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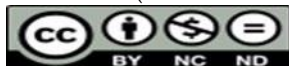
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**International Journal of Studies in Inclusive Education**

Abstracts, 1-10. <https://doi.org/10.38140/ijisie.v1i2.1597>

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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

### Conducive conditions for curriculum practice in teaching accounting at a rural school in the KwaZulu-Natal

Vol. 1, No. 2, pp. 1-7. <https://doi.org/10.38140/ijse.v1i2.1397>

Ajuma Walusa<sup>[ORCID](#)</sup> and Molaodi Tshelane<sup>[ORCID](#)</sup>

**Abstract**—The education landscape constantly evolves and brings new challenges and opportunities in teaching practices, particularly in specialised subjects such as accounting. The curriculum's adequacy and delivery significantly influence learners' preparedness for professional pathways and academic advancements. This paper presents a theoretical overview of the conditions conducive to practical curriculum practice in accounting instruction. Building on a synthesis of educational theories and empirical studies, we posit that a multidimensional approach incorporating pedagogical, contextual, technological, and evaluative components is necessary to align accounting education with the demands of the contemporary business environment. In recent years, discourse on teachers' content knowledge, pedagogy knowledge, and pedagogical content knowledge and their influence on learners' learning outcomes has garnered increasing attention from various stakeholders in the education sector. The theoretical framework we propose aims to support teachers and curriculum developers in fostering educational experiences that enhance learners' engagement and understanding and in applying accounting principles in a multifaceted world. Key to this framework is the integration of technology in pedagogy, the responsiveness of curriculum content to market needs, the adoption of diverse and inclusive teaching methods, and a continuous feedback mechanism to refine teaching strategies. This overview serves as a guide for promising practices and a catalyst for further research on optimising accounting education in a rapidly changing economic landscape.

**Keywords:** Curriculum practice; Content knowledge; Pedagogical knowledge; Pedagogical content knowledge; Accounting education

### Foundation phase teachers' experiences in teaching Physical Education at a primary school in the COVID-19 era in the Motheo district, Free State, South Africa

Vol. 1, No. 2, pp. 8-11. <https://doi.org/10.38140/ijse.v1i2.1439>

Patrick Mweli<sup>[ORCID](#)</sup> and Lerato Mohale

**Abstract**—Foundation phase teachers encountered challenges when teaching physical education and neglected it during the COVID-19 era. They are sometimes unconfident enough to teach it, and its negligence could affect learners' physical, social, and emotional development. This study explores the experiences of the foundation phase teachers in teaching physical education at school. This employed a qualitative approach and phenomenological research design. The results revealed that foundation phase teachers had experiences and challenges teaching physical education at a primary school during COVID-19 era in the Motheo district, Free State, South Africa. Furthermore, this study recommends teaching and learning support to help teachers and pre-service teachers improve their practice before they become in-service teachers and advocate for physical education.

**Keywords:** COVID-19 era, Physical Education, Parental involvement, Social distancing

### Addressing students with hearing impairment's current state and future needs: Reforming an inclusive science education

Vol. 1, No. 2, pp. 12-15. <https://doi.org/10.38140/ijse.v1i2.1448>

Adeniyi Michael Adeduyigbe<sup>[ORCID](#)</sup>, Anuoluwapo Elizabeth Adeduyigbe<sup>[ORCID](#)</sup>, and Bamidele Emmanuel Tijani<sup>[ORCID](#)</sup>

**Abstract**—This paper advocates for reforming science education to accommodate students with hearing impairment better, highlighting the unique challenges they face in traditional educational settings. Key obstacles include communication barriers, instructional methods primarily relying on auditory cues, and a lack of accessible educational materials. The paper emphasises the necessity of integrating visual learning tools and assistive technologies, which have been shown to enhance comprehension and engagement among learners with hearing impairment. Case studies illustrate successful implementations of inclusive practices, showcasing the positive impact on academic outcomes and social integration. However, significant limitations persist, including insufficient resources, inadequate teacher training, and budget constraints that hinder the effective use of technology. The paper concludes by urging educators, policymakers, and stakeholders to take immediate action toward creating more inclusive science classrooms, ensuring equitable access to quality education for all students.

**Keywords:** Classroom interaction, Equity in education, Inclusive education, Students with hearing impairment, Science Education

### Exclusion within the inclusion practices of learners with hearing impairment in inclusive schools: A systematic review

Vol. 1, No. 2, pp. 16-20. <https://doi.org/10.38140/ijse.v1i2.1482>

Salimini Mbazi<sup>[ORCID](#)</sup>, Patrick Ojok<sup>[ORCID](#)</sup>, and Stackus Okwaput<sup>[ORCID](#)</sup>

