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EDITORIAL NOTE

VISION OF THE JOURNAL

Our vision is "*promoting our knowledge through international exposure.*"

BACKGROUND

The **International Journal of Studies in Psychology (IJSPSY)** provides a scholarly platform for critical engagement, empirical inquiry, and theoretical innovation in psychology and allied disciplines. As the field continues to evolve in response to rapid technological, cultural, and societal transformations, IJSPSY remains committed to advancing research that examines contemporary psychological issues across diverse global and local contexts. This **volume 5, issue 3 (October 2025)** reflects the journal's growing international reach and intellectual diversity. The issue features scholarly contributions from **Africa, Asia, and Latin America**, bringing together diverse perspectives that enrich psychological discourse and promote greater understanding of psychological phenomena across cultural and contextual boundaries. Through this issue, IJSPSY continues its commitment to disseminating rigorous, ethically grounded, and contextually relevant research while fostering dialogue among researchers, practitioners, educators, and other stakeholders in psychology and related fields.

SYNOPSIS OF ARTICLES IN THE VOLUME 5, ISSUE 3

Following a rigorous **double-blind peer-review process**, nineteen (19) articles were accepted for publication in **Volume 5, Issue 3 (October 2025)**. These articles address a diverse range of themes, reflecting the multidisciplinary and multifaceted nature of contemporary psychological inquiry. Collectively, the contributions engage with emerging issues, theoretical perspectives, empirical evidence, and ongoing debates that continue to shape psychological research, scholarship, and professional practice across different contexts.

Akinwale, G. A., Ojakorotu, V., and Oloko, T. O. developed and validated an artificial intelligence dependence questionnaire (AIDQ) for undergraduate students. **Auld, S. M.**, focused on trauma, reflexivity, and the social unconscious in decolonising psychology education in South Africa. **Beukes, S. M., Barnett, E. P., and Tsotetsi, C.** explored the teachers' capability sets for implementing the teenage pregnancy policy in two selected high schools in the Tshwane district, South Africa. **Cabrera, R., Rincones-Rodríguez, M., and Rodríguez-Campos, L.** explored the emotion regulation and college persistence: A collaborative evaluation approach. **Chidarikire, M., and Saruchera, M.** investigated the challenges and remedial strategies, focusing on the psychological ramifications of reintegrating pregnant learners at rural secondary schools in the Masvingo district of Zimbabwe. **Chidarikire, M., Kanyopa, T. J., and Mokhele-Makgalwa, M.** investigated the protracted distances from home to school influence ECD learners' psychological well-being at rural primary schools in Masvingo South district, Zimbabwe. **Diantina, F. P., Poerwandari, E. K., and Indirasari, D. T.** discussed when gaming can be non-problematic and healthy. **Fashola, T. M., and Aderibigbe, J. K.** explored intolerance of uncertainty and workforce retention in the Nigerian healthcare sector: the moderating role of resilience. **Mashavira, N.**, explored the psychological, emotional, and social impacts of transgenerational trauma on children of war veterans and conducted a systematic review. **Mpofu, P., Mamba, L. G., and Mayisela, S.** presented parenting practices and marital breakdown in a phenomenological study of divorce in Eswatini. **Mohoebi, M. A., Tsotetsi, C., and Khanare, F. P.** explored contextual challenges in implementing the Lesotho Inclusive Education Policy 2018 at an inclusive school in Lesotho. **Montero-Ojeda, E., Cardenas-Mahecha, S. P., Lora-Guzman, Y. I., and Alvarez-Gomez, M. O.** explored the educational leadership for inclusion, focusing on strategies, challenges, and perspectives in diverse contexts. **Moreno, P. G., and Balinggan, G. T.** carried on No kids, no problems, which explored the lived experiences of child-free Filipino Millennials. **Ndou-Chikwena, N. N.,** examined the relationship between educators' knowledge levels and training preferences for enhancing support of neurodivergent learners. **Okeke, U., Amadi, C., Anyanwu, F. C., and Ramaila, S.** explored the influence of the COVID-19 pandemic on the mental health of secondary school students. **Olusina, A.,** explored the influence of financial stress on students' academic performance and mental health at a selected university in Lagos, Nigeria. **Omoniyi, O. T.,** focused on Multidimensional predictors of voting behaviours among youths of voting age in southwestern Nigeria. **Valverde, R., Korotkov, K.,**

Hamilton, J., and Swanson, C. examined the medical biometrics based on gas discharge visualisation technology approach to survival research: A case study. **Nxumalo, N. L., and Moletsane, M.**, explored educators' challenges faced when teaching learners with learning barriers in the senior phase.

