



**SOUTH AFRICAN JOURNAL OF EDUCATION
ANNUAL REPORT 2025**

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1) Indexing

According to the *Journal Citation Reports*, SAJE was rated as follow for 2025¹:

	2025
Journal Impact Factor	000.5
5-Year Impact Factor	001.1
Total Citations	1223
Immediacy Index	000.4
Articles published	79
Source	Originating in the Journal Citation Reports™ from Clarivate, 2025

2) Special Issue 2026

The call for the November 2026 Special Issue has been published: *Continuing professional development (CPD) for school leaders and teachers*. The Guest Editors for this Special Issue are Professors Raj Mestry and Pierre du Plessis (University of Johannesburg). (Please see Appendix A for a copy of the call).

The call for the October 2026 Special Issue on *Digital Transformation and Inclusivity in Initial Teacher Development* will be advertised shortly in the slider on the journal's website. The Guest Editors for this Special Issue are Prof. Roy Venketsamy (University of KwaZulu-Natal) and Dr Blanche Ndlovu (University of South Africa). The guest editors and administrative editor are meeting on 12 January to finalize the call.

3) SAJE Website and Digitisation²

- A total of 5,852 users (155 new) are currently registered on the SAJE website.
- The total number of visits (articles opened) to the SAJE website are 3110409 with 10394941 hits (i.e. the index had been opened) during this report period (see Appendix B).

4) Statistics

For the time frame January-December 2025 manuscript submissions for review to SAJE totalled 203, of which 78 were by national scholars and 125 international scholars (see Appendix C). Of the above submissions 86 was accepted for refereeing. In total, 87 peer-reviewed articles were published in the six 2025-issues. Of the submitted articles 65 (21 national, 44 international) are being revised for resubmission, 18 submissions (3 national, 15 international) were declined, and 65 (33 national, 32 international) are in the review process.

Top 10 DOIs	Resolutions to DOI	Author	Title
10.15700/SAJE.V39NS1A1774	317	Du Plessis P & Mestry R	Teachers for rural schools – a challenge for South Africa
10.15700/201412071114	188	Donohue D &	The challenges of

¹ As expected, indexing results only published for preceding years.

² Source: Usage Statistics for www.sajournalofeducation.co.za

Top 10 DOIs	Resolutions to DOI	Author	Title
		Bornman J	realising inclusive education in South Africa
10.15700/SAJE.V39N1A1510	137	Tokan MK & Imakulata MM	The effect of motivation and learning behaviour on student achievement
10.15700/SAJE.V37N2A1378	132	Yıldırım G & Özyılmaz Akamca G	The effect of outdoor learning activities on the development of preschool children
10.15700/SAJE.V43NS2A2469	124	Edwards D, Schmidt M & Mestry R	Core values of ethical leaders in South African schools
10.15700/SAJE.V41N3A1909	122	Lazić BD, Knežević JB & Maričić SM	The influence of project-based learning on student achievement in elementary mathematics education
10.15700/SAJE.V43N4A2297	102	Hiko MAA, Cakici Es A & Baysen E	Single parenting and students' academic performance
10.15700/SAJE.V41N1A1858	102	Mayeza E & Bhana D	Boys and bullying in primary school: Young masculinities and the negotiation of power
10.15700/SAJE.V44N4A2510	101	Ledwaba RG & Sefotho MM	Curriculum adaptation for learners with diverse learning needs: A case of South African inclusive rural schools
10.15700/SAJE.V44N2A2410	101	Zondo SS &	Teachers'

Top 10 DOIs	Resolutions to DOI	Author	Title
		Mncube VS	challenges in implementing a learner's code of conduct for positive discipline in schools

Source: CrossRef 2025. *Resolution Report for prefix 10.15700 from Dec 2, 2025*. Personal communication.

