



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

**Full 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

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

### **Book Chapter**

Rembe, S., Shumba, J., Maphosa, C & Musesengwe, E. (2016). Change theory: Teacher as reflective and change agent. In CIO Okeke, J. Abongdia, EO Adu, M. Van Wyk & C. Wolhuter (Eds) *Learn To Teach: A Handbook For Teaching Practice*. (pp 82 - 110). 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 In S.G Taukeni (Ed) *Cultivating a Culture of Nonviolence*

in *Early Childhood Development Centers and Schools* (pp 82 – 100). Hershey PA: IGI Global

Shumba, J., Maphosa, C., Trivedi, S. & Chinhara, H. (2019). The global, African and South African landscape: Provisioning of early childhood care and education. In A. Moody, N. Sotuku, K. Schmidt and N. Phatudi (Eds) *Early childhood care and education* (pp 86 – 106). Cape Town: OUPSA

Bhebhe, S. Maphosa, C. (2020). An exploration of online assessment in institutions of higher learning. In Ljupka Naumovska (Ed.), *The Impact of COVID19 on the International Education System* (pp.176-187)

Linake, M., Maphosa, C. & Mthethwa-Kunene, K. E. (2022). The synergy between paradigms and research approaches. In Adu, E. & Okeke, C. I. (Eds.) *Fundamentals of research in humanities, social sciences and science education: A practical step-by-step approach to a successful research journey* (p 90 - 97). Pretoria: Van Schaik.

Maphosa, C. (2023). Tracing distance education research: the influence of technological and pedagogical developments. In R. Aluko & D. Coetzee (Eds) *Does Distance Education in the Developing Context Need More Research: Building Practice into Theory, Vol 1* (pp 17– 40). Pretoria: ESI Press

### **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*

### **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)  
<https://orcid.org/0000-0003-4104-1880>

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

1. Rugube, T., Maphosa, C., Mthethwa-Kunene, K.E. & Dlamini, P. S. (2023). The Role of Artificial Intelligence (AI) in ODeL Provisioning: A Systematic Literature Review. *European Journal of Open Education and E-learning Studies*, 8(3), 137 – 148.
2. Van den Berg, G., Mudau, K. P., Maphosa, C., Amponsah, S. & Manditereza, B. (2023). Critical reflection by mature students as co-developers of an open educational resource in foregrounding their learning. *Journal of Learning for Development*, 10(3), 316-332
3. Maphosa, C. & Van den Berg, G. (2023). Online interaction techniques used at a rural-based university: Implications for online pedagogy. *International Journal of Learning, Teaching and Educational Research* 22(11), 384-400

4. Dlamini, P., Maphosa, C., Rugube, T. & Mthethwa-Kunene, K.E. (2022). Evaluating the online learning experiences of participants in an online education course. *Journal of Education and Practice*, 13(20), 24 – 32.
5. Maphosa, C., Rugube, T., Mthethwa-Kunene, K.E. & Dlamini, P. (2022). Understanding the experienced opportunities and threats of online learning in a professional development programme. *European Journal of Education and Pedagogy*, 3(3), 242 – 250.
6. Mthethwa-Kunene, K. E., Dlamini, P., Rugube, T. & Maphosa, C. (2022). Developing Curricula In A Distance Learning Environment: Attending to the different 'Voices' *European Journal of Education and Pedagogy*, 3(2), 117 – 123
7. Mthethwa-Kunene, K. E., Rugube, T. & Maphosa, C. (2022). Rethinking Pedagogy: Interrogating Ways of Promoting Deeper Learning in Higher Education. *European Journal of Interactive Multimedia and Education*, 3(1), 1 – 6
8. Maphosa, C., Van Den Berg, G. & Mudau, P. K. (2021). Assessment of the perceived usefulness of mobile phone technology for communication in learning by distance education students in a rural-based university. *African Perspectives of Research in Teaching & Learning*, 5(2), 45 – 61.
9. Maphosa, C., Rugube, T., Mthethwa-Kunene, K. E. & Dlamini, P. (2021). Interrogating factors affecting the choice and utilisation of online learning technologies for a higher education institution. *Advances in Social Sciences Research Journal*, 8(9), 278 – 288.
10. Dlamini, P., Rugube, T., Mthethwa-Kunene, K. E. & Maphosa, C. (2021). Developing a sustainable student support services framework for a distance learning institution. *International Journal of Education and Research*, 9(4), 49 – 64.
11. Rugube, T., Mthethwa-Kunene, K. E. & Maphosa, C. (2020). Promoting interactivity in online learning – towards the achievement of high-quality online learning outcomes. *European Journal of Open Education and E-learning Studies*, 5(2), 120 – 133.
12. Mthethwa-Kunene, K. E., Rugube, T. & Maphosa, C. (2020). Creating students' communities of Inquiry (COI) in online learning using the Moodle LMS. *Journal of Education and Practice*, 11(30), 143 – 150.
13. Maphosa, C., Rugube, T. & Mthethwa-Kunene, K. E. & (2020). Quality assuring online-learning using the Commonwealth-of Learning Regional Community of Practice for Quality Assurance guidelines. *US-China Education Review*, 10(5), 201 - 211.
14. Rugube, T., Mthethwa-Kunene, K. E. & Maphosa, C. (2020). Prospects of Harnessing Technology for E-Learning in Higher Education in the Kingdom of Eswatini. *Journal of Social Science and Humanities*, 3(6), 1 – 9.
15. 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.
16. 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.