ABSTRACTS

Trauma, reflexivity, and the social unconscious: Decolonising psychology education in South Africa

Vol. 5, No. 3, pp. 1-10. https://doi.org/10.38140/ijspsy.v5i3.1159

Sharon Margaretta Auld

***Abstract*—**Psychology in South Africa continues to grapple with its colonial inheritance and its ongoing struggle for disciplinary legitimacy. This study investigates how experiential learning can advance decolonial transformation and reposition psychology as a discipline of public value. Centred on an educational tour of a site marked by both historical trauma and dialogical possibility in Durban, KwaZulu-Natal, the research draws on cultural-historical activity theory and the concept of the third space to conceptualise learning as a socially mediated and hybrid process. Over a two-year period, twenty-nine postgraduate psychology students participated in the initiative, engaging in reflective surveys, photovoice activities, and facilitated discussions. These methods created opportunities to interrogate how chosen traumas, chosen glories, and processes of othering are embedded in collective memory, shaping subjectivity and social identity. The findings demonstrate that the Durban Holocaust and Genocide Centre functioned as a generative third space in which students confronted intergenerational trauma, cultivated reflexivity, and engaged with the social unconscious as a force shaping both exclusion and belonging. While moments of resistance underscored the difficulties of working with experiential pedagogy, they also revealed its potential to generate productive tensions that deepen critical thought. The study concludes that experiential learning, situated within a decolonial framework, can destabilise inherited epistemologies while fostering dialogue, empathy, and ethical awareness. In doing so, it demonstrates how psychology can expand its intellectual and social relevance, strengthen its disciplinary legitimacy, and contribute to broader imperatives of social justice, epistemic freedom, and curricular transformation in South African higher education.

Keywords: Chosen glory, Chosen trauma, Cultural-historical activity theory, Experiential learning, Photovoice; Social unconscious, Third space

Teachers' capability sets for implementing the teenage pregnancy policy in two selected high schools in the Tshwane district, South Africa

Vol. 5, No. 3, pp. 11-18. https://doi.org/10.38140/ijspsy.v5i3.1279

Susara Magdelena Beukes, Emma Priscilla Barnett and Cias Tsotetsi

***Abstract*—**Teenage pregnancy is seen as a global problem, although various countries worldwide have policies and programmes in place, teenage pregnancy remains an issue. The South African government introduced the Policy on the Prevention and Management of Learner Pregnancy in Schools (PPMLPS). This policy helps manage and prevent learner pregnancies. This article seeks to identify the capabilities teachers need to overcome the challenges associated with implementing the PPMLPS. We opted for a qualitative research approach and generated data through semi-structured interviews. This study employed a purposive sampling technique and thematic analysis to analyse the data. The findings revealed that teachers lacked training, support, and an inclusive environment. The capabilities of teachers in knowledge enhancement, relational collaboration, and inclusivity must be adequately considered to implement the PPMLPS.

Keywords: Teachers' capability, Policy on prevention and management of learner pregnancy in schools, Teenage pregnancy

Multidimensional predictors of voting behaviours among youths of voting age in southwestern Nigeria

Vol. 5, No. 3, pp. 19-24. https://doi.org/10.38140/ijspsy.v5i3.1837

Timilehin Olayinka Omoniyi

***Abstract*—**Despite the critical role of youths in shaping democratic processes in Nigeria, their voting behaviours continue to be influenced by disengagement, inducements, misinformation, and weak civic orientations, undermining electoral integrity and sustainable democratic consolidation. This study investigated how preference for democracy, perception of candidates, media reporting, and party identification influence voting behaviours among Nigerian youth aged 18–35 in the context of a transitional democracy. The study employed a descriptive survey design of a correlational type. A validated structured questionnaire comprising six sections (reliability range r = 0.83–0.91) was administered to a sample of 2,005 registered youth voters selected through multi-stage stratified and systematic random sampling across three Southwestern states. Data collection spanned four weeks through both online and face-to-face administration. Data were analysed using SPSS version 26, employing descriptive statistics, Pearson's correlation, and multiple regression analysis at the 0.05 significance level. Findings

