



INTERNATIONAL JOURNAL OF STUDIES IN INCLUSIVE EDUCATION (IJSIE)

INSS: 3008-1866 (Online)(3008-1858 (Print)

**Issue 2/Volume 1,
April 2025**

Editor-in-Chief: Dr K.R. Mukuna

Publisher: GAERPSY

<https://pubs.ufs.ac.za/index.php/ijsie>

Global Association of Educational and Research in Psychology

www.gaerpsy.com

International Journal of Studies in Inclusive Education

ISSN: 3008-1866 (Online), ISSN: 3008-1858 (Print)

Issue 2, Volume 1

April 2025

GAERPSPY Publishing 2025

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International Journal of Studies in Inclusive Education

Abstracts, 1-7. <https://doi.org/10.38140/ijisie.v2i1.1352>

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ABOUT THE JOURNAL IJSIE

VISION OF THE JOURNAL

"Disseminating our knowledge in an inclusive society."

SCOPE OF THE JOURNAL

The International Journal of Studies in Inclusive Education (IJSIE) is a double-blinded, peer-reviewed, fully open-access journal providing an advanced platform and opportunities for inclusive education-related research outputs.

The Editorial Board welcomes empirical, conceptual, academic, and theoretical articles critically analysed and interpreted in all its holistic approach to inclusive education: inclusive education, learning barriers, learners, or students with special needs, etc. The scholarly articles must be prepared, treated, and interpreted with the same academic rigor expected of academic research. The IJSIE aims to provide an interdisciplinary forum for scholars, publishing professionals, librarians, and others to communicate original research that addresses current issues informed by the best practices. Scholarly publishing has only recently begun to exploit the full potential of networked digital technologies, which affects the broader process of research communication, including public access to and engagement with research. Influential trends towards responsible research and innovation, the globalisation of research, the emergence and inclusion of new or previously excluded stakeholders, and the advent of open science are reshaping scholarly publishing's scope and nature. The social, legal, and ethical dimensions of publications continue to co-evolve with these changes. Publications aim to provide an interdisciplinary forum for scholars, publishing professionals, librarians, and others to communicate original empirical and theoretical research on these and related topics to address current issues and inform best practices.

The IJSIE publishes research, reviews, scholarly writings, and reports concerning the inclusion of learners (students) with special learning needs in mainstream classrooms (schools). The IJSIE is focused on inclusion issues in all educational endeavours, such as research, administrative issues, teaching and learning in classrooms, and inclusion of students at higher institutions. The IJSIE defines inclusive education within the broad context of the Salamanca statement guidelines. Special education has within its heritage the perspectives of advocating for persons with exceptionalities and embracing individual differences. The IJSIE is an inclusive education publication in the GAERPSY. It relies on vast theoretical, practical, and thematically scholarly inclusive education, including unpublished research in human behavioural issues. These include at-risk learners, mental well-being, psycholinguistics, and inclusive education.


AIM OF THE JOURNAL

Therefore, the IJSIE aims to support critical conversations concerning inclusion, multicultural issues, democratic ethics, and democratic schools. Scholars' voices are encouraged to engage in these conversations by writing scholarly articles, reviews, research, and reports. Similarly, academic scholars must submit their quality pre-service teachers' work dealing with these issues. Articles representative of a variety of disciplinary bases are more than welcome. The focus of the IJSIE is not limited to or slanted toward any specific method of inquiry or analysis, neither quantitative, qualitative, empirical, nor rational. Any educational or public institution for nonprofit use may reproduce articles published in the IJSIE. Commercial may use this IJSIE in whole or in part by any means is strictly prohibited. Authors of accepted articles assign the IJSIE the right to publish and distribute their text electronically, save it, and make it publicly available. Authors retain the copyright, and after it has appeared in the IJSIE, they may publish it in any form they wish if the IJSIE is acknowledged as the source.

