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ABOUT THE JOURNAL

The International Journal of Developmental Issues in Education and Humanities (IJDIEH) is a peer-reviewed, open access academic journal published by the Faculty of Education, University of Buea, Cameroon.

The journal provides a scholarly platform for the dissemination of high-quality research in education, humanities, and human development. It encourages interdisciplinary research that contributes to academic knowledge, policy development, and professional practice in both local and global contexts. As a bilingual journal, IJDIEH welcomes submissions in English and French, promoting wider accessibility and international academic collaboration.

AIMS AND SCOPE

The journal publishes original research articles, review papers, and scholarly contributions in the following areas:

- Educational development, policy, and leadership
- Curriculum studies, pedagogy, and instructional practices
- Teacher education and professional development
- Humanities, culture, and social transformation
- Language, literature, bilingual and multilingual studies
- Human development and community development
- Interdisciplinary research linking education and humanities
- Regional and global developmental challenges

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ISSUE SUMMARY

Volume 2, Issue 1 (January–February 2026) of the International Journal of Developmental Issues in Education and Humanities (IJDIEH) presents a multidisciplinary collection of peer-reviewed research articles addressing contemporary developments in education, humanities, social sciences, and interdisciplinary studies.

This issue continues to strengthen African-centered scholarship while integrating broader international perspectives. The published works focus on key areas such as digital transformation in education, inclusive and equitable learning environments, leadership and governance, psychosocial development, and the evolving role of technology, including artificial intelligence, in academic and societal contexts.

The contributions examine both institutional and human dimensions of development, highlighting themes related to teaching effectiveness, curriculum innovation, student engagement, and policy implementation. In addition, several studies explore cultural dynamics, identity formation, and social challenges influencing educational and community development.

This issue further reflects the growing intersection between education and emerging technologies, including digital literacy, STEAM-based approaches, and innovative pedagogical strategies.

Collectively, the articles in this issue provide valuable theoretical insights and practical implications for researchers, educators, policymakers, and practitioners committed to advancing sustainable development in education and society.

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