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International Journal of Studies in Psychology

ABOUT THE JOURNAL IJSPSY

VISION OF THE JOURNAL

Our vision is "promoting our knowledge at the international exposure."

SCOPE AND AIM OF THE JOURNAL

The International Journal of Studies in Psychology is a peer-reviewed, international (diversity) multidisciplinary research journal in psychological studies. The IJSPSY is peer-reviewed, online, and open-access (OA) three times a year. It is supported by an editorial board team comprising experts in all psychology disciplines from various countries. It is an international refereed e-journal and aims to propagate innovative research and eminence in knowledge. It has become a prominent contributor to research communities and societies. It further makes the bridge between research and development.

The IJSPSY is a psychology publication in the Global Association of Educational and Research in Psychology. It relies on vast theoretical, practical, and thematically scholarly psychology, including unpublished research in human behavior issues. These include indigenous psychology, mental well-being, Community developmental psychology, educational psychology, psycholinguistics, and inclusive education.

The International Journal of Studies in Psychology (e-ISSN: 2710-2327, p-ISSN: 2710-2319) is a blind, peer-reviewed, fully open-access journal providing an advanced platform and opportunities for psychological-related research outputs. The Editorial Board welcomes empirical, conceptual, academic, and theoretical articles critically analyzed and interpreted in all its holistic (general psychology): individual human behaviors, social, well-being, mental health, physiological, emotional, indigenous psychology, mental well-being, educational psychology, psycholinguistic, and inclusive education. The scholarly articles must be prepared, treated, and interpreted with the same academic rigor expected of academic research. IJSPSY aims to provide an interdisciplinary forum for scholars, publishing professionals, librarians, and others to communicate original investigations that address 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 toward responsible research and innovation, the globalization of research, the emergence and inclusion of new or previously excluded stakeholders, and the advent of open science are reshaping the scope and nature of scholarly publishing. 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.

ABSTRACTS

Vol 3, No. 1, pp 45-54. <https://doi.org/10.38140/ijpspy.v3i1.911>

In-service teachers' training needs in implementing life skills education in rural secondary schools in Lesotho

Mamolefe Ntelo

Abstract—The teachers' preparation in teaching and learning Life Skills Education is crucial in the education system in Lesotho. This study explores the teachers' training needs in implementing Life Skills Education at rural secondary schools in Lesotho. The study adopted qualitative interpretivism and phenomenological research design. Eight LSE teachers and principals were chosen randomly from four schools. Telephonic semi-structured interviews were used for data collection. The thematic results revealed that teachers were not trained to teach LSE and needed in-service courses. The findings yielded that the teaching and learning of LSE must be enhanced in secondary schools. Thus, it recommended that the Ministry of Education facilitate and broaden in-service training of LSE teachers and provide a framework for guiding the contents of LSE. The curriculum developers would find the research helpful as they reflect on the extent to which the objectives were achieved for the subject.

Keywords: Principals, Teachers, Implementation, Life Skills Education, and Teacher training needs

Vol 3, No. 1, pp 38-44. <https://doi.org/10.38140/ijpspy.v3i1.909>

Career adaptability and emotional intelligence on work engagement among employees: a theoretical approach

Amanda Sonjina Swartz

Abstract—This paper investigates a theoretical approach to career adaptability and emotional intelligence on work engagement among employees in the Education sector. This paper presents a theoretical framework of the career construction theory of career adaptability. It discusses the literature review on career adaptability, emotional intelligence, and employee engagement as conceptual literature. This paper ensures that readers, scholars, and researchers get the values, knowledge, and skills necessary to lead successful lives and contribute to the growth of the education sector in South Africa. It advocates for providing every scholar in school and the classroom with a high-quality education.

Keywords: Career adaptability, Emotional intelligence, Work engagement

Vol 3, No. 1, pp 28-37. <https://doi.org/10.38140/ijpspy.v3i1.901>

Exploring barriers to learning hindering Learners with albinism' academic achievement at schools in the Masvingo district in Zimbabwe

Margaret Machingambi

Abstract—This study explores the barriers to learning that hindered the academic achievement of learners with albinism in inclusive schools in the Masvingo district in Zimbabwe. These include lack of sunscreen lotions, learning equipment, peer inequality, parental involvement, peers' unacceptance, protective clothing, and inclusion in mainstream schools. A qualitative case study approach was employed in this study. Ten participants were purposively selected. All the participants were from four different High Schools in Masvingo District. Semi-structured interviews were conducted during data collection. Thematic analysis was used to analyse data. The results revealed that Learners With Albinism (LWA) lack sunscreen lotions and adequate learning equipment, peers do not accept them, stigmatisation, and they have unequal feelings. Furthermore, LWA lacked parental involvement, sufficient safety provisions, and sharing of confidential information. The findings also revealed that negative attitudes of teachers, abuses from the community, poor quality family care, and LWA face challenging moments. All the findings mentioned above are barriers that hinder their academic achievements. This study recommends the government supply sunscreen lotions to LWA, provide school learning equipment, and sponsor psychosocial support camps.

