

EDITORIAL

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

Tshepang Tshube
University of Botswana, Department of Sport Science
tshubets@ub.ac.bw

Volume 26 Issue Number 1 of *Mosenodi: International Journal of Educational Studies* contains five articles and a book review all addressing issues on educational and educational-related research.

[Mogara and Chebanne](#) state that the decision to develop languages-in-education policy to implement local languages in education marks a big milestone in Botswana. These authors report on the languages-in-education policy and its bearing on the introduction of local languages in Botswana schools. They discuss some technical and strategic issues that need to be considered for the implementation to fully succeed. They take the view that allowing other languages in school provides a learning resource that will efficiently facilitate the learning processes, ensuring inclusivity, equity, democratization of the curriculum and the fulfilment of the ideal of education for all.

[Suping, Kesianye and Tawana](#) opine that teachers are very important and critical players in the quality of education debate as evidenced by the key roles they play in the success of any educational endeavour. These authors state that Botswana's past political and economic stability resulted in massive physical infrastructural expansion from the 1980s into the 1990s and beyond, leading to incidental challenges. They report further that performance across educational levels has dwindled despite many interventions put in place. The authors adopt a critical theory lens to investigate the educational sores affecting education in Botswana against the backdrop of the massive physical and human resource developments made in the teaching sector. The argument advanced is that the investments made, both physically and human resource-wise, should be commensurate with the returns by the measure of the educational quality of the country. Factors that negatively affect quality education are enumerated and discussed considering the uniqueness presented by Botswana. The discussions lead to key areas that can be addressed to improve the situation.

[Busumane and Kesianye](#) report that even though numerous efforts have been made towards enhancing mathematics pedagogy in Botswana, performance in the subject has remained abysmal. Adopting the constructivist cognitive learning theory and a quantitative research approach

underpinned by positivism, the authors explore teachers' views, ideas, and experiences concerning the use of concept mapping as a study approach and examined its influence on the teaching and learning of mathematics. These researchers used experimental and survey designs, collected data using closed-ended questionnaires and analysed it using a two-tailed t-test for the experimental design and descriptive statistics for the survey design. The findings showed that concept mapping was able to improve the performance of the learners in the experimental group, confirming its applicability in improving performance in mathematics. Findings from the survey designs raised concerns about the use of concept mapping in teaching and learning in Botswana. This has numerous implications for policy and practice and underscores the need to include concept mapping in the various efforts aimed at improving learners' performance in mathematics and other subjects.

Maulidi, Mgawi and Mtemang'ombe investigated the instructional skills and knowledge of teachers for teaching Computer Studies in five secondary schools in Malawi using a case study design to collect qualitative data. The population was Computer Studies teachers in secondary schools and ten teachers were identified as informants through purposive sampling. The findings revealed that most Computer Studies teachers were not qualified to teach the subject but were qualified to teach other science subjects such as Mathematics, Physical Science, Chemistry and Biology. Teachers' skills in using ICT instructional devices such as computers were found to be moderate. The study recommends that the government should implement strategies to improve the delivery of Computer Studies in secondary schools, upgrade short courses as well as provide adequate teaching and learning materials and equipment. Limitations of the study included the unwillingness of some participants to respond to questions and others declined to participate in data collection. The views shared are mostly from male participants, although deliberate effort was made to get a good number of female participants.

Kebalepile-Disang and Pansiri discuss the role of school heads in research towards school improvement and use the constructivist framework by applying an interpretive/hermeneutic design. Their discussion draws arguments from a desk-study in which documentary analysis on school heads and research was conducted. They analyzed in-school studies and studies by out-of-school researchers in Botswana as well as international literature. They explored literature with the purpose of eliciting the role that school heads play in research as a critical activity in school improvement. The findings of the study reveal that very little in-school studies led by school heads exist in Botswana. Minimal engagement of school heads in these in-school research activities shows that research in Botswana is still more of a rhetoric than practice. Findings in international literature show that schools which engage in research activities generally do better than those that do not. This also applies to school leaders who engage in research.

Sebina reviews *Birth of a Dream Weaver: A Writer's Awakening* by Kenyan writer Ngugi wa Thiong'o. He notes that the book is a memoir that gives an account of the years that Ngugi wa

Thiong'o spent as a student at Makerere University College between the July 1959 and March 1964. It depicts the efforts, exertions, and escapades that marked Ngugi's significant breakthroughs in his initiation as a burgeoning writer. Apart from earning a BA Honors in English in the Upper Second Division, Ngugi had one novel titled *Weep Not Child* (1964) published, a second one in the pipeline, a three-act play titled *The Black Hermit*, two one-act play and over sixty pieces of journalism in newspapers and magazines by the time he left Makerere. Undoubtedly, this was a remarkable feat for a twenty-six-year-old fresh graduate who grew up in adverse circumstances of colonial oppression, armed conflict, and material deprivation. He was already exhibiting the intellectual horsepower, creative brio and political passion that established him firmly on the gallery of the world's most illustrious writers. Sebina says that the memoir is masterfully rendered by literary performance by a gifted and conscientious storyteller which gives the reader a clear sense of the electrifying milieu that Ngugi traversed as a student at Makerere between the years 1959 and 1964. Aficionados of African literary production, cultural theorists and practitioners, educationists, historians, and general readers will surely benefit from reading this inspiring recollection of Ngugi's days as an undergraduate student.