



## Editorial

Touching on teaching and learning; funding; entrepreneurship; special needs education; educational innovation and development; special needs education; adult and lifelong education; and student politics, this issue of MAJOHE is as diverse as the field of higher education.

Under teaching and learning, Barifaijo and Ssentamu delve into the controversial subject of faculty teaching courses that are outside their main areas of expertise. Drawing on data elicited from HEIs in Uganda, these authors attempt to respond to a series of questions relating to the subject that they derive from the literature. In the process, they touch on relevant concerns for quality assurance before propounding recommendations for better teaching and learning in higher education. Luhanya, Bakkabulindi and Muyinda review six theories of integration of ICT into teaching and learning, making specific reference to higher education. Moving from this theoretical perspective, they highlight areas requiring further research.

In the area of funding, Omosidi reports on the pattern of financing Colleges of Legal and Islamic Studies in Nigeria while Kyaligonza discusses gaps in the implementation of the nascent higher education student loan scheme in Uganda. It is of particular interest that they both discuss suggestions for the better funding of HEIs on the continent.

Olaseni and Olawale delve into entrepreneurial awareness and skills among technical education students in Tai Solarin University of Education. Yet readers may be interested to note that although these authors focus specifically on the experience of this category of students, lines of similarity exist between their work and that of Banjo, Oluwatoyin and Kabiru and that of Ojo-Ajibare. These lines should be part of future work on entrepreneurship education—whether it be on theory, policy or practice.

Otyola, Kibanja and Mugagga report on the experience of visually impaired students, a significantly underreported part of higher education. Interestingly, they report the existence of a range of support services for the special needs students (including financial aid and affirmative action in access to meals, on-campus accommodation, scholastic materials, and buddy support). However, they also note constraining pedagogical limitations but towards whose alleviation they articulate some recommendations.

Under innovation and development, Oyelade constructs Aliu Babatunde Fafunwa's Philosophy of Education as a champion and change agent in Nigeria's education system.

Oduwaiye et al. delve into stress and academic performance in Kwara State. They report significant relationships between the two after which they recommend strategies for helping the students to deal with the various kinds of stress that they face.

Finally, Mugume and Luescher report on the influence of national political parties on student politics at Makerere University, a nexus that should be of interest to the students, leaders of HEIs and political parties alike. Scrutinising the same from the theoretical point of view of Schmitter and Streeck's Framework, the authors make suggestions towards the better understanding of student politics in Africa's emerging democracies.

## **Editor**