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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

Teachers' challenges encountered in the marketisation of education systems at primary schools in the Mbare-Hatfield district

Vol. 1, No. 1, pp. 1-6. <https://doi.org/10.38140/ijsie.v1i1.1240>.

Lucky Mutonhodza 

Abstract— Different forms of marketisation and privatisation have encircled the teaching profession. Internet sites that offer to produce academic work for a fee make academic work into a commodity that can be bought and sold. Most schools in Zimbabwe, the Southern African Development Community region, Africa, and beyond cannot easily afford internet services. This study explored the teachers' challenges in understanding the educational systems due to the marketisation of education. This study utilised the mixed methods approach and the case study design because of its strength in discovering more about unexplored problems. Two school head participants and forty teachers were selected from schools in the district. Semi-structured interviews and questionnaires were used to get data from the research participants. The results unearthed that the education system is one such tool for perpetuating class divisions and social inequality. Contemporary literature has provided evidence in the exploration of teachers' challenges encountered in the marketisation of education. To the extent that I have reviewed the literature, I found a substantial gap in knowledge about the impact of the challenges encountered in the marketisation of education. The study's objective was to determine the challenges teachers face in giving equal opportunities to poor and minority students due to the marketisation of education. There are some gaps caused by digital divides and government withdrawal from funding for public schools since the early 1990s when ESAP was embraced as an economic blueprint. The marketisation of education has negatively affected teacher integrity, sometimes leading to teacher misconduct. In recent years, the professional status of teachers seems to have been compromised. This is probably due to the changing nature of teacher professional work. Modern-day teaching practices are embroiled in an increasing struggle for private gain. Teachers must learn to cross social boundaries to make learning meaningful and relevant for all students.

Keywords: Teachers' challenges, Educational systems, marketisation of education

Novice teachers' challenges and strategies in coping with COVID-19 at a rural school

Vol. 1, No. 1, pp. 7-17. <https://doi.org/10.38140/ijsie.v1i1.1258>


Mbhele Thobeka 

Abstract— The study was undertaken to investigate and understand the challenges and strategies of novice teachers in coping with COVID-19 at a rural school. The researcher observed and experienced many challenges during the first year of teaching, including stress, anxiety, depression, lack of support, and lack of collaboration with teammates. This study explores the challenges faced by novice teachers in coping with the COVID-19 pandemic at a rural school. The study employed a qualitative approach, interpretive paradigm, and case study design. Four high school novice teachers participated in this study. Guided by ethical considerations in research, semi-structured interviews were used to collect data. This study used narrative analysis to analyse data from the participants. This study found overcrowded classrooms, heavy workloads, lack of resources, lack of support, tribalism, lack of orientation, lack of discipline, lack of knowledge of subject content, and pressure from school administration as challenges encountered by novice teachers during COVID-19. This study also revealed frustration, discouragement, insomnia, and mood swings as the effects affecting novice teachers' well-being. In conclusion, novice teachers applied different strategies to deal with challenges during COVID-19. The Department of Education in Free State should provide mobile classrooms so learners are comfortable and enjoy the lesson, and teachers can also move around when presenting a lesson. The government must develop supportive social networks and proper orientation for novice teachers to limit the lack of support.

Keywords: Novice teachers, COVID-19 pandemic, Rural school

Basotho learners' challenges affect effective learning in a rural high school during the COVID-19 era

Vol. 1, No. 1, pp. 18-24. <https://doi.org/10.38140/ijsie.v1i1.1260>

Mofokeng Mantwa 


Abstract— The learning process depends on decisions and constant assessments obtained from what is learned and how it is learned, the support given to access knowledge or concepts, and whether what is remembered by learners is correct. However, this process was disrupted in the COVID-19 era as there was rapid spread of COVID-19. This study investigates the challenges influencing effective learning among Basotho learners in a rural high school in the Mofutsanyane District. This study used a qualitative approach through a case study design. Participants were chosen purposefully, including the learners, parents or guardians, teachers, school governing body, school-based support team, and school management team members. Data were collected through in-depth semi-structured interviews. The narrative results indicated that Basotho learners encountered various challenges, including failure of learners to attend online classes, absenteeism, poor internet connection, and declining performance. They experienced academic pressure, inadequate curriculum coverage, a knowledge gap in the next

grade, and the learners transitioning to virtual learning. All these challenges affected learners' learning process due to transiting, which had to happen and did not favour all the learners' family backgrounds.

