

PROVISIONAL GRADUATION LIST

Graduation Date: 09 December 2024
Time: 09:30

The purpose of the provisional list is for you to check that **all** of your personal and academic details such as your name(s) and the title of your thesis, as well as the record of supervisor(s) is correct. Your names should appear as reflected in your ID or Passport. It is too late to correct these when the final graduation list is published.

FACULTY OF HUMANITIES

DEAN: PROFESSOR M MUSEMWA BA Hons (Zimbabwe) MA (Cape Town) PhD (Minnesota, USA) MASSAf

Doctor of Philosophy

ADENIJI, Kehinde Adedayo

Education

THESIS: Towards improving rural learners' mathematics achievement: The roles of social relationships and identities

The thesis titled "Towards improving rural learners' mathematics achievement: The roles of social relationships and identities" substantially contributes to and fills key research gap in the field of mathematics education, more especially in the rural context. The contributions are foregrounded with the originality, philosophical engagements, theoretical insights and methodological rigour of the study. The study also goes beyond all these sophistications to translate them to a practical teaching practices for mathematics teachers.

Supervisor: Associate Professor A Essien

ANYANZU, Francis

Demography and Population Studies

THESIS: The Role of Social Networks in Destination Selection Among Urban Refugees in Kampala, Uganda

Using a mixed method, the thesis investigated the social networks of the urban refugees in Kampala and how they influence the refugees to specifically move to Kampala. The study contributes to urban refugee literature by identifying the critical social network actors and how the social support exchanged through interrelationships in the social influenced the refugees' settlement decisions.

Supervisor: Associate Professor N De Wet

ARMSTRONG, Doug Connolly

Music

THESIS: MUCUS (Music Composition User System) Infectious Flexible Creative Interaction with An Algorithmic Music Composing Application

The candidate's research investigates human-computer collaboration in music creation through the design of an interactive algorithmic music composing tool that fulfils the role of a creative collaborator. The potential for such interaction is harnessed by using high-level musical descriptors and capturing user sentiment to build a model of the user's musical preferences. The results of this study offer insights into the value of rule-based algorithms in light of current discourse concerning the development of AI in the creative arts.

Supervisors: Mr J Crossley and Dr C Harris

ARNOLD, Laura Jane

Education

THESIS: Exploring fourth-year Sol Plaatje university student teachers' professional identities development during teaching practice

This study explored 4th year SPU student teachers' construction and awareness of developing professional identities during teaching practice. Relational and collegial professional identities were developed through reflections on prior teaching and learning experiences. They were influenced by personal, social, and temporal conditions that need to be seriously considered in ITE Programs.

Supervisor: Associate Professor T Nkambule

BOBAT, Safiya

Psychology

THESIS: Narratives of identity and belonging: place and the everyday practices of immigrant Muslim women living in Fordsburg, Johannesburg

The candidate's thesis explores the ways in which identity is negotiated across place and time, through everyday food practices. Narrative interviews were conducted with 10 immigrant Muslim women from India, Bangladesh and the Philippines, living in Fordsburg or "Foodsburg", Johannesburg. Food evokes nostalgic memory and loss, but also is also utilised to craft new relational forms of belonging and being at home. The examiners described the candidate's narrative analysis as "rich and fascinating to read, nuanced and sensitive" and highly original.

Supervisors: Professor J Vearey and Associate Professor J Bradbury

BUSIKA, Nonkululeko Faith Noluthando

Drama

THESIS: The search for 'Ichambawilo' (an encounter) with refugee and asylum-seeker parents whose children are vulnerable: an African Drama therapy intervention programme

This thesis focuses on a designed and implemented African Drama Therapy intervention program for parents of children participating in the Three2Six project in Johannesburg, receiving drama therapy. The designed drama therapy intervention program is intended to assist this community of parents in adequately fulfilling their parental responsibilities in a socio-economically challenging environment in South Africa. The API-R5 intervention is based on concepts of Ubuntu and Spirituality central to African well-being.

