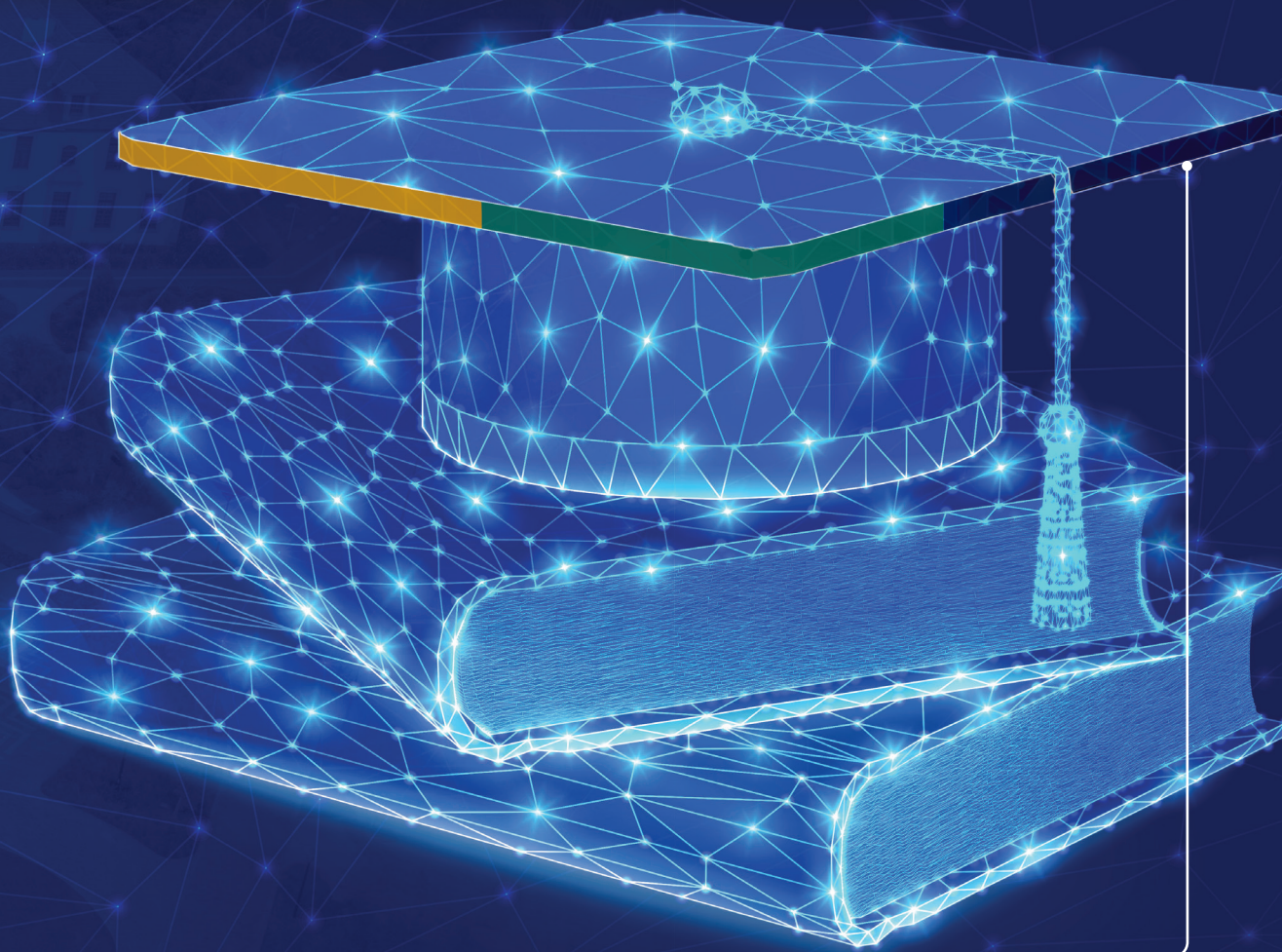


# GRADUATION CEREMONY

BLOEMFONTEIN CAMPUS

THURSDAY | 11 DECEMBER 2025 | 09:00



Faculties of Education, Economic and Management Sciences,  
and Theology and Religion

Higher certificates, advanced certificates, advanced diplomas,  
bachelor's degrees, postgraduate diplomas, bachelor honours  
degrees, master's degrees, and doctoral degrees



UNIVERSITY OF THE FREE STATE  
UNIVERSITEIT VAN DIE VRYSTAAT  
YUNIVESITHI YA FREISTATA

# PROGRAMME

11 DECEMBER 2025 | 09:00  
BLOEMFONTEIN CAMPUS

CONSTITUTION OF THE CONGREGATION

OFFICIAL WELCOME

MUSICAL ITEM

PRESENTATION OF CANDIDATES

NATIONAL ANTHEM OF SOUTH AFRICA

DISSOLUTION OF THE CONGREGATION

## PLEASE NOTE

List of candidates receiving degrees, diplomas, and certificates:

Degrees, diplomas, and certificates of candidates who are unable to attend the graduation ceremony will be conferred in absentia.

An\* next to a name indicates that the degree, diploma, or certificate is awarded with distinction.

By attending the graduation ceremony, you agree that the UFS may use photographs taken by the official photographer in which you appear for marketing purposes.

By attending the graduation ceremony, you agree that the UFS may use video footage taken by the official videographer in which you appear for marketing purposes.



# NATIONAL ANTHEM OF SOUTH AFRICA

## Nkosi sikelel' iAfrika

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.

In order to maintain the dignity of the ceremony, you are requested to take note of the following:

- Please stand as the procession enters the hall
- Do not move around during the ceremony in order to take photos
- Please refrain from unacceptable actions such as whistling
- Please put your cellphone on silent so as not to disturb the proceedings
- We strive to conduct the ceremonies in a dignified manner
- Please do not leave the hall before the graduation proceedings have been concluded
- Family and friends who are unable to attend may watch the full graduation ceremonies through our livestream link at <https://livestream.ufs.ac.za>



# ABOUT THE UFS



## BLOEMFONTEIN, QWAQWA, AND SOUTH CAMPUSES

The University of the Free State (UFS) has a proud history as one of the oldest institutions of higher education in South Africa. It opened its doors in Bloemfontein in 1904 as the Grey University College with six students in The Humanities. Today it is a multi-campus institution with two diverse campuses in Bloemfontein and one in Qwaqwa in the scenic Eastern Free State, accommodating more than 39 000 students in its seven faculties (Economic and Management Sciences, Education, Health Sciences, The Humanities, Law, Natural and Agricultural Sciences, Theology and Religion), with a significant number of international students and associates, and an ever-widening scope of active involvement in and contribution to its surrounding communities.

For more than 120 years, the University of the Free State has been delivering quality graduates who have made their mark in various sectors. What distinguishes the university is its holistic student support initiatives that enable it to achieve some of the highest success rates in the country.

Preparing students who are in high demand in the global job market remains a top priority. A strong network of established industry partners and close collaboration with the public and private sectors, as well as a continuing commitment to transformation and curriculum

renewal all converge to produce graduates who are ready to make an impact.

The UFS' research efforts are driven by dedicated scholars, some of whom are international leaders in their fields, with industry and social impact and real-world application.

Through the principle of engaged scholarship, the university responds to societal needs by applying its scholarly and professional expertise with an intentional public purpose and benefit.

The University of the Free State is an institution fully committed to offering students and staff an exceptional university experience. Its work is anchored in the values of excellence, impact, accountability, care, social justice, and sustainability.

The UFS aspires to be an innovative, research-led, student-centred, and regionally engaged university that contributes meaningfully to responsible societal futures.

It is committed to cultivating thoughtful leaders and pioneering knowledge, guided by its North Star – shaping *responsible societal futures* for its surrounding communities and beyond.

*Inspiring excellence, transforming lives through quality, impact, and care.*

# UFS Honorary Awards | UFS Honorary Doctorates

<b>1950</b>	GLP Moerdyk – DLitt (h.c.)		A Polson – DPhilMed (h.c.)
<b>1951</b>	NC Havenga – LLD (h.c.)		J du P Scholtz – DPhil (h.c.)
<b>1952</b>	Thos Blok – DEd (h.c.)	<b>1986</b>	S Grové – DMus (h.c.)
	SHS Rubidge – DSc (h.c.)		FP Retief – DMed (h.c.)
<b>1955</b>	CR Swart – LLD (h.c.)		JA Stegmann – DCom (h.c.)
	CA v Niekerk – LLD (h.c.)	<b>1987</b>	WA Joubert – LLD (h.c.)
<b>1958</b>	CPB Brink – LLD (h.c.)		B Kok – DPhil (h.c.)
	CF Visser – DEd (h.c.)		WP Venter – DCom (h.c.)
<b>1959</b>	DB Bosman – DLitt (h.c.)	<b>1988</b>	JJN Cloete – DAdmin (h.c.)
	SP le Roux – DScAgric (h.c.)		FC Fensham – DLitt (h.c.)
	DF Malherbe – DLitt (h.c.)		JW vd Riet – DPhil (h.c.)
	GH v Rooyen – MA (h.c.)	<b>1989</b>	BJ Meyer – DSc (h.c.)
<b>1960</b>	SPE Boshoff – DLitt (h.c.)		N van Uden – PhD (h.c.)
<b>1961</b>	T Boydell – DPhil (h.c.)	<b>1990</b>	MG Corbett – LLD (h.c.)
<b>1962</b>	ES Botes – DEd (h.c.)		JS Rabie – DLitt (h.c.)
	PE Rousseau – DSc (h.c.)	<b>1991</b>	SS Brand – DCom (h.c.)
<b>1963</b>	EH Louw – LLD (h.c.)		JWL de Villiers – DSc (h.c.)
	EN Roberts – DSc (h.c.)		GT Fagan – DArch (h.c.)
	JGF (Kaalkop) vd Merwe – DCom (h.c.)		JH Hofmeyer – PhD (h.c.)
	HF Verwoerd – DLitt et Phil (h.c.)		E v Heerden – DLitt (h.c.)
<b>1966</b>	PSZ Coetzee – DPhilTh (h.c.)	<b>1992</b>	JP Louw – DLitt (h.c.)
	PJ du Toit – DSc (h.c.)		H Olivier – DSc (h.c.)
	MS Louw – DCom (h.c.)	<b>1993</b>	JD Anderson – DMed (h.c.)
<b>1967</b>	SM Naudé – DSc (h.c.)		RR Arndt – DSc (h.c.)
	LC Steyn – LLD (h.c.)		SJ Naudé – LLD (h.c.)
	BJ Vorster – LLD (h.c.)	<b>1994</b>	JJ Human – DPhil (h.c.)
<b>1968</b>	SJ Naudé – DCom (h.c.)		JA Myburgh – DMed (h.c.)
<b>1969</b>	CW (Nellie) Swart – DPhil (h.c.)		JP vd Walt – DSc (h.c.)
	AJJ Wessels – DCom (h.c.)	<b>1995</b>	WA Landman – DEd (h.c.)
<b>1970</b>	GS Nienaber – DLitt (h.c.)		WL Mouton – DPhil (h.c.)
	HO Mönnig – DSc (h.c.)	<b>1996</b>	WDO Marasas – DSc (h.c.)
<b>1971</b>	N Diederichs – DCom (h.c.)		NE Wiehahn – LLD (h.c.)
	RS Verster – DPhil (h.c.)	<b>1997</b>	AP Brink – DLitt (h.c.)
<b>1972</b>	LW Hiemstra – DPhil (h.c.)		B Hurwitz – DPhil (h.c.)
	PJ Meyer – DPhil (h.c.)	<b>1998</b>	FC Müller – DMed (h.c.)
<b>1975</b>	PJ Nienaber – DLitt (h.c.)	<b>1999</b>	FM Claerhout – DPhil (h.c.)
	De la H de Villiers – DScAgric (h.c.)		JJF Hefer – LLD (h.c.)
	GJ Stander – DSc (h.c.)		S Nigam – DSc (h.c.)
<b>1976</b>	AJA Roux – DSc (h.c.)		WL Nkuhlu – DCom (h.c.)
<b>1978</b>	SP Botha – DSc (h.c.)		MA Ramphela – DPhil (h.c.)
	EM van Zinderen Bakker – DSc (h.c.)		HJO van Heerden – LLD (h.c.)
	HB Thom – DEd (h.c.)		FJ van der Merwe – PhD (h.c.)
<b>1979</b>	FCL Bosman – DPhil (h.c.)	<b>2000</b>	MH Daling – DCom (h.c.)
	G Cronjé – DSocSc (h.c.)		TN Liversedge – PhD (h.c.)
	CJF Human – DCom (h.c.)		I Mahomed – LLD (h.c.)
<b>1980</b>	G Boonzaier – DPhil (h.c.)	<b>2001</b>	BP Gilbertson – DCom (h.c.)
<b>1981</b>	PW Botha – DPhil (h.c.)		NR Mandela – LLD (h.c.)
	B Human – DCom (h.c.)		EC Taglauer – DSc (h.c.)
	SG Shuttleworth – DSc (h.c.)	<b>2002</b>	BH Meyer – PhD (h.c.)
<b>1982</b>	BLS Franklin – DPhil (h.c.)		BAK Rider – LLD (h.c.)
	GvN Viljoen – DEd (h.c.)		CF Slabber – PhD (h.c.)
<b>1983</b>	L Luyt – DCom (h.c.)		JM Stetar – DEd (h.c.)
	SF Zaaiman – DPhil (h.c.)	<b>2003</b>	EWA de Corte – DEd (h.c.)
<b>1984</b>	HS Steyn – DSc (h.c.)		HA Serebro – DPhil (h.c.)
	FR Tomlinson – DScAgric (h.c.)		AG Sykes – DSc (h.c.)
	JH vd Berg – DMed (h.c.)	<b>2004</b>	S Badat – DPhil (h.c.)
<b>1985</b>	L Alberts – DSc (h.c.)		R Bringle – DPhil (h.c.)
	GG Cillie – DPhil (h.c.)		J de Wet – DMus (h.c.)
	SPD le Roux – DLitt (h.c.)		CF Fauconnier – DSc (h.c.)

