

Editorial

The move of the Journal to the Faculty of Education, UFS is an exciting one and I am confident that the Journal will continue to flourish in its new home. Professor Kobus Maree and Ms Moipone Williams have been superb in the excellent manner in which they have served *PiE* and in making the journal what it is today. I would like to thank Professor Maree for the gracious and responsive manner he has maintained in creating opportunities for scholars to have their work published. As much as I realise that there is no apparent reason for changing any aspect of *PiE* at this moment, I want to invite you to let me know of ways we can improve. I would also like to welcome Professor Rita Niemann, Professor Corene de Wet, Dr Adré le Roux and Dr Boitumelo Moreeng who will join our editorial executive team. I look forward to working with you.

This issue of the journal reflects a wide range of local and international contributions and highlights at least three key challenges to the education context: poor written English among many South African learners, the usefulness of National Senior Certificate marks as predictors of academic performance at University level and school integration. First, **Ayliff** addresses the problem of poor written English among many South African learners who study English as their First Additional Language (FAL) at secondary school level, and the effect this has on their tertiary education and future careers. Secondly, **Schöer, Hunt, Ntuli, Rankin and Sebastiao**, in their article question the signalling ability of Mathematics marks as predictors of academic performance at university level. Thirdly, **Naidoo** analyses the extent of integration at a historically advantaged school. **Naidoo's** use of Bernstein's theory of code, classification, boundary and power is perhaps necessary, as it pulls her away from a narrowly South African reading of the racial desecration.

Within the Higher Education context, **Ezati, Ocheng, Ssentamu and Sikoyo** explore the role of journal writing in enhancing student teachers' learning during school practice in Uganda. They conclude by proposing strategies for improving journal writing so as to enhance the potential of students learning from reflection during school practice. Using the survey data of postgraduate students in China, **Fengliang, Yandong and Yongpo** investigate the relationship between the number of informational channels and over-education in the outcome of job search. Based on their findings, they argue that helping graduates to get more job information and improving the quality of universities will lighten the problem of over-education under the situation of great higher education expansion. **Hacifazlioglu's** comparative study examines the experiences of women leaders at public and private universities in Turkey and the US. **Hacifazlioglu** argues that balance in leadership is associated with balance in two areas: balancing private and professional life, and balancing research, teaching and leadership. Still within Higher Education, **Müller, Swanepoel and de Beer** explore the drive to improve the academic performance of students at an open and distance learning (ODL) institution. Their findings show that satellite class intervention is effective and significant, but that additional predictors such as population group and type of matriculation certificate obtained are more critical interacting co-predictors of student performance than satellite class intervention on its own.

Finally, **Onwu** examines aspects of the quality of Alternative Basic Education (ABE) provision in Ethiopia.

These are the articles for this edition. Readers of *Perspectives in Education* are invited to submit correspondence on the subjects raised in this edition.

DENNIS FRANCIS

Editor-in-Chief