

Needs to develop and expose communities' knowledge: Inaugural Editorial Statement

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1. Inaugural Statement

Dear authors and reviewers,

We celebrated the first issue of the International Journal of Studies in Psychology (IJSPSY). We are excited and inspired to start this new journey through its mission and objective. We believed that IJSPSY is a reality responding to ensure that our knowledge is continuously relevant and responsive to different communities' needs. The understanding of diversity in psychology could bring various cultures together.

The genesis of the world revealed that human beings are born with inherent abilities, talents, and capacities; and build on the strengths and talents they already have to improve their holistic well-being. We do not always have to reinvent ourselves for successful well-being. Instead, we need to find ways to deploy “best self” in new and significant ways, bringing knowledge systems in psychology, augmenting, enabling, and enhancing holistic learning with the vision of the International Journal of Studies in Psychology (IJSPSY). This should be done by conducting responsive research and has significant relevance to the researchers, scholars, practitioners, and policymakers that the IJSPSY Editorial Board voted to launch a new journal.

The IJSPSY's goal is to shape psychology studies' direction by encouraging scholarship that affects research and practice in public and private sectors, solving complex, interconnected, and interrelated problems. Furthermore, it helps to connect with other disciplines and produce ‘quantum’ knowledge, rather than fragmented and binary knowledge systems. The emphasis of the journal on relevance and responsiveness has led to the decision that IJSPSY will:

- Have special themed issues guest-edited by leading experts
- Feature annotations by public and private regulatory experts and top scholars from various knowledge systems in psychology with expertise on the topic
- Encourage field studies and historical archive data, thereby democratizing psychology

These features differentiate the journal and focus scholars on responsive research that is high in relevance. The special issue design will attract attention to and enhance the impact of the articles and the journal. Annotations from the public and private regulatory bodies or other scientific fields will facilitate dialogue between research and practice.

The editor in chief and the managing director of the journal have successfully recruited the field's experts from different areas to guest-edit the first special issue. The guest editors will continue to working hard to bring diverse perspectives to the journal. We hope that you will enjoy reading our Inaugural Issue of IJSPSY.

2. Scope and Aim

The International Journal of Studies in Psychology (IJSPSY) is a blind peer-reviewed and fully open access journal that provides an advanced platform and opportunities for studies in psychologically related research outputs.

The Editorial Board welcomes a vast empirical, conceptual, scholastic, and theoretical articles critically analyzed and interpreted in all its holistic (general psychology): individual human behaviours, social, well-being, mental health, physiological, emotional, indigenous psychology, mental well-being, educational psychology, psycholinguistic, and inclusive education. The scholarly articles are prepared, treated, and interpreted with the same academic rigor. The IJSPSY is a psychology publication in the Education Research and Rural Community Development Forum and indexed in Google Scholar, Sabinet, and Academic Ressources.

The IJSPSY 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.

3. Editorial Team

Editor in Chief

Prof Moletsane Mokgadi, University of the Western Cape, South Africa

Associate Editors

Prof LIU Woon Chia, National Institute of Education, Singapore

Prof Micah Chepcheng, Egerton University, Republic of Kenya

Prof LDN Tlale, University of South Africa, South Africa

Dr. Fumane Khanare, University of the Free State, South Africa

Dr. Aloka Peter, University of the Witwatersrand, South Africa

Mrs. Charity Okeke, University of the Free State, South Africa

Dr. Leonsio Matagi, Makerere University, Republic of Uganda

Professor Christa Beyers, University of the Free State, South Africa

Prof Phasha Nareadi, University of South Africa, South Africa

Dr. Pamela Raburu, Jaramogi Oginga Odinga University of Science and Technology, Republic of Kenya

Dr. Eze Ifeoma, Botswana Open University, Republic of Botswana

Managing Editor

Kananga Robert Mukuna, University of the Free State, South Africa

4. Expertise and Professional Characteristics of Editorial Team

I am jointed with an outstanding group of associated editors, including Moletsane Mokgadi, LIU Woon Chia, Micah Chepchieng, LDN Tlale, Fumane Khanare, Aloka Peter, Charity Okeke, Leonsio Matagi, Phasha Nareadi, Eze Ifeoma, and Kananga Robert Mukuna.

We are jointly working with highly brilliant, diverse, and international consulting editors and reviewers. This journal will be even be better by ensuring that manuscripts submitted and published are good for the journal.

