



Graduation Programme

The Future. Reimagined.



UNIVERSITY
OF
JOHANNESBURG

Dear UJ Graduates

Your journey to this point has been an important lesson in leadership. As I have iterated often, learning, knowledge and leadership are an essential mix and those who do not know, cannot lead. Our objective has been to empower you as leaders who are primed to face the challenges of the 4IR and explore the opportunities that this new era presents both locally and internationally. This is an exciting adventure, let me assure you that the world you are entering is abundant with opportunities, and of course, challenges.

This graduation is rather special. Though we still find ourselves in a strange setting, still fighting an invisible and relatively unknown threat and still gripped with a sense of uncertainty, there does seem to be a glimmer of hope on the horizon. This represents our first cohort of in-person graduations in two years. As we celebrate your attainment of a major milestone, we are cognisant of the sheer resilience you have demonstrated against a tumultuous context – one defined by loss, anguish and seismic shifts in the way we live and work. A graduation ceremony is an important precursor to the next chapter of your lives. It is warming to be able to celebrate this achievement today with you in person as opposed to the digital modes that have defined much of the pandemic so far.

I want to take this opportunity to remind you that as a graduate, you join a small elite in our country. This is really something to celebrate. Though the odds seemed stacked against you, you persevered and not have the potential to address some of the greatest scourges of our time. You have chosen well – a qualification from UJ will hold you in good stead!

UJ has grown into a world-class, internationally recognised university with

more than 50 000 students registered. Our global stature and academic depth and footprints are acknowledged by reputable higher education ranking systems in the world. You emerge today as the world including us in South Africa, is in a period of deep change. UJ is leading the charge in the Fourth Industrial Revolution (4IR) and creating a cohort of graduates who are agile, curious and able to be active participants in a technology driven and digital environment.

At UJ, you have encountered some of the finest South African and international academic minds. You have participated in technology-rich learning, which compares favourably to the very best in global higher education.

We welcome you as a new member of the global UJ alumni community where you will join a worldwide body of professionals, many of whom are leaders in their fields. I encourage you to join the UJ Alumni Network and become an active member of the University Convocation. By staying actively engaged with UJ, you can make a real contribution to our academic projects and to those who will study at UJ after you.

It is exciting to once again commence this time-honoured tradition. Congratulations on this inspiring achievement and the best of luck with your next chapter!



Prof Tshilidzi Marwala
Vice-Chancellor and Principal
University of Johannesburg

**Welcome to the
Graduation Ceremony of the
University of Johannesburg
18 May 2022 at 15:30**

**Welkom by die
Gradeplegtigheid van die
Universiteit van Johannesburg
18 Mei 2022 om 15:30**

**Le a Amogelwa
Moletlong wa Dikapešo wa
Yunibesithi ya Johannesburg
18 Mopitlo 2022 ka 15:30**

**Niyamukelwa
eMcimbini wokweThweswa kweZiqu
weNyuvesi yaseJohannesburg
18 kuNhlaba 2022 ngele-15:30**

UNIVERSITY OF JOHANNESBURG

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Prof NS Ndebele

BA (Lesotho), MA (Cambridge UK), PhD (Denver USA)

SENIOR OFFICE-BEARERS OF THE UNIVERSITY

VICE-CHANCELLOR AND PRINCIPAL

Prof T Marwala

BS Eng (Case Western Reserve USA), MEng (UP), PhD (Cambridge UK)

DEPUTY VICE-CHANCELLOR ACADEMIC

Prof LG Mpedi

B Juris, LLB (Vista), LLM (RAU), LLD (UJ)

DEPUTY VICE-CHANCELLOR: RESEARCH AND INTERNATIONALISATION

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BEng, MEng, PhD (UP)

REGISTRAR

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BA, HEd, BA Hons, MA, PhD (RAU)

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Dr M Ralephata

BSc Eng (Wits), MBA (UOVS), MSc (Heriot-Watt), DBA (Heriot-Watt)

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BA (Fort Hare), BA Hons (Rhodes), DTE (UNISA), MA (Wits),
PhD (Stellenbosch)

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BCom, LLB, LLM (NWU)

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COLLEGE OF BUSINESS AND ECONOMICS

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BSc, BSc Hons, MSc, PhD (US)

FACULTY OF ART, DESIGN AND ARCHITECTURE

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BFA (l'Ecole Boule, Paris), MFA (ENS, Paris-Saclay),
MPhil, PhD (Université Panthéon-Sorbonne, Paris),

FACULTY OF EDUCATION

Prof N Petersen

BA Ed (UNISA), BEd Hons (RAU), MEd (RAU), DEd (UJ)

FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT

Prof DJ Mashao

BSc Eng (UCT), MSc Eng (UCT), MSc AM (Brown, USA), PhD (Brown, USA)

FACULTY OF HEALTH SCIENCES

Prof S Khan

BSc, BSc Hons, MSc, PhD (UWC)

FACULTY OF HUMANITIES

Prof K Naidoo

BA, BA Hons, MA, PhD (University of Manchester, UK)

FACULTY OF LAW

Prof W Domingo

B SoSc (UCT), LLB (UWC), LLM (Columbia, USA),
SJD (Winsconsin-Madison, USA)

FACULTY OF SCIENCE

Prof D Meyer

BSc, BSc Hons, MSc (RAU), PhD (California USA)

DEAN

JOHANNESBURG BUSINESS SCHOOL

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MSc (UWC), MBA (SUN), MCom (NWU), PhD (UWC)

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Ms K Gugushe

Prof D Hildebrandt

Ms X Kakana

Mr G Khosa

Mr M Khoza

Ms K Khumalo

Ms B Madikizela

Mr M Mahlasela

Mr M Manana

Prof T Marwala

Prof LG Mpedi

Ms N Molope

Ms Z Mthembu

Dr WP Rowland

Prof A Strydom

Ms C Tshilande

PRESIDENT OF CONVOCATION

Prof BM Diale

Gaudeamus Igitur

Gaudeamus igitur,
Juvenes dum sumus;
Post iucundum iuventutem,
Post molestam senectutem
Nos habebit humus.
Vivat academia,
Vivant professores,
Vivat membrum quodlibet,
Vivat membra quaelibet;
Semper sint in flore!

English

Let us rejoice, therefore,
While we are young.
After a pleasant youth
After a troubling old age
The earth will have us.
Long live the academy!
Long live the professors!
Long live each student;
Long live the whole fraternity;
For ever may they flourish!

Sesotho sa Leboa

Ka gona, a re thabeng,
Re sa le ba bafsa.
Ka morago ga bofsa bjo bo bose
Ka morago ga go tšofala mo go nago
le mathata
Lefase le tla ba le rena.
Phela thuto phela!
Phelang diprofesa phelang!
Phelang baithuti phelang;
Phela kagišano ka botlalo phela;
O ka re ba ka phela gabotse
goyagoile!

Afrikaans

Laat ons dan vrolik wees,
Terwyl ons jonk is;
Na 'n aangename jeug.
Na 'n onaangename oudag,
Sal die aarde ons hou.
Lank lewe die universiteit,
Lank lewe die professore,
Lank lewe elke student,
Lank lewe al die studente,
Mag hulle vir ewig hul jeug behou!

Zulu

Ngakho, masithokoze
Sisebasha nje.
Emva kobumnandi bobusha
Emva kwezinkinga zobudala
Umhlaba uzosithatha.
Phambili ngemfundo!
Phambili boSolwazi!
Phambili nakuwe mfundi;
Phambili ngenhlangano yonke;
Maziqhubeke ngonaphakade!

FACULTY OF EDUCATION

QUALIFICATIONS

1. Advanced Diploma in Education (ADE): Remedial Education

Dlamini, Nomgidi Mildreth

Nhlanhla, Elizabeth Mamile Mpho

Phadi, Keabetswe Portia

Silva, Colette Haley

2. Bachelor of Education (BEd): Foundation Phase Teaching

Magaela, Mashoto Serore

Myles, Sharonique Nikita

Radebe, Gugulethu

3. Bachelor of Education (BEd): Intermediate Phase Teaching

Galekhutle, Serati

Kubheka, Nqubeko Progress

Mhlanga, Thando

Rampou, Tsholofelo

Seshoka, Patience Kaiso

4. Bachelor of Education (BEd): Senior Phase and Further Education and Training (School Phase) Teaching

Brown, Ronald Dean

Chiloane, Tshidiso

Diniso, Refilwe

Jiyane, Thandekile Sharon

Malobola, Mbali Cynthia

Masanabo, Dumisani Hezekiel

Mdlulwa, Zimkita

Mehlape, Moshibudi Thakgatso

Ndlovu, Sabelo Mbovana

Ngema, Thato

Nkosi, Selby Nkosinathi

Ramabodu, Thato

Scholtz, Kyle Christopher

5. Postgraduate Certificate in Education (PGCE): Further Education and Training Teaching

Adams, Tara

Gumede, Ayanda Clement

Mabunda, Ripfumelo Faith

Manzini, Malusi Gesond

Mavuso, Sindiswa

Ngubane, Andile

Smith, Monica Chanel

6. Postgraduate Diploma (PGDip): Higher Education

Khoza, Gugulethu Dorothy

7. Bachelor of Education Honours (BEd Hons): Curriculum Studies

Maduna, Sylvia Sibongile

Mulaudzi, Tshilidzi Bridget

Ramothibe, Kgomotso

Sebitso, Florence

8. Bachelor of Education Honours (BEd Hons): STEM Education

Mahlangu, Patrick Dumisani (Mathematics Education)

9. Master of Education (MEd)

Baloyi, Kenneth (Education)

Dissertation: Intermediate phase pre-service teachers' integration of robotics in designing STEM lessons

Supervisor: Prof J Batchelor

Co-supervisor: Prof SJ Gravett

Beckmann, Tammy Lee (Educational Management) (with distinction)

Minor Dissertation: The professional development of newly-appointed senior school leaders in Abu Dhabi Charter schools

Supervisor: Dr N Janse van Vuuren

Bester, Claudia (Educational Psychology) (with distinction)

Minor Dissertation: The mental health of grade 12 learners in the North-West Province during the Covid-19 pandemic

Supervisor: Prof J Pillay

Co-supervisor: Dr TD Soni

Bhamjee, Abdurrahman (Education) (with distinction)

Dissertation: Personal stress management among principals in public and private primary schools

Supervisor: Dr SR Naicker

Ebrahim, Raeesah (Education)

Dissertation: Foundation Phase teachers' knowledge of, and ways to support learners presenting with attention-deficit hyperactivity disorder (ADHD) symptoms

Supervisor: Prof BM Diale

Co-supervisor: Dr NPM Mabaso

Edwards, David Alwyn (Educational Management) (with distinction)

Minor Dissertation: A case study of ethical leadership and transparency in selected secondary schools

Supervisor: Prof R Mestry

Essa, Nathierah (Educational Psychology)

Minor Dissertation: Accessing interventions for autism spectrum disorder in historically marginalised communities

Supervisor: Prof MM Sefotho

Frazenburg, Urshula Ethel (Education)

Dissertation: Contextualizing the South African Life Skills intermediate phase curriculum in the Johannesburg region

Supervisor: Dr VT Mabalane

Geswindt, Venessa Mary (Educational Management) **(with distinction)**

Minor Dissertation: Managing equity in education in rural primary schools during Covid-19

Supervisor: Dr PK Triegaardt

Geustyn, Carla Jean (Educational Psychology)

Minor Dissertation: Parent and teacher perceptions of a pull-out system in a mainstream school