ABSTRACTS

Improving the well-being of teenage mothers through resilience-focused interventions in rural schools

Vol. 2, No. 1, pp. 1-11. <https://doi.org/10.38140/ijisie.v2i1.1283>


Johan Harold Dirk van Schalkwyk 

Abstract— The well-being and resilience of teenage mothers are adversely affected after the sudden transition into motherhood. This could be explained by the insufficient support in their social environment, such as the family, church, and school, which increased the rate of school dropouts. This study explores the source of the support system that teenage mothers receive in their motherhood in rural secondary schools. It adopts a qualitative approach and research design. The interpretive paradigm was used in this study. Five teenage mothers from five rural schools were purposefully selected for this study. It employed amended semi-structured interviews (the draw-and-write technique as an arts-based method) to generate data. The thematic findings revealed that teenage mothers received support packages entailing unified, interconnected, and inclusive community structures, such as local health institutions, FBOs, neighbourhoods, inter alia. Lastly, this study recommends that schools be critical in implementing effective, resilience-focused interventions to support and empower teenage mothers to cope with early parenthood, academic responsibilities, and psycho-social demands.

Keywords: Social ecology of resilience, Rural schools, Teenage mothers, Well-being

Effects of walking long distances by ECD learners in Shamva district, Mashonaland Central Province, Zimbabwe

Vol. 2, No. 1, pp. 12-17. <https://doi.org/10.38140/ijisie.v2i1.1613>


Lucky Mutohodza 

Abstract— Different The education landscape Studies have been carried out on the effects of distance from home to school on the performance of ECD learners. Various factors that affect learners' academic performance, such as poor attendance, school dropouts, and poor academic performance, have been associated with long distances to school. The long distance to school affected the learners' health and educational achievements. This study adopts a social constructivist paradigm, a qualitative approach through a case study research design. Twenty parents and twenty ECD learners were selected from primary schools in the Shamva district, Mashonaland Central Province, Zimbabwe. Data were collected via semi-structured interviews and participant observations. It is unearthed that when ECD learners walk long distances to school, it is a complex and heterogeneous problem that can lead to several issues. Long walking distances make ECD learners reach school very exhausted, resulting in poor concentration on the learning areas being taught and sometimes dosing in class, hence failing to learn effectively. This is because of tiredness. ECD learners' minds and bodies fail to work effectively and efficiently, hence their inability to learn. Thus, circumstances like this act as an obstacle and impediment to effective learning because learning requires calmness of mind, and if by any chance the learner is stressed, disturbed, nervous, harassed, annoyed, pissed off, or worried, he or she cannot learn effectively. The government and other concerned organisations should build additional schools to minimize the travelling distance the ECD learners cover. Further, the re-settlement of scattered villages while planning to establish new schools should be considered. Schools should be located at not more than one kilometer from the residences of the communities to be served.

Keywords: Educational performance, ECD learners, Educational systems, walking long distance

Adapting the Picture Exchange Communication System for toddlers with hearing impairments in inclusive classrooms

Vol. 2, No. 1, pp. 18-22. <https://doi.org/10.38140/ijisie.v2i1.1618>

Anuoluwapo Elizabeth Adeduyigbe 

Abstract— The Picture Exchange Communication System (PECS) is widely recognised as initially developed for children with autism and has since been identified as beneficial for individuals with hearing impairments. This study, therefore, seeks to explore the adaptation of PECS for toddlers with hearing impairments in inclusive classroom settings. The structured six-phase protocol of PECS, emphasising visual and tactile supports, is examined for its potential to bridge communication barriers and foster independent interaction. Special attention is given to integrating situational visual cues, such as photographs and tangible symbols, to enhance engagement and contextual understanding during playtime, a critical developmental activity for young children. Parental involvement and environmental adjustments are pivotal factors in successfully implementing PECS for toddlers with hearing impairment. Training parents to use PECS in naturalistic contexts, such as play, improves communication consistency and motivation. The paper highlights the role of customised PECS strategies in supporting communication development and toddlers' social and emotional well-being. Despite promising outcomes, this study underscores the need for further research to validate the effectiveness of PECS adaptations for this specific population, particularly in fostering spontaneous communication and joint attention.

