

Dear *Inkanyiso* Readers

We have come to the end of the second year of the COVID-19 pandemic with a variety of experiences and perspectives. But our resolve to continue living, working and supporting our families and communities prevails. *Inkanyiso* Vol 13(2) focuses on education, community development, gender studies, politics and ethics.

The first article, entitled 'Dynamics at the frontier between the demands of democracy and sociocultural imperatives: Human rights and school discipline in secondary schools in Malawi', written by Peter Ngwinjo Namphande from the University of Malawi, reports how democracy in Malawi schools affects discipline and takes away teachers' prerogative to discipline accused students. Namphande explores and compares dynamics and forms of resistance in two schools during their implementation of the discipline policy and argues for a negotiated approach to avoid clashes between sociocultural beliefs and the discipline policy.

In the second article, Rosemary Boateng, Alimatu Sardiva, Florence Ellis and Eric Akaadom, from Ghana, in their community development study, question whether 'Downsizing Correlates with Community Development by using a Complex Adaptive Systems Approach'. The study explores the effects of involuntary employee retrenchment on community development within the mining sector and recommends that management negotiates to establish consensus with stakeholders to follow provisions in the Labour Act relative to retrenchment. They recommend that retrenched staff learn new skills to aid their re-employment.

The third and fourth articles reflect on gender studies. In the first one, entitled 'Socio-cultural status of 'Barracks women' in Nigeria, 1905-1985: Historical perspective', Nzemeka Justus Adim, from Nigeria, argues that since the incorporation of women into the barracks, their roles have been complementary in both empire-building and nation-building and concludes that barracks women can improve their status in the social and economic spheres through government empowerment and social investment programmes. In the second article, 'Cast Me not as a Succubus or a Jezebel: Nollywood Actresses and the Struggle against Women Stereotyping' by Floribert Patrick C. Endong, from Cameroon, reflects on the stereotyping and sexual objectification of womanhood in Nollywood films and question the popular belief that, Nollywood actresses are passive agents of their own stereotyping and objectification in Nollywood films and also reviews three ways through which they (Nigerian actresses) combat such objectification in Nollywood films

The fifth article belongs to education and focuses on the 'Relationship between smart classroom and learners' academic performance in public boarding schools of Gicumbi District, Rwanda'. In the paper, Mushimiyimana Jean de Dieu and Dushimimana Jean de Dieu, from Rwanda, find that there is a significant relationship between the use of smart classrooms and academic performance. They recommend that teachers receive regular continuous professional development and that parents be enabled to create a technological atmosphere at home for children's better academic achievement. The role of the government is discussed in the study.

The sixth article focuses on politics. In the article, Victor Jatula and Stella Conshello, from Mozambique, write on 'Democratic Deficits and Underdevelopment in Mozambique' and question why resource-rich, democratic Mozambique is underdeveloped, aid-dependent and poor and blames the deficits in Mozambique's democratic process and shortfalls in her political economy.

The seventh article on community development is entitled 'The vulnerability of day labourers in South Africa and the role of community development in an integrated approach to achieving sustainable livelihoods'. Mzukisi Xweso, from South Africa, recognises that poverty and unemployment are significant barriers to growth in South Africa as reflected by low levels of in-

come and high levels of unemployment and human deprivation. Mzukisi concludes that the hardships of labourers and their families effectively condemn them to circumstances that could best be described as untenable and suggests ways of mitigating this predicament.

The eighth article focuses on ethics. Nurudeem Aderibigbe, from Nigeria, writes a 'Synopsis on Cyber Ethics Behaviour: A Literature Review', which provides an overview of the empirical literature on cyber ethics within an academic environment. The article focuses specifically on young adults' behaviours in using cyber technology. Aderibigbe provides current information for awareness of CE, teaching and research on information ethics and related domains.

Two short communication papers focusing on gender and disruption from the COVID-19 pandemic follow. Catherine Addison's paper, from South Africa, entitled 'Housework and the Correction of Gender Inequity', refers to the Bill of Rights in South Africa which is against discrimination and inequality and notes that despite the legal framework, discrimination based on gender in our home environments prevails and women are largely treated as domestic labourers that carry most of the unpopular chores in the household largely unabated. Addison challenges the stereotype and suggests that that female advancement 'is a revolution that needs to be fought, bloodlessly, in every living space in our country'.

The last article, written by Myrtle Hooper, from South Africa, is called 'The paradoxes of the remote – A valediction' and reflects on working from home during COVID-19 and how that has affected learning, social interaction, relationships, staff and students' lives. Hooper's observation is that 'remote[ness]' has done more: 'it has complicated and nuanced the nature of academic presence ... [remoteness,] we have learned, is not in fact 'absence', but rather relationship stretched and extended over space and over time'. Thus, remoteness has denied us the human experiences that we cannot live without.

Enjoy your reading

Dennis N. Ocholla

Editor-in-chief

www.inkanyiso.uzulu.ac.za