



Editorial

In his preface to a Palgrave Macmillan published book on Funding Higher Education in Sub-Saharan Africa (Damtew, 2013), Professor Philip Altbach characterises massification as the “iron law” of contemporary higher education. This is especially true in Africa, where higher education systems and institutions came under overwhelming, and generally unavoidable, pressure to phenomenally expand enrolments albeit at a time they were relatively underdeveloped and underfunded. In this part of the world, massification has presented both opportunities and challenges and over the last four decades, these opportunities and challenges have been the subject of notable discussion among scholars and policy persons. The East African School of Higher Education Studies and Development is proud to be providing *Makerere Journal of Higher Education* as one of the mediums through which contributions to this important discussion are made.

In this issue of the Journal, Mande and Nakayita delve into the effect of student-fees policies on the quality of university education in Uganda. Introduced for the first time in the country as part of the neoliberal reforms of the mid-1980s, university education student-fees are a subject of significant controversy and have been the cause of widespread student action. However, in this empirical investigation, Mande and Nakayita interrogate the way student-fees and the ways in which universities approach them relate to quality assurance. These authors confirm direct relationships between student-fees and attributes of quality assurance. However, they also report an ironic finding: students expect their universities to offer them quality education yet they protest against the fees increments that the universities adopt to be able to offer this education.

Namutebi reports on the findings of a study that investigated diversity management in universities in Central Uganda. Even though an inherent attribute of universities throughout the history of higher education, diversity in university student and staff populations in Uganda increased multi-fold following the liberalisation of higher education in the country. Yet, Namutebi notes, universities are not managing diversity well. Her paper discusses the reasons underlying this problem and, subsequently, makes recommendations for improvement.

Foluke et al. report the findings of a study that examined University of Ilorin academic staffs' perception of harmonization of academic programmes and qualifications in West Africa. They report that there is a significant difference in the staffs' perceptions by gender and duration of university teaching experience. However, no significant difference in perception of harmonisation was found on the basis of the respondents' departments and ranks.

Kiggundu reports on the emotional competence and leadership styles of managers in private universities in Uganda. The paper reports a direct relationship between the emotional competence and leadership styles of the managers. However, the paper also observes, capacity building for the university managers has not paid attention to the need to enhance the managers' emotional competence. Accordingly, the paper recommends that efforts to enhance the managers' effectiveness should endeavour to enhance their emotional competence.

Sofoluwe delves into attributes of vocational and technical education (VTE) and sustainable development. Giving specific attention to the provision and attainment of basic skills, this study scrutinises the impact of VTE on job creation, self-employment, utilization of locally available resources, provision of technology and capital formation. This is with the conclusion that VTE has potential for boosting sustainable development so recommendations towards its improvement are propounded.

Ogunbiyi and Oludeyi discuss citizenship education for liberation, with specific reference to Nigeria. Noting that countries face problems of low levels of civic consciousness and prevalence of harmful stereotypes that are responsible for a multitude of social ills, these authors contend that citizenship education—an important part of extramural higher education and lifelong learning—has potential for helping countries to deal with the aforementioned challenges. Subsequently, they discuss ways of exploiting this potential.

Finally, Namuleme reports a significant relationship between the status and performance of librarians in universities in Uganda. Yet, unfortunately, her paper also reports that the librarians' status is only "fairly satisfactory", the inference being that they may not post satisfactory performance. Accordingly, she urges university administrators in the country to re-examine the status accorded to their librarians.

Editor