Dissertations: 2011


HANSEN JK. The teaching of English in Grade 8 in an OBE approach. PhD, 2011. 266 pp. Promoters: Dr E Ridge/Prof L le Grange.

KLAPWIJK NM. Reading strategy instruction for grades 4-6: towards a framework for implementation. PhD, 2011. 326 pp. Promoters: Prof C van der Walt/Dr R Nathanson.


McGHIE VF. Literacy as social practice: factors impacting on first year students’ academic progress at a South African university. PhD, 2011. 292 pp. Promoter: Prof C van der Walt.


Dissertations: 2010


OSWALD MM. Teacher learning during the implementation of the Index for Inclusion in a primary school. PhD, 2010. 467 pp. Promoter: Prof P Engelbrecht.


Dissertations: 2009

COE KL. The process of lesson study as a strategy for the development of teaching in primary schools: a case study in the Western Cape Province, South Africa. PhD, 2009. 319 pp. Promoter/Co-promoter: Prof AE Carl/Dr BL Frick.

MAMINZA PM. The role of the University of South Africa in the development of human resources in the rural communities of Mpumalanga Province. PhD, 2009. 266 pp. Promoter: Prof CA Kapp.


Dissertations: 2008


Dissertations: 2007


VAN SCHALKWYK SC. Acquiring academic literacy: a case of first-year extended degree programme students at Stellenbosch University. PhD, 2007. 279 pp. Promoter/Co-promoter: Prof EM Bitzer/Prof C van der Walt.

Dissertations: 2006


AFRICA EK. Die invloed van 'n intervensieprogram op omkeerbare gesondheidsrisikofaktore by 'n geselekteerde groep adolessente dogters. PhD, 2006. 477 pp. Promoter/Co-promoter: Dr KJ van Deventer/Prof JG Barnard.


Dissertations: 2005


ESSACK S. The contribution of mentorship to personal and institutional development at the Westville campus of the University of Kwa-Zulu Natal. PhD, 2005. 364 pp. Promoter: Prof CA Kapp.


LOEBENSTEIN HN. Support for learners with intellectual disabilities in the transition to secondary schools. PhD, 2005. 228 pp. Promoter/Co-promoter: Prof P Engelbrecht/Prof R Newmark.


Dissertations: 2004


GREEN WJ. Use of the TRAC PAC as a microcomputer-based laboratory (MBL) tool for addressing misconceptions in kinematics and kinematic graphs held by secondary school learners. PhD, 2004. 532 pp. Promoter: Dr AS Jordaan.


MÖWES DL. An evaluation of student support services in open and distance learning at the University of Namibia. PhD, 2004. 276 pp. Promoter/Co-promoter: Prof CA Kapp/Dr C Troskie-de Bruin.


Dissertations: 2003


HERMANSON CM. *The evaluation of the outcome of a thinking skills programme for middle management in a financial services industry organisation.* PhD, 2003. 370 pp. Promoter/Co-promoter: Prof CA Kapp/Prof P Engelbrecht.


Dissertations: 2002


The purpose of this study was to improve the integration and assessment of critical outcomes in the first year of the Programme for Professional Medicine, currently conducted at the UFS School of Medicine. The focal point of the research was Module MEA112, which has the development of general skills as its theme, with a view to giving effect to the government and public demand to equip students at all levels of their higher education careers with employment-related, lifelong learning skills.


The general purpose of this study was to develop through an extensive literature survey an integrated
A competency-based human resource model was implemented in the organisation to measure the impact it had on the personnel in the utilisation review centre. The dimensions according to which the impact was measured are the views of the personnel and their work performance.

The following methods were used to develop and implement the integrated competency-based human resource model: an analysis of the work processes and tasks was done to determine the flow of work through the utilisation review centre. Thereafter, different roles were identified. Simultaneously, an analysis of the strategy of the organisation was conducted to determine what impact it would have on work processes and tasks in the future. Once the analyses were completed, role descriptions were compiled for the identified roles. Throughout the implementation process, the human resource management activities were evaluated to determine if they complied with the regulations of the labour laws.

The study succeeded in developing and implementing an integrated competency-based human resource model, which can be used with certainty by organisations to develop their personnel and which can therefore enable organisations to reach and retain a competitive advantage.


The pressures and demands for change and transformation are not bounded by national borders or geography and the complex challenges facing higher education call for a diversity of viewpoints and approaches. Institutional leadership must adjust to realize the full potential of institutions. Leaders will have to look beyond their own self-interest and meet the emotional needs of followers and find a radically new understanding of what it is to be effective.

The study indicates that higher education institutions must have the will and the ability to adjust and respond to rapid change. It will be the responsibility of the leader(s) to define reality, to have an understanding of the past, the present and the future. Leading requires a refocusing of the mind that includes fundamental beliefs, and knows what it aspires to and where it is going to.

