

## EDITORIAL

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Volume 23 Number 1 of *Mosenodi: International Journal of Educational Studies* contains eight articles on various topics in all aspects of educational research. It is hoped that the issue will be of immense interest to researchers and other readers of interest.

Chebanne and Kewagamang propose a model for introducing marginalized indigenous languages in the Botswana education system as they argue for multilingualism in education and other official domains. They maintain that marginalized languages should be regarded as a resource and should be assigned official roles especially in education to ensure their existence in future. These authors propose a language use plan that would provide a framework for capacitating marginalized languages within the country's education system and other domains of human interaction. The argument being underscored in their article is that it is time to consider the use of Botswana languages as media in education at appropriate levels according to their national and regional importance.

Binda and Koloi-Keaitse investigate the extent to which teacher satisfaction and teacher experience predict students' performance in Mathematics in Botswana junior secondary schools. The findings reveal that both teachers' satisfaction and teaching experience are significant predictors of students' performance in Mathematics. These findings imply that the students' performance could be determined by both the level of teacher job satisfaction and their teaching experience. The investigation uniquely reveals that teacher experience is a better predictor of students' performance in Mathematics and teacher job satisfaction. The findings serve as a reference point to all relevant stakeholders in basic education, especially those involved in policy formulation and those with interest in improving students' academic outcomes in Mathematics.

Gaotlhobogwe and Mokgolodi present a conceptual paper in which they argue that decolonisation of curricula is a discourse that provides an indigenous understanding of education as a decolonial exercise. Decolonising curricula means redefining curricula by considering other cultures and contexts from which education is understood. Of significance in the paper is African indigenous knowledge and cultures from which education is defined. These researchers aver that the current curricula in the Botswana education system is founded on colonial mind-set framed around the idea of usurping the being of indigenous people and purge the colonies of indigenous knowledge. They argue for a decolonised curricula that should be promoted and used to compete on the international stage as demonstrated, and that this decolonisation should start at primary school level rather than at higher levels of education.

Mooketsi investigates teachers' perceptions on how school characteristics, adequacy of materials and change management strategies affect integration of Information and Communications Technology in teaching and learning in Botswana. Her multi-site interpretivist study applied the Tearle Theory as an underpinning framework and the findings of the study highlight the need for all stakeholders in ICT integration in teaching and learning in Botswana to play their role for successful integration of ICTs in teaching and learning. The author hopes that the findings of the study will shed insights into the implementation dynamics that affect implementation outcomes in ICTs in Botswana schools and similar contexts elsewhere.

Mokgolodi and Gaotlhobogwe present a synthesis of studies on retired professionals which indicates benefits that can be attained from utilising retirees' competencies to develop career skills of children in schools. The study is based on an integration of Theory of Continuity (TC), Experiential Learning Theory (ELT) and the life design of the Career Construction Theory (CCT). The findings were varied and included evidence of engagement, helping other people, and skilled activities by retirees post retirement. More engagements and skilled activities, which are associated with retirees professional expertise or skills acquired preceding retirement are highlighted.

Bulawa, Bukae and Moletsane conducted a literature study to explore scholars' views, insights, and perspectives from diverse contexts on the effect of large or small class size on student achievement. What emerges are diverse perspectives, with some strongly stating that class size has an effect on achievement, while others argue that factors such as teacher training, professional and quality development, availability of instructional resources, and learners social and economic background, could combine together to have an adverse effect on classroom instruction. Based on the diverse perspectives derived from analysis of the literature, this study makes some recommendations for consideration by policy makers, educators, curriculum developers and other relevant stakeholders with intention to investigate potential factors that could affect student achievement.

Banyatsang and Velepini studied the relevance of internship for travel and tourism students at a technical college in Botswana, adopting a qualitative approach for the research as using Kolb's experiential learning theory as a guiding framework. The results suggest that the internship programme undertaken by travel and tourism students at the technical college is irrelevant. There is a mismatch between the knowledge that the students acquire during classroom instruction and the expectation in travel and tourism industry. This research recommends that the curricula for travel and tourism programmes offered in institutions of higher learning should be reviewed to ensure that students are equipped with relevant knowledge and skills for the travel and tourism industry and develop creative self-efficacy.

Matlhare, Faimau and Sechele investigated the level of knowledge the young cyberspace users at the University of Botswana (UB) have regarding cybercrime and the preventive measures and strategies to fight it. The study established that the youth at UB are aware of cybercrime, and that this awareness ranged between poor or little knowledge on cybercrime. These researchers also noted low detection of cybercrime. To effectively fight cybercrime, the article recommends routine collaboration among policy makers, law enforcers, experts in both the public and private sectors, among other stakeholders.