



Graduation Programme

The Future. Reimagined.





Dear UJ Graduate

At the University of Johannesburg (UJ), graduation not only signifies an academic milestone but also represents the emergence of a new cohort of leaders. Our objective has been to empower you as leaders who are primed to face the challenges of an ever-changing world defined by a plethora of challenges and opportunities. As you navigate these great societal shifts, we hope that your time at UJ will serve as a constant source of reference and inspiration. As we have sought to demonstrate, the Fourth Industrial Revolution (4IR) presents the opportunity for the exploration of new and exciting spheres, and you are uniquely poised to navigate this terrain. Our focus at UJ has been to create graduates who are agile, curious, and able to be active participants against this backdrop.

Your graduation today serves as a celebration of this momentous achievement! I want to take this opportunity to remind you that you now represent the privileged few in our country. You are uniquely poised to address some of the serious challenges we face and a qualification from UJ will stand you in good stead!

At UJ, you have encountered the finest academic minds from diverse backgrounds, spanning across the world as well as innovative technology-rich approaches to teaching and learning. As a result, UJ's global stature and academic robustness are recognised by the most prestigious global higher education ranking systems in the world. UJ has become a competitive player, not only in South Africa but also on the continent. You are an important part of this story.

We welcome you as a new member of our esteemed alumni community, which is making a lasting impact on society. We encourage you to join the UJ Alumni Network and become an active member of the University Convocation, which affords you an opportunity to make a significant contribution to our academic projects and beyond. Our promise in return to you is that we will continue to build UJ as an international university of choice, anchored in Africa, dynamically shaping the future.

Congratulations on this significant achievement. We look forward to witnessing you reimagine the future!

Prof Letlhokwa Mpedi
Vice-Chancellor and Principal
University of Johannesburg

**Welcome to the
Graduation Ceremony of the
University of Johannesburg
4 May 2023 at 16:30**

**Welkom by die
Gradeplegtigheid van die
Universiteit van Johannesburg
4 Mei 2023 om 16:30**

**Le a Amogelwa
Moletlong wa Dikapešo wa
Yunibesithi ya Johannesburg
4 Mopitlo 2023 ka 16:30**

**Niyamukelwa
eMcimbini wokweThweswa kweZiqu
weNyuvesi yaseJohannesburg
4 kuNhlaba 2023 ngele-16:30**

UNIVERSITY OF JOHANNESBURG

CHANCELLOR

Dr P Mlambo-Ngcuka

BA Ed (Lesotho), MPhil (UCT), DTech Ed (Warwick, England)

MEMBERS OF THE MANAGEMENT EXECUTIVE COMMITTEE

VICE-CHANCELLOR AND PRINCIPAL

Prof LG Mpedi

B Juris, LLB (Vista), LLM (RAU), LLD (UJ)

DEPUTY VICE-CHANCELLOR: ACADEMIC

Prof S Khan

BSc, BSc Hons, MSc, PhD (UWC)

DEPUTY VICE-CHANCELLOR: RESEARCH AND INTERNATIONALISATION

Prof S Sinha

BEng, MEng, PhD (UP)

REGISTRAR

Prof B van Vuuren
BSc, BSc Hons, MSc, PhD (UP)

CHIEF FINANCIAL OFFICER

Ms N Mamorare
BCom (Rhodes), BCom Hons (UKZN), CA (SA)

CHIEF OPERATING OFFICER

Dr M Ralephata
BSc Eng (Wits), MBA (UOVS), MSc, DBA (Heriot-Watt, UK)

SENIOR EXECUTIVE DIRECTOR

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

GENERAL COUNSEL

Mr D Pretorius
BCom, LLB, LLM (NWU)

EXECUTIVE DEANS

COLLEGE OF BUSINESS AND ECONOMICS

Prof L Ntsalaze

BCom, BCom Hons (NMMU), MPhil (UCT), PhD (SUN)

FACULTY OF ART, DESIGN AND ARCHITECTURE

Prof D Smal (Acting)

NDip, NHDip Clothing (TP), MTech Fashion (TUT),
DTech Design (CPUT)

FACULTY OF EDUCATION

Prof N Petersen

BA Ed (UNISA), BEd Hons, MEd (RAU), DEd (UJ)

FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT

Prof DJ Mashao

BSc Eng, MSc Eng (UCT), MSc AM, PhD (Brown, USA)

FACULTY OF HEALTH SCIENCES

Prof A Temane (Acting)

BNSc (UNW), MCur (RAU), PhD (UJ)

FACULTY OF HUMANITIES

Prof K Naidoo

BA, BA Hons, MA (UDW), DTE (Unisa), PhD (Manchester, UK)

FACULTY OF LAW

Prof W Domingo

B SoSc (UCT), LLB (UWC), LLM (Columbia, USA),
SJD (Wisconsin-Madison, USA)

FACULTY OF SCIENCE

Prof R Meijboom (Acting)

M (Groningen, Netherlands), PhD (UCT)

DEAN

JOHANNESBURG BUSINESS SCHOOL

Dr R Carolissen

BSc, BSc Hons, MSc (UWC), BBA Hons,
MBA (SUN), MCom (NWU), PhD (UWC)

MEMBERS OF COUNCIL

CHAIRPERSON

Ms X Kakana

DEPUTY CHAIRPERSON

Dr Y Ndema

MEMBERS

Prof H Abrahamse

Mr FM Baleni

Ms K Gugushe

Prof D Hildebrandt

Prof S Khan

Ms K Khumalo

Ms B Madikizela

Mr M Mahlasela

Mr M Manana

Ms L Mateza

Dr A Mokoena

Ms N Molope

Prof LG Mpedi

Mr LM Mpunzi

Ms NP Mvubu

Dr WP Rowland

Ms JA Schreiner

Prof A Strydom

Mr T Thobejane

PRESIDENT OF CONVOCATION

Mr LM Mpunzi

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!

