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ACHIEVEMENT	1/22-3	PRUITT-BRITTON, T Nurturing students through social interactions: by getting to know their students, teachers can more effectively support learning. <i>Phi Delta Kappan, 103(5), Feb 22, pp 18-23</i>
	2/22-3	YIDANA, P Senior high school students' usage of time and its impact on their academic achievement in Northern Ghana: the study recommends that students group study and self-study activities should be made compulsory and that adequate time should be allotted within study hours for students to engage in meaningful self-study and group study activities. <i>Interdisciplinary Journal of Education Research, 3(2), Jul-Dec 21, pp 48-59</i>
ASSESSMENT	3/22-3	MOLOI, Q Applicability of two standard setting methods for enhancing the reporting of assessment results within the South African education context. <i>South African Journal of Education, 41(4), Nov 21, 9 pp</i>
BEHAVIOUR	4/22-3	LUNGA, P School and the community: managing disruptive learner behaviour in rural learning ecologies [Zimbabwe]. <i>Perspectives in Education, 39(4), 21, pp 72-88</i>
ECD	5/22-3	MADYIBI, S Case study of early childhood development facility infrastructure in Philippi, South Africa: adequate infrastructure plays a critical role in early childhood development (ECD) facilities providing high-quality early learning services. <i>Perspectives in Education, 39(4), 21, pp 156-171</i>
	6/22-3	NAWAZ, A Impact of effectiveness of Early Childhood Education on students learning outcomes in Pakistan: government should introduce a proper system for effective monitoring and evaluation to maintain a conducive environment for learning and for complete mainstreaming of the ECE program. <i>Interdisciplinary Journal of Education Research, 3(2), Jul-Dec 21, pp 32-39</i>
e-LEARNING	7/22-3	ALASOLUYI, O E Teachers' awareness and competence in the switch from classroom-based to online teaching during COVID-19 pandemic in Lagos, Nigeria. <i>Interdisciplinary Journal of Education Research, 3(2), Jul-Dec 21, pp 23-31</i>
	8/22-3	MKHIZE, T R Towards a digital resource mobilisation approach for digital inclusion during COVID-19 and beyond: a case of a township school in South Africa. <i>Educational Research for Social Change, 10(2), Sep 21, pp 18-32</i>
ICT	9/22-3	VANDEYAR, T

		ICT policy appropriation: teachers as transformative ICT agents: qualitative instrumental case study set out to explore how the national e-Education policy is appropriated by teachers in South African schools. <i>Perspectives in Education, 39(4), 21, pp 43-56</i>
LEADERSHIP	10/22-3	SCHNEPFLEITNER, FM Leadership development programme: a case study of transformative learning in Qatar: presents the case study of an executive leadership development programme to identify key success factors or inhibitors that fostered or hindered transformative learning experiences. <i>Educational Research for Social Change, 10(2), Sep 21, pp 1-17</i>
LEADERSHIP (ethical)	11/22-3	MTHIYANE, S E Causes of ethical turpitudes in schools: evidence from four schools in Gauteng, South Africa: materialism, living beyond one's means and thus tempted to abuse school funds and abuse of power where those in authority victimised both teachers and learners, lack of proper lesson planning, joining the profession only for financial gain and having unsavoury relationships with learners, lack of resources and pressure from authorities on performance – findings suggest that most participants had pedestrian knowledge of ethical leadership. <i>Interdisciplinary Journal of Education Research, 3(2), Jul-Dec 21, pp 1-9</i>
LEARNERS	12/22-3	SIBANDA, G M Admission policies as enablers and disablers of children's rights to basic education: stakeholders' perceptions. <i>South African Journal of Education, 41(4), Nov 21, 19 pp</i>
LITERACY	13/22-3	LE ROUX, S G Changing literacy outcomes in South Africa: are home-school partnerships the missing link? <i>South African Journal of Education, 41(4), Nov 21, 9 pp</i>
MATHS	14/22-3	BESTER, G Relationship between irrational beliefs, socio-affective variables and secondary school learners' achievement in mathematics. <i>Independent Journal of Teaching and Learning, 16(2), Nov 2021, pp 118-132</i>
MATHS (number assess)	15/22-3	HENNING, E Development of an instrument to assess early number concept development in four South African languages. <i>South African Journal of Education, 41(4), Nov 21, 12 pp</i>
