

## **Editorial Preface**

### **International Journal of Psychology and Education (IJOPE)**

**Volume 6, Issue 3 (2025)**

**Theme: Empowering Educational Stakeholders through Inclusive Leadership and Collaborative Practices**

In the evolving educational landscape of Ghana, the role of professional learning communities, inclusive governance structures, and contextually relevant school management has become central to efforts aimed at improving learning outcomes and educational equity. This issue of the *International Journal of Psychology and Education* (Volume 6, Issue 3) assembles a trio of empirical studies that speak directly to these imperatives. Together, they provide a lens into the lived realities, policy challenges, and promising practices shaping the Ghanaian education sector today.

The first article, **"Teachers' Perceptions, Challenges, and Engagement in Digital Professional Learning Communities (PLCs) in Ghanaian Public Senior High Schools"** by **Joseph Appianing**, offers a timely exploration of how digital platforms are shaping professional collaboration among teachers. As the Ghana Education Service increasingly promotes digital solutions in professional development, this study reveals not only the potential of online PLCs to foster shared learning and pedagogical innovation but also the technological, logistical, and motivational barriers that hinder optimal participation. The implications of these findings are particularly relevant for national education stakeholders seeking to harness ICT for sustained professional growth in schools.

The second contribution, authored by **Acheampong**, titled **"Promoting Inclusive and Equitable Quality Education through Participatory Leadership Practices in Selected Basic Schools in Ghana"**, focuses on how school leadership practices can drive inclusion and quality outcomes. Grounded in qualitative research, the study underscores the critical role of participatory leadership in addressing equity concerns in basic schools. It provides practical insights into how inclusive decision-making, stakeholder engagement, and gender-sensitive approaches can transform school climates and learning experiences, especially for marginalized groups.

The third and final paper, **"Relationship between the Role of School Management Committees and Quality Education Delivery in Public Junior High Schools in Krachi Nchumuru District, Ghana"** by **Hinne Kusi and Emmanuel Kumah Anuaberor**, examines the extent to which School Management Committees (SMCs) contribute to education quality. Using a correlational design grounded in Bronfenbrenner's Ecological Systems Theory, the authors demonstrate a strong and statistically significant relationship between SMC engagement and key indicators of school improvement. The findings reinforce the importance of community involvement and localized governance in basic education delivery, particularly in underserved regions.

Collectively, these papers underscore a unifying theme: **"Empowered Stakeholders, Inclusive Practices, and the Pursuit of Quality Education."** This issue not only extends the scholarly discourse on educational reform in Ghana but also offers actionable recommendations for policy

makers, educational leaders, and practitioners committed to inclusive and sustainable educational change.

We extend our heartfelt appreciation to the authors for their scholarly diligence, and to the reviewers for their rigorous evaluations and timely feedback. Their contributions have ensured the high quality and relevance of this issue. We also thank the members of the editorial and production teams whose work behind the scenes has made this publication possible.

As always, we invite our readers to engage critically with the articles and to share their insights and experiences in the spirit of collaborative advancement of psychology and education.

Warm regards,

Editor-in-Chief  
International Journal of Psychology and Education (IJOPE)

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