Supervisor: Dr MP van der Merwe

Glietenberg, Sven Hans (Education) **(with distinction)**

Dissertation: Primary school teacher educators' experiences of the change to remote teaching and learning as a result of Covid-19

Supervisor: Prof NF Petersen

Co-supervisor: Dr ASF Carolin

Hains, Matthew Ian (Information and Communication Technology in Education)

Minor Dissertation: Teachers' experiences of transitioning to online teaching as a consequence of Covid-19

Supervisor: Prof GV Lautenbach

Harris, Jody-Anne (Educational Psychology)

Minor Dissertation: Teachers' perception of the effectiveness of self-regulation mediation in reducing the symptoms of ADHD

Supervisor: Dr NPM Mabaso

Khan, Junaid (Education)

Dissertation: The school's code of conduct: Different approaches of private and public schools

Supervisor: Prof PJ du Plessis

Khanyile, Vusumuzi Lungelo (Education)

Dissertation: Principal wellness in public primary and secondary schools

Supervisor: Dr SR Naicker

Lendis, Ashley Pearl (Educational Management)

Minor Dissertation: Managing the well-being of classroom teachers during Covid-19

Supervisor: Dr PK Triegaardt

Mafologela, Orkney (Educational Psychology)

Minor Dissertation: Learning support experiences of adolescents who are severely intellectually disabled

Supervisor: Dr JV Fourie

Magongo, David Kaushiwetu (Educational Management)

Minor Dissertation: New mentoring strategies to support teaching staff during the Covid-19 pandemic

Supervisor: Dr J Hugo

Maluleke, Soza Shadrack (Educational Management)

Minor Dissertation: Accountability and transparency: Implications to ethical school leadership

Supervisor: Dr SE Mthiyane

Mankge, Potego Mahlare (Educational Management)

Minor Dissertation: Managing out-of-field teaching: Implications for school leadership

Supervisor: Prof K Yu

Mashaba, Menias (Curriculum Policy Evaluation)

Minor Dissertation: Inquiry-based learning in science education as an aspect of the Fourth Industrial Revolution

Supervisor: Prof MM Modiba

Masunga, Dzidzai (Education) (with distinction)

Dissertation: An evaluation of the Grade R children's literature curriculum at selected Early Childhood Development (ECD) centres in Johannesburg

Supervisor: Dr ASF Carolin

Co-supervisor: Mr D van der Merwe

Mboyisa, Vuyani Innocent (Educational Management)

Minor Dissertation: Transition management: Teaching and learning during Covid-19

Supervisor: Dr P Magasvaran

Mnguni, Nonkululeko Elsie Winterose (Educational Psychology)

Minor Dissertation: Teachers experiences with trauma-informed care in a high school

Supervisor: Dr VM Dwarika

Mokgobanama, Pilisiwe (Educational Psychology)

Minor Dissertation: Parental involvement in mapping career transitioning of adolescents diagnosed with Mild Intellectual Disabilities

Supervisor: Prof BM Diale

Motala, Atiyah (Education) (with distinction)

Dissertation: Social justice through student participation: Fostering agency in English tutorials at a university

Supervisor: Prof L Kajee

Moyo, Refiloe (Education)

Dissertation: Professional development programmes that enhance mathematics instruction at primary school

Supervisor: Prof K Luneta

Mutenje, Kudzai Sharon (Information and Communication Technology in Education)

Minor Dissertation: A constructivist learning approach to the integration of e-Learning into the teaching of

Mathematics at a primary school in the Gauteng province

Supervisor: Prof M Ndlovu

Naidoo, Omashani (Information and Communication Technology in Education)

Minor Dissertation: How a teacher professional development programme influences teachers' use of digital technologies in the classroom

Supervisor: Prof GV Lautenbach

Co-supervisor: Prof D van der Westhuizen

Nicholson, Lauren Claire (Educational Psychology)

Minor Dissertation: Teachers' experiences of Trauma-Informed Care in a secondary school

Supervisor: Dr VM Dwarika

Padayachee, Perumal (Information and Communication Technology in Education)

Minor Dissertation: Grade 9 Mathematics learners' patterns of use of the online Siyavula Practice Programme

Supervisor: Prof J Batchelor

Padayachi, Kolean (Educational Psychology)

Minor Dissertation: Young South African adults in the Johannesburg area and their experiences of coping with childhood trauma

Supervisor: Dr VM Dwarika

Peachey, Jenni Leigh (Educational Psychology)

Minor Dissertation: Exploring educators' knowledge in identifying and reporting sexual abuse

Supervisor: Dr VM Dwarika

Poelinca, Desire (Education)

Dissertation: An exploration of grade 11 learners writing practices from the perspective of a teacher at a well-resourced public school in Johannesburg

Supervisor: Dr DE Robinson

Porter, Chantal Lynsay (Information and Communication Technology in Education) **(with distinction)**

Minor Dissertation: How parents of homeschooled learners use ICT for teaching and learning

Supervisor: Prof GV Lautenbach

Regal, Daniela Mariza Cruz (Educational Psychology)

Minor Dissertation: Teachers' support needs in the identification of sexually abused learners in primary schools

Supervisor: Dr VM Dwarika

Rielly, Ashleigh Cait (Educational Psychology)

Minor Dissertation: Mental health of children with albinism: Associated risk and resilience factors

Supervisor: Prof J Pillay

Sciarappa, Mari Bianca (Information and Communication Technology in Education)

Minor Dissertation: The digital competencies of teachers in an Information and Communication Technology in Education master's programme in terms of the DigCompEdu Framework

Supervisor: Prof GV Lautenbach

Sebake, Kingsley Cheu (Information and Communication Technology in Education)

Minor Dissertation: Digital learning experiences of top achievers in the Gauteng North district

Supervisor: Dr R Diseko

Co-supervisor: Prof GV Lautenbach

Sekokodi, Naledi (Curriculum Policy Evaluation)

Minor Dissertation: Fourth Industrial Revolution and teacher education in South Africa: Life Sciences teaching in secondary public schools in the Johannesburg Central district of Gauteng

Supervisor: Prof MM Modiba

Selepe, Khanyisile Fortunate (Education)

Dissertation: Incorporating indigenous knowledge in the teaching of weather and climate in Grade 5 social sciences classrooms

Supervisor: Prof S Ramsaroop

Co-supervisor: Dr ASF Carolin

Selepe, Siboniso John George (Education) (with distinction)

Dissertation: Transition challenges encountered by learners with autism moving from home to school

Supervisor: Prof MM Sefotho

Shelley, Debra Lorna (Educational Psychology) (with distinction)

Minor Dissertation: Teachers' self-compassion as a buffer against compassion fatigue and burnout

Supervisor: Dr D Mawila

Shivute, Hilde Amen (Information and Communication Technology in Education)

Minor Dissertation: Perceptions of learners and teachers of digital game-based learning

Supervisor: Prof FR Postma

Slabbert, Francois Johan (Educational Management)

Minor Dissertation: Revisiting mentoring strategies to support teachers in the current teaching climate

Supervisor: Dr JP Hugo

Co-Supervisor: Dr PK Triegaardt

Takalani, Mulalo Godfrey (Education)

Dissertation: Supporting learners with Specific Learning Disabilities in rural secondary schools

Supervisor: Dr JV Fourie

Thela, Thabo Emerald (Education)

Dissertation: The use of a poetry-based intervention to improve phonemic awareness in Grade 1 learners

Supervisor: Ms KA McCarthy

Van Den Berg, Tanya (Educational Psychology)

Minor Dissertation: Learning support strategies for adolescent learners with mild Autism Spectrum Disorder in mainstream schools

Supervisor: Dr JV Fourie

Van Der Merwe, Deon Matthew (Educational Psychology)
(with distinction)

Minor Dissertation: A whole school approach to the inclusion of transgender learners

Supervisor: Prof A Brown

Van Der Westhuizen, Lente (Educational Psychology)

Minor Dissertation: How school staff foster resilience through teaching learners to practice gratitude

Supervisor: Dr VM Dwarika

Van Tonder, Errin (Educational Psychology) (**with distinction**)

Minor Dissertation: Exploring the value of life design process for the career development of waste pickers

Supervisor: Prof MM Sefotho

Co-supervisor: Dr D Mawila

Verbooy, Carike (Educational Management) (**with distinction**)

Minor Dissertation: Gender equity in the leading of a South African private higher education institution

Supervisor: Dr Z Moyo

Visagie, Sonne (Educational Psychology)

Minor Dissertation: Teachers' perceptions on the sustainability of an equine therapy intervention within an under-resourced school context

Supervisor: Dr R Setlhare

Wentzel, Celeste (Information and Communication Technology in Education)

Minor Dissertation: Reshaping a personal teaching philosophy by reflecting in a fully online programme: An autoethnographic account

Supervisor: Prof GV Lautenbach

Williams, Courtney (Educational Psychology) (**with distinction**)

Minor Dissertation: The psychosocial experiences of transgender learners in secondary schools

Supervisor: Prof A Brown

Zondo, Phindile Mabongi (Education)

Dissertation: To what extent can the fourth industrial revolution facilitate critical thinking in disadvantaged community schools?

Supervisor: Prof MM Modiba



**Special Award
Faculty of Education**



10. Chancellors Medal for the Most Meritorious Master's Study for 2021

Verbooy, Carike

Master of Education (Educational Management) (**with distinction**)

11. Doctor Educationis (DEd): Educational Psychology

Shoko, Ratidzai

Thesis: School-based interventions and their effectiveness in controlling violent acts committed on learners in a special needs school

Supervisor: Dr H Dunbar-Krige

Co-supervisor: Dr VM Dwarika

12. Philosophiae Doctor (PhD): Education

Molapisi, Gaone

Thesis: An inclusive curriculum: Teaching strategies for learners with a mild hearing impairment

Supervisor: Prof MM Modiba

Co-supervisor: Prof A Brown

13. Doctor of Philosophy in Education (PhD)

Baumgartner, Wendy Lyn

Thesis: Design principles for a pre-undergraduate foundation programme mathematics course promoting academic growth

Supervisor: Prof ED Spangenberg

Co-supervisor: Prof GV Lautenbach

Hamukonda, Paulina

Thesis: Investigating the teaching of the number concept at junior primary phase in the Oshana region of Namibia

Supervisor: Prof K Luneta

Jappie, Naziema Begum

Thesis: Social justice leadership: Challenges and practices in higher education in the Western Cape, South Africa

Supervisor: Prof M Cross

Co-supervisor: Prof ET Woldegiorgis

Jones, Cherese Farrah

Thesis: Values-based physical education for the intermediate schooling phase in a diverse South African context

Supervisor: Prof CJ Roux

Co-supervisor: Dr H Dunbar-Krige

Kunene, Mxolisi Mbhekeni

Thesis: Educators' perceptions of their principals' servant leadership behavior. A case study of four secondary schools

Supervisor: Prof PJ du Plessis

Mokala, Ntsoaki Teresa

Thesis: Teachers' narratives of their teaching experiences of learners with hearing impairment in a special school in Gauteng

Supervisor: Prof MM Sefotho

Shuukwanyama, Tulonga Tulimeutho

Thesis: Challenges faced by newly graduated teachers in using mother-tongue to teach mathematics in the Oshana region of Northern Namibia

Supervisor: Prof MC Long

Co-supervisors: Dr AD Nkosi and Dr JS Maseko

Sondlo, Aviwe Ability

Thesis: The pedagogical orientations of pre-service science teachers towards instructional approaches

Supervisor: Prof UD Ramnarain

Co-supervisor: Dr L Mavuru

Van Der Merwe, Dean

Thesis: Lesson design in pre-service teacher education: The science of learning and competencies for a fast-changing world

Supervisor: Prof SJ Gravett

Co-supervisor: Prof S Ramsaroop

Shoko, Ratidzai (DEd)

Ratidzai completed her Diploma in Secondary Education at Gweru Teachers' College in 1998 and later a Bachelor of Science (Counselling) at the Zimbabwe Open University in 2005. She worked in Zimbabwe as a teacher and relocated to South Africa in 2010. She completed her MEd (Educational Psychology) at the Midlands State University in Zimbabwe in 2014 while working as an educator in South Africa. This ignited her passion to study the nature of school violence. In 2016 she began her doctoral studies at the University of Johannesburg, focusing on the interventions used to control school violence committed on learners with special needs.