	GJ Gerwel – DPhil (h.c.) WD Jonker – DTh (h.c.) A Krog – DLitt (h.c.) K Mokhele – DPhil (h.c.) CJC Nel (Posthumous) – PhD h.c.) L Quayle – DMus (h.c.) T (Karel) Schoeman – DLitt (h.c.) YK Seedat – DMed (h.c.) MK Seely – DSc (h.c.) C Seerveld – DPhil (h.c.) F van Z Slabbert – DPhil (h.c.) JC Steyn – DLitt (h.c.) PA Verhoef – DTh (h.c.) L van den Heever – LLD (h.c.) HA Wessels – LLD (h.c.)		M Nussbaum – DLitt (h.c.) OW Prozesky – MD (h.c.) FDJ Brand – LLD (h.c.)
2005	A du P Heyns – DMed (h.c.) JJF Durand – DPhil (h.c.) JA Groenewald – DSc (h.c.) WH Neuser – DTh (h.c.) M Ramos – PhD (h.c.) SJ Terreblanche – DCom (h.c.)		2013 ZKG Mda – DLitt (h.c.) 2014 ML Blum – PhD (h.c.) L Mulvey – DLitt (h.c.)
2006	T Moss – PhD (h.c.) PV Cox – PhD (h.c.)		2015 L Brahimi – DPhil (h.c.) JM Samuel – DEd (h.c.) MA Oduyoye – DTh (h.c.) JD Sacks – DEcon (h.c.)
2007	BJ (Bannie) Britz – DArch (h.c.) KPD Maphalla – PhD (h.c.)		2016 RJ Khoza – DEcon (h.c.) TA Manuel – DEcon (h.c.) M du Preez – PhD (h.c.) J Samoff – DPhil (h.c.) F Haffajee – PhD (h.c.)
2008	D Ferreira – DSc (h.c.)		2017 PH Holloway – DSc (h.c.) M Botha – LLD (h.c.)
2009	JC Looock – PhD (h.c.) LTC Harms – LLD (h.c.)		2019 BL Fanaroff – DSc (h.c.) J Mofokeng wa Makhetha – DLitt (h.c.) MB Molemela – LLD (h.c.)
2010	P Gordhan – PhD (h.c.) BBS Ngubane – PhD (h.c.) AH Strydom – PhD (h.c.) M Jones – PhD (h.c.)		2021 ZM Yacoob – LLD (h.c.) SM Pityana – DPhil (h.c.) RJ van Niekerk – DLitt (h.c.)
2011	D Tutu – DTh (h.c.) P Fourie – DLitt (h.c.) OG Winfrey – DEd (h.c.) RWM Frater – PhD (h.c.) A Sawyer – DEd (h.c.)		2022 WK Byanyima – PhD (h.c.) DM Davis – LLD (h.c.) DE Moseneke – LLD (h.c.) AL Sachs – LLD (h.c.) MJ Wingfield – DSc (h.c.)
2012	RJ Goldstone – LLD (h.c.) ER v Heerden – DLitt (h.c.)		2023 M Musk – DDiet (h.c.) A Ekwamu – DSc (h.c.) D Pepler – DSc (h.c.) PCJ Vale – PhD (h.c.)
			2024 Salim Abdool Karim – PhD (h.c.) Thabo Cecil Makgoba – PhD (h.c.) Murray Leibbrandt – PhD (h.c.) Bineta Diop – PhD (h.c.) 2025 RMM Zondo – LLD (h.c.) T Falola – LLD (h.c.) J Siwani – PhD (h.c.)

## Shields of Honour, Council and Chancellor's Medals

1994	Prof FO Müller (Shield of Honour) RE Schoombie (Shield of Honour)	2008	Ludo Helsen (Shield of Honour)
1995	Prof FO Müller (Chancellor's Medal) RE Schoombie (Chancellor's Medal)	2009	Prof JU Grobbelaar (Council Medal)
1996	Prof S Mittman (Shield of Honour)	2010	Mrs AM Dippenaar (Chancellor's Medal)
1997	Prof M Jansens (Shield of Honour)	2014	Dr H Verster (Chancellor's Medal)
1998	Prof CJC Nel (Chancellor's Medal) Prof C Swanepoel (Chancellor's Medal)	2014	Mr JL Pretorius (Chancellor's Medal)
1999	WJ (Hansie) Cronje (Shield of Honour) Prof David Justice (Shield of Honour)	2016	Mr AD Osler (Chancellor's Medal) Ms M van der Merwe (Chancellor's Medal)
2000	Prof P Rosseel (Shield of Honour) Prof MJ Viljoen (Chancellor's Medal)	2017	Ms JS Isaacs (Chancellor's Medal)
2001	Prof PC Potgieter (Chancellor's Medal)	2019	Mr JF de Villiers (Chancellor's Medal) Ms EM Oosthuizen (Council Medal)
2002	T Moss (Shield of Honour) Prof CD Roode (Chancellor's Medal)	2022	Dr N Pearce (Chancellor's Medal) Mr N Janse van Rensburg (Council Medal)
2003	Prof HC Janse van Rensburg (Council Medal) Prof SA Petersen (Shield of Honour)	2023	Prof MG Lötter (Chancellor's Medal) Prof SC Brown (Council Medal)

# MESSAGE FROM VICE-CHANCELLOR AND PRINCIPAL: UNIVERSITY OF THE FREE STATE

## Welcome to the graduation ceremony of the University of the Free State (UFS).

**T**oday is indeed a special day. Few occasions hold as much significance as your graduation, both for you and for those who have supported you along the way. Many of you have had to overcome numerous challenges during your journey to get to where you are today. Many of you are the first in your families to reach this significant milestone. You have earned this moment, and you should be extremely proud of your achievement.

Graduands, you have had the honour of studying at a reputable, caring institution with a history spanning more than 120 years. Always acknowledge and recognise the significance of your achievements as you transition from being a University of the Free State (UFS) student to a UFS graduate. I invite you to stay connected to your alma mater as proud alumni.

Although the mission of our university has always been to equip you with the knowledge and skills needed to make a difference in your field of study, we are also mindful that values are just as important for you to make a difference in your community. The University of the Free State places great emphasis on ensuring that students have an outstanding university experience. In our pursuit of excellence, we are proud that our environment is conducive to intellectual and personal growth. As such, our values of excellence, innovation and impact, accountability, care, social justice, and sustainability are embedded in all activities across the institution.

As you step into the world beyond the University of the Free State, remember that your education is a powerful tool. I urge you to use this tool to pursue our university's quest of creating responsible societal futures – using your knowledge and skills to shape a more humane, more just, and more equitable world for future generations. Use it to create positive change, to question the status quo, and to pursue your passions with determination. The future may seem uncertain, but it is filled with possibilities waiting for your unique talents and contributions. As you embark on your next adventure, carry with you the lessons you have learned and the courage to forge your own path.

Celebrate your success, cherish the memories, and embrace the opportunities that lie ahead. The world is yours to explore, and we cannot wait to see all the incredible things you will do and accomplish.

Congratulations to all our Kowsie graduands. May you have continued success in all your endeavours!

Best wishes

**PROF HESTER C. KLOPPER**

**VICE-CHANCELLOR AND PRINCIPAL  
UNIVERSITY OF THE FREE STATE**



## Welkom by die gradeplegtigheid van die Universiteit van die Vrystaat (UV).

**V**andag is voorwaar 'n spesiale dag. Min geleenthede hou soveel betekenis in as 'n mens se gradeplegtigheid, sowel vir julle as vir diegene wat julle langs die pad ondersteun het. Baie van julle moes talle uitdagings te bowe kom tydens julle reis om te kom waar julle vandag is. Baie van julle is die eerste in julle gesinne om hierdie belangrike mylpaal te bereik. Julle het hierdie oomblik verdien en julle kan baie trots wees op jul prestasies.

Graduandi, julle het die eer gehad om aan 'n gerespekteerde, sorgsame instelling te studeer met 'n geskiedenis wat oor meer as 120 jaar strek. Erken en herken altyd die betekenis van julle prestasies waar julle nou beweeg van studente van die Universiteit van die Vrystaat (UV) na UV-gegraduateerdes. Ek nooi julle uit om as trotse alumni by julle alma mater betrokke te bly.



Alhoewel die missie van ons universiteit nog altyd was om julle toe te rus met die kennis en vaardighede wat nodig is om 'n verskil in julle studieveld te maak, is ons ook bedag daarop dat waardes net so belangrik is vir julle om 'n verskil in julle gemeenskappe te maak. Die Universiteit van die Vrystaat lê groot klem daarop om te verseker dat studente 'n uitnemende universiteitservaring het. In ons strewe na uitnemendheid is ons trots daarop dat ons omgewing bevorderlik is vir intellektuele en persoonlike groei.

As sodanig is ons waardes van uitnemendheid, innovasie en impak, aanspreeklikheid, omgee, sosiale geregtigheid en volhoubaarheid ingebed in alle aktiwiteite oor die instelling heen.

Waar julle die wêreld buite die Universiteit van die Vrystaat betree, onthou dat opvoeding 'n kragtige hulpmiddel is. Ek moedig julle aan om hierdie hulpmiddel te gebruik om ons universiteit se strewe na die totstandkoming van verantwoordelike maatskaplike toekoms te streef – deur julle kennis en vaardighede te gebruik om 'n meer menslike, meer regverdige en meer billike wêreld vir toekomstige geslagte daar te stel. Gebruik dit om positiewe verandering teweeg te bring, om die status quo te bevraagteken en om julle passies met vasberadenheid na te streef. Die toekoms lyk dalk onseker, maar dit is gevul met moontlikhede wat wag vir julle unieke talente en bydraes. Waar julle nou die volgende avontuur aanpak, neem die lesse saam wat julle geleer het, asook die moed om julle eie weg te baan.

Vier julle sukses, koester die herinneringe en omhels die geleenthede wat voorlê. Die wêreld lê oop voor julle om te verken, en ons kan nie wag om al die ongelooflike dinge te sien wat julle sal doen en bereik nie.

Baie geluk aan al ons Kowsie-graduandi. Mag julle volgehoue sukses in al julle ondernemings hê!

Beste wense

**PROF HESTER C. KLOPPER**

**WISEKANSELIER EN PRINSIPAAL  
UNIVERSITEIT VAN DIE VRYSTAAT**

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## Re a le amohela moketeng ona wa dikgau le dikapeso tsa Yunivesithi ya Freistata (UFS).

**L**etsatsi la kajeno efela e le le ikgethileng. Ke diketsahalo tse mmalwa tse nang le bohlokwa jwaloka mokete wa hao wa dikapeso, molemong wa hao esita le bao ba nnileng ba o tshetsa nakong ena yohle. Ba bangata ba lona ba ile ba lokela ho hlola diphephetso tse ngata nakong ya leeto lena ho tla fihla moo le leng teng kajeno. Ba bangata ba lona le ba pele malapeng a bolona ho fihlella mokolokotwane ona wa bohlokwa. Le sebeditse ka thata ho fihla nakong ena, mme le lokela ho ba motlotlo ka phihlello ena ya lona.

Lona boradikgau, le bile le tlotla ya ho ithuta yunivesithing e nang le dilemo tse 121. Kamehla le amohela le ho ananela bohlokwa ba diphihlello tsa lona ha le fetola maemo a ho ba baithuti ba Yunivesithi ya Freistata (UFS) mme jwale le se le ba boradikgau ba UFS. Ke le kopa ho dula le ikamahanya le mohlodi ona wa lona wa dikgau tsa thuto, le le boradikgau ba motlotlo.

Le hoja sepheo sa yunivesithi ya rona e nnile ya ba ho le hlomella ka tsebo le ka boitsebelo ba mesebetsi e hlokehang bakeng sa ho etsa diphetoho mafapheng a dithuto tsa lona, re ntse re tseba hore makgabane a molemo ho wena ho etsa diphetoho setjhabeng sa heno. Yunivesithi ya Freistata e hatella haholo ho etsa bonnete ba hore baithuti ba na le boiphihlelo bo hlwahlwa ka yunivesithi. Mabapi le kgothaletso ya rona ya boipabolo bo hlwahlwa, re motlotlo hore tikoloho ya rona e tshetsa kgolo ya kelello le mahlale esita le ntshetsopele ya botho. Ka tsela e jwalo, makgabane a rona a boipabolo bo hlwahlwa, boitshimollelo, sekgahla, boikarabello, tlhokomelo, toka ya setjhaba, le tshwarello, di kanyeleditswe mesebetsing yohle ya institjushene kapa setsha sena sa thuto.

Ha e le mona le kena lefatsheng le ka nqane ho meedi ya Yunivesithi ya Freistata, hopolang hore thuto ke sesebediswa se matla. Ke le kopa hore le e sebedise ho sibolla diphetoho tse molemo, ho nahanisisa ka hohle ka maemo a bophelo a hona jwale, esita le ho ntshetsa pele ditabatabelo tsa lona ka boikemisetso. Bokamoso bo ka bonahala bo sa kgolwehe, empa bo tletse maemo a kgonahalo a emetseng dineo tsa lona tse ikgethileng esita le tsona diabo tsa lona. Ha le tswela pele ka sepheo sa lona se latelang bophelong, hlomellang ka dithuto tseo le ithutileng tsona le tshepo ya ho ipetlela tsela ho ya pele.

Ketekang katleho ya lona, thabelang mehopolo ya mahopotsane, mme le amohela menyetla e tlang. Lefatshe lena ke la lona hore le le sibolle, mme re ke ke ra emisa ho tadima ka tebello dintho tse makatsang tseo le tla di etsa le hona ho di fihlella.

Ditakaletso tsa mahlohonolo ho baithuti ba rona ba Kowsie ba amohetseng dikgau. E se eka le ka ba le katleho e tswelapeng pele mererong yohle ya lona ya boiteko!

