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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

Queering schools: Parental understanding of cisnormative schooling culture in South African high schools

John Chaka and Henry Nichols

Abstract—Research has demonstrated that parents are critical in transforming cisnormative schooling cultures. However, South African literature has not explored how parents want gender diversity included in South African high schools. This study aims to give voice to parents of South African children of high school age and gauge their understanding of cisnormative schooling culture and how it can be challenged. To reach the objective, this study addressed the question: In what ways do both parents of trans and cis learners understand cisnormative schooling cultures in South African high schools? A qualitative research design was used to gather data through focus group interviews with nine parents with different occupations, such as police, teaching, religious preachers, among others, in a rural part of Free State province. Queer Theory guided the study, and thematic analysis was used to identify themes that came out of the data collected. Findings suggest that parents acknowledge that a cisnormative schooling culture is a barrier to the promotion of gender diversity in South African high schools. Furthermore, findings reveal that infrastructure and school policies contribute to a delay in promoting an inclusive schooling environment for both trans learners and cis learners. This research recommends that future research studies should recruit parents from diverse demographics to capture different views on how queering cisnormative schooling culture can be achieved.

Keywords: Cisnormative schooling, Gender diversity, High schools, Parental understanding, Queering

From theory to practice: TVET college students' challenges in search of experiential training

Sanction Madambi

Abstract—The placement of Technical Vocational Education and Training college students on experiential training is a site of intense conversation. These debates have exposed serious challenges related to student experiential training. Issues such as the availability of placements, workplace-based exposure, and experiential training are recurrent themes embodied in these debates. Experiential training has not been insulated from the impact of uncertainties such as pandemics, economic depressions, civil unrest, etc., leading to the associated challenges; hence, it is a topical issue. The challenges confronting the N6 National Accredited Technical Education Diploma graduates searching for places to undergo the 18 months' experiential training are particularly interesting. According to the study this paper draws, many N6 graduates struggled to get experiential training places. Guided by the Experiential Learning Theory, applying a qualitative research design and using interviews to gather data from the purposively sampled students and staff, the study, whose objective was to identify the challenges encountered by TVET college learners in South Africa, identified a) the training institutions, b) funding of the experiential training, c) limited places for experiential training and d) a reluctance by the employers to host the learners as the major challenges. These findings underline the importance of shifting from the current approaches to student experiential training and pursuing perspectives that present student experiential training as a critical component of the education and training processes in South Africa.

Keywords: Experiential training, In-service training, Placement, Training, TVET College

Heads of departments' perspectives in teaching English as a first additional language in secondary schools: A systematic review

Lina Tsotetsi

Abstract—This study explored the perspectives of heads of departments (HODs) in teaching English as a First Additional Language in secondary school. HODs are an integral part of school leadership. HODs are responsible for directing, maintaining, stimulating, and enhancing education and focusing on the instructional methods that produce high levels of knowledge. It showed that the HODs are responsible for leading teaching and learning in English FAL and assisting their staff members, particularly those who teach English, through mentorship, assessment, and accountability. Strategies that can be recommended for HODs to improve instructional leadership in teaching English FAL were also provided. The study suggested that there must be coherent and deliberate training and development for aspiring HODs. The leadership training and development of incumbent HODs should be based on the needs analysis of all HODs. Finally, HODs should lead teaching and learning in English FAL and assist their staff members, particularly those who teach English, through mentorship, assessment, and accountability.

Keywords: Heads of departments, English, First additional language, Secondary schools

Recognition of deaf students in promoting TVET access: Inclusion of sign language in higher education

Moreblessing Caroline Mapungwana, Memory Matsilure-Cheure, Benard Chisiri, Noah Ariel Mutongoreni, Martin Chikozho, Allen Mutumwa, Dominic Mhini, Charity Ranganayi, Motion Hazvinandava, and Sheila Manhanga

