



Graduation Programme

The Future. Reimagined.



**Welcome to the
Graduation Ceremony of the
University of Johannesburg
6 May 2020 at 17:00**

**Welkom by die
Gradeplegtigheid van die
Universiteit van Johannesburg
6 Mei 2020 om 17:00**

**Le a Amogelwa
Moletlong wa Dikapešo wa
Yunibesithi ya Johannesburg
6 Mopitlo 2020 ka 17:00**

**Niyamukelwa
eMcimbini wokweThweswa kweZiqu
weNyuvesi yaseJohannesburg
6 kuNhlaba 2020 ngele-17:00**

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BA, BA Hons, MA, PhD (University of Manchester, UK)

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Mr M Mahlasela
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Ms Z Matlala
Prof A Parekh
Dr WP Rowland
Prof A Strydom
Ms C Tshilande

PRESIDENT OF CONVOCATION

Prof BM Diale

Gaudeamus Igitur
Gaudeamus igitur,
Juvenes dum sumus;
Post iucundum iuventutem,
Post molestam senectutem
Nos habebit humus.
Vivat academia,
Vivant professores,
Vivat membrum quodlibet,
Vivat membra quaelibet;
Semper sint in flore!

English

Let us rejoice, therefore,
While we are young.
After a pleasant youth
After a troubling old age
The earth will have us.
Long live the academy!
Long live the professors!
Long live each student;
Long live the whole fraternity;
For ever may they flourish!

Sesotho sa Leboa

Ka gona, a re thabeng,
Re sa le ba bafsa.
Ka morago ga bofsa bjo bo bose
Ka morago ga go tšofala mo go nago
le mathata
Lefase le tla ba le rena.
Phela thuto phela!
Phelang diprofesa phelang!
Phelang baithuti phelang;
Phela kagišano ka botlalo phela;
O ka re ba ka phela gabotse
goyagoile!

Afrikaans

Laat ons dan vrolik wees,
Terwyl ons jonk is;
Na 'n aangename jeug.
Na 'n onaangename oudag,
Sal die aarde ons hou.
Lank lewe die universiteit,
Lank lewe die professore,
Lank lewe elke student,
Lank lewe al die studente,
Mag hulle vir ewig hul jeug behou!

Zulu

Ngakho, masithokoze
Sisebasha nje.
Emva kobumnandi bobusha
Emva kwezinkinga zobudala
Umhlaba uzosithatha.
Phambili ngemfundo!
Phambili boSolwazi!
Phambili nakuwe mfundi;
Phambili ngenhlangano yonke;
Maziqhubeke ngonaphakade!

QUALIFICATIONS

1. Bachelor of Education (BEd): Foundation Phase Teaching

Abrahams, Rene Leslie
Beeby, Clelia Tamsen
Beg, Sabeegah
Boshomane, Sophy Matshidiso
Cele, Thandoluhle
Chauke, Winny Zilindile
Chwayi, Nontsikelelo Sinawo
Fakude, Elizabeth Ndundu
Genis, Lillabet
Hlatswayo, Mncedisi Euticas
Hlongwane, Hope
Kgokong, Thato Gladness
Khumalo, Zanele Cynthia
Khumalo, Lungelo Tricia
Mabheke, Phikolomzi
Madumo, Kamogelo Mpotsang
Mafenuka, Nosipho
Magubane, Nondumiso Sithandokuhle
Mahlangu, Mbali Winnie
Makaba, Vuyolwethu
Makgabo, Boitumelo Venesa
Makgoga, Disoloane Angy
Makhubu, Busisiwe Norah
Makola, Glorry
Malesa, Bridget
Masuku, Thembile Zinhle
Mathebula, Maureen Tlangelani
Matsha, Promise Nono
Mbatha, Siphumelele Hope Thubelihle
Mdaka, Suprise
Mdletshe, Zesuliwe