revealed significant positive relationships between youth voting behaviours and both preference for democracy ($r = .214$, $p < .05$) and perception of candidates ($r = .267$, $p < .05$). Media reporting ($r = .038$, $p > .05$) and party identification ($r = .049$, $p > .05$) showed no significant relationships. The composite regression model was significant, explaining 12.4% of the variance in youth voting behaviours (Adj. $R^2 = .122$; $F(4, 2000) = 68.847$, $p < .05$). Among the predictors, perception of candidates ($\beta = .263$) and preference for democracy ($\beta = .192$) were significant, while media reporting and party identification made non-significant contributions. The study contributes to political science, youth studies, and electoral education by underscoring the salience of democratic values and candidate perception in shaping youth political participation, with implications for electoral policy, democratic consolidation, and governance in transitional democracies.
Keywords: Media reporting, Nigerian youth, Party identification, Perception of candidate, Preference for democracy, Voting behaviours

Intolerance of uncertainty and workforce retention in the Nigerian healthcare sector: A moderating role of resilience

Vol. 5, No. 3, pp. 25-32. https://doi.org/10.38140/ijspsy.v5i3.2018
Timileyin Mobolaji Fashola and John Kolawole Aderibigbe
Abstract—There has been increased emigration and turnover of medical doctors from Nigeria and Africa as a continent over the years. To encourage retention of medical doctors, this study tested the moderating role of resilience in the relationship between intolerance of uncertainty and employee retention. It adopts a qualitative approach through a cross-sectional survey research design. The sample involved three hundred and sixty-two medical doctors, including resident doctors (73.2%) and house officers (30.4%). A greater proportion of the doctors (56.6%) were male. Findings revealed that the dimensions of intolerance of uncertainty (prospective and inhibitory anxieties) were significant joint predictors of employee retention ($F(2, 359) = 413.664$, $p < .01$) and accounted for about 70% of the variance. Additionally, resilience significantly moderates the relationship between intolerance of uncertainty and employee retention ($\beta = .204$). Therefore, resilience was a significant moderator of intolerance of uncertainty. It is recommended that psychological interventions, including thriving, problem-solving skills, and adaptability, be incorporated into the ongoing training of medical doctors in Nigeria. This implies boosting their resilience levels and subsequently reducing turnover.
Keywords: Brain drain, Employee retention, Intolerance of uncertainty, Medical doctors, Migration, Resilience

Influence of the COVID-19 pandemic on the mental health of secondary school students

Vol. 5, No. 3, pp. 33-40. https://doi.org/10.38140/ijspsy.v5i3.2053
Uchenna Okeke , Celestina Amadi, Francisca Chika Anyanwu, and Sam Ramaila
Abstract—There have been increasing reports on the impact of social, psychological, and environmental factors on the mental health of secondary school students in recent years. The COVID-19 pandemic has further exacerbated students' vulnerability with its negative economic and health implications. Therefore, this study examined the influence of the COVID-19 pandemic on the mental health of secondary school students in Ibadan North-West Local Government Area, Oyo State. It adopted a quantitative approach through the descriptive survey research design. A multi-stage sampling procedure was adopted, and data were collected using a self-developed questionnaire with a Cronbach's alpha coefficient of 0.70. The study sampled 500 students, 296 females, and 204 males. Findings revealed that students faced significant mental health challenges during the pandemic, including difficulties with online classes (87%), fear of infection (76.8%), sleep disturbances (70.4%), and feelings of loneliness (53.2%). Further analysis identified the most common mental health issues as confusion (84.4%), stress (78.6%), eating problems (75.4%), and depression (75.2%). These findings underscore the severe mental health challenges students experience when their daily academic routines are disrupted. There is an urgent need to develop effective interventions to address these growing mental health concerns, particularly during periods of significant disruption.
Keywords: COVID-19 pandemic, Mental health, Online classes, Social restrictions, Secondary school students

Educational leadership for inclusion: Strategies, challenges, and perspectives in diverse contexts

Vol. 5, No. 3, pp. 41-44. https://doi.org/10.38140/ijspsy.v5i3.2089
Montero-Ojeda, Sandra-Patricia Cardenas-Mahecha, Yudis-Irene Lora-Guzman, and Maria-Ofelia Alvarez-Gomez
Abstract—This study presents a critical literature review on the role of leadership in promoting inclusive educational environments. It argues that inclusive leadership is essential to guarantee equity and quality in diverse settings by overcoming structural and cultural barriers. The ongoing research analyses effective strategies such as teacher collaboration, curriculum adaptation, and community participation, while identifying challenges including resistance to change and lack of specialised training. The study highlights emerging perspectives, particularly the need for distributed and emotionally intelligent leadership that fosters school cultures based on social justice. This study adopts an interpretative qualitative methodology structured in three phases: (1) identification of inclusive leadership practices in diverse educational settings, (2) analysis of teachers' perceptions about leadership's impact on inclusion and (3) exploration of pedagogical strategies aligned with legal and theoretical frameworks of inclusive education Three data collection techniques are used: participant observation and semi-structured interviews with key stakeholders, enabling triangulation that strengthens internal validity.