Addressing school violence requires a committed effort and support from all stakeholders, and more so when collaborating to support vulnerable learners with special needs. This qualitative study aimed to determine the school-based interventions and their effectiveness in controlling violent acts perpetrated against learners who were blind, partially sighted, deaf and hard of hearing within a public special needs boarding school. Data for this case study included qualitative questionnaires, semi-structured interviews, and document analysis. The findings from this unique sample population revealed that the interventions afforded by the school's code of conduct, together with the use of suspensions and expulsions, did not serve to effectively reduce the rate of violence against learners. Findings revealed that despite these policies and processes, violence against learners continued to increase. To facilitate the reduction and effective management of violence against learners, proactive measures were explored and are advocated for within this special needs school.

Supervisor: Dr H Dunbar-Krige

Co-supervisor: Dr VM Dwarika

Molapisi, Gaone (PhD)

Agriculture, Botswana, in 2000. Between June 2000 and December 2007 he worked as an Agricultural Science teacher in three different secondary schools in Botswana. From 2008 to 2011 he was a student at Griffith University, South East Queensland, Australia, where he was registered for a Bachelor of Arts and Master of Education (Special Education). During this time he worked as a teaching assistant in the special education units of Runcorn State School (2009) and Stafford State School (2010) in Brisbane. When Gaone returned to Botswana he continued to work as an Agricultural Science teacher until February 2016. In March 2016, he began his PhD (Curriculum Studies) at the University of Johannesburg. He presented a paper based on his thesis at an international conference and this is now published in the Yearbook of the 63rd International Council on Education for Teaching.

Employing Young's (1996) concept of communicative democracy, Gaone Molapisi's study develops insights about challenges that he witnessed when studying the teaching of semantics and syntax in English to learners with different hearing abilities. Learners with a mild hearing impairment were taught English as a first additional and a language of learning and teaching alongside their hearing peers in a South African public senior-phase township school. Data was collected through a questionnaire, and classroom observations and individual teacher interviews, and analysed using content analysis. The findings highlight challenges in teaching deeper levels of cognitive processing and designing text. Teachers prioritised raising interest and active participation in lessons to learn, mainly, word meaning. Inadequate time was devoted to teaching critical reading and text construction, in particular, to the good-hearing. The conclusion is that academic success will remain elusive for these FAL

learners without proper understanding of the syntax of the LOLT as well.

Supervisor: Prof MM Modiba

Co-supervisor: Prof A Brown

Baumgartner, Wendy Lyn (PhD)

Wendy Baumgartner has previously taught mathematics at secondary school level in South Africa, Tanzania and Uganda, as well as in a Foundation Programme at tertiary level at Monash South Africa. She completed her Bachelor of Commerce and Higher Diploma in Education in 1992 at the University of the Witwatersrand, her Honours in Economics at the University of South Africa, and a Postgraduate Diploma in Business Administration (PDBA) at the Gordon Institute of Business Science. She completed her MEd (cum laude) at the University of Johannesburg, for which she was awarded the Chancellor's Medal for the Most Meritorious Master's Study for 2016. One article emanating from her PhD study has already been published in the international *EURASIA Journal of Mathematics, Science and Technology Education*.

This thesis employed a design-based research methodology to generate design principles for a Foundation Programme algebra course, promoting academic growth of enrolled students. After concluding three iterative cycles, draft design principles were generated which addressed aspects related to academic content, teaching, learning, motivation and disposition. Subsequent findings revealed that connecting new content to prior content improves learning, as does the presence of a supportive teacher who enhances learning through collaboration. Such learning environments increase students' intrinsic motivation and decrease their extrinsic motivation and their anxiety relating to tests. The design principles that were distilled during this study can be applied in classrooms offering varied subjects at different levels.

Supervisor: Prof ED Spangenberg

Co-supervisor: Prof GV Lautenbach

Hamukonda, Paulina (PhD)

Paulina Hamukonda obtained her Higher Education Diploma (Primary) from the University of Namibia, then her Bachelor of Education (Hons) and Master's in Education from Rhodes University. She worked as a primary school teacher (Mathematics and Natural Science) before joining the Oshana Directorate of Education in 2002 as an advisory teacher for Junior Primary Education.

The study used a qualitative approach that focused on the instructional strategies used by junior primary school teachers to teach the number concept. The study revealed that while junior primary teachers in Oshana region of Namibia use a variety of instructional strategies, the strategies are neither well conceptualised nor used effectively. The study further revealed that junior primary teachers lacked content knowledge of the number concept, which resulted in instructional approaches that were ineffective and left learners with insufficient conceptual knowledge of the number concept. As a contribution to knowledge, the study developed an intervention manual which can be used to address the difficulties experienced by junior primary school teachers in Namibia.

Supervisor: Prof K Luneta

Jappie, Naziema Begum (PhD)

Naziema Jappie is a Director at the University of Cape Town and studied at the University of Natal (now UKZN), where she obtained a Bachelor, followed by Honours and Master's degrees in Social Sciences. She also obtained a post-graduate Higher Education Diploma from UNISA and completed a Fellowship Programme at the University of Iowa. In 2019 she received an Emerging Research Scholar Award at Queens University in Belfast. She worked as Education Officer, a lecturer at the Institute of Women's Study in Lahore, Pakistan; and Dean of Students at the Durban University of Technology and the University of the Witwatersrand. Over 30 years of experience as an activist and an academic, resulted in her developing an interest in issues of social justice, equity and inclusion, which is the subject covered in her PhD thesis. Papers emanating from this PhD study have been presented at conferences and four articles have been published.

The thesis examines the experiences and practices of social justice leadership in higher education institutions in the Western Cape from the perspective of University Vice-Chancellors and other executive staff. It draws on Critical Theory as a theoretical framework and uses the intersection between reflection and practice to analyse the university leadership. It provides a framework for influencing the development of critical, self-reflective social justice leadership practices and for challenging the concept of the achievement gap. A qualitative approach was used for this study. Conclusions, implications and recommendations can be organised as issues related to systemic and structural processes, support and accountability, retention and success of students, and the critical inclusion of the community, students, parents and council in roles that substantively impact the decision-making power within the educational system

(from governance to everyday activities). The study makes a valuable contribution to understanding social justice leadership in higher education in South Africa.

Supervisor: Prof M Cross

Co-supervisor: Prof ET Woldegiorgis

Jones, Chereese Farrah (PhD)

Cherése completed a Baccalaureus Artium Honores (Human Movement Science) degree with specialisation in Sport Science. She started working as a Sports Educator at a primary school, where she developed a special interest in the physical development of primary school children. While working as a Sports Educator she completed her Master of Arts in Human Movement Science degree at the University of Pretoria. After seven years of teaching at this primary school she started lecturing in the Faculty of Education at the University of Pretoria. It was during this time that her passion for training physical education teachers was ignited. In 2018 she pursued her doctoral studies, focusing on values-based physical education. In 2021 she published the article “Values-based Physical Education for the intermediate schooling phase in a diverse South African context” in the Journal for Transdisciplinary Research in Southern Africa, with her supervisors as co-authors.

Active participation in physical education has globally been recognised as a powerful learning tool for education. One of the main goals of physical education can be to contribute to the acceptance of the infinite qualities of South Africa’s diversity and hence, to claim the country’s diversity as a source of strength that forms a bond of a common set of values. Ten intermediate-phase physical education teachers from five different schools participated in this participatory-action research. An outcome of the study was the development of material for the physical education curriculum that underpins the values of Olympism and Ubuntuism as core values. A physical education programme based on the values of Olympism and Ubuntuism, with the aim of holistic development, can strive to ensure that the values set out in the South African constitution are part of

the delivery of quality physical education at every South African school.

Supervisor: Prof CJ Roux

Co-supervisor: Dr H Dunbar-Krige

Kunene, Mxolisi Mbhekeni (PhD)

Mxolisi Mbhekeni Kunene completed the following qualifications at the University of Witwatersrand, Johannesburg: Higher Diploma in Education (HDE) in 2004; Bachelor of Education with Honours in 2013; and Master's in Education in 2016. He specialised in Educational Leadership and Management. Mr Kunene served as a post level 1 teacher and Departmental Head for a combined total of 12 years. At present Mr Kunene is a Senior Education Specialist at the Gauteng Department of Education (GDE) in South Africa.

The general aim of the study was to determine educators' perceptions of principals' servant-leadership behaviour. This case study included educators of four secondary schools in the Gauteng province. Using quantitative research, the study explored the extent to which principal's servant-leadership behaviour correlates with educator morale. The SPSS programme was utilised to capture and analyse the data. Correlation analysis was employed to measure the relationship between servant-leadership behaviour of principal and educator morale. Findings revealed that principals did not exhibit moral values in their leadership behaviour, while there was statistically significant differences in the relationship between servant-leadership behaviour and educator morale. The study contributes to new knowledge in the sense that it shows the value of the principals' servant leadership in public schools as well as how school principals' leadership practices reflect servant leadership, and to understand how principals' practice of servant leadership influences the school as an organisation.

Supervisor: Prof PJ du Plessis

Mokala, Ntsoaki Teresa (PhD)

Ntsoaki Teresa Mokala matriculated from St James High School, Mokhotlong (Lesotho), in 2001. She obtained a B.Ed degree from The National University of Lesotho in 2006 and was awarded The Vice-Chancellor's Award (cum laude). She taught in several schools over a period of 12 years (2007 to 2019). In 2009 she obtained her B.Ed Hons degree in Inclusive Education from the University of the Free State. In 2011 she obtained her Post Graduate Diploma in Education (Inclusive Education) from the University of the Free State. In 2017 she obtained her BA Hons degree (Translation and Interpreting) from UNISA and M.Ed (Inclusive Education) degree from Wits University. She has been employed as an academic staff member in the School of Education at Wits University from 2019 to date. Ntsoaki's research interests include teachers' inclusive pedagogic practices and diversity in multilingual classroom settings.

This research focused on teachers' narratives of their teaching experiences in a special school for learners with hearing impairment in Gauteng. The study sample consisted of nine teachers and data was collected through face-to-face and telephonic interviews, as well as through online focus group discussions. The study revealed that teachers are satisfied with the level of support and in-service training that they receive in the school. The study further found that the teachers are satisfied with how involved parents are in their children's education. The participants suggested that there is a need to have better support structures for parents of children with hearing impairment. The study enabled the researcher to understand teachers' pedagogic practices that enhance effective teaching and learning, and so add to the existing body of research.

Supervisor: Prof MM Sefotho

Shuukwanyama, Tulonga Tulimeutho (PhD)

Tulonga Tulimeutho Shuukwanyama was born in Oniimwandi village, Oshikoto Region, in northern Namibia. She obtained her Bachelor Degree in Education (mathematics and biology) from the University of Namibia (2007); a Baccalaureus Educationis (honours) from the University of the Western Cape (2009) and Magister Educationis from the University of the Western Cape (2011). The candidate has taught mathematics and biology at various secondary schools in northern Namibia. In 2013 she joined the University of Namibia as a mathematics and numeracy and an environmental studies lecturer in the Department of Early Childhood Education and Care, where she is currently employed. Her research interests focus on the teaching experiences of novice teachers and pre-service teacher training education. The recent research investigated the challenges encountered by novice junior primary teachers teaching mathematics in mother tongue, and the coping mechanisms engaged to achieve the subject goals.

