

**Welcome to the  
Graduation Ceremony  
of the  
University of Johannesburg  
3 May 2018**

**Welkom by die  
Gradeplegtigheid  
van die  
Universiteit van Johannesburg  
3 Mei 2018**

**Le a Amogelwa  
Moletlong wa Dikapešo wa  
Yunibesithi ya Johannesburg  
3 Mopitlo 2018**

**Niyamukelwa  
eMcimbini wokweThweswa kweZiqu  
weNyuvesi yaseJohannesburg  
3 kuNhlaba 2018**

# **UNIVERSITY OF JOHANNESBURG**

## **CHANCELLOR**

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Prof A Parekh  
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BA, HEd, BA Hons, MA, PhD (RAU)

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BCom (Rhodes), BCom Hons (UKZN), CA (SA)

### **DEPUTY VICE-CHANCELLOR: EMPLOYEES AND STUDENT AFFAIRS**

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BA (Bophut), BA Hons (RAU), MBL (Unisa)

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NDip, NHDip (TWR), BEd, MEd (RAU), DTech (TWR)

### **GENERAL COUNSEL**

Prof PH O'Brien  
BCom, LLB, LLM, LLD (RAU)

### **SENIOR EXECUTIVE DIRECTOR IN THE VICE-CHANCELLOR'S OFFICE**

Dr N Vukuza  
BA (Fort Hare), BA Hons (Rhodes), DTE (UNISA), MA (Wits), PhD (Stellenbosch)

## **EXECUTIVE DEANS**

### **COLLEGE OF BUSINESS AND ECONOMICS**

Prof D van Lill  
BSc, BSc Hons, MSc, PhD (US)

### **FACULTY OF ART, DESIGN AND ARCHITECTURE**

Prof F Freschi  
BA (Wits), BA Hons (UCT), PhD (Wits)

### **FACULTY OF EDUCATION**

Prof SJ Gravett  
BA, HEd (PU for CHE), BEd, MEd, DEd (RAU)

### **FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT**

Prof C Mbohwa (Acting)  
BSc Eng (Hons), OMMS, PhD (TMIT Japan)

### **FACULTY OF HEALTH SCIENCES**

Prof S Nalla (Acting)  
BSc (Wits), BSc Hons (Wits), Certificate ELLD (UJ), PhD (Wits)

### **FACULTY OF HUMANITIES**

Prof AB Broadbent  
BA, BA Hons, MPhil, PhD (Cambridge UK)

### **FACULTY OF LAW**

Prof LG Mpedi  
B Juris, LLB (Vista), LLM (RAU), LLD (UJ)

### **FACULTY OF SCIENCE**

Prof D Meyer  
BSc, BSc Hons, MSc (RAU), PhD (California USA)

# **MEMBERS OF COUNCIL**

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Mr MS Teke

## **DEPUTY CHAIRPERSON**

Dr Y Ndema

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Mr FM Baleni

Ms S Dlamini

Ms K Gugushe

Prof D Hildebrandt

Mr G Khosa

Prof C Landsberg

Dr J Manyaka

Prof T Marwala

Ms Z Matlala

Ms BJ Memela-Khambula

Mr F Netshiavha

Prof A Parekh

Mr C Phetla

Dr WP Rowland

Mr K Thomas

Dr M Tom

# **Programme**

**Thursday, 3 May 2018 at 17:00**

To ensure good order during the ceremony all those present are requested to leave the Auditorium only after the ceremony has been concluded.

The academic procession enters the Auditorium and the members of the procession take their seats on the stage.

The choir sings Gaudeamus Igitur (or a CD is played) while those present remain standing.

The Chancellor constitutes the congregation.

Choir.

Welcome.

The relevant Executive Dean presents the candidates to the Chancellor for the conferment of a degree/diploma/certificate.

Singing of the National Anthem.

The Chancellor dissolves the congregation.

The academic procession leaves the Auditorium while those present remain standing.

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## **Lenaneo**

**Labone, 3 Mopitlo 2018 ka 17:00**

Go kgonthiša gore dilo di sepela ka tshwanelo nakong ya moletlo, bohle bao ba tilego moletlong ba kgopelwa go tšwa ka Holong ya kopano feela ka morago ga ge moletlo o phethilwe.

Sehlopha sa dirutegi se tsena ka Holong ya kopano gomme maloko a sehlopha se a dula ditulong tša ona sefaleng.