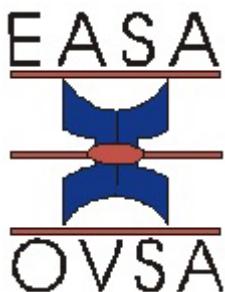
5) Infrastructure

SAJE acknowledges with gratitude the support of the Faculty of Education, University of Pretoria - under the leadership of the Dean: Prof. Lindelani Mnguni - in hosting the journal and providing resources for staff and infrastructure.

Estimate quotations for annual renewal of publishing software - Office 365 publishing software - will be forwarded for the attention of the Treasurer in due course.

Appendix A

Call for papers: Special issue



Official publication of the Education
Association of South Africa
<http://www.sajournalofeducation.co.za>

Continuing professional development (CPD) for school leaders and teachers

South African Journal of Education
Volume 46(4), November 2026

Guest editors: Raj Mestry and Pierre du Plessis

Globally, a profound trend for employees has emerged in most educational institutions. In a South African context, Section 5(b) of the South African Council for Educators (SACE) Act No. 31 of 2000 (Republic of South Africa [RSA], 2000) prescribes that professional development is mandatory in terms of promoting, developing and maintaining the image of the profession and managing a system for promoting the professional development of educators (CPTD Management System). The aspect of continuing professional development (CPD) is further amplified in the Quality Management System (QMS) as stipulated in the Collective Agreement Number 2 of 2020 (Education Labour Relations Council, 2020).

Education authorities place considerable emphasis on the professional development of school leaders and teachers with the view to improve educational standards and learner performance. CPD is fundamental for all educators (principals, deputy principals, departmental heads and teachers) to stay current, improve practices, and enhance student outcomes, leading to a more effective and dynamic educational environment. CPD enables educators to reflect on their leadership, management and/or teaching practices, identify areas for improvement, and develop a personal growth mindset. It is thus imperative for educators to continuously update their knowledge and skills, keep abreast of educational trends, improve leadership and teaching practices, address diverse teacher and learner needs better, and ultimately enhance learning outcomes of learners by providing school management teams (SMTs) with tools to effectively engage and support teachers and their learners in the classroom. Essentially, it empowers SMTs and teachers to be more effective and adaptable in their roles, leading to more positive learning experiences for all. Other key benefits of professional development for educators include helping them identify and address specific challenges that they face and allowing them to find solutions and improve their practice. It also creates a space for educators to share ideas, best practices, and experiences with peers, fostering a collaborative learning environment.

This special edition is aimed at critically reimaging local and international perspectives of CPD in the 21st century where technological advancement, diversity and socio-economic status of communities are emphasised. Scholars are invited to examine and critically evaluate the importance of CPD for school leaders and teachers. Scholars in the field of human resource development or in any other related fields are invited to submit papers that exhibit a critical examination of CPD and that probe the contextualised understanding of what works, how it works and for whom it works, and whether it can enable educators to make positive changes in their professional practice.

Deadline for Submissions

Proposals for manuscripts should be emailed to the guest editors, Prof. Raj Mestry – rajm@uj.ac.za, or Prof. Pierre du Plessis – pierredp@uj.ac.za.

Proposals should include:

- a) the proposed manuscript title
- b) a brief abstract of 300 words
- c) authors' names, ORCID IDs, email addresses and affiliation.

Abstracts (preferably, of an empirical perspective) should be submitted by no later than 31 January 2026. Prospective authors will be informed of the outcome of the evaluation of the manuscript proposals soon thereafter. Complete manuscripts should be submitted to Estelle Botha (estelle.botha@up.ac.za) on or before 28 February 2026. All submitted manuscripts will undergo double-blind peer review, and authors will be informed of the outcome of the review within 8 to 12 weeks after submission of the manuscripts. We intend to complete the editing of the special issue by 30 November 2026.

References

- Education Labour Relations Council 2020. *Collective agreement number 2 of 2020: Quality management system (QMS) for school based educators*. Centurion, South Africa: Author. Available at <https://elrc.org.za/docs/no-2-of-2020-quality-management-system-qms-for-school-based-educators/>. Accessed 31 August 2025.
- Republic of South Africa 2000. Act No. 31, 2000 SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT. *Government Gazette*, 422(21431):1–22, August 2. Available at https://media.lawlibrary.org.za/media/legislation/278668/source_file/f09b862afd580821/south-african-council-for-educators-act-2000.pdf. Accessed 31 August 2025.