**Abstract**—This systematic review examines the exclusion within the inclusion practices of learners with hearing impairment (LwHI) in inclusive schools. Four databases, Google Scholar, PubMed, EBSCO-host, and Research Gate, were used. The study was guided by the 5W+1H framework for systematic review. The search was conducted in September 2024, and the searching strategies were Boolean operators (AND, OR, and NOT) and proximity operators (SAME and NEAR). Eligibility of the studies was ensured using PRISMA guidelines, and the reviewed studies were appraised using the Critical Appraisal Skills Programme (CASP). The database search

identified 108 studies; only 27 were eligible for the study after screening. The reviewed studies were analysed narratively, and no statistical data were presented in the results. Based on the established research questions, it was revealed that the availability and use of hearing assistive devices like hearing aids and cochlea implants, support services from audiologists and speech therapists, use of total communication, use of teaching aids, provision of extra time when teaching LwHI, the low pace of teaching and use of inclusive instructional and assessment strategies are some of the inclusion practices in inclusive schools. In contrast, negative attitudes towards LwHI, use of exclusive instructional and assessment strategies, rigid curriculum, poor seating arrangement, and inadequate skills in sign language are the critical exclusion practices that hinder the inclusion of LwHI in inclusive schools. This review highlights that exclusion practices exist because of the poor preparation of teachers to teach in inclusive schools and poor infrastructures in inclusive schools.

**Keywords:** Systematic review: Exclusion, Inclusion practices, Inclusive schools, Learners with hearing impairment, Disabilities

## Phenomenon of differentiation as a basic condition for inclusion in primary education

Vol. 1, No. 2, pp. 21-28. <https://doi.org/10.38140/ijsie.v1i2.1486>.

Monika Semrádová 

**Abstract**—Study focuses on the current trend of increasing the quality of education, which brings with it increased demands on teacher competences in the implementation of differentiated instruction for primary students from the very beginning of schooling. The key subject of the study investigation is the inclusive concept of differentiated instruction, which represents a complex modification of the educational content, process, product and evaluation of the educational process. According to the Strategies of Educational Policy of the Czech Republic until 2030+, ensuring comparable and high-quality teaching in primary schools by introducing internal differentiation and individualization is a key strategy for improving the quality of teaching of heterogeneous collectives. However, teachers are not sufficiently prepared for this reality and there is very little relevant literature. Using a qualitative Study design that includes participant observation and semi-structured interviews with seven teachers from three regions of the Czech Republic, this paper seeks to systematically map the implementation of these pedagogical strategies in the years 2021-2023 with first- and second-year primary students in the subjects of Czech language and mathematics. A multi-case study of seven teachers presents a longitudinal study of the implementation of differentiated teaching strategies with a focus on its inclusive concept, which is reflected in all components of the educational process. This dissertation highlights the urgent need for further Study in this critically important area, especially considering the lack of exploration of pedagogical means of differentiation and individualization in the Czech Study field.

**Keywords:** Internal differentiation, inclusive education, pedagogical means of differentiated teaching, individualisation

## Teachers' pedagogical practices for including learners with Cerebral Palsy at a primary school in the Chipinge District, Zimbabwe

Vol. 1, No. 2, pp. 29-36. <https://doi.org/10.38140/ijsie.v1i2.1486>.

Erinet Mambwerere  and Loveness Dube 

**Abstract**—The study explored the teachers' pedagogical practices for including learners with cerebral palsy (LCP) in inclusive classrooms in the Chipinge District in Zimbabwe. It adopted a qualitative approach rooted in the interpretative research paradigm. It used a phenomenological research design to analyse data. Individual semi-structured interviews, non-participant observation of lesson delivery, and document analysis were used for data collection. Nine participants were purposively sampled. Data was analysed using interpretative phenomenological analysis. The results showed teachers' various pedagogical practices when teaching LCP. These include differentiation of time and tasks, consultation and partnership, learner-centered learning, and embracing technology. The results also revealed that positive reinforcement, teaching social skills, knowing individual learners, and creating a psycho-social environment foster the inclusion of LCP in general classrooms through enhanced respect and acceptance of all learners. Challenges, which include teacher's lack of skills and knowledge, human and material resources, and lack of skills and knowledge, were seen to be hindering the effective inclusion of LCP. Recommendations include stakeholders pursuing rights-based inclusive education awareness and parental educational programmes and providing appropriate human and material resources.

**Keywords:** Learners with Cerebral Palsy (LCP), Pedagogical practices, Inclusive education, Disability

## Exploring deaf student teachers' academic experiences at a teacher training college in Rwanda

Vol. 1, No. 2, pp. 37-43. <https://doi.org/10.38140/ijsie.v1i2.1543>

James Maizere 

**Abstract**—From Eugenics to the institutionalisation period, Deaf students were discriminated against. Their education in African countries is minimal, especially in tertiary institutions, including Rwanda. The study explored the academic experiences of deaf student teachers at a Teacher Training College (TTC) in Rwanda. It used the interpretive paradigm and qualitative research approach. The study employed a narrative case study. The study population comprised two TTC administrators, two deaf student teachers, all the sixteen tutors who taught the deaf student teachers, and two library workers. One TTC administrator, two deaf student teachers, one teacher, and one library worker were purposively sampled, comprising five participants. The study found that the TTC did not have resources to educate deaf student teachers. The study also found that the tutors and the deaf student teachers relied on detailed notes, handouts, and an interpreter. It also found that deaf student teachers preferred Rwandan Sign Language because they had no communication options. The study recommended that the Rwanda Basic Education Board should provide resources for the education of deaf

student teachers. Moreover, the Department of Special Needs and Inclusive Education should have a viable Rwandan Sign Language group to educate the hearing TTC community on Rwandan Sign Language.

