



**PROF C. MAPHOSA (D. Ed., M. Ed., B. Ed., Dip Ed)**

**Professor of Education Management**

## **ACADEMIC PROFILE**

### **Book Publication**

Maphosa, C. (2013). *Understanding Learner Indiscipline in Schools: A Theoretical Overview*. Lambert Academic Publishing ISSN 978-3-658-38450-9

### **Book Chapters**

Rembe, S., Shumba, J., Maphosa, C & Musesengwe, E. (2016). Change theory: Teacher as reflective and change agent. In *Learn To Teach: A Handbook For Teaching Practice*. Edited by Okeke, CIO, Abongdia, J., Adu E.O., Van Wyk, M., Wolhuter, C. Cape Town: Oxford University Press

Shumba, J., Rembe, S. Adewumi, T, Chinhara, H., Shumba, S., Maphosa, C. (2019). Maintaining Safety Nets and Peace for Children and Youth at Risk (pp 82 – 100). In S.G Taukeni, *Cultivating a Culture of Nonviolence in Early Childhood Development Centers and Schools* Hershey PA IGI Global

Maphosa, C. & Mthethwa-Kunene, E. K. (2019). Foregrounding high-performance: raising levels of quality student achievement. In Nyoni, J. (Ed) *Shifting Perspectives on the Open, Distance and e-Learning (ODeL) Framework*. Hershey PA IGI Global (Forthcoming)

Shumba, J., Maphosa, C. & Trivedi, S. & Chinhara, H. (2019). The global, African and South African landscape: Provisioning of early childhood care and education. In Moodly, A., Sotuku, N., Schimdt, K. & Phatudi, N. (Ed). *Early childhood care and education (0–4): A transdisciplinary approach*. Cape Town: Oxford University Press South Africa

### **Editorial Work**

Guest Editor for a special issue of the *International Journal of Education Sciences* 6 (1) 2014 titled Academic Development Practices in South African Universities

Guest Editor for a special issue of the *Journal of Communication* 7 (1) 2016 titled Communicating Academic Development Practices in South African Universities.

Consulting Editor *Progressio Journal* – UNISA

Editorial Board Member *African Journal of Special and Inclusive Education*

Editorial Board Member *Institute Journal of Studies in Education*

**Journal articles published in peer reviewed and accredited scientific journals**

[https://scholar.google.com/scholar?hl=en&as\\_sdt=0%2C5&q=cosmas+maphosa&oq=cosmas](https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=cosmas+maphosa&oq=cosmas)

1. Maphosa, C. & Bhebhe, S. (2020). Interrogating the Concept 'Openness' In Open Distance Learning (ODL). *European Journal of Open Education and E-learning Studies*, 5 (2), 16 - 29
2. Chipfiko, J. & Maphosa, C. (2020). Interrogating complementarity in the implementation of School-Based Assessment in South African schools. *International Journal of Research and Review* 7(8), 413 - 424
3. Bhebhe, S. & Maphosa, C. (2020). Examining the learning habits of distance education learners in one Southern African university. *Asian Journal of Distance Education*, 15(1), 257-268.
4. Mthethwa-Kunene, K.E. & Maphosa, C. (2020). An Analysis of Factors Affecting Utilisation of Moodle Learning Management System by Open and Distance Learning Students at the University of Eswatini, *American Journal of Social Sciences and Humanities* 5 (1), 17-32,
5. Rudhumbu, N. Du Plessis, E. & Maphosa, C. (2020). Challenges and opportunities for women entrepreneurs in Botswana: Revisiting the role of entrepreneurship education, *Journal of International Education in Business* 13 (1),
6. Chipfiko, J. & Maphosa, C. (2019). Views of teachers, parents and learners of the role of School-Based Assessment in the learning and teaching process, *African Perspectives of Research in Teaching and Learning* 3(1), 4 - 21
7. Esampally, C. Maphosa, C., Mthethwa-Kunene, E. K. & Shezi, S. C. (2019). Entrepreneurship Training through Open Distance and eLearning at the Institute of Distance Education, University of Eswatini, *Journal of Economics and Finance* 4 (3), 9-18
8. Mafugu, T. & Maphosa, C. (2019). Training, monitoring and support given to key role players in the School Nutrition Programme: A quantitative approach. *Journal of Economics and Finance* 4 (1), 9 – 21
9. Maphosa, C., Bhebhe, S. & Rugube, T. (2019). Interrogating the Art of Developing Self-Learning Material for Open and Distance Learning (ODL) Students, *International Journal of Innovative Research and Development*, 8 (6), 191 - 199
10. Maphosa, C. & Bhebhe, S. (2019). Digital literacy: a must for open distance and e-learning (ODEL) students. *European Journal of Education Studies* 5 (10), 186 - 199