Madume

**MOPROFESA HESTER C. KLOPPER**

**MOTLATSI WA MOTJHANSELA LE MOOKAMED  
YUNIVESITHI YA FREISTATA**



# OFFICE-BEARERS



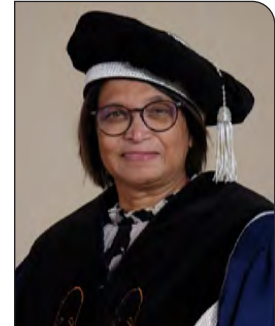
**Prof BF Mohale**  
Professor of Practice (JBS)  
CHANCELLOR



**Prof HC Klopfer**  
PhD (UJ)  
VICE-CHANCELLOR AND  
PRINCIPAL



**Mr D Noko**  
HND Mechanical  
Engineering (UJ)  
CHAIR OF COUNCIL



**Prof A Rhoda**  
PhD (UWC)  
DEPUTY  
VICE-CHANCELLOR:  
ACADEMIC



**Prof V Reddy**  
PhD (UKZN)  
DEPUTY VICE-  
CHANCELLOR:  
RESEARCH, INNOVATION  
AND POSTGRADUATE  
STUDIES



**Dr M Qhobela**  
PhD (KSU)  
DEPUTY VICE-  
CHANCELLOR:  
STRATEGIC INITIATIVES,  
INTERNATIONAL AND  
INSTITUTIONAL AFFAIRS



**Mr NN Ntsababa**  
MPA (NMU)  
REGISTRAR



**Prof P Ngobeni**  
DTech (TUT)  
CAMPUS PRINCIPAL:  
QWAQWA CAMPUS



**Dr TS Hlasho**  
PhD (UniZulu)  
EXECUTIVE DIRECTOR:  
STUDENT AFFAIRS,  
SPORT, ARTS AND  
CULTURE



**Prof Y Rodny-Gumede**  
PhD (UoL)  
EXECUTIVE DIRECTOR:  
ADVANCEMENT



**Esona Radebe**  
ISRC: PRESIDENT  
GENERAL

# DEANS



**Prof P Burger**  
PhD (UFS)

DEAN:  
ECONOMIC AND  
MANAGEMENT SCIENCES



**Prof LC Jita**  
PhD (MSU)

DEAN:  
EDUCATION



**Prof GJ van Zyl**  
PhD (UFS)

DEAN:  
HEALTH SCIENCES



**Prof MA Masoga**  
PhD (UFS)

DEAN:  
THE HUMANITIES



**Prof SD Kamga**  
LLD (UP)

DEAN:  
LAW



**Prof P Oberholster**  
PhD (UP)

DEAN:  
NATURAL AND  
AGRICULTURAL SCIENCES



**Prof JS Klaasen**  
DTh (US)

DEAN:  
THEOLOGY AND RELIGION



# FACULTY OF EDUCATION

DEAN |

PROF LC JITA

## DOCTORAL DEGREES

### DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN CURRICULUM STUDIES

**JACOBS**, Mzamo Wilson

Mzamo Jacobs was born in De Aar in the Northern Cape. He passed his Senior Certificate in 1981 at Kama High School e Xesi in the Eastern Cape. He completed his undergraduate studies at the University of Fort Hare and in 1993 obtained a Master of Arts (MA) in Historical Studies at the Rand Afrikaans University (now University of Johannesburg). Starting in 1988, his long career in the education sector progressed from teacher to Senior Management where he first served as Director of FET Phase Curriculum and later as Director of Quality Assurance, Strategic Planning, Research Coordination and Monitoring and Evaluation between 2006 and 2025.

With his thesis titled: **SOUTH AFRICAN TEACHERS' EXPERIENCES WITH LESSON STUDY AND ITS POSSIBLE IMPACT ON CONTENT KNOWLEDGE AND CLASSROOM PRACTICE**, Mzamo Jacobs sought to explore how teachers experienced lesson study as an approach to teacher professional development through the lens of situated learning. Having adopted a mixed methods approach, one hundred and seventeen teachers completed the questionnaires, with fifteen teachers also participating in the face-to-face semi-structured interviews. The findings from teachers' voices revealed that teachers embraced lesson study and could build a culture of professional learning through their ideas, relationships, and experiences as a community of learners in classroom and school settings, despite challenges and constraints. Mzamo Jacobs argues that teacher participation in lesson study in South Africa represents a potential route to transform the delivery of professional development opportunities for teachers through an approach that is teacher-led and fosters collaboration within school and classroom settings.

**Supervisor:** Prof LC Jita

**Co-Supervisor:** Prof T Jita

**KOLOTI**, Arone Camillus

Arone Camillus Koloti was born in Mafeteng, Lesotho on 14 September 1973. He completed his secondary education at Motsekuoa High School, where he matriculated in 1993. He obtained a Primary Teacher Certificate from the National Teacher Training College of Lesotho, in 1997, and went on to earn a Bachelor of Education (Primary) in Foundation Phase from the University of Fort Hare in 1996. He pursued postgraduate studies at the University of the Free State, South Africa, where he completed a BEd Honours degree in 2007 and a Master's degree in Education in 2020. He began his teaching career in 1998.

With his thesis titled: **PRE-SERVICE TEACHERS' PERCEPTIONS AND EXPERIENCES OF BLENDED LEARNING IN AN EARLY CHILDHOOD EDUCATION PROGRAMME**, the candidate contributes to scholarship on blended learning in higher education, focusing on early childhood education. Guided by the Diffusion of Innovation Theory and the Unified Theory of Acceptance and Use of Technology, the study explored pre-service teachers' perceptions



and experiences of integrating online and face-to-face learning. Using a concurrent mixed-methods design, data were collected from 292 survey respondents and a focus group of six participants at the Lesotho higher education institution. Findings showed that blended learning enhanced accessibility, engagement, and responsibility, but was hindered by limited digital infrastructure and technological skills. No significant relationship was found between demographic variables and perceptions, suggesting broad acceptance. The thesis advances knowledge by proposing a context-sensitive conceptual model that underscores the role of context in adopting blended learning.

**Supervisor:** Prof T Jita

## **NEPHALAMA, Avhatakali Amon**

Avhatakali Amon Nephalama was born on 20 September 1970 at Phalama village, Limpopo, South Africa. He received his secondary education in Mutale, where he matriculated at Thengwe High school in 1988. He obtained the BA (ED) degree in 1992 at the University of Venda. He graduated with BEd at the University of Venda in 1997 and a Master's in Curriculum Studies at the University of Venda in 2004. He started his career as a teacher at Mbilwi Secondary in Sibasa in 1993, and at present he is a school principal at the Matavhela Secondary School in Limpopo.

With his thesis titled: **DEVELOPING A MONITORING AND SUPPORT MODEL TO RESPOND TO POOR MATRIC PERFORMANCE IN VHEMBE EAST DISTRICT IN LIMPOPO**, the candidate contributes to scholarship on monitoring and support models aimed at improving matric performance. Using Participatory Action Research, he engaged four principals and four departmental heads from four secondary schools in Limpopo. With this contribution, he attempts to understand the impact of current monitoring and support systems on learner performance. While existing systems show some positive results, they remain limited by rigid, compliance-driven, one-size-fits-all approaches. Their focus on data and reporting often leads to superficial improvements without addressing core issues. The results of this investigation highlight the value of context-sensitive interventions in addressing poor matric outcomes. The integration of bricolage with Participatory Action Research offers methodological innovation through collaboration, reflection, and problem-solving, culminating in a practical model to improve matric performance in underperforming schools.

**Supervisor:** Dr GT Chimbi

## **OGUOMA, Enid Caroline Nalubega**

Enid Nalubega Caroline Oguoma was born in Mengo, Uganda on 24 September 1973. She received her secondary education in Kenya, where she matriculated at the Imani school in 1991. She obtained the degree BSc (Ed) at the National University of Lesotho in 1997, Professional Management Leadership Honours in 2017, Master's degree in Curriculum Studies (with distinction) in Education Management and Governance: Legal Principles in 2018 at the University of the Free State. She started her career as a Biology high school teacher in Thaba Nchu in 1998. At present she is Departmental Head of Science and Mathematics at Aurum Adventist Academy.

With her thesis titled: **EXPLORING INTERACTIVE APPROACHES FOR IMPROVING THE TEACHING AND LEARNING OF CHEMICAL EQUILIBRIUM**, the study contributes to the scholarship of teaching and learning of chemical equilibrium using participatory design-based research approaches. With this contribution, she attempts to steer interactive approaches in chemical equilibrium teaching and learning to a transformative level of digital technology integration, and high-level goal-directed learning. Using exploratory qualitative case study design couched in constructivist underpinnings, Enid worked with postgraduate certificate (PGCE) and B Ed preservice





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physical sciences teachers in two academic years (2021 & 2022) at UFS to understand the levels of integration of digital technologies in their learning and teaching of chemical equilibrium and to collaboratively participate in the design and development of ensuing requisite interventions. The study presents an argument for using participatory design-based teaching and learning approaches that advocate for and operationalise intentional improvement of chemical equilibrium learning and teaching toward transformative goal-directed learning.

**Supervisor:** Dr MF Tlali

## **RALEBESE, Moeketsi David**

Moeketsi David Ralebese was born on 22 April 1979 in Berea, Lesotho. He completed his COSC at St. Agnes High School in 1997, then earned a Diploma in Education (Primary) from the Lesotho College of Education in 2004. He furthered his studies at the UFS, obtaining an Advanced Certificate in Education, a BEd Honours, and a Master's in Education (cum laude) in 2019. Since 2020, he has been pursuing doctoral study while serving as the principal of Lithabaneng Primary School.

With his thesis titled: **INSTRUCTIONAL LEADERSHIP ROLES OF PRIMARY SCHOOL PRINCIPALS DURING CURRICULUM REFORM IN LESOTHO**, the candidate constructs a theoretical and empirical explanation of how primary school principals have perceived and enacted instructional leadership during curriculum reform in Lesotho. Using a concurrent mixed-methods design with a sample of 248 principals, the candidate teases out the relationship between principals' perceptions and enactment of instructional leadership. The study yielded two critical, yet contrasting findings. First, despite a lack of formal training, principals' self-perceptions were overwhelmingly positive, with female principals rating themselves particularly strongly in promoting a positive school climate. However, in-depth qualitative analysis revealed a consistent misalignment between these confident self-assessments and the principals' actual leadership practices. Therefore, Ralebese argues that principals' role perception and enactment are shaped by personal beliefs, contextual constraints and systemic challenges. This study contributes to the global discourse on instructional leadership in developing and under-resourced contexts.

**Supervisor:** Prof LC Jita

**Co-Supervisor:** Dr OT Badmus

## **DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN EARLY CHILDHOOD DEVELOPMENT AND LEARNING**

### **CHIVASA, Sitabile**

Sitabile Chivasa, born on 22 March 1972 in Shurugwi, Zimbabwe, matriculated at St Peter's Kubatana in 1989. She holds a Diploma in Education (ECD) from Seke Teachers' College, a bachelor's and Postgraduate Diploma in Child-Sensitive Social Policies from the Women's University in Africa, and a Master's in ECD from Great Zimbabwe University. She obtained her PhD in Early Childhood Education at the University of the Free State. Beginning her career as an ECD teacher in 2009, she became a lecturer and programme leader at Zimbabwe Open University in 2021. Her research explores hybrid models for teaching mathematics to ECD learners.

With her thesis titled: **EXPLORING TEACHERS' VIEWS ON USING A HYBRID MODEL IN TEACHING MATHEMATICS TO EARLY CHILDHOOD DEVELOPMENT LEARNERS**, the candidate investigated teachers' perspectives on hybrid pedagogy in Harare Province, Zimbabwe. The study examined the model's effectiveness,



its influence on learner engagement, and challenges in implementation. Using a qualitative approach that included open-ended questionnaires, document analysis, and in-depth interviews, the candidate produced nuanced findings showing both opportunities and obstacles. Teachers valued flexibility, access to diverse resources, and potential for personalised learning but raised concerns about technical difficulties, unequal access to digital tools, and the need for ongoing professional development. Guided by the Technological Pedagogical Content Knowledge (TPACK) framework, the study highlighted the importance of integrating technology, pedagogy, and content knowledge in ECD contexts. It concluded that hybrid teaching requires deliberate planning, equitable resourcing, and continuous evaluation to strengthen mathematics learning in early childhood education.

**Supervisor:** Dr Z Nhase

## **MAGADZO, Tembiwe**

Tembiwe Magadzo, born in Harare, Zimbabwe, on 16 May 1968, completed her secondary education at Kwayedza High School in 1982. She holds a Certificate in Early Childhood Education (1991), a BEd in ECE (1997), and a Master's degree in ECD from the University of Zimbabwe. She pursued doctoral studies in Early Childhood Education at the University of the Free State. Tembiwe began her career as a Special Education ECD teacher in 1992. She worked as an Assistant Teacher at the University of Zimbabwe and as an ECD Specialist in the NGO sector. She is currently a lecturer at Gaborone University.

With her thesis titled: **CREATING AN INCLUSIVE INVITATIONAL LEARNING ENVIRONMENT: A PERSPECTIVE OF ZIMBABWEAN ECD A AND B TEACHERS**, the candidate makes a significant contribution to inclusive and invitational education. Her research explores how ECD teachers in Zimbabwe interpret and implement inclusive practices within diverse classroom settings. By examining their experiences, the study bridges the gap between inclusive education policy and practice, revealing the principles, challenges, and strategies that underpin inclusive and welcoming learning environments. This research is important in addressing inequalities in early childhood education, offering insights into how contextually relevant interventions can support all learners. The study underlines the importance of collaborative engagement, reflective teaching, and aligning People, Place, Policies, Programmes, and Processes. Its findings provide a framework for educators, policymakers, and practitioners to cultivate sustainable, inclusive, and responsive early learning spaces across diverse educational landscapes.

**Supervisor:** Dr Z Nhase

## **MBEWE, Joyce Timale**

Born in Kabwe, Zambia, Joyce Timale Andrigu-Mbewe is a highly accomplished educator with a distinguished academic record. As top student throughout her studies, she earned a Certificate in Education (with distinction) and graduated as the best student with a Bachelor of Education (Primary) from the Women's University in Africa, where she also completed her Master's degree. Her professional journey began as a class teacher, then head teacher in Zimbabwe before moving to Warsaw, Poland, as an educator. Currently, she is an ESL educator in Auckland, New Zealand continuing her commitment to teaching across continents.

With her thesis titled: **STAKEHOLDERS' COLLABORATION IN IMPROVING THE QUALITY OF EARLY CHILDHOOD EDUCATION AND DEVELOPMENT IN ZAMBIA**, the candidate contributes significantly to scholarship on the understanding and advancement of collaborative efforts among government, civil society, parents, and international partners in enhancing early childhood education both globally and within the Zambian context. Employing an interpretive, qualitative, and phenomenological approach, Joyce sampled 32 Early



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Childhood Education (ECE) stakeholders to investigate and deepen understanding of the influence of multi-stakeholder partnerships on the effective delivery and improvement of Early Childhood Education. The results of this investigation underscore the critical value of collaboration and partnerships in improving the quality of Early Childhood Education and Development. The study concludes with a clear call for the establishment of stronger, more cohesive networks among Early Childhood Centres, alongside the development of more straightforward and transparent guidelines for donor support, to ensure sustainable and impactful improvements in the sector.

