

Editorial

Welcome to the second volume of the Interdisciplinary Journal of Education whose major themes include: quality and implementation of basic education, manpower training, secondary education competitive markets, religious counselling, educational research and madrasah education.

This issue opens with Alumu and Hassan's article on the challenges that decentralization has imposed on the delivery of primary education in hard to reach areas in Eastern Uganda. They argue that timeliness, transparency and objectivity are key virtues in addressing the identified challenges.

In the second article, Adekunle brings out the major challenges to the implementation of the Universal Basic Education programme in Nigeria. The author alludes to previous works on the subject and makes some practical recommendations to help in dealing with such challenges.

Using Human Capital and Scientific Management theories and by review of literature, Rotimi and Folorunso examine training and manpower productivity in Nigeria public sector, highlighting the role of government and arguing that productivity in Nigeria public sector is contingent on proper manpower training and development.

In the fourth article, Musisi, Musoke and Sessanga use Adam Smith's Invisible Hand theory to analyse the complementary nature of the invisible and visible hands in augmenting desirable educational outcomes in the secondary education market in Uganda. They however caution that Smith's propositions in the theory should be interpreted as statements of logical possibility, and not as facts.

In search for an approach to religious harmony among Nigerians, Sulaiman proposes an integrative-religious model of counselling where, irrespective of their religious affiliations, counsellors are encouraged to acquire and apply Biblical and Qur'anic therapeutic skills and techniques within mainstream counselling when treating Christian and Muslim clients respectively.

In the sixth article, Mugizi analyses the components and variables of a conceptual framework, demonstrating its construction and illustrating various samples of frameworks within a quantitative paradigm. He argues that conceptual frameworks possess ontological, epistemological, and methodological assumptions which should not be taken for granted.

In the final article, Kabali analyses the history of madrasah system in Eastern Uganda, highlighting the roles of: Kings Suna and Mutesa of Buganda Kingdom, the early Sheikhs, and Muslim directors in the establishment of madāris. Citing a number of such institutions, their founders and achievements including some prominent personalities who studied from there, he argues that despite the shortcomings, the madrasah system has contributed tremendously to the development of human resource in Uganda and beyond.

We thank you for your interest in writing, reading and reviewing articles for this journal.

Maimuna Aminah Nimulola, Editor-in-Chief.