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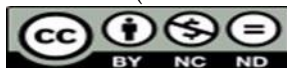
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ABOUT THE JOURNAL IJSSE

VISION OF THE JOURNAL

"Disseminating knowledge to comprehensive, high-quality sex education"

SCOPE OF THE JOURNAL

The IJSSE (e-ISSN: 3079-5729, p-ISSN: 3079-5710) is a double-blind, peer-reviewed, fully open-access journal providing an advanced platform and opportunities for sexuality education-related research outputs. The editorial board welcomes empirical, conceptual, academic, and theoretical articles critically analysed and interpreted in all its holistic approach to Sexuality education: Sexuality comprehensive education, challenges of learners or students within the school context. The IJSSE approaches manuscripts related to the operational guidance for Comprehensive sexuality education. For example, these are based on all individuals' values and human rights as a core component, not an add-on. Thorough and scientifically accurate information about human rights, gender norms, and power in relationships (including consent and decision-making, sexual coercion, intimate-partner and gender-based violence, and sexual diversity); the body, puberty, and reproduction; relationships, communication, and decision-making; and sexual health (including STIs/HIV and AIDS, unintended pregnancy, condoms, and contraception, and how to access health and other support services). It focuses on gender (gender norms and gender equality) as a stand-alone topic and is also infused across other comprehensive sexuality education topics; moreover, such gender content dovetails with efforts to keep girls in school and to promote an egalitarian learning environment. It deals with a safe and healthy learning environment. It consists of effective participatory teaching approaches that help learners personalize information and strengthen their communication, decision-making, and critical thinking skills. It is a youth advocacy and civic engagement programme in program design, empowering learners beyond the curriculum as agents in their own lives and community leaders. It focuses on cultural appropriateness, tailored as needed for distinct subpopulations. The scholarly articles must be prepared, treated, and interpreted with the same academic rigor expected of academic research.

AIMS OF THE JOURNAL


The IJSSE aims to provide an interdisciplinary forum for scholars, publishing professionals, librarians, and others to communicate original research that addresses current issues informed by 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 globalization 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 IJSSE publishes research, reviews, scholarly writings, and reports concerning the inclusion of learners (students) with special learning needs in mainstream classrooms. The IJSSE 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 IJSSE defines Sexuality 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. Therefore, the IJSSE 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 IJSSE is not limited to or slanted toward any specific method of inquiry or analysis, nor quantitative, qualitative, empirical, or rational. Any educational or public institution for nonprofit use may reproduce articles published in the IJSSE. Commercial use of this IJSSE in whole or in part by any means is strictly prohibited. Authors of accepted articles assign the IJSSE 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 IJSSE, they may publish it in any form they wish as long as the IJSSE is acknowledged as the source.

ABSTRACTS

Teachers' attitudes towards the teaching of LGBT learners in the school setting

Vol. 1, No. 2, pp. 1-10. <https://doi.org/10.38140/ijssse.v1i2.1980>


Nontobeko Noxolo Dumakude 

Abstract— This study explores the teachers' attitudes towards teaching LGBT learners in the school setting. It employed a qualitative research approach and a case study design, employing semi-structured interviews for data collection. Four participants, two male and two female teachers, were selected from a primary school in the Eastern Free State, South Africa. The data were analysed using a thematic analysis. The findings revealed that there has been slight progress in the school regarding LGBT issues. Most teachers showed that they have no problem teaching LGBT learners. They make efforts to accommodate and create a safe learning environment for such learners; however, the study also revealed that some teachers who seemed optimistic in creating a safe learning environment for LGBT learners still do not approve of people who are LGBT and hold some strong negative thoughts towards these people.

Keywords: Inclusive curriculum, LGBT Learners, Stigmatisation, Teachers' attitudes

Exploring adolescent learners' perceptions of mental health and behavioural needs in a rural school setting

Vol. 1, No. 2, pp. 11-18. <https://doi.org/10.38140/ijssse.v1i2.2101>

Kananga Robert Mukuna 

Abstract— The rising prevalence of mental health issues, estimated at approximately one-fourth among youth in rural South African schools, is a growing concern. This study investigates how adolescent learners perceive mental health and behavioural problems in a rural school located in the Thabo Mofutsanyana district. It further explores the impact of these challenges on learners' academic performance and overall well-being. Eight participants were purposively selected from a selected high school in the Eastern Free State, South Africa. Using narrative analysis, the study found that adolescent learners demonstrated an awareness of mental health and behavioural issues and identified a link between these challenges and their academic performance. The findings highlight the need for community-based support systems that promote adolescent mental well-being. The study recommends the integration of Western and Indigenous knowledge systems to develop more holistic and culturally relevant mental health interventions for rural youth.