The study emphasises the interaction between inclusion policies, transformational leadership practices, and special educational needs, providing empirical evidence for decision-making in real contexts. It concludes that while theoretical advances exist, their practical implementation requires flexible educational policies and sustained ethical commitment. This study contributes to academic debate by proposing an integrative framework for educational leaders in multicultural environments with diverse needs.
Keywords: Challenges of inclusion, Educational leadership, Inclusion strategies, Perspectives of inclusion, Teacher training

Developing and validating an Artificial Intelligence Dependence Questionnaire (AIDQ) for undergraduate students

Vol. 5, No. 3, pp. 45-50. https://doi.org/10.38140/ijspsy.v5i3.2106
Gbenusola Abike Akinwale, Victor Ojakorotu Victor , and Timothy Oluwarotimi Oloko
Abstract—The excessive usage and dependency on artificial intelligence (AI) tools for overall academic performance have been a serious issue for the faculty in the last few years. Students have often overlooked generating original ideas and instead relied solely on machine learning/AI outputs for academic engagement and resources. Hence, this study develops and validates an Artificial Intelligence Dependence Questionnaire (AIDQ), a reference for assessing AI dependency among undergraduate students at a selected university in Lagos, Nigeria. It employed a quantitative approach and a cross-sectional research design. 812 undergraduate students were selected for the validation phase, with participants drawn from the University of Lagos, Nigeria. The students were selected using convenience sampling, and they completed the newly developed AIDQ during the validation phase. The data were analysed using split-half reliability, Cronbach's alpha reliability, factorial analysis, and scree plots. The results revealed that AIDQ's internal consistency was 0.85, while the component analysis loaded and confirmed the factors responsible for AI dependency among the participants. The study concluded that AIDQ is a reliable and valid instrument for measuring AI dependency among undergraduate students. The research offers valuable insights for developing an assessment tool to measure and foster balanced AI use while upholding academic integrity.
Keywords: Artificial Intelligence, AI Dependency, Development, Validation

No kids, no problems: exploring the lived experiences of child-free Filipino Millennials

Vol. 5, No. 3, pp. 51-57. https://doi.org/10.38140/ijspsy.v5i3.2128
Phoebe Gadiaza Moreno and Gene Tampoa Balinggan
Abstract—This qualitative study addresses the problem of understanding the motivations, experiences, and influencing factors behind Filipino Millennials' decision to remain child-free. This choice directly challenges the Philippines' strong cultural emphasis on procreation and familial responsibility. Employing a phenomenological design within an interpretivist paradigm and a qualitative approach, the research utilised in-depth semi-structured interviews with thirteen purposefully selected child-free married Filipino Millennials to gather rich, detailed data. Thematic analysis was systematically applied, revealing that motivations for childfree living primarily stemmed from career aspirations, significant financial considerations, and a strong desire for personal freedom and autonomy. Participants consistently navigated considerable societal pressure rooted in deeply ingrained pro-natalist norms, particularly from immediate family and community members, which often led to feelings of judgment and misunderstanding. In response, they developed various strategies for setting boundaries, including clear, assertive communication of their choices and, at times, selective avoidance of interactions that might lead to criticism or unsolicited advice. Furthermore, participants demonstrated proactive and meticulous engagement in planning for a childfree future, emphasising their commitment to financial security and building robust, non-traditional support networks to ensure their well-being in later life. The results consistently indicated that despite external challenges, participants experienced a profound sense of self-determination and fulfillment in their decision. Ultimately, this study sheds light on the evolving concepts of adulthood and parenthood within the unique Philippine context, offering valuable insights into the intricate intersection of generational values, individual identity, and prevailing social norms with deeply personal reproductive choices. These findings contribute significantly to the growing national and global discourse on reproductive autonomy and the acceptance of diverse life paths in contemporary Filipino society.
Keywords: Child-free, Filipino Millennials, Parenthood, Societal pressure, Coping mechanisms, Family planning, Non-traditional family