Khwaere e opela Gaudeamus Igitur (goba CD e tlo bapalwa) mola bao ba lego gona ba tšwela pele go ema.

Mokhanseliri o kopanya phuthego.

Khwaere.

Dikamogelo.

Hlogophethiši ya maleba ya lefapha e hlagiša dialoga go Mokhanseliri gore di newe tikrii/diploma/setifikeiti.

Go opelwa ga Koša ya Setšhaba.

Mokhanseliri o phatlalatša phuthego.

Sehlopha sa dirutegi se tšwa ka Holong ya kopano mola bao ba lego gona ba tšwela pele go ema.

# **Program**

**Donderdag, 3 Mei 2018 om 17:00**

Ter wille van die ordelike verloop van die plegtigheid  
word alle aanwesiges vriendelik versoek  
om die Ouditorium nie voor die einde van die plegtigheid te verlaat nie.

Die akademiese proses kom die Ouditorium binne en neem op die verhoog plaas.  
Die koor sing Gaudeamus Igitur (of 'n CD word gespeel) terwyl die aanwesiges staan.

Die Kanselier stel die kongregasie saam.

Koor.

Verwelkoming.

Die betrokke uitvoerende dekaan stel die kandidate aan die Kanselier voor vir die  
toekenning van 'n graad/diploma/sertifikaat.

Sing van die volkslied.

Die Kanselier ontbind die kongregasie.

Terwyl die aanwesiges bly staan, verlaat die akademiese proses die Ouditorium.

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# **Uhlelo**

**uLwesine, 3 kuNhlaba 2018 ngele-17:00**

Ukuze kuqinisekwe ukuthi konke kuhamba kahle ngesikhathi somcimbi, bonke  
abakhona bacelwa ukuba baphume eHholweni kuphela lapho umcimbi usuphothuliwe.

Udwendwe lezifundiswa lungena ehholweni bese amalungu odwendwe ahlala phansi  
esiteji.

Ikwaya icula i-Gaudeamus Igitur (noma kudlalwa iCD) ngalenkathi labo abakhona  
besamile.

UShansela uhlanganisa ibandla.

Ikwaya.

Ukwamukelwa.

Izinhloko Eziyiziphathimandla ezithintekayo zethula abafundi kuShansela weNyuvesi  
ukuze bathole idigiri/idiploma/isitifiketi.

Kuculwa iHubo Lesizwe.

# 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. **Baccalaureus Educationis Honoribus (BEd Hons)**

**Anjum**, Umme Kalsum (Science Education)  
**Beukes**, Kristie Domenique (Inclusive Education)  
**Bhayat**, Aaqilah (Educational Management and Leadership)  
**Bothma**, Thalia (Mathematics Education)  
**Buthelezi**, Johannes (Inclusive Education)  
**Buthelezi**, Sibonelo Mlungisi Reginald (Educational Management and Leadership)  
**Chonco**, Zinto Anele (Curriculum)  
**Dankwah**, Joseph (Science Education)  
**De Villiers**, Dane (Information Communication Technology)  
**Dladla**, Nomusa Samukelisiwe (Educational Management and Leadership)  
**Dlamini**, Thandiwe Boniswa (Science Education)  
**Fernandes**, Tyrone James (Educational Management and Leadership)  
**Gao**, Yulong (Educational Management and Leadership)  
**Hlako**, Cedric Ngaletsane (Science Education)  
**Hood**, Mark Fredrick (Educational Management and Leadership)  
**Howard**, Odelle Alice (Educational Management and Leadership)  
**Isaacs**, Wilma Verona (Information Communication Technology)  
**Jordaan**, Da Nielle (Educational Management and Leadership)  
**Kaggwa**, Hamdan Muhammad (Mathematics Education)  
**Katisi**, Lehlogonolo Fortunate (Information Communication Technology)  
**Kenke**, Noluthando (Curriculum)  
**Kenke**, Thandiswa (Curriculum)  
**Kgodane**, Fedelia (Educational Management and Leadership)  
**Khan**, Bibi Fatima (Educational Linguistics)  
**Khan**, Ra'ees (Information Communication Technology)  
**Khiba**, Modiehi Innocentia (Science Education)  
**King**, Junaid Liverd (Educational Management and Leadership)  
**Kleinhans**, Carol Lynn (Educational Management and Leadership)  
**Kunene**, Duduzile Christinas (Curriculum)  
**Langa**, Pearl Nonhlanhla (Information Communication Technology)  
**Lubisi**, Gift Thamsanqa (Science Education)  
**Maake**, Refilwe Melida (Educational Management and Leadership)  
**Mabaso**, Mbali (Curriculum)  
**Mabeba**, Lucas Sello (Inclusive Education)  
**Mabidi**, Talulani Lineth (Educational Management and Leadership)  
**Mabunda**, Ntwanano Concern (Science Education)  
**Mahlangu**, Salome Batasala (Educational Management and Leadership)  
**Mahlase**, Makalea California (Educational Management and Leadership)  
**Makamu**, Gloria (Science Education)



