

EDITORIAL

Kenneth Dipholo

dipholak@mopipi.ub.bw

That education is the bedrock development in any society cannot be overstated. It is for this reason that *Mosenodi* Journal is dedicated to publishing cutting edge articles on education-related research. This volume contains eight articles covering a wide range of topics on education.

Boikhutso and Molosiwa examines Botswana's attempt to improve the quality of education in public primary and secondary schools. Since 1966, numerous reforms have been instituted to produce graduates who are supposedly endowed with labour market skills and ready for absorption into the labour market or self-employment. The findings revealed poor synergy between past and current policies, inadequate human and material resources, lack of commitment and political will to implement policies, and inefficient monitoring and evaluation processes that do not adequately inform subsequent reforms. The article concludes that Botswana Qualifications Authority, Human Resource Development Council and Education Training Sector Strategic Plan provide a framework for rethinking quality education which has largely remained an "illusion" and "illusory" pursuit over the past five decades. **Solomon and Sithole** examines the usefulness of business subjects' student clubs. The paper identifies some of the benefits of clubs accrued towards learners which include increased academic engagement, civic engagement, career self-efficacy and employability skills. Furthermore, the paper invokes Astin's theory of involvement, recommending its use in the operation of business clubs in a way that harnesses their potential benefits.

Jankie examines how emerging issues are positioned in language textbooks prescribed for students at the junior secondary education level. A qualitative content analysis of the textbooks suggests that the prescribed emerging issues are accommodated in diverse topics/themes in language textbooks. Of significance too is that language textbooks do not necessarily accommodate diverse forms of knowledge, realities and perspectives in their coverage of emerging issues. The study has implications for language teachers' professional development and their reflective practices. **Bulawa, Batsalelwang and Majwabe** argue that while government has invested heavily in the current education system to enable an increase in the number of students into basic education, the education provided has been predominantly academic. The system which is a legacy of mission and colonial education is perceived as benefiting mainly the academically intelligent students, at the exclusion of students with high learning abilities in other fields of education such as technical or vocational. The article argues for an overhaul of the current education system due to its failure to cater for many children with different learning abilities and styles.

Kasule, Mapolelo and Kasozi propose a model for Continuing Professional Development (CPD) program for serving primary school teachers and conclude that an approach which incorporates school-based and university-based learning is the ideal. The challenge of striking a balance in the provision of pedagogical and subject matter knowledge to generalist student teachers can be baffling for in-service teacher educators. The model seeks to strike a balance in the provision of pedagogical and subject matter knowledge to generalist student teachers can be baffling for in-service teacher educators. **Oats, Kapeko and Kelebeng** explore factors which influence students to adopt mobile technologies in

education through the Technology Acceptance Model (TAM), an influential theory used to explore the adoption of information systems. The study introduces mobile readiness, perceived mobility value, perceived privacy and perceived trust as external variables that reflect the student's belief in mobile learning adoption. The results indicated that perceived trust, mobile readiness, perceived privacy and perceived mobility value are crucial factors influencing students to adopt mLearning technologies. These findings imply that it is vital to teach students on the usefulness of these mLearning technologies before actual adoption as it helps to develop a positive attitude among the students.

Moyo-Baffour and Onyewadume explore the phenomenon of plurilinguism. Percentage analysis indicated most participants had a positive attitude towards the Botswana language of instruction policy. Themes obtained via content analysis of qualitative data affirmed participants had positive attitude. Monitoring of teachers' adherence to policy expectations and extensive research on code switching were recommended. **Mswela** discusses the need for having measures in place to ensure that quality Early Childhood Education (ECE) is provided in Botswana, suggesting that children exposed to quality ECE do significantly better on educational and social responsibility. Based on the current reality of results in basic education in Botswana, there is strong need to explore the likely benefits of early childhood education in Botswana, with a view to contributing towards improving the quality of education.

It is hoped that the collection of articles in this volume will be of immense interest to the general readership.