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JoNVER

Editorial Comments

I want to take this opportunity to welcome all our readers and article contributors for the 2022 edition's first issue. This issue comes at a time when our institution and the nation at large are recuperating from the deadly Covid-19 pandemic. I want to pay special tribute to the former Editor –in-Chief, Professor Rosemary Mugweni, who has departed. MAY HER DEAR SOUL REST IN ETERNAL PEACE! Professor Mugweni contributed immensely towards the establishment of this school journal, *Journal of New Vision in Educational Research (JoNVER)*. We shall always remember and cherish the good memories, especially her astute leadership in both academic and social spheres. As the JoNVER family we also want to pay special tribute to one of us, Prof. B. J. Siyakwazi, nicknamed the young professor, who retired from service. This Journal is Prof B.J.'s brainchild. To Prof B.J., I say, You defied all odds by working against the age dictates- always duty bound and ready to advise. You proved beyond any reasonable doubt that age is just but a number. You taught us that a good scholar will remain a student throughout his/her teaching career. May the Lord bless you and the family.

This issue consists of nine articles drawn from different disciplines, namely; Languages, Pedagogics, Maths, Special Needs, Psychology, Adult Education, and Educational Leadership and Management. The first paper by Gamuchirai Ndamba, Daniel Madzanire and Patricia Mutumburanzou entitled “ Implementation of the Zimbabwe Language-in-Education Policy in Selected Masvingo Rural Primary Schools: Challenges and Opportunities” explored the views of teachers and school heads pertaining the challenges and opportunities in the implementation of the Zimbabwe language in education policy (LiEP) in selected rural primary schools in Masvingo, Zimbabwe. The qualitative study established that the major challenge was that teachers and school heads had negative attitudes towards the mother language, due to colonial influence. Professional development was recommended as an effective strategy which could assist educators in creating opportunities for them to embrace the mother tongue based LiEP.

In another language paper, Cathrine Ngwaru and Sivakumar Sivasubramaniami investigated the efficacy of the Post-method pedagogy in improving student teachers' classroom practices in English as a Second Language (ESL) during Teaching Practice (TP). Their paper titled “The Post-method pedagogy: In search of appropriate pedagogies for teacher educators of English in bilingual contexts”, attempted to bring in the voices and agency of participants in order to

understand better, the intricate process of teaching, mentoring and supervising student teachers. The study confirmed that there were theory-practice gaps in ESL instruction that was based on age-old ESL approaches. The paper recommends that teacher development programmes should adopt socio-culturally sensitive approaches, including Post-method framework, in order to bridge the theory-practice gaps.

In a related study involving undergraduate students entitled “Family and Institutional Background: Experiences of Undergraduate Students in Relation to Role Attainment and Academic Performance in Masvingo, Zimbabwe”, Lokadhia Manwa and Josiah Chaonwa Sithole indicated that family and institutional background negatively influenced the students’ ability to achieve academic achievement. Their study found that most undergraduate students could not perform their duties to their best abilities due to lack of resources. The study recommends that undergraduate students receive special counselling related to role attainment and achievement.

Learners with deaf-blindness use touch to communicate. However, teachers are not well-versed with tactile communication technicalities. Phillimon Mahanya in his study “Teachers’ perceptions on communicating with students who are deaf-blind in a regular primary school class” sought to establish how teachers could provide efficient and effective tactile sign communication for learners who are deaf-blind. It emerged that administrators and teachers used mammoth and solo touches that are not standardised to communicate with learners who are deaf-blind. The study recommended a standardised tactile sign manual in Zimbabwe so as to promote inclusion of learners who are deaf-blind.

The learning of abstract concepts such as those in science and mathematics seemed to be a challenge, especially during the Covid-19 pandemic period where face-to-face learning was suspended in all schools in Zimbabwe. In a mixed-methods study titled “Learning Mathematics online during Covid-19: Experiences of selected secondary school Mathematics students in Zimbabwe”, Sylvia Madusise shared the experiences of high school students in the teaching and learning of Mathematics during that period. Results indicate that most of the learners were not fully guided to make sure they were connected to online learning platforms. Teachers’ inexperience in terms of online teaching led to challenges of tapping into affordances of

technology to bridge learning gaps. The article recommended that African governments invest heavily on the education sector.

Kudzayiishe Mudzingwa and Andrew Chindanya shared their educational leadership experiences with us. In their paper, “Stakeholders’ perceptions regarding the extent to which work experience prepares senior teachers for school leadership”, the authors sought to examine stakeholders’ perceptions regarding the extent to which work experience at the level of senior teacher effectively prepared aspiring incumbents for school leadership. The findings indicated that participation in school leadership provided senior teachers with an opportunity to develop a conception of headship role through participation and observation. The study recommends the need for education authorities to develop a formal school-based professional development plan that commits school heads to provide on-the-job training for senior teachers.

Farisai Mlambo presented a paper entitled “Rural primary school teachers' perceptions of continuous assessment and profiling: A case of Masvingo rural district primary schools, Zimbabwe. “The author explored teachers’ views on the recently introduced continuous assessment and profiling in Zimbabwe schools’ curriculum. The study established that teachers had both positive and negative perceptions/views of continuous assessment. The positive responses showed that teachers view continuous assessment and profiling as a way to keep learners engaged on particular topics being learned. However, other participants stressed that continuous assessment and profiling were being hampered by lack of resource materials, high teacher learner ratio, and too much paperwork and content that was too broad to be covered. The paper recommends that the Ministry of Primary and Secondary Education reduce the expected number of continuous assessment learning areas.

Simuforosa Magwa, Veronica Ndlovu and Jenet Mudekunya explored the factors which influence anti-social behavior (ASB) among learners. Their study, “Factors influencing anti-social behaviours among learners in Khami district primary schools”, established that ASB is a result of the interaction between biological susceptibilities and environmental stressors. It also emerged from the study that learners who exhibit ASB tend to develop undesirable personalities if no behaviour modification strategies are put in place for rehabilitation. Based on the findings as well as literature review, the study recommended that parents also check for ASB among their school-going children rather than leaving this entirely to the schools. Schools

should offer guidance and counselling services where learners with ASB are equipped with skills to manage the vice.

In her qualitative case study titled “University community engagement practices: A case of Gomo rural community, Zimbabwe”, Loveness Museva explored how a state university engaged with a local community for sustainability. Results showed that the engagement process was not free of challenges. The study identified a myriad of challenges resulting from competing ideologies, corruption, poor leadership and dysfunctional communication structures, which tended to shut out any community voice during various stages of the project. The paper recommends that there be a more value-driven university community engagement programme, which would enable critical thinking and embrace sustainable development.

Lastly, I want to thank all our article contributors for articulating the varied challenges affecting our cosmopolitan society. I have a strong conviction that the issues articulated here contribute immensely to knowledge. I also want to express my gratitude to our reviewers who have always generously accepted to use their expertise to ensure that our papers live to the expectations of the journal and academia at large. I implore on you never to tire as we continue with this academic journey.

Finally, I want to acknowledge my gratitude to my team of editors. As members of the editorial team, you have always burnt both ends of the mid-night candle to ensure that the papers go through the rigorous process! You always worked beyond the normal working hours and none of you ever complained. May this spirit blossom forever. Before I conclude my remarks let me thank all our regular readers and say we value you and your academic contributions. JoNVER takes this opportunity to call for more scholarly articles which speak to innovation and industrialisation.

Thank you!

Jeriphanos Makaye



Chief Editor

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