



education

Department of
Education
FREE STATE PROVINCE

EDUCATION LIBRARY

READING LIST 24-4

Copies are available on request, with submission of NUMBER of LIST and ARTICLE from:

Postal address:

The Librarian
Education Library
Private Bag X20565
Bloemfontein
9300

Physical address:

Education Library
Ground Floor
Syfrets Building
65 Charlotte Maxeke Street
Bloemfontein

Tel: 051-404-8467

E-mail: E.Mostert@fseducation.gov.za

ACHIEVEMENT	1/24-4	OLAWOLE, A O Belief system, peer pressure and self-monitoring skills as determinant of academic achievement among senior secondary school students in Ogun State [Nigeria]. <i>International Journal of Educational Research, 12(1), 2023, pp 53-60</i>
AGGRESSION	2/24-4	MUDATHIR, D A Parental styles as a predictor of aggressive behaviour of teenagers in marginalised communities. <i>International Journal of Educational Research, 12(1), 2023, pp</i>
ART	3/24-4	KAREEM, I A Teachers' use of creativity in teaching Visual Art in senior secondary school in Ilorin West LGA, Kwara State [Nigeria]. <i>Kashere Journal of Education 2023, 4(1), 2023, pp 80-87</i>
AUTISM	4/24-4	CONNER, C Planning and implementing effective language and reading comprehension instructional techniques for students with Autism Spectrum Disorder and cognitive disabilities. <i>Reading Teacher, 77(1), Jul/Aug 23, pp 47-58</i>
	5/24-4	NDUNGURU, N E Challenges encountered by teachers in supporting children with autism in primary schools in Tanzania. <i>Papers in Education and Development, 4(1), Special issue, Jun 23, pp 55-68</i>
BARRIERS	6/24-4	MOIANE, T Determinants of poor nutritional status among school children in Mpumalanga Province, South Africa – a school-based study: investigating the nutritional status of school-age children who may be at risk of faltered growth and development, subsequently impacting on their educational achievement, can never be overemphasised as one of the public health concerns in South Africa. <i>African Journal for Physical Activity and Health Sciences, 29(Si1), Dec 23, pp 33-55</i>
	7/24-4	OKIKA, C L Impact of domestic violence on the academic performance of primary school pupils in Awka South Local Government Area of Anambra State [Nigeria]: was recommended that Federal Government and Non-Governmental agencies should create awareness campaign exercise to discourage parents from leasing out their children for housekeeping, prostitution, early marriage, or any other reason for moneymaking [and] government should make sure that perpetrators of domestic violence are punished according to the law enacted for offenders and used as examples for others. <i>Journal of Emerging Trends in Educational Research and Policy Studies, 14(1), Feb 2023, pp 1-9</i>
CHEMISTRY	8/24-4	CHINDA, W Repositioning 21st century chemistry education through innovative teaching strategies: the case of problem-based learning teaching strategy in Nigeria. <i>African Journal of Chemical Education, 13(2), Special issue, 2023, pp 21-46</i>
COACHING	9/24-4	TOLL, C A

