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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 It relies on vast theoretical, practical, and thematically scholarly psychology, including unpublished research in human behavior issues.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

Influence of personality disorders on the academic performance of grade 12 learners

Vol. 4, No. 1, pp. 1-8. <https://doi.org/10.38140/ijpspy.v4i1.1029>

Thandekile Setloboko

Abstract – Grade 12 learners in South Africa are under pressure to perform well. In most public schools, they must come early to school and leave late. This pressure might affect their wellbeing if they usually are not cared for. This study explores how the behaviours resulting from personality disorders might affect the performance of grade 12 learners. It adopts a qualitative approach through a phenomenological design. Six participants, three principals, and three SBST members were selected from three secondary schools grades 12, in Phuthaditjhaba, eastern Free State Province, South Africa. The results showed that Behavioural problems caused a lack of discipline at home, a dysfunctional School Based Support Team, paying attention from their peers, and insufficient time to catch up. This study recommends that The School Based Support Team should play its role effectively, especially at the primary school level, to diagnose earlier learners so their profiles can be submitted to secondary schools for more support.

Keywords: Personality disorders, Grade 12 learners

Multisectoral practices supporting deaf learners' academic performance at an inclusive school in Lesotho

Vol. 4, No. 1, pp. 9-14. <https://doi.org/10.38140/ijpspy.v4i1.1049>

Ntloyalefu Justinah Palime and Kananga Robert Mukuna

Abstract – This study explores the relative importance of multisectoral practices from an inclusive school in Lesotho. This study adopted a qualitative approach through a transformative paradigm and participatory design. Thirty-four participants were purposively selected: teachers, sign language interpreters, hearing learners, deaf learners, and heads of departments at an inclusive school in the Leribe district, Lesotho. It employed focus group discussions and collages as instruments for data generation. The findings indicated that multisectoral practices such as the Ministry of Education, non-governmental organisations, neighbouring schools, health centres, and higher education institutions could be the external sources to enhance the academic performance of DLs. This study recommends separate stakeholders work together and accomplish a joint mission through communication.

Keywords: Academic performance, Deaf learners, inclusive school, Multisectoral practices

Exploring teachers' perceptions when supporting learners with dysgraphia and dyslexia in a rural school

Vol. 4, No. 1, pp. 15-28. <https://doi.org/10.38140/ijpspy.v4i1.1057>

Nombuso Tebele and John Chaka

Abstract – Inclusive education remains a cornerstone in advocating for learners with barriers to adequate support. The study explored teachers' perceptions of supporting learners with dysgraphia and dyslexia in a rural school. The study used a qualitative research approach within the interpretivism paradigm and phenomenology design. The study interviewed six foundation phase teachers from a rural primary school. Thematic findings indicate that teachers face challenges supporting learners with dyslexia and dysgraphia. These included classroom overcrowding, lack of parental involvement, and inflexible curriculum. These affected teachers' ability to support these learners at schools. Therefore, teachers still require practical skills and knowledge to help learners with learning barriers at rural schools.

Keywords: Dyslexia, Dysgraphia, Inclusive education, Learning barriers, Rural school

Experiences of male early childhood teachers in primary schools and strategies to increase their recruitment

Vol. 4, No. 1, pp. 29-35. <https://doi.org/10.38140/ijpspy.v4i1.1064>

Mahudi Mofokeng

Abstract – Several studies have highlighted how the teaching profession has been dominated by women and how few men are entering the field. The lack of male educators, especially at the elementary school level, exacerbates this problem. This lack of male teachers for young children is a worldwide issue. The gender gap is equally glaring in South Africa, including in the rural areas, where women comprise much more of the teachers than men in early childhood education (ECE). It aims to explore the experiences of male early childhood teachers in primary schools and strategies to increase their recruitment—five primary schools in Thabo-Mofutsanyane District, Free State, South Africa. A qualitative approach using interpretivism with semi-structured interviews and narratives was used to collect data. Five male teachers in ECE participated in the study. Thematic analysis was used. There are few ECE male teachers in rural schools, so this statement calls for strategies to increase recruitment. Through teacher education programmes, male teachers in ECE can conduct public awareness to actively recruit males or men for professions working with young children. Recruiting significant numbers of men, especially in large teacher education programmes, can contribute to the greater acceptability of men as male teachers in ECE. Teacher

education institutions can become proactive by instituting a programme to recruit and retain male learners. This paper contributes to the importance of promoting gender diversity and gender balance in the early childhood education field.

Keywords: Male early childhood teachers, Primary schools, Narrative approaches, Rural schools

Influence of academic procrastination and school climate on mental health among nursing and Midwifery Students at colleges in Kwara State, Nigeria

Vol. 4, No. 1, pp. 36-40. <https://doi.org/10.38140/ijpspsy.v4i1.1066>

Abdulkareem Hussein Bibire

Abstract— This study examines the influence of academic procrastination and school climate on the mental health of nursing and midwifery students at colleges in Kwara State, Nigeria. It adopted a quantitative approach through a descriptive survey design. This study used a purposive and simple random sampling technique. The sample size was comprised of 800 respondents selected from two colleges in Ilorin and Oke Ode, respectively. Three adapted instruments were used to collect data: academic procrastination, school climate, and psychological well-being. Their validity and reliability were acceptable. The findings of this study revealed that there is a positive influence of academic procrastination on psychological well-being of college of Nursing and Midwifery Students also revealed that the majority of the respondents strongly agreed that there is a strong positive influence of academic procrastination on psychological well-being of college of Nursing and Midwifery Students; it revealed that majority of the respondents strongly agreed that there is a positive influence of academic procrastination and school climate on the mental health of college of Nursing and Midwifery Students. Thus, this study recommended that students develop good study habits, and the school authority should provide a conducive learning environment to enhance students' mental health.