The candidate (Tulonga Shuukwanyama) investigated the challenges faced by novice teachers when teaching mathematics in mother tongue in the northern region of Namibia, where the language of teaching and learning in the first three years is Oshindonga. She used social constructivism as the theoretical framework, with attention to teacher agency and non-participant action research design. Her data collection included classroom observations and interviews with both novice teachers and university teacher educators. Findings include that novice teachers have different levels of understanding of language policy, have varied coping mechanisms for challenges that they encounter, and have varied views on their formal teacher preparation and on system improvement. Similar rich data was collected from teacher educators. This original contribution to

mother tongue education research concludes with outlining implications for the Ministry and teacher education institutions and schools, and identifies further research pathways. She argues for the development of a mathematical register in the mother tongue.

Supervisor: Prof MC Long

Co-supervisors: Dr AD Nkosi and Dr JS Maseko

Sondlo, Aviwe Ability (PhD)

Mr Aviwe Sondlo is currently a lecturer in the Department of Mathematics, Science and Technology Education at the University of Zululand. He graduated from the University of Witwatersrand with a Master's of Science Education (2016), a BSc Honours of Science Education (2014) and a Bachelor of Education (2013). He joined the University of Johannesburg as an assistant lecturer in Science Education from 2017 to 2020, and in 2018 he commenced his PhD studies at the same university. While studying towards his PhD he presented his work at national and international conferences such as the International Organisation for Science and Technology Education (IOSTE) and the 63rd International Conference on Physics Education. In 2018 he was part of a group of UJ students who were invited to present their work by Stanford University, Lemann Centre. In 2019 he was appointed as a research scholar at the University of Florida (College of Education).

This explanatory sequential mixed-method study investigated the pedagogical orientations of Life Sciences and Physical Sciences pre-service teachers towards instructional approaches. The "Pedagogy of Science Teaching Test" (POSTT) was used to determine the student-teachers' pedagogical orientations, and to investigate shifts in their pedagogical orientations. Interviews examined factors influencing the participants' pedagogical orientations and reasons behind pedagogical shifts. The findings indicate that: (i) the most selected appropriate pedagogical orientation was Guided Inquiry, and the most selected inappropriate pedagogical orientation was Direct Didactic; (ii) there is a shift in the participants' pedagogical orientations over time; (iii) pre-service teachers' pedagogical orientations aligned with the goals of the school curriculum, namely Guided Inquiry; and (iv) factors such as school resources, class size,

teaching time, pedagogical beliefs, curriculum goals and content knowledge influenced participants' pedagogical orientations. The contribution of this study is to the understanding that pedagogical orientation is a dynamic construct that evolves and is impacted by contextual factors.

Supervisor: Prof UD Ramnarain

Co-supervisor: Dr L Mavuru

Van Der Merwe, Dean (PhD)

Dean van der Merwe is a lecturer in the Faculty of Education at the University of Johannesburg. He has taught various modules in the Department of Childhood Education over the past six years. Before that he taught at a primary school for two years. He started his academic career with a Bachelor's degree in Foundation Phase Education, which he obtained from the University of Johannesburg in 2013. His postgraduate qualifications include a BEd Honours degree, which he obtained from the University of Johannesburg in 2015, and a Master's degree, which he obtained from the University of Johannesburg in 2018.

This study explored the implementation of a course that aimed at teaching final-year student teachers a lesson design approach, which foregrounded principles derived from the body of knowledge referred to as the science of learning and competencies for a fast-changing world. The analysis of six data sources revealed that student teachers developed a solid understanding of how and why to invoke principles derived from the science of learning in lesson design, and why this understanding will serve them well as teachers to deal with the complexity of the classroom. They also developed a basic understanding of how to infuse competencies for a fast-changing world in lessons, and the importance of doing so. The study makes a significant contribution to the scholarship of teacher education, drawing on the science of learning. This is a prominent emerging field of interest in teacher education.

Supervisor: Prof SJ Gravett

Co-supervisor: Prof S Ramsaroop

FACULTY OF HUMANITIES

QUALIFICATIONS

14. Bachelor of Arts

Abdul Salem, Tabassum (Psychology)

Bosman, Neo (Humanities)

Cekiso, Yondikhapha Baxolele (Film and Television Studies)

Dibakoane, Thato (Community Development and Leadership)

Mabena, Jabulile Catherine (Humanities)

Machethe, MatlaSarahlee (Strategic Communication in Corporate Communication)

Mafokwane, Karabo Johannes (Journalism)

Makapane, Pontsho Bradley (Humanities)

Mohotsi, Kamohelo Pricilla (Film and Television Studies)

Mokoena, Khotso Abel Tsiame (Film and Television Studies)

Mokoena, Tumelo Valentia (Strategic Communication in Marketing Communication)

Montso, Thuso Kamogelo (Humanities)

Motimela, Kefentse Makgoshi (Humanities)

Mpulu, Sinemivuyo (Humanities)

Ndzoboyi, Aviwe (Psychology)

Ngwenya, Rebecca Nomusa (Strategic Communication in Corporate Communication)

Nonkelela, Akhona Precious (Psychology)

Pereko, Reabetswe Khumo (Psychology)

Pome, Tumelokgomotso Prince (Strategic Communication in Corporate Communication)

Pringane, Anelisa Cindy (Politics and International Relations)

Rakimane, Mashudu Fortunate (Film and Television Studies)

Ramodike, Koketso Rebecca (Strategic Communication in Marketing Communication)

Selematsela, Reabetswe (Humanities)

Sesoko, Semakaleng Pearl (Strategic Communication in Marketing Communication)

Twahirwa, Alice Umutesi (Social Sciences)

Vilakati, Brighten Sivikelo (Politics and International Relations)

Bachelor of Social Work

Molewa, Matsheko Lovedelia

Moloto, Ngwanagohle Gift

Ndulu, Violet

15. Advanced Diploma in Communication Management

Leeuw, Refiloe Ophelia

Seanego, Tlhokomelang Matshwene

Zondo, Funeka

16. Bachelor of Arts Honours

Bakoro, Mark Kananelo (Sociology)

Bengani, Elaine Lavhelesani (Strategic Communication)

Boshoff, Nikita (English) **(with distinction)**

Hoxobes, Innocentia Tracy (Politics and International Relations) **(with distinction)**
Manubi, Tshudufhadzo (Development Studies)
Mapange, Miriel (English)
Marais, Klarise (Philosophy) **(with distinction)**
Mashishi, Victory (English)
Mazibuko, Akhona (Politics and International Relations)
Mbingo, Seluliwe Felicia (English)
Mthimkhulu, Nondumiso Happiness (English)
Ngcobo, Silindile (English)
Ngobeni, Akani (English)
Nkomo, Mboniseni Roman (Urban Studies)
Onyeama, Shella Nneka (English)
Punitharajakurukkal, Abirami (Philosophy)
Raman, Kyra Ray (English)
Raphadu, Refilwe Zelda (African Studies)
Sleem, Amber Kadria (English) **(with distinction)**
Steyn, Thobile (Politics and International Relations)
Vermeulen, Johane (English) **(with distinction)**



**Special Award
Faculty of Humanities**



17. Faculty Prize for the Most Prestigious Student among Undergraduate and Honours Students for 2021

Boulton, Amber Florence
Bachelor of Arts in Language Practice (**with distinction**)



18. Master of Arts

Bohmke, Heinrich Enckhausen (Sociology) (with distinction)
Dissertation: Judging Whistleblowers: The Moral Foundations of the Duty of Good Faith in South Africa
Supervisor: Prof AG Desai
Co-Supervisor: Prof T Uys

Botha, Sven Stefan (Politics) (with distinction)

Dissertation: Gendered Counter-Terrorism Evaluation: Countering Boko Haram With an Africa Centric Toolkit

Supervisor: Prof SE Graham

Co-Supervisor: Ms R Emmerson-Keeler

Chirowamangu, Tafadzwa Ray (Sociology)

Minor Dissertation: International Students' Perceptions of the Study Abroad Programme and its Influence on Possible Change of Attitudes

Supervisor: Prof K Naidoo

Co-Supervisor: Prof OA Adeagbo

Dimant, Romy Liat (Counselling Psychology)

Minor Dissertation: Lay Counsellors' Experiences of Counselling Women Survivors of Violence in the South African Context

Supervisor: Ms S Uren

Dladla, Bhekinkosi (Philosophy) (with distinction)

Minor Dissertation: The Marginalization of Africa Philosophers in Academia

Supervisor: Prof V Mitova

Dlamini, Phumlani Luck (Community Development)

Minor Dissertation: Lived Housing Experiences of Older Persons in a Low-income Community in Johannesburg

Supervisor: Dr M Sobantu

Dube, Faith Thando (Industrial Sociology)

Minor Dissertation: Women as ‘Space Invaders’ in Construction: Examining Stories of Women’s Agency in the Construction Sector

Supervisor: Prof CM Tshoaedi

Co-Supervisor: Ms BMJ Mokone

Dube, Dorcas (Strategic Communication)

Minor Dissertation: The Role of Constitutive Communication in the Emergence of Leadership Capabilities Among Public School Principals in South Africa: A Contextual Case of Partners for Possibility

Supervisor: Mrs R Hattingh

Effiong, Daniel Etim (Audiovisual Communication)

Dissertation: Telling My Father’s Story: An Autoethnographic Study of the Nollywood film 76 by Izu Ojukwu

Supervisor: Dr PD Dannhauser

Co-Supervisor: Prof YM Rodny Gumede

Govender, Nathan (Communication Studies)

Dissertation: The Mcdonaldization of Charismatic Church Culture: A Multimodal Social Semiotic Analysis of Global and Local Church Websites

Supervisor: Prof SB Barnabas

Hoffmann, Shandre Anne (Industrial Sociology)

Dissertation: Exploring (Hetero) Normatively Constructed Journeys to and Within the STEM Workplace: Life Narrative Accounts of Women Employed in the Technology-Based Sector of South Africa

Supervisor: Prof P Rugunanan

Co-Supervisor: Dr B Dworzanowski-Venter

Kaan, Liesl Natalie (Clinical Social Work)

Minor Dissertation: Exploring the Possible Selves of Young People in Care in Relation to their Attachment to their Caregivers

Supervisor: Ms CN Latakomo

Kellerman, Yvonne (Clinical Social Work)

Minor Dissertation: Exploring the Educational Possible Selves of Young People Placed in Child and Youth Care Centres in Johannesburg, South Africa

Supervisor: Ms CN Latakomo

Kubeka, Nomaswazi Zanele (Philosophy) **(with distinction)**

Minor Dissertation: African Indigenous Languages and Epistemic Oppression in African Philosophy

Supervisor: Prof V Mitova

Co-Supervisor: Ms D Maponya

Labuschagne, Werner Roald (English) (with distinction)

Dissertation: The Post-Postmodern Affective Turn: David Foster Wallace’s “Westward the Course of Empire Takes its Way”, Zadie Smith’s On Beauty, and George Saunders’s Lincoln in the Bardo

Supervisor: Prof B Grogan

Lebakeng, Gontse Joy (Philosophy)

Minor Dissertation: 4IR: Perpetuating the Colonial Legacy?