Keywords: Effective learning, Basotho learners, Rural high school, COVID-19 pandemic

Dropping out of learners with hearing impairment from inclusive classes in urban schools in Bulawayo

Vol. 1, No. 1, pp. 25-31. <https://doi.org/10.38140/ijsie.v1i1.1269>

Loveness Dube 

Abstract—This study explored factors contributing to the dropping out of learners with a hearing impairment from inclusive classes. It used the interpretivism theory to extract rich data and the qualitative research approach to conduct the study. A case study was used as a research design. In this study, participants were purposively selected. Semi-structured interviews, observations, and document analysis were used to collect data. The findings from the study revealed the challenges encountered in the teaching and learning of learners with hearing impairment. These include curriculum adaptation, social interaction with peers, negative attitudes of teachers and hearing learners, parental involvement, communication barriers, lack of interpreters, high learner ratio, and lack of resources. The findings further revealed that some opportunities are being gained by learners with hearing impairment in inclusive classes, such as access to a wider curriculum, social interaction, enhanced communication, and learning in local schools. However, challenges seemed to outweigh the opportunities gained by learners with hearing impairment, compelling them to drop out of inclusive classes. Therefore, the study gave some recommendations to help curb the dropping out of learners with hearing impairment from inclusive classes. These include allocating more resources in inclusive classes to address the problem of inadequate materials and the fact that government policies on inclusion should be made available to all educators and fully implemented. In addition, supervision, monitoring, support from parents, and evaluation of the system should be done to facilitate the learning of learners with hearing impairment in inclusive classes.

Keywords: Dropping out, Learners with hearing impairment, Inclusive classes, Urban schools

Exploring teachers' experiences in teaching learners with Dissociative Identity Disorder at rural schools in the Amajuba district KwaZulu-Natal

Vol. 1, No. 1, pp. 32-39. <https://doi.org/10.38140/ijsie.v1i1.1278>

Nelly Mokoena 

Abstract—This study aims to investigate how Dissociative Identity Disorder (DID) affects learners' academic achievements, engagements, and overall school experience. The objectives were to identify the prevalence of DID among learners in rural KwaZulu-Natal schools, examine the impact of DID on their academic performance, and explore interventions that could support affected learners. The study gained qualitative insight from interviews and focus groups involving learners, teachers, and psychologists. This comprehensive method facilitated a nuanced understanding of DID's effects on learning and academic outcomes. Results indicated a significant correlation between learners with DID and lower academic performance when compared to their peers without DID. Qualitative findings revealed that dissociative episodes, memory lapse, and the psychological stress associated with Dissociative Identity Disorder adversely affected learners' participation in class, homework completion, and exam performance. The study further found a general lack of awareness and resources in rural schools to effectively support learners with DID, compounding the challenges they face. The study concludes with several key findings: the need for targeted training for educators in identifying and supporting learners with DID, the importance of integrating psychological support within the school system, and the potential benefits of personalised learning plans for affected learners. The focus should not merely be on academic performance but on creating a holistic experience where every learner, regardless of their challenges, feels included and valued. The study calls for further research and strategies to identify and address dissociative symptoms in learners.