		Empowering change through whole-staff coaching: school-level coaching can help identify key instructional challenges and bring educators together around common aims. <i>Educational Leadership, 80(6), Mar 23, pp 45-50</i>
DEAFNESS	10/24-4	MAIZERE, J Role of <u>educational psychologists</u> in the education of d/deaf and hard of hearing children in Zimbabwe. <i>East African Journal of Education and Social Sciences, 4(5), Sep-Oct 23, pp 16-26</i>
DEBATES	11/24-4	TAYLOR, C Bear fights: an Ursine introduction to debating in the EFL classroom. <i>English Teaching Forum, 61(2), 23, pp 46-48</i>
DISCIPLINE	12/24-4	SINGOEI, H J Teachers' perception of the effectiveness of the alternative forms of students' discipline in secondary schools in Kajiado County, Kenya: lack of counselling rooms, uncooperative teacher attitude, an overloaded curriculum, inconsistency in disciplining students, blurred role of teacher counsel or, and untrained teacher counsellors were challenges that schools faced in the implementation of alternative forms of discipline in schools. <i>Journal of Emerging Trends in Educational Research and Policy Studies, 13(3), Jan 22, pp 96-107</i>
ECD	13/24-4	DE CARVALHO-ETOKABEKA, E M Teachers' experiences of executive functions in Grade R: numerous Grade R learners in South Africa are not ready for formal education – Teachers' low qualifications are linked to learners' inadequate development of executive functions in Grade R – as a result, preschool children commence formal schooling without the necessary executive functions, which causes unsuccessful adaptation in the formal school. <i>Journal of Educational Studies, 22(4), Dec 23, pp 140-156</i>
	14/24-4	MOKIBELO, E Implementing Early Childhood Education in Botswana – teething problems: there is need for protective clothing, unsuitable infrastructure, dysfunctional outdoor equipment, teacher conflict, lack of parental involvement, school management disconnection from ECE programme, multitasking of heads of infant and delays in employing teachers of ECE amongst other things. <i>Journal of Emerging Trends in Educational Research and Policy Studies, 13(3), Jan 22, pp 85-95</i>
EDUCATION	15/24-4	HEIDT, M A All for one and one for all: integral education for a better world. <i>Childhood Education, 99(5), Sep/Oct 23, pp 40-45</i>
	16/24-4	MAMPANE, P M Co-creators of good governance: a case of <i>Equal Education</i> : looks at the positive contribution, a civil society organization, <i>Equal Education</i> has made and continues to make in the consolidation of South Africa's nascent democracy. <i>Journal of Public Administration, 58(4), Dec 23, pp 1037-1064</i>
EDUCATION (Free)	17/24-4	DWOMOH, D Impact of the Free Senior High School Education Policy and Double-Track System on quality education outcomes: a quasi-experimental policy evaluation study in Ghana . <i>Africa Education Review, 19(2), Jul 22, pp 1–24</i>
EDUCATION (SA)	18/24-4	MOUTON, N Exploring the <u>challenges of curriculum advisors</u> in schools in the Vhembe-West district, Limpopo province, South Africa: highlights the lack of resources, insufficient infrastructure, and lack of effective communication from management needed for proper curriculum implementation at schools. <i>SA Journal of Education, 43(3), Aug 2023, 9 pp</i>
EMOTIONAL INTELLIGENCE	19/24-4	OGAR, R O Emotional intelligence and mathematics achievement of underachieving high ability senior secondary school students: a perspective of inclusivity in regular secondary schools in Calabar education zone, Cross River State, Nigeria