Supervisor: Dr P Gerrand

COETZEE, Anton Stephen

History of Art

THESIS: THINGS IN FLUX : Understanding the ontological dynamics of digital heritage objects

The candidate has immersed himself in the field of digital heritage to offer a critique of data-driven mass digitization. He interrogates the 'black-boxing' of digitization procedures through focused studies of two specific things - a pair of engraved cow horns housed in a museum, and a rock-shelter with San rock painting and graffiti - and makes the case for 'slow digitization' as thoughtful object-centric practice, fully engaged with the effects, sometimes violent, of things as they shift between worlds.

Supervisor: Dr J Wintjes

CUSTER, Scott

International Relations

THESIS: The Evolution of Peace Enforcement: United Nations Enforcement Actions Under Article 42 of Chapter VII
This thesis provides a comprehensive examination of the evolution of peace enforcement operations. The research explores the changing actor constellations in peace enforcement, the conditions under which peace enforcement operations are initiated, and the strategic considerations that guide the international community's response to threats to peace and security.

Supervisor: Professor M Brosig

EMUPENNE, Olanrewaju Ojo

International Relations

THESIS: The Geopolitics of Climate Change and Violent Conflicts in Africa: The Nigerian and Kenyan Perspectives
This study explores the linkages between climate change and violent conflicts in Africa, specifically farmer-herder conflicts in the Kenya (Tana River County) and Nigeria (Middle Belt Region). Existing inter-communal conflicts have intensified due to drought, desertification, the scarcity of water and arable land, and migration. The study employs a mixed method research design utilizing questionnaires and interviews, document and policy analysis, to provide empirical data on the domino effects of climate change on violent conflict in these two cases.

Supervisor: Dr M Small

GAMEDZE, Asher Simiso

History

THESIS: Ensemble study and struggle: A history of the Yu Chi Chan Club and the National Liberation Front

This innovative thesis examines the history of the relationship between study and struggle of the Yu Chi Chan Club and the National Liberation Front, their predecessors and afterlives. It presents original research on a black, independent socialist tradition of national liberation politics, its changing ideas and activities in the struggle against apartheid and racial capitalism. The examiners lauded this work as 'a stunning thesis' and 'deeply researched, richly detailed [and] written with clarity and care'.

Supervisor: Professor M Nieftagodien

HENDRICKS, Sumaya

Education

THESIS: Internships & intentions: A grounded theory study of a South African government graduate internship programme

This study used a grounded theory approach to understand the factors which affected intern learning on a graduate internship programme run by the South African government. The central phenomenon and theoretical contribution the study makes is in identifying, describing and theorising the rupture between the intended curriculum and the curriculum as experienced by interns. This rupture is characterised as a metaphorical curricular fission creating a situation hindering interns from becoming full workplace participants.

Supervisors: Dr L Hewlett and Professor V Wedekind

HOOSEN, Leyya

Anthropology

THESIS: Masjid Al-Nasaa: Women Call for an Islamic Elsewhere

This thesis explores the meanings of being a 'Muslim woman' in South Africa in the context of the digitisation that marked the Covid-19 pandemic. It centres the research participants' call to Islam(s). The seven core theoretical and narrative chapters are framed by Islamic cosmologies as an epistemic space.

Supervisors: Associate Professor Z Erasmus and Dr M Wilhelm-Solomon

HORSTHEMKE, Fiona Ramsay

Drama

THESIS: Navigating Liminal Space: Embodied Knowledge and Performance Pedagogies in Archival Reconstruction

This creative research project examines emergent decolonial practice and pedagogical methodologies by revisiting and reconstructing four theatre productions from an archive of work produced in South Africa during the apartheid period. Through this process, entangled histories are deconstructed and shared, and liminal spaces are identified in the preparation and performance processes as critical for facilitating awareness and engagement with the complexities of inclusive curricula.

Supervisors: Associate Professor D Andrew and Associate Professor S Ravengai

JEONG, Da Un

Development Studies

THESIS: A study of Saemaul Undong in South Korea: Making self, memory and development

The candidate's remarkable study of South Korea's Saemaul Undong (New Village Movement) crosses the boundaries of development studies, oral history and cultural sociology. It draws on a range of sources - from life histories to state archives' to show how state-development projects do not simply work at the level of the state. Moving away from top-down studies of development and governance, it shows how such projects play out at the micro-level of the self. This thesis powerfully contributes to the fields of development, social movements and state-building in the global South.

