Unisa Institutional Repository Training for the College of Law

26 November 2021





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Title	South African Journal of Higher Education [English]		
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Introduction

The annual overview of the two 2014 editions (volumes 40[1/2]) of the South African Journal of Industrial Psychology (SAJIP) evaluates the scholarly contributions of the publications in terms of the focus and scope of the journal and outlines the evolution of the SAJIP since the journal's inception in 1974.

Home About Author Reviewer Reader CPD Activities

Although the focus and scope of the SAJIP relate to publishing quality research in all areas of specialisation in the field of industrial and organisational psychology in the South African (SA) context (Coetzee & Van Zyl, 2013), the 2014 editions of the SAJIP have witnessed some contributions from international scholars (cf. Flint-Taylor, Davda, & Cooper from the United Kingdom on stable personality traits and resilience in work and career and Minjoo, Mpofu, Brock, Milington, & Athanasou from Australia on cognitive-behavioural therapy effects on employment-related outcomes). These contributions serve as a valuable benchmark for evaluating the relevance and scope of dominant research themes in I-O psychology in both local and international contexts. The contribution of international manuscripts could be attributed to the journal's indexing in various international research repositories and international visitors to the SAJIP website.

The SAJIP mid-year report for 2014 (AOSIS, 2014) shows that the visitors to the journal originated mostly from the following countries: South Africa (14 865 visitors), United States (5301 visitors), India (3904 visitors), United Kingdom (3111 visitors), Netherlands (1867 visitors), Australia (1799 visitors), Malaysia (1656 visitors), Philippines (1369 visitors), Indonesia (1225 visitors) and Pakistan (1201 visitors). This acts as a testament of the span and impact of the SAJIP's influence and contribution. As the SAJIP is currently in the evaluation process for a Web-of-Science listing, these will surely impact upon the journal's eventual rating.

Focus and scope of the contributions to the South African Journal of Industrial Psychology's 2014 publications

As the only industrial and organisational (I-O) psychology publication in Africa, the SAIIP focuses

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Aspects of a discipleship pedagogic in the formation of disciples in a postmodern society

Published in Practical Theology in SA, Vol 19(1)2004:19-32

G.E. Dames

Abstract

The aim of this article is to propose critical disciples that can live faithful, moral and purposeful lives in a postmodern world. Christian education functions today in a postmodern society, characterized by a multicultural and multi-social reality. This reality changes rapidly and requires a pedagogical model that can renew as societal challenges and changes occur. A critical discipling model is adopted according to a pedagogical quinter approach. In relation to contextual challenges this model consists of the following: a critical conscience to analyse any giving situation, to live responsible lives, within familialkoinonial relations, with a holistic person and world view, as permanent learning. The pedagogical value of this model is to inform, guide and empower educators and learners to make meaning out of confusing situations (ging related, drugs, economic). The church requires critical/compassionate people that can help to discern, build and transform the current socioeconomic, moral political reality.

1. Introduction

Violence, unemployment, cultural plurality, broken families and changing moral practices characterize society (Prins, 1993:32; Koopman & Vosloo, 2002:16). Christians live in complex multiracial, multicultural and multireligious contexts. The Christian vocation is not to change rules of society, but to foster principles of faith, humanity, faimess and responsibility (Heyns, 1994:159). Public education does not attend to moral, social and economic challenges in the new South Africa. The Ministry of Education has opted for a pedagogical shift from *humanisra* programmes to natural sciences, engineering and technology, with severe implications (Department of Education, 1996:10;12). It resulted in a moral vacuum in society. The church lacks appropriate faith and ethical training (Heyns, 1994:161). Young people act in terms of what is 'nice' and not what is morally appropriate (Prins 2001:109).

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