



Editorial

A well-recognised view in discourse on higher education as an industry and the higher education institution (HEI) as an organization is that managing in higher education is dealing with *organized anarchy*. In Africa, as in many parts of the less developed world, over the last four decades, *forcing* elitist higher education systems and institutions to accept ever-increasing numbers of students and expecting them to assure quality despite huge backdrops in their funding aggravated this anarchy. Thus, individually and collectively, students, professors and managers in these systems/ institutions are doing many things to defy enormous obstacles in their pursuit of the objectives of higher education. These stakeholders' efforts could benefit from the sharing of experiences. They could also benefit from relevant theoretical and philosophical discussions. The East African School of Higher Education Studies and Development (EASHESD) is happy to continue offering Makerere Journal of Higher Education (MAJOHE) as an outlet for this sharing of experiences and discussion.

Issue 7.2 of the Journal discusses issues touching on human resource management (HRM) in higher education, curriculum, quality assurance, physical facilities management and research. Under HRM, Kiiza and Picho report the findings of a study that investigated the link between the delegation and commitment of human resources, taking the case of the School of Finance and Banking, Kigali, Rwanda. Mugizi, Bakkabulindi and Bisaso develop a framework within whose perspective the commitment of people working in HEIs may be conceptualised. On the other hand, Ozurumba and Amasuomo discuss the link between the development and productivity of academic staff, making specific reference to state universities in Nigeria. Addressing the subject of commitment from various conceptual, geographical and institutional viewpoints, these contributions highlight changes in the profiling and motivation of people working in HEIs before discussing the things the managers of the institutions are doing to respond to these changes. The articles on curricula aspects of higher education have been contributed from the Federal University of Education, Zaria, Makerere University, Kampala, Afe Babalola University and University of Jos, Nigeria, by Sani, Najjuma and Mulumba, Gbenga and Katrina et al. respectively. These present an interdisciplinary discussion on attributes of curriculum design, implementation and evaluation.

From Kenyatta University, Itegi discusses the expansion of access to university education in Kenya. Making specific reference to the proliferation of off-campus study centres, this article highlights the contribution and consequences of expanding access to higher education in the country. Finally, Uche and Okata report the findings of a study that scrutinised the ergonomics of learning environments of HEIs in Rivers State, Nigeria, while Kyaligonza, Kimoga and Nabayego discuss the funding of academic staff's research in public universities in Uganda.

It is our hope that you will find this publication a useful resource. We urge you to mirror the discussions herein on your professional, institutional and/ or regional experiences, critique their merit and extend the discussion on the aforementioned and related issues. Indeed, you are invited to submit your writing for possible publication in subsequent issues of the journal.

Publication of this and past issues of the journal has benefited enormously from the contribution of a team of anonymous reviewers; editorial and secretarial assistants; the dean and staff of the EASHESD; and the principal and staff of the College of Education and External Studies, Makerere University. The management board of the journal wishes to thank them for their indispensable support. The board also gratefully acknowledges African Journals Online (AJOL) for hosting the journal on its database.

Editor