Supervisor: Professor S Roy

JONES, Dilys Margaret

Speech-Language Pathology

THESIS: Factors influencing listener comprehension in multicultural dysarthria

In line with contemporary approaches, this study aimed to identify barriers and facilitators of comprehension in dysarthria (a neurological speech disorder) in a multicultural context. The results showed that comprehension of the relatively unintelligible speech of speakers with dysarthria is affected by a number of listener variables, including home language and experience. The results also suggested that listener training is effective in improving comprehension of dysarthric speech and should be incorporated into intervention for dysarthria.

Supervisor: Dr H Jordaan

JONGWE, Tapfuma Ronald

Education

THESIS: School heads' experiences and perspectives on critical leadership competencies in Zimbabwe: A phenomenological study

The study examined the lived experiences of Zimbabwean school heads to identify key competencies for effective leadership. It employed a qualitative, phenomenological approach, involving interviews and diary entries from six leaders. The findings revealed essential competencies grounded in transformational and instructional leadership theories, as well as five enabling factors that support effective leadership and improved student learning. The insights provide valuable guidance for enhancing the development and training of school leaders in Zimbabwe.

Supervisor: Dr P Mthembu

KHUZWAYO, Zuziwe

Sociology

THESIS: Bisexuality in Democratic South Africa: Experiences of Women in Johannesburg

This thesis centers the experiences of bisexual women, at the intersections of race, class, age and space in Johannesburg. Drawing on in-depth interviews, this study shows the everyday unfolding of women's sexuality in a democracy where LGBTQI+ rights exist but have not been fully realised. Amidst violence and invisibility, queer women carve a space for themselves in the city, push against heterosexual norms and even the lack of recognition in LGBTQI+ spaces. It richly contributes to sexuality studies in the Global South.

Supervisor: Professor S Roy

LETSWALO, Morokoe Gabriel

Sociology

THESIS: Ethics and the Destiny of Being (a parable)

In this maverick and magisterial thesis that a reviewer called "brilliant, thoughtful, and courageous," The candidate proposes the Redemption of the dead - by way of a black 'parable' on self, human, and animal sacrifice - as a form of realising human Destiny, as a condition of overcoming the misfortune of finitude.

Supervisors: Professor S Ally and Professor E Worby

MACFARLANE, Marco Vincenzo William

Psychology

THESIS: Core Academic Language Skills in Grade 6 South African Learners

This research validates a construct that describes cross-disciplinary Core Academic Language Skills (CALs). Academic language is crucial for success in school and academic settings, and South Africa faces particular challenges due to the overwhelming dominance of English in our schooling system, despite the linguistic diversity of our population. The CALs construct predicts cross-curricular academic performance, irrespective of first or second-language English status, and provides a basis for explicit instruction in the language forms and functions required for success in schooling.

Supervisors: Associate Professor L Dison and Dr A Kern

MADHUHA, Edmond

Health Sociology

THESIS: The Persistent Health Burden: Understanding Black South African Working-Class Men's Experiences of Living with Tuberculosis

The thesis explores how tuberculosis (TB) is a disease of sociability in South Africa using decolonial, African centred theories of masculinity. It reveals that TB transmission among men is linked to norms of sharing in closed environments where alcohol use and smoking, combined with poor nutritional behaviour and poverty, create a gendered health crisis. A gendered sociological analysis must inform efforts to fight the disease.

Supervisor: Professor L Nunez Carrasco

MAHARAJH, Reshma Navnit

Fine Art

THESIS: Seeming, Being and Becoming: An Intimate, Autoethnographic Rasa-Led performance art exploration

This PhD by Creative Work explores the concepts of "Seeming," "Being," and "Becoming" through the lens of South African Indianness, utilising performance art and the Indian aesthetic theory of Rasa. It examines personal experiences through autoethnography, identity formation, and practice-led research, exploring the possible therapeutic benefits of art, culminating in a Transcendental Emotional Moment that fosters insights, critical reflection and human flourishing.