**Makgaka**, Ipeleng Reabetswe (Information Communication Technology)  
**Malematja**, Mantwa Gloria (Educational Management and Leadership)  
**Mamba**, Busi Siboniseni (Curriculum)  
**Manuel**, Kurt (Educational Management and Leadership)  
**Mapena**, Litseoana Julia (Educational Management and Leadership)  
**Masangwana**, Xolani (Information Communication Technology)  
**Mashingaidze**, Buhlebenkosi Tendai (Information Communication Technology)  
**Masilela**, Themba Egnatius (Science Education)  
**Masola**, Kholofelo (Educational Management and Leadership)  
**Maswanganyi**, Tsakani Elisa (Educational Management and Leadership)  
**Mathimbi**, Molebatsi Victoria (Educational Management and Leadership)  
**Matlala**, Motlagale Athaliah (Educational Management and Leadership)  
**Mbedu**, Jongisile (Mathematics Education)  
**Mhaladi**, Keemetswe (Inclusive Education)  
**Mkhize**, Nametsego Lucia (Educational Management and Leadership)  
**Mlungwana**, Senamile Stella (Science Education)  
**Mogotlane**, Lekhokhamedi Ouma (Mathematics Education)  
**Mokoena**, Shokha Saleme (Educational Management and Leadership)  
**Mosia**, Tshediso Elliot (Educational Management and Leadership)  
**Motele**, Motshidisi Portia (Inclusive Education)  
**Motlounge**, Amos Ntokozi (Science Education)  
**Mphafudi**, Kgoboki Caiphus (Science Education)  
**Mphephu**, Ronewa (Inclusive Education)  
**Mpofu**, Andrew (Mathematics Education)  
**Msibi**, Bathandekile Zola Primrose (Curriculum)  
**Munakisi**, Azwindini Edna (Educational Management and Leadership)  
**Musiye**, Aluwani (Educational Management and Leadership)  
**Ndlovu**, Phumelele (Science Education)  
**Niehaus**, Marlou (Educational Management and Leadership)  
**Nkosi**, Nompumelelo Charlott (Information Communication Technology)  
**Nkosi**, Refiloe Rejoice (Educational Management and Leadership)  
**Nkosi**, Sphiwe Goodness (Educational Management and Leadership)  
**Ntuli**, Siphamandla Nkosikhona (Democracy and Policy in Education)  
**Nziane**, Raesibe Margaret (Educational Management and Leadership)  
**Peterson**, Megan Cynthia (Information Communication Technology)  
**Pienaar**, Eunene (Mathematics Education)  
**Pretorius**, Johanna Elizabeth (Educational Management and Leadership)  
**Qwabe**, Andiswa Sithokozile (Mathematics Education)  
**Raban**, Ferhana (Educational Management and Leadership)  
**Ramabele**, Libuseng Happiness (Educational Management and Leadership)  
**Rasi**, Zoleka Patricia (Inclusive Education)  
**Relela**, Mokgadi Elizabeth (Science Education)  
**Rohde**, Magda-Lize (Educational Linguistics)  
**Sambo**, Khanyisile Simangele (Mathematics Education)  
**Scheepers**, Anja (Mathematics Education)  
**Sebake**, Kingsley Cheu (Information Communication Technology)  
**Shaw**, Naeem (Democracy and Policy in Education)  
**Shivambu**, Constant Tinyiko (Curriculum)