COLLEGE OF BUSINESS AND ECONOMICS

QUALIFICATIONS

1. Diploma

Mabodze, Nhlalala (Business Information Technology)

Mohlala, Keamogetsoe Leballo (Business Information Technology)

Mutanda, Venance Franck (Business Information Technology)

Tlhako, Lerato (Business Information Technology)

2. Bachelor of Arts

Baloyi, Dineo Louisa (Public Management and Governance)

Diladal, Olwethu (Public Management and Governance)

Khumalo, Nqobile (Public Management and Governance)

Lamola, Kgothatso (Public Management and Governance)

Lechesa, Lorraine (Public Management and Governance)

Lukana, Evelyn Bridget (Public Management and Governance)

Makoe, Kagiso (Public Management and Governance)

Malete, Kabelo (Public Management and Governance)

Marele, Amanda (Public Management and Governance)

Mashishi, Boipelo Stephina (Public Management and Governance)
Matlala, Tiisetso (Public Management and Governance)
Mdluli, Phiwokuhle Philile (Public Management and Governance)
Moagi, Ofentse Dauglas (Public Management and Governance)
Moremong, Keamogetswe (Public Management and Governance)
Ndaba, Luyanda Noluthando (Public Management and Governance)
Ngwenya, Sizile Lungile (Public Management and Governance)
Nkosi, Bonginkosi (Public Management and Governance)
Nkosi, Busisiwe (Public Management and Governance)
Nobela, Myron Thabo (Public Management and Governance)
Sekhula, Ofentse Annah (Public Management and Governance)
Tshangana, Yanga Mirenda (Public Management and Governance)

3. Bachelor of Commerce

Cetin, Fatih Eren (Entrepreneurial Management)
Gumba, Muhiya Tonny (Information Systems)
Larsen, Tiago Daniel (Information Management)
McClean, Matthew Gabriel (Entrepreneurial Management)
Mdiniso, Nkosinathi (Entrepreneurial Management)

Mngomezulu, Henry Simanga (Business Management)
Mokoena, Thabiso (Information Management)
Mtshali, Sizolwethu Zamokwakhe (Information Management)
Nethonzhe, Thonzhe (Business Management)
Nkuna, Lebohang (Information Management)
Senatle, Morebudi Resego (Business Management)
Seperepere, Bokhutlo Ellen Baphelile (Information Management)
Spinola, Kyle (Entrepreneurial Management)
Tjale, Herbert Junior (Information Management)
Tlema, Keabetswe Keith (Information Management)

4. Bachelor of Arts Honours

Baloyi, Wisani Wesly (Public Management and Governance)
Bosman, Neo (Public Management and Governance)
Kganakga, Mphengwa Victoria (Public Management and Governance)
Tshivhi, Precious (Public Management and Governance)

5. Bachelor of Commerce Honours

Dingaan, Inga (Information Management)
Maluleke, Sphiwe John (Information Management)
Nogemane, Siphosethu (Information Management)
Sithole, Joy (Strategic Management)

6. Master of Arts

Modise, Meisie Annah (Public Management and Governance)

Dissertation: Factors influencing the implementation of fire brigade services in the Ekurhuleni Metropolitan Municipality

Supervisor: Dr EB Niyitunga

Co-Supervisor: Mr TO Sithomola

Ragolane, Mahlatse (Public Management and Governance)

Dissertation: Effects of service delivery protests on political stability in The City of Johannesburg Metropolitan Municipality

Supervisor: Dr EB Niyitunga

Shongwe, Bonginkosi Ronald (Public Management and Governance) **(with distinction)**

Dissertation: Service delivery challenges within rural communities: The case of the Nkomazi Local Municipal area

Supervisor: Prof DF Meyer

Staubi, Mphatso Rashidah (Public Management and Governance)

Minor dissertation: The role of African humanism in promoting good governance for sustainable development

Supervisor: Dr EB Niyitunga

7. Master of Commerce

Gwebu, Muzi (Information Technology Management)

Dissertation: The influence of information communication technologies on students' academic performance

Supervisor: Prof R Brink

Co-Supervisor: Dr R Minty

Kadira, Blessing Tafadzwa (Strategic Management)

Dissertation: Strategic competitiveness within the Fourth Industrial Revolution: A case of a clinical laboratory

Supervisor: Dr D Rossouw

Mmakhuthe, Rofhiwa Climatine (Information Technology Management)

Dissertation: E-commerce adoption by SMMEs operating in townships

Supervisor: Dr MS Bvuma

Ndlovu, Lefa Ditshwenyego (Business Management)

Minor dissertation: Internal factors promoting women entrepreneurial success in the agricultural sector

Supervisor: Prof N Meyer

Co-Supervisor: Dr NA Kruger

Tau, Mpho Theofista (Strategic Management) (**with distinction**)