Keywords: Teachers' experiences, Learners with DID, Rural schools

Fostering an enabling environment for Learners with Special Needs in rural primary schools in Lesotho

Vol. 1, No. 1, pp. 40-47. <https://doi.org/10.38140/ijsie.v1i1.1280>

Lelecha Lebona , Mohapi Monyane  and Kananga Robert Mukuna 


Abstract—Successful inclusion of Learners with Special Educational Needs in mainstream teaching and learning is a challenge globally. This study explores fostering an enabling environment for Learners with Special Educational Needs in rural primary schools in Lesotho. Data for the study were collected using a qualitative approach using a case study design, and analysis was done through Thematic Analysis. Thirteen teachers from two primary schools in the rural community and two officials from the Ministry of Education and Training purposively were selected in Lesotho and participated in this study. Focus group discussions and one-on-one semi-structured interviews were used as instruments for data collection. Thematic results showed that teachers' inflexibility hindered the creation of an enabling environment in terms of infrastructure and poor allocation of resources, which were critical challenges to support LSEN in their daily teaching and learning activities. The results revealed that not enabling environments and the unavailability of relevant resources increase the number of dropouts in schools among LSEN. The results further revealed that the lack of pertinent training for regular

teachers to help special education learners succeed effectively handicapped the education of LSEN in mainstream teaching and learning. Therefore, the study recommends that teachers be given continuous workshops by MoET and in-service training to fill the gaps in special education programmes and produce teachers who can be relevant in inclusive teaching and learning in Lesotho's primary mainstream schools, particularly rural schools.

Keywords: Inclusive education, Visual impairment, Academic performances, Enabling environment, Learners with Special Educational Needs

Effectiveness of guidance and counselling in promoting learners' academic success in rural secondary schools, Vhembe district

Vol. 1, No. 1, pp. 48-51. <https://doi.org/10.38140/ijsie.v1i1.1281>

Khathutshelo Muluvhu-Malanga 

Abstract—Guidance and counselling is an enterprise that promotes learners' performance globally and internationally. However, its effectiveness is not given enough attention since learners continue performing poorly in South Africa. This study investigates the effectiveness of guidance and counselling as an enterprise for promoting learner performance in rural secondary schools of Limpopo province. It used a qualitative approach. Twelve participants were purposively selected, such as ten educators' guidance who were interviewed telephonically. The results showed that life orientation teachers agreed that guidance and counselling are an enterprise that promotes learners' performance. It concluded that if guidance and counselling are implemented effectively, learners' performance in rural areas will improve. The study recommends that the Department of Education should promote the implementation of guidance and counselling by reviewing areas of guidance and counselling that need to be strengthened in rural areas.

Keywords: Guidance and counselling, Guidance versus Counselling, School counsellors, Life orientation teachers, Learners' Academic success

Teachers' and principals' challenges in implementing Life Skills Education at secondary schools in Lesotho

Vol. 1, No. 1, pp. 52-57. <https://doi.org/10.38140/ijsie.v1i1.1284>

Nthofela Tsiu 

Abstract—Lack of training complicates the teaching and learning process. This study explores teachers' and principals' challenges in implementing Life Skills Education (LSE) at secondary schools in Lesotho. Few graduate teachers received short-term training on LSE; hence, most teachers already practising in schools cannot teach LSE. The findings also revealed that teachers encountered challenges implementing LSE in Lesotho secondary schools. The results indicated that teachers feel troubled when teaching LSE for multiple reasons. These include the lack of skills of unqualified teachers and teachers' lack of confidence and interest. As a result, teachers turn to inappropriate teaching methods. The results indicated that sexuality education and HIV and AIDS could challenge the delivery and implementation of LSE schools. Thus, teachers need to acquire appropriate training and teaching methods in LSE.