The format of the study is that of a literature review of the leadership, transformation and learning organisations' disciplines for the purpose of identifying patterns and regularities to provide a systematic representation to be able to create a model.

The model gives a “(w)holistic” viewpoint on how leadership development in institutions can create the “space” to become, not only learning organisations, but organisations without boundaries as well.

Dissertations: 2001


“Quality” has different meanings to different people. Even quality experts do not agree on a single definition: Juran’s definition of quality revolves around his concept of “fitness for use”, Crosby defines quality in terms of performance that produces “zero defects” and Deming defines quality as a “never ending cycle of continuous improvement”. One element, however, that is common to all three approaches is that management must accept and demonstrate leadership if quality is to be achieved.

The goal of the research was to evaluate the PhysioFocus practice accreditation programme and to make recommendations on the educational programme for accreditation in private physiotherapy practices. This goal was realised by means of an exploratory and descriptive research design with a qualitative orientation. The evaluation of the PhysioFocus practice accreditation programme was performed by means of a validated evaluation instrument. The group interview revealed components of the PhysioFocus practice accreditation programme that require remediation. Recommendations included professional-ethical issues, business management and legislative issues. The recommendations will be implemented by the PhysioFocus practice accreditation committee.

The uniqueness of the research lies in the fact that this is the only physiotherapy practice accreditation
programme implemented in South Africa. It is also the only physiotherapy practice accreditation programme in South Africa that has been evaluated.


Die ondersoek is gebaseer op die hipotese dat die proses van onderwystransformasie in die RSA 'n wesenlike invloed op onderwysers se motivering en beroepsbelewing kan hê. Teen die agtergrond van verskeie motiverings- en persoonlikheidsteorieë is onderwysers se motivering en beroepsbelewing in twee van die nege onderwysareas in die Wes-Kaap ondersoek. 'n Beduidende voorkoms van demotivering en negatiewe beroepsbelewing is by die onderwysers gevind. Die ondersoek het gelei tot verskeie voorstelle ter verbetering van toekomstige beplanning, bestuur en implementering van onderwysveranderinge, insluitend beter kommunikasie tussen die onderskeie onderwysbestuursvlakke en beter voorbereiding en opleiding van onderwysers vir die effektiw van hantering van verandering.


Die skool as primêre opvoedingsinstansie is toenemend afhanklik van die bystand van vennote. Die medewerking van konvensionele opvoedingsvennote soos die ouer, die kerk en die staat, behoort in die toekoms verhoog te word. Terselfdertyd het dit nodig geword om nuwerwetse supplementêre opvoedingsvennote te betrek om onderwysuitdagings te bekamp. Gesinsverbrokkeling as gevolg van maatskaplike misstande en veral die pandemiese MI-virus vereis onder meer dat die kind se behoefte aan geborgenheid op alternatiewe wyses ondervang word. Die studie identifiseer 'n aantal supplementêre vennote. Elke vennoot behoort ooreenkomstig sy eie unieke wyse van die bevordering van kinders te dra.

**LE GRANGE LLL.** *Pedagogical practices in a higher education context: case studies in environmental and science education.* PhD, 2001. 280 pp. Promoter/Co-promoter: Prof DR Schreuder/Prof Y Waghid.

The study examines the implications of environmental educational issues for South African pedagogy. It critically reviews the socio-historical determinants of pedagogical practices in South African teacher education and investigates changing pedagogical practices by means of case studies in science/environmental education. Two concepts are extended: Pendlebury's (1998) notion of pedagogical space and Turnbull's idea of the social organisation of trust. In identifying the opportunities and possibilities in the creative tension between trust and distrust in collegial relations, the study invites transformation on the part of policy makers, teachers, academics and other educational professionals.

**LYOKA PA.** *The identification of the distinguishing perceptual-motor characteristics of top level sports performers.* PhD, 2001. 142 pp. Promoter: Dr ES Bressan.

Top-level sports performance is supported by extraordinary levels of physical development. However, other contributing factors to performance excellence have not been as well defined. This study examined performance in those sports that demand high levels of strategic thinking in a dynamic environment. Within these fast-paced distinguishing perceptual-motor characteristics of top-level performers were their superior visual search skills and the ability to anticipate, as well as aspects of their decision-making, including a comprehensive memory structure for their sport, knowledge of tactics, and speed of information processing. Engagement in deliberate practice over a period of years and early access to coaching, opportunities to compete and proper sport facilities were identified as contributing factors to the development of top-level performers.


The move to greater inclusion of learners with special needs into regular classrooms is based on the social justice approach of equal educational opportunities for all learners within the same classroom. The efficacy of this approach relies heavily upon educators' views regarding inclusive education. Against this background this study investigated the views of educators regarding the implementation of inclusive education in Namibia. Results indicate that educators do not possess the necessary skills and knowledge to address diversity within their classrooms. Furthermore, there is an urgent need to develop and formulate a workable and manageable national policy on inclusion in cooperation with educators
within Namibia.