Supervisors: Associate Professor D Andrew, Associate Professor S Khan and Prof A Munroe

MAKONGOZA, Matamela Fulufhelo Beatrice

Psychology

THESIS: Young women's accounts of intimate partner violence in cohabiting relationships in Vhembe District, Limpopo Province

This thesis explored young women's accounts of intimate partner violence in cohabiting relationships across the Vhembe District, Limpopo Province. African psychology and feminist approaches in dialogue with Vygotsky's cultural-historical activity theory (CHAT) frameworks were used to examine intimate partner violence within cohabiting relationships in a cultural context that denounces cohabitation thereby rendering young women more vulnerable to possible gender-based violence.

Supervisors: Associate Professor P Kiguwa and Dr G Mayisela

MALABELA, Musawenkosi Hemelton

Sociology

THESIS: The crisis of trade union representation in post-1973 unions and the role of the full-time shop steward (FTSS): A case study of NUMSA at BMW Rosslyn Plant

This study uses interviews, document analysis, focus groups, and ethnography to examine the role of Full-Time Shop Stewards (FTSS) at BMW, South Africa. Findings reveal FTSS's potential to strengthen grassroots trade unions and enable upward social mobility while highlighting possible risks. The study contends that FTSS may become tools of management if mismanaged but can prevent despotic tendencies within unions by balancing demands from workers, employers, and unions.

Supervisor: Associate Professor S Mosoetsa

MANGO, Thabiso

Psychology

THESIS: Developing a management framework for predicting adherence to HIV care and treatment in Eswatini
The research introduces a conceptual management framework for predicting adherence to HIV care and treatment before initiation, which expands upon the established Theory of Planned Behaviour (TPB) model. The framework enhances the original TPB model by integrating four critical components: a refined behavioural intention, developmental challenges, subjective confirmation of behavioural action, and behavioural validation. By incorporating these elements, the model is rendered pertinent and effective in informing interventions designed to promote adherence to HIV care and treatment in developing countries.

Supervisors: Dr M Hara and Dr M Mulaudzi

MAPOSA, Aretha Mwana

Education

THESIS: Education officials' leadership and management practices that create a conducive environment for rehabilitation of learners in a juvenile correctional centre in South Africa

This thesis explores the role of educational leadership and management in juvenile correctional institutions, highlighting the transformative potential of restorative justice principles in rehabilitation. By examining the practices of education officials, the research offers valuable insights into creating a supportive environment that fosters the holistic development of incarcerated youth. The study culminates in the development of the innovative JUmbrella Framework for Educators (JUFE), a culturally responsive model designed to promote positive change within the South African juvenile justice system.

Supervisor: Dr G Motilal

MATANHIRE, Vimbayi

Education

THESIS: Inclusive education and the plight of children without legal documentation: A case study of Cosmo Oasis in Johannesburg, South Africa

The research in the PhD thesis of the candidate focuses on the crucial area of undocumented children's experiences, from an inclusive education perspective. Using the Cosmo Oasis as a case study, the candidate notes that had it not been for the services provided by Cosmo Oasis many children who are undocumented, and who include South African children, would not have received any access to basic education. The candidate's PhD adds to the body of knowledge which highlights the importance of ensuring that all children have access to education.

Supervisor: Professor N Carrim

MHLONGO, Siyabonga Thandazani

Education

THESIS: Teachers' perceptions of the use of technology in mathematics classrooms and how it relates to learner motivation: an explanatory sequential mixed methods study

The research explores the impact of digital technology on learner motivation in mathematics within Gauteng's public education system. Using a mixed methods design, it found that teachers generally view technology positively for enhancing motivation. Quantitative data from 23 valid survey responses and qualitative insights from six interviews revealed the complex dynamics of technology use in classrooms. The study underscores the importance of teachers' proficiency in navigating technology to boost motivation and align with South Africa's educational goals.

Supervisors: Professor R Dlamini and Dr SD Khoza

MNGUNI, Thamba Isaack

Film and Television

THESIS: Analyzing Financial Survival Strategies for Public Service Broadcasters in Disruptive Environments: a case study of SABC and Alternative Funding Models

Public broadcasters are the only form of media that are considered to have a constitutionalised public service mandate. Despite this, the question of these institution's financial survival has been a relentless thorn for many countries given the rise of citizen's refusal to pay television licences. Mnguni's research situates itself between the critical conundrum for free public access to information and the budgetary barriers which make this a herculean task. If freedom is not free, then who must pay and how?