Doctor Fumane Portia Khanare

KHANARE is a Senior Lecturer in the discipline of Psychology of Education at the Faculty of Education, University of the Free State, South Africa. She is involved in teaching and supervising postgraduate students in Psychology of Education, Community Psychology, and Inclusive Education. Her research focuses on the psychosocial well-being of learners in rural schools, caring schools, children and youth agencies, HIV and AIDS education, and employing strengths/asset-based approaches and arts-based research methods. She strives for enabling learning environments (ELEs) and transformative learning. Dr. Khanare holds a Ph.D. from then Nelson Mandela Metropolitan University, Master's degree in Educational Psychology (cum laude), and a Bachelor of Education Honour's degree in Educational Psychology (cum laude) from the University of KwaZulu-Natal. She has won prestigious grants and awards that include *inter alia*: MAC AIDS Fellow in collaboration with the Columbia University and the University of California in Los Angeles (UCLA), 2008/9; 2015 Education Association of South Africa (EASA) best Post Graduate Doctoral award; National Research Fund Thuthuka Grant for the year 2016-2018, and 2017 Child and Youth Institute Laureate under the Council for the Development of Social Science Research in Africa (CODESRIA). She is currently one of the World Education Research Association International Research Network (WERA-IRN) (2019-2021). Furthermore, she is a registered member of Coaches and Mentors in South Africa (COMENSA).

Doctor Peter Jairo Aloka

ALOKA is currently a Senior Lecturer at Wits School of Education in South Africa and obtained his Ph.D. in Educational Psychology from the University of the Western Cape in September 2012. He has been a lecturer in Kenyan universities. He has published immensely and has supervised several masters and Ph.D. students. His research interests are students' behaviour management, school counselling, and group dynamics.

Professor Woon Chia LIU

CHIA LIU is an Associate Professor with the Psychology and Child and Human Motivation Academic Group at the National Institute of Education (NIE), Nanyang Technological University, Singapore. She is the Immediate Past Dean of Teacher Education and a founding member of the NIE's Motivation in Educational Research Laboratory (MERL). During her Deanship, she led and developed the NTU-NIE Teaching Scholars Programme, reviewed and enhanced the Bachelor of Arts (Education)/Science (Education) and the Postgraduate Diploma in Education programmes, and conceptualised and launched the IoT@NIE Learning Lab in collaboration with the Info-communications Media Development Authority, Singapore. She was also a key member of the steering committee and a co-chair of the working committee that shaped the Singapore Teaching Practice model that makes explicit how effective teaching and learning is achieved in Singapore schools. She was previously the Associate Dean, Practicum and School Partnerships (2009 to 2014). From 2008 to 2009, she was the co-chair of the Theory-Practice Task Force in NIE's Programme Review and Enhancement initiative, culminating in NIE's Teacher Education Model for the 21st Century (TE21). Thereafter, she was the chair of the Theory-Practice Core

Team for the TE21 implementation steering group. She led a team in conceptualizing and implementing the enhanced practicum model.

Furthermore, she was instrumental in advocating and shaping the Professional Practice and Inquiry portfolio in all pre-service programmes that allow pre-service teachers to aggregate and integrate their learning. She is a Past President of the Educational Research Association of Singapore (ERAS) and represented Singapore in the World Education Research Association (WERA) Council. She was also the co-convenor of the WERA-IRN (International Research Network) titled “Teacher education for the 21st century: Developing teachers who are thoughtful, reflective, and inquiring.” Her research interests include motivation, teacher education, innovative pedagogy, e-portfolio, and clinical practice.

Professor Lloyd Daniel Nkoli Tlale

TLALE is an Associate Professor in the Department of Psychology of Education at the University of South Africa. He joined UNISA after being a teacher and a teachers’ college lecturer for several years. He served as an Education Specialist for the Department of Basic Education, supporting and training teachers in inclusive education. His responsibilities include teacher training (tuition), postgraduate supervision, research, and community engagement projects. His research interests include gifted child education, orphans and vulnerable children, children in conflict with the law, social justice, and qualitative research. He has published book chapters and articles and has presented papers at various local and international conferences.

Doctor Ifeoma Rose-Ann Eze

IFEOMA has a wealth of teaching experience across three countries: Nigeria, South Africa, and Botswana. She holds a Ph.D. in Educational Psychology from the University of the Western Cape. She obtained her B.Ed. and M.Ed. Degrees in Nigeria. Dr. Eze is very passionate about research. She was a team member of a research project sponsored by the National *Research* Foundation (*NRF*) of *South Africa* in 2007 and another research team sponsored by the Human Resource Development Council (*HRDC*) of Botswana in 2014. She has published a good number of articles in international peer-reviewed accredited journals. She further reviews manuscripts for several international journals. She has attended and presented papers at several international conferences. Her research interests are Gender-Based Violence, Educational Psychology, ICT in Education, Psycho-social Counselling, and Educational Research. She has advised or co-advised Master’s and Bachelor degree students in research. She has also held teaching and administrative positions at Ba Isago University. She is currently a research supervisor/tutor at Botswana Open University and a visiting lecturer at Botho University and Botswana.