Mkhabela, Fortunate Nonhlanhla
Mkwanazi, Natasha Nozipho
Mnisi, Busisiwe
Mogofe, Jesica Mmapule
Mokete, Matshepo Ivy
Monaheng, Lebohang
Monareng, Nanake Francinah
Monchojang, Pholoso Blessing
Moodley, Gerard Gunther Le Domaine
Mothemane, Lebogang Rosinah
Mswane, Nokuthula
Mtebele, Lucia
Mxegwana, Khanyisile Kamva
Nchabeleng, Keagile Mahomolele
Ncongwane, Luyanda
Ndaba, Gcinile Anele
Ndene, Elizabeth Ramadimetja
Ngaba, Nonzukiso Kholiswa Anathi
Ngwenya, Lindiwe Liliwe
Nqokwane, Mathapelo Lettie
Rademeyer, Innocentia Theoline Leah
Raphasha, Lethabo
Selamolela, Mokgadi Helen
Selepe, Zodwa
Shelembe, Sizophumelela Noxolo
Shongwe, Nokwanda Memory
Sibiya, Siyethemba Sibusisiwe
Sithole, Lerato Sibusisiwe
Tanatu, Ayanda Eric
Temba, Nomcebo Caryn
Tshirangwana, Phumudzo Talitha
Ubisi, Rose
Van Der Haar, Elize Kimberleigh
West, Nazreen
Williams, Kayleigh Natalia
Xaba, Thembinkosi Dumisani
Zwane, Lungile

2. Postgraduate Certificate in Education (PGCE): Further Education and Training Teaching

Magaia, Laura
Makofane, Reshoketsoe
Malema, Sebasa
Mangena, Bongile
Maphiri, Thabo
Mashego, Mokgadi (with distinction)
Masuku, Busisiwe
Mbatha, Thembelihle Promise Lihle
Mhlanga, Nomfundo Felicia
Miyambo, Siphwe Clement
Mkhabela, Vonani Queil
Mohubedu, Rebone Pebetse
Mokgola, Selinah Nthabiseng
Mokoena, Lerato Marble
Molefe, Wellcome Tiisetso
Mpofu, Mbali Primrose
Mpofu, Tabang Misheck
Ncube, Amanda
Ngcobo, Goodness Refilwe
Ngwenya, Noluthando
Nhlapo, Andile Sphamandla Justice
Njoli, Yolanda
Nkanyabo, Thando
Ntobong, Keagile Dinah

3. Postgraduate Certificate in Education (PGCE): Senior Phase and Further Education and Training Teaching

Arnold, Casey Lloyd (with distinction)
Baloyi, Vuxongi Prudence
Baloyi, Sandile (with distinction)
Bantseke, Dikeledi Lisbeth
Baxter, Ashley Rae (with distinction)
Bobs, Melanie
Boshego, Koketso (with distinction)

Bradley, Caitlyn Megan
Chauke, Langutani Calvin (with distinction)
Choma, Matsemele Rebeccah (with distinction)
Coetzee, Gerhardt Martin (with distinction)
Davhana, Murendwa (with distinction)
Dichabe, Reitumetse Oarabile
Ditshego, Annikie Tshireletso
Erlank, Dominique (with distinction)
Hadebe, Melusi Njabulo Vincent
Hadebe, Franklin Mxolisi
Hassonjee, Zakiyya (with distinction)
Hayat, Kauthar
Hlatshwayo, Nelisiwe Benedicta
Hlophe, Nqobile Phumla Agnes
Hlungwani, Dyondzi (with distinction)
Ilanke, Farmour Ayanda
Jiji, Khula Khalipha
Jiyane, Thobeka Choice
Jordaan, Maxine Amber (with distinction)
Oldham, Kelly
Olifant, Thabiso Millicent (with distinction)
Pharoe, Lerato Edgar
Pretorius, Anchen Veronique Ray Neil (with distinction)
Radebe, Neo
Radingwana, Dipuo Precious
Ramakgolo, Kgomotso Precious (with distinction)
Ramalekana, Neo Mashatola Kevin
Rambau, Rembuluwani
Rambuda, Vhulenda Portia
Sallie, Zainab (with distinction)
Segodi, Selloane (with distinction)
Sehloho, Lerato (with distinction)
Shabangu, Siboniso Knowlege (with distinction)
Shale, Grace Mamokete (with distinction)
Sibeko, Lizwe
Sibisi, Rirhandzu
Sidat, Farhana (with distinction)
Sikhosana, Progress Lindiwe
Sokana, Rakubu Wilson (with distinction)