Abstract—Despite international, regional, and national policies advocating for the inclusion of people with disabilities, such as hearing impairments, sign language remains marginalised in Zimbabwe's Technical and Vocational Education and Training (TVET) institutions. This presents a significant barrier to access and meaningful participation for deaf students, as sign language is the primary mode of communication linking them to education, employment, and economic opportunities. This study aimed to explore how the inclusion of sign language can be enhanced in TVET institutions in Zimbabwe to promote equitable access and improve

educational outcomes for deaf learners, contributing to sustainable development goals. This research employed a qualitative approach grounded in the constructivist paradigm, utilising a multiple case study design. Data were collected through semi-structured interviews and focus group discussions. Participants were selected through purposive sampling. Thematic analysis was used to analyse data. Findings revealed critical shortages of sign language specialists and interpreters, inadequate infrastructure, and limited inclusion of sign language in the curriculum and teaching methodologies. Participants highlighted the need for training more deaf disability experts, revising policies to align with deaf learners' needs, adopting a sectoral collaborative approach involving various stakeholders, and enhancing skill-building opportunities for deaf students. This study implies that addressing human resource gaps, improving institutional infrastructure, and reforming policies are essential for fostering an inclusive educational environment in TVET institutions. Such interventions would improve the access and retention of deaf students in TVET institutions, which in turn contribute to their socio-economic empowerment.

Keywords: Inclusive education, Sign language, Deaf, Higher education, TVET access

Home and school environment as determinants of internet addiction among adolescents with hearing impairment in Ibadan, Oyo State, Nigeria

Omowunmi Mercy Oyadoyin

Abstract—Adolescent students have been addicted to the internet, and students with hearing impairment are not left out. Excessive use and uncontrollable internet are among the ills, despite being a communication tool for students with hearing impairment. The study, therefore, evaluated the home and school environment as determinants of internet addiction among adolescents with hearing impairment in Ibadan. The correlational type of survey research design was adopted for the study, and eighty-one (81) adolescents with hearing impairment in Ibadan were the participants from three secondary schools. Research instruments adopted were Internet Addiction, home environment, and peer pressure inventory scales. These were used to answer three research questions raised for the study. The data collected from the study were analysed using frequency count, percentages, Pearson product-moment correlation (PPMC), and regression analysis. The study revealed a significant relationship between the home and school environment on internet addiction among adolescents with hearing impairment, the school environment, and the home environment. It also revealed that there was a joint contribution of home and school environment to internet addiction among adolescents with hearing impairment R 0.715. Furthermore, the study revealed the relative contribution of home and school environment to internet addiction, where the school environment exerts more influence on internet addiction than the home environment. It indicated that parental attitudes and peer influence had a positive influence on internet addiction among adolescents with hearing impairment. Based on the findings, it was recommended that parents with children with hearing impairment should improve their communication and interaction with their children by learning effective communication modes with their wards, and the school authority should ensure that the school environment is friendly enough for adolescents with hearing impairment to thrive in without any form of intimidation.

Keywords: Adolescent, Internet addiction, Hearing impairment, Parental attitude, Peer influence

Teachers' exposure and understanding of the role and services of educational psychologists in rural schools, South Africa: I have seen psychologists on TV only

Makobo Nomsa Machweu, Simangele Mayisela, and Phumuzani Mpofu

Abstract—Educational psychologists are trained to support teachers, learners, and families; however, in many rural South African communities, such as the Mopani district in Limpopo, teachers have never encountered these professionals or their services. This study, grounded in a transformative research paradigm, explores systemic inequalities in psycho-educational support and amplifies the voices of rural teachers who are often marginalised in education policy and practice. Guided by social justice and equity principles, the study employed a qualitative approach and Participatory Action Learning and Action Research to engage eighteen teachers through focus group interviews. Findings reveal a persistent lack of access to and awareness of the roles of educational psychologists. Participants cited numerous barriers: stigma from parents/guardians, a burdensome referral process, limited teacher knowledge about when and how to refer learners, a national shortage of qualified educational psychologists, and insufficient departmental support. Teachers, some with over two decades of experience, expressed frustration, little to no interaction with educational psychologists, and uncertainty about their potential contributions to learner well-being. The study highlights the urgent need for policy reforms prioritising equitable access to psycho-educational services in rural schools. It calls for a transformative shift in educational support structures to address historical disparities and ensure all learners benefit from contextually relevant, professional psychological services.