Keywords: Adolescent learners, Behavioural needs, Mental health, Rural school

Exploring factors triggering mental health issues among adolescent learners at a rural school in the Thabo Mofutsanyana district

Vol. 1, No. 2, pp. 19-25. <https://doi.org/10.38140/ijssse.v1i2.2102>


Bokang Mohlomi 

Abstract— It is difficult for an individual to understand mental health issues and their triggers. Mental health affects an individual before birth, in early childhood, in the adolescent stage, and even in adulthood. This study used a qualitative approach through an interpretive paradigm. It used a phenomenological design. Eight participants were purposively and conveniently selected, and they were teachers at a rural school in the Thabo Mofutsanyane district, Free State Province, South Africa. It employed semi-structured interviews as instruments for data collection. It used a narrative analysis to analyse data. This study found that multiple interrelated factors, including home dynamics, teacher behaviour, social violence, trauma, substance abuse, and cultural discrimination, play a critical role in shaping learners' mental health in rural areas. Interventions must be multifaceted and sensitive to these contextual realities.

Keywords: Adolescent learners, Mental health issues, Rural school

Adolescent learners' attitudes towards mental and behavioural health needs at a rural high school

Vol. 1, No. 2, pp. 26-32. <https://doi.org/10.38140/ijssse.v1i2.2103>

Lethukuthula Nkosi 

Abstract— This study explores adolescent learners' attitudes about mental and behavioural health concerns at a rural high school in the Thabo Mofutsanyana district, Free State Province, South Africa. Even though mental health awareness has increased globally, South Africa's rural communities continue to receive inadequate care, especially when it comes to adolescent mental and behavioural health. This study adopted a qualitative approach through an interpretive paradigm and phenomenological design. It employed semi-structured interviews to collect data. Eight adolescent learners were selected from a rural school. The narrative findings revealed that academic pressure, abuse, poverty, peer influence, and social stigma are key contributors to mental health struggles. While some students show knowledge and sensitivity, many still react negatively and with false information. The report emphasises how urgently rural schools require professional psychological care, focused mental health teaching, and the de-stigmatisation of mental health conditions. Based on resilience theory, the study promotes strength-based treatments that empower adolescents in rural areas and foster emotional growth.

Keywords: Adolescent learners, Adolescent learners' attitudes Behavioural health, Mental health, Rural high school

Exploring adolescent learners' mental and behavioural health challenges at a rural high school: Behavioural and support needs

Vol. 1, No. 2, pp. 33-39. <https://doi.org/10.38140/ijss.v1i2.2104>


Tumisi Tsotetsi^{}

Abstract—Adolescent learners' mental and behavioural health issues have been the primary concern over the past few years, specifically in rural high schools that are sometimes referred to as disadvantaged schools due to a lack of infrastructure, study materials, teaching staff, and services at large. This study explored adolescent learners' mental and behavioural health issues and their behavioural and support needs in a rural high school setting. It adopted a qualitative approach and interpretive paradigm. Eight participants were purposively selected at a rural school. This study used a semi-structured interview instrument to collect data. Narrative results revealed that adolescent learners seek help for their mental and behavioural health needs by sharing with their educators in school and consulting with the representative council of learners. At the same time, some prefer to talk with their peers because they feel comfortable and free to share their difficulties with them. It is essential to consider that rural schools need support systems, which help educators and learners to cater to their mental and behavioural health issues.

Keywords: Adolescent learners, Behavioural and support needs, Mental and behavioural health challenges, Rural high school

Truancy arising from walking long distances by ECD learners in the Shamva district, Mashonaland Central province, Zimbabwe