Stengile, Phelela
Thobejane, Tumiso
Tshabalala, Nkazimulo
Tsoai, Maratwa Necodimia
Van Rensburg, Letitia (with distinction)
Vania, Sara (with distinction)
Venter, Alexander Benjamin
Visser, Eugene Matthys (with distinction)
Wallace, Tristan Jason (with distinction)
Ximba, Siphamandla
Zikalala, Phelelani Goodenough
Zulu, Thokozani Cyprian

4. Bachelor of Education Honours (BEd Hons): Education Leadership and Management

Adams, Sifiso
Barkhuizen, Greta Susan (with distinction)
Dawood, Jamillah
Dlamini, Goodwill Sifiso
Dlamini, Lindi
Ebrahim, Ameera
Hector, Eunice Celase
Hlophe, Lenhle Valencia
Laher, Bibi Fatima
Lathiff, Atiyya
Loonat, Muhammed
Luthi, Xolisa Gabriel
Mabaso, Phiwokwakhe Aaron
Mahlakuana, Teboho
Makhubele, Mikateko Virginia
Manari, Avhakholwi (with distinction)
Mashaba, Lindokuhle
Mashiloane, Lerato Sheron
Mazibuko, Queeneth Lindiwe Landiwe
Mdakane, Busisiwe Xolisile
Mjaji, Vusumuzi
Mokoetla, Puleng Corlet

Msiza, Nomagugu Nomthandazo
Msiza, Thulisile Miriam (with distinction)
Pelwan, Aneesa
Pulati, Nobantu
Shay, Charissa Caroline (with distinction)
Shiburi, Florah Keitumetse
Sikhondo, Nombuyiselo Vanessa
Sofola Orukotan, Bolanle Boluwaduro
Wright, Nadia
Xaba, Siphamandla Johan
Zuma-Mngambi, Sikholiwe Thobeka (with distinction)

5. Master of Education (MEd)

Asmail, Raeesa (Education)

Dissertation: Values that grade 8 to 10 learners from a public, Mathematics-and-Science-focus School in Johannesburg associate with Mathematics learning

Supervisor: Dr ED Spangenberg

Co-Supervisor: Dr V Ramdhany

Asvat, Zaheera (Educational Psychology)

Minor Dissertation: Grade 8 learners' perceptions of implementing Technical and Vocational Education in the curriculum

Supervisor: Dr BM Diale

Ballossini, Chantelle Bernadette (Educational Psychology)

Minor Dissertation: Exploring mainstream Foundation Phase teachers' misconceptions of Attention-Deficit/Hyperactivity Disorder

Supervisor: Dr JV Fourie

Ferreira, Christina De Sousa (Educational Psychology)

Minor Dissertation: Female adolescents' experiences of identity development when transitioning from under-resourced homes to a well-resourced boarding school

Supervisor: Dr R Setlhare-Kajee

Co-Supervisor: Prof A Brown

Khanyi, Jabulani Goodwill (Educational Management)

Minor Dissertation: Principals' role in capacity development of post level one teachers for school leadership

Supervisor: Dr P Naidoo

Lambrianos, Ekaterina Anyisia (Curriculum Policy Evaluation)

Minor Dissertation: The Mathematics Curriculum Policy in South Africa and the Poor Performance of Learners in a Primary School in Gauteng