Appendix B

Usage Statistics for www.sajournalofeducation.co.za

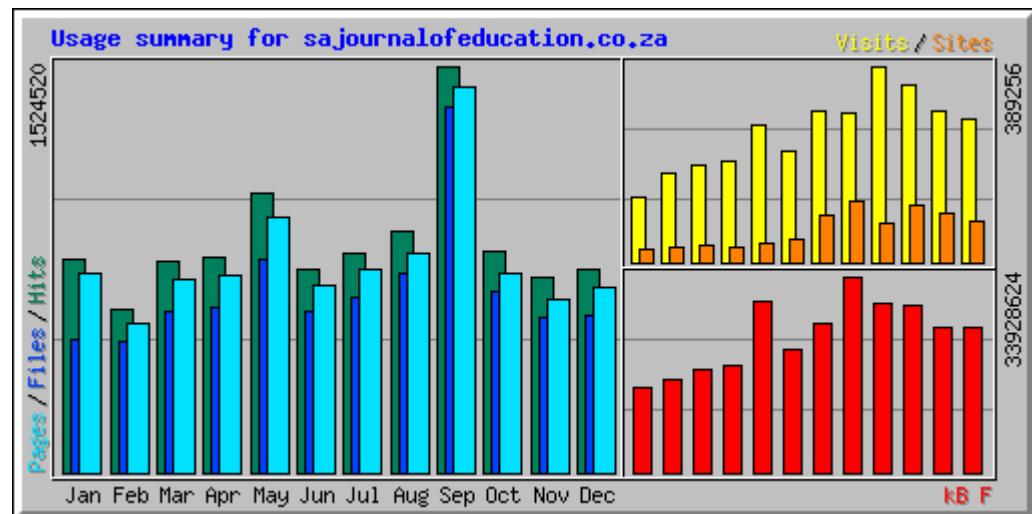
Summary Period: Last 12 Months

Generated 31-Dec-2025 00:04 SAST

Generated by Webalizer Version 2.23

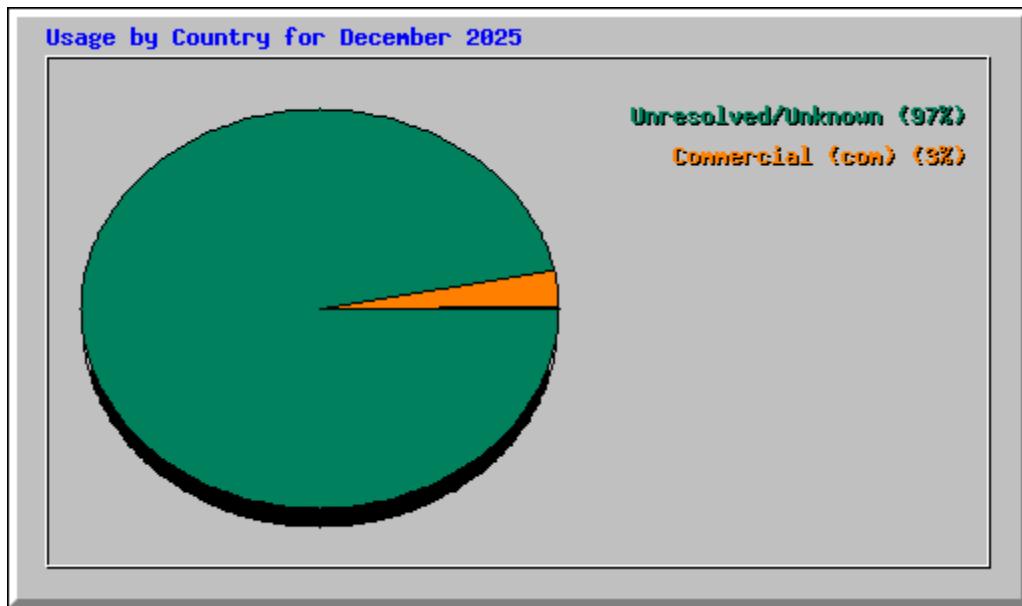
Hits: Only the index was opened

Visits: An article in the journal was opened



Month	Daily Avg						Monthly Totals				
	Hits	Files	Pages	Visits	Sites	kB F	Visits	Pages	Files	Hits	
Dec 2025	25305	19536	23261	9479	79729	24942357	284390	697833	586100	759177	
Nov 2025	24312	19422	21675	9970	97750	25086632	299121	650268	582668	729363	
Oct 2025	26663	21982	23987	11403	114581	28768344	353496	743602	681468	826554	
Sep 2025	50817	45721	48219	12975	76353	29196502	389256	1446592	1371632	1524520	
Aug 2025	29256	24158	26645	9521	119698	33928624	295173	826003	748906	906940	
Jul 2025	26502	21091	24506	9665	93986	25639808	299638	759703	653845	821590	
Jun 2025	25515	20122	23408	7362	46869	21393384	220884	702260	603687	765459	
May 2025	33868	25718	30777	8744	39364	29448422	271076	954097	797285	1049909	
Apr 2025	26934	20668	24675	6624	29850	18375136	198734	740256	620068	808028	
Mar 2025	25474	19430	23266	6212	32841	17752492	192576	721270	602344	789719	
Feb 2025	21959	17693	20011	6260	31485	16084244	175298	560321	495410	614878	
Jan 2025	25767	16087	24114	4218	26396	14844520	130767	747548	498726	798804	
Totals						285460465	3110409	9549753	8242139	10394941	

Appendix B-2



Top 9 of 9 Total Countries						
#	Hits	Files	kB F		Country	
1	734036	96.69%	579503	98.87%	24500345	98.23% Unresolved/Unknown
2	24758	3.26%	7383	1.26%	415405	1.67% Commercial (com)
