

Editorial

This issue of Loyola Journal reaches you during a tough time when the world is witnessing the second wave of the pandemic. Though we are in a better stage of vaccination attempts, the anxieties and uncertainty persist. It has been a great struggle to bring out this issue amidst the Covid 19 constraints. Thank God for giving us the strength to complete the work of this issue amidst such continued challenges.

The current issue presents five papers of social relevance. The main themes covered in this issue include Compliance with Groundwater Institutions in Njombe District, Tanzania, Sexuality, Property and Matriliney: Transformation of Marriage and Female Sexuality among the Nayars in Kerala, Analysis of Perceived Barriers and Entrepreneurial Intentions of Students in TVET Colleges, Implementation of Legislation Preventing Discrimination in a South African Provincial Government Department and Peer Assessment in a Multilingual Setting – Perspectives of English First Additional Language Learners.

An investigation of the compliance mechanisms of groundwater institutions in Tanzania is the theme of the first paper. Guided by the New Institutional Theory, this paper attempts to assess factors that influence compliance with these institutions. The article is based on a study that adopted a cross-sectional research design. The authors concluded that the compliance was medium. It was found that compliance was influenced by accessibility, availability of groundwater, quality and participation. The paper argues that most of the governance principles did not affect compliance. The article gives practical suggestions to address the concerns related to compliance of groundwater institutions in Tanzania.

In her paper, Lekha argues that the emerging social conditions brought many changes to the Nayar women in Kerala, who enjoyed special privileges of the marumakkatayam (matrilineal kinship) system. This has been done by studying those features of matriliney which impacted the women's situation. The author traces the changes in Nayar female sexuality by explaining the decline in matriliney triggered by colonial intervention. The paper also discussed the changing values concerning marriage, family and property rights with the imposition of colonial ideology and its effects

on female sexuality. It followed a qualitative approach which attempted to track the changes in the understanding and practice of marriage and sexuality across generations.

The third paper is based on a study on entrepreneurial intentions amongst the Technical and Vocational Education and Training (TVET) students from Botswana, a developing country with a high unemployment rate. The findings reveal that the respondents have high entrepreneurial intention, indicating that most TVET students prefer entrepreneurship as their professional goal and have a strong positive attitude towards entrepreneurship. The results indicate that the significant barriers to the entrepreneurial intention of TVET students include lack of access to funds, inappropriate entrepreneurship education, government regulation and policy.

The highlight of the fourth paper is on workplace discrimination in South Africa. The authors argue that constitutional and legal provisions in their country alone is not adequate to address workplace discrimination. However, the paper focuses on the effectiveness of legislation implementation. The results show that less than half of the respondents are aware of the legislation to prevent workplace discrimination in the country. It also brings out an interesting pattern that only a few know about discriminatory workplace practices. The authors proposed some practical interventions and policy changes to address the concerns related to discrimination at the workplace in South Africa.

The last paper of this issue is based on an empirical study on peer assessment in a multilingual education setting in South Africa. The results indicate that peer assessment allowed the learners to use their home languages apart from English to clarify their contributions. Even the presenters often resorted to their mother tongue to quickly reach out to their peers. They punctuated peer feedback with non-English references to relate the prescribed text to their lived experiences. The authors argue that peer assessment is integral to learner autonomy as it helps foster teamwork, critical reflection, and control of the assessment process.

I gratefully remember the unstinting support of the Loyola College Management, Dr Saji P. Jacob, the Chief Editor and all the reviewers for their valuable contributions in bringing out this issue of Loyola Journal.

Prakash Pillai R. Ph.D.