Supervisor: Prof M Modiba

Co-Supervisor: Prof M Ndlovu

Madosi, Tendai (Mathematical and Science Education)

Minor Dissertation: Values that grade 9 learners from a public school in the Ekurhuleni District of Gauteng associate with Mathematics learning

Supervisor: Dr ED Spangenberg

Co-Supervisor: Dr V Ramdhany

Malefetse, Elias (Educational Management)

Minor Dissertation: The factors that influence the effective appointment of school principals in South African schools

Supervisor: Prof PJ Du Plessis

May, Ethel Doreen (Education)

Dissertation: Investigating strategies that enhance mathematical cognitive development among primary school children

Supervisor: Prof K Luneta

Ngcobo, Lindiwe Patience (Mathematical and Science Education)

Minor Dissertation: South African township teachers' views on the integration of indigenous knowledge in Natural Sciences teaching

Supervisor: Dr L Mavuru

Co-Supervisor: Prof U Ramnarain

Rademeyer, Vanessa (Education)

Dissertation: The design and implementation of an academic support programme for first year student teachers at a rural university in South Africa

Supervisor: Prof NF Petersen

Co-Supervisors: Dr S Ramsaroop and Dr A Du Plessis

Roberts, Abigail Kim (Mathematical and Science Education)

Minor Dissertation: Grade 12 peer-tutors' conceptions of their role as motivators for grades 8 and 9 mathematics learners

Supervisor: Dr ED Spangenberg

Seedat, Tasneem (Information and Communication Technology in Education) (**with distinction**)

Minor Dissertation: Digital trends in mapping: Perceptions of FET Geography educators regarding the use of ICTS in the teaching of map work

Supervisor: Prof G Lautenbach

Shambamuto, Edith (Education)

Dissertation: The teaching and assessment of reading in Grade 2 at two public schools in the Gauteng Province

Supervisor: Dr P Naidoo

Co-Supervisor: Dr S Ramsaroop

Van Der Merwe, Charlotte (Education)

Dissertation: Advice-giving and learning in student teacher mentoring at a HEI

Supervisor: Prof GJ Van Der Westhuizen

Van Der Walt, Tanya (Educational Psychology)

Minor Dissertation: Accommodation of learners with mild Down Syndrome in the mainstream classroom

Supervisor: Dr H Dunbar-Krige

6. Philosophiae Doctor (PhD): Educationis

Ariba, Olusola Teresa

Thesis: Enhancing children's early years mathematical creativity through the visual arts

Supervisor: Prof K Luneta

Ayaya, Gladys Ingasia

Thesis: Developing an inclusive teaching framework for learners with diverse needs in full service schools in Johannesburg East District

Supervisor: Prof TM Makoelle (Nazarbayev University, Kazakhstan)

Co-Supervisor: Dr MP Van Der Merwe

Chigwida, Hedwick

Thesis: Curriculum theorising in Zimbabwe: Postcolonial perspectives

Supervisor: Prof M Modiba

Metcalf, Denise Jean Ann

Thesis: Educational strategies to facilitate graduate attributes of food science and technology students

Supervisor: Prof CM Fourie

Co-Supervisor: Prof CPH Myburgh

7. Doctor of Philosophy (PhD): Education

Balkrishen, Pradheep

Thesis: The leadership development of campus managers in Technical and Vocational Education and Training colleges

Supervisor: Prof R Mestry

Toerien, Rika Ronel

Thesis: A psycho-educational model for university lecturers to facilitate the constructive management of experienced aggression

Supervisor: Prof CPH Myburgh

Co-Supervisor: Prof M Poggenpoel

Ariba, Olusola Teresa (PhD)

Olusola Teresa Ariba obtained a Bachelor's degree in Fine Arts Education (Textiles) from the University of Ile-Ife, and Master's degrees in Education, and Clothing and Textiles from the University of Ibadan and Federal University of Agriculture, Nigeria respectively. She is currently a Principal Lecturer in the School of Education, Department of Early Childhood and Care Education, Federal College of Education, Abeokuta, Nigeria and has 11 years Fine Arts teaching experience at high school level. Two articles have been published from this study.