Supervisor: Prof A Broadbent

Co-Supervisor: Dr A Singh

Luchen, Mulumbwa (Communication Studies)

Dissertation: The Evolving Meaning of the Chitenge: A Case Study of Male Students at the University of Zambia

Supervisor: Prof SB Barnabas

Maake, Sydney Rapelo (Industrial Sociology)

Dissertation: Exploring SASBO’s Response to the Challenges of Artificial Intelligence in the Banking Industry in Gauteng

Supervisor: Prof P Rugunanan

Co-Supervisor: Dr MS Hlatshwayo

Mabuza, Xolile (African Languages) (with distinction)

Dissertation: Challenges and Possibilities of a Girl Child as Depicted in Selected Zulu Novels

Supervisor: Prof Z Mtumane

Mackett, Damon (Philosophy)

Minor Dissertation: Epistemic Injustice in Data Mining: Contracts 4.0

Supervisor: Prof V Mitova

Mafuya, Anele (Industrial Sociology)

Minor Dissertation: Examining the Experiences of Black Internet Café Owners on the Use of Smartphones in the Townships: A Case Study on Small Businesses in Katlehong, East Rand

Supervisor: Prof M Tshoaedi

Co-Supervisor: Dr SU Ngcwangu

Magubane, Ntandokayise Precious (Sociology)

Minor Dissertation: Under Surveillance: University of Johannesburg Social Media Users' Views and Responses towards Online Behavioural Advertising

Supervisor: Dr TLS Ngwane

Co-Supervisor: Prof T Chagonda

Majalisa, Konke (Politics) **(with distinction)**

Dissertation: International Relations of Sub-National Governments: A Cas Study of the Eastern Cape Province in South Africa

Supervisor: Prof SE Graham

Co-Supervisor: Prof C Landsberg

Makgopela, Refilwe (Politics) (with distinction)

Dissertation: National Liberation Movement Governments Coming Apart at the Seams: The Emergence of Split Parties in Zambia and South Africa

Supervisor: Prof C Ndletyana

Co-Supervisor: Prof C Landsberg

Makhubalo, Blossom (Community Development)

Minor Dissertation: Challenges Experienced by Community Development Practitioners in Capacity Building Programmes at a Community Nutrition Development Centre

Supervisor: Ms KJ Ditlhake

Malatjie, Tebogo Jayhonour (Counselling Psychology)

Minor Dissertation: A Qualitative Exploration of Male Ex-Offenders' Experiences of Community-Based Reintegration Programs in Gauteng

Supervisor: Dr S Qhogwana

Malele, Ntsumi Ednah (Philosophy)

Minor Dissertation: "Black Tax": A Permissible Duty that Motivates Individual Responsibility towards Alleviating Poverty

Supervisor: Prof HHP Lötter

Maluleke, Promise (Industrial Sociology) (with distinction)

Minor Dissertation: What are the Experiences and Perceptions on Black Tax by Newly Employed First Generation Black Graduates from Soweto?

Supervisor: Mr LM Kgosiemang

Co-Supervisor: Prof G Khunou

Maponya, Makoma Germinah (Corporate Communication)

Dissertation: Service Design Thinking as Strategic Communication: Towards Sustainable Solution Focused Stakeholder Engagement in the Greater Tzaneen Community

Supervisor: Prof BR Benecke

Co-Supervisor: Mrs CM Azionya

Masango, Ayanda Aaliyah (African Languages) (with distinction)

Dissertation: Mkabayi Kajama as a Woman Leader as Protrayed in Selected Isizulu Literary Works

Supervisor: Prof Z Mtumane

Matsumunyane, Molupe Andreas (Social Impact Assessment)

Minor Dissertation: Exploring Institutional Arrangements in Multi-Stakeholder Programmes – A Case of a South African National Government Department

Supervisor: Dr SU Ngcwangu

Co-Supervisor: Prof L Sinwell

Mlungwana, Yolanda (Philosophy) (with distinction)

Minor Dissertation: Attaining Life's Meaning by Becoming Oneself: A Self-realization Theory of the Meaning of Life

Supervisor: Dr A Singh

Co-Supervisor: Dr CM Harris

Mlungwana, Yoliswa (Philosophy) (with distinction)

Dissertation: The Origin of Violence

Supervisor: Prof R Winkler

Mndebele, Magnificent Linda (Communication Studies)

Dissertation: Communication for Social Change: Communal Development and Self-Reliance in Naledi Village

Supervisor: Prof M Burger

Mohale, Erna Mokgadi (African Languages) (with distinction)

Dissertation: The Psychoanalysis of Some Destructive Behaviours of the Main Characters from the Two Selected Northern Sotho Dramas

Supervisor: Ms L Mokgathi

Co-Supervisor: Ms MD Mojapelo

Mwanda, Anita Qaqam (Sociology) (with distinction)

Minor Dissertation: Homeless Women's Experiences of Accessing their Sexual and Reproductive Health Rights in Johannesburg

Supervisor: Prof LA Graham

Co-Supervisor: Prof K Batisai

Naidoo, Tunusha (Development Studies) (with distinction)

Minor Dissertation: The Role of 4IR Technologies in the Social Inclusion of People with Visual Impairments

Supervisor: Prof LA Graham

Co-Supervisor: Prof A Telukdarie

Ngubane, Zamabomvu Zevile (Community Development)

Minor Dissertation: Challenges Experienced by Bachelor of Social Work Graduates in Securing Employment

Supervisor: Dr VS Nadesan

Ngwenya, Gugu Happiness (Community Development)

Minor Dissertation: Substance Abuse and Factors That Lead to the Successful and Sustained Recovery of Substance Abuse Users in Ekurhuleni, Gauteng

Supervisor: Ms CN Latakomo

Nkuna, Zinhle Isabel (African Languages) (with distinction)

Dissertation: Some Repetitive Techniques in Izihlabelelo Zamanazaretha

Supervisor: Prof Z Mtumane

Nyathi, Gugulethu Theodorah (Clinical Social Work)

Minor Dissertation: Challenges Experienced by Social Work Graduates Upon Entering Employment

Supervisor: Dr VS Nadesan

Pather, Shernell (Journalism) (with distinction)

Dissertation: The Impact of Digital Media Platforms on Sport Reporting and Audience Engagement: A Case Study of Twitter South Africa

Supervisor: Prof G Motshaathebe

Co-Supervisor: Dr A Munoriyarwa

Prinsloo, Ashton Andrea (Sociology)

Minor Dissertation: Educators' Views of How Virtual Learning Affects Learners' Socio-Emotional Intelligence: A Sociological Perspective

Supervisor: Prof T Uys

Co-Supervisor: Prof P Rugunanan

Rammopo, Omphile Brian Jnr (Psychology)

Dissertation: Constructions of Depression from Black Men Residing in Mabopane

Supervisor: Prof H Lourens

Co-Supervisor: Ms NC Shabalala

Ratlou, Thelma Kabelo (Psychology)

Dissertation: The Experiences of Sex Workers in Pretoria Central

Supervisor: Dr T Tlali

Sekgololo, Mancha Johannes (Politics)

Dissertation: The State of Cybersecurity in South Africa, 2010-2019

Supervisor: Prof AM Van Wyk

Co-Supervisor: Dr B Ndzendze

Sibiya, Nancy Reginah (Politics)

Dissertation: Diplomatic Relations of de Facto States: The Cases of Somaliland and Western Sahara

Supervisor: Prof SE Graham

Co-Supervisor: Prof C Landsberg

Sibiya, Wandile (Social Impact Assessment) **(with distinction)**

Minor Dissertation: A Sociological Investigation Into the Rise of the Gig Economy and On-Demand Service in South Africa: A Case Study on SweepSouth

Supervisor: Dr D Du Toit

Co-Supervisor: Prof M Tshoedi

Simelane, Thandi Mirriam (Sociology) **(with distinction)**

Dissertation: UJ Undergraduate Students' Experiences of Online Learning: Lessons From the COVID-19 Pandemic

Supervisor: Dr D Du Toit

Co-Supervisor: Prof T Chagonda

Sloan, Laurence Guy Galbraith (Social Impact Assessment) **(with distinction)**

Minor Dissertation: A New Landscape of Listening: The Use of Digital Technologies in Social Impact Assessment and Public Participation Processes

Supervisor: Prof T Uys

Co-Supervisor: Prof P Rugunanan

Smith, Bright Knowledge (Sociology)

Minor Dissertation: A Sociological Investigation Into the Influence of Role Players in Matriculants' Career Decision-Making in Rural High Schools, KwaZulu-Natal

Supervisor: Prof T Uys

Co-Supervisor: Dr M Suleman

Sono, Stranger Hanyani (Communication Studies) (with distinction)

Dissertation: Twitter as Platform for Audience Engagement: The Case of Skeem Saam

Supervisor: Prof M Burger

Sopitshi, Nosipho Zanele (Industrial Sociology)

Minor Dissertation: Women and Private Security: A Sociological Investigation Into the Work-Family Demands of Female Security Guards

Supervisor: Dr D Du Toit

Co-Supervisor: Dr T Ngwane

Straton, Brittany Joan Villet (Psychology)

Dissertation: An Exploratory Study of the Influence of Instagram Use on Young Women's Body Ideals

Supervisor: Ms T Maseti

Topp, Lauren Anne (Clinical Psychology)

Minor Dissertation: Barriers to Mental Health Help-Seeking Behaviours in Students at the University of Johannesburg

Supervisor: Dr S Qhogwana

Co-Supervisor: Prof C Van Zyl

Tshabalala, Thabile Felicia (Community Development)

Minor Dissertation: Exploration of the Experiences of Social Workers in Community Work and Community Development Practice

Supervisor: Mrs KJ Dithlake

Whaley, Buck Govan Deva (Social Impact Assessment) **(with distinction)**

Minor Dissertation: The Sartorial Vehicle: The (R)Evolution of the Fashion Industry

Supervisor: Prof T Chagonda

Co-Supervisor: Prof A Desai

Yende, Bayanda Mduduzi (English)

Dissertation: The Value of the Student Voice and Experience in the Post-apartheid Student Novel: A Study of Niq Mhlongo's Dog Et and Thando Mgqolozana's Unimportance

Supervisor: Dr T Tsehloane

Co-Supervisor: Dr BM Grogan

Zulu, Sinomusa Precious (Clinical Psychology)

Minor Dissertation: University of Johannesburg Students' Perceptions and Socio-Cultural Beliefs on Infertility

Supervisor: Dr S Ebrahim

19. Master of Philosophy in Social Policy and Development

Bygate, Jason Harry (with distinction)

Minor Dissertation: Youth Organisations' Experiences of Integrating Technology To Improve Outcomes for Youth in South Africa

Supervisor: Prof LA Graham

Co-Supervisor: Ms S Mthembu

De Jager, Tiffany May

Minor Dissertation: Supervision Experiences of Social Auxiliary Workers in the John Toalo Gaetsewe District, Northern Cape

Supervisor: Dr VS Nadesan

Co-Supervisor: Dr S Haffejee

Mamba, Sibongiseni Emmanuel

Minor Dissertation: Understanding the Social and Economic Uses of the Old-age Pension by Older Persons in Mazombizwe, Eswatinii

Supervisor: Prof L Patel

Co-Supervisor: Ms LA Stuart

Matakanure, Martin (with distinction)

Minor Dissertation: The Impact of the Covid-19 Pandemic on Immigrant Entrepreneurs' Informal Livelihoods and Businesses in Mamelodi Township

Supervisor: Dr H Dawson

Mathole, Rivonia Mosehlo

Minor Dissertation: How do you Stay at Home if you don't have a Home? A Situation Analysis of Persons Living at Homeless Shelters in Tshwane, Gauteng During the COVID-19 Pandemic