3	181	0.02%	160	0.03%	15117	0.06% South Africa
4	129	0.02%	123	0.02%	8251	0.03% Turkey
5	24	0.00%	22	0.00%	1352	0.01% Network (net)
6	20	0.00%	18	0.00%	540	0.00% India
7	19	0.00%	18	0.00%	948	0.00% Zimbabwe
8	9	0.00%	9	0.00%	394	0.00% Serbia
9	1	0.00%	0	0.00%	4	0.00% Hong Kong

Appendix C

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Total number of articles received	187	229	151	270	290	219	232	259	336	332	283	306	239	224	205	240	203
Articles Published in five editions	32	39	45	39	50	66	63	41	47	73	73	84	86	77	88	79	87
International articles per year for publication	Unavailable	Unavailable	12	5	10	23	9	11	11	18	23	30	28	31	39	32	30
Articles rejected	121	Unavailable	73	155	159	125	139	141	174	173	150	148	96	84	69	104	18
Percentage accepted for publication	17%	Unavailable	46%	22%	25%	21%	17%	29%	25%	31%	33%	32%	29%	21%	6%	4%	8%
Referees participating	478	316	119	245	315	311	275	219	311	408	440	398	285	190	311	163	163
Number of international referees	Unavailable	Unavailable	9	41	101	140	170	142	133	198	224	179	134	88	63	82	82
Articles received from other countries	42	64	45	138	156	100	84	113	184	173	159	166	161	117	108	180	125
Afghanistan													1				
Algeria		1															1
Australia		2	1		1	1	2			1	1		1				
Austria								1					1				
Azerbaijan													1				
Bahrain															2		
Belgium				1				1									
Botswana	1	2			1	2	2		3	2		1	4		1		
Britain	1																
British Columbia							1										
Bulgaria									1							1	
Cameroon								1	1								
Canada	3	1	1	3			1					1		1	1		1
Chile				1		1				1	1		2				1