Professor Layane Thomas Mabasa

MABASA is an Associate Professor at the University of the North (Now Limpopo), South Africa, since 2016. He obtained his MPhil and Ph.D. in Social Science Methods at the University of Stellenbosch, South Africa. He obtained B.A. PAED (UL Then UNIN), BEd (Hons) in Educational Technology (UL then UNIN). He served as an acting Director in the School of Education in 2019. He won Scholarships, Bursaries, and other visits abroad such as Microteaching (Stirling University in Scotland, 1988), Bursaries: Educational Research Methodology from Joint Education Trust (JET), the University of Stellenbosch, and University of Cape Town (2001), and visiting in Vocational Education at the University of Groningen in Holland, in 1998), Research Methodology workshop at the University of Edinburgh in Scotland in 2004). His research interests are research methodology, school safety, school governance, programme evaluation, and articulation in higher education. He served as a reviewer of Journals and papers presented at conferences for the South African Journal of Education, Journal of Educational Studies, South African Journal of Education, Australian and International, Journal of Rural Education.

Professor Christa Beyers

BEYERS is an Associate Professor at the University of the Free State, South Africa. She holds a Ph.D. in Educational Psychology from the University of the Free State. Her Ph.D. explored the consequences of adolescents being diagnosed HIV-positive. Her teaching experience includes 25 years, mainly at the postgraduate level in Inclusive Education, Sexuality, and HIV/AIDS Education. She is internationally and nationally published in these areas. She works with inter alia participatory research methodologies to position teachers as

agents in the teaching and learning healthy sexuality.

Mrs. Charity C. Okeke

CHARITY OKEKE is a Ph.D. student in Psychology of Education at the University of South Africa and a Lecturer in the School of Social Sciences and Language Education at the University of the Free State. She holds M.Ed. in Psychology of Education from the University of Johannesburg, B.Ed. (Hons) in Inclusive Education from University of South Africa and B.Ed. in Business Education from the University of Nigeria. Her researcher interest includes classroom discipline, professional conversation, and teacher learning. She has published six peer-reviewed journal articles and presented seven papers in local and international conferences. She holds a 2016 NRF/DAAD Masters Scholarship Award and 2019 Emerging Scholar Award from the Twenty-Sixth International Conference on Learning at Queen's University, Belfast, United Kingdom.

Doctor Kananga Robert Mukuna

MUKUNA is currently a Senior Lecturer at the University of Free State, South Africa, and founder of the International Journal of Studies in Psychology (IJSPSY). He is a Ph.D. holder with and Master's degree in Educational Psychology from the University of the Western Cape, South Africa, and Honours and Bachelor degrees in Industrial Psychology from the University of Lubumbashi, Democratic Republic of Congo (DRC). My research expertise is based on Psychological Assessment, Psychosocial Factors, Rural Education, Inclusive Education, Multiculturalism, Educational Psychology, Community Psychology, and Adolescent Development. He holds a 2021 NRF-Thuthuka funding Award.

Professor Mokgadi Moletsane (néé Kekae)

MOLETSANE is a researcher, educator, and an Educational Psychologist in the Department of Educational Psychology at the University of the Western Cape in South Africa. She obtained her Ph.D. in Educational Psychology from the University of Pretoria in 2004. For many years she has been involved in the training of several programmes, namely, BEd Hons (Counselling), MEd (Educational Psychology), and MEd (Learning Support, Guidance Counseling). Furthermore, she supervises and co-supervision of Honours, Masters, and Ph.D. students. She obtained Leadership Training for Women in Higher Education from HERS–USA Brawn Mawr College in the USA. Mokgadi presented papers in local and international conferences, publishes articles; writes books and book chapters. Her research interests include Child Development, Learning and Behavioural difficulties, Inclusive Education, Psychological assessments and Intervention, Indigenous Knowledge in Psychology and Education, Multicultural counselling, HIV/AIDS, and gender-based violence. Mokgadi occupied various leadership roles in Education, which include; HoD (Educational Psychology Department), Deputy Dean: Research and Postgraduate Studies, and Acting Deputy Vice-Chancellor (Student Development and Support). Besides, she is the founder of the Centre for Diversity in Counselling and Psychotherapy. The centre collaborates with international universities such as the Christ University in India, the University of Toronto in Canada, and the University of Verona in Italy.