Editorial

In the present issue (Vol 23, No2) of Artha Journal of Social Sciences, we have five articles addressing diverse issues of significance to social sciences. Though the articles are based on research done in Zimbabwe and South Africa, the themes and problems addressed are relevant globally and are of contemporary relevance. In the first article, Muzi Shoba et al. attempt to understand gender-based violence in South Africa and ways to promote gender equality. This article argues that apart from the triple challenges of unemployment, poverty, and inequality of gender-based violence, the episode of apartheid has played a role in its present perception and experience of discrimination. Based on the analysis of secondary data sources, this study explored the possibilities of reducing gender-based violence through adult education. Further, the article argues that a comprehensive solution requires not only policy interventions but also a transformative educational approach, to solve the harmful cultural norms and patriarchal attitudes that emerged through apartheid. Therefore, this paper advocates adopting the Ubuntu, which focuses on community, collectivism, and togetherness to mitigate inequality.

In the current educational landscape, Zimbabwe, like many countries in the Global South, encounters significant hurdles in integrating Information and Communication Technologies (ICT) into pedagogical practices. These challenges stem from resource shortages, inadequate teacher training, and limited technology access. Despite having relevant policies, implementing ICT tools in classrooms remains a challenge, with no innovative solutions proposed to enhance teacher efficacy in ICT integration. It is crucial for students to acquire ICT literacy to fully participate in the global information society. Failure to do so can impede their educational advancement and integration into the broader technological world. Dhliwayo and Jita advocate for the reconceptualization of ICT implementation policies to promote the adoption of smartphones in Zimbabwean classrooms. Their article "Reconceptualising ICT Policy Implementation in Secondary School Education in Zimbabwe: A Theoretical Criticism" presents a model designed to address the acute resource limitations faced by secondary schools in Zimbabwe,

thereby fostering meaningful participation in the global village shaped by the Fourth Industrial Revolution (4IR). For example, smartphones can be used for interactive learning through educational apps, virtual field trips, and collaborative projects. By utilizing the Social Cognitive Theory (SCT) and Integrative Cognitive Framework (ICF), the paper builds a conceptual framework for integrating smartphones into classroom pedagogy. The argument is that leveraging available resources, such as smartphones, can mitigate the technology integration challenges in economically disadvantaged educational settings. The proposed model aims to contribute to the existing literature on ICT in education by demonstrating how secondary schools can utilise the widespread availability of smartphones to provide 4IR-relevant education. This model addresses current gaps and opens the door for future research and practical applications in similar educational environments.

In the third article, Victor H Mlambo addresses the economic benefits of migration in Africa. Although migration is considered a security threat worldwide, through a literature review, this article argues that South Africa needs proper implementation of effective strategies to convert migration to a robust opportunity for economic growth to achieve the benefits of migration. Mlambo observes that nationalistic sentiments, political instability, and inadequate integration policies are key factors limiting the developmental role of migrants in Africa. The paper calls to take the US as an example of a nation that reaps the benefits of migration through strong integration efforts. This effort should also include a peaceful and economically stable environment for the migrants. The paper concludes with a call for policies that ensure Africa's economic growth.

Albert Mufanechiya and Matseliso Mokhele Makgalwa, in their article, attempt to explore the disconnection between teacher-prepared documents and their actual application in the classroom. Critically examining the pedagogical documentation practices in Zimbabwean primary schools, they reveal a concerning decline in the quality of preparation and usage of pedagogical documents. Through a reflective paradigm and qualitative interpretive-phenomenological design, the authors studied the pedagogical

practices of ten primary school teachers from Masvingo Urban. The study highlights the need for a national consultative workshop with active participation from primary school teachers to improve documentation practices. Further, they point out the need to bridge the gap between educational theory and practice. Thus, ensuring that pedagogical documentation effectively supports teaching and learning in Zimbabwean classrooms. The study reveals the need for systemic reforms in educational documentation by encouraging teacher involvement to make an effort to fill in the void between curriculum planning and real-world classroom implementation.

In the fifth article, Thokozani Ian Nzimakwe and Reward Utete unravel the consequence of high absenteeism in business operations by focusing on South African organisations. The article highlights the losses incurred by absenteeism among the workforce in organisational sectors. The unscheduled absence leads to disruption in the business, reducing productivity by reassigning the duties and replacing the workforce. The findings of the study reveal that the reasons behind absenteeism among employees include factors such as inadequate supervision, financial difficulties, marital issues, substance abuse, childcare responsibilities, and stress. They further point out the impact of absenteeism on an individual's sense of well-being, which is closely tied to feelings of confidence, usefulness, and a sense of purpose. The study stands unique in discussing the after-effects of an impromptu leave of absence culture among the workers. It emphasised the need to prioritise addressing the factors responsible for effectively combating the issue of absenteeism in an organisation.

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Editor