

# **Chapter 1: Editorial**

## **Information and Knowledge Management for Social, Economic and Political Development**

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In the post that heralds the impending creation and delivery of this book, we echoed the fast pace of the globalized world and the pertinence of information and knowledge as vital ingredients to stay afloat in the knowledge-based economy, universally now in vogue. We observed that these two points, and related elements, command some inalienable impact on the development of all spheres of life. For instance, it is observed that in the 21<sup>st</sup> century, achieving sustainable development is crucial and relies upon access to information and knowledge. Information and knowledge provide opportunities in several ways: as eminent input for education, means to scientific research, advancement of knowledge, development of civilization, sustainable competitive advantage, knowledge serving as a catalyst for social change, and that it leads to social, economic and political development. Donna Scheeder, a former President of the International Federation of Library Associations and Institutions (IFLA) avows that there is no truly sustainable development without access to information. Conversely, knowledge is generally considered instrumental in overcoming and solving problems. The management of the two concepts join forces together to boost efficiency in carrying out tasks.

Recognising the importance of sustainable development, the United

Nations General Assembly on September 25, 2015, adopted the post-2015 development agenda termed *Transforming Our World: The 2030 Agenda for Sustainable Development* as a plan of action for the people, the planet and the prosperity of people. The agenda which vows not to leave anyone behind, comprises 17 sustainable development goals (SDGs) and 169 targets that span through three dimensions of sustainable development: the economic, social and environmental (UN 2015). Access to information and knowledge is perceived as fundamental to attaining the set SDGs and targets. Accurate, reliable and relevant information and knowledge are fundamental in all walks of life from daily chores to socio-economic and political development.



Against the above scenario, this book was conceived with the view to explore and deliberate on the role of information and knowledge management in socio-economic and political development; and discuss recent trends, challenges experienced and solutions proffered in both the developed and the emerging economies. The book provides a platform for researchers, educators and practitioners from various information and knowledge management establishments to share their knowledge and experience related to the social, economic, environmental, and political development in their respective countries.

Armed with the objectives of creating awareness of the significance of information and knowledge management for socio-economic and political development; exploring recent challenges encountered in ensuring continuity of social, economic, environmental, and political development and developing strategies aimed at enhancing the management of information and knowledge to boost the overall development of the global economy, the book presents recent trends towards information and knowledge management to support modern economies for development. Consequently, it is considered a valuable resource for students, lecturers and educators of information and knowledge management, administrators and policymakers, practising librarians, archivists, records and knowledge managers, media practitioners and other information professionals.

In Chapter One, **Olugbade Oladokun** explores the possibility of applying information and knowledge management to boost socio-economic and political development in sub-Saharan Africa. The chapter acknowledges the

socio-economic stratification of nations of the world into two, variously called ‘developed’ and ‘developing’ countries, ‘rich’ and ‘poor’, and ‘first’ and ‘third’ world. The chapter examines the indices and indicators of development in the world leading to the variety of classifications assigned to various countries, establishes the phenomenological symptoms that emanate from sub-Saharan Africa, and consigns the sub-region into the class of the poor and third-world or less developed nations of the earth.

**Priti Jain** follows in Chapter Two with a scrutiny of the development that heralds the Fourth Industrial Revolution (4IR) technologies in Botswana, especially with respect to digitally enabled libraries. The chapter identifies the opportunities and challenges that the 4IR technologies present to the librarians and concludes with some recommendations on technological infrastructure, school curriculum, and digital literacy policy framework, among others.

Advocating the sharpening of the digital platform for sustainable virtual learning in higher education in Ghana, **Ebenezer Ankrah** and **Florence Entsua-Mensah**, in Chapter Three, examine the technological tools for e-learning, virtual classrooms and Gamification. The chapter also examines the use of Virtual and Augmented Reality and Artificial Intelligence as learning tools made to help universities design and use modern technologies in the era of post-COVID-19.

In Chapter Four, **Olayinka Catherine Fatoki** and **Wole Michael Olatokun** investigate the attitudinal and motivational factors as correlates of digital resources knowledge-sharing behaviour among agricultural researchers in South-West Nigeria. Having established a significant relationship between attitude and digital resource knowledge sharing among agricultural researchers, and between extrinsic motivation and digital knowledge resource sharing (DKRS), the study made valid recommendations to motivate and propel the DKRS behaviour of agricultural researchers in their institutes.

