

Editorial Comments

Once again, greetings to you all! I have the pleasure to welcome you all to the second issue, first volume of our journal (2020)-*The Journal of New Vision in Educational Research (JoNVER 1(2))*. I want to thank our article contributors and readers. As usual, the issue comprises articles from a wide spectrum of subjects, disciplines, including languages, natural sciences, psychology, physical education, etc thus affirming its multi-disciplinary nature. The first article by Rugare Mareva, Jairos Gonye and Admire Mhindu explored the use and misuse of additive, adversative and causal conjunctions in first-year students' academic arguments at two state universities in Zimbabwe. The study established, among other things, that some students faced challenges in their use of additives, adversatives, and causatives, such as confusing the three, overusing some, and failure to make use of the conjunctives. This impacted negatively on the smooth flow of ideas in the students' arguments. The study recommended increased focus on the teaching of the use of conjunctives not just in the Communication Skills module but through an integrated approach across the university curriculum.

In their study titled: "Influence of culture on secondary school students' learning of stoichiometry: A case of a Guruve district school, Zimbabwe" Innocent Bhukuvhani, Alois Chiromo and Charles Chikunda explored the relative impact of selected aspects of culture on students' learning of stoichiometry at a rural secondary school in Guruve District of Zimbabwe. The study focused on aspects of culture such as language and symbols, values and attitudes and scientific culture. These three aspects of culture studied were all found to influence students' learning of stoichiometry in an interrelated manner. Their study recommended that there be an integration of cultural practices in teaching stoichiometry.

In a study titled "Embracing electronic communication in the 21st-century classroom: Rural Zimbabwean teachers' experiences and perspectives" Clemence Rubaya and Samkeliso Chademana investigated rural Zimbabwean secondary school teachers' experiences and perceptions of the challenges that confronted them in integrating Information and Communication Technologies (ICTs) into classroom practice. The results indicated that most rural teachers continued to rely on the traditional teaching approaches and had not fully embraced the new educational paradigm which incorporated ICTs. The researchers recommended in-service training for qualified teachers in ICT skills and that all teacher training colleges incorporate ICT in their curriculum.

Isabel Makwara Mupfumira and Leona Nyaruwata, in their comparative case study, compared rural and urban resources in the teaching and learning of Textiles at the primary school level in Masvingo, Zimbabwe. They focused mainly on the availability of resources in the teaching and learning of Textiles at the primary school level. Their study established that urban primary schools were better resourced than rural schools. The researchers concluded that effective teaching and learning of Textiles depended on the provision of relevant resources in adequate amounts and recommended that Textiles teaching resources in rural schools be improved.

In their study, Wilson Zivave, Angela Billiet Shoko and Mickson Mazuruse explored the gender representation in the Family and Religious Studies Updated 'O' Level Syllabus in Zimbabwe using a multi case study of three schools. The study established that the new Family and Religion curriculum promotes the redress of gender imbalances in secondary schools. The study recommended provision of gender-sensitive learning materials and textbooks that are relevant to the new content in the Family and Religious studies and the use of a more constructive approach in the teaching and learning of the subject.

In a study titled "Unhu/Ubuntu and examination malpractice in Zimbabwe: Perceptions of selected stakeholders from Masvingo Urban Secondary Schools," Eunita Viriri and Jeriphanos Makaye sought to establish how examination malpractices could be curbed. Using the analytical lenses of *unhu/ubuntu* philosophy, the paper concluded that lack of *unhu/ubuntu* values among some Zimbabwean teachers and students could negatively affect the integrity of the whole examination processes in most schools in Zimbabwe. The paper recommended serious teaching of *unhu/ubuntu* education in Zimbabwean secondary schools and teacher training institutions so that students and teachers, respectively, shun corrupt practices that may compromise the quality of examinations.

Tapiwa Mudyahoto and Rugare Mareva in their study "Challenges faced in the implementation of the inclusive education policy in sport at four secondary schools in Masvingo District, Zimbabwe", revealed that schools faced several challenges in the implementation of the Inclusive Education policy in sport, lack of trained manpower being the most threatening one. The researchers believed that such challenges could be overcome if the government followed up on the policy of inclusion. The study recommended that government injects some funds if the challenges are to be overcome.

In a study titled "Potential effect of teacher quality on learner achievement: A case of secondary school technical subjects in Mwenezi District of Zimbabwe" Silas Sithole


examined the potential effect of teacher quality with respect to teacher experience, qualifications and age, as a barometer to determine learner performance in technical subjects in secondary schools. Findings of the study showed that, on one hand, teacher experience was a predictor of learner achievement, while, on the other hand, teacher qualification had a minimal impact on student outcomes in technical subjects in the district.

Mika Nyoni, in his unique study titled “One Story, Different Renditions: The Case of Cartoonature on Zimbabwe’s Fast Track Land Reform Programme” critically examined the framing of the Zimbabwe land issue through cartoons from different national newspapers. The paper established that none of the newspapers openly talked about its partiality. *The Herald* and *The Sunday Mail*, as it was shown, assumed a pro-government stance in their approach to the land issue, defending it as a legitimate decolonisation issue. *The Daily News* and *The Zimbabwe Independent*, on the contrary, framed land repossession as ‘land grab’ or ‘land invasion’ while *Moto*, a church-owned monthly newspaper, exhibited skepticism at the way the land issue was tackled, characterising it as chaotic and ill-conceived.

A study by Albert and Tafara Mufanechiya titled “Selected primary school teachers’ perceptions of implementing the Competence-Based Curriculum in Zimbabwe: Heartaches and opportunities,” examined conversations with selected Zimbabwean primary school teachers about their experiences with the new Competence-Based Curriculum (CBC) (2015-22) being implemented by the Ministry of Primary and Secondary Education. The results of the study showed that it has been difficult to transform primary school teachers’ professional behaviour and alter the teachers’ deep-seated traditional practices to adopt new systems and styles. The researchers concluded that the Ministry of Primary and Secondary Education had not psychologically and professionally prepared primary school teachers to implement the new curriculum initiative.

Finally, Rose Mugweni, in her study titled “Experiences of left-handed learners in selected primary schools in Masvingo urban, Zimbabwe: Competencies and shortfalls” explored the experiences of left-handed learners in selected Zimbabwean primary schools, strategies used to teach left-handers, teacher-learner interactions and their effects on the learners. Findings showed that left-handed learners had varied experiences ranging from sad emotions due to perceptions of marginalisation and negative labels up to happy emotions of success and positive self-efficacy. The study recommended that teachers, learners and parents should collaborate in order to alleviate challenges experienced by left-handers in Zimbabwe’s primary schools for positive development.

Once again, JoNVER provides a variety of articles that speak to our day-to-day social and educational encounters. I hope the articles will tap your quest for more academic and scholarly discourse.



Prof. R. Mugweni

Chief Editor

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