Supervisor: Dr Y Koba

MONGAE, Mmabatho

International Relations

THESIS: Governance quality and popular support for democracy in Africa

The support of citizens is crucial to the resilience of Africa's democracies. This thesis uses sophisticated statistical methods to show that public support for democracy across Africa depends on the quality of governance - not just the instrumental delivery of economic benefits but also the political freedoms and protections intrinsic to democracy.

Supervisor: Associate Professor R Alence

MOREETSI-MAGETSE, Tebogo Angela

Education

THESIS: Exploring the use of Information and Communication Technology (ICT) in Open and Distance Learning (ODL): The case study of Botswana Open University (BOU)

The study explored the use of Information and Communication Technology in Open and Distance Learning at Botswana Open University. Through an interpretive paradigm, this qualitative case study made use of semi-structured interviews, open-ended questionnaires, and a policy document review to unpack the challenges faced by the students who are registered in an online programme. The study revealed that although there are measures in place to support and assist students during their studies, such measures do not work for all students.

Supervisors: Dr SD Khoza and Dr V Naiker

MPHOLLE, Reitumetse Vanessa

Media Studies

THESIS: BehindTheGram: A Study Into Instagram Influencers, the Digital Media Economy, and Creative Work in South Africa

This thesis reports on in-depth qualitative research into the labour of social media "influencers" in South Africa, making key contributions to theories of labour and communication praxis. It is a timely focus on a rapidly expanding area of labour in the media and creative industries: self-driven influencer work, which is arguably both redefining and extending the traditional formations of the media economy and the job market in South Africa.

Supervisor: Dr M Iqani

MUPFAWA, Shungu

Education

THESIS: An analysis of teachers' discourse when teaching basic genetics concepts in South African classrooms

The candidate investigated the classroom discourse of four life-sciences teachers teaching genetics to Grade 12 learners. Drawing from discourse analysis and communicative approaches literature, she analysed detailed transcripts of video recordings of the teachers' lessons. The analysis identified two types of discourse' conceptual and assessment focused. These formed the centre of her Discourse Teaching Strategy Model which revealed that amongst other characteristics, conceptually focused teachers used higher order questions to build conceptual understanding and logical exposition for consolidation.

Supervisors: Professor K Padayachee and Professor M Rollnick

MURADZIKWA, Tracey Chipo

Political Studies

THESIS: Women, State Law, and the Crisis of Chieftaincy: the case of Nswazi Village in Zimbabwe

The candidate conducted a feminist ethnography of Chief Singobile Mabhena of Nswazi village in Zimbabwe, to establish how the governance strategies of women chiefs are configured in practice. Drawing on fieldwork and narrative analysis, the research shows how African women play a significant role in the reconceptualization of legitimacy in traditional leadership, thus putting to question the naturalization of male chieftaincy primogeniture.

Supervisor: Dr S Dube

MUSINAMWANA, Earnest

Development Studies

THESIS: Rethinking Agricultural Marketing Middlemen in Tanzania: A Social Embeddedness Perspective

This thesis explores the influence of personal and social relations on entrepreneurial actions within the informal sector. It established that interpersonal trust underpins the emergence and persistence of informal entrepreneurship. The thesis contributes to a better understanding of the role of social relations in sustaining informal entrepreneurship. It marks an important step towards resolving the long-standing paradox of social embeddedness. The thesis lays a firm foundation for an integrative and cohesive theoretical framework for operationalizing the social embeddedness concept.

Supervisor: Dr K Matshedisho

MVUNDURA, Wellington

Sociology

THESIS: 'Operating under the Radar': Forestry Plantation Workers' Everyday Resistance in Chimanimani District, Zimbabwe

The candidate has produced a finely argued thesis on hidden resistance practices amongst plantation labourers in Zimbabwe. His study involved close participatory observation over an extended period, to uncover a range of practices, whereby labourers resisted their exploitation on commercial farms, as well as the attempts by ruling party enforcers to intimidate them into voting their way. Besides its empirical richness, the thesis has also added further depth to the theorizing of such behaviour, particularly with the opening of a new concept of 'farmzanship'.