Chapter Five, **Winifred Bentil** discusses the influence of contextual factors on electronic resource management in academic libraries in Ghana. Adopting a multiple case study approach, involving two apiece, of public and private universities in Ghana, the chapter revealed enabling and hindering factors present at governmental and institutional levels. The chapter proposes fitting recommendations arising from the findings.

The next chapter by **Alice A. Bamigbola** provides an investigation of knowledge-sharing patterns of postgraduate students of the School Library and Media Technology Department, University of Ibadan, Nigeria. The chapter,

among others, provides the general negative attitude of the students towards knowledge sharing, identifies the preferred channel of sharing knowledge and, at the same time discusses the inhibiting factors to knowledge sharing.

**Akakandelwa Akakandelwa** in Chapter Seven, opts for the memory lane of research output in the knowledge management (KM) domain in Africa covering the period 2001-2021, using the Scopus database. The bibliometric analysis uncovered three hundred and fifty-two publications. The chapter reveals the leading channels in which African scholars published KM research and the institutions that contributed most of KM research outputs.

In Chapter Eight, **Nathan Mnjama** articulates the critical role of archives and records management in promoting good governance, transparency, accountability and human rights in Africa. The chapter probes the diverse factors inhibiting the utilization of records for the attainment of good governance, transparency, accountability and the protection of rights and entitlements by citizens in Africa. In drawing conclusions, the study proposes measures, which are capable of enhancing the management and preservation of records in Africa.

**Tshepho Mosweu** and **Olefhile Mosweu** in Chapter Nine, attempt to measure records management (RM) and knowledge management (KM) as pathways to gaining competitive advantage towards the achievement of Sustainable Development Goals (SDGs). The chapter uncovers a symbiotic relationship between KM and RM which should be embraced as pathways for organizations to gain competitive advantage and the achievement of SDGs. The chapter also identifies some challenges in RM and KM capable of breeding negative impacts on the attainment of SDGs.

An empirical study on the E-readiness of the Botswana Examination Council (BEC) to implement an electronic document and records management system (EDRMS) by **Liah Shonhe** and **Gosego Ramotshabi** is considered in Chapter Ten. The study employed a mixed method approach with qualitative and quantitative data obtained online from 123 Action Officers of the Examination Council. Reasons that hamper the project, are a lack of top management support, absence of change management strategy implementation and the non-existence of international standards on digital records management, among others. The study concludes that BEC is not ready for EDRMS implementation. The chapter drops some hints on the way to attain success in EDRMS implementation in an organization.

In Chapter Eleven, **Mupanga Simukai** and **Dewah Peterson** investi-

gate knowledge acquisition for development in selected public service training centres in Zimbabwe. Anchored by the pragmatism approach, the chapter focuses on the role of training centres towards achieving knowledge for development purposes in Zimbabwe's public service sector. The chapter concludes that knowledge is generated and disseminated during socialisation, mentoring, training, education, workshops, seminars, refresher courses and through research, collaboration and, training of trainers and makes some related suggestions.

**Gbolagade Adekanmbi, Chabuya Kadisa, Thaddeus Mahoso, and Bolupe Awe**, in Chapter Twelve, explore the use of open and distance learning (ODL) for socio-economic development in sub-Saharan Africa, using multiple case studies of Nigeria, Kenya, Rwanda and South Africa. The chapter follows the trajectory of the growth of ODL in these countries and its increasing recognition as a parallel educational mode to address the problem of unsatisfied educational demands, the identification of attempts at the measuring of technological preparedness, and the need to grow the number of students using ODL. Considering the observed limitations of the ODL institutions, some vital recommendations are offered.

In preparing this book, the editors ensured that all papers submitted passed through the crucibles of the blind peer review process with each going through, at least, two or three reviewers. It thus implies that each author must have made corrections two or three times on their submissions before they were considered fit for publication. It is probably needless to state that in an exercise of this nature, some submissions could not scale through, but the authors were, nonetheless, provided adequate feedback on how to improve their work for future opportunities.

We appreciate all the authors for their contributions and understanding of our incessant demands. We also thank our reviewers and editorial board members.

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