Vol. 1, No. 2, pp. 40-47. <https://doi.org/10.38140/ijss.v1i2.2118>



Lucky Mutonhodza^{}

Abstract—Truancy is a complex and heterogeneous problem that results from many factors. These include in-school factors, peer influence, social and familial challenges, unfavourable weather patterns, long distances to school, lack of motivation, and many other variables relevant to the learner. Lack of interest in school activities is another cause of truant behaviour amongst ECD learners. Studies have been carried out on the causes of truant behaviours by ECD learners. Lethargic teaching styles contribute to learners' truant behaviours due to boredom, created by incompetent teachers. Teachers, school heads, and parents must know their children's or learners' behavioural patterns. Teachers should be trained to recognise the learners' behavioural patterns and devise strategies to deal with the arising challenges, since some difficulties trigger ECD learners to play truancy. Teachers should maintain good communication between themselves, learners, and parents, which will help avoid confrontations with learners. By stopping corporal punishment, learner school attendance will improve, and learners' performance will be enhanced. The school needs to provide a conducive environment for teaching and learning. This study adopts a pragmatist paradigm, a qualitative approach through a case study research design. Twenty teachers and twenty ECD learners were selected from four of the district's primary schools, and they were interviewed and observed for data collection. It was unearthed that ECD learners walking long distances to school is a complex and heterogeneous problem that can lead to truant behaviour. It has been recommended that learners must be taught and encouraged to report and individually shun anti-social behaviour like bullying, as these social ills significantly trigger truant behaviours among ECD learners. When an ECD learner is bullied, stressed, disturbed, nervous, harassed, annoyed, pissed off, or is worried, they can easily contemplate playing truant. Chronic truancy can effectively contribute to ECD learners dropping out of school altogether.

Keywords: ECD learners, Educational performance, Educational systems, Playing truancy

Intersecting the right to health of male secondary learners in a rural Chiredzi North, Zimbabwe: Challenges and strategies

Vol. 1, No. 2, pp. 48-54. <https://doi.org/10.38140/ijss.v1i2.2124>

Saruchera Munyaradzi^{} and Chidarikire Munyaradzi^{}

Abstract—The study unpacks the limited literature. It deals with the barriers male learners face in rural Chiredzi North, Zimbabwe, in accessing their right to health, highlighting systemic challenges and potential strategies for improvement. This study explores the challenges of male secondary school learners regarding sexual abuse. It determines strategies to enhance their mental health support, which can protect them from sexual abuse in rural Chiredzi North in Zimbabwe. Fifteen participants were purposively selected based on gender, expertise, and geographical location, ensuring diverse representation of perspectives. They comprised four male learners, two teachers, one counsellor, one police officer, two village heads, two officials from the Ministry of Primary and Secondary Education, two parents, one Ministry of Health Official, one Ministry of Justice and Legal Affairs official. Data were collected through two focus group discussions: one specifically for young learners and another for adult participants. Data were subsequently analysed using thematic analysis, which facilitated identifying key themes. The findings revealed that male learners often experienced profound feelings of isolation and stigmatisation, which intensified their psychological distress and deterred them from seeking help. The findings indicated that enhancing community health education and increasing access to healthcare services are vital strategies to address male secondary learners' intersecting right to health in rural Chiredzi North, Zimbabwe. Considering these findings, recommended that educational institutions and community organisations develop and implement awareness programmes focused on the rights against sexual abuse and the right to mental health.

Keywords: Male secondary learners, Mental health, Sexual abuse, Stigmatisation

Peer counselling as an intervention strategy to mitigate adolescent learners' pregnancies in rural primary schools in the Matabeleland North region of Zimbabwe

Vol. 1, No. 2, pp. 55-60. <https://doi.org/10.38140/ijssie.v1i2.1549>

Theresia Joakim Kanyopa^{ORCID}, and Chidarikire Munyaradzi^{ORCID}

Abstract—The research gap highlights a lack of empirical evidence on the effectiveness of peer counselling specifically tailored to address adolescent pregnancies in the context of rural primary schools in Matabeleland North, Zimbabwe. This study investigates peer counselling as an intervention strategy to mitigate the incidence of adolescent pregnancies among primary school learners in the rural Matabeleland North region of Zimbabwe. It employed a qualitative approach utilising a case study research design. Fifteen participants were purposively selected from three rural primary schools. They were selected based on pertinent criteria, including gender representation, specialised expertise in adolescent health, geographical diversity, and educational backgrounds. They were two teachers (one male and one female), six learners (three boys and three girls), two counsellors (one male and one female), two parents (one male and one female), a member of parliament, a village head, a representative from the Ministry of Primary and Secondary Education, and a nurse. Two focus group discussions were used for data collection, one engaged with learners and the other involved adult stakeholders, including educators, counsellors, parents, and community leaders. Data were analysed through thematic analysis. The findings revealed that primary school learners relied on peer counselling as a crucial source of information, mitigating pregnancies regarding sexual health and contraceptive options. They highlighted the perceived accessibility and reliability of peer counsellors compared to traditional adult figures. This study advocates for incorporating structured peer counselling programs within the school curricula in Zimbabwe, specifically tailored to enhance adolescents' sexual health literacy and decision-making skills. It concludes that these initiatives should be culturally responsive and integrated within the socio-economic fabric of the community, thereby ensuring the sustainability and relevance of peer counselling interventions.

Keywords: Adolescent learners' pregnancies, Peer counselling, Primary school learners, Sexual education, Sexual health

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