Keywords: Cultural-historical activity theory, Educational psychologists, Inclusive education, Learner support, Teachers

Teachers'support strategies in enhancing the learning experiences of deaf learners at a special school in Pretoria

Lesetja, Molala and Ntsoaki Mokala

Abstract—Educating Deaf learners can present several challenges. One significant issue is that Deaf learners often achieve lower academic outcomes than their hearing peers. This study explored teachers' support strategies to assist Deaf learners in the classroom. Therefore, it is crucial to understand teachers' perspectives regarding how they adapt their instructional methods to meet the unique learning needs of Deaf learners. We purposefully selected six teachers from a special school in the Tshwane West District of Pretoria and conducted interviews to gather data for this case study. The research is based on Florian's framework of inclusive pedagogy, which

investigated the support strategies employed by teachers to enhance the learning experiences of Deaf learners in a special education setting. Adopting an interpretive paradigm, we conducted an inductive data analysis. The analysis revealed four key themes: support strategies, perceptions of their support experiences, challenges related to parental involvement, and the need for emotional support. The findings indicate that the teachers were intrinsically motivated and employed various instructional methods to help Deaf learners improve their educational outcomes.

Keywords: Deaf learners, Inclusive pedagogy, Special schools, Support strategies, Support services

Navigating linguistic shifts: Challenges and opportunities at teacher training colleges and model schools in Rwanda

Dorcas Chinwa and Chikomo Guwa

Abstract—This study explores the shift from French to English as the dominant language of instruction in schools across Rwanda, focusing on one Teacher Training College and two Model Schools in Gisagara district. The research methodology employed a qualitative approach with a case study design and a constructivist paradigm. Participants included four primary school teachers, two Teacher Training College tutors, and two district-level education officials. Data were collected through semi-structured interviews to understand stakeholders' experiences with this language transition in education. The teachers had varying years of experience, ranging from 5 to 20 years, and represented rural schools. Interviews examined the impacts of the policy change on teaching practices, classroom dynamics, availability of resources, and perceptions of support received. Education officials provided insights into the rationale for the shift at the national level and efforts to facilitate local implementation. Interview transcripts were analysed using thematic analysis in NVivo. The findings indicate that the shift to English was primarily driven by national policy changes to improve English proficiency to align with regional economic integration goals. However, this transition presented pedagogical challenges for some teachers who were accustomed to French as the primary language of instruction. Additionally, students from rural areas, with less exposure to English outside of school, struggled more with adaptation than their urban peers. Overall, the study provides contextualised insights into the difficulties experienced during language transitions in education and highlights the importance of targeted support structures for effective policy implementation, especially in under-resourced areas. The results have implications for managing linguistic reforms equitably, ensuring that all students have the necessary resources and support to succeed in a changing educational landscape.

Keywords: Model schools, Navigating linguistic shifts, Teacher training colleges

Adapting trust-based relational intervention for students with Autism Spectrum Disorder: A systematic qualitative review

Hilaria Miguel Manuguid

Abstract—This systematic qualitative literature review examines the adaptation of trust-based relational intervention in supporting and caring for students with Autism Spectrum Disorder in educational settings. Fifteen peer-reviewed studies were identified and investigated using Braun and Clarke's reflexive thematic analysis. Three interconnected themes emerged from the review: personalised corrective techniques based on emotional safety, sensory empowerment techniques to help regulate emotions, and relational connection strategies tailored for individuals with autism spectrum communication styles. These revealed a growing movement for trauma-informed relationship therapy for students with autism spectrum disorders and flexible, neurodiverse treatments beyond typical behavioural approaches. This synthesis highlights that students require compassionate learning environments that respect individual communication and sensory preferences. These learning settings further reflect cultural diversity, respectively. It is recommended that future studies examine the long-term benefits of adapting Trust-Based Relational Intervention by investigating culturally grounded applications in various settings with a greater understanding of teachers' lived experiences in implementing trauma-informed relational models. Ultimately, this study contributes to creating inclusive and fair environments where students with autism are recognised, valued, and supported.

