

Social Responsibilities of Schools in Botswana: The Role of Teachers in the Activities of the Community

By

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Abstract

The overall objective of the study was to examine the extent to which primary and secondary school teachers in Botswana participate in community initiatives. The study is in line with Botswana's Vision 2016 and the Revised National Policy on Education (RNPE, 1994) in providing quality education. The study was descriptive in nature and adopted a survey design where the questionnaire was used to collect data. Probability sampling was used to select the participants. The sample comprised of Primary and Secondary school teachers in the South East region of Botswana. The results of the study have shown that teachers both in primary and secondary schools are conversant with their social responsibilities and fully participate in them. However, teachers lamented on the work load that they are faced with which sometimes acts as a barrier towards their participation in community activities and initiatives. The results of the study further provided useful insights on the importance of collaboration and consultation between the school and the community for the attainment of quality education. The study provides recommendations that are useful to the school management teams, teachers, policy makers and parents on the need for social participation.

Keywords: *Social responsibility, community initiatives, teachers, primary schools, secondary schools, Botswana.*