Dissertation: The use of digital technology by township-based entrepreneurs

Supervisor: Prof TJ Tselepis

Co-Supervisor: Prof C Nieuwenhuizen

Varachia, Mohamed (Information Technology Management)
(with distinction)

Dissertation: Adoption of cybersecurity practices for SMMEs

Supervisor: Dr MS Bvuma

Co-Supervisor: Dr A Poee

Werner, Matthew James (Information Technology Management)

Dissertation: The effect on employee engagement after experiencing a phishing attack

Supervisor: Prof KN Njenga

Co-Supervisor: Dr M van den Bergh

8. Master of Philosophy

Rheeders, Armandt (Information Management)

Dissertation: Best practices in information experience driving customer experience in a media broadcasting organisation

Supervisor: Ms W Dinath

Co-Supervisor: Dr CJP Niemand

FACULTY OF EDUCATION

QUALIFICATIONS

9. **Advanced Diploma: School Leadership and Management**

Dabula, Zelda Nokuthula

Maphutha, Shoki Rekgopetje

Mashinini, Pinky Beulla

Morolong, Daniel Baba

Msimango, Makhosazane

Radebe, Duduzile Bridgette

Sibisi, Mziwenkosi

Sithole, Dikomang Agnes

Thobane, Patricia Malesela

10. **Postgraduate Certificate in Education: Further Education and Training Teaching**

Carolissen, Roscoe Aidan

11. **Bachelor of Education: Foundation Phase Teaching**

Ntaopane, Bonolo

Quinton, Caitlyn

12. Bachelor of Education: Intermediate Phase Teaching

Buthelezi, Nondumiso Precious

Cohen, Tashlynn Jayden

Jardien, Humairaa

Nkoana, Matsiditsi

13. Bachelor of Education: Senior Phase and Further Education and Training (School Phase) Teaching

Gumede, Mxolisi

Khumalo, Nomasonto

Mashishi, Kgothatso Dennis

Masisi, Nkagisang

Mkhatshwa, Success Selby

Molefe, Joyce

Mphahlele, Kgethego Tshweuekgolo

Ncane, Khethokuhle Nhlanzeko

Ramothopo, Sharone Malehu

Selogiloe, Beatrice Refilwe

Shabalala, Lungelo Nkanyiso

14. Bachelor of Education Honours: Education Leadership and Management

Ahmed Rashid, Mohsina
Arnold, Casey Lloyd
Da Cruz, Roxanne Marcel
Makhuvele, Nelborn Ntsako
Masondo, Dephney
Masunda, Ntsieni Lazy
Mathane, Donovan Alistair
Mckey, Shandre
Muller, Lourissa
Ndlovu, Neo
Ngcungama, Mbalenhle Faith
Nxumalo, Thato
Raseroka, Manku Christina
Stone, Gert Hendrik
Tibane, Pinky Nompie

15. Bachelor of Education Honours: Educational Psychology

Glover, Kerryn (**with distinction**)
Siwa, Nombali Adrienne

16. Bachelor of Education Honours: STEM Education

Matshovhana, Edzisani Emmanuel (Science Education)

17. Master of Education

Ambrosius, Jadene (Educational Psychology) **(with distinction)**

Minor Dissertation: Experienced teachers' perspectives on supporting learners with specific learning disabilities in mainstream primary classrooms

Supervisor: Dr JV Fourie

Brook Sofianos, Megan Eleasha (Educational Psychology) **(with distinction)**

Minor Dissertation: Psychosocial experiences of a gender non-binary learner with autism spectrum disorder: Towards a home-school partnership

Supervisor: Prof A Brown

Crankshaw, Amy Thandeka (Educational Psychology) **(with distinction)**

Minor Dissertation: Breaking the chains: Exploring interventions for transgenerational trauma in Gauteng's 'Born-Free' Generation

Supervisor: Dr VM Dwarika

De Wet, Amy Caitlin (Educational Psychology) **(with distinction)**

Minor Dissertation: Parents' and adolescents' perceptions on the embodied joint therapy in adolescents with neurodiverse conditions

Supervisor: Dr NPM Mabaso

Delport, Merice (Educational Psychology) **(with distinction)**

Minor Dissertation: Learners' psychosocial experiences of racial tensions in secondary schools

Supervisor: Prof A Brown

Dirker, Samantha (Educational Psychology)

Minor Dissertation: Teacher perspectives on enablement of resilience through Work Integrated Learning (WIL) experiences

Supervisor: Dr TD Soni

Co-supervisor: Dr MP van der Merwe

Engelbrecht, Ronita (Educational Psychology) **(with distinction)**

Minor Dissertation: Trauma Releasing Exercise (TRE®) therapy in reducing the anxiety levels in learners with dyslexia

Supervisor: Dr VM Dwarika

Fakude, Siphesihle Angel (Education)

Dissertation: The use of digital resources in grade 10 Life Sciences teaching and learning

Supervisor: Prof SM Ramaila

Gordon, Dominique (Educational Psychology) **(with distinction)**

Minor Dissertation: Teachers' instructional strategies for facilitating learning for learners with autism in underfunded primary schools in Gauteng

Supervisor: Prof MM Sefotho

Gordon, Robyn Lisa (Educational Psychology)