**Supervisor:** Dr B Manditereza

**OLIVIER, Maritza**

Maritza Olivier was born in Bloemfontein on 11 June 1980. She received her secondary education in Bloemfontein, where she matriculated at Fichardtpark High School in 1998. She obtained the degree Baccalaureus Primariae Education in 2003 with distinction, Baccalaureus Education Honores (Professional Psychology of Education) in 2010, Master of Education in 2021, and the Doctor of Philosophy with specialisation in Early Childhood Development and Learning in 2025 at the University of the Free State. She began her career as a Foundation Phase teacher in 2004 and is currently a lecturer in the Department of Early Childhood Education.

With her thesis titled: **CHILDREN'S LANGUAGE EXPERIENCES DURING THEIR TRANSITION FROM GRADE R TO GRADE 1**, the candidate offers a timely and critical exploration of children's language experiences during this important educational transition. This research is significant as it aligns with discussions on multilingualism, early literacy, and challenges within the South African educational context. The candidate demonstrates a strong grasp of qualitative methodology and theoretical frameworks, showing deep contextual knowledge. The study highlights her contribution to insights in early childhood education and language development. The thesis demonstrates high scholarly merit and makes a substantial contribution to understanding language transitions within the South African Foundation Phase. Moreover, the research contributes to teacher development, informs policymakers, and enhances discourse on effective practices in early childhood education, fostering inclusive and effective learning environments that support all children's educational journeys.

**Supervisor:** Dr Z Nhase

**SIBEKO, Leetoane Eunice**

Leetoane Eunice Sibeko was born on 7 September 1959 in Bethlehem, Free State. She attained a Primary Teachers Course at Tshiya Teacher College in 1977 and later matriculated at Tiisetsang High School in 1981. She later graduated with a BA degree at the University of the North (UN) in 1988, BA Honours (UN) in 1992, BEd degree (UFS) in 1995, and a Master of Arts (UFS) in 2015. Her career as a teacher began at Thabo Farm School in 1979. She rose through the ranks to become a lecturer at Bonamelo Teacher College in 1995. She lectured at UFS from 2010 till her retirement in 2019.

With her thesis titled: **ENABLING RURAL FAMILIES TO HELP YOUNG CHILDREN MAKE A SMOOTH TRANSITION TO SCHOOL**, the candidate contributes to scholarship on Early Childhood Development and Rural Education, focusing on how vulnerable and marginalised families use Indigenous Knowledge to assist young children in transitioning to school. Through this contribution, she seeks to understand and explore the roles of parents and teachers in the school transition process within a rural context. This investigation highlights that school transition is a critical period in the lives of young children, both before and after they enter primary school. In South Africa, the school transition among vulnerable children reveals several challenges, such as the ineffectiveness of home-based preschools that children attend, along with a lack of parental involvement in supporting their children's education.



**Supervisor:** Prof CT Tsotetsi

**Co-Supervisor:** Dr MJL Maraisane

## DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN EDUCATION MANAGEMENT AND LEADERSHIP

**DE LA REY, Melanie**

Melanie de la Rey was born in Kroonstad on 16 September 1977 and matriculated at Aliwal North High School in 1985. She obtained a BA in Drama and Theatre Studies (1988), a Higher Education Diploma (1989), and a Postgraduate Certificate in Remedial Teaching (1990), followed by an Advanced Certificate in Education (Creative Arts, 2007, with distinction), a BEd Honours (2011), an MEd in Professional Education Management and Leadership (2014, with distinction), and a PhD in Management and Leadership (2025, University of the Free State). With 35 years of educational experience, she has supported at-risk female youth for 20 years.

With her thesis titled: **ARTS-BASED BEHAVIOURAL MANAGEMENT INTERVENTION FOR FEMALE YOUTH AT RISK IN A YOUTH CARE AND EDUCATIONAL CENTRE**, the candidate contributes to the field of arts-based research and behavioural intervention, focusing on how creative and expressive arts can be applied to support behavioural transformation among at-risk female youth. Using a qualitative case study design with thirteen participants, the study demonstrates how arts-based methods foster self-worth, emotional regulation, and accountability. The results of this investigation serve as an indication of the value such interventions hold for developing sustainable solutions to intergenerational cycles of behavioural challenges in youth care and educational contexts in South Africa.

**Supervisor:** Dr SM Holtzhausen

**Co-Supervisor:** Dr DP Larey

## DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN EDUCATIONAL LAW

**SEIDU, Bamidele James**

Bamidele James Seidu attended elementary and high school at Abadina College in Ibadan, Nigeria. Later, he was admitted to the University of Ibadan to earn a diploma in Adult Education and Community Development. This credential qualified him to work as a Community Development Inspector (CDI) in the Local Government in Ibadan. He moved to South Africa to pursue an LLB at the University of Fort Hare and then an LLM at the University of Pretoria, focusing on constitutional and administrative law. He completed a second Master's degree at the University of Fort Hare, earning a Master of Education (cum laude).

With his thesis titled: **EDUCATIONAL VICARIOUS LIABILITY AND PRINCIPALS' ROLES IN IMPLEMENTING THE SCHOOL LIABILITY POLICY**, the candidate contributes to scholarship on Educational Law and Administrative Law. He focuses on the legal technicalities that determine the Educational Vicarious Liability to the State, specifically in terms of Section 60 (1) (a) and (b) of the South African Schools Act as amended by Section 12 of the Education Law Amendment Act 31 of 2007. Using a qualitative case study research design with 32 participants in the Motheo District, the candidate also examines case research involving R K and Others v Minister of Education and Others 2019 (1) ZASCA 192, along with three other high-profile cases on educational vicarious liability in the North-





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West, KwaZulu-Natal, and Gauteng provinces. The study argues that school principals must possess specialised knowledge to inform the governing body about school policies and purposefully implement those policies to avoid making the State vicariously liable.

**Supervisor:** Prof OA Ige

**Co-Supervisor:** Dr OE Alalade

## DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN HIGHER EDUCATION STUDIES

**DU PLESSIS, Hendri Blignaut**

Hendri du Plessis holds an MSc in Quantity Surveying (2017), a BSc Honours in Quantity Surveying (2013), a BSc Honours in Construction Management (2008), and a BSc in Construction Management (2005). He is a lecturer and Programme Director in the Department of Quantity Surveying and Construction Management at the University of the Free State, with nine years of teaching experience across NQF levels 6 to 9. He is a professionally registered Quantity Surveyor and Construction Project Manager, with over 15 years of industry experience.

With his thesis titled: **EVALUATING CONSTRUCTION 4.0 ATTRIBUTES IN SOUTH AFRICAN HIGHER EDUCATION CURRICULA: AN ACTIVITY THEORY PERSPECTIVE**, the doctoral research explores how Construction 4.0 (C4.0) influences the development and implementation of graduate attributes (GAs) in Quantity Surveying and Construction Management education within the South African higher education context. Framed within Cultural-Historical Activity Theory (CHAT) and the Law of Diffusion of Innovation (LoDI), the study investigates the interaction between industry, regulatory bodies, and higher education institutions in shaping curricula that respond to technological changes. A mixed-methods approach was employed, including surveys, focus groups, and interviews with students, educators, and industry professionals. Findings suggest a misalignment between graduate preparedness and industry expectations, highlighting the need for intentional integration of human-centric and technological competencies. The research contributes a contextualised framework to inform curriculum development and graduate readiness for Construction 4.0 and 5.0 environments. The study reinforces the imperative of collaboration and responsiveness across stakeholders to ensure relevance and adaptability in construction education.

**Supervisor:** Dr SM Holtzhausen

**DU PLOOY, Elsje Wilhelmina**

Elsje du Plooy was born on 29 May 1975 in Bonnievale in the Western Cape. She matriculated at Bonnievale High School in 1993 and later attained a Baccalaureus Technologiae degree in Ceramic Design at the Free State Technikon in 2002. She graduated with a Postgraduate Certificate in Education at the University of South Africa in 2004 and a Master of Technology in Design (with distinction) in 2014. Her professional career in education began in 2005, and she rose through the ranks to become a lecturer at the Central University of Technology, where she specialises in ceramics.

With her thesis titled: **ALIGNING THE VISUAL ART PRACTICE CURRICULUM OF THE CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE, WITH FOURTH INDUSTRIAL REVOLUTION COMPETENCIES**, the candidate contributes to curriculum alignment in Higher Education to address the needs and requirements of the Fourth



Industrial Revolution (4IR). Using a pragmatic approach, the researcher evaluated the curriculum readiness of the Visual Art Practice curriculum to align the curriculum with the competencies required of art graduates to address new industry expectations. By analysing curriculum content against identified competencies, such as critical thinking, creativity, innovation, use of technology, lifelong learning, adaptability and responsibility, the study highlights the need for art curricula in higher education to improve competency development within the art curriculum. The findings argue that curriculum alignment with 4IR competencies is critical for higher education to ensure graduates are prepared to thrive and contribute meaningfully within an increasingly dynamic, creative industry environment.

**Supervisor:** Prof A Fossey

## **EKSTEEN, Lizelle Jacoba**

Lizelle Jacoba Eksteen matriculated at SPS Secondary School in Brandfort in 1999. She earned a BEd in 2005, BEd Honours in 2007, an MEd with distinction in 2014, and a PhD in Higher Education in 2025 at the University of the Free State. Her career began as a Remedial Educator in 2005. In 2018, she joined the University's Faculty of Education as Online Coordinator and later became a Learning Specialist at the Human Resources Department. She is currently the founder and principal research consultant at L3 Consultancy.

With her thesis titled: **DEVELOPING A FRAMEWORK FOR LIFELONG LEARNING THROUGH QUALITY LEARNING OPPORTUNITIES FOR UNIVERSITY STAFF IN SOUTHERN AFRICAN HIGHER EDUCATION**, the candidate contributes to the scholarship on lifelong learning and professional development in higher education, particularly in southern Africa. Using a sequential mixed-methods design grounded in pragmatism, the study integrates expert and practitioner insights to propose an inclusive, evidence-based framework that advances equitable access to continuous learning. The validated framework bridges the gap between policy and practice, offering contextually relevant strategies that support academic and support staff in building sustainable, inclusive and accessible professional learning systems.

**Supervisor:** Prof L Jacobs

## **HOLMES, Eric Leslie**

Eric Leslie Holmes was born in Welkom on 5 July 1979. He attended Wessel Maree High School, after which he pursued art and design studies at Welkom College. He furthered his art training in Pretoria at the Open Window Art Academy and became interested in precious metals as a medium for making art, receiving an opportunity to become a jewellery apprentice in Potchefstroom soon after. He formalised his jewellery training by obtaining a National Diploma in Jewellery Design and Manufacturing at the Central University of Technology, Free State, in 2006, a B-Tech in Jewellery Design and Manufacturing at the University of Johannesburg in 2011, a Master's degree in Design at the Central University of Technology, Free State, in 2016 and this PhD in Higher Education Studies at the University of the Free State. Eric was appointed as lecturer in Jewellery Design at the Central University of Technology, Free State, in 2007, where he is still employed.

With his thesis titled: **DEVELOPING A TOOL TO ASSESS A JEWELLERY CURRICULUM'S PROMOTION OF GRADUATES' INDUSTRY 4.0 READINESS**, the purpose of the doctoral research was to design, develop, and employ a Jewellery Practice Curriculum Assessment Tool (JPCAT) to evaluate a tertiary institution's Jewellery Practice Curriculum and to make recommendations for improvement. With a focus on Industry 4.0 needs, the research was framed within a design-based research framework. Firstly, Eric identified, validated, and triangulated graduate competencies through a literature review, questionnaires, and interviews with stakeholders. Then, the



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competencies were synthesised into ten Curriculum Efficacy Benchmarks (CEBs) with aligned criteria, a five-level scoring scale, and a five-level action scale. Both scales were refined during a focus group with stakeholders and linked to Bloom's Revised Taxonomy to ensure progressive competency development across the three academic levels. During application of the JPCAT, it was found that the first-year curriculum showed 31% alignment with industry needs, while second-year alignment was at 62% and the third-year curriculum was best aligned with industry needs, at 73%. The actionable strategies integrated in the JPCAT provided valuable insights on how the curricula can be improved to align with industry needs. The study contributes a transferable framework for evaluating practice-based curricula within vocational and design disciplines.

**Supervisor:** Dr CJ van Staden

## **MUGUME, Taabo**

Taabo Mugume was born on 23 February 1982 in Mbale, Uganda, where he completed his schooling at Kira Secondary School in 2000. After moving to South Africa, he attained a BAdmin (cum laude) in 2012, BAdmin Honours in 2013 and MAdmin (Political Studies; cum laude) in 2015 from the University of the Western Cape. In 2017, he completed a PGDip in Higher Education (with distinction) at the University of the Free State (UFS). His career started as Assistant Lecturer at UWC in 2014. He joined the UFS in 2015 as researcher and currently is the Director: Monitoring and Institutional Research.

With his thesis titled: **CREATIVE GOVERNANCE AND UNIVERSITY RESPONSE TO STUDENT PROTEST DEMANDS TO DECOLONISE THE CURRICULUM: A SOUTH AFRICAN CASE STUDY**, Taabo Mugume investigates how a South African university's governance structures responded to #MustFall student demands to decolonise the curriculum between 2015 and 2020. Using qualitative case study methods, including interviews with university leaders, academics, and student representatives, Mugume analyses three intra-institutional cases: the institution-wide language policy review and curriculum change processes in two faculties. The study introduces and applies an adapted "Creative Governance for Curriculum Decolonisation" framework, showing how creative practices, such as a university assembly for consensus-building and inter-departmental decolonisation forums, enhanced responsiveness to student demands. It highlights governance self-assessment tools like the Council Score Card as mechanisms for improvement and proposes the creative governance framework as an analytical and practical tool to strengthen inclusive and responsive university governance in South Africa.