		<i>Global Journal of Educational Research, 22(3), 2023, pp 311-319</i>
EMPLOYMENT	20/24-4	UBISI, L Public sector <u>internship programmes</u> and reduction of <u>unemployment</u> among youths in South Africa. <i>Journal of Public Administration, 58(4), Dec 23, pp 1006-1019</i>
ENERGY	21/24-4	EYITA-OKON, E Coordinating an energy transition in Africa: challenges and opportunities: active energy citizenship and participation reflects the level of coordination between the government and the citizens in the design and implementation of an energy transition. <i>Journal of Public Administration, 58(3-1), Sep 23, pp 826-837</i>
	22/24-4	OKBANDRIAS, M Role of technology in sustainable energy management policy and policy practices in South Africa. <i>Journal of Public Administration, 58(3-1), Sep 23, pp 838-857</i>
ETHICS	23/24-4	DHLAMINI, J Corporate governance and business ethics: an assessment of challenges and developments. <i>Journal of Contemporary Management, 20(2), Jul 23, pp 357-385</i>
FOUNDATION PHASE	24/24-4	DE KOCK, M Enhancing pedagogy for teaching visual arts in the South African Foundation Phase classroom: a collaborative endeavour: this study contributes to the field of arts education by highlighting the plight of generalist teachers having to teach visual arts without sufficient training or support. <i>Journal of Education, no 93, 2023, pp 64-88</i>
GENDER	25/24-4	NATERER, A Effects of a targeted intervention on descriptive and prescriptive <u>gender stereotypes</u> among primary schoolteachers [from 7 Serbian and 12 Slovenian primary schools]. <i>Journal of Educational Studies, 22(4), Dec 23, pp 93-114</i>
GOVERNMENT	26/24-4	CHIPKIN, I Overcoming the crisis of government: fundamental problems of public administration in South Africa is a problem of institutionalising public administrations by dealing with contradiction, confusion, capability, centralisation and corruption – the five Cs of the crisis in government. <i>Journal of Public Administration, 58(4), Dec 23, pp 1181-1195</i>
HEALTH	27/24-4	DOLLEY, D Effect of the KaziBantu school-based health intervention on <u>non-communicable disease</u> risk factors of children from low-income schools in Gqeberha, South Africa: school-based interventions providing teacher support may have a positive impact on NCD risk factors and PA behaviours of children attending under-resourced schools – findings add to our understanding of implementing interventions in resource-scarce schools where teachers are inadequately trained to teach PE. <i>African Journal for Physical Activity and Health Sciences, 29(4), Dec 23, pp 352-370</i>
	28/24-4	ZIMU, P M Cardiorespiratory fitness levels and body composition of adolescent learners from low and middle socioeconomic backgrounds in KwaZulu-Natal province, South Africa: information about adolescents' health-related fitness from different socioeconomic backgrounds is essential to diagnose CVD (cardiovascular disease) risk and determine the need for health and wellness intervention programmes. <i>African Journal for Physical Activity and Health Sciences, 29(4), Dec 23, pp 446-462</i>
ICT	29/24-4	HABIMANA, O Level of ICT-driven collaboration during the teaching and learning process in Rwandan Secondary Schools. <i>Rwandan Journal of Education, 7(1), 2023, pp 119-132</i>
	30/24-4	MORE, A Greetings from the <u>classroom of the future</u> : one teacher dreamed about what a transformed classroom could offer students, and then dared to make that dream a reality. <i>Childhood Education, 99(5), Sep/Oct 23, pp 30-39</i>

	31/24-4	OSAMUEDE, I M Re-engineering teaching and learning of <u>Accounting</u> and word processing through ICT and collaborative learning approach: implications on learning outcome. <i>International Journal of Educational Research, 12(1), 2023, pp 12-21</i>
INCLUSION	32/24-4	PIENAAR, S Including learners with <u>Autism Spectrum Disorder</u> : voices of mainstream teachers: at the first level of contact, teachers play an important role in the implementation of inclusive education; it is therefore crucial to acknowledge their experiences. <i>Journal of Education, no 93, 2023, pp 4-22</i>
INFORMATION	33/24-4	SOKHELA, M I Role of Georgetown Public Library [KZN] in meeting the academic information needs of high school learners: study concluded that most learners understood their information needs, although they used different ways to satisfy them; availability of computers and assistance from the librarians were crucial for them to meet their academic information needs. <i>Mousaion, 41(1), Mar 23, 16 pp</i>
LANGUAGES	34/24-4	CURIEL, L C Multiliteracies classroom ecology for elementary bilingual language learners. <i>Reading Teacher, 77(1), Jul/Aug 23, pp 104-112</i>
	35/24-4	HUGO, A Attending to the voice of people at all levels involved in <u>mother tongue education</u> – a case of two minority languages in Ethiopia. <i>Per Linguam, 39(2), Dec 23, pp 102-114</i>
	36/24-4	KIRSTEN, J Pictures of language: language metaphors in a recent Language Policy Framework. <i>Language Matters, 54(2), Jul 23, pp 86-103</i>
	37/24-4	MBIRIMI-HUNGWE, V Promoting multilingualism through translanguaging in South African classrooms. <i>Journal for Language Teaching, 57(1), 2023, 20 pp</i>
	38/24-4	NONDABULA, N Learners' experiences of creative writing in English First Additional Language: pedagogical implications. <i>Journal for Language Teaching, 57(1), 2023, 21 pp</i>
	39/24-4	PILONIETA, P Building kindergartener's independence with text-based conversations: when teachers invest the time to teach young children the tools they need to engage in rich academic conversations and provide the scaffolding needed to build student independence, the payoff is worthwhile. <i>Reading Teacher, 77(1), Jul/Aug 23, pp 131-136</i>
LANGUAGES (grammar)	40/24-4	McLEOD, A K Beyond grammar teaching: Dictogloss strategies for improving literacy: a task-based procedure designed to help language-learning students towards a better understanding of how grammar works on a text basis. <i>English Teaching Forum, 61(3), 2023, pp 26-32</i>
LANGUAGES (speaking)	41/24-4	NOSOVA, I Seven speaking activities with emojis: incorporate emojis into nontrivial classroom speaking activities that are fit for nearly every age and level of English skill. <i>English Teaching Forum, 61(3), 2023, pp 44-48</i>
LEADERSHIP	42/24-4	REEVES, D Getting more urgent about change leadership: school leaders need to break with 5-year plans, "buy-in" and other hidebound conventions on implementing change. <i>Educational Leadership, 80(6), Mar 23, pp 20-24</i>
LEADERSHIP (instructional)	43/24-4	NIRERE, J Influence of <u>primary school head teachers' instructional leadership</u> on teachers' professional practices in Musanze District, Rwanda: recommendations . . . policymakers should build the capacity of primary school head teachers in terms of instructional leadership in order to improve the quality of teaching and learning. <i>East African Journal of Education and Social Sciences, 4(4), Jul-Aug 23, pp 143-150</i>
LEARNERS	44/24-4	JOUBERT, C