17. 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.
18. 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.
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20. 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.
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26. 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.
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28. 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.
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35. 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.
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114. Maphosa, C. & Mutopa, S. (2012). Teachers' awareness of their role in planning and implementing school-based curriculum innovation. *The Anthropologist*, 14(2), 99 – 106.
115. Shumba, A., Shumba, J. & Maphosa, C. (2012). Mentorship of student teachers on teaching practice: Perceptions of teacher mentors in Zimbabwean schools. *Journal of New Generation Sciences*, 10(1), 148 -169.
116. Mutekwe, E., Modiba, M & Maphosa, C. (2012). Female students' perceptions of gender and academic achievement: A case of sixth form girls in Zimbabwean schools. *Journal of Social Sciences*, 32(1), 111 – 120.
117. Zikhali, J & Maphosa, C. (2012). Towards gender equality at the workplace: how male lecturers view their female counterparts. *Journal of Social Sciences*, 31(2), 219 – 227.
118. Munikwa, J., Mutopa, S & Maphosa, C. (2012). Assessing traditional leaders as counsellors' level of preparedness to offer counseling to parasuicide victims in rural Zimbabwe. *Journal of Human Ecology*, 39(2), 195 – 204.
119. Zikhali, J & Maphosa, C. (2012). Exploring college students' attitudes towards female lecturers' competence in Teacher Education Colleges in Masvingo Province, Zimbabwe. *The Anthropologist*, 14(5), 393 – 399.

120. Chinamasa, E., Maphosa, C., Mavuru, L. & Tarambawamwe, P. (2011). Examinations cheating: Exploring strategies and contributing factors in five universities in Zimbabwe *Journal of Innovative Research in Education*, 1(1), 86 – 101.
121. Maphosa, C. & Mammen, K.J. (2011). Disciplinary measures used in South African Schools: How do learners view their effectiveness? *Journal of Social Sciences*, 29(2), 133 – 141.
122. Munikwa, J., Mutopa, S. & Maphosa, C. (2012). The nature and causes of parasuicide cases handled by traditional leaders in Hurungwe district in Zimbabwe. *Journal of Human Ecology*, 37(2), 93 -102.
123. Maphosa, C. (2011). Learners' perceptions of possible approaches to curb learner indiscipline in South African schools. *The Anthropologist*, 13(4), 241 – 248.
124. Maphosa, C. & Mammen, K.J (2011). Learners' views on the effects of disciplinary measures used in South African schools. *Journal of Social Sciences*, 28(3), 153 – 160.
125. Maphosa, C. (2011). Discipline versus punishment. Which way for educators in South African Schools? *International Journal of New Trends in Education*, 2(4), 76 – 87.
126. Maphosa, C. & Mammen, K.J (2011). Maintaining discipline: Just how do teachers operate in South African schools? *Journal of Social Sciences*, 29(3), 213 – 222.
127. Mutekwe, E., Modiba, M. & Maphosa, C. (2011). Factors affecting female students career choices and aspirations: The Zimbabwean example. *Journal of Social Sciences*, 29(2), 133 – 141.
128. Maphosa, C. & Mammen K.J (2011). How chaotic and unmanageable classrooms have become: Insights into prevalent forms of learner indiscipline in South African schools. *The Anthropologist*, 13(3), 185 – 193.
129. Sibanda, J., Mutopa, S. & Maphosa, C. (2011). Teachers' perceptions of lesson observations by school heads in Zimbabwean primary schools. *Journal of Social Sciences*, 28(1), 21 – 28.
130. Maphosa, C. & Shumba, A. (2010). Educators' disciplinary capabilities after the banning of corporal punishment in South African schools. *South African Journal of Education*, 30(3), 387 - 399.
131. Chireshe, R., Jadezweni, J., Cekiso, M. & Maphosa, C. (2010). Poverty: narratives and experiences of street children in Mthatha, Eastern Cape, South Africa. *Journal of Psychology in Africa*, 20(2), 199 - 202.
132. Maphosa, C., Chinamasa, E. & Mubika, A.K. (2010). Zimbabwe Open University students' perceptions on tutor-marked assignments in Mashonaland West Region. *Zimbabwe International Journal of Open and Distance Education*, 1(1), 17 – 29.