11. Bhebhe, S. & Maphosa, C. (2018). Integrating Information and Communication Technologies in instructional delivery in Eswatini schools. *International Journal of Informatics, Technology & Computers* 1 (1), 139 – 149
12. Mathwasa, J. & Maphosa, C. (2018). Factors Hindering Men’s Capabilities to Actively Participate in the Early Social Development of Children: A Qualitative Approach. *Anthropologist* 32(1-3): 58-69
13. Mafugu, T. & Maphosa, C. (2018). “How are role-players in the school nutrition programme trained, monitored and supported?” A qualitative analysis. *International Journal of Food & Nutrition* 1(1), 1 – 19
14. Bhebhe, S. & Maphosa, C. (2018). Teachers' perceptions of music education in Swaziland primary schools. *International Journal of Humanities and Social Studies* 6(7), 164 – 171.
15. Tanga, M.N. & Maphosa, C. (2018). Academic hurdles facing undergraduate students at one South African university. *Research in Higher Education Journal*, 35, 1 – 15.
16. Zendah, K. & Maphosa, C. (2018). Exploring school-based stakeholder support for teachers in the promotion of child-friendly school environments. *International Journal of Innovative Research & Development* 7(6), 162 - 171
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18. Tanga, M.N. & Maphosa, C. (2018). Socio-economic Background and Students’ Poor Academic Performance in South African Universities. *Anthropologist*, 33(1-3): 27-37
19. Zendah, K. & Maphosa, C. (2018). Examining teachers’ understanding of child-friendly school environments concept: Implications for child safety in Zimbabwean schools, *Gender & Behaviour* 16 (1), 11113 - 11138
20. Tanga, M.N. & Maphosa, C. (2018). Exploring the recruitment and training of peer facilitators in a South African university, *International Journal of Educational Development* 61, 196–203
21. Akaadom, B. W. & Maphosa, C. (2018). Resource management and utilisation in the training of pre-service teachers for technology integration in teaching in selected colleges of Education in Ghana *PJMS* 74 (1/1), 31 – 47
22. Tangwe, M.N. & Maphosa, C. (2017). Exploring the role of peer mentoring programmes in assisting first year undergraduate students’ deal with academic challenges in a South African University *PJMS* 73 (12/2), 105 – 120
23. Mwanza, A.L.D, Moyo, G., Maphosa, C. (2017). Reflective Mentoring Schools: Toward A New Design Feature For Assuring The Quality Of The Initial Primary Teacher Education Programme In Malawi, *Journal of Social Sciences*, 8 (4), 310 - 335

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33. Malatji, K.S. Maphosa, C., Mavuso M.P (2016). The views of School Management Teams on self-reflection practices: Towards fulfilling management functions *International Journal of Educational Sciences* 14 (1,2), 55 - 68
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124. Maphosa, C., Shumba, J., Chinamasa, E & Mubika, A. (2007). School staff development meetings: mere talk shows or effective for curriculum trouble shootings? *Further and Higher Education Review*, 1, 73 -81.
125. Shumba, J, Maphosa, C. & Shumba, A. (2007). Curriculum decision-making decentralization policy in Zimbabwe: How far are students involved in deciding curriculum content? *African Education Review*, 5(1), 48 – 67.
126. Mutopa, S, Maphosa, C & Shumba, A. (2006). School management and teaching: the dilemma of teaching school heads in Zimbabwean secondary schools. *Journal of Educational Studies*, 5 (2), 146 – 154.