Gender roles in maintaining discipline at a school, South Africa: A case study of teachers

Vol. 4, No. 1, pp. 41-45. <https://doi.org/10.38140/ijpspsy.v4i1.1067>

Bongane Justice Hlatshwayo

Abstract— In South African rural schools, discipline is perceived as a vast masculine challenge that most male teachers find hard to bear. This study states that most of the male teachers' stress that the teaching profession has enormously become a 'feminized'; therefore, male learners suffer due to a lack of male role models. This simply shows that masculinity is somehow centered on homophobia. Male teachers are therefore, forced to enact all manner of exaggerated masculine behaviors and attitudes to ensure that no one gets a wrong idea about them within the classroom. The study intends to focus more on the real impact of maintaining discipline among male teachers. Therefore, the qualitative study shows that the impact of gender roles within classrooms highlights the inequalities of both male and female teachers within schools. Interviews were conducted in one of the South African schools. Four participants (two female and two male teachers) were selected to take semi-structured interviews to generate concrete data. The findings showed that the male teachers fear being exposed as feminine. Male teachers are afraid of being powerless. They should live up to standards to seek approval either in the workplace or often in the classroom, and this leads them to severe consequences. They end up being humiliated in the classroom or workplace.

Keywords: Masculinity, Feminine, Gender roles, Discipline, Humiliation, Teachers

Significance of intra-personal intelligence and academic self-concept as predictors of metacognition

Vol. 4, No. 1, pp. 46-54. <https://doi.org/10.38140/ijpspsy.v4i1.1077>

X Swalaiha and Sameer Babu M

Abstract— This paper emphasizes the importance of comprehending students' metacognition to their intra-personal intelligence and academic self-concept and their intra-personal intelligence. Metacognition is a comprehensive word that includes the structures associated with people's cognitive processes and information. Metacognition refers to an individual's awareness and understanding of their cognitive processes and ability to manage and shape them effectively. Metacognition, academic self-concept, and intrapersonal intelligence are interconnected in educational settings. Metacognition, which refers to the understanding and control of one's thinking processes, significantly influences an individual's perception of their academic abilities and overall self-concept in an academic context. Intrapersonal intelligence, also known as self-awareness and self-management, plays a crucial role in developing and applying metacognitive strategies. This, in turn, significantly impacts academic success and how individuals perceive themselves in educational settings. The authors discuss the importance of studies that examined the correlation between specific variables from Scopus and Google Scholar. A total of twenty-five studies were carefully chosen and thoroughly analyzed. There is a need to explore students' metacognition, specifically focusing on their intra-personal intelligence and academic self-concept as determinants.

Keywords: Intrapersonal intelligence, Academic self-concept, Metacognition, Predictors

Integrating indigenous knowledge into chemistry and science education

Vol. 4, No. 1, pp. 55-58. <https://doi.org/10.38140/ijpspsy.v4i1.1091>

Nathaniel Ayodeji Omilani

Abstract— This paper uses abstract and material evidence to highlight the nexus between Western-made science and African Science. After this, the paper highlighted some of the limitations of both. It advocates the integration of indigenous knowledge into science teaching, most especially in the area of chemistry.

Keywords: Effective Teaching and Learning, Rural Schools, Teachers' Self-Efficacy, COVID-19 Pandemic

Knowledge and attitude of public primary school teachers towards child abuse reporting practices in Nigeria

Vol. 4, No 1, pp. 59-64. <https://doi.org/10.38140/ijpspsy.v4i1.1098>

Deborah Chidubem Adamu and Eytomilope Eniola Alao

Abstract— This study investigated public primary school teachers' level of knowledge and attitudinal disposition towards child abuse reporting practices in Alimosho Local Government Area of Lagos State, Nigeria. A cross-sectional survey research design was used in the study. Three hundred and fourteen (314) teachers were selected at public primary schools in Alimosho, Local Government of Lagos State, Nigeria. The study employed a multi-stage sampling technique; six public primary schools were selected together, and teachers in primary one (P1) to Primary six (P6) constituted the sample for the study. Data collected was analysed using descriptive and inferential statistics via Statistical Package for Social Sciences version 22.0. The results showed that the majority of the public primary school teachers in the study area have adequate knowledge about child abuse as all of them (100%) have heard about child abuse; the proportion of the teachers with a high level of knowledge about child abuse reporting was 95.9%; more of the teachers had moderately high (59.7%) attitudinal disposition towards child abuse reporting; there is no significant relationship between the level of knowledge of teachers and child abuse reporting practices ($r = 0.014$; p -value = 0.806); there is a significant relationship between the attitude of teachers and child abuse reporting practices ($r = -0.179$ at p -value of 0.002); and the relationship between teachers' attitude to child abuse and child abuse reporting practices is indirect (at $r = -0.179$). It was concluded in the study that while some teachers have reported child abuse to child protection services, a large number of them claimed that they would not report it even if they noticed any child being abused.

Keywords: Child abuse reporting practices, knowledge, attitude, and public primary school teachers.

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