Keywords: Autism spectrum disorder, Inclusive education, Neurodiversity, Sensory regulation, Trauma-informed care, Trust-Based Relational Intervention

Exploring inclusive design principles applied in a Nigerian university library

Oladayo Popoola and Abraham Adeniyi Taiwo

Abstract—A library is a public building with facilities and services that serve a particular community's educational and social needs. A public building is, therefore, a building that must accommodate everybody at whatever age in life, regardless of anthropometric limitations. The way buildings are used changes because of the needs of aging people and people with disabilities. As such, designing for the majority implies designing for people with varying abilities and disabilities. The methodology through which this study was carried out is based on primary and secondary sources of information. The primary source is a field investigation that includes observing physical traces through a case study.

In contrast, the secondary source involves searching encyclopaedias, websites, books, and journals relevant to the study. Findings suggest that disabled people find it difficult to gain access to the library and operate freely without assistance in many public buildings in Nigeria. Therefore, this study efficiently assesses the design considerations for physically challenged people with physical disabilities in public buildings. Insight on design considerations to alleviate this accessibility challenge for people with disabilities is recommended for consideration in any library design.

Keywords: Accessibility in public libraries, Design considerations, Inclusive design, Physically challenged, University library

Evaluating students' perceptions of factors contributing to alcohol abuse at a TVET college in the Tshwane district

Christian Kitumbi Wasso, ²Yeukai Yvonne Rukuni and ³P J H Heeralal

Abstract—The abuse of alcohol by young people has become widespread across the world. Previous studies confirmed that the excessive use of alcohol by students affects their health and academic results in South Africa. This study evaluates the students' perceptions of factors contributing to alcohol abuse. It employed a quantitative approach and cross-sectional design. It used a structured questionnaire to collect data. Three hundred forty-four students were selected at a TVET college in the Tshwane district. Descriptive and inferential analyses were used to analyse data, including factors, correlation, and regression analyses. The findings revealed that the students perceived access to cheap alcohol could contribute to alcohol abuse. Stress and peer pressure could lead to alcohol abuse. This study recommended social support programmes to assist the youth in reducing alcohol abuse in communities.

Keywords: Alcohol abuse, perception, TVET college, Students' perceptions

Inclusive education policies versus implementation challenges in the Southern Africa development community Countries: A scoping review

Salimini Mbazi, Stackus Okwaput, Joseph Odeke Nato, and Paul Emong

Abstract—The Salamanca framework of Action of 1994 and the United Nations Conventions on the Rights of Persons with Disabilities of 2006 guide SADC member states in formulating inclusive education policies in mainstream and inclusive schools. However, the literature on policies versus implementation remains unclear. This scoping review maps the literature on the common inclusive education policies versus implementation challenges in inclusive education in the SADC countries and how these challenges exclude students with special learning needs. The study employed a mixed approach and case study design to explore the inclusive education policies versus their implementation challenges in the SADC region. A search was conducted through Google Scholar, Science Direct, Research Gate, and PubMed for studies published between 1994 and 2025. The study adopted Boolean operators and the proximity operators. Data extraction focuses on the author(s), year of publication, country, research approach, design, data collection methods, analysis, and the key findings. It adopted the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA-SCR) extension for Scoping Reviews. A total of ninety studies were identified from the search strategies and databases. Inclusion and exclusion criteria screened the studies; forty-eight were irrelevant, and forty were relevant to this scoping review. A total of forty-two studies were included. Zimbabwe, Tanzania, Namibia, Zambia, and Malawi have published numerous studies on inclusive education compared to other countries in the SADC region. This study found that SADC countries have common inclusive education challenges such as inadequate instructional materials, inaccessible infrastructures, rigid curricula, negative attitudes of teachers and administrators towards inclusive education and disabilities, and teachers having insufficient knowledge and skills to teach in inclusive schools. The study recommends that all SADC countries consider reviewing their inclusive education policies to address the implementation challenges.

Keywords: Implementation challenges, Inclusive education, Inclusive education policies, Learners with special learning needs, Scoping Review

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