PROFESSIONAL DEVELOPMENT	16/22-3	VAN DER MERWE-MULLER, L South African teachers' experiences of continuous professional teacher development: connections and disconnections. <i>South African Journal of Education, 41(4), Nov 21, 10 pp</i>
	17/22-3	WITTMANN, G Blended learning as an approach to foster self-directed learning in teacher professional development programmes. <i>Independent Journal of Teaching and Learning, 16(2), Nov 2021, pp 71-84</i>
PROFESSIONAL LEARNING COMMUNITIES	18/22-3	PHILANDER, C J Natural sciences teachers' continuous professional development through a community of practice. <i>South African Journal of Education, 41(4), Nov 21, 11 pp</i>
PUNISHMENT	19/22-3	MAYISELA, S You detain yourself if you detain children: educators' perceptions of detention as an alternative to corporal punishment. <i>South African Journal of Education, 41(4), Nov 21, 11 pp</i>
RELATIONSHIPS	20/22-3	KENNEDY, K How district leaders create caring organizations: a culture of caring begins with district leaders who cultivate conditions that address everyone's social and emotional needs. <i>Phi Delta Kappan, 103(5), Feb 22, pp 13-17</i>
	21/22-3	POPE, D

		Building a caring climate that promotes belonging and engagement: a feeling of belonging in school goes hand in hand with students' engagement in learning. <i>Phi Delta Kappan</i> , 103(5), Feb 22, pp 8-12
SCHOOLS	22/22-3	BREEDT, I From not-for-profit to profit-driven independent schools through the eyes of some of the stakeholders. <i>Perspectives in Education</i> , 39(4), 21, pp 202-217
SCHOOLS SAFETY	23/22-3	HOCHFELD, T Learners' perspectives on school safety in Johannesburg. <i>South African Journal of Education</i> , 42(1), Feb 22, 9 pp
	24/22-3	MABASA, L T Inclusion of learners' views in safety and security matters at schools. <i>South African Journal of Education</i> , 41(4), Nov 21, 9 pp
SEX EDUCATION	25/22-3	PILLAY, J Scoping review of learners' perceptions on what influences teachers' approaches to teaching comprehensive sexuality education in South African schools. <i>Educational Research for Social Change</i> , 11(1), Apr 21, pp 1-9
SPECIAL EDUCATION	26/22-3	RENS, J Teachers' experiences in the implementation of the Life Skills CAPS for learners with severe intellectual disability. <i>Educational Research for Social Change</i> , 10(2), Sep 21, pp 105-123
TEACHERS	27/22-3	ANDERSON, W Self-efficacy hold staying power for new teachers: key practices can help administrators support novice educators' sense of growth. <i>Educational Leadership</i> , 79(3), Nov 21, pp 64-69
	28/22-3	MELVIN, R Four myths on coaching and efficacy: let's rethink the support we provide teachers so they can immediately and practically create positive change in their classroom. <i>Educational Leadership</i> , 79(3), Nov 21, pp 46-50
	29/22-3	SEELIG, J L Why teachers stay: shaping a new narrative on rural teacher retention. <i>Journal of Research in Rural Education</i> , 37(8), 21, pp 1-16
	30/22-3	STARK, K Vision for teachers' emotional well-being: self-care is not enough to help teachers manage their stress – organizational change is needed. <i>Phi Delta Kappan</i> , 103(5), Feb 22, pp 14-33
	31/22-3	ZIKANGA, D K Remuneration and job performance of teachers in government aided secondary schools in Western Uganda. <i>Interdisciplinary Journal of Education Research</i> , 3(2), Jul-Dec 21, pp 10-22
TEACHING (quality)	32/22-3	MATOPE, J Making wine without grapes: the case for quality teaching with limited resources: it argues that good teachers can employ pedagogical practices that are not dependent on the availability of resources. <i>Educational Research for Social Change</i> , 10(2), Sep 21, pp 33-46
TECHNOLOGY	33/22-3	MAREE, N Influence and value of science and technology in the education systems of South Africa and Russia: the correct application of relevant technology in education can be used as valuable support to education delivery, it can stimulate creativity, contribute to the development of higher-order cognitive thinking skills, assist learners to develop technological skills and finally it can help economic growth in the country. <i>Perspectives in Education</i> , 39(4), 21, pp 27-42
VANDALISM	34/22-3	SCRIBNER, C F Vandalism is a test that we have to pass. <i>Phi Delta Kappan</i> , 103(5), Feb 22, pp 67-68