Minor Dissertation: Mental Health of Grade 8 learners with an ADHD diagnosis

Supervisor: Prof J Pillay

Haffejee, Safeera (Educational Psychology)

Minor Dissertation: Indian parents' perceptions of school support for children with Autism Spectrum Disorder: A South African context

Supervisor: Dr JV Fourie

Harris, Danielle Carla (Educational Psychology) **(with distinction)**

Minor Dissertation: School peer mentors' abilities to respond to anxiety and stress during the COVID-19 pandemic

Supervisor: Dr TD Soni

Harrison, Kelly Rae (Educational Psychology) **(with distinction)**

Minor Dissertation: Teachers' perceptions and responses to academic underperformance of male learners

Supervisor: Prof A Brown

Joyce, Summaya Shereen (Educational Psychology)

Minor Dissertation: Educators' experiences of the support received during the COVID-19 pandemic

Supervisor: Dr TD Soni

Khan, Irine Ncha (Education)

Dissertation: School leaders' emotionally unintelligent responses during the COVID-19 pandemic: A critical leadership perspective

Supervisor: Dr SE Seyama

Kunene, Duduzile Christinas (Curriculum Policy Evaluation)

Minor Dissertation: Critical reflections on official pacing of knowledge in diverse schools

Supervisor: Prof D Naidoo

Ruysch, Cassandra (Educational Psychology) (**with distinction**)

Minor Dissertation: Preschool teachers' experiences of Inquiry-Based Learning for second language acquisition in multicultural classrooms

Supervisor: Dr JV Fourie

Siyoba, Dineo Mary-Jane (Education)

Dissertation: Assessing the effectiveness of the reading to learn approach in enhancing the comprehension of stories in an overcrowded under-resourced Grade 2 classroom

Supervisor: Dr KA McCarthy

Co-supervisors: Dr D van der Merwe and Mr CW Koekemoer

18. Doctor of Education: Educational Psychology

Jeebodh Desai, Laila

Thesis: The implementation of trauma-sensitive mindfulness by an educational psychologist to address post-traumatic stress disorder (PTSD) of war-traumatised refugees including children, parents, teachers and medical students

Supervisor: Dr VM Dwarika

O'Kelly, Nicola Leigh

Thesis: From invisibility to invincibility: Guidelines for supporting families through the diagnosis and journey with developmental coordination disorder

Supervisor: Dr JV Fourie

Pretorius, Natalie Chantal

Thesis: South African youth's self-awareness of cyberbullying behaviour

Supervisor: Prof BM Diale

Co-supervisor: Dr C Eseadi

van Zyl, Chaland

Thesis: Ethical decision-making guidelines for psychologists working within the school setting

Supervisor: Dr VM Dwarika

Co-supervisor: Dr Dunbar-Krige

19. Philosophiae Doctor: Educationis

Mdaka, Mzamani Jully

Thesis: Instructional time for Grade 7 Mathematics: Teaching for participation and subjectively meaningful learning in Vhembe District

Supervisor: Prof M Modiba

Co-supervisor: Prof M Ndlovu

20. Doctor of Philosophy in Education

Buthelezi, Johannes

Thesis: Inclusion experiences of transgender students in institutions of higher education

Supervisor: Prof A Brown

Co-supervisor: Dr L Ubisi

Chibambo, Mackenzie Ishmael

Thesis: Epistemological access and injustices in Higher Education: the case of ODL in Malawi

Supervisor: Prof JJ Divala

Chitiyo, Godfrey

Thesis: Errors and misconceptions in integral calculus: A case of primary teachers' college students in Zimbabwe

Supervisor: Prof K Luneta

Madiba, Omphile Tshepo Cooperate

Thesis: Unsilencing school youth voices in comprehensive sexuality education

Supervisor: Prof A Brown

Mandizadza, Rita Chishamiso

Thesis: LGBTQI post-school youth experiences with compulsory heteronormative HIV education in Life Orientation

Supervisor: Prof A Brown

Mantshongo, Nokhanyiso Jennifer

Thesis: 21st Century skills in South African schools: A focus on implementation in the intermediate phase curriculum

Supervisor: Prof MC Long

Co-supervisors: Dr AD Nkosi and Dr JS Maseko

Mugwaze, Fortunate

Thesis: The strategic management of human capital in Zimbabwean public secondary schools

Supervisor: Dr CKO Smith

Perumalsamy, Venie

Thesis: Educator Developmental Appraisal in Post-Apartheid South Africa: Catalyst for social (in)justice?

Supervisor: Prof JC Perumal

Co-supervisors: Dr P Naidoo and Dr N Taliep

Simelane, Winnie Fikile

Thesis: Learning to read in isiZulu

Supervisor: Prof E Henning

Co-supervisor: Prof LC Posthumus

Swanepoel, Nadia

Thesis: Enhancing Grade 3 teachers' mathematical problem-solving skills through professional development

Supervisor: Prof K Luneta

Jeebodh-Desai, Laila (DEd)

Laila Jeebodh-Desai matriculated in 1997 from Dundee Secondary School. She obtained a BA degree from the University of Kwa-Zulu Natal in 2001. She worked at a Global based IT company, in Johannesburg, and thereafter initiated her own business as the owner of a Health Spa. In 2006 she worked abroad in South Korea as an English teacher. In 2011, she obtained her PGCE (cum laude). She thereafter worked at Sandringham High School and completed a B Ed degree (Educational Psychology) in 2012 at the University of Johannesburg. Laila worked at The Keys School for Autistic learners in 2013. In 2015, she obtained her M Ed degree (Educational Psychology) from the University of Johannesburg and completed her internship at King David High School Linksfield. She is concurrently employed as an Educational Psychologist by St Peter's College and as a lecturer at the South African College of Applied Psychology since 2016.