#### **CONFERENCE PAPERS PRESENTED**

1. An analysis of factors affecting utilisation of Moodle Learning Management System by Open and Distance Learning students at the University of Eswatini. Paper presented at the South Africa International Conference held at Manhattan Hotel, Pretoria from 16 - 19 September 2019
2. Teaching and Learning in a South African University: Are peer facilitators' strategies succeeding. Paper presented at UFH Research and Innovations Day, 23 October 2017, Alice Main Campus, SA
3. Examining Teachers' Understanding of Child-Friendly School Environments Concept: Implications for Child Safety in Zimbabwean Schools. Paper presented at UFH Research and Innovations Day, 23 October 2017, Alice Main Campus, SA.
4. Students' level of awareness of environmental education concept in social studies curriculum. UNISA ISTE Conference, 24b – 27 October, 2017, Kruger National Park, SA
5. Teachers' Level of Awareness of Environmental Education Concepts in Social Studies and Integrated Science Curriculum. Paper presented at the South Africa International Conference On "Rethinking Education in the 21st Century" held at Manhattan Hotel, Pretoria, SA, from 18 - 20 September 2017
6. Exploring factors hindering workplace learning for clothing fashion design students at one university of technology in Zimbabwe. AEDA 2017 Conference held at the Blue Waters Hotel, Durban, from 3 – 5 April 2017.

7. Assuring The Quality of Mentoring in Malawi's 1+1 Model of Initial Primary Teacher Education Programme: Implications for Teacher Development. Paper presented at the 8<sup>th</sup> Annual Teaching Practice Symposium, Riverside Sun Resort, Vaal, Johannesburg, 17 – 18 October, 2016
8. Pre-service teachers and technology integration into instruction: the case of some selected colleges of education in Ghana. Paper presented at the South Africa International Conference On "Towards excellence in educational practices" held at Manhattan Hotel, Pretoria from 19 - 21 September 2016
9. Exploring the recruitment and training of peer academic facilitators in a South African University. Paper presented at the South Africa International Conference on "Towards excellence in educational practices" held at Manhattan Hotel, Pretoria from 19 - 21 September 2016
10. Academic hurdles facing undergraduate students at one South African University. Paper Presented at the University of Fort Hare Centenary Conference held at UFH Alice Campus from 3 to 6 July 2016
11. Educational Leadership and its impact on social transformation. Paper Presented at the University of Fort Hare Centenary Conference held at UFH Alice Campus from 3 to 6 July 2016
12. Designing a Teaching and Learning Agenda in a University: Key Considerations. Paper presented at the University of Fort Hare Research Day at Alice Main Campus on 13 October 2015
13. Teacher work related stress in early childhood education: Coping Strategies. Paper presented at the South Africa International Conference on "Rethinking Teaching and Learning in the 21<sup>st</sup> century" held at Manhattan Hotel, Pretoria from 21 to 23 September 2015.
14. Exploring educators' preparedness in teaching Natural Sciences in rural junior secondary schools. Paper presented at the South Africa International Conference on "Rethinking Teaching and Learning in the 21<sup>st</sup> century" held at Manhattan Hotel, Pretoria from 21 to 23 September 2015.
15. Factors Influencing Trainee Teachers' Choice of Schools on Deployment after completion of training. Paper presented at the University of Fort Hare Research Day at Alice Main Campus on 6 October 2014.
16. Examining cultural factors affecting academic developers in performing staff development functions in three South African universities. Paper presented 8<sup>th</sup> Annual University Teaching & Learning Higher Education Conference held at the University of KwaZulu Natal, Edgewood Campus in Durban from 25 to 27 September 2014.
17. Demographic variables, work-stimulated stressors and coping strategies of pre-school educators: A discussion paper. South Africa International Conference On Education (SAICE 2014) 21<sup>st</sup> – 23<sup>rd</sup> September, 2014 Manhattan Hotel, Pretoria