**Supervisor:** Prof TM Luescher

## **PRETORIUS, Tania**

Tania Pretorius was born in Wolmaransstad on 19 October 1969. She matriculated from Wolmaransstad High School in 1987 and earned a BCom (1990), HED (cum laude, 1991), and BEd (cum laude, 1996) from the University of Pretoria. In 1999, she completed her Master's degree at the Tshwane University of Technology. She lectured in Education at TUT (1993–1997) before serving as an educator and principal at various schools in the North-West province. In 2014 she was appointed as lecturer in the Faculty of Economic and Management Sciences at Sol Plaatje University.

With her thesis titled: **PROPOSING A FRAMEWORK FOR WORK-INTEGRATED LEARNING AND RETAIL GRADUATE EMPLOYABILITY**, the candidate contributes to scholarship on higher education teaching and learning, focusing on how the employability of students in Retail Business Management (RBM) could be enhanced. The lived experiences of RBM graduates and retailers were examined using a qualitative phenomenological research design.



The participants were students who had graduated from an RBM program at a university in South Africa, and the retailers were employers who had engaged with these students during their WIL placements. Drawing from the experiences of graduates and employers, the study culminated in the development of a useful framework that could be used to enhance the employability of students studying Retail and Business Management at universities and other tertiary institutions.

**Supervisor:** Prof VN Teise

## DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN POLICY STUDIES IN EDUCATION

**SIZIBA, Sitshengisiwe**

Sitshengisiwe Siziba was born in Gwanda on 25 September 1971. She received her secondary education in Gwanda where she matriculated at Manama High school in 1990. She obtained the Bachelor of Education degree in 1998, MED in 2003 and PhD in Policy Studies in 2025 at the University of Free State. She started her career as a secondary school teacher in Bulawayo in 1994. She was appointed to the Department of Education and at present she is a lecturer in the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development in Zimbabwe.

With her thesis titled: **POST-COLONIAL PERSPECTIVES ON MULTILINGUAL POLICY IMPLEMENTATION IN ZIMBABWE: A CASE STUDY OF TEACHER COLLEGES**, the candidate contributes to scholarship on policy and practice, focusing on how multilingual policy is interpreted and implemented within teacher colleges. Using qualitative methods (classroom observations, interviews, and focus group discussions), Sitshengisiwe sampled six college lecturers and six pre-service teachers to explore tensions between policy ideals and classroom realities. Findings highlight the persistence of English dominance, limited use of Indigenous Languages, and the need for decolonial approaches that promote linguistic inclusion and cultural identity in teacher education.

**Supervisor:** Dr M Khosa

## DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION

**OBELE, Tomisin Sandra**

Tomisin Sandra Obele was born in Ondo State, Nigeria, on 8 April 1985. She obtained a Bachelor's degree in Physics Education from Obafemi Awolowo University, Ile-Ife, in 2011, a Postgraduate Diploma in Counselling from the University of Lagos in 2014, and a Master's degree in Guidance and Counselling from the same institution in 2016. She began her professional career as a classroom teacher and school counsellor in Lagos, Nigeria, where she served from 2011 to 2021. In 2022, she was appointed to the College of Education, and she currently serves as a Lecturer at Caleb University in Lagos, Nigeria.

With her thesis titled: **TEACHER-COMMUNITY COLLABORATION TOWARDS IMPROVED ACADEMIC PERFORMANCE OF LEARNERS FROM BROKEN HOMES**, the candidate contributes to scholarship in educational psychology and school-community relations. The study examines the effects of broken homes on learners, particularly regarding their academic achievement, and the potential contributions that the collaboration





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of teachers and community members can make to improve these learners' academic performance in Lagos State, Nigeria. Adopting a qualitative research design, Tomisin collected data from teachers, learners, parents, and community members to explore the dynamics, challenges, and effectiveness of teacher-community collaboration in supporting vulnerable learners. The findings reveal that collaboration between teachers and community members positively influences learners' academic engagement, motivation, and performance. The thesis advances the argument that strengthened teacher-community collaboration serves as a critical framework for addressing the academic and emotional needs of learners from broken homes. It offers practical recommendations on fostering sustainable partnerships that promote inclusive and supportive learning environments.

**Supervisor:** Prof C Beyers

## DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SCIENCE AND TECHNOLOGY

**MULAUDZI, Mbofheni Abbie**

Mbofheni Abbie Mulaudzi was born in Venda, Limpopo, on 23 September 1968 and matriculated from Mbilwi High School in 1989. He earned a Secondary Teacher's Diploma (Technical) (Ramano Mbulaheni Training Centre, 1993), followed by an ACE in Management (University of Pretoria, 2009), an ACE in Technology Education with distinction (NWU, 2010), a BEd Honours Technology Education (UJ, 2013), and a Master's degree in Curriculum Studies (NWU, 2021). He began teaching at TTHS in 1993, eventually becoming Head of Department for technology subjects. He later joined North-West University as a lecturer and served at the University of the Free State before returning to NWU.

With his thesis titled: **SHIFTING ELECTRICAL ENGINEERING LECTURERS' PERSPECTIVES AND PRACTICES FROM A TEACHER-CENTRED TO STUDENT-CENTRED APPROACH THROUGH PROBLEM-BASED LEARNING**, the candidate makes a meaningful contribution to scholarship on pedagogical transformation within TVET. The study explores how Problem-Based Learning (PBL) can effectively shift lecturers' teaching philosophies and classroom practices towards more student-centered approaches in the context of Electrical Engineering education. By engaging in both theory and practice, the candidate addresses a critical need for active learning strategies in traditionally lecture-driven environments. The research further contributes by proposing a professional development framework tailored to the South African TVET context, supporting the sustainable implementation of PBL. This framework offers practical guidance for institutions, policymakers, and lecturers seeking to improve teaching effectiveness, student engagement, and learning outcomes. Overall, the thesis bridges theoretical insights and real-world applications, advancing both academic understanding and educational practice in the evolving landscape of technical and vocational electrical engineering education.

**Supervisor:** Prof NJP Teis

## DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SUBJECT EDUCATION IN MATHEMATICS

**REYNDERS, Amaria**

Amaria Reynders was born and matriculated at Brandfort in the Free State province. She holds a Higher Education Diploma in Consumer Studies (1986), a BEd Honours in Professional Curriculum Studies with Distinction (2011) and an MEd in Curriculum Studies (2014). After a teaching career of 27 years, she joined the University of the Free State in 2014. She is currently the manager of the Family Math Programme, at the Science-for-the-Future unit at the



Faculty of Education and has been focusing on the professional development of Intermediate Phase mathematics teachers for the past 11 years.

With her thesis titled: **A TRANSFORMATIVE STRATEGY FOR THE PROFESSIONAL DEVELOPMENT OF INTERMEDIATE PHASE MATHEMATICS TEACHERS IN A RURAL SOUTH AFRICAN CONTEXT**, the candidate explores efficient approaches for the professional development of mathematics teachers that can inform guidelines for a transformative strategy for the professional development of Intermediate Phase mathematics teachers in a rural South African context. To provide for the insights and voices of Intermediate Phase mathematics teachers in a rural setting, a qualitative-led, mixed-methods case-study approach was employed. Teachers, subject advisors, and school management team members who participated in an initiative for the professional development of teachers at a Higher Education Institution (HEI) were the research participants. By means of semi-structured interviews and questionnaires, qualitative and quantitative data were collected concurrently and yielded significant results through data triangulation. The findings from the research contribute by offering empirically grounded guidelines for HEI-led initiatives to develop teachers professionally in rural South African contexts, highlighting the value of off-site training, collaboration, and contextualised approaches.

**Supervisor:** Dr J van Breda

**Co-Supervisor:** Dr SM Holtzhausen

## DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SUBJECT EDUCATION IN SOCIAL SCIENCES

**MANHIVI, John**

John Manhivi was born on 17 December 1978 in Gutu, Zimbabwe. He matriculated at Lundi High School in 1995 and holds a Diploma in Education (University of Zimbabwe, 1999), a Bachelor of Education Degree (2005), a Master of Educational Sociology Degree with a University Book Prize (2013), and a Postgraduate Diploma in Higher and Tertiary Education (2022), from Great Zimbabwe University. John began his teaching career in 2000, becoming a part-time lecturer at Great Zimbabwe University from 2016 to 2021. He was appointed full-time lecturer with the Tertiary Education Service Council in 2021 and is currently at Bondolfi Teachers College in Zimbabwe.

With his thesis titled: **INVESTIGATING THE SOCIOLOGICAL SIGNIFICANCE OF PARENT-TEACHER RELATIONSHIPS IN ALLEVIATING ACADEMIC CHALLENGES AMONG PRIMARY SCHOOL LEARNERS**, the candidate undertook a rigorous mixed-methods study, encompassing quantitative data from 328 teachers and qualitative insights from 10 parents and 10 teachers across both rural and urban settings in Masvingo, Zimbabwe. This research elucidates the critical role that effective parent-teacher relationships play in addressing the academic challenges faced by primary school learners. The findings reveal a concerning deficiency in such relationships, highlighting that constructive engagement between parents and teachers significantly enhances collaboration and mitigates academic hurdles, ultimately leading to improved learner performance. The candidate proposes a comprehensive model advocating for two-way communication, mutual respect, trust, flexible parent-teacher conferences and a welcoming school environment. Furthermore, the study recommends the establishment of collaborative parent-teacher associations and targeted training and workshops to facilitate effective relationships in the educational journey of primary school learners.

**Supervisor:** Prof CIO Okeke

**Co-Supervisor:** Dr TO Akobi



# FACULTY OF EDUCATION

## MUZAMANI, John

John Muzamani was born on 11 September 1975 in Chiredzi District, Masvingo Province, Zimbabwe. He completed and passed Ordinary Level at Rudhanda High School, Zaka District in 1993 and attained a Diploma in Education (Primary) at Masvingo Teachers' College in 2000. He graduated with a Bachelor of Education (Primary) Degree in 2010 and a Master of Education Degree in 2014, both from Great Zimbabwe University. He joined the Ministry of Education as a primary school teacher in 2001. He was promoted to the post of deputy head in 2014 and school head in 2017, the post he holds to date.

With his study titled: **EXAMINING THE SOCIOLOGICAL IMPACT OF LANGUAGE POLICY IMPLEMENTATION IN IMPROVING ACCESS TO QUALITY EDUCATION FOR PRIMARY SCHOOL LEARNERS**, the candidate contributes to language policy implementation. Using a mixed-methods approach, John sampled 325 primary school teachers for quantitative data and 20 for qualitative insights. The study reveals a gap between policy and classroom practice. Although teachers value mother-tongue instruction, factors like their language background, parental expectations, and exam language hinder implementation. The study recommends making learners' languages the default medium in primary schools, training teachers in at least two local languages, and ensuring that all local languages are equally recognised as a requirement for entry into tertiary education and employment.

**Supervisor:** Prof CI Okeke

**Co-Supervisor:** Dr TO Akobi

## MASTER'S DEGREES

### MASTER OF EDUCATION WITH SPECIALISATION IN COMPARATIVE EDUCATION

**ALUKO**, Opeoluwa Opeyemi

**Dissertation Title:** EXPLORING  
STUDENT AGENCY TOWARDS  
ACADEMIC SUCCESS IN A  
SOUTH AFRICAN UNIVERSITY

**Supervisor:** Dr DP Larey

### MASTER OF EDUCATION WITH SPECIALISATION IN CURRICULUM STUDIES

**LEPHATSOE**, Nthatuoa Suzan

**Dissertation Title:** ENGLISH  
LANGUAGE TEACHERS'

PEDAGOGICAL BELIEFS AND  
CLASSROOM PRACTICES IN  
LESOTHO HIGH SCHOOLS

**Supervisor:** Dr DM Letloenyane

**MATHABATHA**, Bridgett

**Dissertation Title:** EXPLORING  
LIFE SCIENCE TEACHERS'  
TEACHING PRACTICES IN  
PROMOTING SUSTAINABLE  
DEVELOPMENT GOALS  
THROUGH ENVIRONMENTAL  
STUDIES

**Supervisor:** Dr GL Legodu

**Co-Supervisor:** Dr MF Tlali

**MOFOKENG**, Gladys Mmafusi

**Dissertation Title:** EXPLORING  
STRATEGIES OF USING

INDIGENOUS KNOWLEDGE  
SYSTEM TO TEACH HISTORY IN  
GRADE 4 CLASSROOM

**Supervisor:** Dr ME Dlamini

**Co-Supervisor:** Ms HR Motaung

**MOKOBE**, Omphile Katlego

**Dissertation Title:** STRATEGIES  
USED TO PROMOTE  
INCLUSIVITY AND CONTENT  
ACCESSIBILITY IN GRADE 11  
AGRICULTURAL SCIENCES  
CLASSROOMS

**Supervisor:** Dr GL Legodu

**OTI**, Joseph Oppong

**Dissertation Title:** EXPLORING  
PEDAGOGICAL PRACTICES  
OF GRADE 12 MATHEMATICAL



## LITERACY TEACHERS IN SOUTH AFRICAN SCHOOLS

**Supervisor:** Dr DM Letloenyane

**SEPATO, Bogosi**

**Dissertation Title:** EXPLORING  
THE USE OF INNOVATIVE  
PEDAGOGICAL PRACTICES OF  
GRADE 7 SOCIAL SCIENCES  
TEACHERS IN NKANGALA  
DISTRICT

**Supervisor:** Dr GT Chimbi

**TSHINDUBI, Lufuno Vincent**

**Dissertation Title:**  
DEPARTMENTAL HEAD'S ROLE  
IN MANAGING CURRICULUM  
SUPPORT FOR PROGRESSED  
LEARNERS IN PRIMARY  
SCHOOLS

**Supervisor:** Dr ML Mogale

## MASTER OF EDUCATION WITH SPECIALISATION IN EARLY CHILDHOOD DEVELOPMENT AND LEARNING

**PIENAAR, ZanaLee Charne**

**Dissertation Title:**  
PARENTAL INVOLVEMENT  
AND FOUNDATION PHASE  
LEARNERS' ACADEMIC  
PERFORMANCE: A CASE  
STUDY OF THE NGAKA MODIRI  
MOLEMA DISTRICT