This study emanates from Laila's participation in the Atlantic Humanitarian Relief mission that offered much needed medical, psychological care and resources to war displaced Syrian refugees in Jordan. In this qualitative study, thematic content analysis of multiple retrospective case studies were used to explore mindfulness-based interventions to address the symptoms related to post traumatic stress experienced by war traumatised refugees. The study provides significant insights into the practice of Buddhist psychology as the foundations for mindfulness-based interventions. The study offers new knowledge in the practical application of trauma sensitive

mindfulness as a brief trauma therapy treatment within psychological intervention. The study further makes valuable contributions towards the advocacy of trauma sensitive mindfulness as part of the professional training of educational psychologists within higher education programmes. One international publication has already emanated from this important study with another publication in press.

Supervisor: Dr VM Dwarika

O’Kelly, Nicola Leigh (DEd)

Nicola Leigh O’Kelly matriculated in 2005 from The Kings School in Robinhills, Johannesburg. She obtained a BEd degree at the University of the Witwatersrand in 2010, focusing on Early Childhood Education. Her experience in the classroom sparked her desire to gain greater insight into the emotional, social, behavioural, and academic difficulties faced by children and their families. She completed her BEd Honours in Psychology at the University of Johannesburg (UJ) in 2017 and her MEd in Educational Psychology at UJ in 2019. She works as an Educational Psychologist in both public and independent schools. She has presented a paper at a national conference and published an article in the *Journal of Childhood Education*.

This study explored families’ experiences of children with the neurological condition called Developmental Coordination Disorder. Qualitative data were collected from families from eight countries through an online questionnaire and in-depth interviews. The findings reveal the immense difficulties faced by families with the diagnostic process and hurdles in navigating the education and healthcare systems. Families reported emotional isolation, relational strain, and financial stress. The multidomain and lifelong difficulties of this condition have significant influence on the children and their families. The study contributes guidelines for Educational Psychologists regarding the provision of easily accessible, reader-friendly, practical and location-specific information on diagnosis, treatment, and prognosis. The candidate integrated existing literature on family dynamics to develop a framework, where healthcare and

education are wrapped around the child with this neurological condition and the family for tailored support.

Supervisor: Dr JV Fourie

Pretorius, Natalie Chantal (DEd)

Natalie Chantal Pretorius matriculated in 2003 from Oos-Moot High in Pretoria. She worked for nine years in the corporate and banking sector, while obtaining her BA degree from the University of South Africa (Unisa) in 2014. In 2015 she obtained her Bachelor of Social Science Honours degree at the South African College of Applied Psychology, after which she also published an article entitled “An Exploratory study into the levels of fear of crime reported within an online community platform based in Centurion”, based on her Honours degree. She continued to study for a Postgraduate Certificate in Education at Unisa and graduated (cum laude) in 2016. In 2019 she obtained her MEd degree (cum laude) from the University of Johannesburg (UJ). She has been lecturing part-time at the South African College of Applied Psychology since 2018 and has been in private practice as an Educational Psychologist since 2020.

This quantitative study investigated the link between self-awareness and cyberbullying perpetration among South African youth. Using two scales, data was collected through an online survey among 494 South African youth between 18 and 34 years old. The Mindful Attention Awareness Scale (MAAS) was adapted to an Online Behaviour Mindfulness Attention Awareness Scale (OBMAAS) to measure self-awareness, and an Online Bullying Behaviour Scale (OBBS) was self-developed to measure online bullying behaviours. The results suggest that more self-aware youth are less likely to be involved in cyberbullying perpetration. The study makes two original

contributions. Firstly, the innovative development of two reliable and valid scales that are now available to scholars to conduct further research on cyberbullying and the awareness of individuals online. Secondly, the candidate proposes a new approach, namely an Evolving Digital Vortex Ecosystem (EDVES) approach for cyberbullying and online self-awareness among South African youth. Two articles from this research are under review from accredited international journals.

Supervisor: Prof BM Diale

Co-supervisor: Dr C Eseadi

van Zyl, Chaland (DEd)

Chaland van Zyl matriculated in 2007 from Outeniqua High School in George. She obtained a Bachelor of Education (2011) and an Honours in Educational Psychology from the University of Stellenbosch (SU) in 2013. Chaland embarked on her career in education when she was employed as a primary school teacher at Brescia House School in 2015. During this time, she was accepted into the Master's in Educational Psychology programme at the University of Johannesburg (UJ). She received her MA degree in Educational Psychology with distinction in 2017. After completing her internship at Brescia House School, she was offered a full-time position as Educational Psychologist, where she is still employed. Chaland also serves as a board member for SAALED (The Southern Africa Association for Learning and Educational Differences), a non-profit organisation (NPO), whose vision is to facilitate the promotion and implementation of inclusive education through information, support, collaboration, advocacy, and training.