Supervisor: Prof E Ross

Matika, Tendai (with distinction)

Dissertation: Balancing the Double Day: Exploring the Experiences and Coping Strategies Employed by Black African Mothers in Urban Johannesburg

Supervisor: Dr S Haffejee

Molefe, Osiname Tlotlang (with distinction)

Minor Dissertation: Post-apartheid Co-operatives in a Time of Epistemic Coloniality

Supervisor: Dr H Dawson

Molelekeng Adeniran, Gontse Mamikie

Minor Dissertation: Localizing Youth Employment: Exploring the Role of Community Based Organizations in Youth Employment Transitions

Supervisor: Prof LA Graham

Mputle, Didintle Dipheto

Minor Dissertation: The Contribution of the Financial Services Sector Through Its Involvement in the YES Programme, to Youth Employability: A Retrospective Study of A South African Bank

Supervisor: Prof LA Graham

Mtande, Nozipho

Minor Dissertation: Perceived Psychosocial Effects of Covid-19 on the Teaching Realities of Foundation Phase Educators in Rural (Quintile 1-3) Schools

Supervisor: Prof E Ross

Mutandiko, Hazel

Minor Dissertation: Understanding the Perceived Psychosocial Impact of Father Absence on Adult Women

Supervisor: Prof E Ross

Ramatsetse, Tshegofatso Pearl (with distinction)

Minor Dissertation: Understanding the Perceived Psychosocial Impact of Father Absence on Adult Women

Supervisor: Prof E Ross

Westley, Wendell (with distinction)

Minor Dissertation: Understanding the Experiences and Pathways of Rural Women Towards Sustainable Livelihoods

Supervisor: Prof L Patel

Co-Supervisor: Dr I Chinyoka



**Special Award
Faculty of Humanities**



**20. Chancellors Medal for the Most Meritorius Master's Study
for 2021**

Bohmke, Heinrich Enckhausen
Master of Arts in Sociology (with distinction)



21. Doctor Litterarum et Philosophiae

Bilgrami, Muna Fadhallah M Hussein (Semantic Languages
and Culture)

Thesis: Transmission and Transformation: A Critical Study of
Sufi Identity in the Example of a Transnational
Contemporary Sufi Master, Shaykh Fadhalla Haeri, and His
Students

Supervisor: Prof F Esack

Co-Supervisor: Prof M Frahm-Arp

Mandewo, Jean Farai (Sociology)

Thesis: Health Risks and Vulnerabilities of Mobile Women: Zimbabwean Cross-Border Traders Travelling to Tanzania

Supervisor: Prof P Rugunanan

Co-Supervisor: Prof K Batisai

Musekiwa, Takudzwa (Development Studies)

Thesis: State Violence Against Civil Society in Africa: The Cases of Zimbabwe, Kenya and Egypt

Supervisor: Prof DB Moore

Nkwadi, Palesa (Socialis Scientiae)

Thesis: Knowledge, Perceptions and Responses to Symptoms of Cervical Cancer: The Views of Rural African Women and Traditional Healers

Supervisor: Prof S Rasool

22. Doctor of Philosophy

Antones Dlamini, Rachel Tengetile (African Languages)

Thesis: A Rich Socio-Cultural Heritage of Swati and IsiZulu Proverbs in Selected Literary Works

Supervisor: Prof Z Mtumane

Atwine, Deborah (Social Work)

Thesis: Integration of African Indigenous and Formal Social Protection Systems in Uganda: Experiences of Elderly Widows

Supervisor: Prof T Raniga

Bajnath, Ramona (Industrial Sociology)

Thesis: She Slayed Her Single Story: An African Feminist Exploration into the Life Herstory Narratives of Women Participants in the Expanded Public Works Programme (EPWP) In Kagiso, South Africa

Supervisor: Dr HL Groenewald

Co-Supervisor: Prof AG Desai

Botha, Aida Chantell (Philosophy)

Thesis: Investigating Time Orientation and Social Self-Construal in Multi-Cultural South Africa

Supervisor: Prof T Metz

Co-Supervisor: Prof P Nel

Chiridza, Peter (Journalism)

Thesis: Exploring the State of Journalistic Practices in the Age of Social Media in Zimbabwe: An Ethnographic Study of Three Newsrooms

Supervisor: Prof D Moyo

Co-Supervisor: Prof TG Motsaathebe

Chiukira, Levios (Political Studies)

Thesis: Challenges Faced by Women in Cross-Border Trade In the Context of Regional Trade Agreements in Southern Africa: The Case of Zimbabwe

Supervisor: Prof AB Chikwanha

Dlakavu, Ayabulela (Political Studies)

Thesis: An Analysis of the Post-1989 Foreign Policies of Britain, China, France, Russia and the United States of America: Implications for the Liberal International Order in the 21st Century

Supervisor: Prof CA Georghiou

Co-Supervisor: Prof SE Graham and Prof C Landsberg

Kaziboni, Anthony (Sociology)

Thesis: Exploring Hydropolitics and Expressions of Citizenship: Three Communities in Madibeng, South Africa

Supervisor: Prof T Uys

Co-Supervisor: Prof M Galvin

Ncube, Likhwa (Philosophy)

Thesis: Mechanisms and Causality in the Health Sciences: The Russo-Williamson Thesis Reconsidered

Supervisor: Prof AB Broadbent

Co-Supervisor: Dr CM Harris

Ngqeza, Zukile (Biblical Studies)

Thesis: Women, Infant Mortality and Poverty: A Feminist-Childist-Trauma Reading of Maternal Cannibalism in 2 Kings 6:24-31 and Lamentations 2:20 and 4:10 in a South African Context

Supervisor: Prof L Nortje-Meyer

Nyemba, Eve Zvichanzi (Political Studies)

Thesis: Zimbabwe's Voting Behaviour in the United Nations General Assembly (2003-2019)

Supervisor: Prof SE Graham

Onyango, Moses Joshua Ogam (Political Studies)

Thesis: Trends in the Implementation of Kenya's National Strategy for Countering Violent Extremism: 2016-2019

Supervisor: Prof C Hendriks

Shabangu, Pay Ernest (Strategic Communication)

Thesis: Towards a Framework Using Stakeholder Engagement as a Strategic Communication Approach in Mitigating Conflict in the Local Government Collective Bargaining Process

Supervisor: Prof C Meintjes

Co-Supervisor: Dr SU Ngcwangu

Sibiya, Edward Dumisani Mziwokuphila (African Languages)

Thesis: Narrating the Nation: A Postcolonial Reading of Jabulani Mngadi's Novels

Supervisor: Prof Z Mtumane

Tshuma, Lungile Augustine (Journalism)

Thesis: Imaging the Past in the Present Through the Camera's Lens: Photography, Archives and the Construction of Memories on Joshua Mqabuko Nkomo

Supervisor: Prof D Moyo

Co-Supervisor: Prof N Stremlau

Van Jaarsveld, Jessica (Philosophy)

Thesis: Towards an Environmental Ethic: Revising Nussbaum's Capabilities Approach

Supervisor: Prof HHP Lötter

Bilgrami, (Semantic Languages and Culture)

From a Danish-Iraqi background, Muna Bilgrami grew up and lived in Kirkuk, Beirut, London, Texas, and Karachi. Before her enrolment at UJ, she had a BA (Arabic & Persian) from UT, Austin and an MA (Islamic Societies and Culture) from SOAS (London). Bilgrami worked as an editor, teacher, and radio broadcaster for the BBC. Her curiosity about the construction of religious and spiritual authority, gender and identity led her to UJ, where her research focused on Sufism and the intersections with secularity and decoloniality. Blessed with a collaborative partnership with Abbas, a Pakistani-Canadian energy expert, together they have raised two children and have two grandchildren.

Muna Bilgrami investigated a contemporary Sufi community centred around the person and teachings of the Sufi master, Shaykh Fadhlalla Haeri ((1937), offering deep insight into the lived reality of Islamic spirituality in the West. Using an ethnographic approach, she shows a) how spiritual authority and transmission in a transnational Sufi movement facilitates the commitment to integrating metaphysical and esoteric horizons into quotidian life and b) how the habitus of a transnational, transethnic, gender-sensitive community of practise assists the process of self-transformation. Bilgrami examines the seekers' encounter with Haeri and the topography of that interaction transnationally and diachronically as it emerged from the data, reflecting the tensions between tradition and modernity, authority, and autonomy. This study makes a significant new contribution to understanding contemporary spirituality rooted in Islam, the nature of transmission and self-transformation among a self-identified community of Sufi practitioners who privilege essence over form yet remain rooted in Islamic praxis.

Supervisor: Prof F Esack

Co-Supervisor: Prof M Frahm-Arp

Mandewo, Jean Farai (Sociology)

Jean Farai Mandewo has been a PhD candidate with the Sociology Department at the University of Johannesburg since 2016 and has worked on a thesis entitled “Health Risks and Vulnerabilities of Mobile Women: Cross-Border Traders Travelling along the Zimbabwe-Tanzania Corridor”. She is a lecturer at the Women’s University in Africa in Zimbabwe and coordinates the Gender Studies Programme. She has a number of pending publications.

The thesis acknowledges the health risks and vulnerabilities of mobile women, and the way they have agency, resilience and resourcefulness are pronounced clearly by the double-gendered pressures of fulfilling their mothering roles and sustaining their families. Their temporality of mothering is seen in how they have utilized ICT to fulfil their roles as mothers. They have displayed innovation in their use of WhatsApp to market and advertise their goods and communicate and negotiate with their helpers at the different ports of entry. Through an intersectional analysis, using an African feminist lens, the mobile women, whose lives are shaped by diverse attributes leading to multiple oppressions, have turned their vulnerabilities into strengths as they adopted different coping strategies and illustrated their agency and resourcefulness. The study established new knowledge claims on women’s health at work in Southern Africa through a feminist theoretical engagement.

Supervisor: Prof P Rugunanan

Co-Supervisor: Prof K Batisai

Musekiwa, Takudzwa (Development Studies)

Mr Musikiwa obtained his BA degree in Psychology and Communication Science from the University of South Africa after matriculating from Damelin High School in Cape Town. He completed his Honours in Psychology also through the University of South Africa, and obtained an MA in Development Studies from the University of Botswana. His fields of research are the role of civil society in advocating human rights, state-civil society relations, and historical research on the African state. He has published a review of the book “Racism after Apartheid: Challenges for Marxism and Anti-Racism” (2019) in NOKOKO: Journal of Pan-African Wisdom.

Takudzwa Musekiwa’s doctoral thesis on state violence toward human rights civil society organisations is a measured yet searing examination of the ways in which the authoritarian ruling groups in Zimbabwe, Kenya and Egypt mete a wide range of coercive means against democratic activists in these societies. Musekiwa develops a continuum of coercive measures that these states employ against opposition (or simply democratic: the distinction is not often respected) activists, ranging from legal restrictions to murder. This nuanced mode of measurement, allowing comparisons across quite different regimes – with a common denominator of their often paranoid invocation their sovereignty against “imperialist puppets” – was highly commended by his assessors. So too was his serious study of the historical evolution of these states’ relation to civil society, along with theoretical innovation along Gramscian ideas of “the interregnum”. They recommend further research and publication in scholarly journals.

Supervisor: Prof DB Moore

Nkwadi, Palesa (Socialis Scientiae)

Palesa Nkwadi has an MA in research from WITS. She has been a research and teaching assistant at the department of social work and community development at the university of Johannesburg in both theory and practice. She has training in Trauma Containment, dealing with self-mutilating clients and marriage preparation programmes. She worked at Family Life Centre providing family counselling, couple/marriage counselling, mediation, trauma debriefing and conducting anger management courses, amongst others. Her passion is bringing healing to people who have been through a trauma or stressful experience. Palesa got married and had a baby boy during her PhD.

