

**Knowledge Generation in Educational Research:  
Case of South Africa Universities**L. L. Lekena<sup>1</sup> and A. Bayaga<sup>2</sup>*<sup>1</sup>Institutional Researcher, Tshwane University of Technology, Private Bag X680,  
Pretoria, South Africa**E-mail: LekenaLL@tut.ac.za**<sup>2</sup>Mathematics, Science and Technology Education, Faculty of Education,  
University of Zululand, South Africa**E-mail: bayagaa@unizulu.ac.za***KEYWORDS** Educational Research. Knowledge Generation. Postgraduate Research. South Africa

**ABSTRACT** The objective of this study was to investigate forms of knowledge generation in educational research in South Africa during 1995-1999 and 2000-2004. The study was a quantitative by approach. Data from the universities in Gauteng region (South Africa) was extracted from 2340 bound theses database. The results revealed that there are twelve sectors (forms) that have been identified for knowledge generation in educational research. It is recommended that the contextual dimension in knowledge development has to be taken into account, that is, the need of doing more researches into what happens in the transformation processes in different contexts. We need to, in our developmental work, aim at understanding knowledge generation in other ways.