

EDITORIAL

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Volume 26 Issue Number 2 of *Mosenodi: International Journal of Educational Studies* contains five articles all addressing issues on educational and educational-related research.

[Arua and Monei](#) survey higher education career interests and institutional preferences of some senior secondary school students and discuss the view of students about the funding of their tertiary education. They adopt both quantitative and qualitative research designs where a questionnaire that combines the two approaches was used to collect data from a representative sample of 101 students from 27 senior secondary schools in Botswana. The findings of the paper are in line with global trends. The career interests of students in Botswana, as elsewhere, cluster around few high-status courses, especially those in the health sciences, business, law, and engineering. Similarly, their institutional preferences are mainly public, government-owned schools that are well-resourced, reputable, and recognised internationally. Most of the students indicate that they require financial assistance to pursue their studies. However, while financial aid is available to all, the Government of Botswana disproportionately distributes it to students whose career interests would help engender economic development.

[Mogatle, Ugwu and Ugwu](#) explored School Management Team (SMT) practices in private and public primary schools in Gaborone during the pandemic. This was done by determining if SMTs were trained for their roles in the face of Covid-19, the challenges they faced, the steps taken to manage the challenges, and the impact of their management practices on learners' performance. The authors used semi-structured interviews to collect data from 24 members of the SMTs in two private schools and two public schools. Data was analysed thematically. The findings showed that the private school participants engaged in training to enhance their effectiveness during the pandemic. Challenges like absenteeism, lack of consultation, poor performance, and fear, were encountered. Classroom shortage was observed in public schools, while private schools were faced with lack of finance, resistance to change and stigmatization. These challenges were tackled through remote learning, engaging teachers through a government initiative called *Tirelo Sechaba* Programme (TSP), and the use of non-teaching staff for teaching and learning. Private schools showed more concern towards tackling fear by engaging in light physical exercises and workshops involving staff from the Ministry of Health. The adoption of remote learning exposed the inadequacy in the use of technologies in Botswana as they were not accessible by learners. These researchers underscore the need for improved education technology and human resources in Botswana schools, and the need to remove the dichotomy between private and public schools for improved performance.

Lopang opine that Ikalanga folktales, particularly those of *majabathu* (ogres) and human narratives have generally exhibited a fair amount of violence. **Lopang** examines forms of violence in Ikalanga folktales focusing on how physical and verbal violence are depicted using Garver's theory of violence to classify the types found in five Ikalanga folktales. The findings show that physical and verbal violence is pervasive. The article argues that the depiction of violence is necessary for the pedagogy of the text and must not be viewed in isolation and provides insight into the structural and ideological function of violence in Ikalanga folktales. Folktales have a useful purpose in the formal education of a child, particularly since Botswana schools may soon offer mother tongue instruction at Reception, Standard One and Standard Two levels.

Maundeni argues that pedagogical strategies used for the implementation of the multi-religious Religious Education (RE) curriculum in Botswana colleges of education need to be examined for efficacy and appropriateness. There is need to see whether these strategies are effective in promoting religious tolerance in the classroom, which can later spill over to younger generations and the world at large. The article discusses religious tolerance and intolerance, ethnic diversity in Botswana and the role of education in engendering religious tolerance. The article also presents an extensive discussion on phenomenological and interpretive approaches of delivery in RE classroom and attempts to argue that these delivery approaches need further examination to assess their efficacy and appropriateness in the Botswana context.

Molwane avers that the use of learning outcomes in higher education has gained a crescendo and loudening as the education and the learning experiences are now outcome-led. He states that the National Credit and Qualifications Framework from the Botswana Qualifications Authority has put demands on higher education sphere to change the image of education in Botswana and to align their programmes offerings with such. Molwane argues that new ways of learning and teaching need to be established that critically engage students in rich learning environments. Innovative approaches to learning and teaching in higher education are very crucial as they ensure that students find relevance in their learning, and that the pedagogical and andragogical approaches use are robust with the demands of the twenty-first century. Experiential learning, collaborative learning, and other pedagogical approaches in teaching such as constructivist and inquiry-based approaches need to be further explored in higher education institutions for their benefits to learners. The pedagogical and andragogical dichotomy should be unpacked and educators be capacitated in handling these as part of the innovative approaches in the era of learning outcomes. In this article, he suggests and provokes thoughts on key issues that need to be taken into account when developing learning outcomes, qualifications and learning programmes in higher education.