This study emanated from Chaland's master's study, in which she explored the ethical dilemmas experienced by MA students during their fieldwork practice. This awareness was further awakened by her own personal experiences of ethical dilemmas faced within her role as an Educational Psychologist in a school setting. In this qualitative study, thematic content analysis was used to establish an understanding of the ethical dilemmas faced by psychologists working within school settings. The study investigated the sufficiency of existing ethical decision-making models for psychologists working in schools and the researcher

developed ethical decision-making guidelines for school-based psychologists, while considering the unique South African setting.

The study has made valuable contributions to literature related to the history of ethical guidelines in psychology in South Africa, the evolution of school psychology in South Africa, and the importance of cultural considerations in the work of school psychologists. The study has provided insight into the lived experiences of school psychologists, in addition to ethical dilemmas experienced within this work setting. Furthermore, the study has provided school psychologists with guidelines for ethical decision-making that take their unique setting, expectations, and important cultural considerations into account.

Supervisor: Dr VM Dwarika

Co-supervisor: Dr H Dunbar-Krige (late)

Mdaka, Mzamani Jully (PhD)

Mzamani Jully Mdaka obtained a Senior Primary Teacher's Diploma from Lemana College of Education, Limpopo province, in 1994. Between 1995 and 2016, he taught in several primary schools in the same province. From 1998 to 2014, he was a PT student at the University of the Witwatersrand and obtained the following qualifications: [1998-1999] Further Diploma in Education (Mathematics); [2000-2001] Bachelor of Education Degree (Curriculum studies – Mathematics); [2002-2005] Master of Education Degree (Curriculum Studies – Mathematics); and [2014] Postgraduate Diploma in Management (Monitoring and Evaluation). In 2017, Mzamani registered as a PhD (Curriculum Studies) candidate at the University of Johannesburg while employed by the National Education Collaboration Trust, where he serves as Deputy Manager for Education Programmes.

This constructivist qualitative research study promotes the importance of teachers' understanding of curriculum policy and how to translate chronological time into social time when designing curricula and teaching. The candidate employed a phenomenological approach to explore whether or not Grade 7 mathematics teachers in the Vhembe District in Limpopo province used the prescribed instructional time as social time to help learners understand mathematical abstractions. Interviews, classroom observations and the teachers' lesson plans, analysed using document analysis, were the data source. The findings indicate that teachers understand the regulatory significance of the chronological time that is stipulated for instruction, but some seem not to grasp its pedagogical significance as the social

time they have to use to develop the conceptual understanding of mathematical abstractions. The conclusion is that the learners' ability to grasp the meaning of mathematical concepts will remain elusive without teachers' curriculum literacy.

Supervisor: Prof M Modiba

Co-supervisor: Prof M Ndlovu

Buthelezi, Johannes (PhD)

Johannes is an Inclusive Education Lecturer at the Cape Peninsula University of Technology (CPUT). He holds a BEd, BEdHons and MEd in Inclusive Education from the University of Johannesburg (UJ). His research focus explores critical inclusivity of sexual and gender diversity in education.

Despite the progressive South African constitution that protects and affirms sexual and gender diversity, people of transgender identity continue to experience discrimination, violence, and exclusion in various ecologies. This study explored the experiences of eight students of transgender identity at higher education institutions (HEIs). The study employed a qualitative approach underpinned by the practice theory and the minority stress theory. Arts-based data collection tools were employed. Findings show exclusionary practices in HEIs cause fear, doubt, and distress. Compulsory heteronormative systematic approaches shaped the exclusion experiences of transgender identities. Specific inclusive education policies should be developed that embrace gender diversity.

Supervisor: Prof A Brown

Co-supervisor: Dr L Ubisi

Chibambo, Mackenzie Ishmael (PhD)

Mackenzie Ishmael Chibambo obtained a BEd degree from the University of Malawi in 1998. From 1998 to 2004, he taught in several secondary schools and TTCs in Malawi. Between 2004 and 2007, he worked as the Chief Editor for Private/Public Academic Publishers in Malawi. He obtained a Master's degree in Theology and Religious Studies from the Nations University (USA) (2010), and an MA in Publishing and Creative Writing from Kingston University of London (UK) (2015). From 2007 to 2019, he worked as Assistant Director for the ODL Programmes and Lecturer in the Faculties of Education and Communication at Mzuzu University in Malawi. While studying at UJ, he has helped in lecturing Education Studies. He is currently a research assistant for the Social Justice Project in the Department of Curriculum Studies. He is a team member in the development of English training manuals for Wits University and the PASA/SETA joint project.

This study examined epistemological (in)justices in HEIs within ODL contexts in Malawi. It analysed how power relations and inequalities occur when ODL operates alongside face-to-face programmes. The study utilised critical hermeneutics and document analyses to examine how different policies and practices influence these (in)justices. Key findings reveal that ODL students and academics are subjected to serious inequalities due to neoliberal-minimalism, competition over limited resources, systemic prejudices and deprivations, policy oversights, and symbolic violence. It further reveals that ODL has been influenced by international instruments, which

mismatch Malawi's socioeconomic realities. These instruments have reincarnated neo-colonialism and Neo-Darwinism through education, culture and politics. The study urges policymakers and educators to transcend normative critical theorising and accommodate poststructuralist approaches for reimagining an epistemologically just and inclusive ODL system through an equitable educational granting system, and recognition of equality of intelligence in ODL students. The study contributes to critical arguments in the literature in this field.