The candidate's research hinged on enhancing children's early years' mathematical creativity through visual arts. The study, based on Gardner's theory of multiple intelligence, sought to identify the extent to which visual arts activities can improve creativity in mathematics among early childhood learners. By means of a mixed method concurrent research design, the learners were exposed to two major visual arts activities, namely collage making and design. The analysis of both quantitative and qualitative data revealed that learners' creative dispositions in mathematics had been enhanced by the integrated teaching approaches that had exposed them to visual arts activities. The study recommends the integration of visual arts, especially collage making and design in elementary mathematics teacher education programmes, particularly in Nigeria.

Supervisor: Prof K Luneta

Ayaya, Gladys Ingasia (PhD)

Gladys Ayaya graduated with a BEd (Science) degree with honours from Kenyatta University in Nairobi in 1995. She obtained her MEd degree from the University of Namibia in 2000. She was a Learning Support Specialist in Inclusive Education at St Stithians College in 2001. She is currently the Director of Community Engagement at St Stithians Boys' College in Johannesburg.

The candidate conducted a single case study with an established teacher community of enquiry by way of a critical, participatory action research approach (PAR) to develop a teaching framework for inclusive teaching in a full-service school in the Johannesburg East District. During this enquiry data were collected from teachers and learners through meetings, focus group interviews, one-on-one interviews and observations, and then analysed using an inductive thematic content analysis framework. The main contributions of the study lie in the use of PAR as a developmental tool for creative, self-critical and reflective in-service teacher development, and in a collaboratively formulated Inclusive Teaching Framework guided by the pillars of identity, policy, curriculum delivery, collaboration, assessment, welcoming environment, widening participation for all learners and creating a sense of belonging for all.

Supervisor: Prof TM Makoelle (Nazarbayev University, Kazakhstan)

Co-Supervisor: Dr MP van der Merwe

Chigwida, Hedwick (PhD)

Hedwick Chigwida qualified as a secondary school teacher from Hillside Teachers' College in Zimbabwe in 1991. She has taught History and Geography at several schools in the country. She obtained a Bachelor of Education degree in History (1995) and Master of Education degree in Curriculum Arts (2000) from the University of Zimbabwe. From 2004 to 2005 she worked as a lecturer at a Teacher Education College and since 2006 at Great Zimbabwe University where she currently teaches Curriculum Theory. Hedwick has presented a paper based on her PhD thesis at the Africa Institute of South Africa (AISA) international conference held in Kenya in 2017. The paper has since been published as a journal article.

Using a postcolonial theoretical framework and an interpretive phenomenological approach, the candidate investigates how curriculum scholarship in Zimbabwe has been shaped by three main traditions, namely the Tyler Rationale, Reconceptualisation and Internationalisation within the field of curriculum studies. She argues that the scholarship does not have a clear focus. The traditional approach proffered by Tyler (1949) seems to be dominant. In particular, studies on the political nature of the curriculum are overlooked. Only isolated cases of collaborative work conducted by, for example, students and their supervisors in universities outside the country, employ a critical stance and has generated hybrid knowledge that can be useful internationally. The conclusion is that the internationalisation of curriculum studies has not fully taken off. Though limited in scope, the study provides valuable insights of how academic work is affected when subjected to uncompromising political pressure.

Supervisor: Prof M Modiba

Metcalfé, Denise Jean Ann (PhD)

Denise Jean Ann Metcalfe obtained a Diploma and Higher Diploma in Food Technology after which she spent several years working in the food and beverage industry. In 1987 she was employed by the Technikon Witwatersrand to implement a diploma programme in food technology. After 10 years, she took a year's sabbatical from teaching and completed an MSc degree in Biotechnology at the University of the Witwatersrand. Completing 32 years of service, both as Head of Department of Food Technology and senior lecturer, she took retirement from the University of Johannesburg in January 2018 to complete her doctoral studies.