**Simpson**, Luke Douglas (Educational Management and Leadership)  
**Ssebunya**, Ismail (Educational Management and Leadership)  
**Surgey**, Denny Joy (Inclusive Education) (with distinction)  
**Themba**, Ntombikayise Charlotte Rose (Science Education)  
**Tjebane**, Magdeline Ntsoaki (Educational Management and Leadership)  
**Tshabalala**, Benele Amos (Science Education)  
**Tshukudu**, Kesentseng Jeanett (Educational Management and Leadership)  
**Venter**, Lize-Marie (Educational Management and Leadership)  
**Walker**, Ashleigh Donna (Educational Management and Leadership)  
**Ximba**, Cynthia Sijabulile (Information Communication Technology)  
**Yanta**, Nomvuyo Maureen (Educational Management and Leadership)  
**Zunga**, Rosemary (Science Education)

## **2. Bachelor of Education (Honours)**

**Abed**, Cassim Shabbir Ahmed (Education Leadership and Management)  
**Arthur**, Zeenat (Education Leadership and Management)  
**Banda**, Annah Alinah (Education Leadership and Management)  
**Basson**, Morne (Educational Psychology)  
**Bennett**, Taryn Kacey (Childhood Education) (with distinction)  
**Bhamjee**, Abdurrahman (Education Leadership and Management)  
**Coetzee**, René (Educational Psychology)  
**Cohen**, Ariella Liora (Educational Psychology)  
**Cole-Edwardes**, Jayd Lynne (Educational Psychology) (with distinction)  
**Dawes**, Diana Elizabeth (Educational Psychology) (with distinction)  
**Dimant**, Kerri Jadine (Educational Psychology)  
**Dirker**, Samantha (Educational Psychology) (with distinction)  
**Du Sart**, Calum Shay (Education Leadership and Management)  
**Gwala**, Nomfundo Patience (Education Leadership and Management)  
**Hamid**, Muhammad Yusuf (Education Leadership and Management)  
**Jassat**, Nazir Ahmed Suliman (Education Leadership and Management)  
**Kgaswane**, Keitumetse Mosa Mercy (Educational Psychology)  
**Khan**, Marcelle (Education Leadership and Management)  
**Khanyile**, Charlotte Banele (Education Leadership and Management)  
**Khanyile**, Vusumuzi Lungelo (Education Leadership and Management)  
**Kobe**, Mmatsela Veron (Curriculum Studies) (with distinction)  
**Langa**, Nomalanga Violet (Curriculum Studies)  
**Lasanya**, Suheb (Education Leadership and Management)  
**Mabuza**, Khanyisile Musa (Curriculum Studies)  
**Madonsela**, Bongumusa Maurice (Education Leadership and Management)  
**Malatsi**, Nomsa (Educational Psychology)  
**Maleka**, Segopotje Morongwa (Childhood Education)  
**Manyike**, Ntombizodwa Confidence (Educational Psychology)  
**Marshall**, Natalie Claire (Educational Psychology) (with distinction)  
**Maseko**, Busisiwe (Education Leadership and Management)  
**Matsea**, Phathutshedzo (Educational Psychology)  
**Mazibuko**, Buhle Eunice (Education Leadership and Management)

**Mdlalose**, Phindile Millicent (Curriculum Studies)  
**Mochaki**, Mogale Philemon (Education Leadership and Management)  
**Mogotsi Mabulele**, Monnye Julia (Education Leadership and Management)  
**Mokhomo**, Abraham Apollos (Education Leadership and Management)  
**Motswane**, Tsholofelo (Educational Psychology)  
**Mpatolla**, Ndivhuwo Precious (Curriculum Studies)  
**Mufamadi Mogashwa**, Naledi (Education Leadership and Management)  
**Ngubane**, Gordon Heart (Curriculum Studies) (with distinction)  
**Ngwane**, Matron Gugu (Curriculum Studies)  
**Njokwe**, Latoya Satisfaction (Education Leadership and Management)  
**Nkabinde**, Delani Collin (Education Leadership and Management)  
**Nkonyeni**, Samukelo Innocent Luyanda (Education Leadership and Management)  
**Nthimbane**, Koketso Andile (Childhood Education)  
**Ntshangase**, Nomthandazo Princess (Educational Psychology)  
**Oreng**, Kefilwe Evelyn (Childhood Education) (with distinction)  
**Pretorius**, Jasmyn (Educational Psychology)  
**Rana**, Annah Innocentia (Education Leadership and Management)  
**Ravat**, Moosa Mohummed (Education Leadership and Management)  
**Rossouw**, Lanne (Education Leadership and Management)  
**Segeren**, Amy-Leigh (Educational Psychology) (with distinction)  
**Selepe**, Khanyisile Fortunate (Childhood Education)  
**Selepe**, Siboniso John George (Educational Psychology)  
**Seshoka**, Mahlatsi Wilber (Education Leadership and Management)  
**Sikhosana**, Lungisani (Curriculum Studies)  
**Strydom**, Hendriena Maria Johanna (Educational Psychology)  
**Van Vreden**, Anke (Educational Psychology)  
**Vinokur**, Jessica (Educational Psychology) (with distinction)  
**Zondi**, Karabo Ayanda Lungile (Educational Psychology)

