

Editorial

Welcome to this issue of the *Interdisciplinary Journal of Education* whose themes include Muslim education, students' holistic characteristics, pupils' and teachers' performance, basic education, issues in education and privatization of education.

In any educational system, curriculum development and implementation involve goals and these relate to the aims of education. Different philosophies advance different aims of education. To Al-Ghazali, the aim of education should not be detached from our purpose in life which is to serve the Creator. Education therefore should help an individual improve and build connection with the Creator and also develop a holistic character of the individual, based on both empirical and revealed knowledge. In the first article, Gyagenda argues that effective teaching of Islamic studies can be achieved by integrating Al-Ghazali's approach into the modern ones.

Ever since the early conceptualization of the nature of intelligence in the mid-1900s which postulated it as being a single general factor, several approaches have come up suggesting a number of dimensions of intelligence. In the second article, Noordin, Abdallah, and Ismail argue that if humans are to live well in this world, they have to draw upon several intelligences including the emotional and spiritual ones. They examine the relationship between these two intelligences and holistic individual characteristics among Malaysian adolescents.

The role of parents in the learning of children cannot be underestimated. What is not clear, at least in Kyotera Town Council in Central Uganda, is whether their participation in meetings has any relationship with their children's academic performance. In the third article, Ssenkasi and Hassan sought just to establish that. One of the major roles of teachers is to facilitate learning of students and have them successfully graduate to subsequent levels. However, due to one reason or the other, they may not be able to deliver as expected. Wamimbi and Bisaso investigated the effect of performance appraisal practices on teachers' job performance in universal private secondary schools in Manafwa District, Uganda.

Basic education is a human right which needs to be made available to society, especially the children. This however should be of quality and as such, educational inputs including resources, teachers, and funds should be available and adequately utilized. In the fifth article, Ajayi and Sikiru describe the situation of the primary component of Universal Basic Education in Lagos East Senatorial District of Nigeria.

The educational sector is one of the key factors in any country's development and therefore maintaining a quality education system is paramount. The government of Uganda has made tremendous progress in developing and implementing educational policies at the primary and secondary levels of education, albeit challengingly. In the sixth article, Kamonges highlights some of these challenges and also suggests a way forward. Challenges in education have also been observed at the tertiary level. The purpose of higher education, among others, is to facilitate growth and generation of knowledge among students and

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societies. With capitalism and privatization where the cost of education has been transferred to individuals through cost-sharing, university has moved from academic to operational. In the last article, Wamimbi and Abiodun argue that this trend may lead to a decrease in public interest values among university graduates.

I thank you for your interest in IJE and urge you to continue supporting it in form of reading, authoring, reviewing and mentoring.

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