of Sri Lanka. Total biomass of the mangrove plants in Malwathu Oya estuary was 377 Mg ha⁻¹ which contained 191 Mg C ha⁻¹ of total organic carbon (TOC) sequestered by the plants. TOC in the mangrove soils was 346 Mg C ha⁻¹ which is 1.8 times more than that in the vegetation. Total blue carbon stock of the mangrove ecosystem in Malwathu Oya estuary therefore was 537 Mg C ha⁻¹, out of which 64% is sequestered in soils. Despite being located in dry/arid coast, this mangrove area retains more carbon than most other areas in Sri Lanka. This may possibly be due to its pristine nature and vegetation structure, characterized by unique dominance of *Sonneratia alba*, which is recorded as a rare mangrove species in Sri Lanka.

School closures due to the lockdown triggered by the COVID-19 pandemic have become a major disruption to the education sector in Sri Lanka. Accordingly, this situation is causing learning losses among Sri Lankan students. Due to the abruptness of the current pandemic, teachers and other administrations in the education sector were unprepared for this transition and forced to set up immediate remote learning systems. Even though, online education was neglected in the Sri Lankan education prior to COVID-19, the government was forced to promote online learning systems to facilitate continuous learning for Sri Lankan school children. As a developing

country, the move to online learning has generated conflicting responses and aggravated the current socio-economic gaps in the country's education system. Since access to the internet and to computer services is not uniform for all students, current disparities were identified. Hence, the paper titled *How the COVID-19 outbreak shapes the Education of School Children: A Case of Engineering Technology Students in the Mulatiyana Educational Zone, Matara, Sri Lanka*, aims to examine the impact of the COVID-19 pandemic on the education of school children as online learning has become an essential part of the current Sri Lankan education sector. The engagement of the students in online learning, their perceptions, and the barriers that the students face are important factors in this situation in order to implement future online classes more efficiently and effectively. Therefore, the results of the study offer the current Sri Lankan education system concepts for the smooth functioning of teaching and learning process.


The study on *Availability and Utilization of Information and Communication Technology among Instructors in Adult and Non-formal Education Centers in Kwara State, Nigeria*, examined availability and utilization of information and communication technology (ICT) among instructors in adult and non-formal education centers in Kwara State, Nigeria. Three objectives were raised and translated to research questions to guide the study. A descriptive survey research design was adopted for the study and 271 was considered as the target population comprising of male and female instructors. A sample size of 160 respondents was selected across the State. A multi-stage sampling procedure consisting of cluster sampling, purposive sampling and simple random sampling was adopted. Check lists and questionnaire were used as instruments for data collection for the study. The reliability of instruments was conducted using test-retest technique and a co-efficient 0.82 was obtained. The administration of the instruments was done by the researchers and five volunteer field research assistants. The data collected were analyzed using frequency count and percentages. One of the findings revealed that the level of utilization of ICT among instructors was low. It is, therefore, recommended that there is a need create awareness among instructors on the level of utilization of ICT to increase the level of consciousness for effective teaching learning process.

We welcome your suggestions for further improvement of this Journal. We are looking forward to publishing your current research findings in our next issue.

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