This study stemmed from comments of employers that newly graduated food science and technology graduates are not work-ready. The candidate investigated the employers' expectations of graduates. These expectations were then formulated as expected graduate capabilities, which formed the basis for a conceptual framework to facilitate the professional development of academic staff teaching food science and technology students. Thereafter, educational strategies were formulated that can be used to assist academic staff in supporting food science and technology students to develop the required graduate capabilities. The unique contribution of this study is the description of expectations of graduates in a specific discipline, the developed conceptual framework and the proposed facilitation process to empower the academic staff teaching food science and technology students.

Supervisor: Prof CM Fourie

Co-Supervisor: Prof CPH Myburgh

Balkrishen, Pradheep (PhD)

Pradeep Balkrishen completed both the BEdHons and MEd degrees in Educational Leadership and Management, cum laude. In 2015, he received the Chancellor's Medal for the most meritorious master's study in the Faculty. Based on the research for his master's studies, he published a book titled Effective Campus Management. Before joining the Technical and Vocational Education and Training (TVET) college sector, he served as teacher, head of department and principal of various public schools in Mpumalanga. Pradeep is currently employed by the Department of Higher Education and Training as Regional Manager and is responsible for the management of TVET and Community Education and Training (CET) Colleges in Mpumalanga and North West provinces.

The academic performance of students in the Technical and Vocational Education and Training (TVET) college sector in South Africa is poor. One of the reasons cited for the poor students' performance is the ineffective leadership of campus managers. Several international and local research studies corroborate that effective leadership is essential for successful student achievement. Using mixed methods, this study explored how leadership development of campus managers may be strengthened to ultimately improve student achievement at TVET colleges. The conceptualisation of educational leadership development in relation to formal, informal and experiential leadership development framed this study. The findings revealed that leadership development opportunities for campus managers were almost non-existent or, at best, severely limited. Hence, the candidate designed a Leadership Development Model accentuating the development and implementation of a national leadership framework as a basis for a coordinated and high-quality leadership development system for campus managers in South Africa.

Supervisor: Prof R Mestry

Toerien, Rika Ronel (PhD)

Ronél Toerien obtained a BEd degree in 1984 from the former Rand Afrikaans University. She completed a BEdHons (Higher and Adult Education) degree in 2011, and an MEd (Psychology of Education) degree in 2014, both from the University of Johannesburg. She is currently employed as a manager in the College of Business and Economics at the University of Johannesburg.

The candidate developed, implemented and evaluated a psycho-educational model for university lecturers to facilitate the constructive management of experienced aggression. A theory-generative, qualitative, contextual, exploratory and descriptive design was applied. The four steps of model development guided the research process. The central concept identified from the candidate's master's study was to "facilitate the constructive management" of experienced aggression by university lecturers. The model was assessed by a panel of experts. Thereafter the model was presented to a purposively sampled group of university lecturers who subsequently implemented and evaluated the model. Finally, the model implementation was evaluated using a focus group. It was found that the model was valuable and relevant in the workplace and other life situations. The original contribution of the study is the development, implementation and evaluation of a psycho-educational model to facilitate the constructive management of experienced aggression by university lecturers.

Supervisor: Prof CPH Myburgh

Co-Supervisor: Prof M Poggenpoel

See the back cover for the words of the National Anthem.



A word of thanks to the UJ Alumni Office for sponsoring the flower arrangements at the University of Johannesburg graduation ceremonies.

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National Anthem of South Africa

Nkosi sikelel' Afrika
Maluphakanyisw' uphondo lwayo,

Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo.

Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke setjhaba sa heso,
Setjhaba sa South Afrika - South Afrika.

Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.