

The second issue of *New Voices in Psychology* of 2015 promises to be an interesting read! It contains a diverse range of contributions from different institutions. As is the culture of *New Voices in Psychology*, many of the contributions are from postgraduate students who co-published with their supervisors.

The first article, by Ryan Botha from the Midrand Graduate Institute and Jacqueline Marx from Rhodes University, examines the role that race, racial identity and racism play in talk about student politics. In the second article Emma Boshoff and Sumaya Laher from the University of the Witwatersrand investigate the utility of NEO-PI-3 in a sample of South African learners from a public school in Johannesburg. Unsurprisingly, their results suggest that the NEO-PI-3 should not be used in its current form in the South African context, which raises questions regarding the relevance of assessment more generally, particularly using tests that are not context specific. The third article, authored by Henry Mason from Tshwane University of Technology (TUT), explores nursing students' lived experiences of attending a psycho-educational stress management programme. The author argues that nursing students' mental health is not well-taken care of, particularly as they are often exposed to traumatic experiences. The fourth article, by Musa MaseTshaba, a clinical psychologist at Tembisa hospital, and Solly Seeletse from Sefako Makgatho Health Sciences University, explores the under-researched field of sex-reassignment surgery. The authors argue that most individuals end up not completing the surgery due to financial reasons, attainment of congruence on the basis of hormone therapy, and the apprehension with which they view the surgical process, among others. The fifth paper by Chongo Nachivula and Ecloss Munsaka, both from the University of Zambia, explore factors that influence the development of a negative mathematics self-concept in female learners. Their findings suggest that teachers are mostly to be blamed for learners' negative self-concept in mathematics. The final article, by Ingrid Opperman and Michael Greyling from the University of the Witwatersrand, reports on the efficacy of the PIBSpEEEx (a cognitive instrument) as a potential cognitive/intelligence predictor of tertiary education attainment, along with traditional secondary schooling results. They conclude that the PIBSpEEEx

does contribute significantly to a base predictor of Academic Points Scores value in predicting average marks in tertiary study at a University of Technology. However, it should certainly not be used in isolation.

This issue also includes a number of book reviews and conference reports. Janice Moodley from the department of psychology at Unisa critically reviews an introductory textbook in Psychology edited by Junaid Hassim titled “Psychology: Themes and variations”. Two University of South Africa postgraduate research assistants, Kgali Katide and Reabetswe Molobela, report on conferences they attended. Kgali reports on the 21st Psychological Society of South Africa (PsySSA) Annual Congress that was held at Emperor’s Palace (Johannesburg) from 15 to 18 September 2015. Reabetswe reports on the 9<sup>th</sup> International Society of Critical Health Psychology (ISCHP) Conference that was held at Rhodes University, South Africa from 12 to 15 July 2015.

As can be seen from this issue, *New Voices in Psychology* continues to strive to appeal to a wide and diverse audience, with a special emphasis on beginning professionals in our field. The editorial team appreciates the continuing support from different institutions (and personnel) that are willing to share their work with the wider community of academics and practitioners through us.

Keep well.

Khonzi Mbatha

Editor: *New Voices in Psychology*

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