### 3. **Magister Educationis (MEd)**

**Mashaba**, Bongani Mafumetsha (Curriculum Policy Evaluation)  
**Minor Dissertation:** Academic literacy through a restructured curriculum:  
Possibilities for epistemological access?  
**Supervisor:** Prof MM Modiba

### 4. **Master of Education (MEd)**

**Feiteira**, Micaela Andreia (Education)  
**Dissertation:** The bridge between educational law and its application in the  
classroom by management and teachers at a public secondary school in South  
Africa  
**Supervisor:** Prof PJ Du Plessis

**Hariram, Shalane** (Educational Psychology)

**Minor Dissertation:** The experiences of teenagers abusing substances in a special needs school in Johannesburg

**Supervisor:** Dr JV Fourie

**Malherbe, Wilhelmina Johanna** (Educational Management)

**Minor Dissertation:** Leadership and management experiences of novice female principals in a school district in the Free State province of South Africa

**Supervisor:** Dr CKO Smith

**Manci, Thobani Michael** (Educational Psychology)

**Minor Dissertation:** The role of Life Orientation primary school teachers in providing basic counselling support to orphans and vulnerable children (OVC) in Soweto Central Johannesburg District schools

**Supervisor:** Prof J Pillay

**Moila, Mahlatse Clefoto** (Education)

**Dissertation:** Exploring performance of Grade 6 learners in the mathematics Annual National Assessment in Johannesburg South District, Gauteng

**Supervisor:** Prof K Luneta

**Mthembi, Innocentia Thulie** (Educational Psychology)

**Minor Dissertation:** The lived psycho-educational experiences of senior primary school learners living with dyslexia

**Supervisor:** Prof J Pillay

**Okeke, Charity Chimankpa** (Education)

**Dissertation:** Teacher learning about verbal discipline in professional conversations

**Supervisor:** Prof GJ van der Westhuizen

**Strahlendorf, Kristen Lisa** (Educational Psychology)

**Minor Dissertation:** Counselling techniques with learners subjected to violence

**Supervisor:** Dr H Dunbar-Krige

**Wessels, Charlene** (Educational Psychology) (with distinction)

**Minor Dissertation:** Notions of well-being in Grade 10 learners using mobile technologies in a private school classroom

**Supervisor:** Dr MP van der Merwe

**Co-Supervisor:** Prof GV Lautenbach

## 5. **Doctor Educationis (DEd): Educational Psychology**

**Louw, Nadia Marie**

**Thesis:** Creating support networks to assist vulnerable late adolescents with their transition from secondary school to the world of work

**Supervisor:** Dr H Dunbar-Krige

**Co-Supervisor:** Dr E Fritz

## 6. Philosophiae Doctor (PhD): Educationis

**Ayuk, Peter Tabot**

**Thesis:** Institutional culture and effectiveness of a private higher education institution in South Africa

**Supervisor:** Prof GJ Jacobs

**Fray, Patrick Godfrey**

**Thesis:** The factors that affect student integration into a TVET College

**Supervisor:** Prof JJJ De Beer

**Co-Supervisor:** Dr A Van Zyl

**Ngobeni, Stanley Taren**

**Thesis:** School management practices in establishing township school-community partnerships

**Supervisor:** Dr CKO Smith

**Co-Supervisor:** Prof JC Perumal

**Taljaard, Sandra**

**Thesis:** The value of an excursion in the professional development of pre-service teacher education students

**Supervisor:** Prof JJJ de Beer

**Co-Supervisor:** Prof NF Petersen

**Zeller, Deborah Anne (Education)**

**Thesis:** The professional development of non-specialist physical education teachers in the foundation phase in the Royal Bafokeng Schools