Exploring the influence of financial stress on students' academic performance and mental health at a selected university in Lagos, Nigeria

Vol. 5, No. 3, pp. 58-63. https://doi.org/10.38140/ijspsy.v5i3.2135
Aduragbemi Olusina
Abstract—This study explores the influence of financial stress students' academic performance, mental health, coping methods, support systems, and social pressures at a selected university in Nigeria. This study used a qualitative approach and a constructivist research paradigm. Data were collected through semi-structured

interviews. Fourteen participants (6 males, 8 females) heterogenously sourced from different faculties were recruited at a selected university in Lagos, Nigeria. The thematic results suggested that financial stress influences students' academic performance and mental health, which disrupts their academic work and causes emotional distress such as anxiety, depression, low self-esteem, and social withdrawal. The results showed that, notwithstanding these challenges, students used coping strategies, such as dependency on family and spiritual support. The findings challenge typical stress models by emphasising the importance of spiritual coping and family support in Nigeria. The study also connects these experiences to Nigeria's unstable economy, which includes high inflation and rising education costs, stressing the need for better support from institutions. This study shows that economic stress is complex, affecting not just finances but also thinking, emotions, and social life. It calls for policies that provide financial aid, mental health support, and social inclusion to help Nigerian university students succeed academically and maintain their well-being amid economic challenges. Such measures would steel students against economic challenges, thus enhancing their educational experiences and prospects.
Keywords: Academic performance, Financial stress, Mental health, Students

Challenges and remedial strategies: Psychological ramifications in reintegrating pregnant learners at rural secondary schools in the Masvingo district, Zimbabwe

Vol. 5, No. 3, pp. 64-70. https://doi.org/10.38140/ijspsy.v5i3.2147
Munyaradzi Chidarikire and Munyaradzi Saruchera

Abstract—This study explores the psychological ramifications associated with the reintegration of pregnant learners into rural secondary schools in the Masvingo district, Zimbabwe, while identifying the challenges they face and potential strategies for support. This qualitative case study utilises a constructivist paradigm to recognise a significant research gap concerning the psychological impacts on pregnant learners and the perceptions of various stakeholders within rural communities. It purposively selects eighteen participants from two rural secondary schools. The participants include pregnant learners, male and female peers, teachers, an NGO official, a representative from the Ministry of Primary and Secondary Education, a member of parliament, and a village head. Two focus group discussions were conducted: one with pregnant learners and their peers, and another with adult community members, enabling a comprehensive exploration of perspectives across diverse demographics and roles. Thematic analysis revealed that pregnant learners frequently experience stigmatisation, which significantly exacerbates their psychological distress and hinders their educational reintegration. Additional findings highlighted a lack of supportive resources and limited community understanding regarding these learners' unique challenges, underscoring the urgent need for targeted interventions. Therefore, this study recommends implementing dedicated support programs that provide counselling and mental health resources tailored specifically for pregnant learners, focusing on resilience, self-esteem, and coping strategies. Furthermore, it advocates for community awareness campaigns to educate stakeholders about pregnant learners' challenges, foster inclusivity, and reduce stigma to create a more supportive educational environment.
Keywords: Pregnant learners, Psychological ramifications, Rural secondary schools, Stigmatisation

Emotion regulation and college persistence: A collaborative evaluation approach

Vol. 5, No. 3, pp. 71-73. https://doi.org/10.38140/ijspsy.v5i3.2155
Raymond Cabrera, [2]Michelle Rincones-Rodríguez, and [3]Liliana Rodríguez-Campos

Abstract—First-generation students face systemic and emotional barriers to persistence, yet most persistence models emphasise academic indicators and under-specify emotional competencies. This quantitative study examines whether emotion regulation (ER) predicts long-term college persistence among first-generation students in a federally funded program. Grounded in Gross's process model of ER and evaluated using the Difficulties in Emotion Regulation Scale (DERS), this longitudinal collaborative evaluation followed 163 participants for six years post–high school to determine degree completion rates. Data were analyzed through logistic regression while incorporating a collaborative evaluation approach, guided by the Model for Collaborative Evaluations (MCE; Rodríguez-Campos & Rincones-Gómez, 2013). Results indicate that higher ER scores significantly increased the likelihood of college graduation, even after accounting for GPA and program participation. These findings highlight the psychosocial value of ER and underscore the utility of collaborative evaluation models in identifying and acting on essential non-academic predictors of college persistence.
Keywords: Emotion regulation, collaborative evaluation, college persistence, first-generation students, psychosocial predictors, stakeholder involvement

