

EDITORIAL

Boineelo Pearl Lefadola
University of Botswana, Department of Family and Consumer Sciences
nkelepb@ub.ac.bw

Malebogo Monnaatsie
University of Botswana, Department of Sports Science
monnaatsiem@ub.ac.bw

Kemmony Collete Monaka
University of Botswana, Department of English
monaka@ub.ac.bw

Volume 28 Issue Number 1 of *Mosenodi: International Journal of Educational Studies* contains five research articles addressing educational and educational-related issues.

Raletsatsi explores the perceptions of local instructors regarding the teaching of Mandarin as non-native speakers. Mandarin Chinese at University of Botswana, Botswana is taught through the Bachelor of Arts in Chinese Studies. The study shows that this academic program integrates both linguistic and cultural components and is delivered by a combination of native and non-native Chinese-speaking instructors. Despite the growing presence of Mandarin instruction in Botswana, there remains a paucity of research examining the pedagogical contributions and challenges associated with non-native Chinese-speaking educators in this context. Raletsatsi investigates the perceptions of local instructors regarding their experiences teaching Mandarin as non-native speakers, utilizing data derived from questionnaires administered to eight local instructors. The findings indicate several perceived advantages of local instructors, including their ability to incorporate Setswana to facilitate comprehension, their function as relatable role models, their insight into students' learning difficulties, and their capacity to provide empathetic support. Conversely, reported challenges include discrepancies in accent and pronunciation, the potential for linguistic inaccuracies, the demand for extensive lesson preparation, and limited access to immersive cultural experiences. The study offers important implications for pedagogical practice and professional development in the context of Mandarin language education in non-native settings.

Banami applies a qualitative study to investigate early childhood educators' perspectives on integrating cultural folktales with digital technology in Botswana's educational settings. In Botswana, as in many other contexts, cultural traditions are transmitted through oral narratives; however, there is a notable disconnect between these indigenous storytelling practices and the incorporation of technology in education. This gap poses a risk to the preservation of folktales amid the pressures of modernization. The study underscores the importance of embedding digital storytelling within educational frameworks,

particularly considering a paradigm shift which values indigenous knowledge systems. Guided by a constructivist theoretical framework, the research aimed to explore teachers' perceptions and the challenges they encounter in combining traditional folktales with digital tools. Data collected through in-depth interviews with early childhood teachers revealed generally positive attitudes toward digital storytelling, alongside significant barriers, including limited technological skills, inadequate knowledge, and insufficient resources. The study recommends targeted teacher training and resource provision to support the effective integration of cultural folktales with digital technology, thereby enriching early learning experiences and supporting cultural continuity.

Koyabe evaluates the effectiveness of a school-based risk reduction intervention targeting adolescent boys aged 14 to 19 in Botswana. The intervention was designed to promote the uptake of safe male circumcision among students enrolled in senior secondary schools. Findings from the assessment, including both quantitative data and participant testimonies, indicate that the intervention group demonstrated a significantly higher uptake of safe male circumcision at the three-month follow-up compared to the control group, highlighting the intervention's efficacy.

Gora investigates strategies for addressing leadership challenges associated with the integration of early childhood education (ECE) components in public primary schools in Botswana. It further identifies the essential knowledge, skills, and competencies required to effectively prepare school administrators for leadership in ECE settings. Employing a qualitative case study design, data were gathered through interviews, focus group discussions, and document analysis. The findings indicate that the effective preparation of ECE leaders necessitates structured professional development, pedagogical proficiency, an understanding of child psychology, and strong resource management capabilities. The study advocates for systemic reforms aimed at strengthening leadership capacity and fostering holistic development in early childhood education.

Rantabe examines existing literature on competence-based education (CBE) across global, regional, and national contexts, with the aim of advocating for a more comprehensive and systematic adoption of CBE within Botswana's education system. The study highlights the imperative of equipping educators with the necessary competencies to deliver effective teaching and facilitate meaningful learning. The article interrogates the concept of competence in relation to teacher effectiveness, positioning educators as key agents in cultivating a workforce equipped with relevant 21st-century skills. Such capacity building is essential to address emerging challenges that may hinder the successful implementation of competence-based education. In addition, the study offers a critical review of literature on the perceived proficiency of teacher competencies among graduates. It specifically focuses on graduates with Diplomas in primary education from two teacher training institutions in Botswana, covering the period from 1995 to 2019, to assess their perceived mastery of core teaching competencies required for professional practice.