Keywords: Hindering, Stigmatisation, Academic achievement, Confidential information

Vol 3, No. 1, pp 22-27. <https://doi.org/10.38140/ijpspy.v3i1.900>

Exploring the understanding of enabling environment for learners with special educational needs in rural primary schools in Lesotho

Mathabo Lebona

Abstract—This study focused on understanding how to enhance learners with special educational needs in rural primary schools in Lesotho. It employed the qualitative case study within an interpretative research paradigm. Data were collected through focus group discussions and one-to-one interviews. Thematic analysis was used to analyze the qualitative data. Thirteen (13) participants were purposively selected from two rural primary schools (School A and School B). School A consisted of seven participants, and School B comprised six participants and two participants from the Ministry of Education and Training (MoET) in the Special Education Unit (SEU). All in all, fifteen participants contributed to this study. The participants were chosen as those with three years or more in teaching LSEN and specialists in special education. The participants comprised two males and thirteen

females aged between 30 and 62. The findings suggested that participants understood the enabling environment for LSEs in rural primary schools in Lesotho. These could be explained by a safe, comfortable, healthy, inclusive setting for playing activities, developing learners' self-confidence and self-esteem, quality education, user-friendly, barrier-free, supportive, and conducive environments where quality education is provided to all learners, regardless of their differences. Therefore, the study helps in identifying the challenges that learners with SEN in rural areas face and how these challenges can be addressed.

Keywords: Enabling learning environment, Inclusive Education, Learners with Special Educational Needs, Rural schools

Vol 3, No. 1, pp 13-21. <https://doi.org/10.38140/ijpspy.v3i1.899>.

Delinquent behaviours influencing learners' academic achievement at secondary schools in nemanwa community, Zimbabwe

Marvelous Marenenyanya

Abstract – This study explores the influence of juvenile delinquent behaviours on learners' academic achievement at secondary schools. This study employed a qualitative interpretive approach through a phenomenological research design. Data were generated through semi-structured interviews. Twenty-four participants were purposively sampled from three secondary schools in Nemanwa Community in Masvingo District, Zimbabwe. Participants involved three school heads, three senior teachers, six disciplinary committee members, and twelve secondary school learners. The thematic findings revealed that pathogenic family patterns, such as juvenile delinquent behaviours could negatively influence the learners' academic achievement. Pathogenic family patterns include broken homes, poverty, orphanhood, domestic violence, divorce, and child-headed families. The results further demonstrated that peer-related delinquent behaviours such as violence, substance abuse, bullying, prostitution, disobedience, absenteeism, and peer influence could influence learners' academic achievement negatively or positively. This study recommends that parents, teachers, law enforcement agents, policymakers, human rights organisations, and the community should work hand in hand to curb delinquent behaviours and promote academic achievement at secondary schools.

Keywords: Juvenile Delinquency, Academic Achievement, Delinquent behaviours, learners, Secondary School

Vol 3, No. 1, pp 6-12. <https://doi.org/10.38140/ijpspy.v3i1.897>.

Psychosocial factors influencing the academic performance of students at a rural college in the Covid-19 era

Nomthandazo Prudence Zwane, and Kananga Robert Mukuna

Abstract – This study explored the psychosocial factors influencing students' academic performance in a rural college. It employed a quantitative approach through descriptive design. Questionnaires were used as data collection tools. One hundred and fifteen respondents were conveniently and purposively sampled from a rural college. The study used descriptive statistics to determine frequency and percentages to analyse quantitative data. The findings revealed that psychological and social factors could influence the students' academic performance in a rural college. This recommends that postsecondary institutions, TVET colleges, and other higher education institutions develop programs and create student support systems to help enhance academic performance and course completion and manage psychosocial factors.

Keywords: Academic performance, Psychological factors, Social factors, Rural college, Technical Vocational Education and Training

Vol 3, No. 1, pp 1-5. <https://doi.org/10.38140/ijpspy.v3i1.896>.

Challenges of novice teachers in Covid-19 at a rural school in Thabo Mofutsanyane district, South Africa

Refilwe Mpho Mofokeng

Abstract – This study explored the challenges faced by novice teachers during COVID-19 at a selected rural school in the Thabo Mofutsanyane District, Free State province of South Africa. It adopted the qualitative multiple case studies research method to analyse the problem statement comprehensively. Telephonic semi-structured interviews were held involving eight novice teachers (five females and three males) selected from two rural schools. Moreover, an Interpretive Phenomenological Analysis was used for data analysis. The results revealed novice teachers lacked psychological and emotional support services during COVID-19. They became vulnerable to the uncertainty of tomorrow, stress, depression, isolation, anxiety, the need to change to online learning abruptly, and the need to adapt to advanced technology. The results further found that Covid-19 and its related consequences will deteriorate as novice teachers become used to the new norm of doing things. Therefore, it is recommended that decision-makers and school managing bodies should support novice teachers by developing structural support strategies to help improve teacher well-being and mental health. Because without proper coping mechanisms, the negative feelings experienced by teachers could affect rural schools' teaching and learning processes.

Keywords: Covid-19, Novice teachers, Rural schools,

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