		Reflections of South African educators on the enablement of at-risk learners with protective systems via the Read-me-to-Resilience intervention. <i>SA Journal of Education, 43(3), Aug 2023, 11 pp</i>
LEARNING	45/24-4	GCABASHE, N B Business studies teachers' understanding and implementation of <u>flipped learning</u> in technology-enhanced Classrooms: study found that some teachers did not fully understand and implement flipped learning. Therefore, the study recommends that teachers undergo in-service training to orientate them to novel teaching methods such as flipped learning. <i>Journal of Education, no 92, 2023, pp 136-152</i>
LEARNING (self-regulated)	46/24-4	ORTEGA-RUIPÉREZ, B Guidelines for instructional design of courses for the development of self-regulated learning for <u>teachers</u> . <i>SA Journal of Education, 43(3), Aug 2023, 13 pp</i>
LEARNING DISABILITIES	47/24-4	ORIM, S Understanding the challenges of learning disabilities: the information processing theory perspective. <i>International Journal of Educational Research, 12(1), 2023, pp 73-85</i>
LIFE SCIENCES	48/24-4	NSHIMIYIMANA, A Evaluation of teaching and learning strategies used in <u>remedial</u> teaching and learning of <u>biology</u> in Rwanda's lower secondary schools. <i>African Journal of Educational Studies in Mathematics and Sciences, 19(1), 2023, pp 149-158</i>
MATHS	49/24-4	ADESANYA, L O Promoting formative <u>assessment</u> practices in senior phase mathematics classrooms using meaning equivalence reusable learning objects. <i>SA Journal of Education, 43(3), Aug 2023, 21 pp</i>
	50/24-4	MUDALY, V Solving word problems by visualising: learners in general struggle when working with word problems. South African learners in particular have an added barrier owing to the many official languages that have been legislated. <i>African Journal of Research in Mathematics, Science and Technology Education, 27(1), Jan 23, pp 47-59</i>
	51/24-4	NOGOBO, N K Socio-economic status predicts <u>mathematics self-concept</u> – a correlational study in OR Tambo Inland District [EC Province]: Recommendations were made to all implicated stake holders to improvise strategies of improving mathematics self-concept despite the family's economic hardships. <i>Independent Journal of Teaching and Learning, 18(2), Oct 23, pp 127-135</i>
POVERTY	52/24-4	QITHI, N P Dynamics of unemployment, poverty, and inequality in South Africa: an exploratory review. <i>Journal of Public Administration, 58(4), Dec 23, pp 1020-136</i>
PROFESSIONAL DEVELOPMENT	53/24-4	JERE, D R No easy road – innovative professional development of Science teachers in Malawi: analyses issues of quality, relevance and equity that have punctuated reforms over the past two decades with particular reference to the professional development of Science teachers in Community Day Secondary Schools (CDSSs). <i>Journal of Emerging Trends in Educational Research and Policy Studies, 14(5), Oct 2023, pp 197-202</i>
	54/24-4	JOHNS, L Mapping the form of continuing professional development in public-private partnership schools in the Western Cape: indicates the need for a better understanding of how such schools provide professional development support for teachers, and the effects on the provision of equitable and quality education for all. <i>Journal of Education, no 92, 2023, pp 76-97</i>
	55/24-4	NAONG, M N Perceptions of the effects of training and development practices on employee performance: a case of Inyatsi Construction Company.