Supervisor: Prof JJ Divala

Chitiyo, Godfrey (PhD)

Mr Chitiyo obtained his Diploma in Education from Gweru Teachers' College in Zimbabwe. The teaching diploma was followed by a BEd degree in Mathematics at the University of Zimbabwe and an MEd in Mathematics at Bindura University of Science Education in Zimbabwe. Before joining Bondolfi Teachers' College as a Lecturer, he worked as a Mathematics teacher. His doctoral studies have produced an article that has been accepted for publication.

Using a qualitative case study approach, the study focused on identifying and addressing the errors and misconceptions displayed by student teachers in Integral Calculus at a teaching college in Zimbabwe. The analysis of the data from the student's research delineated that student teachers enter teaching colleges with limited conceptual knowledge of the basis of Integral Calculus. The misconceptions displayed in the students' errors revealed that they had weak knowledge of basic algebra and functions that are regarded as required pre-requisite knowledge to comprehend and solve tasks involving Integral Calculus. As a contribution to educational discourse, the study produced a research-based intervention manual to be used by lecturers and students to teach and study Integral Calculus effectively.

Supervisor: Prof K Luneta

Madiba, Omphile Tshepo Cooperate (PhD)

Madiba Omphile is a Life Orientation teacher and serves on the Learner Support Committee at his school in Mafikeng. He holds a BA in Psychology and Sociology, as well as a BAHons in Psychology. He also completed a Postgraduate Certificate in Education (PGCE) and an MEd, focusing on learner support.

Comprehensive sexuality education (CSE) development is predominantly designed by adults with little participation by learners or contributions from them. As a result, CSE contains conservative values that have no connection to the sexual and reproductive health needs and rights of present-day school youth. Using a qualitative research approach, this study sought to explore the views of school youth on their experiences of CSE. Thirty grade 11 learners from three secondary schools participated. The study found that school youth voices in CSE were restricted, misrepresented, and shamed. Participatory CSE approaches should consider school youth when developing this learning area.

Supervisor: Prof A Brown

Mandizadza, Rita Chishamiso (PhD)

Mandizadza Rita Chishamiso hails from Zimbabwe and holds a BEd Honours and an MEd in Mathematics from Unisa. She has been a Mathematics and Life Skills teacher in various secondary schools in Zimbabwe and South Africa over a decade.

Mandizadza got exposed to learners who identify as LGBTIQ and who are living with HIV, through the Life Skills Care and Support curricula and had little knowledge and skills to support them. This prompted her to explore the intersections of sexual diversity and HIV education.

HIV education in Life Orientation reproduces heteronormative values, which do not always accommodate learners with diverse sexual orientations and gender identities. Using qualitative arts-based data collection methods, this study explored the experiences of learners with LGBTIQ identities in relation to HIV education. Invisibility and the silences within HIV education that are not responsive to LGBTIQ learners, made these learners vulnerable to contract sexually related illnesses and to rely on self-care post-HIV infection. The study recommends curriculum revisions that overtly address the sexual and reproductive health and rights of learners of diverse sexual orientations and gender identities that would empower them to make safe life choices.

Supervisor: Prof A Brown

Mantshongo, Nokhanyiso Jennifer (PhD)

Nokhanyiso Jennifer Mantshongo's early schooling was in the rural Umzimkhulu district. She studied for the Higher Diploma in Education (1985), BSc (1988), BSc (Honours) (1992) and MSc (1999) degrees at the Walter Sisulu University. She taught for ten years at Ngangelizwe Senior Secondary School in Mthatha, before becoming a subject advisor in Life Sciences, and from 2002 to 2007, a Teacher Development Specialist for SADTU in Johannesburg. In 2008, she was appointed Chief Education Specialist at the National Department of Education, a post she currently holds.

This research focused on the implementation of higher order skills in the Life Skills curriculum at the Intermediate Phase. The South African curriculum envisages the development of a creative, innovative, problem-solving learner who can work well as an individual or member of a team. From the literature, it was deduced that the teaching of high order skills successfully is linked to the exercise of professional agency. Data from five schools in one district in Gauteng province were collected through online questionnaires, semi-structured interviews, document analyses and focus group sessions. The study established that the professional agency required to teach 21st century skills increased from Quintile 1 to 3 schools, reflecting the socioeconomic history of the country. The study recommends that Life Skills, critical to self-regulating, ethical and responsible citizens, should be prioritised across higher education institutions in initial teacher training, to ensure consistency of duration and content. The contribution of the

study is in the resultant training framework, which can be utilised to train staff in a cascaded model from provincial departments, district, circuit and eventually at school levels.

Supervisor: Prof MC Long

Co-supervisors: Dr AD Nkosi and Mr JS Maseko

Mugwaze, Fortunate (PhD)

Fortunate Mugwaze was born in Zimbabwe in September 1975 and completed high school at Founders High in 1994. She obtained a Diploma in Education at Hillside Teachers College in Zimbabwe. From 1997 she taught at various secondary schools in Zimbabwe. In 2004 she obtained a BEd in Environmental Sciences (cum laude) at Solusi University. Furthermore, in 2012 she obtained an MSc in Strategic Management at Chinhoyi University of Technology in Zimbabwe. She has taught and held different positions at secondary schools in the Gauteng province of South Africa.