Supervisor: Associate Professor D Pillay

NGUBANE, Phetheni Primrose

Education

THESIS: Exploring ethical leadership in the context of the "New dawn/Thuma mina" in a TVET college in KwaZulu-Natal

The candidate explored ethical leadership practices of TVET campus managers and lecturers in the context of a New Dawn/Thuma Mina in KwaZulu-Natal. While findings highlight an understanding of ethical leadership, this was not adequately enacted despite the policies available. The New Dawn/Thuma Mina mantra did not motivate research participants to work differently. Despite these adverse findings, the study found that reflective leaders who are committed to an ethical administration set the tone, framework and plans that promote ethical behaviour.

Supervisors: Professor SE Mthiyane and Dr P Mthembu

NTSHANGASE, Chief Langelihle

African Languages and Linguistics

THESIS: Teaching Intermediate Phase isiZulu reading comprehension skills to at-risk readers in uMkhanyakude mainstream schools: Pedagogical strategies that work

The study examined pedagogical strategies used to teach isiZulu inclusive reading comprehension at the Intermediate Phase level in mainstream schools and investigated pre-service teacher preparation in teaching inclusive reading in isiZulu home language to at-risk readers. Findings indicate that the strategies employed are not structured to address specific reading challenges and consequently at-risk readers in mainstream schools remain inadequately catered for. Furthermore, teacher preparation does not adequately equip pre-service IP teachers with the necessary pedagogical skills to teach inclusive reading.

Supervisor: Dr L Tshuma

NYIRENDA, Vitumbiko

Philosophy

THESIS: Personhood and Gender in a Traditional African Community

In his dissertation, Vitumbiko Nyirenda develops a novel view on which gender in African society and its relation to personhood are complementary, fluid, and relational, indicating a healthy and positive gender relationships within the community. On this view, personhood is presented in non-gendered ways. The dissertation was highly praised by the examiners and is expected to lead to some publications.

Supervisor: Professor E Etieyibo

OWEN, Michael Kenneth

Psychology

THESIS: A study of South African gay male psychotherapists' experienced subjectivities

This thesis offers a deliberately messy account of gay psychotherapists' subjectivities as they navigate their own identities and experiences in relation to their clients and the profession. Drawing on relational psychoanalysis and queer theory, the thesis reflexively explores the intersubjective dance between therapist, client and researcher. Described by examiners as "searingly honest, erudite and intellectually rigorous", the thesis situates gay therapists as authors rather than objects, thereby highlighting experiences of othering as well as of resistance and subversion
Supervisor: Associate Professor C Long

PEARSON, Joel David

History

THESIS: Three Axes of Rural Local Governance: A relational history of space, administration and economic extractivism in the Mogalakwena Local Municipality in Limpopo, South Africa (1948-2000)

This study presents a systematic approach to understanding South Africa's local government crisis by examining the history of what is today the Mogalakwena Local Municipality in Limpopo Province. Through extensive archival and oral history sources, the study reveals how interlocking and mutually constitutive apartheid-era processes of spatial dispossession, state expansion, and economic extractivism continue to profoundly shape the terrain of rural local governance, urging against simple, presentist readings of the determinants of crisis today.
Supervisors: Professor M Niefertgodien and Dr M Phadi

RADEBE, Nomfundo Knowledge

Education

THESIS: Investigating the effectiveness of a blended professional development intervention in improving the teaching of Physical Sciences: A study of novice teachers in South African rural schools

Rural science teachers face a lot of challenges that urban and peri-urban teachers can only imagine. In this study, the impact of rurality and place, on the professional development of rural teachers, is explored. The study revealed the need to re-look at the way science education is provisioned in rural schools, noting that the current focus and one-size fits all model is failing the teachers and our learners in rural areas - who happen to be in the majority.
Supervisor: Dr E Mushayikwa

RAMPHALILE, Molemo Karabo

Political Studies

THESIS: Could Not Sing In The Dead Heat: Liner notes under the sun

This research is a critical intervention in the fields of study that locate slavery and colonialism as formative of modern ideas of race and racism. He argues that prior to the development of race as a category of Enlightenment distinction, blackness figured as geographically and physiognomically linked to a particular territory, the torrid zone/terra nullius that becomes known as the Sub-Saharan. These links are paradigmatic when seeking to understand how people of African descent and the places from which they emerge become extractible, exploited, and dispossessed historically.
Supervisor: Professor J Quirk

