

Review Form 1.6

Journal Name:	Journal of Education, Society and Behavioural Science
Manuscript Number:	Ms_JESBS_88642
Title of the Manuscript:	Teachers' inadequate support in the implementation of inclusive education in the Johannesburg East District, Gauteng Province
Type of the Article	SHORT RESEARCH ARTICLE

General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound.

To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

(<https://www.journaljesbs.com/index.php/JESBS/editorial-policy>)

PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
Compulsory REVISION comments	<p>1. ORGANIZATION OF THE ARTICLE MUST FOLLOW THE HEADINGS RECOMMENDED UNDER "GENERAL GUIDELINES FOR AUTHORS"</p> <p>2. References are incomplete. For example, the following does not give details of name and location of publisher. Dreyer, L. 2017. Digital Storytelling as a tool for reflective practice of learning support. <i>In Education Studies for initial teacher development</i>. Chapter 6 (pp. 383-399). Stanley, L. 2014. <i>Perception of Elementary Educators Towards Inclusion</i>. East Tennessee State University: School of Graduate Studies. There is no mention of what type of publication is the above reference. Is it a published research article or unpublished dissertation? The correct and recommended citation is as follows: Recommended Citation Stanley, Laurel M., "Perceptions of Elementary Educators Toward Inclusion" (2015). <i>Electronic Theses and Dissertations</i>. Paper 2529. https://dc.etsu.edu/etd/2529 TITLES OF JOURNALS ARE TO BE ABBREVIATED</p> <p>3. ABSTRACT CONTAINS REPEATED STATEMENTS</p> <p>This study was aimed at exploring the inadequacy of support regarding the implementation of inclusive education in the Johannesburg East District, Gauteng province. The ecological theory of Bronfenbrenner was used as a theoretical lens for this study. The main objective of this study was to explore the inadequacy of teacher support in implementing inclusive education in the Johannesburg East District, Gauteng province.</p> <p>3. There is no need to give statements on meaning or definitions of ethics. Rather, where and how ethical clearance was obtained can be stated along with how aspects of confidentiality, anonymity, privacy, and informed consent were respected within the context of this study.</p> <p>4. Parental, School, regional office support, curriculum issues, variances in learning difficulties and disabilities, and inadequate provision for training are the only listed areas as inadequacies in teacher supports.</p> <p>Other types of teacher supports in inclusive setting, such as, availability or non-availability of resource materials, literature on how to teach, transportation, professional help from allied professional services (speech therapy, occupational therapy, physiotherapy, medical services, and counseling) is not mentioned. Further, periodic in-service training, skill upgradation, incentives for performance are also not mentioned as inadequacy of teacher supports. Broadly, there can be lack or absence of informational support, instrumental support, emotional support, appraisal-feedback supports, and/or administrative supports.</p>	
Minor REVISION comments		
Optional/General comments		

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PART 2:

	Reviewer's comment	Author's comment <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
Are there ethical issues in this manuscript?	<i>(If yes, Kindly please write down the ethical issues here in details)</i> YES. REWRITE BY HIGHLIGHTING ETHICAL ISSUES RELATED TO THIS STUDY	

Reviewer Details:

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