133. Banda, W., Shumba, A., Maphosa, C. & Shumba, J. (2010). Financial management in Zimbabwean non-government schools: are school heads left to fumble in the darkness. *Journal of Educational Studies*, 19(1), 139 - 155.
134. Maphosa, C. & Mubika, A. (2008). Clusters' influence on teachers' curriculum practice in Zimbabwean schools: issues and challenges. *Journal of Educational Studies*, 7(1), 105 – 118.
135. Maphosa, C., Shumba, A., Banda, W. & Shumba, J. (2008). The effects of orphans' psychosocial problems on academic pursuits in Zimbabwe. *Nigerian Journal of Guidance and Counselling*, 12, 1 – 15.
136. Shumba, A., Maphosa, C., et al. (2008). Pupils' perceptions of sexual abuse by teachers in Zimbabwean schools: issues and challenges. *Journal of Psychology in Africa*, 18(2), 279 - 282.
137. Maphosa, C., Shumba, A & Shumba, J. (2007). Mentorship for students on teaching practice in Zimbabwe: Are student teachers getting a raw deal? *South African Journal of Higher Education*, 21(2) 296 – 307.
138. 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.
139. 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.
140. 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. Research Proposal Writing. Chief presenter in a Webinar for the postgraduate research consortium, The University of KwaZulu-Natal (South Africa), University of Eswatini (Eswatini), National University of Lesotho (Lesotho) and Kenyatta University (Kenya) 9 – 10 February 2024.
2. Re-defining the role of the teacher in the fourth industrial revolution: an exploration of the Institute of Distance Education's initiatives of meeting fourth industrial revolution demands, Paper presented at the African Confederation of Principals – (ACP) Conference on the theme Achieving Sustainable Quality Education in Africa held 28th – 31<sup>st</sup> August 2023 at Esibayeni Lodge, Matsapha, Eswatini.
3. The challenges of openness in a dual-mode institution in sub-Saharan Africa. Panelist in a Webinar titled Openness and Open Education practices in Distance Education held by the Commonwealth of Learning Chair on Distance Education on 30 August 2023.

4. The Challenge of Student Attrition In Distance Education: Embracing The Ubuntu Philosophy In Student Support – Key Note Address – ADERA Research Conference on theme “Educational Research Conference for the 21<sup>st</sup> century’ 21-22 June 2023, The Bethel Court Vineyard Hotel, Eswatini
5. Employability through a Degree programme in Psychosocial & Economic Support at IDE, UNESWA. UNIZULU 6th Teaching and Learning Conference “Reimagining Teaching and Learning for a just and democratic society” 17 - 19 October 2022, Richards Bay, South Africa
6. Understanding the online learning experiences of participants in an online education course. UNIZULU 6th Teaching and Learning Conference “Reimagining Teaching and Learning for a just and democratic society” 17 - 19 October 2022, Richards Bay, South Africa
7. Work-based learning as a means to foster lifelong learning: views of Education Stakeholders in Eswatini. Tenth Pan-Commonwealth Forum on Open Learning (PCF10) from 14 to 16 September 2022 in Calgary, Canada
8. Research in Online Distance Education in Developing Contexts (Lead Presentation). UNISA Open and Distance e-Learning Virtual Conference 2022 – All things research in ODEL 3 – 5 August 2022.
9. Assessing the perceived usefulness of mobile phone technology for communication in learning by distance education students in a rural-based university. University of Eswatini International Conference on Education (UICE) - Virtual Conference, 3 - 5 August 2021, Kwaluseni, Eswatini.
10. Rethinking pedagogy: Interrogating ways of promoting deeper learning in higher education. DEASA 2020 Virtual Conference held on 2nd to 4th December 2020, Maputo, Mozambique.
11. 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
12. 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
13. 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.
14. Students’ level of awareness of environmental education concept in social studies curriculum. UNISA ISTE Conference, 24 – 27 October, 2017, Kruger National Park, SA
15. 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