**Supervisor:** Dr Z Nhase

## MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION LAW

**LESEME, Khotsofalang Alinah**

**Dissertation Title:** FEMALE  
PRINCIPALS' EXPERIENCES  
ON THE IMPLEMENTATION OF  
THE GENDER EQUALITY ACT IN  
EASTERN CAPE SECONDARY  
SCHOOLS' LEADERSHIP

**Supervisor:** Dr BJ Mthanti

## MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION MANAGEMENT AND LEADERSHIP

**LEBELO, Tsepo Lawrence**

**Dissertation Title:** AN  
EXPLORATION OF THE  
ADMINISTRATION OF  
GRADE 12 EXAMINATIONS  
AND ASSESSMENTS IN AN  
EDUCATION DISTRICT

**Supervisor:** Dr S Chibaya

**LEKHETHO, Maselimo Anna**

**Dissertation Title:** EXPLORING  
THE IMPLEMENTATION OF  
RESTORATIVE DISCIPLINE  
STRATEGIES TO MANAGE  
LEARNER INDISCIPLINE IN THE  
BOTHA-BOTHE DISTRICT

**Supervisor:** Dr MC Letuma

**MALINGA, Nelisiwe**

**Dissertation Title:** THE  
SCHOOL MANAGEMENT

## TEAMS' PERSPECTIVES ON DISTRIBUTED LEADERSHIP PRACTICES IN ADDRESSING VIOLENCE AMONG LEARNERS

**Supervisor:** Dr SD Makhasane

**MODISE, Setjhaba Innocent**

**Dissertation Title:** EXPLORING  
THE LEADERSHIP PRACTICES  
OF PRINCIPALS ON  
PARENTAL INVOLVEMENT: A  
PHENOMENOLOGICAL STUDY  
OF THREE SOUTH AFRICAN  
PRIMARY SCHOOLS

**Supervisor:** Dr MC Letuma

**MOSEAMEDI, Kabelo**

**Dissertation Title:** STRATEGIES  
USED BY SCHOOL  
MANAGEMENT TEAMS FOR  
SUSTAINABLE LEADERSHIP  
IN SECONDARY SCHOOLS IN  
GAUTENG PROVINCE

**Supervisor:** Prof N Gcelu

**MSIMANGA, Mampe Emily**

**Dissertation Title:** EXPLORING  
THE FINANCIAL MANAGEMENT  
STRATEGIES OF SCHOOL  
GOVERNING BODIES IN RURAL  
SECONDARY SCHOOLS IN  
QWAQWA

**Supervisor:** Dr ICE Ogbonnaya

**Co-Supervisor:** Dr SD  
Makhasane

**NCAYIYANA, Sithabile Nonsindiso**

**Dissertation Title:** EXPLORING  
THE ROLE OF TEACHER





# FACULTY OF EDUCATION

LEADERSHIP IN ENHANCING  
LEARNER PERFORMANCE IN  
TSHWANE WEST SECONDARY  
SCHOOLS

**Supervisor:** Prof N Gcelu

**NDABA**, Silindokuhle Thobeka

**Dissertation Title:** EXPLORING  
THE INSTRUCTIONAL  
LEADERSHIP ROLES OF  
SCHOOL PRINCIPALS IN  
ESTABLISHING CONDUCIVE  
LEARNING AND TEACHING  
ENVIRONMENTS

**Supervisor:** Dr S Chibaya

**NTAMANE**, Nthabiseng Lovey

**Dissertation Title:** EXPLORING  
PRINCIPALS' INSTRUCTIONAL  
LEADERSHIP STRATEGIES  
AND THE INFLUENCE ON  
LEARNERS' ACADEMIC  
PERFORMANCE IN SELECTED  
SOUTH AFRICAN PRIMARY  
SCHOOLS

**Supervisor:** Dr MC Letuma

**PHETLA**, Kefentse Beauty\*

**Dissertation Title:** STRATEGIES  
USED BY PRIMARY SCHOOL  
MANAGEMENT TEAMS IN  
MOTIVATING TEACHERS FOR  
SUSTAINABLE LEARNING AND  
TEACHING

**Supervisor:** Prof N Gcelu

**QANGULE**, Tabisile\*

**Dissertation Title:** EXPLORING  
TEACHERS' CLASSROOM

MANAGEMENT PRACTICES  
IN FOUNDATION PHASE  
MULTIGRADE CLASSROOMS IN  
THE ALFRED NZO EDUCATION  
DISTRICT

**Supervisor:** Dr MC Letuma

**SIBISI**, Nomfanelo Nkosisiphile

**Dissertation Title:** THE ROLES  
AND FUNCTIONALITY OF THE  
SCHOOL GOVERNING BODIES  
IN UTHUKELA DISTRICT  
SCHOOLS OVER THE COVID-19  
PANDEMIC PERIOD

**Supervisor:** Dr TJ Tshabalala

**THABAGAE**, Khathutshelo  
Innocent

**Dissertation Title:**  
EXPLORING THE USE  
OF TRANSLANGUAGING  
TO MANAGE LANGUAGE  
BARRIERS IN SELECTED  
SOUTH AFRICAN SCHOOLS'  
CLASSROOMS

**Supervisor:** Dr DP Larey

**Co-Supervisor:** Dr M Khosa

**MASTER OF EDUCATION WITH  
SPECIALISATION IN HIGHER  
EDUCATION STUDIES**

**NKUTHA**, Mohau Doctor

**Dissertation Title:** EXPLORING  
STUDENTS' PERSPECTIVES IN  
STRENGTHENING THE QUALITY  
OF ASSESSEMENTS IN THE  
GRADE R DIPLOMA

**Supervisor:** Prof CT Tsotetsi

**Co-Supervisor:** Dr Z Nhase

**MASTER OF EDUCATION  
WITH SPECIALISATION IN  
PSYCHOLOGY OF EDUCATION**

**KANYANE**, Kutlo

**Dissertation Title:** EXPLORING  
LEARNERS' PERCEPTIONS OF  
PARENTAL INVOLVEMENT IN  
RURAL SCHOOLS OF GREATER  
TAUNG

**Supervisor:** Dr VC Babane

**MAIMELA**, Thembisile Sharon

**Dissertation Title:** EXPLORING  
THE PSYCHOSOCIAL  
INFLUENCES OF COVID-19  
ON LEARNERS' ACADEMIC  
PERFORMANCE IN A RURAL  
HIGH SCHOOL

**Supervisor:** Dr KR Mukuna

**MPOTJE**, Puseletso Veronica

**Dissertation Title:** EXPLORING  
GRADE 12 LEARNERS'  
SUBSTANCE ABUSE AND  
ITS INFLUENCE ON THEIR  
ACADEMIC PERFORMANCE

**Supervisor:** Dr P Mweli

**NDHLOVU**, Enert Patience\*

**Dissertation Title:**  
FACILITATORS' EXPERIENCES  
IN TEACHING LEARNERS



WITH SPECIAL NEEDS WITHIN  
ADULT BASIC EDUCATION  
CLASSROOMS

**Supervisor:** Dr P Mweli

**VAN DER NESS**, Juan-Pierre

**Dissertation Title:** EXPLORING  
THE INFLUENCE OF SOCIAL  
MEDIA USAGE ON SECONDARY  
SCHOOL LEARNERS'  
ATTENTION SPAN

**Supervisor:** Prof C Beyers

**Co-Supervisor:** Dr DM  
Letloenyane

**MASTER OF EDUCATION WITH  
SPECIALISATION IN SUBJECT  
EDUCATION IN LANGUAGES**

**SITHOLE**, Zolile

**Dissertation Title:** EXPLORING  
EXPERIENCES OF GRADE 4  
TEACHERS IN USING SIGN  
BILINGUAL EDUCATION IN THE  
WESTERN CAPE PROVINCE

**Supervisor:** Dr M Khosa

**VAN WYK**, Elzaan

**Dissertation Title:** DEVELOPING  
CHILDREN'S ORAL LANGUAGE  
IN AFRIKAANS THROUGH PLAY:  
A GRADE-R TEACHERS STUDY  
IN MANGAUNG METROPOLITAN  
EDUCATION DISTRICT (MMED)

**Supervisor:** Dr M Khosa

**MASTER OF EDUCATION WITH  
SPECIALISATION IN SUBJECT  
EDUCATION IN MATHEMATICS**

**FOKASE**, Tatani

**Dissertation Title:** THE USE  
OF MANIPULATIVES IN THE  
TEACHING AND LEARNING  
OF FOUNDATION PHASE  
MATHEMATICS

**Supervisor:** Prof MD Mosimege

**KHATITE**, Dielelo Theodore

**Dissertation Title:** THE USE OF  
CALCULATORS BY GRADE 11  
LEARNERS WHEN SOLVING  
TRIGONOMETRY PROBLEMS

**Supervisor:** Prof MD Mosimege

**LEKHELE**, Nthabiseng Prudence

**Dissertation Title:**  
UNDERSTANDING GRADE  
6 TEACHERS' USE OF  
MATHEMATICAL TASKS IN  
THE THABO-MOFUTSANYANA  
DISTRICT.

**Supervisor:** Dr N Mpalami

**MABELE**, Choko Florence

**Dissertation Title:** EXPLORING  
THE SOLVING OF GEOMETRY  
PROBLEMS BY GRADE 8  
LEARNERS IN MATHEMATICS  
CLASSROOMS

**Supervisor:** Dr J Hamilton

**MOTLOUNG**, Motlatsi Abel

**Dissertation Title:** EXPLORING  
FET PHASE TEACHERS'  
EXPERIENCES IN TEACHING  
MATHEMATICS TO VISUALLY  
IMPAIRED LEARNERS.

**Supervisor:** Dr N Mpalami

**RAMANAMANE**, Teboho Vincent

**Dissertation Title:** EXPLORING  
POSSIBILITIES OF MULTIPLE  
MEANS OF REPRESENTATION  
APPROACH TO SUPPORT  
GRADE 4 MATHEMATICS  
TEACHERS

**Supervisor:** Dr N Mpalami

**MASTER OF EDUCATION WITH  
SPECIALISATION IN SUBJECT  
EDUCATION IN NATURAL  
SCIENCES**

**MOTLELENG**, Boitumelo  
Patienceworth

**Dissertation Title:** TEACHERS'  
VIEWS AND INSTRUCTIONAL  
PRACTICES ON THE SCIENCE  
CURRICULUM IN PROMOTING  
NUTRITION EDUCATION AMONG  
ADOLESCENTS

**Supervisor:** Dr VU Okwara

**MASTER OF HIGHER  
EDUCATION STUDIES**

**RASUTHA**, Puleng Mosa

**Dissertation Title:** ENHANCING  
THE TRANSITION OF RURAL



# FACULTY OF EDUCATION

HIGH SCHOOL STUDENTS TO  
TVET COLLEGE

**Supervisor:** Dr ME Dlamini

**SITOLE**, Motshedisi Gladys

**Dissertation Title:** FIRST  
YEAR PHYSICS STUDENTS'  
PERSPECTIVES ON PEER  
TUTORING: A CASE STUDY AT A  
RURAL CAMPUS

**Supervisor:** Prof T Jita

## BACHELOR'S DEGREES

### BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING

MOORCROFT, Corni-Ann  
Chantel\*

ZONDO, Nosimilo Thandeka

### BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING

TYUMBU, Thobeka Venolia

### BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING

HENDRICKS, Wendy

MBATHA, Nompumelelo Princess

MEMELA, Nomfundo Evidence

MPANZA, Mxolisi Sphamandla

NTSHAPHEKA, Senamile

TITI, Pule Joseph

TSIUNYANE, Princess Kekeletso

## CERTIFICATES

### ADVANCED CERTIFICATE IN FOUNDATION PHASE TEACHING

ANANE, Khululiwe Dorothy

DOUBEREND, Lee-Ann Bonita

GABELA, Thandazile Sholiphi

GWALA, Monique Tholakele

HLATYWAYO, Ntombifuthi  
Patriciah

JAMES, Charis Elizabeth

JIKAZI, Nompumelelo Veronica

KHUMALO, Ellain Kelibone

LEHLAKOLA, Dinah Lizzie

MADLELANA, Zimbini

MAHLASE, Mmakgoadi Lydia

MAPHORI, Tumi Priscilah

MASEKOAMENG, Mokgadi  
Josline

MASIMOLE, Anna Mosele

MASONDO, Thembi Angel

MASUKU, Prudence Thulisile

MATHENJWA, Nelisiwe Zanele

MATOSA, Reneilwe

MATSEPE, Mmutsi Emma

MHLONGO, Sibongile

MLABA, Wisegirl Sinegugu

MNCUBE, Nokuthula Promise

MNGUNI, Lethukuthula  
Nompumelelo

MNGUNI, Mpumelelo Nokuzola

MOFOKENG, Nokuzola Olvia

MOGATO, Kenalemang Rebecca

MOJAPELO, Thobisile Goodness

MOKWENA, Matlala Elizabeth

MOLEPO, Maggie Kgotwane

MOLOI, Samukelisiwe

MOLOTE, Nomulelo Cecilia

MOTAUNG, Patricia

MOTLOUNG, Zandile Deborah

MPATHENI-NDABAMBI,  
Nomahlubi

MSIBI, Rebecca Nomusa

MTHEMBU, Zodwa Sebenzile

NDABA, Nonhlanhla Goodness Ivy

NDAWONDE, Ntombikayise De

NDLELA, Siphindile Nomthandazo

NEL, Karin

NGCOBO, Nonhlanhla Doreen

NGWENYA, Ntombifuthi

NHLAPO, Simangele Lorraine

NKALITSHANA, Tamara

NKAMBULE, Debra Francinah



NTIMANE, Maureen Zodwa  
 NTSOANE, Bokang Alvina  
 RAMOLIA, Mamorena Glorina  
 SETHABELA, Setshwana Lydia  
 SHABALALA, Maggy Evah  
 VILAKAZI, Sizakele Nana  
 WILLEMSE, Elcke Kirby  
 ZONDO, Nokulinda Senzeni

## **ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING ENGLISH FIRST ADDITIONAL LANGUAGE TEACHING**

MGIBA, Nonhlanhla Reginah  
 MOSHOALIBA, Puleng Anna

## **ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING MATHEMATICAL LITERACY TEACHING**

NCUBE, Danny

## **ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING MATHEMATICS TEACHING**

MLAMBO, Njabulo Freeman  
 MUVUTI, Terence Taipa Farai  
 NHLOZI, Happy Olwethu  
 XHEGO, Unathi Loyce

