

## EDITORIAL

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That education is the bedrock development in any society cannot be overstated. It is for this reason that *Mosenodi* Journal is dedicated to publishing cutting edge articles on education-related research. This volume contains eleven articles covering a wide range of topics on education.

**Batane** investigates the interplay between children's life at school and in their community in an effort to identify factors responsible for school dropouts. The findings pointed to a lack of relationship between the school and the community leading to failure to meet each other's needs and consequently resulting in school dropouts. The author concludes that school dropouts in non-mainstream settings can be curbed through adapting education practices to the needs of the local communities and empowering them to actively participate in school related issues. **Molosiwa, Mukhopadhyay, Tsayang, Malatsi** explores the structure of learner-grouping intervention strategies (LEGIS) used in teaching English reading in Botswana public primary schools. They further sought to establish how primary school teachers teach learners with difficulties and also examined teachers' attitudes and knowledge about inclusive education. The findings reveals that a majority of the teachers had a positive attitude towards inclusive education as well as knowledge and predominantly used mixed-ability grouping.

**Nyati-Saleshando** reviews of research on literacy in Botswana with a view to find out if research has diagnosed the issues facing literacy education and provided workable solutions. The author also interrogates whether research has informed action in closing the achievement gap between rural and urban education. Findings indicate lack of theoretical frameworks guiding the research on literacy. The paper calls for a clear future research agenda on language and literacy, with a focus on policy-practice connections, curriculum, pedagogy, and equity to improve quality of life of citizens. **Mooketsi** investigates the prevalence of cyber bullying amongst undergraduate students of the University of Botswana. The study also investigates students' involvement in collective or group cyber bullying against individuals or organizations and the reasons for partaking in such. The findings of the study show that cyber bullying is prevalent amongst undergraduate students. The author challenges tertiary institutions to develop strategies to mitigate the antisocial behaviour.

In their paper, **Dipholo and Molosi** argues that the provision of distance education in a dual mode institution like the University of Botswana is often riddled with problems and challenges that compromise quality of programs offered. They posit that too much emphasis is often placed on growth in terms of courses on offer and enrolment figures at the expense of the qualitative aspects. The authors argue that there is a dire need to reflect on the qualitative aspect of the distance education if the objective of empowering learners with knowledge and skills for global competitiveness is to be realized. They recommend that distance and open learning programs should be planned and managed in such a way that their quality is equivalent to conventional programs that are on offer.

**Diraditsile and Rankopo** explore learners' views on child sexual abuse in schools which has potential to negatively affect their learning if timely action is not taken. The findings reveal that a majority of the respondents agreed that child sexual abuse exists in the schools under study and that this mostly affected female learners. The study discovered that most students engage in sexual relationships with teachers mainly for financial gain or good grades. The authors conclude that it is imperative for secondary schools and relevant stakeholders to develop context specific strategies to address the persistent problem of child sexual abuse. **Mosweunyane** examines the economic, social, technological

and political impact that adult education has in various organisations in Botswana. The author sought to underscore the relevance and aptness of adult education in the modern age. The author concludes that adult education is valuable in transforming communities to become more knowledgeable, skilful and to possess the requisite attitudes that bring about the necessary changes in organisations and communities. The author recommends for deliberate measures by stakeholders to create space for adult education in the national development agenda and enable it to facilitate sustainable social change.

**Sabone, Tshiamo and Rapinyana** reflect on the challenges facing nursing education in Botswana in the 21<sup>st</sup> century and suggest strategies for moving forward. The challenges explored include nursing personnel shortage, the increasing diversity of nursing students, increasing diversity of the health human resources in the country, and the proposed merger of the health professions' regulatory councils. The authors make a wide range of recommendations that propose a general paradigm shift in nursing education including a re-orientation of the curriculum. **Velepini, Silo and Ketlhoilwe** explore climate change knowledge at the local level, examining the lived experiences of small scale farmers through the approach of place-based education in northern Botswana, mainly the Okavango and Chobe wetland places. Findings suggest that farmers describe climate change knowledge according to how it impacts them within the context of their history, culture and local experiences, hence the need to draw on these small scale farmers' existing climate change knowledge to educate and support them to be more resilient to climate change and variability. This can be partly achieved through supporting the coping strategies they have adopted such as the planting of crops that have long maturity period during years of abundant rainfall while those with short maturity period are grown during years of low rainfall.

**Lenao and Lenao** analyzed the website content of the selected tertiary schools in Botswana with a view to determining the usefulness of such websites in terms of their original objective of providing accurate and up to date information to the lecturers, students, staff, alumni, guests and other users in a well organized and resourceful manner. This analysis covered several items ranging from interactivity, navigation, functionality to site marketing. The results of this study show that all of tertiary schools studied have established websites to communicate to a vast audience. In addition, it has been discovered that some institutional websites are strong on certain features and weak on others. This is in spite that each of the features found in websites has a specific use that cannot usually be substituted for by another feature. Therefore, the lack of attention given to any feature in a website may render the usability of the said website limited and this has the potential to compromise the visibility of the institution. In recognition of the value of the questioning technique in teaching and learning, **Galegane** probes how Communication and Study Skills lecturers at the University of Botswana interacted with their students in an endeavour to improve the students' oral communication competence. The study reveals that generally, open-ended questions improve the quality of classroom talk as opposed to the close-ended questions. The author recommends professional training of lecturers with a view to providing them with skills of infusing questioning techniques in their teaching.

It is hoped that the collection of articles in this volume will be of immense interest to the readership.