16. 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.
17. 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
18. 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
19. 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
20. 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
21. 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
22. 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
23. 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.
24. 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.
25. 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.
26. 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.

27. 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
28. 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.
29. 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
30. 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.
31. 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
32. 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.
33. 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.
34. 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.
35. 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.
36. 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.
37. 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.
38. Towards Preventive Approaches in the Management of Learner Indiscipline in schools, Barcelona, Spain 5 – 7 July 2010.



39. The Utility of Study Groups in Distance Learning DEASA Conference: Swaziland 2009.
40. 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.
41. 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.
42. 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 Mpumalanga Province In South Africa	2017	University of Fort Hare
Khethiwe Zendah	Examining teachers' role in the promotion of child-	2017	University of

	friendly environments In Zimbabwean secondary schools: Implications For teacher professional development		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. Tendayi Dzinoreva (2023). Integrating ICTs into the Development of Pre-service Secondary School Teachers: The Case of Teacher Training Colleges in Zimbabwe – PhD University of Johannesburg
2. Ntshimane Elphas Mohale (2023). Exploring first-year students' perceptions and challenges of using podcasts and vodcasts to enhance academic writing skills: An action research study in an ODeL institution in South Africa – PhD UNISA
3. Mulugeta Mekonnen Abay (2023). Leadership Factors That Affect the Quality of Education In Higher Learning Institutions of Ethiopia – PhD UNISA
4. Machida Simbarashe (2021). Experiential Learning of Family Business Owners and how it influences business sustainability in Masvingo Province in Zimbabwe. PhD - DUT
5. Mbongiseni Phenius Mhlongo (2019). Exploring Teacher Belief of Teaching and Learning and its Influence on Learner Performance. PhD - UKZN
6. Muremela Matodzi Grace (2019). Managing the recruitment of scarce skills subjects teachers in rural secondary schools of Mutale area in Limpopo Province. D. Ed. UNIZULU

7. Chonco, D.S. (2019). The effects of alternatives to corporal punishment on maintaining learner discipline in secondary schools in the Kind Cetshwayo District. Province. D. Ed. UNIZULU
8. 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
9. 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
10. Makumane, M.A. (2018). Educators' enactment strategies of the French Integrated Curriculum: An action research of Lesotho educators. PhD – UKZN
11. Jeffrey Siphwe Mkhize (2018). Student engagement in the first year of study in undergraduate programmes in higher education. PhD - UKZN
12. Sanction Madambi (2017). Gender stereotyping in Mthatha High Schools: Implications for the attainment of gender equality. D.Ed - WSU
13. 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
14. Lloyd Chaurika Mabhozi (2017). Narratives of at risk students in secondary schools in Zimbabwe. D.Ed UNISA
15. 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
16. 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
17. Thabisa Maqoqa (2017). Guidelines for teaching in large classes in the Libode Education District of South Africa. D.Ed - WSU
18. 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
19. 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
20. 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
21. Saziwa Themba (2016). Facilitating metacognition in Mathematics teachers of the Oliver Reginald Tambo District Municipality, South Africa. – D.Ed WSU
22. Simango Benson (2016). An investigation into leadership styles employed at Zambia's colleges of education. – D.Ed UNISA
23. Teklu Tafase Olkaba (2016). Globalisation and its impact on higher education policy in Ethiopia. – D.Ed UNISA
24. 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