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

Teachers implementing Zimbabwean sign language regulatory frameworks for deaf learners in special schools

Vol. 1, No. 1, pp. 58-68. <https://doi.org/10.38140/ijsie.v1i1.1289>

Reward Wedzero Chegovo 

Abstract—Effective implementation of sign language-based instruction is crucial for providing quality education to deaf learners at special schools. Teachers experienced challenges to effectively implement sign language policies for the deaf learners in Zimbabwean special schools. However, this study explores how teachers implement sign language regulatory frameworks for deaf Learners in special schools. Drawing on qualitative data from teachers, headmasters, school inspectors, and psychologists. The findings revealed critical gaps in the in-service training and professional development opportunities available to teachers serving deaf learners. Despite teachers reporting difficulties with sign language fluency and inadequate understanding of deaf culture and pedagogy, the study found a disconnect between teachers' expressed needs and the perspectives of district-level officials, who often did not perceive additional training as necessary. The study further highlights the heavy reliance on support from external donor organisations and NGOs to provide teachers with limited sign language workshops and resources. This overreliance on precarious external funding sources compromises the sustainability and scalability of professional development initiatives. The study's implications call for a comprehensive, government-led strategy to ensure all teachers in deaf schools receive robust, long-term training in sign language, deaf education methodologies, and deaf cultural competence. Strengthening the capacity of the teaching workforce is essential for upholding the rights of deaf learners to receive instruction in their primary language and achieving meaningful implementation of sign language policies. This study contributes vital empirical evidence to inform policy reforms and teacher training programmes to support using Zimbabwean Sign Language as a medium of instruction for the deaf.

Keywords: Sign language policies, Deaf learners, Mother tongue, Special schools, Policy implementation, Total communication

Exploring selective learning in enhancing effective learning interest among grade 10 learners in schools in the Motheo district

Vol. 1, No. 1, pp. 69-75. <https://doi.org/10.38140/ijsie.v1i1.1309>

Katlego Mabulana^{ORCID} and Kananga Robert Mukuna^{ORCID}

Abstract—Teaching and learning in South Africa has been a concern. Schools have inflexible curriculum to accommodate learning interests of the learners. This causes numerous disadvantages to learners, such as dropping out, unstable teaching and learning environments, lack of readiness for higher education, and many more. The study explores how selective learning could enhance effective learning interest among grade 10 learners at schools in the Motheo district, Free State province, South Africa. Selective learning is the learner's decision to select and learn relevant subjects within the curriculum framework, guided by one's learning interest. This study adopted a qualitative approach and used a qualitative case study research design and interpretive paradigm. Semi-structured interviews with open-ended questions were used as a data collection instrument. Eight participants were purposively selected from two high schools. Participants were teachers from rural and urban-based schools with more than two years of teaching experience. Thematic analysis was used to analyse qualitative data. The results showed that selective learning could enhance effective learning interest by creating tolerable learning, enhancing cognitive skills, engaging teaching and learning, and creating academic excellence. Thus, this study concludes that selective learning can enhance effective learning interest among grade 10 learners in schools in the Motheo district of the Free State province.

Keywords: Selective learning, Effective learning interest, Grade 10 learners, Schools

Exploring student teachers' stressors in teaching practice in the COVID-19 era in Masvingo District, Zimbabwe

Vol. 1, No. 1, pp. 76-85. <https://doi.org/10.38140/ijsie.v1i1.1318>

Marvelous Marenzenya^{ORCID}

Abstract—This study explores student teachers' resilience in teaching practice in the COVID-19 era in Masvingo District, Zimbabwe. More specifically, the study was intended to gain insights into the significant teaching practice COVID-19-induced teaching practice stressors. This research study contributes new knowledge to the ongoing discourses about student teachers' resilience in teaching practice in the COVID-19 era. To explore student teachers' resilience on teaching practice in COVID-19 era, the study employed a qualitative social constructivist approach through a phenomenological research design. Data were generated through focus group discussions and in-depth semi-structured interviews. One teachers' college was conveniently sampled, and twenty-one student teachers and six student teachers' mentors were purposively sampled from three primary schools in Masvingo District, Zimbabwe. Data were analysed using Interpretive Phenomenological Analysis. The thematic findings revealed that student teachers teaching practice in the COVID-19 era are subjected to teaching practice stressors induced by the COVID-19 pandemic, such as fear of contracting the COVID-19 virus, illness, isolation, stigmatisation and death, anxiety, uncertainty, hopelessness, economic hardships, prolonged teaching practice period, school closures, transference of face-to-face teaching to online learning. Finally, thematic results revealed that the capacity for resilience can be developed during initial teacher preparation, so the study recommends that the teacher education curriculum include a module on resilience.