Protracted distances from home to school influence ECD learners' psychological well-being at rural primary schools in Masvingo South district, Zimbabwe

Vol. 5, No. 3, pp. 74-80. https://doi.org/10.38140/ijspsy.v5i3.2167
Munyaradzi Chidarikire and Theresia Joakim Kanyopa and Matseliso Mokhele-Makgalwa

Abstract—Long distances from home to school adversely impact the psychological well-being of Masvingo South rural Early Childhood Development learners in Zimbabwe. This study explores how these long distances influence young learners' mental health and educational experiences in rural settings. It fills the gap in understanding the psychological effects of travel distance on ECD learners, a topic that has received limited attention in existing

literature. It employs a qualitative research methodology, utilising a phenomenological approach to explore the lived experiences of learners. The research paradigm is interpretive, focusing on understanding participants' subjective experiences. A purposeful sampling strategy was employed to select 11 participants engaged in focus group discussions. Data were analysed using thematic analysis to identify recurring themes related to psychological well-being and educational outcomes. The findings revealed that long travel distances significantly contribute to anxiety and stress among ECD learners, affecting their overall academic performance and social interactions. This study recommends advocating for establishing more accessible educational facilities within the community to reduce travel burdens. The implication of this research underscores the necessity for policy-makers to consider the geographical challenges rural communities face in educational planning.
Keywords: Early childhood development learners, Psychological Well-Being, Rural primary schools

Medical biometrics based on gas discharge visualisation technology approach to survival research: A case study

Vol. 5, No. 3, pp. 81-87. https://doi.org/10.38140/ijspsy.v5i3.2170
Raul Valverde, Konstantin Korotkov, Jennifer Hamilton, and Chet Swanson
***Abstract*—**Medical biometrics based on the gas discharge visualisation (GDV) technique is used in medicine to monitor patients and compare their natural electro-photonic emission before and after surgeries, cancer treatments, energy healing, and physiotherapy. This article proposes using GDV technology to test the survival hypothesis. The survival hypothesis asserts that a person's personality and consciousness survive the body's physical death. This study aims to use GDV to identify psychoemotional functions through a person's fingertips to measure personality before and after death, to prove the survival of personality after death. Psychoemotional functions are linked to an individual's personality. In this article, a case study is presented with psychoemotional functions measurements using GDV before and after death, then a statistical test for the difference of means was performed to determine if the difference between the average values (means) of energies of the before and after death is statistically significant to test the survival hypothesis. Preliminary results are reported, showing the potential of this technology to support the survival of the personality hypothesis.
Keywords: Survival hypothesis, GDV, Bioenergy model, psychoemotional measurements, Near-death studies.

Psychological, emotional, and social impacts of transgenerational trauma on children of war veterans: A systematic review

Vol. 5, No. 3, pp. 88-99. https://doi.org/10.38140/ijspsy.v5i3.2199
Nakayi Mashavira
***Abstract*—**War has profound mental health consequences for families and communities. Children of war veterans (CWVs) often experience transgenerational trauma (TT) stemming from their parents' unresolved war-related adversities. This review synthesises global literature on TT among CWVs, drawing on qualitative, quantitative, and mixed-methods studies. The search, conducted across seven databases (African Journal Online, EBSCOhost, ERIC, Google Scholar, MEDLINE, PubMed, and Scopus), followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA guidelines). Studies published between 2014 and 2024 that met the inclusion criteria were reviewed. Of 2,568 records identified, 17 were eligible for narrative synthesis. Findings were organised into six domains: (i) dysfunctional families, (ii) parentification, (iii) lack of psychological and social support, (iv) psychological distress, (v) psychopathology, and (vi) resilience. Results highlight positive and negative experiences shaped by CWVs' interactions with war veteran parents, who lived with post-war related trauma. TT has been documented across Africa, Australia, America, Asia, and Europe, highlighting its complex and layered nature. However, data from Africa remains scarce. Further research in this context is essential to enrich the understanding of culturally embedded TT experiences among CWVs.
Keywords: Complex post-traumatic stress disorder, culture, war veterans, post-traumatic stress disorder

Examining the relationship between educators' knowledge levels and training preferences for enhancing support of neurodivergent learners