25. 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
26. 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
27. 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
28. Maqhubela Vuyokazi (2015). Collaborative Governance as an essential element for effective functioning in junior secondary schools - DEd WSU
29. Aboagye Winfred Dwamena (2015). Language learning strategies of Walter Sisulu University students at the Potsdam Campus - DEd WSU
30. Mziwoxolo Krexe Richmond (2015). An assessment of the effectiveness of adult basic education and training provision in the Eastern Cape – DEd WSU
31. Ngmenkpieo Frederick (2015). The effectiveness of instructional strategies in diverse classrooms in the education district of East London – DEd WSU
32. Mngomezulu Samukelisiwe Dorothy (2015). Academic intervention experiences of 'at risk' students: A case of an undergraduate programme in a South African University - PhD UKZN
33. 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. Nkqeto Nobuntu Precious (2019). Foundation Phase Teachers' Formative Assessment Practices In An Overcrowded Classroom: A Case Study of Two Primary Schools In Pinetown District M.Ed - UKZN
2. Mngoma Sboniso Pius (2019). Exploring teachers' experiences of teaching Natural Science in grade seven in Mafukuzela Gandhi Circuit M.Ed - UKZN
3. 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
4. Ndlovu Vusumuzi Prince (2018). Experiences of Grade 9 teachers teaching Financial Literacy (Accounting) in Zululand District schools. M. Ed - UKZN
5. 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
6. 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
7. Mahlangeni Iviwe (2017). Exploring HIV and AIDS workplace programmes in the Tourism Industry of Nelson Mandela Bay Municipality. MPhil - NMMU
8. 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

9. Mukai Turugare (2017). The Integration of technology in higher education in Lesotho: Challenges and opportunities M. Ed – Botho University
10. Etuna Megameno Ashipala (2017). Quality Assurance practices in Namibian Higher Education Institutions M. Ed – Botho University
11. 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
12. Sreedevi Sankara Iyer (2017). An assessment framework for effective development of problem-solving skills in Botho University students. M. Ed – Botho University
13. Ntombizonke Phidelia Mqadi (2017). Exploring Grade 3 teachers Mathematics assessment strategies: a case study of three schools. M.Ed - UKZN
14. Willem Frederik Krugel (2017). Exploring post-training supervisory support in enhancing transfer of training in the private sector. M.Ed - UNISA
15. 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
16. Mongezi Susani (2016). Challenges facing the teaching and learning of Accounting in Secondary schools of the Mthatha Education District - WSU
17. Tawiah Sampson (2016). The effect of Adult Basic Education and Training on rural economic development of women in Lusikisiki District, South Africa - WSU
18. Songca Lynette Zukiswa (2016). Challenges faced by School Governing Bodies in Qumbu Schools. - WSU
19. Ndlovu Gideon (2016). The Factors that affect the implementation of curriculum in the secondary schools of Mount Fletcher in the Eastern Cape – WSU.
20. Dlamini Nomkuthula Thembelihle (2016). Learners' perceptions towards feedback in Accounting Education: a case study of a high school in Umlazi District- UKZN
21. Boo Sharpy (2016). The relationship between primary school teachers' resistance to curriculum reform and school effectiveness in the Dutywa District of Education- WSU
22. 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
23. Zwane Sifiso Lungile (2016). Teacher training for inclusivity at selected schools in Gege Branch of schools, Swaziland – M.Ed UNISA
24. 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
25. 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
26. 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
27. 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
28. Tini Nomalinge Cora (2015). Investigating job satisfaction/dissatisfaction amongst teachers in the Dutywa District of the Eastern Cape Province - WSU

29. 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
30. 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
31. 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
32. 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
33. 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
34. 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
35. 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
36. 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
37. 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
38. Sobambela Mongezi Samuel (2014). Investigation of causal factors of teacher burnout in schools in the Libode District, Eastern Cape – M.Ed WSU
39. 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
40. Ntongana Themba Allen (2014). Causes of stress among junior secondary school teachers at circuit two of Mthatha Education District – M.Ed WSU
41. 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
42. Mokoena Thembeka Beatrice (2013). Challenges facing managers in the Litsema circuit in the Maluti Education District - M.Ed WSU
43. 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
44. Ndibongo N.G. (2013). Factors contributing to English Reading problems in secondary school learners in Mthatha District, Eastern Cape – M.Ed WSU
45. Nkohla N (2013). The challenges facing educators in the senior phase in implementing the National Curriculum Statement in Libode Mega District – M.Ed WSU
46. Ntlanganiso, M. F. (2013). The factors leading to under-achievement by junior secondary learners in the Willowvale Education District – M.Ed WSU
47. Stwebile X (2013). Exploring teacher assessment practices in the General and Training level in junior secondary schools in Mthatha district – M.Ed WSU
48. 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
49. 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

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