Keywords: Picture Exchange Communication System, Toddlers with hearing impairment, Inclusive classroom, Augmentative and alternative communication.

Assessing teacher training college tutor's awareness of learning difficulties at a selected College in Rwanda

Vol. 2, No. 1, pp. 23-28. <https://doi.org/10.38140/ijisie.v2i1.1743>

Edmore Chingwe , Sibonokuhle Ndlovu , Webster Mudzingwa , and Nizeyimana Jean 

Abstract— The Picture This study assesses Teacher Training College Tutors' (TTCTs) awareness of three learning difficulties (dyslexia, dyscalculia, and dysgraphia). The study sample consisted of twenty tutors at one Teacher Training College (TTC) in Rwanda. Awareness of learning difficulties was assessed through a mixed-method approach. Data was analysed using thematic and descriptive statistical techniques. Tutors were found to have an overall average awareness score of 85%. The awareness of dyslexia, dyscalculia, and dysgraphia stood at 76%, 84%, and 90%, respectively. Tutors' awareness of strategies for mediating learning difficulties stood at 91%. TTC faced numerous challenges in the teaching and learning of students with learning difficulties. These included inadequate teaching and learning resources, training, and a packed timetable. Although tutor awareness of learning difficulties is high, tutors appear not to know much about some elements. Therefore, TTC should conduct more staff development sessions on learning difficulties in collaboration with relevant stakeholders.

Keywords: Awareness, Dyslexia, Dyscalculia, Dysgraphia, Learning difficulties

Re-imagining comprehensive sexuality education delivery: The role of peer-led education in youth empowerment

Vol. 2, No. 1, pp. 29-36. <https://doi.org/10.38140/ijisie.v2i1.1782>

Kenneth Mukau 

Abstract— Comprehensive Sexuality Education (CSE) promotes sexual health, gender equality, and informed decision-making among young people. However, traditional adult-led models often fail to engage youth or address their specific needs fully. This article examines how re-imagining CSE delivery through peer-led education can enhance young people's understanding of sexuality-related issues while empowering them to become educators within their communities. Amid rising concerns over early marriages, sexually transmitted infections (STIs), sexual abuse, and early pregnancies, the limitations of traditional CSE delivery methods stress the urgency for innovative approaches. Qualitative grounded research was used in this study, and an interpretive paradigm was developed based on Vygotsky's sociocultural theory and Bandura's social learning theory. The case study design was used as research design. Semi-structured interviews and focus group discussions were used as data collection techniques. Fifteen youths, aged 15 to 18 years, were purposively selected from Harare province, Zimbabwe. The findings illuminate the potential of peer-led CSE programmes to enhance the relevance and effectiveness of CSE by leveraging the influence of peer networks. Peer-led initiatives foster greater relatability, promote inclusive learning environments, encourage leadership development, and address cultural and societal barriers often overlooked by traditional methods. Additionally, the study explores the challenges associated with implementing peer-led CSE and provides practical recommendations for adapting such programmes to local contexts for maximum impact. The research highlights the critical role of peer-led CSE in equipping young people with the knowledge and skills needed to navigate complex sexuality-related issues and contribute meaningfully to their communities.

