

EDITORIAL

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Welcome to Volume 20 Number 2 of *Mosenodi: Journal of the Botswana Educational Research Association*. *Mosenodi* publishes articles in all aspects of educational research, development and management. High quality, diverse, theoretically rich articles, reports, briefs, commentaries, research notes, book reviews, and conference reports with a comparative, interdisciplinary and applied perspective addressing education related matters generally may be submitted for publication consideration. The current issue contains eight articles and a report, all of which address cutting edge matters on educational issues and that together constitute a thought-provoking and fascinating read.

Tsholetso, L. Maunganidze and Faimau seek to establish the relationship between online social networking and academic performance of undergraduate students at the University of Botswana and find that majority of social network users spent more time on these sites than they actually devote to their studies, and this impact significantly on their academic performance in semester examinations. Dlamini and Vilane describe the possibility of integrating the high school Swaziland General Certificate in Secondary Education (SGCSE) and Prevocational Agriculture curricula in Swaziland. Findings reveal that several parts of both curricula could easily be integrated as they were similar; survey means score show that teachers possessed competency-based skills for teaching, assessing and managing an integrated curriculum. Therefore, SGCSE and Prevocational Agriculture integration could proceed.

Bulawa, Seeco, Kgosomalwa and Losike–Sedimo investigate the extent to which the University of Botswana students perceive themselves to be adequately prepared for employment. Generally, most participants were content with university programmes for employability and that they were being adequately prepared for work. Dube and Jotia assess the extent to which democratic practices are entrenched in the Social Studies classrooms and factors that hinder democratic classroom practices in the teaching of Social Studies in public Junior Secondary Schools in the Kgatleng region of Education in Botswana. They demonstrate that practicing democratic education in Social Studies classrooms is yet to become a reality in Botswana schools.

O. Maunganidze explores how teacher continuous improvement programmes are driving quality instruction in primary schools in Zimbabwe, and one of the key findings of the study is that models of continuous improvement programmes directly influence quality instruction. Chebanne and Moumakwa investigate issues of equality and equity in education focussing on the fate of minority languages of Botswana, with particular reference to San languages. They argue that issues of mother tongue education, culture-infused curriculum and teacher training which take into account the social realities of inequities can enhance equity, self-actualization, mutual responsibility and common belongingness in Botswana. A worthwhile education should therefore underscore values that bring about positive development of the self, democracy, self-reliance and cherishing of unity in diversity.

Molwane, Sheikh and Ruele seek to gain a deeper understanding of student learning experiences in the Electronics for Designers course and critique the two Design and Technology ‘O’ Level syllabuses offered in Botswana and Swaziland. The study also maps graduate attributes that students gain through the course. Molwane, Sheikh and Ruele conclude that the pedagogies employed in the

learning and teaching in design are learner-centred, with an iterative process providing the development of critical thinking skills. Molosiwa and Mokhupadhyay investigate Botswana teachers' perceptions of the effectiveness of Participatory Action Research (PAR) in promoting inclusion of learners with diverse educational needs, and its use as a strategy for professional development. Their findings indicate that teachers used participatory action research to enhance their teaching, student learning and student behaviours. Dichabeng and Joseph give a brief report on the history, trends, output and challenges of the nurse anaesthesia training in Botswana.