**Supervisor:** Dr H Dunbar-Krige

**Co-Supervisor:** Prof CJ Roux

**Louw, Nadia Marie (DEd)**

Nadia Louw completed her BAEd degree in English and History (RAU), BEdHons degree in Educational Psychology (RAU) and MEd degree in Educational Psychology at the University of Johannesburg. Her minor dissertation focussed on “Weaving a circle of care around families affected by HIV/AIDS” in a specific East Rand Community. An article was published about this research in a special community psychology edition of the journal, Education and Change. Nadia has presented her doctoral research at national conferences and continues to be a life-long learner. She is a registered educational psychologist and works in private practice and local schools.

This study identified the lived experiences and needs of five adolescents during the transition phase from secondary school to the world of work or tertiary education. The ultimate aim of the study was to use the information gathered to assist educators and other professionals to co-create support networks for adolescents who have been made vulnerable within their specific contexts. From the findings it is evident that adolescents who have been made vulnerable, experience emotional trauma, poverty, stigma and academic challenges, which, if not addressed, could hamper their ability to access tertiary education and employment. A need for a comprehensive career guidance and transition support toolkit to assist with the transition from secondary school to tertiary education and the world of work was identified. A transition toolkit, containing seven booklets, was developed for educators and other professionals, to assist them to create the necessary support networks.

**Supervisor:** Dr H Dunbar-Krige

**Co-Supervisor:** Dr E Fritz



## **Ayuk, Peter Tabot (PhD)**

Peter Ayuk was born in 1969 in Mamfe, Cameroon. In 1996, he attained the BScHons degree in Agricultural Economics from the University of Calabar, Nigeria, as top achiever. From 1998 he taught science subjects at Johannesburg secondary schools. He was appointed as Head of Department (HOD) at Damelin in 2006 and obtained an MCom (Business Management) degree from UJ in 2007. Peter was the 2016 doctoral winner of the Faculty of Education's three-minute thesis competition. He serves on the Accreditation Committee of the Council for Higher Education and is the HOD: Undergraduate Studies at Milpark Business School. He is married to Anastasia and they have three children.

When is a private higher education (HE) institution regarded as effective? This question inspired the candidate to explore the relationship between the culture and effectiveness of a for-profit HE institution in South Africa. Institutional effectiveness was appraised via four educational outcomes: academic achievement, educational satisfaction, retention and employability. Using an explanatory sequential mixed methods research design, it was found that firstly, schools/faculties in private HEs maintaining predominantly a market culture (goal-oriented, task-driven and competitive), achieve significantly higher levels of student satisfaction and retention; secondly, schools with a non-dominant (balanced) culture exhibit better conditions for student satisfaction, employability and retention; and thirdly, congruence between the culture of a school and that of the executive management team generates optimal effectiveness in terms of all four educational outcomes. This inquiry generated keen sectoral interest, a validated instrument for effectively gauging the abovementioned educational outcomes and a values-based framework for optimally aligning them with an institution's culture.

**Supervisor:** Prof G Jacobs



**Fray, Patrick Godfrey (PhD)**

Patrick Fray's qualifications include a National Diploma in Chemical Engineering through the Peninsula Technikon (1993), a Higher Education Diploma (Technical) at the Rand Afrikaans University (1996); a BEd degree in Microcomputers in Education from the former RAU (2001) and an MEd degree in Environmental Education from the University of Johannesburg (2006). He started his teaching career as a Mathematics and Science teacher at Reigerpark Secondary. In 2008, he was appointed as a lecturer at the Ekurhuleni West TVET College and was later promoted to senior lecturer in Mathematics at the same institution. He is married and has two children.

The study involved mixed methods research to investigate the factors that affect student integration and attrition at a TVET College. Cultural-Historical Activity Theory (CHAT) was used as a research lens to study student integration on campus. The context of the study is a cohort of first-year students enrolled at a TVET College in Gauteng. Findings showed that the college did not adequately identify at-risk students and that the system failed the students by not providing a nurturing and supportive environment. The use of Cultural-Historical Activity Theory in studying the dynamics of the TVET College as an activity system is a particular contribution of this study. It raises questions about social justice, where marginalised learners are set up for failure, due to a lack of systemic support. Whereas most South African universities have strong First-year Experience (FYE) programmes, many TVET Colleges do not focus enough on the first-year experience.