Vol. 5, No. 3, pp. 100-108. https://doi.org/10.38140/ijspsy.v5i3.2209
Nettie Nobukosi Ndou-Chikwena
***Abstract*—**Possibilities offered by educational neuroscience in the context of educator training and continuous professional development have been widely discussed. However, the application of this knowledge is largely absent. While South African policies promote educator professional development initiatives to achieve inclusive education goals, significant gaps remain in examining the relationship between educators' knowledge levels and training preferences when supporting neurodivergent learners. This study examined the relationship between educators' knowledge, professional challenges, and training preferences to enhance support for neurodivergent learners. Respondents were recruited from eight schools through the Centre for Neurodiversity database at the University of Johannesburg. It adopted a quantitative research paradigm and employed a descriptive design. A

closed-end questionnaire with predefined answer choices was distributed using Google Forms to thirty-six (N=36) educators, conveniently selected, (n=26) from special, and (n=10) from mainstream schools. Data analysis was conducted through the Statistical Package for Social Sciences. The results revealed a relationship between educators' knowledge levels and training preferences. Managing challenging behaviours emerges as the most significant challenge, with 63.9% of educators identifying it as their most crucial professional difficulty. Training needs are directly aligned with knowledge gaps, with 75% prioritising evidence-based behavioural interventions and % understanding neurodevelopmental conditions with 72.2%. Educators preferred hands-on training (55.6%) over theoretical approaches (19.4%), reflecting their need for practical skills to address immediate classroom challenges. The findings reveal an alignment between knowledge levels, professional challenges, and training preferences. A paradigm shift towards needs-based professional development initiatives is recommended.
Keywords: Adult learning theory; Educators' knowledge levels; Inclusive education; Neurodivergent learners; Professional development

When gaming can be non-problematic and healthy

Vol. 5, No. 3, pp. 109-116. https://doi.org/10.38140/ijspsy.v5i3.2211
Fanni Putri Diantina, Elizabeth Kristi Poerwandari, Dyah Triarini Indirasari

Abstract—The behaviours exhibited in online gaming today signify a change in meaning. Initially, games were merely entertainment, but now gaming is part of real life, with players becoming deeply involved and connected. This study explores how online games can be positive, adaptive activities rather than potential sources of problematic behaviours. The study applied a qualitative research design, conducting semi-structured, in-depth interviews with fifteen enthusiastic gamers who were characterised as individuals who had played daily for at least one year and spent at least four hours per day gaming. The study was guided by literature on gaming behaviours and dualistic passion models. The data were analysed using interpretative phenomenological analysis, which allowed for a detailed exploration of the participants' subjective experiences. Two superordinate themes were identified through the analysis. The first, meeting and satisfying personal needs, highlights gaming's multifaceted benefits, including entertainment, knowledge expansion, social skill enhancement, communication practice, and problem-solving strategy development. Participants also described gaming as supporting psychological well-being and fostering personal growth. The second, fulfilling fantasy and imagination, comprises role-playing and the use of cross-gender avatars. These practices allow players to explore different identities and narratives. Key findings are discussed through the framework of Jung's theory of individuation. According to this theory, gamers incorporate archetypal elements, such as the anima-animus, shadow, and persona, into their gaming experiences. This integration promotes happiness and self-actualisation by fostering harmonious passion. The findings of this study contradict the prevailing notion that online gaming is inherently problematic. Contrary to these assumptions, the study posits that online games can function as effective conduits for self-expression. These virtual platforms enable individuals to articulate feminist ideals in a socially acceptable manner. These insights offer theoretical and practical contributions by reframing online gaming as a beneficial activity that fosters positive psychological states and balanced engagement.
Keywords: Individuation, Harmonious passion, Healthy gaming

Parenting practices and marital breakdown: A phenomenological study of divorce in Eswatini

Vol. 5, No. 3, pp. 117-124. https://doi.org/10.38140/ijspsy.v5i3.2216
Phumuzani Mpofu, Lungile Goodness Mamba and Simangele Mayisela