		<i>Journal of Contemporary Management, 20(2), Jul 23, pp 123-144</i>
PUBLIC SECTOR	56/24-4	MAKOLE, K R Consequence management to improve public service performance in South Africa: case studies of two public entities: <i>Journal of Public Administration, 58(3), Sep 23, pp 695-704</i>
READING	57/24-4	HUSSAINI, H Effect of think-pair-share <u>strategy</u> on senior secondary school students' performance in reading <u>comprehension</u> in Gombe State, Nigeria. <i>Kashere Journal of Education 2023, 4(1), 2023, pp 88-94</i>
	58/24-4	STONE, R How my comics open up learning for children: a long struggle with dyslexia led to an award-winning business supporting neurodiverse learners. <i>Creative Teaching and Learning, 12(1), Jun 23, 9 pp</i>
	59/24-4	ZUKHRA, D Technologies for teaching home reading texts to 7th Grade pupils: requires the use of interactive methods in the classroom and also out of it. <i>Journal of Emerging Trends in Educational Research and Policy Studies, 13(2), Jan 22, pp 56-58</i>
SCHOOL PRINCIPALS	60/24-4	KRAMER, M More than a principal: <u>Ubuntu</u> at the heart of successful school <u>leadership</u> in the Western Cape. <i>SA Journal of Education, 43(3), Aug 2023, 10 pp</i>
SELF-ESTEEM	61/24-4	EKEANYA, B E Effectiveness of acceptance: commitment and rational emotive behaviour therapies on self-esteem of <u>adolescents</u> from broken homes in Ogun State, Nigeria. <i>International Journal of Educational Research, 12(1), 2023, pp 35-46</i>
SOCIAL JUSTICE	62/24-4	LOUIE, J Advancing social justice learning through <u>data literacy</u> . <i>Educational Leadership, 80(8), May 23, pp 44-51</i>
	63/24-4	TOMLINSON, C A Teach up for equity and excellence: for marginalized students especially, we need to move from a "pedagogy of poverty" to a "pedagogy of plenty". <i>Educational Leadership, 80(8), May 23, pp 28-34</i>
SPECIAL EDUCATION	64/24-4	STOLZ, S Building an <u>anti-ableist pedagogy</u> : to ensure that all students can bring their whole selves to the classroom, educators must take steps to counter cultural assumptions about who belongs. <i>Educational Leadership, 80(8), May 23, pp 69-73</i>
	65/24-4	WAMBAGE, M M <u>Home environment influencing the identification</u> of learners with special needs in Nakuru County, Kenya: their parents felt embarrassed and as a result they confined them at home to avoid the humiliation – it is hoped that the findings of this study will inform government, especially the Ministry of Education to carry out more sensitization among parents so that those who have children with special needs may willingly take them for identification, assessment and appropriate placement. <i>Journal of Emerging Trends in Educational Research and Policy Studies, 14(2), Apr 2023, pp 48-53</i>
	66/24-4	WAMBAGE, M M <u>Teacher factors influencing the identification</u> of learners with special needs among primary schools within Nakuru County, Kenya: majority of teachers are not aware of policy guidelines on special needs education – ineffective policy environment results into unfavourable school-based factors like non-committed teachers, inappropriate curriculum, poor distribution of schools, absence of disability friendly facilities and establishment of day schools. <i>Journal of Emerging Trends in Educational Research and Policy Studies, 14(4), Aug 2023, pp 150-156</i>
STRESS	67/24-4	FRANCIS, N Relationship between occupational stress and <u>job performance</u> of secondary school teachers in Mwanza, Tanzania.