RAPHOKA, Sikeme

Education

THESIS: Exploring the nature of grade-8 classroom environments created by mathematics teachers when teaching mensuration: A case of curriculum implementation in Lesotho

The candidate successfully completed a PhD study that explored types of classroom environments created by mathematics teachers as they implement the Lesotho Integrated Curriculum with Grade 8 classrooms, thus calling for Learner-Autonomous Environments (LAE) with particular focus on Mensuration. The study proposed a LAMLE+ Plus model, in terms of the established themes, for studying the promotion and presence of LAE in mathematics teaching, using LAMLE conceptual framework, formulated from the Commognitive theory and Pedagogical link-making and Communicative approach.
Supervisor: Dr B Mofolo-Mbokane

REYNEKE, Pierre

Geography

THESIS: Tshwane Remake: An ethnographic study of outside-circularity and deconstructive creation from the waste reuse practices of the urban waste precariat

The study entails an ethnographic inquiry into the waste reuse practices performed by the urban waste precariat on the landfill and streets of Pretoria East, City of Tshwane. It analyses this social grouping's contribution to the urban circular economy by conceptualising their reuse practices as value-production processes not rooted in capitalism and practised outside of state and formal market recognition and support. The study terms this as 'outside-circularity' and identifies an alternative value-production process within it coined as 'deconstructive creation'.
Supervisor: Dr M Samson

SEGOBIN, Tarishma

Education

THESIS: Transforming education through the implementation of ICT pedagogical integration: a case of ICT and Non-ICT schools in South Africa

This thesis explores the complexities of the "one size fits all" approach to ICT integration in selected schools in Johannesburg. The study revealed key barriers like policy ambiguity, educator preparedness in digital space and resource limitations. Based on the cited barriers, the study recommends policy revisions, strategic digital resource allocation, leadership support, and a new ICT framework to bridge the digital divide and promote transformative inclusive learning.

Supervisors: Dr N Ndlovu and Dr A Dewa

SELLO, Matshidiso Valeria

Demography and Population Studies

THESIS: The Social contexts of childhood malnutrition in South Africa

The study examined the social contexts of childhood malnutrition in South Africa, highlighting its multifaceted causes. It established individual child characteristics to significantly influence malnutrition levels. It emphasizes the urgent need for a coordinated, multisectoral approach to improve nutritional outcomes, particularly in low-income communities facing food insecurity and socio-economic challenges.

Supervisors: Dr S Adedini and Professor C Odimegwu

SHIRINDI, Charlotte Dineo

Education

THESIS: The development of learner network society skills by technology subject teachers in the Gauteng full ICT schools

This study examines the use of Information and Communications Technologies (ICTs) by grade 8 technology teachers in full ICT schools in the Gauteng province. It identifies gaps between intended educational outcomes and actual practices, proposing a guided blended connectivist learning framework to help develop essential ICT skills. The study recommends revising the current technology curriculum to integrate ICT pedagogical strategies that empower learners to effectively address real-life technological challenges in a local and global context.

Supervisor: Dr N Ndlovu

SIMELANE, Raudina Madina

Education

THESIS: Exploring students' experiences of receiving e-formative feedback during emergency remote learning: A case study of first-year students at a teacher education university in South Africa

This study examined the experiences of thirty-six first-year Bachelor of Education students who received e-formative feedback through a university's Learning Management System during Emergency Remote Teaching and Learning in South Africa. The findings revealed diverse student realities influenced by technological, cognitive, and motivational barriers, emphasizing the necessity for reimagined e-formative feedback approaches that address equity gaps, skills development, and psychosocial support. The study offers valuable recommendations for teacher training institutions and higher education stakeholders.