18. Interrogating Students' Engagement in Academic Work in a Selected University in Zimbabwe. Paper presented at the U6 Consortium Conference held at the Cape Peninsula University of Technology in Cape Town from 5 to 10 September 2014.
19. Facilitation of Learning in the University: What Really Makes an Effective University Teacher? 16th Annual International Conference on Education 19-22 May 2014, Athens, Greece
20. Examining structural, cultural and agential factors affecting students' epistemological access in a South African university paper presented at the HELTASA Conference, hosted by UNISA in Pretoria from 27 to 29 November 2013.
21. Teacher Accountability in South African public schools: a call for professionalism from teachers. Walter Sisulu University 5<sup>th</sup> International Research Conference, East London South Africa 22 – 25 August 2012
22. Mentorship of student Teacher on Teaching Practice: Perceptions of Teacher mentors in Zimbabwean schools. Paper presented at the 38<sup>th</sup> Southern African Society for Education International Conference at the Central University of Technology, Free State, South Africa, 6 –8 October 2011.
23. Examining student-specific factors affecting PhD theses completion. Paper presented at the 2011 University of KwaZulu Natal 4<sup>th</sup> Annual Teaching and Learning Conference at the Westville Campus, 26 – 28 September 2011.
24. Towards a transformative model of instruction for the 21<sup>st</sup> century university. Paper presented at the 2011 WSU Joint International Conference at the East London International Convention Centre, 17 – 19 August 2011.
25. In their own words: What learners say about possible approaches to minimize or end learner indiscipline in South African schools. Paper presented at the 2011 WSU Joint International Conference at the East London International Convention Centre, 17 – 19 August 2011.
26. Educators' disciplinary capabilities after the banning of corporal punishment in South African schools. Paper presented at the 2<sup>nd</sup> Annual Symposium on 'Discipline in South African Schools: Developing Respectful Relationships', 14 – 15 June, Colloseum Executive Hotel, Pretoria, South Africa.
27. Educators' and Learners' perceptions of the management of learner indiscipline in selected independent schools in Mthatha, South Africa. WSU International Research Conference under the theme "Enhancing Research Platforms for a Knowledge-based economy"- Mthatha, South Africa 18 – 20 August 2010.
28. Towards Preventive Approaches in the Management of Learner Indiscipline in schools, Barcelona, Spain 5 – 7 July 2010.
29. The Utility of Study Groups in Distance Learning DEASA Conference: Swaziland 2009.

30. Stakeholders' Perceptions on Effects and Effectiveness of Punishment-based disciplinary measures in selected schools in Mthatha District. WSU International Research Conference under the theme "Advancing knowledge for empowerment through innovations in research"- East London South Africa 27 – 30 August 2009.
31. School Heads Challenges in Financial Management 36<sup>th</sup> Southern African Society for Education (SASE) International Conference, East London, Eastern Cape, South Africa: 1-3 October 2009.
32. How to write a Research Proposal Zimbabwe Open University Regional Research Conference Chinhoyi, Zimbabwe: 13 July 2006.

### **SUPERVISION OF STUDENTS' DISSERTATIONS**

Successfully supervised **fifteen** PhD candidates to date.

#### **PhD Students Successfully Supervised**

<b>Name</b>	<b>Title</b>	<b>Year</b>	<b>Institution</b>
Nehemiya Ndhlovu	An Assessment of the Innovative Measures Employed by Small to Medium Size Independent Hotels in Harare, Zimbabwe.	2015	Zimbabwe Open University
Norman Rudhumbu	The Role of Academic Middle Managers in the Planning and Implementation of Curriculum Change in Private Higher Education Institutions in Botswana	2016	University of Fort Hare
Stephen Malatji	Self-reflection practices of school-management teams in the Capricorn District: towards a reflective management strategy for South African schools.	2016	University of Fort Hare
Magdaline Tangwe	Exploring the role of peer academic support programmes in addressing the challenges faced by first year students in one rural-based university in South Africa	2016	University of Fort Hare
Luyanda Marhaya	Examining the implementation of foundational provision programmes in a rural based university in South Africa: Implications for student academic development practices.	2016	University of Fort Hare
Tarirai Dandira	Clothing Fashion Design Student's workplace learning experiences in a University of technology in Zimbabwe: Towards an enhanced workplace-learning model.	2016	University of Fort Hare
Bernard Wiafe Akaadom	Assessing pre-service teachers' preparation for technology integration in teaching and learning in selected colleges of education in Ghana	2017	University of Fort Hare
Nokuthula Mthethwa	Assessment of the implementation of State-Led Continuing Professional Teacher Development (CPTD) in the Gert Sibande Education District of	2017	University of Fort Hare