Abstract—The rising divorce rates in Eswatini underscore the urgent need to investigate factors affecting family stability, particularly the influence of parenting practices on marital satisfaction. This study explores how early childhood experiences, shaped by parental styles, contribute to marital breakdown and identifies strategies for fostering healthier relationships. A qualitative approach within a transformative paradigm was employed, using a phenomenological design to capture participants' lived experiences. Ten divorced individuals from urban and peri-urban areas of Manzini were purposively selected. Data were collected through in-depth, semi-structured interviews, allowing participants to reflect on their upbringing and marital experiences. Reflexive thematic analysis was used to identify patterns and themes within the narratives. The study was informed by Freudian psychoanalytic theory, focusing on the phallic stage to understand how early relational experiences influence adult interpersonal dynamics. Results indicated that individuals raised with divergent or inconsistent parenting styles were more likely to experience marital discord and eventual divorce. Marital behaviors often mirrored patterns established in childhood, highlighting the intergenerational transmission of relational dynamics. Participants reported that unresolved childhood emotional experiences influenced communication, conflict resolution, and intimacy in their marriages. The study concludes that early parenting practices significantly shape adult relationships, underscoring the need for interventions that promote balanced, authoritative parenting. Implications include integrating discussions of childhood upbringing into premarital counseling, developing parenting education programs, and encouraging therapists to explore clients' early family experiences when addressing marital challenges. These findings call for broader cultural reflection in Eswatini on generational relational patterns and challenge the notion that divorce arises solely from immediate marital conflicts. While acknowledging limitations of individual agency and societal influences, the study affirms that nurturing emotionally secure childhoods is crucial to fostering stable and fulfilling adult relationships.
Keywords: Childhood experiences, Divorce, Parenting styles, Psychoanalytic perspective, Psychosexual stages

Exploring contextual challenges in implementing the Lesotho Inclusive Education Policy 2018 at an inclusive school in Lesotho

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***Abstract*—**The 2018 Lesotho Inclusive Education Policy (LIEP) marks the departure from the narrow focus, embracing a more expansive vision of education. The paper examines the challenges in implementing the 2018 LIEP and its implications in improving inclusive classroom practices. The paper used an interpretive paradigm and a qualitative research approach, focusing on a single inclusive school in the Leribe district, Lesotho. Nine teachers and one special education manager were pursued from a school of learners with hearing impairment and deafness. They participated in focus group discussions and semi-structured interviews. The paper employed thematic analysis to identify themes and trends from the data. The results revealed implementation challenges that include an inflexible curriculum, inappropriate instructional teaching methodologies, lack of resources and standardised assessment strategies, inadequate teacher preparedness and support, and deficiencies in policy frameworks. They showed that policy goals are overly ambitious, and their implementation is fragmented, often misaligned with the contextual realities of schools. This paper concludes that these complexities required enhancing competence in teachers' pedagogical skills to influence curriculum modifications and availability of resources, emphasising the need for contextual reconsiderations in Lesotho.

Keywords: Lesotho inclusive education policy, Implementation challenges

Exploring educators' challenges faced when teaching learners with learning barriers in the senior phase

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***Abstract*—**The research uncovers systemic, instructional, emotional, and resource-related constraints that hinder the realisation of inclusive education. This study examines educators' challenges in teaching learners with learning barriers in the Senior Phase within the King Cetshwayo district of South Africa. Despite inclusive education policies, schools face implementation gaps due to inadequate resources, limited teacher preparedness, and weak institutional support. These challenges often leave teachers overwhelmed, under-supported, and unable to address learners' diverse needs effectively. The study explored and understood educators' lived experiences implementing inclusive teaching practices and identified the barriers constraining their efforts to create supportive and equitable learning environments. Using a qualitative phenomenological design within an interpretivist paradigm, data were gathered through semi-structured interviews, focus group discussions, and classroom observations with purposively selected Senior Phase educators across different schools. The qualitative approach provided deep insight into teachers' personal, contextual, and systemic experiences of working with learners with barriers to learning. The data were analysed thematically following Braun and Clarke's (2021) framework, which enabled the identification of recurring patterns and meanings within participants' narratives. Findings revealed persistent shortages of teaching resources, insufficient teacher training, high learner-to-teacher ratios, and limited institutional support, all of which impact teacher morale, classroom management, and learner engagement. These findings highlight that while educators are committed to inclusive ideals, they remain constrained by practical and systemic limitations. The study offers practical recommendations to enhance teacher capacity and strengthen inclusive learning environments by addressing issues related to professional development, resourcing, and policy support. It concludes that sustainable inclusion requires a multi-stakeholder approach involving schools, districts, and the Department of Education to ensure that teachers are adequately empowered to meet the diverse needs of all learners.

Keywords: Educator challenges, Inclusive education, Learning barriers, Learner engagement, Teacher training, Support services

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