

Editorial

Launching the Interdisciplinary Journal of Education

Distinguished readers,

It is with great pleasure that we introduce to you this maiden issue of Interdisciplinary Journal of Education (IJE), a journal established to promote research and knowledge sharing among scholars. We hope that it will go a long way in addressing the challenges facing educationists and the public at large. The way to go now is to engage in collaborative research. Since the Interdisciplinary Journal of Education cuts across a number of disciplines as applied within the profession of education, it is thus the right platform for this kind of venture.

The Faculty of Education is one of the two pioneer faculties at the Islamic University in Uganda and as we celebrate 30 years of existence, there is no better way of doing this than extending our academic horizons beyond the Faculty level.

The articles in this issue cut across various disciplines in education which include; Educational Psychology, Curriculum and Instruction, Educational Management and Administration, and Muslim Education. The topics presented cover various levels of education ranging from Secondary to Higher Education. The major themes include social facilitation in classrooms, Islamic Religious Education secondary school syllabi, Internet use in learning, teacher motivation, organizational excellence, research by University academic staff, educational marginalization, University staff performance, and grief and bereavement.

The issue opens with Sulaiman and Njansiu's article in which the authors examined the effect of social facilitation on the performance of teachers and students in Lagos state secondary schools. This is followed by Nimulola with an article that explores teachers' perceptions of the appropriateness of the Islamic Religious Education secondary school syllabi and the challenges they face in implementing the syllabi.

Meanwhile Kishabale examined the extent to which students' perceptions of Internet use constituted meaningful and interpretable dimensions of the Internet use in learning construct. The author tested the adequacy of the construct in terms of its validity and reliability and established the adequacy of the model in measuring Internet use for learning across levels of internet knowledge.

The fourth article is a collaboration between Karoga and Hassan who investigated the influence of motivation on the performance of Secondary school teachers in Shagari Local Government Area Sokoto state, Nigeria. Miiró developed and measured the underlying structure of the factors that determine organizational excellence construct among Universities in Central Uganda, while Kaweesi explored the conceptualisation of academic staff research orientations across disciplinary fields at Makerere University.

In the seventh article, Musisi and Kiggundu draw the readers' attention to the historical and current perspective of educational marginalization of Muslims in Uganda and its legal implications. The authors also analyse measures to mitigate this marginalization and challenges therewith. Mustapha and Hassan

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looked at the influence of meetings on Islamic University in Uganda academic staff performance. Finally, Kamonges and Mukhtar attempted to analyse grief, mourning, and bereavement practices by various groups around the world, with much emphasis on Igbo people of South-Eastern Nigeria.

It is hoped that readers will find this issue intellectually engaging and that they continue supporting the journal in whichever ways they can.

We thank the contributors, reviewers and readers of the Interdisciplinary Journal of Education for their valuable input.

Sincerely,

Maimuna Aminah Nimulola

Editor-in-Chief

Interdisciplinary Journal of Education