## **ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING PHYSICAL SCIENCES TEACHING**

RADEBE, Makhosi Emily  
 THABEDE, Vusi

## **ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING**

BHEMBE, Pinky Busi  
 BOLOKO, Linda Machuene Maphepha  
 CYSTER, Tarryn Lee  
 FIGLAN, Yolanda  
 FILITA, Velile Jonas  
 GUNGQE, Zimbini Gcobisa  
 HLEBELA, Raymond Jones  
 HLEFANE, Vuyokazi Emmaculate  
 HLOLIBI, Bongeka Glorius  
 KEKANA, Bryce Tshepo  
 KHANYILE, Nhlakanipho Owen  
 KHOAELANE, Lehlohonolo Joseph  
 KOLOKO, Mpho Joyce  
 KOMPI, Emily Nosizwe  
 KUMALO, Mphezeni Joel  
 KWIYANI, Motlalepula Jacqueline  
 LEFOSA, Eunice Mampe  
 LESHILO, Thandi Segopotje

LETLHAKE, Tshegofatso Cecilia  
 LETSOARA, Puleng Stella  
 MABASO, Nondumiso Nancy  
 MABOPHE, Happiness  
 MAFOKWANE, Mathemba Gloria  
 MAHLANGU, Nokuthula  
 MAJOLA, Mbali Petunia  
 MANYONI, Prisca Philile  
 MASEKO, Mshweshwe Justice  
 MASHITA, Mmatjie Julia  
 MASILELA, Emmah  
 MATHEBULA, Mibyabyani Donald  
 MATSITSA, Lehlohonolo Isaac  
 MBATHA, Lethukuthula Assist  
 MBOWANI, Enny Lunghile  
 MHAMBI, Siyamcela  
 MICHAELS, Manapo Lydia Doris  
 MODIBA, Phephile Catherine  
 MOKOENA, Mandwase Willies  
 MOLAPI, Yolanda Paula  
 MOLETE, Mamonare  
 MOLETSANE, Geanette Maleshwane  
 MOLOPE, Mohlapa Jane  
 MOSALA, Rethabile  
 MOTSOENENG, Dieketseng Sophie  
 MPANZA, Tholakele  
 MUSUBI, Ndivhuyafhi Godfrey  
 MZILIKAZI-NKAWU, Phomza





# FACULTY OF EDUCATION

MZIZI, Noxolo

NENE, Healthment Ntokozo

NGWENYA, Nompumelelo Dorcas

NTS'ENO, Ramponti Bernard

NTULI, Gladness Baphuthile

NTULI, Kipi Emily

NTULI, Patience Bancane

PHATSHWANE, Ranne Phillip

RABETE, Monaheng David

RADEBE, Patricia Cabangile

RANAPE, Tshegedi Cedrick

SABELA, Nonkululeko Queeneth

SEBEO, Itumeleng Sharehood

SEBJETSEBA, Naiwa Maria

SEHLAKO, Kgothatso

SEKGOTODI, Motsatsi Winnie

SIBIYA, Nonjabulo Fortunate

SITHOLE, Catherine Philisiwe

SIVHIDI, Takalani

SKHOSANA, Matshidiso  
Sweetness

TSHABALALA, Busiswe Agatha

TSHABALALA, Neliwe Maureen

TSOLO, Palesa

VAN NIEKERK, Liezl Dehlia

VELI, Thabisile Tracy

VERMAAK, Michelle Linda

WICOMB, Adrian Llewellyn

XOLWANA, Lebogang Clauzia

ZUNGU, Hlengiwe Cynthia

## **ADVANCED CERTIFICATE IN SENIOR PHASE ECONOMIC AND MANAGEMENT SCIENCES TEACHING**

MBOMVU, Kain Melusi

NDLOVU, Johannes Issy

## **ADVANCED CERTIFICATE IN SENIOR PHASE ENGLISH FIRST ADDITIONAL LANGUAGE TEACHING**

DAZELA, Zizipho

KANYANE, Mapaseka Christinah

MALINGA, Sibongile

MBHALATI, Noza Benneth

MNGADI, Hlengiwe Precious

MOHLALA, Masese Grace

MONTSO, Moses Motsoane

MUKHUBA, Tshililo

NKOSI, Thembisile Patience

## **ADVANCED CERTIFICATE IN SENIOR PHASE LIFE ORIENTATION TEACHING**

GXAGXAMA, Nomawethu Patricia

MANZINI, Akhona Parina

## **ADVANCED CERTIFICATE IN SENIOR PHASE MATHEMATICS TEACHING**

MASHABELA, Kediang Hellen

MGWENYA, Silas Mphikwa

## **ADVANCED CERTIFICATE IN SENIOR PHASE SOCIAL SCIENCES TEACHING**

KOMANA, Mahlogonolo Widick



DEAN |

PROF P BURGER

## DOCTORAL DEGREES

### DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN BUSINESS ADMINISTRATION

**NJENGA**, Samuel Gikaru

Samuel Gikaru Njenga was born in Nakuru, Kenya on the 8th of October 1968. He received his high school education in Njoro, Kenya obtaining his Advanced Level Certificate at the Njoro Boys High School in 1987. He obtained a BEd (Science) Honours in 1991, an MA in Organizational Leadership in 2003, and an MCom in Organisational Management and Systems in 2008. He started his career as an educator in Elgeyo Marakwet, Kenya in 1991. In 1995, he moved to South Africa to work for the Students Christian Movement. In 2008, he became the chief strategist for Systems Thinking Africa.

With his thesis titled: **A SYSTEMS PERSPECTIVE ON THE RELEVANCE OF BUSINESS SCHOOL SHORT LEARNING PROGRAMMES TO LEARNING IN THE WORKPLACE**, the candidate makes a contribution to the relevance of Short Learning Programmes (SLPs) to learning in the workplace. With this contribution, he attempts to provide an African perspective to systems thinking. Further, he uses systems thinking to explore the perceptions of different stakeholders on the relevance of SLPs. Findings reveal that the relevance of SLPs is context-specific, shaped by the diverse needs of stakeholders. However, business schools often respond incrementally to client demands, lacking a cohesive systems thinking approach and underutilising indigenous knowledge. Using reflexive thematic analysis, the results of this investigation serve as an indication of the value this type of intervention holds for the attempt to find a solution to enhancing the relevance of SLPs to all stakeholders.

**Supervisor:** Prof L Massyn

### DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN DEVELOPMENT STUDIES

**NYAMUKAPA**, Tapiwa

Tapiwa Nyamukapa was born on 22 January 1987 in Kadoma Town, Midlands, Zimbabwe. He matriculated in 2005 and later attained a bachelor's degree in Local Governance Studies with a book prize as the best student at the Midlands State University in 2011. He graduated with a Postgraduate Diploma in Project Management in 2013 and a Master of Public Sector Management from Africa University in 2016. Tapiwa began his career as a programs officer at the Local Governance Trust, serving for 10 years. As an independent consultant and researcher, he has contributed to urban land governance projects in Zimbabwe and internationally.

With his thesis titled: **NATURE, PROCESSES AND OUTCOME OF LAND GOVERNANCE IN HARARE: THE CASE OF CALEDONIA**, the candidate contributes to understanding how political settlements, institutional arrangements, and power dynamics shape urban land governance in peri-urban Zimbabwe. With this contribution, he reveals how



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clientelist relationships, overlapping mandates, and political patronage drive tenure insecurity and governance failures in Caledonia, Harare. This qualitative, multi-scalar investigation, engaging 84 participants through interviews and focus groups, demonstrates that a combination of weak coordination and prioritisation of national over local authority enables informal actors and ruling party affiliates to dominate land allocation, impeding equitable development. The findings of this thesis enrich political settlement theory by demonstrating how power structures, historical land disputes, and party-driven strategies undermine land governance. The study's Urban Land Governance Assessment Framework offers actionable pathways for reform, institutional clarity, and sustainable urban land management.

**Supervisor:** Prof AR Matamanda

**Co-Supervisors:** Prof L Marais and Prof M Napier

## DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PUBLIC ADMINISTRATION AND MANAGEMENT

**JOHANNES,** Fillemon Nadhipite

Fillemon Nadhipite Johannes was born on 18 July 1980 in the Southwestern Coast of Africa, in Okawambi Village of Oshikoto Region, Namibia. He matriculated from Ekulo Senior Secondary School in 2002 and earned a BEd in Economics and Business Studies from the University of Namibia in 2009. He later obtained an MBA from Midland State University of Zimbabwe in 2018. Commencing his teaching career in 2009, he advanced to a part-time lectureship at the Namibian University of Science and Technology before joining the University of Namibia as a full-time lecturer. He remains engaged in academic instruction, research, and community service.

With his thesis titled: **A CORPORATE GOVERNANCE IMPLEMENTATION FRAMEWORK FOR TIER-3 NAMIBIAN STATE-OWNED ENTERPRISES (SOES)**, the candidate makes a significant contribution to the field of corporate governance in public institutions, with clear implications for improving the management of state-owned enterprises in Namibia. Using an exploratory sequential mixed-methods design, the candidate sampled board members and managerial officials across tier-3 state-owned enterprises in Namibia to understand and explain why SOEs are persistently confronted with governance challenges, including poor service delivery, resource misappropriation, and repeated government bailouts. The study argues that an effective governance framework, anchored in policy-context alignment, capacity development, and technology-enabled accountability, can contribute to the effective and efficient management of SOEs and ultimately service delivery. Central to this framework is a governance maturity index (GMI), designed as a diagnostic tool for periodic audits and incremental improvement of corporate governance in SOEs.

**Supervisor:** Prof C Hendriks

**Co-supervisor:** Dr T Maramura

**TSOSANE,** Mohodi Ben

Mohodi Ben Tsosane was born on 23 July 1973 in Ha-rankopane village, Qwaqwa. He matriculated at Moteka Secondary School in 1993 and obtained his Bachelor of Commerce degree at the University of the North. In 2019 he graduated with his Master's degree in Public Administration at the University of the Free State. His career as Senior State Accountant started in the Gauteng Department of Education. He later became Finance Director in the Department of Home Affairs until he was appointed in his current position as General Manager (Finance) in the South African Social Security Agency (SASSA).

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With his thesis titled: **SUPPLY CHAIN MANAGEMENT AND SERVICE DELIVERY IN THE SOUTH AFRICAN SOCIAL SECURITY AGENCY**, the candidate makes a significant contribution to the field of supply chain management and service delivery, with clear implications for improving government institutions in the country. Using a qualitative case study design, the candidate sampled senior managers from the head office and all nine regional offices to understand and explain the effect of supply chain management (SCM) processes on service delivery programmes. The study revealed that inefficiencies in the supply chain management processes, such as a lack of capacity, predispositions of senior management and the architecture of the bid committees, negatively impact service delivery. There is also a significant disconnect between the supply chain management unit and the business units that SASSA supports. If implemented, the strategic framework for managing the supply chain of SASSA presented by the study can contribute to improved service delivery by SASSA.

**Supervisor:** Prof C Hendriks

**Co-supervisor:** Dr CD Olivier

<b>MASTER'S DEGREES</b>	<b>Dissertation Title:</b> THE IMPACT OF ENTREPRENEURIAL RESILIENCE ON THE SURVIVAL OF WOMEN-OWNED SMES: THE ROLE OF FAMILY SUPPORT	TAINEOMWANGIRE, John THOBELA, Mmankwana Thomas
<b>MASTER OF BUSINESS ADMINISTRATION</b>	<b>Supervisor:</b> Dr EE Benedict <b>Co-Supervisor:</b> Prof BN Neneh	<b>MASTER OF PUBLIC ADMINISTRATION</b>
DE GOEDE, Samuel Pieter* MCPHERSON, Tyne Patience MOKGETHI, Eti MOTLHAOLWA, Nkagiseng Abegail PLAATJIE, Andile SEPHELANE, Retselisitsoe Lydia* SINRA, Ronald Wesley THASI, Leshele Samuel* VAN WYK, Eugene Philip VIVIERS, Damian John*	<b>NTHERI, Nthatsi</b>  <b>Dissertation Title:</b> ENTREPRENEURIAL PASSION AND ENTREPRENEURIAL INTENTIONS AMONGST UNIVERSITY STUDENTS: THE ROLE OF RELIGIOSITY  <b>Supervisor:</b> Prof BN Neneh <b>Co-Supervisor:</b> Dr O Dzomonda	MOLELEKWA, Kehilwe Lawrentia POLANE, Tsietsi Samuel
<b>MASTER OF COMMERCE WITH SPECIALISATION IN BUSINESS MANAGEMENT</b>	<b>MASTER OF DEVELOPMENT STUDIES</b>	<b>DIPLOMAS</b>
<b>HLAKOTSA, Nteboiseng Ramohau Martha</b>	GUNDANI, Ellen MOHLAKOANA, Tlhoriso Lawrence	<b>POSTGRADUATE DIPLOMA IN BUSINESS ADMINISTRATION</b>
		BAEPI, Larcia Telakufuma DE BRUIN, Christo Frederick* KAOMO, Amolemo Bontle KHAKHAU, Thato Judith* LEHLOENYA, Tsobotsi Agnes MAINA, Karabo* MAKHALANYANE, Neo