Palesa Nkwadi conducted a qualitative study in rural areas of North West to explore the knowledge, perceptions and responses to symptoms of cervical cancer (CC) of rural African women and traditional healers. Understanding the factors that influence rural African women's decision making to seek health care is critical for early intervention and prevention of CC. Traditional healers are preferred because they deal with the spiritual and not just the physical, speak local languages, and are accessible and cost-effective. Bio-medical settings were considered to be alienating, inaccessible, racist and disrespectful. Hence, rural women are reluctant to use bio-medical services. Moreover, the socio-economic conditions of rural communities contributed to the challenges they faced in accessing bio-medical facilities for screening and treatment. This study is critical to improving social workers' knowledge regarding the challenges and facilitating factors for Black African women in rural areas when dealing with CC, to enable prevention and access to services.

Supervisor: Prof S Rasool

Antones Dlamini, Rachel Tengetile (African Languages)

Rachel Antones-Dlamini possesses a Master of Arts and a Bachelor of Arts (Honors) in African Languages (Literature) from The University of Stellenbosch. She also holds a Bachelor of Arts in Humanities and a Certificate in Education from The University of Swaziland. Professionally, Rachel is an English and SiSwati teacher at St. Francis High School where she also heads the SiSwati Department. Furthermore, Rachel has tutoring and lecturing experience (part time) gained at The University of ESwatini (UNESWA) as well as The Southern Africa Nazarene University (SANU). Rachel is also a published SiSwati short story writer.

Rachel Antones-Dlamini's Doctoral thesis examines the role of proverbs in siSwati and isiZulu literary works, as well as the authors' intentions in their use. She does this by applying the Relevance and Cultural Criticism theories to the research. These theories are beautifully applied to the analysis of the chosen siSwati and isiZulu works. As the proverbs are critically analysed their origin, grammatical and poetic structures, literal, figurative and contextual meanings are derived. Her findings are that, indeed, writers make use of proverbs together with other stylistic devices to exhibit their creativity, enrich their diction and to set the tone, mood and atmosphere in their works. Authors also use proverbs as social control mechanisms and as means to educate on culture, history and way of life. They also twist and prune these proverbs to suit their desires. Hence, modern literature provides a valuable contribution towards the preservation of proverbs nowadays.

Supervisor: Prof Z Mtumane

Atwine, Deborah (Social Work)

Deborah Atwine is a Faculty member in the Department of Social Work and Social Administration, Kyambogo University, Uganda. She also serves as a Research fellow at the Population and Social Development Institute (PSDI) in Kampala, Uganda. Deborah's heart lies in practice and she has done social and community development work focusing on children and women for 15 years. Her teaching and research interests are social policy, social development and social protection.

This study adopted an Afrocentric perspective and used qualitative case study design to explore the different types of African indigenous social protection systems (AISPS) utilised by elderly widows who were beneficiaries of the Social Assistance Grant for Empowerment (SAGE) Programme in Kamuli, Uganda. The findings reveal that extended family and kinship ties, neighbourhood and community support networks, and spirituality and faith-based organisations are important social protection support systems for elderly widows. Furthermore, the formal SAGE programme compliments AISPS and plays an important role in the provision of support to elderly widows. This study's findings have underscored the importance of integration of AISPS with the formal SAGE programme in the provision of social protection for the elderly. The study concludes with some considerations for harnessing the valuable contributions made by elderly widows in society and calls for the need to incorporate AISPS in the design and implementation of social protection policy.

Supervisor: Prof T Raniga

Baijnath, Ramona (Industrial Sociology)

Ramona Baijnath is an Industrial Sociology candidate at the University of Johannesburg. She was born and raised in Durban, KwaZulu-Natal, and is a mother of four. She holds a Masters in Sociology from the University of Johannesburg, Honours in Political Science from the University of Natal, BTech in Journalism from the Durban Institute of Technology, and a Diploma in Journalism from Natal Technikon. She holds several academic awards including Top Achiever, Faculty of Humanities (2019) and awards for Broadcast Journalism and Political Science at the Durban Institute of Technology. Baijnath has published in the South African Review of Sociology.

Ramona Baijnath narrates the life herstories of nine women participants within South Africa's Extended Public Works Programme (EPWP) infrastructure sector through an African Feminist lens. The thesis shows in empirical detail how this approach represents an advance on existing methods and frameworks. Public works programmes have gained in popularity, globally, drawing women and youth into temporary, flexible employment. Responding to the reduction of participants in EPWP's to numbers, the thesis uses life herstory methodology to establish a subjective response to the power relationships engendered in dominant knowledge production. The thesis moves methodology forward to a paradigm-shifting degree and can be expected to generate dynamic debate. The reality of participants' lives was powerfully shown to be at variance with the single story of the EPWP in South Africa. Each participant – previously frozen into numbers to be filed away in government data bases – emerges with agency, straining against circumstance, opening new possibilities.

Supervisor: Dr HL Groenewald

Co-Supervisor: Prof AG Desai

Botha, Aïda Chantell (Philosophy)

Aïda Botha (writing academically as Terblanché-Greeff) completed her BA in Humanities and BA (Hons) Psychology at the North-West University. In 2016 she completed her MA in Development and Management (with a specialisation in Disaster Studies) at the same institution. She is currently employed at NWU as a lecturer in Philosophy. As an interdisciplinary scholar she has presented numerous papers at local and international conferences. She has published articles and chapters with reputable journals and publication houses. Her academic focus areas are inter-and transdisciplinary, with topics such as cross-cultural studies, psychology, social philosophy, African philosophy, and environmental ethics.

Aïda Botha (writing academically as Terblanché-Greeff) uses interdisciplinary research grounded on philosophy and psychology to make sense of time orientation and sense-of-self in South Africa. After developing the Ubuntu Inventory and the African Time Inventory through mixed-method experimental philosophy, she establishes that dominant generic groupings of time and self, viz monochronism-individualism and polychronism-collectivism, are not exhaustive; orthogonal groupings, such as monochronism-collectivism and specific variations such as Ubuntu collectivism and African time also manifest. Upon illustrating how conflict arises from differing cultural values, she suggests managing it by creating a “moral circle” of shared values and developing cultural intelligence as a virtue.

Supervisor: Prof T Metz

Co-Supervisor: Prof P Nel

Chiridza, Peter (Journalism)

Peter Chiridza has been a Lecturer in the department of Language, Literature and Media Studies at the Zimbabwe Open University since 2009. Prior to that he worked as a reporter for the *Herald* newspaper. He has published various papers in local and international journals, such as the *Greener Journal of Social Sciences*. He has also presented at various academic conferences, such as the Africa International Conference that was held in Zimbabwe in 2018.

Peter Chiridza's thesis, *Exploring the State of Journalistic Practices in the Age of Social Media in Zimbabwe: An Ethnographic Study of Three Newsrooms*, is underpinned by a sociological perspective of journalism supported by the Habermasian public sphere. Using ethnographic research approaches that deployed observation, face to face interviews and WhatsApp digital ethnography, Chiridza carried out empirical observations and interviews with forty five (45) journalists and editors at the Zimbabwe Broadcasting Corporation (ZBC) and at Alpha Media Holdings (AMH) over a three-month period. The findings showed that social media has been incorporated at ZBC and AMH and that this is changing these newsrooms in several ways at different levels. It found out that social media is changing the newsrooms by bringing speed, convenience, convergence and multiskilling in the way journalists do their work, and by transforming the roles of journalists as producers of news and audiences as receivers of news.

Supervisor: Prof D Moyo

Co-Supervisor: Prof TG Motsaathebe

Chiukira, Levious (Political Studies)

Levious Chiukira's thesis analyses the nexus between gender and regional integration and how international trade can address social and economic development needs of women cross-border traders in the Southern African region, using Zimbabwe as a case study. The need for gender equality, inclusive economic growth and sustainable development is captured by the new concept that he coined: "developmental feminism", which offers an inclusive approach that accounts for the roles of equity and dignity as determinants of gender relations.

Levious Chiukira's thesis analyses the nexus between gender and regional integration with the intention to find a common ground on how international trade can address social and economic development needs of women cross-border traders in the Southern African region, using Zimbabwe as a case study. Drawing on Feminist, Marxist and post-modernist theories, the need for gender equality, inclusive economic growth, and sustainable development is captured by the new concept that he coined: "developmental feminism", which plays a fundamental role in formulating developmental policies that emphasise gender responsiveness, gender equity and equality. The main observations were the lack of gender-differentiated data and inadequate capacity by regional institutions to integrate the needs of women under existing policies, resulting in the promotion of imported goods that benefit multinational corporations and consequently strengthening their foothold on the continent, perpetuating neo-colonialism and dependency.

Supervisor: Prof AB Chikwanha

Dlakavu, Ayabulele (Political Studies)

Ayabulela Dlakavu is a Researcher and Analyst of public policy, foreign policy, international organisation, global and regional peace and security, as well as political economy. He is also a monitoring and evaluation practitioner, lecturer and researcher with extensive background in international development, sociology and history.

The thesis represents a forecasting paradigm that studies the connection between the collective international actions of the Great Powers (Britain, China, France, Russia and the USA) and the possible impact thereof on the future of global political, cultural and economic governance. Foreign Policy Analysis (FPA) and scenario building are two methodologies adopted by the thesis, detailing how the study pursues its overall aim of forecasting whether the current Liberal International Order will survive the 21st century, based on the observed international actions of the aforementioned Great Powers. The overarching determination of the thesis is that the Liberal International Order is *unlikely* to survive. Various potential triggers of Great Power warfare are abundant that could collapse the liberal order, such as international tensions over Russia's war with Ukraine and China's long-standing objective of annexing Taiwan. It is *inter alia* argued that China's emerging international financial and economic order is our future global governance mechanism.

Supervisor: Prof CA Georghiou

Co-Supervisor: Prof SE Graham and Prof C Landsberg

Kaziboni, Anthony (Sociology)

Anthony Kaziboni is Head of Research at the Institute for the Future of Knowledge (IFK) at UJ. Following his first degree in sociology from Africa University, Zimbabwe, he received his sociology honours and master's degrees from UJ with distinction. He lectured at UJ's Sociology Department from 2012-2019. During this time the Faculty of Humanities awarded him the Best First Lecturer Award (2016) and the Teaching and Learning Students Choice Award (2019). He is a recipient of the prestigious Outstanding Early Career Award in Clinical Sociology (2018) from the International Sociological Association's (ISA) Clinical Sociology Research Committee.

This study investigated how forms of expression of citizenship is understood and exercised by drawing from data collected in three Madibeng communities: Damonsville, Mothutlung and Mmakau. Findings revealed a general sense of a deteriorating relationship between citizens and the state, with participants indicating a struggle to access basic water services. They believed that citizenship spaces in the communities were on the decline: politicians highjacked community meetings, there was a rise in gangsterism, and some contested “good citizenship” practices like paying for water. While some participants favoured toyi-toying, a constitutional right, others did not, fearing injury or even death. Through tracing shifts in forms of expression from “invited” to “invented” spaces of participation, the study concludes that some participants viewed the “new” South Africa as an exclusionary space. They reluctantly withdrew from claiming their full-citizenship rights due to fear, coercion or duress, what he calls “disengaged citizenship”.

