

Editorial

Heralding a dawn in the *New Era in Education*

This edition of the *New Era in Education* is a special one in ways more than one. The edition marks the 100th volume of the journal, which was set up as a newsletter—factsheet—in 1919 and circulated among ‘like minds’ as a platform to advance the cause of the “New Education” movement. The *New Era* was launched formerly in 1921 along with the New Education Fellowship, which later changed its name to what we know today as the World Education Fellowship (WEF). The fifth paper in this edition provides some historical perspectives on WEF.

This volume is also special in the sense that for 14 years [since volume 86 in 2005], the journal was rested due to the retirement of the previous editor and the challenges of replacing him.

Nonetheless, the *New Era in Education* is back and we are pleased to serve you with this collection of papers starting with a paper by Ganqa & Masha (South Africa) which examines the perceptions of cohorts of first-time entry students on their transition from high school to university. The paper argues that ‘when multiple transitions overwhelm FTEN [First-Time Entry Student] students’ coping capabilities, they feel invincible and can usually take uncalculated risks, which may lead to pressure of not completing their first year studies.’ The paper suggests a mitigating ‘transitory ... adjustment to the university environment, which involves positive aspects, such as opportunities for personal growth and for meeting new people and a period of great change.’

The second paper by Gillian Hilton (UK) presents her on-going qualitative research for the British Federation of Women Graduates, which explores ‘the challenges faced by women working in Higher Education Institutions in England and Wales’, two of the four nations in the United Kingdom. Initial findings from the research show that even though the challenges faced by women working in higher education in these two nations of the UK have changed over the years, career advancement and progression—for both sexes—still present major challenges. The paper argues the need for employers ‘to reconsider their attitudes to the staff they employ, both male and female.’

The third paper, ‘Future of Education, Creativity and 21st century Challenges in Nigeria’ by Obire (Nigeria), examines ‘some of the challenges faced in the educational sector of Nigeria in the present world of educational technologies.’ The paper concludes that Nigeria’s education policymakers and other stakeholders ‘should create effective teaching and learning environments that students need to develop the knowledge and skills that better prepare [them] for the demands of 21st-century workforce and succeed in life.’ According to Obire, such environment should include a ‘potential for fostering creativity through education and training, for national economic benefit, and the application of creative resources to improve the effectiveness of teaching and learning can be harnessed appropriately.’

The fourth paper by Muraina & Uguwanyi (The Gambia) examines conflicting pressures and competing interests in higher education. The paper argues that ‘conflicting pressures are human dynamics and integral part of any social system but

need to be properly managed through psycho-philosophical attitudes and intuitions in order to create a healthy organizational climate that is important for effective performance of higher education.’

The fifth paper by Ralf Koerrenz (Germany) provides some historical background to the formation of the ‘New Education’ movement and the *New Era*, the predecessors of the World Education Fellowship and *New Era in Education* journal respectively. Koerrenz’s paper is a step back in time—to the beginning of this editorial.

You are invited to enjoy this 100th volume and edition of the *New Era in Education* with us.

Finally, for your interest, historical editions of the New Era journal are archived at the UCL Institute of Education, London.

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