**Keywords:** Academic experiences, deaf student teachers, Rwandan Sign Language, Special Needs and Inclusive Education, Teacher Training College

## Enhancing personal development of learners with disabilities through pedagogical practices: Teachers' perspectives in the High Glen district, Zimbabwe

Vol. 1, No. 2, pp. 44-51. <https://doi.org/10.38140/ijsie.v1i2.1549>

Loveness Dube<sup>ORCID</sup>, Liana Musekiwa<sup>ORCID</sup>, and James Maizere<sup>ORCID</sup>

**Abstract**—One of the most critical tasks of special and inclusive education in the current context of education system reform is the social and pedagogical support of children with disabilities to enhance personal development. The personal development of learners with disabilities is a critical area of focus in contemporary education. The study explored the pedagogical practices used to improve the personal development of learners with disabilities in inclusive classes. It adopted an interpretive paradigm, a qualitative research approach, and a case study research design. Fourteen participants were purposively selected from the population: head teachers, teachers, and learners with disabilities of two schools in the High Glen district, Zimbabwe. This study collected data from semi-structured interviews, observations, and focus group discussions. Data were analysed through thematic analysis. Results indicated that positive reinforcement, individualised instructions, creating relationships, engaging learners in different roles and activities, promoting learner-learner, and using role models could be considered pedagogical practices to enhance the personal development of learners with disabilities. The results also found the challenges in implementing these practices, such as the lack of teachers' frustrations and government and parental support. This study recommended that all stakeholders, including the government and the parents, provide support systems for learners with disabilities.

**Keywords:** Learners with disabilities, Pedagogical practices, Personal development, Teachers' perspectives

## Active partnership, community engagement, and intersectoral collaboration are needed to enhance the successful implementation of inclusive education at full-service schools

Vol. 1, No. 2, pp. 52-55. <https://doi.org/10.38140/ijsie.v1i2.1573>

Mokwena Morelle<sup>ORCID</sup> and Glory Maria Morelle<sup>ORCID</sup>

**Abstract**—This study outlines the aftermaths of active participation, community engagement, and intersectoral collaboration in enhancing the successful implementation of inclusive education at full-service schools. It also discusses the maximum support schools need to cater to the needs of learners with learning barriers. It employed a qualitative approach, where teachers from full-service schools were interviewed. Senior Education Specialists were also engaged in the study as they are the cornerstones in enhancing the successful implementation of inclusive education in full-service schools. Data were analysed by content analysis. This study found active partnership, community engagement, and intersectoral collaboration as factors that could enhance the successful implementation of inclusive education in full-service schools.

**Keywords:** Collaboration, Full-service schools, Inclusive education, Learning barriers, Special education needs

## Preparation of pre-service teachers for English first additional language teaching: A Literature review approach

Vol. 1, No. 2, pp 56-67. <https://doi.org/10.38140/ijsie.v1i2.1574>

Nomfundo Philile Nkala<sup>ORCID</sup>

**Abstract**—Pre-service teachers in English First Additional Language (FAL) preparation programmes are designed to skill with knowledge so they become competent teachers. This study underpinned the historical development of English language teaching in South Africa and preparing pre-service teachers for English FAL teaching in schools. It highlighted the role of higher education institutions in preparing pre-service teachers for English language teaching and the importance of teacher education curriculum and pedagogy. It discussed the teaching and learning of the English language and presented some approaches used for English language development in teacher education. It finally recommends extending the practicum period for greater exposure to natural classroom environments and ensuring that the qualification requirements are uniform so that teachers are adequately prepared to teach in different school contexts. Pre-service teachers must be exposed to speaking and presenting so they do not get overwhelmed in crowded classrooms.

**Keywords:** English First Additional Language, Pre-service teachers, Teaching and learning, Teacher education

## Exploring the attitudes of girl learners with physical disabilities towards education in Kisumu, Kenya

Vol. 1, No. 2, pp 68-71. <https://doi.org/10.38140/ijsie.v1i2.1581>

Janet Anna Odhiambo<sup>ORCID</sup>

**Abstract**—The study explored the attitudes of girl learners with physical disabilities (GLwPDs) toward their education. It adopted a descriptive exploratory design within a qualitative approach. Fifty participants including eighteen GLwPDs, twenty of their parents, ten teachers in a special school for the physically challenged, and two opinion leaders participated. They were selected through convenience and purposive sampling techniques. Data were collected through interviews, focus group discussions and document analysis. The thematic findings revealed that GLwPDs had negative attitudes toward their education. Comparing the girls with physical disabilities to their non-disabled peers, most parents are reluctant to take them to school.

**Keywords:** Attitudes, Education, Girl learners with physical disabilities

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