
Editorial

We welcome you to the twelfth volume of the Makerere *Journal of Higher Education* (MAJOHE). Please join us in welcoming our Editorial Board comprising of eminent persons in the field of Higher Education studies who will, in many ways, add to the quality of MAJOHE. We also thank the founding editor, the former editor and the former members of the editorial board. The current edition contains exciting articles on a wide range of topics drawn from studies conducted in Tanzania, Zambia and Uganda. Ishengoma, for example, discusses the practice of drifting in higher education in Tanzania, where non-university higher education institutions are either being directly transformed into degree-granting institutions or indirectly transforming their academic programmes and organisational structures to become like that of universities. In the article, the author ably points out that drifting is an old phenomenon – but how it is practised in Tanzania has blurred the higher education system since it has eliminated differentiation and diversity in the sector and curtailed the balanced development of the skilled middle-level workforce. It is an article worth reading. The article by Masaiti and others addresses how the induction of early-career academics (ECAs) in Zambian universities impacts their teaching, research, and publication skills with a focus on policies, procedures, and prospects. It further examines what facilities and provisions exist for induction and, more importantly, what higher education institutions in the country are putting in place for the growth and sustainability of the academic profession. Nakamanya and Bisaso highlight in their article the support female vice-chancellors require for their success in Ugandan universities. Specifically, the article highlights institutional policies, support from senior management, networking, mentoring, role models and family support as critical to female vice-chancellors' success in Uganda's universities. Najjuma reports findings and lessons from a 10-month instrumental case study of secondary school teacher trainees and expert teacher educators in an on-going pre-service teacher education programme in England. She hints at the results of this study, especially the models of initial teacher education, which can be applied in other contexts, such as Uganda, to help inform or even guide efforts for implementing teacher education models based on and in practice. In the article by Namatende-Sakwa and others, the authors discuss how teachers can optimise technology as informed by the SAMR model. Specifically, the article highlights some design principles that teachers in higher education institutions can apply to support learners in Computer Supported Collaborative Learning, such as providing a feedback loop to enable learner support, designing ways that cater for diverse learning styles, and tracking and rewarding student contributions. In the article by Bwenvu, the relationship between students' self-efficacy and academic performance at Makerere University is examined. The article brings out interesting perspectives on the link between students' self-efficacy and academic performance that may interest individuals to interrogate the phenomenon further. Finally, Mugula's article examines how adult learners'



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attitudes correlate with e-learning uptake. Specifically, the article highlights perceived usefulness, e-learning effectiveness, e-learning system satisfaction and perceived self-efficacy as significant correlates with adult learners' e-learning uptake and suggests concrete ways of implementing e-learning initiatives in universities like Makerere University. We strongly believe that reading these articles will be rewarding to you. On behalf of the new editorial team, we wish to thank all those who submitted their work and patiently waited for it to be published. We also thank the reviewers for providing our authors constructive feedback and our partner, the African Journals Online (AJOL), for hosting the journal online.

David Onen
Editor-in-Chief