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MAKHASANE, Bonang Cindy

MALOKA, Miriam Litlhare

MAMPHISWANA, Ronewa  
Fortunate\*

MAPHAKISA, Palesa Rose\*

MATHIBELI, Lisebo Mariam\*

MICHAELS, Antonishia Lynette\*

MNAMATHA, Pride Mongezi

MOKETE, Lillian

MYBURGH, Zandri\*

NHLAPO, Kagiso Monica\*

OBERHOLSTER, Anneline\*

PIETERS, Faith Nkati

RAMAHLELE, Bonolo Victoria

SEOPOSENGWE, Thabang

SKOSANA, Mzwakhe Washington

ZUNGU, Fezile Vumile

## POSTGRADUATE DIPLOMA IN PUBLIC ADMINISTRATION

MAGWA, Velaphi Simom Patrick

MBELE, Nomasonto Maria

MOLAO, Miriam Boitumelo

RALEPELI, Tselagale Dorcus

## HONOURS DEGREES

### BACHELOR OF ADMINISTRATION HONOURS

MALEMELA, Lethabo

MOKWELE, Nthabiseng

PETERS, Lesego

SEAMATHA, Andile

### BACHELOR OF COMMERCE HONOURS

ARENDORFF, Soleil Amber

BUDULWAYO, Themba

CHIFAMBA, Clyde Tadiwanashe

DAKA, Nonkululeko

DIBE, Molemo Junior

KIBI, Siphesihle

MANGANYI, Masana Aloisette

MAXEGWANA, Sihle Mpolokeng

MOFOKENG, Dimakatso Christine

MOGOBA, Leenetje Mamogobo

MOTSOENENG, Senate Bridgette

PETLELE, Olebogeng

SIFANELO, Siziphiwe

TAKA, Tshwanelo

THAMAE, Lintle

ZIKHALI, Bhukumusa Nobleman

### BACHELOR OF COMMERCE HONOURS IN MANAGEMENT ACCOUNTING

LESSING, Kenja Megan

MDAWARIMA, Tammy Rufaro

## BACHELOR'S DEGREES

### BACHELOR OF ADMINISTRATION

AZIZ, Margaret Philda

KOAHLO, Nonhlanhla

KOLOLO, Karabo Felwicia

LANGENI, Itumeleng

LEBELO, Segopotso

LESAPO, Sibongile Angela

LESOKOANE, Tsoanelo  
Enecious

LICHECHANE, Kamohelo Palesa

MABALEHA, Teboho David

MAGENGGENENE, Yanga

MAGOMOLA, Lesedi Ntombi

MAQWAZIMA, Alive

MASEMOLA, Sabelo

MASHOAI, Tsoanelo Lehakoe  
Mmakomisi

MASOKO, Kelebogile

MAYEZA, Nosihle

MAZIBUKO, Lethokuhle

MBATHA, Fikile Bareng

MBUTHO, Yonwaba

MHLUNGU, Wendy Nokwanda

MLELE, Silindokuhle Philani

MNGOMEZULU, Xolile Andile

MODISE, Itumeleng

MOEKETSI, Rethabile

MOKOENA, Dimakatso

MOREMI, Letlhogonolo

MOTAUNG, Itumeleng Jeanette

MOTLOKWA, Lerato Tshepo

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MOYO, Mpho Bridgette  
MTHOMBENI, Nomfundo Lindelwa  
NGWENYA, Mbusi Michael  
NGXAKI, Unathi Junior  
NJOZELA, Mangaliso Mbaso  
NKWANYANA, Nokwethemba  
NOGQALA, Esihle  
NTIKANE, Tshepo Winston  
NTOMBELA, Lerato  
NTSIE, Tshwarelo Tsaone  
PLAATJIE, Mbali Hope  
PUNGWANI, Sphokazi  
RAJWILI, Thandiwe  
SELEKE, Moipone Albertina  
SELEMELA, Nthatisi  
SILAULE, Peace Sibusiso  
SKWET, Michelle  
SOGIBA, Lwazi  
SOGINGA, Apelele  
SONSELE, Yonela  
THAFENI, Anelisiwe Angela  
THATENG, Nnoni  
ZWANE, Thembelihle

## **BACHELOR OF COMMERCE**

DLAMINI, Nosipho Zanele  
DLUDLU, Sinethemba Gift  
DUBE, Siyabonga Nsikelelo  
IKANENG, Relebogile Orefemetse

JABANGWE, Varaidzo Jane  
JOSEFU, Jade  
KALANE, Gomolemo Tshepang  
LEFIFI, Keamogetse  
MAPUOA, Waratwa Kentse  
MATAA, Katlego Lungile  
MAZIKO, Avela  
MOKONE, Oaratoa Lehlohonolo  
MSIMANGO, Bhekumuzi  
MULAMULA, Ntsako Isabel  
NCUBE, Sphiwe Shadrack  
NJEMLA, Inathi  
NKABI, Lunabile Luve  
NTWANA, Bhongoletu  
RUMBWERE, Judith  
SELEKA, Olebogeng  
SEPANI, Samukelo  
SHEZI, Nkanyiso  
SIMANE, Katlego Tsholofelo  
SITHOLE, Sizakele Lindi  
SIYABONGA, Thokozani  
SOKHELA, Fundile Justice  
TAOANA, Tlotliso Tlotlomatso  
TJAKANE, Dikeledi  
VILAKAZI, Ndumiso

## **BACHELOR OF COMMERCE IN ACCOUNTING**

DU TOIT, Jacobus Johannes  
Philipus

LEKHULENI, Tumelo Gugu Delight  
MASHALANE, Chuene Eddie  
MODUKANELE, Shuping Isaac  
NAALE, Boitumelo Tsametse  
Johanna  
NGCOBO, Nompumelelo Minenhle  
NKWANYANA, Yolanda Zanda  
TSHOFELA, Kamogelo John  
ZIETSMAN, Zanele

## **BACHELOR OF MANAGEMENT LEADERSHIP**

DE KOCK, Ashton\*  
FANA, Confidence Kekeletso  
GEYSER, Nadine\*  
HAMBROCK, Heino Ruan  
JACOBS, Joline Stonea  
JAMNECK, Jolandi  
LUZIPO, Ongeziwe  
LYONS, Marcus Petrus\*  
MAC KENZIE, Claudia  
MALAMBE, Lindiwe  
MDAKA, Jealous Henry  
MEINTJES, Martha Louisa  
MODIBEDI, Selloane Agnes  
MORALADI, Marverlon Eustin  
MURPHY, Angelique\*  
PHEIFFER, Suzette Winifred  
RALEKHAO, Maphoka Estorinah



# FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

RAMOCHELA, Dineo Jecenta

RANOKO, Manaseh Malesela

ROSELT, Johanna Martina

TAKADI, Ofentse

VAN DEN BERG, Heinrich

## **CERTIFICATES**

### **HIGHER CERTIFICATE IN ECONOMIC AND MANAGAMENT SCIENCES**

JAMJAM, Bongani Velaphi

NKOPANE, Lebogang

NZIMA, Minenhle

SEDIBE, Kamohelo Martha

SETAI, Katileho

SOJANE, Karabo

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DEAN |

PROF JS KLAASEN

## DOCTORAL DEGREES

### DOCTOR OF PHILOSOPHY IN THEOLOGY WITH SPECIALISATION IN MISSIOLOGY

**NGESI**, Bongani Brian

Bongani Ngesi was born in Bloemfontein on 7 May 1988. He received his secondary education in Bloemfontein, where he matriculated at the Bloemfontein High School in 2006. He obtained the degree Baccalaureus Theologiae in 2014, and his Master of Theology (with specialization in Missiology) in 2018 at the University of the Free State. He started his career as a Youth worker at Doxa Deo Church in Bloemfontein in 2014. From 2015 until 2022 he was research assistant to Emeritus Professor P. Verster. He was also a part-time lecturer from 2018 until 2022 in the Department of Practical and Missional Theology at the University of the Free State. In 2018 he was appointed in the Department of Housing and Residence Affairs and at present he is Head of Residence/College Coordinator at the University of the Free State.

With his thesis titled: **AN EXPLORATION OF THE MISSIONAL RESPONSE OF PENTECOSTAL CHURCHES IN MANGAUNG TO THE CORPORAL PUNISHMENT OF CHILDREN**, the candidate contributes to scholarship on Pentecostal missiology and corporal punishment. His study focuses on how adherents of the Pentecostal faith can respond in a missional-ecclesiological way to the abolishment of corporal punishment ratified by the Constitutional Court in 2019. The study is situated in a critical-realist paradigm and, with the usage of a world café method, semi-structured interviews with adult parents, and church leaders in the Mangaung precinct, it illustrates the capacity of this Christian community to acknowledge responsibly that, through their reader-response approaches to biblical texts, contextual hermeneutics on corporal punishment, and an experiential epistemology, it is possible to act sensibly and not engage in disciplinary practices that are harmful to children.

**Supervisor:** Prof E Baron

### DOCTOR OF PHILOSOPHY IN THEOLOGY WITH SPECIALISATION IN PRACTICAL THEOLOGY

**BANDA**, Alick

Alick Banda was born in Lusaka on 11 September 1979. He completed his secondary education at Kabulonga Secondary School in 1997. He subsequently earned a City and Guilds Certificate, Advanced Certificate, and Diploma in Telecommunications and Electronic Engineering from Zamtel Training College. In 2010 he obtained a degree from Justo Mwale Theological University and completed his Master's in Theology at the University of the Free State in 2015. His ministerial career began in 2010 at the Reformed Church in Zambia, where he has served in various congregations. He currently serves as National Girls Brigade Chaplain, National Youth Overseer, and resident minister in Luanshya.





# FACULTY OF THEOLOGY AND RELIGION

With his thesis titled: **THE HEALING NEEDS OF FEMALE MEMBERS OF THE REFORMED CHURCH IN ZAMBIA: A PASTORAL THEOLOGICAL APPROACH**, the candidate develops a theologically grounded, culturally sensitive, and practical framework to address the trauma and abuse experienced by women in the Reformed Church in Zambia. Drawing on McClure (2010), Lartey (2002; 2003), and Osmer (2008), the study integrates spiritual care, African contextual theology, and pragmatic pastoral strategies. It emphasises servant leadership, revival of ancient healing practices such as exorcism in the Lukan narrative, and the ethical integration of spiritual discernment with clinical therapy. Gender equity, women's empowerment, and men's engagement as allies form key components. The study proposes leadership training, trauma-informed care, and evaluative mechanisms to sustain adaptive pastoral responses. This holistic framework promotes healing, empowerment, and dignity for women within the Reformed Church in Zambia.

**Supervisor:** Prof J Meyer

## DOCTOR OF THEOLOGY WITH SPECIALISATION IN SPIRITUALITY

**KILIAN, Marcus Klaus**

Marcus Kilian was born in Karlsruhe, Germany, on 18 September 1968. He completed his undergraduate studies in Business Administration (BA equivalent) at the Fachhochschule Ludwigshafen, Germany, in 1995. He then studied Practical Theology at the Pentecostal Theological Seminary, USA, earning an MDiv in 1997. From 1998 to 2004, he pursued Clinical Psychology and Organisational Leadership at Regent University, USA, obtaining a Certificate of Advanced Graduate Studies in 2002 and a PsyD in Clinical Psychology in 2004. Licensed as a psychologist since 2006, he later earned an MTh in Theological Ethics (Christian Leadership) from UNISA in 2016.

With his thesis titled: **MYSTICAL EXPERIENCES IN EVERYDAY LIFE: AN INTERDISCIPLINARY INVESTIGATION**, the candidate contributes new knowledge to the field of Christian spirituality. The research explores the phenomenon of intense experiences of the Divine in daily life, examining how such experiences may be nurtured and their potential social implications. Employing approaches such as interdisciplinarity, autobiography, and auto-ethnography, the study engages multiple academic disciplines, including Philosophy, Sociology, and Psychology. These methodological orientations offer a deeper and more holistic understanding of everyday mysticism, redefining it as the development of a

The thesis makes both scholarly and practical contributions through the formulation of a spiritual direction model that fosters a mysticism of everyday life, integrating diverse academic perspectives and addressing contemporary social concerns.

**Supervisor:** Prof JA van den Berg

**Co-supervisor:** Prof R Venter

# FACULTY OF THEOLOGY AND RELIGION



## MASTER'S DEGREES

### MASTER OF THEOLOGY

GOVENDER, Collin\*

NOCELA, Lerato Zachariah

### MASTER OF THEOLOGY WITH SPECIALISATION IN NEW TESTAMENT

VENTER, Juan\*

**Dissertation Title:** THE  
GOSPEL OF JOHN'S  
CHARACTERISATION OF  
PONTIUS PILATE: A SOCIO-  
HISTORICAL EXEGETICAL  
INVESTIGATION

**Supervisor:** Dr N Müller van  
Velden

### MASTER OF THEOLOGY WITH SPECIALISATION IN PRACTICAL THEOLOGY

MAHLATSI, Melton July\*

**Dissertation Title:** ADDRESSING  
THE EDUCATIONAL TRAINING  
NEEDS OF MILITARY  
CHAPLAINS IN THE SOUTH  
AFRICAN CONTEXT

**Supervisor:** Prof J Meyer

## HONOURS DEGREES

### BACHELOR OF THEOLOGY HONOURS

CHAKA, Mpho Douglas

PHUROE, Thabo Godfrey

## BACHELOR'S DEGREES

### BACHELOR OF DIVINITY

DHLOMO, Ndumiso

MAHUMANE, Surprice Mduduzi

MATHEBULA, Simlindile  
Innocentia

MFENGU, Thandokazi

NCAMISO, Qhamani Asmé

SABA, Masixole

ZULU, Silindile

## DIPLOMAS

### ADVANCED DIPLOMA IN THEOLOGY

KALANE, Zanele Frans

MOCHOLOTSI, Betty  
Mantjanyana\*

## CERTIFICATES

### HIGHER CERTIFICATE IN THEOLOGY

DLEZI, Aasanda

FANTESO, Athule

KWESABA, Ncomeka

MASHABA, Chudu Holiness

MAZIBUKO, Nontokozo

MOODIE, Nqobile Betty

MTHETHWA, Siphelele Romeo  
Mnqobi

MZOBE, Fezeka Nolwazi

NCONGO, Zanethemba Loyiso

NDABA, Deliwe Margaret

NGEMA, Katleho

NHLAPO, Thandolwethu

NTSHOLO, Lebohang Veronica

RAPITSI, Motlagomang Karabo  
Perseverance

SWANE, Keneilwe Joy

THIBELI, Kutlwano Innocentia

TSAGAE, Itumeleng

VILAKAZI, Mbali Aphiwe

ZULU, Silindile Nosipho



# CONGRADULATIONS,

Class of 2025, on your graduation! You are now officially alumni of the University of the Free State (UFS) and part of a growing community of excellence. We are proud of your achievements and excited to see what your future holds and to connect with you in the bright future ahead of you.

## KEEPING YOU INFORMED AND CONNECTED

We strive to keep you informed of the latest news, campaigns, events, reunions, and projects emerging from the UFS. But to stay connected with us, you must update your contact details regularly. Stay in touch with us by visiting our website, Facebook, and LinkedIn pages, and keep an eye out for emails from us. Let us keep you connected with your alma mater and other UFS alumni locally and globally. Not only do we want to keep you connected, but we want to continue celebrating you as you achieve excellence in the future.

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