Supervisor: Prof T Uys

Co-Supervisor: Prof M Galvin

Ncube, Likhwa (Philosophy)

Ncube works on the epistemology of causality in the health sciences and in social sciences. In particular, his interests are in evidential pluralism in epidemiology and in evidence-based policy. His research looks into the use of evidence, what counts as evidence, what requirements for evidence, and what methodological approaches for collecting and using evidence in both sciences. He is currently engaged in examining his hypothesis that the evidential pluralism of the RWT, EBM+ variety, is but evidential dualism touted as evidential pluralism. His research, more broadly, combines practical methods for evidence evaluation (in health sciences and social sciences) with philosophical analysis.

This project is a detailed evaluation of the genealogy and merits of the Russo- Williamson Thesis (RWT) and a proposal about how to improve upon it. The RWT demands that establishing causal claims in the health sciences requires both evidence of difference-making (or of probabilistic association between a cause and an effect) and evidence of a mechanism linking the cause and effect. Drawing on the voluminous literature in philosophy of science on mechanisms, the central aims of the project are: (1) to identify the account of mechanism that best makes sense of RWT's claims about evidence of mechanism, and (2) to use this expanded understanding of mechanism to re-evaluate RWT. The project makes an important and novel contribution in the "nuanced RWT" that it proposes, which is an ingenious disjunctive rather than conjunctive treatment of the main ingredients of the RWT, creating an improved position out of the diagnosed failings of the original.

Supervisor: Prof AB Broadbent

Co-Supervisor: Dr CM Harris

Ngqeza, Zukile (Biblical Studies)

Zukile Ngqeza was born in Port Elizabeth. He received his first introduction to Ethics and Gender Studies in 2014 from the University of Western Cape, followed by a BA (Honours) on a Socio-rhetorical reading of Revelation 12. He also did a Postgraduate Module in Gender and Health at Stellenbosch University. He further holds a Master of Theology in Old Testament Studies from UWC. He has recently been appointed as Lecturer in Old Testament Studies in the Faculty of Theology, School of Christian Ministry and Leadership at the Mafikeng Campus of the North-West University. Zukile is married to Lerato.

2 Kings 6:24-31 tells the story of two women who agreed to eat their children due to siege-related poverty. However, male-centred and adult-centred hermeneutical approaches labelled the women as “murderers” who feed on their children, instead of seeing the women as victims.

This study is based on intersectionality as a theoretical framework for understanding the interrelated struggles of gender, class, race, and age in social movements and knowledge production. A three-pillar methodology of the Feminist-Childist-Trauma approach is used to challenge the adult-centredness and patriarchal approach of the biblical narrators and commentators of these texts. The study aims to re-read and re-interpret 2 Kings 6:24-31 and Lamentations 2:20 & 4:10 from a Feminist-Childist-Trauma perspective in light of the stories of abandoned children in South Africa. The study further proposes that the mothers of these texts are not murderers but victims of patriarchy and androcentrism, and that the version of the narrator is a constructed text.

Supervisor: Prof L Nortje-Meyer

Nyemba, Eve Zvichanzi (Political Studies)

Eve Zvichanzi Nyemba has had nine years teaching experience in International Relations at the University of Zimbabwe, Department of Political and Administrative Studies. She has 13 publications including books, book chapters, and articles in refereed journals. She recently co-authored *The Handbook of Zimbabwe-China Economic Relations* with a team of African and Asian scholars under the Zimbabwe Environmental Law Association (ZELA) and Institute of Chinese Studies Initiative (ICS). She holds of a Master of Science (MSc) Degree in International Relations.

The doctoral thesis provides a comprehensive, systematic analysis of key issues in Zimbabwe's foreign policy as they manifest in the United Nations General Assembly, highlighting trends in Zimbabwe's voting behaviour over a period of 16 years, from 2003 to 2019. This thesis was the first ever to test Graham's voting behaviour model using Zimbabwe as a case study. The central themes driving Zimbabwe's foreign policy were identified as sovereignty, independence and self-determination, the Look East Policy (LEP), disarmament, creation of a just and equitable international order, human rights, pan-Africanism, and peacekeeping. The study concludes that Zimbabwe's voting behaviour in the UNGA is to a greater extent consistent with its foreign policy. The study recommends that Zimbabwe must analyse the voting behaviour of countries and blocs with cordial relations with most investors, to learn best practices and promote its economic interests.

Supervisor: Prof SE Graham

Onyango, Moses Joshua Ogam (Political Studies)

Mr Onyango is Political Scientist with expertise in international relations, violent extremism, youth, environment and regional integration. He has over 14 years of teaching, administrative, and research experience at university level. Current areas of research interest include application of political and international relations theories to past, current and emerging phenomena; understanding the implementation of violent extremism strategies and programmatic responses at global, regional and national levels and the role and impact of international organisation theory on peace and conflict. Region and country of research focus: Greater Horn of Africa.

This thesis examines the implementation of Kenya's national strategy to counter violent extremism. It provides an overview of global and regional strategies before analysing the content and implementation of Kenyan strategy. It highlights its strengths and weaknesses in the context of the drivers of violent extremism in the country. The constructivist approach is used as the lens through which it views both the emergence of violent extremism and the means through which to counter it. Although there was an initial decrease in the number of terrorist attacks, this subsequently changed as the counterterrorism responses failed to address root causes, including that of institutional weaknesses and marginalisation and perceptions of exclusion. The thesis argues for a more holistic implementation of the NSCVE in Kenya and a people-driven CVE approach.

Supervisor: Prof C Hendriks

Shabangu, Pay Ernest (Strategic Communication)

Pay Shabangu was born in Piet Retief and started his studies at the University of South Africa studying Human and Policy Studies at undergraduate level, followed by the completion of an Honours in Integrated Organisational Communication. He then joined the University of Johannesburg, completing his Masters in Strategic Communication in 2017, followed by his PhD in the same field. His research resulted in a framework using stakeholder engagement as a strategic communication approach to mitigate conflict in the local government collective bargaining process. Pay is currently the Deputy Director: Publications, Social Media and Website Content Management at the Gauteng Department of Cooperative Governance and Traditional Affairs.

Pay Shabangu, in his thesis *Towards a framework using stakeholder engagement as a strategic communication approach in mitigating conflict in the local government collective bargaining process*, demonstrates the importance of strategic communication principles in alleviating conflict in this sector through engagement. In this interdisciplinary study between strategic communication and labour relations, the reasons for conflicts in the local government sector were discovered using an interpretive, qualitative approach with the various stakeholders involved in the process. In doing so, a postmodern framework to mitigate these conflicts was developed using the concepts of stakeholder recognition, dialogue, co-design, co-determination and collaboration. This framework contributes to the body of knowledge by proposing a multi-voice stakeholder perspective. Theoretically, this framework integrates strategic communication, stakeholder engagement and labour consideration making a unique contribution. The praxis of the framework provides for a novel way to approach a disruptive labour context.

Supervisor: Prof C Meintjes

Co-Supervisor: Dr SU Ngcwangu

Sibiya, Edward Dumisani Mziwokuphila (African Languages)

Dumisani Sibiya holds an MA from Wits and is an award-winning novelist, short story writer and poet. He has published 20 books, including *Kungasa Ngifile*, *Ngidedele Ngife*, *Ngiyolibala Ngifile* and *Inkululeko Engakhululekile*. He won the Sanlam Prize for Youth Literature three times, won the K Sello Duiker Memorial Literary Award, Muntu Xulu Award for Short Stories, and the 2021 UJ Prize for Creative Writing. As a student Sibiya received the following awards: Kagiso Publishers – Isaac Moepuli Memorial, ISMA – Maurice Florio, and the Vilakazi Memorial. His recent book is *Trends and Tropes: Some Aspects of African Indigenous Literatures of South Africa* (2022).

Dr Edward Dumisani Mziwokuphila Sibiya's doctoral thesis provides an in-depth postcolonial reading of Matthew Jabulani Mngadi's novels. Based on a qualitative research method, Sibiya articulates and engages with various aspects of postcolonial theory as he demonstrates how Mngadi narrates issues of national concern such as identity, culture, ideology, politics, social life and economy. The researcher's findings are that Mngadi is a true postcolonial novelist, as his work demonstrates a commitment to socio-political and economic issues of his times. Sibiya's study challenges the widely held views that literatures in indigenous languages do not engage sufficiently and deeply with the pertinent social, economic, and political issues of their times. Contrary to the great majority of scholarly work in and on African indigenous languages literature analysis in South Africa, Sibiya demonstrates that postcolonial theory can be used to better understand the issues that are explored and exploited by writers of literature in these languages.

Supervisor: Prof Z Mtumane

Tshuma, Lungile Augustine (Journalism)

Lungile Tshuma has been a Lecturer in the Department of Journalism and Media Studies at Zimbabwe's National University of Science and Technology since 2017. Prior to that appointment he served as a Reporter for *The Sunday News*, also in Zimbabwe. Tshuma has been a prolific scholar during his PhD and has published several articles in journals such as *Africa Journalism Studies* and the *Journal of Genocide Research*. He has collaborated on important work with several national and international organisations such as Internews, the Zimbabwe Lawyers for Human Rights, and the Zimbabwe International Trade Fair Company.

Imagining the past in the present through the camera's lens: photography, archives and the construction of memories on Joshua Mqabuko Nkomo is a gripping account of how two institutions in Zimbabwe, the Mafela Trust and the Joshua Nkomo Museum, have presented and portrayed the life of Joshua Nkomo. Nkomo is credited as being the founding father of the Zimbabwean nation and his memory has been both contested and political. By examining how these different institutions have remembered and constructed Zimbabwe's history and the liberation movement in particular, Tshuma offers a unique insight into memory and national remembrance in Zimbabwe. He focuses on key events, including the liberation struggle, the Gukurahundi genocide, and the post-Unity accord. Tshuma engaged in extensive field research as illustrated throughout his dissertation and captured through his careful use of photographs. This thesis is an important contribution to the fields of media, memory and conflict studies.

Supervisor: Prof D Moyo

Co-Supervisor: Prof N Stremlau

Van Jaarsveld, Jessica (Philosophy)

Jessica van Jaarsveld has received a BA (Politics, Philosophy and Economics) and Honours and MA in Philosophy (all cum laude, all at UJ). She was awarded the Chancellor's Medal for the most meritorious MA study in UJ's Faculty of Humanities for 2017, and she received a Doctoral Global Excellence and Stature Scholarship from UJ. She has presented her work at conferences in the US, UK, Israel and South Africa. Two articles from her PhD thesis have already been published in international accredited journals. She has also published a chapter in the book *African Environmental Ethics: A Critical Reader*.

For her doctoral thesis-by-articles, Van Jaarsveld offers one way of dealing with the global environmental crisis by developing the environmental component of Martha Nussbaum's Capabilities Approach, which is one of the most influential theories in global development thinking. Identifying that the core environmental component of Nussbaum's work is underdeveloped, the goal of the thesis was to develop and defend this core component, thereby making Nussbaum's capabilities approach much stronger in its ability to guide and justify comprehensive environmental protection. Van Jaarsveld demonstrates why her attempt to develop a unified ethical theory can play a valuable role towards securing flourishing for both humans, animals and the environment. The two published articles from van Jaarsveld's thesis appear in the *Journal of Human Development and Capabilities* and *Oxford Development Studies*, respectively. The board of the latter awarded her the biennial Sanjaya Lall Prize for the best article published by a graduate student.

Supervisor: Prof HPP Lotter



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National Anthem of South Africa

Nkosi sikelel' Afrika
Maluphakanyisw' uphondo lwayo,

Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo.

Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke setjhaba sa heso,
Setjhaba sa South Afrika - South Afrika.

Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.