	Mpumalanga Province In South Africa		
Khethiwe Zendah	Examining teachers' role in the promotion of child-friendly environments In Zimbabwean secondary schools: Implications For teacher professional development	2017	University of Fort Hare
Cordelia Makasi	Implementation Of The Policy On Religious Equity In Public Schools In The East London Education District: Towards A Framework For Religious Diversity	2017	University of Fort Hare
Regina Stofile	Assessing institutional factors influencing student retention in one comprehensive university in the Eastern Cape province of South Africa	2018	University of Fort Hare
James Tonderai Zenda	Examining The Influence Of Teacher Conduct On The Teaching And Learning Environment In Zimbabwean Secondary Schools	2018	University of Fort Hare
Tafirenyika Mafugu	Implementation Of The School Nutrition Programmes In Selected High Schools In Kwazulu Natal Province: Implications For Learners' Health	2018	University of Fort Hare
Nomaroma Kumanda	Examining strategies employed by teachers in teaching Natural Sciences vocabulary to non-English Language speakers in selected junior secondary schools in the East London Education District	2019	University of Fort Hare
Jack Chipfiko	Implementation of continuous assessment in selected high schools in Mpumalanga province: Towards an enhanced assessment framework.	2019	University of Fort Hare

### **EXTERNAL EXAMINER EXPERIENCE**

External examiner in Curriculum Studies and Educational Management modules, dissertations and theses for the University of Fort Hare, Walter Sisulu University, University of South Africa and University of KwaZulu Natal from 2010.

### **THESES AND DISSERTATIONS EXTERNALLY EXAMINED TO DATE**

#### **PHD THESES EXTERNALLY EXAMINED**

1. Chonco, D.S. (2019). The effects of alternatives to corporal punishment in maintaining learner discipline in secondary schools in the King Cetshwayo District Province. PhD. – University of Zululand
2. Muremela Matodzi Grace (2019). Managing the recruitment of scarce skills subjects teachers in rural secondary schools of Mutale area in Limpopo Province. PhD. – University of Zululand
3. Francina Ndeutungu Keendjele (2019). Collaborative quality assurance in open and distance learning: a case study of Botswana and Namibian open and distance learning colleges. PhD - UNISA