Keywords: COVID-19, Resilience, Student teacher, Student teacher's mentor, Teaching practice, Teacher resilience, e-learning

Supporting learners with autism spectrum disorders in Lesotho primary schools: Challenges and possible solutions

Vol. 1, No. 1, pp. 86-92. <https://doi.org/10.38140/ijsie.v1i1.1338>

Mohapi Augustinus Monyane^{ORCID}

Abstract—Supporting learners with Autism Spectrum Disorders (ASD) in schools is one of the vital responsibilities of teachers. This paper focused on exploring the challenges encountered by teachers in fulfilling their role of supporting learners with ASD within mainstream primary school settings in Lesotho and designing strategies that can overcome these challenges. This qualitative study draws on a purposive sample of fourteen participants (two principals, six teachers, and six parents) who have experience working with learners with ASD within two primary schools that practice inclusive education in Lesotho. Data were collected with individual interviews and observations to conduct an in-depth investigation of the study. Thematic results showed that inadequate knowledge in managing the behaviours of learners with ASD, negative attitudes towards learners with ASD, lack of parental involvement, and lack of access to physical, human, and financial resources in primary schools as the significant challenges faced by teachers when supporting learners with ASD in Lesotho regular primary schools. Hence, the paper recommends continuous professional development training workshops and seminars for teachers. Also, there is a need for more autism screening tools and academic resources, as well as effective collaboration among teachers, parents, and professionals to enhance adequate support for learners with ASD in mainstream schools.

Keywords: Mainstream classrooms, Primary teachers, Autism spectrum disorder, Lesotho

Relationship between teachers' self-efficacy and age, gender, and marital status among teachers at rural high schools

Vol. 1, No. 1, pp. 93-98. <https://doi.org/10.38140/ijsie.v1i1.1366>

Dieketseng Nonhlanhla Mbongo 

Abstract— This study determines the relationship between teachers' self-efficacy and age, gender, and marital status among teachers at rural high schools in the free state. To measure the effect of demographic variables in efficacy Influence, decision making, efficacy to Influence School Resources Instructional Self-Efficacy, disciplinary self-efficacy, efficacy to enlist parental Involvement, efficacy to enlist Community Involvement in. To establish the correlation between variables this study used quantitative method, and Bandura Teachers' Self-efficacy questionnaire. Participants were randomly selected in the Thabo-Mofutsanyane district Free State rural high schools. Descriptive research design was used to interpret the findings concluded no significant relationship between teacher self-efficacy and age, gender, marital status. This means that teachers' self-efficacy could not depend on demographic variables.

Keywords: Age, Gender, Teachers' self-efficacy, School adversities.

Disseminating our knowledge in an inclusive society: An inaugural editorial statement

Vol. 1, No. 1, pp. 99-104. <https://doi.org/10.38140/ijsie.v1i1.1395>

Kananga Robert Mukuna 

Abstract— Inclusive research is essential at all stages of research, including data collection and dissemination. This essay investigates how current literature and the practical application of inclusive practices in the academic setting illuminate this critical but often overlooked aspect of research. It offers the South African policy of Working Paper 6 (WP6) to clarify how the principle and policy of education for all learners can be implemented in inclusive societies and development, which confront various obstacles due to psychosocial issues. It discourses the purpose of the South African Policy of WP6 and its discourses in multiple contexts by adopting innovative and more inclusive techniques for dissemination, intellectual and developmental disability research, and analysis that can reach far beyond the academic walls. It finally discusses barriers to inclusive dissemination and methods to overcome them. Even though further research needs to be explored in this regard, this article would be beneficial to scholars to champion and implement inclusivity to make research more meaningful and accessible to all who are affected by any form of exclusion and discrimination in our society.

Keywords: Disseminating knowledge, Inclusive society, Inclusive education

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