

## EDITORIAL

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Volume 25 Issue Number 2 of *Mosenodi: International Journal of Educational Studies* contains eight articles and two book reviews all addressing issues on educational and educational-related research.

[Sebobi and Kelepile](#) use multiple linear regression and geographically weighted regression to investigate spatial distribution of secondary school dropout in Botswana. The findings showed that truancy was the leading cause of dropouts followed by pregnancy and other undisclosed reasons. Further, the highest secondary school dropout was found in rural and semi-urban districts. Dropping out of school was elevated due to having special needs and decreased with having trained teachers. These findings illustrate that high school dropout in rural and semi-urban districts warrant specific interventions in these areas.

[Kuyini, Mangope, Major, Koyabe and Spar](#) examine education policy, provisions, and outcomes for students with intellectual and developmental disability (IDD) in Botswana and propose a different approach for improvement. These researchers chart the history of special education provision, details policy and implementation issues that culminate in limited educational outcomes, including transition to further education and/or employment. They used accountability framework as a lens to argue for the articulation of policies and measures that would lead to improved school practices and outcomes. In adopting the accountability framework, the authors argue for caution about avoiding the market-driven dimension of accountability due to the risk of accentuating unequal outcomes and social injustice. The authors recommend the deployment of the framework in research as a first step to identify strengths and weaknesses with IDD education and enable the set-up of policy and implementation mechanisms for better outcomes.

[Mswela](#) investigates pertinent aspects to be included in early the childhood education (ECE) curriculum with the view to improve quality standards. She uses principal component analysis, factor analysis and descriptive and inferential statistics to interpret qualitative and quantitative data, and the results reveal highest priority and second highest priority aspects that were crucial in the provision of quality ECE in Botswana. The author argues for these to be factored in to ensure provision of quality ECE in the country, making this argument against the milieu of studies arguing against mediocre ECE.

[Adekanmbi, Magetse and Gaolebogwe](#) conduct a qualitative exploration of the open and distance learning model at the Botswana Open University (BOU), of teaching and learning at BOU

before COVID-19, of the impact of the pandemic on the teaching and learning process and the nature of interventions at BOU during COVID-19, among other things. These researchers report that BOU already had a robust strategic framework, a strategic plan, an overarching strategy for technology-enhanced teaching and learning, and an e-tutor model. Further that BOU enhanced its regional centres operations and student support in its online engagement with its learners. The selection of a Learning Management System (LMS) is underscored, and the partial use of the Substitution Augmentation Modification Redefinition (SAMR) model has helped in teaching and learning. The researchers recommend full implementation of all policies and guidelines, the provision of support for students with disabilities, and the formal use of the SAMR model in the University's operations.

[Ugwu and Pansiri](#) use selected participants from four senior secondary schools in Gaborone to examine the place of ethical leadership (EL) in promoting school good governance (GG) in Botswana. The study was based on post-empiricist paradigm and a concurrent mixed method research design. Data was collected through questionnaires and interviews. The participants' understanding of attributes of EL and GG showed that school leaders are ethical in governance. However, a triangulation of qualitative and the quantitative found that school leaders' argument that they involved stakeholders in decision-making was questioned by 45% of the teachers. Overall, the study showed that EL leads to school GG. The authors recommend the formulation and enactment of a code of conduct to regulate the professional behaviour of educators in Botswana. They also recommend training and re-training programmes on the enacted code of conduct.

[Mamvuto and Mannathoko](#) investigate how visual arts teachers have, in the disruptive process and environment caused by COVID-19, transitioned to the new normal to maintain quality teaching and learning of the visual arts. They conducted online interviews with in-service undergraduate and postgraduate student teachers from one University in Botswana and another in Zimbabwe to establish pedagogical strategies used by the universities, students' learning as well as programmatic transformations to the curriculum. Results reveal that teachers were caught unprepared by the onset of the pandemic which compromised the quality of teaching and learning. Online pedagogy became the predominant model although access to e-learning infrastructure created a social rift between rural and urban schools. Collaborations and partnerships among stakeholders emerged as a critical strategy that could be used to combat similar pandemics in the future.

[Kgolo-Lotshwao](#) uses linguistic framing to study the frames of interpretation built by Botswana government communication through the discourse on COVID-19. She also analyses how coronavirus-related experiences are labelled in Setswana. The results show that war metaphors are used to frame coronavirus discourses. The researcher opines that there is evidence of a repurposing of existing Setswana terms to cater for novel coronavirus experiences. Taken together, linguistic

framing and the use of repurposing existing familiar words are used to shape the nation's understanding of COVID-19, garner public support for the government's policy stance, educate the nation, and ensure people's participation in prevention and containment efforts.

**Mooketsi and Sethibe** use the University of Botswana main campus library as a case study to investigate knowledge sharing practices in the institution. Their qualitative study adopted the stagewise thematic map theoretical framework to guide the investigation into factors that affect knowledge sharing in the University of Botswana library. Their findings show that there are organisational factors that impede knowledge sharing practices in the library. The authors recommend that strategies need to be put in place to facilitate knowledge sharing and knowledge management practices in the library.

**Sebina** reviews *Patrick van Rensburg: Rebel, visionary and radical educationist* by Kevin Shillington. He notes that this biography chronicles the life Patrick van Rensburg (1931-2017). Kevin Shillington, the biographer, marshals clear prose and expert knowledge of African history to render a comprehensive and credible account of the driven life of an educationist who was always bursting with creative energy and always conceiving a hubbub of plans and schemes for a favourable future. The biography depicts Patrick van Rensburg as a livewire keen on devising applicable remedies to seemingly intractable problems. Shillington scrupulously assembles the details of Patrick van Rensburg's life and skilfully narrates his endeavours for the sake of historical record. The reviewer avers that this biography of Patrick van Rensburg is a riveting account of the life of a singularly zealous personality who contributed significantly to the building of modern Botswana. Readers interested in educational issues pertaining to developing countries, in political economy of Botswana, in the general history of the country as well as in the pedagogical challenges of Southern Africa will surely benefit from it.

**Lopang** reviews two books by Kgolo-Lotshwao, *Learn Setswana/Ithute Setswana* and *Ithute Kgomo*. The reviewer states that both texts point towards an acquisition and appreciation of Setswana. This review is comparative and shows how both texts complement one another. *Learn Setswana/Ithute Setswana* targets a foreign audience whereas *Ithute Kgomo* is suitable for young children, and the dedication, '*Go barui ba kamoso*' illustrates this. The two texts complement each other well. For instance, where *Learn Setswana/Ithute Setswana* is devoid of illustrations, it makes up for this in attention to detail that is easy to follow. The book also uses examples which employ sentences that are in everyday use. Readers will be pleasantly surprised at the 'Cheat Sheet' on page iv which is akin to a crash course summarising what one needs to know. Similarly, *Ithute Kgomo* focuses on one subject, but it does so in a style that is not tedious or overly didactic. The layout of the book is such that the eye moves from the picture to the caption. In this manner it is engaging from the very beginning. The two texts are best bought as a set and schools will do well to acquire them for student populations which are diverse in ethnicity and race. Each book is effective in Setswana language acquisition and retention. The reviewer avers that the two books

are enjoyable gems; they are informative, and not the least bit pretentious in their mandate. They are highly recommended.