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## ABOUT THE JOURNAL IJSSE

### VISION OF THE JOURNAL

Our vision is *"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 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 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 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, neither quantitative, qualitative, empirical, nor rational. Any educational or public institution for nonprofit use may reproduce articles published in the IJSSE. Commercial may use 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

### Beyond the abstinence Mantra: Attitudes of parents towards comprehensive sexuality education in Zimbabwe

Vol. 1, No. 1, pp. 1-7. <https://doi.org/10.38140/ijss.v1i1.1347>

Kenneth Mukau<sup>ID</sup> and Moses Kufakunesu<sup>ID</sup>

**Abstract**—The sexuality education debate has predominantly increased to revolve around the strict abstinence mantra, reflecting deeply ingrained cultural, religious, and societal attitudes towards sex and reproductive health, and Zimbabwe is not an exception among African countries. Nevertheless, there is a growing recognition of the limitations of this approach and the need for more comprehensive sexuality education to address the complex needs of young people in the country. This study explored the attitudes of parents and guardians toward comprehensive sexuality education in Zimbabwe, shedding light on their beliefs, perceptions, and concerns regarding the provision of sexual health information to their children. A qualitative approach was used with the descriptive survey research design. Twenty-four parents and guardians (eleven males and thirteen females) were purposively selected from the Chikomba district of Mashonaland East province, Zimbabwe. In-depth interviews and document analysis served as data collection tools. It emerged from the study that most parents and guardians have negative attitudes toward comprehensive sexuality education, which stemmed from their cultural, moral, and religious beliefs toward CSE. The results indicated that parents and guardians felt the fully fledged introduction of CSE would likely lead to moral degradation, among other things. Despite these challenges, few participants expressed positive attitudes towards the equipping of young people with the CSE knowledge and skills so that they make informed decisions about their sexual and reproductive health. The current study recommended a collaborative approach to deal with the dynamics of CSE with input from policymakers, educators, parents, health personnel, social scientists, and learners, as opined by some participants.

**Keywords:** Abstinence, Comprehensive sexuality education, Moral degradation, Observational learning

### Exploring teachers' experiences on the women's representation in the school's governance at secondary schools in the Thabo Mofutsanyane district, South Africa

Vol. 1, No. 1, pp. 8-16. <https://doi.org/10.38140/ijss.v1i1.1349>

Simphiwe Dude<sup>ID</sup>

**Abstract**—This study investigates teachers' experiences regarding the representation of women in school governance within the Thabo Mofutsanyane district of Free State, South Africa. It employed a qualitative research approach and a case study design, employing semi-structured interviews for data collection. Participants were purposefully selected from four secondary schools in the district. The data were analysed using a thematic analysis model. The findings indicate that female teachers encounter significant challenges in governance roles at secondary schools, despite comprising the majority among their colleagues. This study recommends that female teachers be afforded the same opportunities as their male counterparts to assume administrative roles within school governance, provided they meet all the necessary qualifications. Specifically, the analysis reveals that, despite their numerical dominance, female teachers remain at a disadvantage compared to male teachers when it comes to attaining principal positions.

**Keywords:** Underrepresentation, Governance of the School's and Gender Parity

### Exploring experiences and challenges of LGBT learners facing at South African schools in the Sekhukhune district

Vol. 1, No. 1, pp. 17-24. <https://doi.org/10.38140/ijss.v1i1.1436>

Patrick Mweli<sup>ID</sup> and Mmabatho Mphahle<sup>ID</sup>

**Abstract**—This study investigates the experiences of LGBT learners regarding LGBT bullying in the Sekhukhune district. This study utilised a qualitative phenomenological study approach. It employed semi-structured interviews as technique for data collection. Five LGBT learners were purposively selected from three secondary schools in the rural village of Sekhukhune, Limpopo province, South Africa. Their ages ranged from 14 to 17 year-old and faced continuous bullying at school and in his community, ultimately leading to his tragic death. The results showed that even minor instances of bullying is crucial to prevent them from escalating. This study recommends raising the awareness, dispel misconceptions, and educate communities and schools about LGBT issues. It gives all stakeholders a platform on how to eliminate and manage bullying in schools. This study is significant because it includes learners' perspectives, which are often overlooked in prior research.

**Keywords:** LGBT bullying, Homophobia, LGBT learners, South African schools, verbal bullying, Physical bullying, Emotional bullying

### Causes of learners' misbehaviours at primary schools in the Makonde district, Zimbabwe: A stakeholders' concerns

Vol. 1, No. 1, pp. 25-32. <https://doi.org/10.38140/ijss.v1i1.1623>

Fortunate Zambezi<sup>ID</sup>

**Abstract**—Misbehaviours are one of the major problems rampant in primary schools and hinder the learners' academic performance. Hence, it is a concern for all stakeholders. This study explores the causes of learners' misbehaviours at primary schools in Makonde district, Zimbabwe. It also intended to determine factors that influence the learners' misbehaviours. It adopted a qualitative approach and interpretive paradigm. A descriptive survey research design was also employed. Two head teachers, ten teachers, and twenty learners were selected from two primary schools as participants in this study. Data was collected from questionnaires, observation, and document analysis. The results showed that learners' misbehaviours could be caused due to poor parenting, peer pressure, mass media influence, permissive school environments, drug abuse, home background, and the social

environments where learners live. The results revealed that learners' misbehaviours lead to poor academic performance, as learners who misbehaved always perform badly academically. This study recommended a collaborative effort between teachers and parents to curb misbehaviours. It further suggests using guidance and counselling in schools to reduce the rate of misbehaviours amongst primary school learners. It is recommended that further studies be conducted on the same topic but from a broader perspective.

**Keywords:** Misbehaviours, stakeholders' concerns, Parenting styles, Academic performance

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