Supervisor: Dr P Pillay

SINCLAIR, Ingrid Maralene

Migration and Displacement

THESIS: Gendered discursive practices of the South African police service towards survivors of domestic violence

This study explores the reproduction, maintenance and resistance of gendered subjectivities within the discursive practices employed in the policing of gender-based violence (GBV). It examines how historical and socio-political structures shaping asymmetric power relations in society are reproduced in the everyday interactions between police officers and survivors of GBV. The research adopts a socio-historical lens on gendered policing, using an African decolonial feminist intersectional perspective. This approach focuses on the analytical categories of gender, violence, power, and inequality.

Supervisor: Professor J Vearey

SOUDIEN, Amie

History of Art

THESIS: 'Always looking': visual and artistic explorations of the living legacies of enslavement in South Africa

This thesis offers an innovative and ethically persuasive contribution to the sparse scholarly engagement with slave memory in South Africa. It explores the poetic and artistic strategies of artists and cultural organisations that evoke slave memory in South Africa. The astute analysis of power dynamics illuminates how knowledge about slave histories and memories is constructed. Marked by erudition, nuance, and an original aesthetic approach, the thesis elucidates how the living legacies of enslavement shape urban space, aesthetics, and social stratification.

Supervisor: Dr N Cloete

VAN NIEKERK, Marthinus Christoffel

English

THESIS: What is called literature? Heidegger, responsive figuration, and the aspect of being

In his highly original, subtle thesis, Marinius van Niekerk engages the complex philosophy of Martin Heidegger to ask: 'What is literature?'. This study innovatively explores how language may speak relative to the self-withholding of being. Being calls on language to respond as literature, with human beings participating in the exchange. Two different modalities of literature's call are investigated: as discursive representability or as figuring the opening of a rift simultaneously as meaningful marking and as an elusive withdrawing. A brilliant reading of William Blake's *The First Book of Urizen* performs this poised double process.

Supervisor: Professor M Williams

ZONDO, Sizwe

Psychology

THESIS: Neurocognitive Rehabilitation for an Adolescent HIV Population: The Case of Sustained Attention

Using optical neuroimaging and neuropsychological evaluations, this thesis investigated the role of brain plasticity, sequent HIV neuroinvasion in adolescents' populations. The dissertation unpacked the nature of neurovascular coupling, in neuroHIV, by investigating changes in oxygenated (ΔHbO), and deoxygenated haemoglobin (deoxy-Hb). Primary findings indicated that adolescent HIV neuroplasticity, is associated with attenuated hemodynamic responses, and increased functional connectivity, in the left-dorsolateral prefrontal cortex (L-DLPFC), a key neuronal network, and biomarker for brain plasticity in typical and atypical pediatric and adolescent populations.

Supervisors: Professor K Cockcroft and Dr A Ferreira Correia

ZUMA, Chuma

Education

THESIS: Exploring the role of school principals as instructional leaders in improving learner academic performance in Johannesburg south district primary schools

This thesis explores how principals in Johannesburg South district primary schools act as instructional leaders to improve learner academic performance. Through qualitative research method, including interviews, the study reveals leadership strategies such as effective curriculum management, regular teacher monitoring, data analysis for academic interventions, and fostering a culture of continuous professional development. The findings demonstrate that proactive instructional leadership is critical to improving learner outcomes, offering practical visions for school leaders seeking to improve learner academic performance in primary schools.

Supervisors: Dr G Motilal and Dr E Charamba

ZUNGU, Thamsanqa Elijah

Music

THESIS: The Voice of the Black Choir: Exploring the Sounds of Vernacular Language Singing in a Performance of Mzilikazi Khumalo's *UShaka*

Through a combination of artistic and ethnographic research Zungu's work explores the implications of attending to the phonetic attributes of a vernacular language, isiZulu, for the sounds of choral singing. As one of the country's foremost choral practitioners Zungu's research critiques existing choral practice, and highlights the productive possibilities of a decolonial linguistics for musical performance.

Supervisor: Dr G Olwage

PETLELE, Rebaone

Demography and Population Studies

THESIS: Role of men in teenage pregnancy in the Bojanala district, North West Province, South Africa

The study explored men who fathered with girls using mixed research methods. The research found children were fathered by men seven years older than mothers, men controlled condom use and never discussion contraception. Men's involvement is pivotal to make a dent on teenage pregnancy in Bojanala.

Supervisors: Dr S Mkwanzani and Dr C Odimegwu