Keywords: Comprehensive Sexuality Education (CSE), Peer-led education, Youth empowerment

Dissecting the curriculum for Deaf student teachers at a Teacher Training College in Rwanda

Vol. 2, No. 1, pp. 37-42. <https://doi.org/10.38140/ijisie.v2i1.1823>

James Maizere 

Abstract— This study Curriculum is a key aspect of teaching and learning for students. Central to the curriculum may be its clarity on its components and ability to address the needs of all students. A good curriculum must be explicit on its components, like resources or time. This study aimed to dissect the curriculum for a Teacher Training College (TTC) that included Deaf student teachers in all its teaching and learning processes. This study used an interpretive paradigm to allow the participants to provide their subjective views on the subject. It adopted a qualitative approach and used a narrative research design. One TTC administrator, tutor, and two Deaf student teachers were selected for this study. This study found that the National Examinations and School Inspection Authority assessed the Deaf student teachers before the TTC enrolled them. Still, no one was sure about the nature of the assessments. The study also found that The Deaf student teachers learned the same curriculum as the hearing student teachers with no formal adjustments. This study further found that TTC lacked the resources to implement inclusion successfully. The study recommended that the National Examinations and School Inspection Authority conduct audiometric assessments of prospective Deaf before enrolling. Moreover, the study suggested that the Rwanda Basic Education Board (REB) employ skilled tutors in Deaf studies who could adjust the TTC curriculum.

Keywords: Curriculum, Deaf student teachers, Teacher Training College. Assessment, audiometric assessments

Experiences of heads of department in managing teaching and learning in commercial subjects: A literature-based study

Vol. 2, No. 1, pp. 43-50. <https://doi.org/10.38140/ijisie.v2i1.1846>

Ayanda Maseko 

Abstract— Heads Of Department (HODs) in schools have raised concerns over teacher absenteeism, tardiness, and workload. HODs are situated in the School Management team's middle management and are essential in ensuring that teaching and learning occur. To carry out this task, they must efficiently manage their time. HODs, on the other hand, face difficulties in their roles. However, this study investigated the experiences of HODs in managing commercial teaching and learning. Qualitative techniques were used in this study to better understand the roles of HODs in controlling teaching and learning on commercial topics. It adopted a desktop research design and was literature-based. The information was gleaned from published journal articles, textbooks, and document analysis. Ten books, articles, and journals were selected as the foundation for literature assessment. The study's findings showed the roles that HODs in commercial subjects follow to support them as they carry out their duties, challenges faced by HODs in managing commercial subjects, and strategies that assist the HODs to carry on with their duties regardless of the challenges they face. This study suggested that HODs must encourage teachers to attend topic workshops and that continuous professional development is required. Teachers should devour widely, research their areas of expertise, and conduct themselves professionally.

Present, timely, and actively involved in extensive course planning, preparation, and delivery. HODs are welcome to visit classrooms anytime to ensure effective teaching and learning occur at departmental or subject meetings.

Keywords: Commercial subjects, Heads of departments, Managing, quality teaching and learning

Teachers' Factors influencing implementing inclusive education in Chris Hani East district, South Africa

Vol. 2, No. 1, pp. 51-56. <https://doi.org/10.38140/ijisie.v2i1.1851>

Thanduxolo Nomtshongwana¹, Manyakaza Aviwe² and Buka Andria Mqondiso³

Abstract— This study investigates factors that influence the implementation of inclusive education. It adopted a qualitative approach through an interpretive paradigm. It used a case study research design. Twenty participants were conveniently selected from the Chris Hani East district in the Eastern Cape, South Africa. Data were gathered through semi-structured interviews with teachers from diverse backgrounds across the various districts of Chris Hani East. Thematic results revealed that inadequate teacher training adversely affects the academic and social-emotional outcomes of students with disabilities in inclusive classrooms, leading to lower academic performance and skill development, diminished self-esteem and confidence, heightened social isolation and bullying, and the emergence of negative behaviours such as coping strategies. It recommends that teacher training focuses on practical strategies and collaboration between general and special education teachers. Mentorship programmes and regular workshops can enhance teacher support. A positive school culture, peer support, and social-emotional learning programmes can help reduce bullying and isolation. Involving parents, implementing clear anti-bullying policies, and regularly assessing programmes based on feedback will create a safe and inclusive environment for all students.

Keywords: Teachers' challenges, Life Skills Education, Secondary schools

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