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
				2	3	2	2	5	8	11	20	20	15	21	27	72	43
China																	
Colombia									1		1		1		1		
Croatia			1										1				
Cyprus					10	1	2	4	1	2	1		1				
Czech Republic									1	1		1					
Democratic Republic of the Congo													1				
Egypt						1				1		1					
Eritrea									1								
Estonia									1				1				
Ethiopia	1	3	1					2	1	3	1	5	5		3	2	4
Finland					1				1	1				1			
France											1						
Georgia										1							
Germany	1	1															
Ghana		3		2				1	1	1		1			1	2	
Greece							1					1					
Hong Kong																	
Hungary										1		1	1				
Iceland													1				
India		1	1	5	12	2	3	3	4	2	1	4		1	1	2	3
Indonesia					1	1	3	4	23	23	11	11	7	22	12	29	7
Iran	2	7	3	16	4	2	2	6	5	4	13	3	2	8		2	2
Iraq								1	2	1							
Ireland	1																
Israel			1														
Italy	1						1		1								
Japan		1								2							
Jordan					3	1	1		2	1	2	5	4	4	3	1	5
Kazakhstan						1		1	1	2	3	3	3		2	4	1

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Kenya	1	4		2	1	1	1	1	1	2		6	1		1		1
Korea						1		2	1				1	1			
Kosovo													1		1		1
Kuwait						1				1				1			
Kyrgyzstan												1		1			1
Lebanon				2	1												
Lesotho	1			2		2		1	1	1	2	2		1	2		2
Macedonia					1												
Malawi				1	1	1	1					1	2				
Malaysia	1	2	6	5	2	2	1	2	6	4	7		5	4	1	5	3
Mexico							1		1		2	1		1	2		1
Montenegro					1			1	2	3	1	1			1		
Morocco				1	1								1	1			1
Mozambique	1				1										1		
Namibia				1		1		1		2			1	1	1	2	
Nepal										1							
Netherlands	2				1				1	1			2				
New Zealand				1		1											
Nigeria	15	15	5	21	12	5	6	5	15	13	17	9	9	3		1	
Northern Cyprus							2	2	6	3	3	3	3	1	2	2	1
Nuremberg																	
Oman												3	1			1	1
Pakistan	1	1	3	6	8	3	2	3	4	8	12	10	6	2	1	1	1
Palestine									1	1		2	1				
Peru													2		4	4	
Philippines						1									2	2	
Poland			1		1							1					
Portugal				1					3		1						
Romania				1		2		1	1								
Russia					2			7	10	5	2		2	2	2	1	
Rwanda												2	2				

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Saudi Arabia				3	3	1	3	3	5	6	10	18	16	11	8	12	3
Serbia			1	7	3	2	2	4	1	4	3	5	5	1	1		
Singapore		1									1						
Slovakia								1	2								
Slovenia					1		1			1			1		1		
Somalia															1		
South Korea				2			1	2	1	2		4	1	1			
Spain					1	2	1	3	5	3	5	4	4	1	1	2	
Swaziland	1			1		2		1	2							1	
Sweden		1	2		1	1	1	1	1			1					
Switzerland			1								1						
Taiwan	1		1	5		1	1	3	5	2	1	1	3	2	2	3	
Tanzania				1	1	1	1		1		1					3	
Thailand					1	5	3	1	2	6				2			
Tunisia							1				1				1		
Turkey	2	14	8	34	67	49	29	28	33	41	23	26	35	18	15	21	36
Uganda					1			1				3		1	1		
Ukraine											1		2			1	1
United Arab Emirates					1	1							1			1	
United Kingdom		2	5	4	2	1	3	1	2	1	2	2	1		2	1	1
USA				2	3		1	3	5	1	4		1		1	1	1
Venda	2																
Vietnam								1				1					
Yemen													1		2		
Zambia									1								1
Zimbabwe	3	2	2	7	1			1	5	3			3	1		1	