Research in the area of vocational interest measures in Africa is limited. In the face of the absence of measures tailored to the needs of Zimbabwe, this study is the first to explore the development and validation of an occupational measure that could be used as a tool to establish the extent of the relationship between the individual's vocational interests and the job requirements in the Zimbabwe Public Service. A vocational interest measure based on Holland's Self-directed Search and a model for predicting and classifying people into appropriate job sectors based on the scores obtained from the vocational interest measure within the Zimbabwe cultural context, were developed.


The period in which this study was conducted was marked by the development of policy on inclusive education in South Africa and explores the role the educational psychologist played over a period of two years in including a group of ten learners with Down Syndrome in regular schools. The results of this study emphasise the multiple roles the psychologist can play in the facilitation of inclusive education and have already had a major impact on the training of educational psychologists in South Africa. Furthermore the importance of the total acceptance and respect for dignity of every individual, regardless of how severely disabled he/she is, emerged as an important theme in the research.


This study explores primary teachers' experiences of and responses to recent policy changes. Data produced using case studies of in-service teacher education processes suggest that the implementation of change was problematic. Many teachers were confused and experienced doubt about their teaching competence. The overall response of these teachers to the proposed change ranged from open resistance to what was perceived as externally imposed change to compliance with and support for the initiatives taken.


This study comprises interdisciplinary research related to Education, Biblical Science and Audio-visual Media. The main purpose was to develop a model and to lay down principles for writing a script treatment or personal picture of Biblical contents for the audio-visual media in education and as entertainment. The personal picture is one of the most important guides of the writer when making audio-visual media, for example a film on Biblical contents. The study contends that audiovisual Bible communications for children and adults should have an educational foundation in order for them to understand the historical background of the content or story. Another dimension is that entertainment is an important facet and should always be provided to the viewers. The educational and entertainment facets of the end products are described as edutainment. The study showed that edutainment is thus a critical aspect in audio-visual media, especially in the field of belief systems.


A thoughtfully planned learning programme provides a blueprint for critical care nursing and gives direction to theory and clinical practice. The design of a learning programme for critical care nursing that is adaptive, learner focussed and integrated, helps nurses acquire the necessary competencies (knowledge, technical skills and attitudes/values) needed for critical thinking. It also enables critical care nurses to grow professionally and to develop expertise in critical care nursing. Outcomes-based education has become the new “buzz word” in South Africa, and a paradigm shift from content-based to outcomes-based education has become essential.

In an age of nursing shortage, a well planned, integrated and outcomes-orientated critical care learning programme is essential.

The outcome of the research was identified as a process of quality improvement for outcomes-based
critical care nursing education, which included validated standards to facilitate quality critical care nursing education.

The uniqueness of the research lies in the fact that in outcomes-based critical care nursing education there is no formal process of quality improvement for outcomes-based critical care nursing education. In this research, standards were developed and presented as part of a process of quality improvement for outcomes-based critical care nursing education. These standards should guide the developer of an outcomes-based critical care nursing education programme during the development of the learning programme and could be utilised to judge the quality of the current learning programmes.


This dissertation demonstrates that education policy frameworks are not sufficient to transform higher education in South Africa. It is argued that reflexive democratic praxis may provide a better understanding of the higher education transformation process. Taking account of different modes of knowledge production, the candidate illustrates how reflexive democratic praxis can shape higher education activities such as teaching and learning through distance education, research, and community service. The study also critically examines the ways in which the Faculty of Education has engaged in these activities.
In this study, Joyce Nduna investigated the essential relationship between functional and ecological literacy. In her training programmes with adult literacy educators, she applied the methods preferred by education for sustainability, and found that her students not only engaged with the issue of illiteracy among their learners, but that their learners also became actively involved in projects aimed at improving their environments.


The research points out that should technical high schools be accredited as institutions of training, credits that learners achieved in the technical high school should be acknowledged by technical colleges and industrial institutions. Within the framework of an outcomes-based modular teaching approach it holds tremendous benefits for individual learners, the community and the world of work and employment.

**VAN HEERDEN JC.** *The implementation of a model for the rehabilitation of sports injuries.* PhD (Sport Psychology), 2000. 177 pp. Promoter: Prof JR Potgieter.

Efficient rehabilitation after injury is crucial for any sportsperson. Injury interventions commonly focus almost exclusively on physiological factors, excluding the psychological dimension. A psychological model of intervention was devised to include aspects such as self-concept, coping with resources, cognitions, reaction to injury, pain tolerance, treatment adherence and social support. A computer programme was developed to assist treatment providers with the rehabilitation of sport persons. This included, among others, adapted forms of existing psychological instruments and information sheets given to patients after each therapy session. The effectiveness of the programme was evident after evaluation by patients, physiotherapists and biokineticists.