

Dear *Inkanyiso* readers,

I would like to welcome you to *Inkanyiso* Vol 12(1) with eight research articles and one short communication. The range of subjects includes politics and law, digital technology and the digital divide, governance and administration, indigenous knowledge, business management, linguistics, education, psychology and counselling.

There have been several criticisms of Kwasi Wiredu's works. The first article 'Democracy and Consensus in traditional Africa: A critique of Kwasi Wiredu' is by Victor Olusola Olanipekun from the Obafemi Awolowo University, Nigeria. He recognizes Wiredu's assertion that consensual democracy is a better alternative means of decision-making in traditional African life and governance than a majoritarian democracy. He argues that at a certain level of discussion, Wiredu's idea of consensus (consensual democracy) has some similarities and also faces similar challenges to (majoritarian) democracy, concluding that democracy and consensus are not mutually exclusive. In the next paper, Theodora Dame Adjin-Tettey from Rhodes University, South Africa writes on the 'digital divide', with a paper titled 'Can 'digital natives' be 'strangers' to digital technologies? An Analytical Reflection', counter-argues that a considerable group of young people cannot be designated as 'digital natives'. Theodora explains that the concept could be dichotomous – being 'native' based on the period in which one was born and being 'native' as an expression of competence – in this case in the use of digital technologies – and concludes that the real 'digital natives' are the ones who are competent in the use of digital technologies, no matter what period they were born in.

The COVID-19 pandemic has been extremely disruptive globally and has seriously affected the health and livelihood of many people in the world, in fact to an unimaginable extent. In the third article, 'COVID-19 Lockdown and higher education – Time to look at disaster preparedness as a governance issue', More Panganayi from Africa University, Zimbabwe, traces the origin and spread of COVID-19 and its effect on education. The finding is that the lockdown approach was adopted and implemented without adaptation, and the author proposes scaling up distance education based on mixed technologies, a paradigm shift in perceptions of digital education and the resuscitation of postal services.

Following this article, indigenous knowledge comes to the fore, a subject that has been marginalised but is currently drawing significant attention due to the benefits that come with the knowledge. The article, 'Child development through Ndebele taboos: Motivation to blend the indigenous and the exotic', is by Sambulo Ndlovu from the Great Zimbabwe University, Zimbabwe. Sambulo seeks to identify the gap between modernity and Ndebele taboos, and suggests possible solutions to fill the gap and apply taboos in modern societies such as urban settlements. The study recognises the unpopularity and out-datedness of some taboos as they conflict with human rights discourses as well as being incompatible with modern institutions such as formal schooling and science. He recognises that the blending of indigenous and exotic cultures has already occurred in society and that there is a need to align modern culture so that the taboos can be fully utilised for child development. This study is important to policy-making regarding child development and care, such as pedagogy, social work, children's rights and the family. The fifth article has the title '*The perceived effect of staff development on organizational performance in selected First Banks in Lagos State, Nigeria*'. Akeem Olalekan Shonubi from McPherson University in Nigeria argues that most organisations have realised that employees are their most valuable assets; that they require development in order to improve their loyalty and motivate them, hence increasing productivity, to achieve their organisational vision. The study recognises the impor-

tance of staff development and suggests how it can be improved. It implies that a well-trained staff will have a positive impact on organisational performance, as it will bring additional effectiveness and efficiency to their output and in turn improve the organisational performance. Focusing on Linguistics, an article titled 'Money talks: a multimodal ethnographic study of Ghana's currency' co-authored by Cosmas Rai Amenorvi and Gertrude Yidanpoa Grumah from the University of Energy and Natural Resources, Ghana, has the purpose of unearthing the hidden messages communicated by Ghana's currency – the Ghana cedi coins and banknotes – outside their monetary value as indicated by the numbers appearing on them. The study found that the modes of communication employed by Ghana's cedi coins and banknotes are their shape, colour, national symbols, depicting national buildings, national cash crops and minerals, national heroes and heroines, and the national monument. They conclude that beside the monetary value of Ghana's currency, and by extension the currencies of the world, there is valuable information communicated, to which attention must be paid. The next article, focusing on aspects of law, is 'The myth of "Judicial customary law": Reflections from Anglophone Cameroon'. Emmanuel Mikano Kiye from the University of Buea, Cameroon, unravels the origins of the concept 'judicial customary law', a variant of customary law, acknowledged and recognized in some common law jurisdictions of sub-Saharan Africa and acknowledges the conceptual feasibility of judicial customary law in the territory, as opposed to its practical applicability. The article *What is the relationship among pre-retirement guidance, social support and psychological wellbeing on retirement adjustment of teacher retirees in Osun State?* is by Olufemi Onijuni Olatomide from Obafemi Awolowo University, Nigeria. The study investigates the level of retirement adjustment and guidance of teacher retirees in Osun State, Nigeria and found that the majority of the respondents experience moderate retirement adjustment. The study suggests that pre-retirement guidance should be given legal and policy backing to motivate employers of labour to prepare their workers for effective living in retirement.

The last article is a short communication by Berrington Ntombela, University of Zululand, 'Teaching philosophy and the making of an intellectual: A personal reflection'. Berrington argues that academic institutions are regarded as centres of intellectual moulding involving both students and lecturers. He advocates critical pedagogy as a means of developing intellectuals from students as part of effecting change in societies and communities, but admits that ideological change is very evasive. Ultimately, institutions of higher learning can remain trapped in ideologies and practices of former times simply because there is not enough intellectual development within them. Adopting critical pedagogy, he concludes, is therefore one way of responding to the changes we must see in our societies, communities and universities.

Enjoy the reading at www.inkanyiso.uzulu.ac.za

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