		<i>East African Journal of Education and Social Sciences, 4(4), Jul-Aug 23, pp 59-64</i>
SUPPLY CHAIN MANAGEMENT	68/24-4	NKOMO, S Role of digital transformation in Supply Chain Management: a systematic review concludes that digital transformation is important in building a competitive advantage in the supply chain and operations area. <i>Journal of Public Administration, 58(3), Sep 23, pp 529-538</i>
TEACHERS	69/24-4	BOTHA, M 21st-Century South African teachers in turbulent educational waters: exploring how teachers experience profession-related challenges and how these affect their well-being. <i>Journal of Education, no 92, 2023, pp 6-22</i>
	70/24-4	DAMPF, R Crucible of staff turnover: turnover is a painful reality in schools today – savvy leaders can see it as an opportunity for growth. <i>Educational Leadership, 80(6), Mar 23, pp 32-37</i>
	71/24-4	MAKHONZA, G M Teachers' perceptions of the implementation of the <u>redeployment policy</u> : a South African context. <i>Journal of Educational Studies, 22(4), Dec 23, pp 75-92</i>
	72/24-4	OMOTAYO, K A Teachers' task of facilitating <u>instruction excellently in the Science classrooms</u> : teachers' task and competency have a significant effect on students' performance in science subjects, government should increase the funding of education sector [and] teachers should be well groomed and prepared before engaging in teaching science subjects. <i>Journal of Emerging Trends in Educational Research and Policy Studies, 14(4), Aug 2023, pp 146-149</i>
TEACHING	73/24-4	BILAKWATE, H R Availability of <u>instructional resources for quality</u> education in public secondary schools of Karatu District, Tanzania. <i>East African Journal of Education and Social Sciences, 4(4), Jul-Aug 23, pp 1-7</i>
	74/24-4	FUJIWARA, Y Philosophy versus approach in the student-centered classroom: the 5E Learning Cycle. <i>Childhood Education, 99(6), Nov/Dec 23, pp 66-71</i>
TEACHING (aids)	75/24-4	Sibomana, A Improvisation as an alternative to initiate hands-on activities in <u>Mathematics and Science</u> lessons among 14 districts of Rwanda. <i>African Journal of Educational Studies in Mathematics and Sciences, 19(2), 2023, pp 153-162</i>
TECHNOLOGY	76/24-4	TZUR, R E <u>Coding as the foundation</u> for learning: purpose ... isn't to turn them into the software developers of tomorrow ... rather to give them a basic life skill of creating with technology, helping them understand its powers and limitations and how it can be used as a solution to the many challenges they will face. <i>Childhood Education, 99(5), Sep/Oct 23, pp 74-77</i>
	77/24-4	ZULU, M W Factors influencing the <u>underutilisation of technology by mathematics</u> teachers in township secondary schools – an interpretive inquiry: the study revealed that teachers underutilise the technological resources at their disposal, and they predominantly rely on using traditional methods of teaching. <i>Journal of Educational Studies, 23(Si2), Dec 23, pp 34-57</i>
VALUES	78/24-4	BEKOMSON, A N Cultural value orientation and self-efficacy of secondary school students in southern education zone of Cross River State, Nigeria. <i>Global Journal of Educational Research, 22(3), 2023, pp 321-331</i>