4. Mashavave, W. (2018). Exploring gender differences in learning experiences of students studying Natural Sciences in selected high schools of Makonde district Zimbabwe. PhD – University of the Witwatersrand
5. Makumane, M.A. (2018). Educators' enactment strategies of the French Integrated Curriculum: An action research of Lesotho educators. PhD – UKZN
6. Jeffrey Sipiwe Mkhize (2018). Student engagement in the first year of study in undergraduate programmes in higher education. PhD - UKZN
7. Sanction Madambi (2017). Gender stereotyping in Mthatha High Schools: Implications for the attainment of gender equality. D.Ed - WSU
8. Jongikhaya Mvenene (2017). The implementation of indigenous knowledge systems in the teaching and learning of South African History: A case study of four Mthatha High Schools. D. Ed - WSU
9. Lloyd Chaurika Mabhozi (2017). Narratives of at risk students in secondary schools in Zimbabwe. D.Ed UNISA
10. Sobekwa Jonguxolo (2017). Perceptions of circuit managers of female principals' managerial roles in the Mt Freire Education District of the Eastern Cape Province of South Africa. D.Ed UNISA
11. Stwebile Xolile (2017). Assessment strategies employed by teachers to improve teaching practices in primary schools in primary schools in the Mthatha Education District. D.Ed - WSU
12. Thabisa Maqoqa (2017). Guidelines for teaching in large classes in the Libode Education District of South Africa. D.Ed - WSU
13. Bulelwa Makena (2017). Strategies employed by language teachers in primary schools to instil the culture of reading among learners in the Qumbu Education District, Eastern Cape province of South Africa. D.Ed - WSU
14. Noloyiso Nongalo (2017). The implications of risks and vulnerability challenges for teaching and learning in Libode-Mega district rural schools, Eastern Cape, South Africa. D.Ed - WSU
15. Mpilo Sifuba (2016). An exploration of financial conscientiousness among School Governing Bodies and School Management Teams and its impact on boundary spanning management on selected section 21 high schools in the Eastern Cape Province. – D.Ed WSU
16. Saziwa Themba (2016). Facilitating metacognition in Mathematics teachers of the Oliver Reginald Tambo District Municipality, South Africa. – D.Ed WSU
17. Simango Benson (2016). An investigation into leadership styles employed at Zambia's colleges of education. – D.Ed UNISA
18. Teklu Tafase Olkaba (2016). Globalisation and its impact on higher education policy in Ethiopia. – D.Ed UNISA
19. Mosibudi Harlold Maphoto (2016). State's capacitation of school principals: A positivist reflection on the effectiveness of development programmes in Soshanguve Secondary Schools, Gauteng Province. - D.Ed UNISA



20. Zwelandile Vusumzi Nobanda (2015). Complementarity of curriculum design and development process and curriculum implementation in the South African Education system: A case study of Libode District of Education – D.Ed WSU
21. Kudakwashe Mapetere (2015). The Interactions between District and school-based instructional leadership practices for the History subject in the Zaka District of Zimbabwe – PhD University of Free State
22. Petrus Makganye Tlhapi (2015) Management of discipline in a post corporal punishment environment: case study of primary schools in the informal settlements in the North West Province – D.Ed UNISA
23. Maqhubela Vuyokazi (2015). Collaborative Governance as an essential element for effective functioning in junior secondary schools - DEd WSU
24. Aboagye Winfred Dwamena (2015). Language learning strategies of Walter Sisulu University students at the Potsdam Campus - DEd WSU
25. Mziwoxolo Krexe Richmond (2015). An assessment of the effectiveness of adult basic education and training provision in the Eastern Cape – DEd WSU
26. Ngmenkpieo Frederick (2015). The effectiveness of instructional strategies in diverse classrooms in the education district of East London – DEd WSU
27. Mngomezulu Samukelisiwe Dorothy (2015). Academic intervention experiences of 'at risk' students: A case of an undergraduate programme in a South African University - PhD UKZN
28. Rousseau Riana (2014). Teaching English as a second or foreign language to adults in Qatar: Exploring gender differences in language acquisition – PhD UNISA

## **MASTERS DISSERTATIONS EXTERNALLY EXAMINED**

1. Ntuli Yvone Buyisile (2018). Exploring teaching strategies used by Grade 4 teachers when teaching English First Additional Language in primary schools under Gingindlovu Circuit at Macambini. M.Ed - UKZN
2. Ndlovu Vusumuzi Prince (2018). Experiences of Grade 9 teachers teaching Financial Literacy (Accounting) in Zululand District schools. M. Ed - UKZN
3. Mkululi Lele (2017). An Investigation into the challenges encountered by Grade 7 learners in essay writing: a case study of a selected school in Mthatha District. M.Ed - WSU
4. Simbongile Gxagxisa (2017). The effects of parental involvement in the governance of junior secondary schools in the Mthatha district of the Eastern Cape of South Africa M.Ed - WSU
5. Mahlangeni Iviwe (2017). Exploring HIV and AIDS workplace programmes in the Tourism Industry of Nelson Mandela Bay Municipality. MPhil - NMMU
6. Une De Lange (2017). An exploration of the processes that encourage HIV and AIDS affected Basotho female adolescent resilience in Sedibeng West in the Vaal Triangle area of the Gauteng Province. NMMU – M. Phil
7. Mukai Turugare (2017). The Integration of technology in higher education in Lesotho: Challenges and opportunities M. Ed – Botho University