The research focused on the strategic management of human capital in Zimbabwean public secondary schools, through an exploration of the perceptions and experiences of research participants regarding current and preferred human capital management practices. The qualitative study revealed that participants had negative perceptions and experiences of current human capital management practices. Principals increasingly face challenges in strategically managing human capital in their schools. Evidence pointed mainly to a lack of training and coherent support systems for principals. There is a need to rethink the role of the principal and human capital management policy. The study contributes to the quest for strategic human capital management, especially in the light of deteriorating school standards in Zimbabwe and on the continent at large. The findings may also contribute to the adoption of human capital strategies relevant to the fourth industrial revolution (4IR) in Zimbabwean public schools.

Supervisor: Dr CKO Smith

Perumalsamy, Venie (PhD)

Venie Perumalsamy began her teaching career with a Diploma in Education from the Springfield College of Education in 1997. She then obtained an Advanced Certificate in Education, specialising in Educational Leadership and Management in 2009 from the University of Johannesburg (UJ). Thereafter, she completed a BEd Honours degree and an MEd degree in Educational Leadership and Management at UJ. Mrs Perumalsamy has been part of the teaching fraternity for 22 years, serving as a deputy principal at a public high school in the Gauteng province for the last seven years.

This sequential, explanatory mixed-methods study explored educators' perspectives of the educator developmental appraisal process as a catalyst for social (in)justice in post-apartheid South Africa. Questionnaires used to elicit quantitative data were analysed using the Statistical Package for Social Sciences version 26.0, whilst critical discourse analysis was used to examine the qualitative semi-structured interviews. This study highlighted the importance of social justice practices in enhancing learner achievement and foregrounds the (in)justices prevalent during the appraisal process. Moreover, findings revealed that the developmental appraisal process has the potential to promote social justice, although contextual factors often hinder its successful implementation. The study makes two original contributions. Firstly, it adds substance to the established thin layer of literature regarding theories underpinning leadership and social justice practices in South

African schools, and secondly, the methodology employed adds to the body of literature on mixed-methods empirical research.

Supervisor: Prof. JC Perumal

Co-supervisors: Dr P Naidoo and Dr N Taliep

Simelane, Winnie Fikile (PhD)

Ms. Winnie Fikile Simelane matriculated from Spectrum High School for Girls in Johannesburg, and studied for a Junior Primary Teachers Diploma at the Soweto College of Education. She continued her teaching career with a Higher Diploma in Education in 2008. She completed a Further Diploma in Education specialising in Foundation Phase Curriculum. Thereafter she completed a BEd Hons in Foundation Phase Curriculum at the University of Johannesburg (UJ) and continued with an MEd degree at the same institution. Ms. Simelane was a teacher at a public school for 20 years where she was HOD of the Foundation Phase for several years. During this time she also mentored BEd students from UJ. She is currently a Lecturer at the Centre for African Languages Teaching in the Department of Childhood Education on UJ's Soweto campus. She teaches foundation- and intermediate phase students.

This cross-sectional study was undertaken to capture a sample of Grade 1–3 learners' reading performance in a standardised test. The study also aimed to find out how teachers of the foundation phase at the school where the research was conducted, engaged with teaching reading. The results of the reading test showed that the children did not progress according to standards of early grade reading in a Nguni language. It also found that the teachers were unsure of the phonics methods they were required to apply and how to use scripted lessons. The study's main contribution is a proposed intervention model for teaching reading in isiZulu in Grade 1, focusing on the precision of the phonology of isiZulu, prior to introducing letters.

Her work has been published in a book chapter about the science of reading in a teacher's toolkit, in which she also provides a neuroscience perspective on reading.

Supervisor: Prof E Henning

Co-supervisor: Prof LC Posthumus

Swanepoel, Nadia (PhD)

Ms Nadia Swanepoel obtained her BEd degree in Early Childhood Development and Foundation Phase from the University of Pretoria (UP). This was followed by a BEd Honours degree in Learning Support, and an MEd degree from the same university. Ms Swanepoel is a Lecturer in the Department of Early Childhood Education at UP.

Using participatory action research as a research design, this study was dedicated to enhancing Grade 3 teachers' mathematics word problem solving instructions through professional development initiatives. Results of the data showed that introducing aspects of play, creativity, and movement coupled with the incorporation of reading comprehension strategies in the teaching of mathematics word problems, enabled teachers to understand word problems. The teachers' comprehension of mathematics word problems increased their confidence and competence and that resulted in higher learning outcomes. As a contribution to the discourse, an intervention manual that provides strategies and guidance to enhance mathematics word problem solving instructional skill and competence, was developed by the researcher in collaboration with the teachers.

Supervisor: Prof K Luneta

Join UJ Alumni Connect

Alumni connect allows you to re-connect with UJ graduates and use the trusted UJ community to find a mentor or to offer mentorship.

Visit: www.ujalumni.co.za

Digital Certificates and Qualification Verification

Digital certificates allows you to:

- View your qualification certificate/s
- Share your qualification documents with employers / Third Parties
- Order reprints of your certificate/s, Academic record or Transcript Supplement

Employers and Third Parties can connect with alumni to:

- Verify their qualification
- View their qualification documents

Qualification verification between an alumni and third parties are at no cost.

Visit: <https://digitalcertificates.uj.ac.za>

E-Academic Record

Get your E-Academic record at no cost.

Visit: www.uj.ac.za/academic-records



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.