**Supervisor:** Prof JJJ de Beer

**Co-Supervisor:** Dr A Van Zyl





## **Ngobeni, Stanley Taren (PhD)**

Stanley Taren Ngobeni obtained his Bachelor of Education (BEd) degree, Bachelor of Education honours (BEdHons) degree and Master of Education (MEd) degree (cum laude) in Teacher Education from the University of Venda. In 2005, he was employed as a teacher at the secondary school in Jabulani, Soweto and in 2008 he became a Head of Department in the same school until 2015. In 2015, Stanley was a recipient of the prestigious Global Excellence Stature (GES) scholarship from the University of Johannesburg and subsequently resigned from his teaching post to pursue a doctoral programme.

Stanley is currently a teacher in the Gauteng Department of Education, Soweto. Stanley employed a concurrent triangulation and mixed methods design to explore school management practices in establishing township school-community partnerships. Data were obtained through questionnaires, focus groups and individual interviews. Systems theory, partnership theory, the highly effective community schools model and Tuckman's collaborative development model were employed as theoretical frameworks to inform the study. The research participants described their strategies for establishing and maintaining school-community partnerships. Despite challenges there is evidence that school-community partnerships help provide much needed staff and pupil learning support, and emotional and career development resources. Recommendations for establishing and strengthening school-community partnerships are offered. The study makes a valuable contribution to school-community partnerships theory and adds a much needed voice in the literature for the strengthening of school-community partnership policy and practice.

**Supervisor:** Dr C Smith

**Co-Supervisor:** Prof J Perumal



## **Taljaard, Sandra (PhD)**

Sandra obtained her BSc degree at the University of Pretoria in 1981. She started her career as a botanist in the Survival Unit of the South African National Defence Force (SANDF) in 1982. There she qualified as a survival instructor, participated in research and compiled training guides for the SANDF. In 1999 she was appointed as Senior Social Ecologist in SANParks. She was promoted in 2006 to Regional Manager for People and Conservation. In 2009 Sandra completed her Master of Education degree in Environmental Education (cum laude) at Rhodes University. In 2014 Sandra was appointed as Park Manager of Wilderness National Park.

This study investigated the affordances of an out-of-the-classroom excursion for the personal and professional development of student teachers at the University of Johannesburg. The alternative learning space created by the excursion displaced students out of their comfort zones where tensions and conflict erupted within the morphed sociocultural and epistemic spaces. Through a pedagogy of play, and scaffolding across the zone of proximal teacher development, student teachers were assisted in developing more nuanced views of what it means to become a teacher. They were expected to manage tensions and conflict, to internalise new information, to apply theory to interrogate practice, and to develop own voices as future teachers. Third-generation Cultural-Historical Activity Theory was applied as a lens to investigate and explain the occurring sociocultural dynamics of the excursion. Ultimately the research led to the identification of design principles that can be applied in the design process of an educational excursion.

**Supervisor:** Prof JJJ de Beer

**Co-Supervisor:** Prof N Petersen



**Zeller, Deborah Anne (PhD)**

Debbie has been involved in Physical Education (PE) teaching and teacher training for 35 years. She has dedicated her career to disseminating knowledge of PE due to the important role PE plays in holistic well-being. Although the state and status of PE has declined, Debbie has remained passionate about the subject. Her MEd degree investigated the implementation of PE in rural schools, which she passed with distinction. An article was published, and a paper presented on this research. She was then motivated to conduct research that would contribute to improving the PE programmes in South African schools for her PhD.

Physical Education (PE) is an essential component of any school curriculum due to the potential life-changing benefits of the subject. Although the majority of teachers responsible for PE programmes in South Africa are not qualified for it, they can be assisted with adequate training and support. In this case study research, the candidate identified the unique features of Professional Development (PD) programmes that must be considered when designing future interventions to empower the non-specialist PE teachers in South African schools. The study exposed the barriers to PE programme implementation experienced by non-specialist PE teachers and shows how these barriers can be overcome through effective PD programmes. The study's contribution lies in the development of a programme that can be utilised in future similar research to evaluate PE programmes.

**Supervisor:** Dr H Dunbar-Krige

**Co-Supervisor:** Prof CJ Roux



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