8. Etuna Megameno Ashipala (2017). Quality Assurance practices in Namibian Higher Education Institutions M. Ed – Botho University
9. Enock Bokombe Neko (2017). Factors affecting academic performance of undergraduate students in the Faculty of Computing: A case of Botho University. M. Ed – Botho University
10. Sreedevi Sankara Iyer (2017). An assessment framework for effective development of problem-solving skills in Botho University students. M. Ed – Botho University
11. Ntombizonke Phidelia Mqadi (2017). Exploring Grade 3 teachers Mathematics assessment strategies: a case study of three schools. M.Ed - UKZN
12. Willem Frederik Krugel (2017). Exploring post-training supervisory support in enhancing transfer of training in the private sector. M.Ed - UNISA
13. Chiliza Sandisiwe Eunice (2016). Exploring foundation phase educators' experiences on parental involvement in their children's education: a case study of a township school in KwaZulu Natal – M.Ed -KZN
14. Mongezi Susani (2016). Challenges facing the teaching and learning of Accounting in Secondary schools of the Mthatha Education District - WSU
15. Tawiah Sampson (2016). The effect of Adult Basic Education and Training on rural economic development of women in Lusikisiki District, South Africa - WSU
16. Songca Lynette Zukiswa (2016). Challenges faced by School Governing Bodies in Qumbu Schools. - WSU
17. Ndlovu Gideon (2016). The Factors that affect the implementation of curriculum in the secondary schools of Mount Fletcher in the Eastern Cape – WSU.
18. Dlamini Nomkuthula Thembelihle (2016). Learners' perceptions towards feedback in Accounting Education: a case study of a high school in Umlazi District- UKZN
19. Booi Sharpy (2016). The relationship between primary school teachers' resistance to curriculum reform and school effectiveness in the Dutywa District of Education- WSU
20. Tamsanqa Kabalaza (2016). Management strategies for motivation of teachers towards improvement of learner performance in high schools in the Ngqeleni sub-district of the Eastern Cape. M.Ed- WSU
21. Zwane Sifiso Lungile (2016). Teacher training for inclusivity at selected schools in Gege Branch of schools, Swaziland – M.Ed UNISA
22. Eunice Sedy Ramokgopa (2016). Challenges facing members of School Management Teams in the implementation of new disciplinary measures in secondary schools in Capricorn district.- M.Ed University of Limpopo
23. Thekelo Walter Sehlapelo (2016). Investigating factors that motivate teachers to teach after normal working hours: A case study in the Capricorn district of Limpopo. – M.Ed UNISA
24. Mbotho Tholakele Susan (2016). Exploring the challenges teenage mothers encounter when re-enrolling at a high school in the rural area of Port Shepstone.- M.Ed UKZN
25. Gagela-Bam Fungiwe Helen (2015). An investigation into whether Section 21 school funds are directed towards achieving their intended purpose in selected schools in the Libode-Mega district - WSU
26. Tini Nomalinge Cora (2015). Investigating job satisfaction/dissatisfaction amongst teachers in the Dutywa District of the Eastern Cape Province - WSU

27. Mathola Thembile (2015). The roles of principals and school governing bodies for effective schools: case studies of two schools in the Ngqeleni district of education – M.Ed WSU
28. Dandala Nokhanyo (2015). Relationship between the performance of learners in foundation phase phase and the intermediate phase in Mt Frere district, Eastern Cape. M.Ed WSU
29. Dlamini Isabel Sphiwe (2015). An investigation into the role of principals in creating a culture of teaching and learning in secondary schools in the Manzini district, Swaziland – M.Ed UNISA
30. Meyiwa Buyisiwe Patricia (2015). An exploration of Grade 8 teachers' experiences in teaching financial literacy in Economic Management Sciences: A case study of a township school in Pinetown, Kwazulu Natal Province – M.Ed UKZN
31. Msomi Xolisile Adelaide (2015). Experiences of grade 12 educators in teaching Auditing aspect of the Accounting curriculum in Burlington circuit of Umlazi district - M.Ed UKZN
32. Mbangeni Gidwell Monwabisi (2014). Perceptions of junior secondary school educators and learners on the impact of overcrowding in classrooms on learner performance – M.Ed WSU
33. Majozi Thandi Rachel (2014). Exploration of teachers attitudes towards parental involvement in their children's learning in a primary school in Pinetown District – M.Ed UKZN
34. Vokwana Lucia Nolundi (2014). An investigation into the challenges encountered by schools in the implementation of the Integrated Quality Management System (IQMS) in the Mthatha Education District: A case study of one schools – M.Ed WSU
35. Ude Tobechukwu Precious (2014). An Investigation into Mathematics challenges facing the South African National Certificate Vocational Students: A Case of two Further Education and Training Colleges in the Eastern Cape Province – M.Ed WSU
36. Sobambela Mongezi Samuel (2014). Investigation of causal factors of teacher burnout in schools in the Libode District, Eastern Cape – M.Ed WSU
37. Poswa Sakumzi (2014). Representative council of learners' role in participative governance of schools: a case study of selected schools in the Qumbu District in Eastern Cape Province of South Africa – M.Ed WSU
38. Ntongana Themba Allen (2014). Causes of stress among junior secondary school teachers at circuit two of Mthatha Education District – M.Ed WSU
39. Madalambana Owen (2014). Grade 10 English Second language learners' difficulties in reading in selected schools in Idutywa and strategies to overcome them – M.Ed WSU
40. Mokoena Thembeka Beatrice (2013). Challenges facing managers in the Litsema circuit in the Maluti Education District - M.Ed WSU
41. Molise Tshidiso Solomon (2013). Challenges faced by grade 9 learners in learning Mathematics: a case study of two public junior secondary schools - M.Ed WSU
42. Ndibongo N.G. (2013). Factors contributing to English Reading problems in secondary school learners in Mthatha District, Eastern Cape – M.Ed WSU
43. Nkohla N (2013). The challenges facing educators in the senior phase in implementing the National Curriculum Statement in Libode Mega District – M.Ed WSU
44. Ntlanganiso, M. F. (2013). The factors leading to under-achievement by junior secondary learners in the Willowvale Education District – M.Ed WSU
45. Stwebile X (2013). Exploring teacher assessment practices in the General and Training level in junior secondary schools in Mthatha district – M.Ed WSU
46. Memela M.N (2013) Causes of conflicts in school governing bodies of Mthatha district schools in King Sabata Dalindyebo Municipality, Eastern Cape – M.Ed WSU
47. Tebekana J (2013). Factors affecting the teaching of English literacy (reading) in the foundation phase, grade 3 of Mthatha Education District, Eastern Cape – M.Ed WSU

48. Sishuba E.L. (2013). An investigation into factors that hinder parental involvement in learner achievement at the Nciniba Junior Secondary School in the Mount Frere educational district in the Eastern Cape, SA – M.Ed WSU
49. Sikuza P.M. (2013). The impact of school environmental factors on Grade 12 learners' academic performance in the Libode-Mega District – M.Ed WSU
50. Bilibane T.L. (2013). School management teams' implementation of discipline policy for educators in Maluti district, Eastern Cape province (RSA): a case study of two selected schools – M.Ed WSU
51. Swazi Sydney Makosatini. (2013). The effects of the representative council of learners participation in school governance in the East London high schools – M.Ed WSU
52. Machaea M. J. (2013). Investigation into teachers' involvement in national education policy formulation in terms of professional development of teachers in South Africa: the case of Eastern Cape province – M.Ed WSU
53. Tangwe, M. N. (2013). An Assessment of the implementation of Peer Academic Support Programmes at Higher Education Institution in South Africa - M.Ed University of Fort Hare