

FACULTY OF HUMANITIES

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

Doctor of Philosophy

BENNIE, Andrew Govan

Sociology

THESIS: Food sovereignty and the agrarian question in South Africa: Class dynamics and collective agency from below

The thesis explores the domestication of the global food sovereignty discourse and politics in the South African context, through the theoretical frame of the agrarian question. It explores the intersections between food, agrarian change, and political organising for more just food system alternatives. It finds that the agrarian question remains important in understanding South Africa's food movement, which has been shaped through conjunctural, contingent and contextual relationships, and open up opportunities for its further evolution and significance through articulatory processes.

Supervisor: Professor M Williams

BRUCHHAUSEN, Sarah Lynn

History

THESIS: Women and emancipatory politics in the Former Lebowa Bantustan of South Africa, 1940s to Present
Using a gendered and subaltern historical lens, Bruchhausen traces women's emancipatory politics in South Africa's former Lebowa Bantustan from the 1940s to the present. Her study contributes to the scholarship on liberation struggles and the Bantustans, providing a new vantage point from which to theorise politics, subjectivity and ideas of freedom. She argues that the creation of autonomous spaces of the common and the defence of subsistence lifestyles have been defining characteristics of black rural women's everyday praxes of resistance.

Supervisors: Professor M Nieftagodien and Dr A Lissoni

CANIN, Nicole

Psychology

THESIS: The experience of premature infancy within the mother-infant dyad in neo-natal high care unit: A psychoanalytic exploration

This study makes an important contribution to the study of the impact of traumatic premature birth on the developing intersubjectivity between mother and infant, highlighting the influence of the mother's pre-existing trauma. In addition to filling a notable gap in psychoanalytic studies of prematurity, this study makes a significant contribution to the use of psychoanalytically informed methodologies in health and social science research, successfully taking infant observation out of the clinical training setting and applying it adaptively to hospital-based research.

Supervisor: Professor K Bain

CHAKAWODZA, Josphine Munyaradzi

Education

THESIS: Effectiveness of blended teaching on learning engagement and academic achievement in organic chemistry: A case study of South Africa grade 12 learners

Rooted in Vygotsky's sociocultural and Maslow's hierarchy of needs theoretical concepts, Josphine used a mixed methods design to evaluate the efficacy of blended teaching in promoting learning engagement and academic achievement of Grade 12 learners in one of the most underprivileged South African schools, focusing on Organic Chemistry. This study took place at the climax of COVID-19, enriching the thesis' contribution in education field on use of blended teaching in limiting contexts that characterise most of South African schools truly valuable.

Supervisors: Dr E Nakedi and Professor R Kizito

DE VILLIERS, Phillipa Yaa

Creative Writing

THESIS: Riding out the Water and The Making of a Writer: Keorapetse Kgositsile through the Lens of Adoption
Phillippa Yaa de Villiers has written a PhD comprising an epic poem called Riding Out the Water and a thesis entitled The Making of a Writer. Together these make a significant contribution to South African literature. The poem examines belonging, violence, loss and transformation through language and imagery both original and compelling. The thesis considers the work of Keorapetse Kgositsile, and the becoming of a writer, with a focus on exile and adoption, demonstrating that intellectual and creative generosity are vital aspects of a dynamic poetic community.
Supervisors: Associate Professor B Law Viljoen

DLADLA, Celimpilo Piety

African Languages and Linguistics

THESIS: An analysis of domain-specific terminology for pedagogical lexicographic resources: Towards a comprehensive English-IsiZulu life sciences dictionary
This study examined pedagogical lexicographic practices in South Africa through an analysis of terminology equivalents plus definitions provided in English/isiZulu dictionaries. The researcher identified a gap in the microstructure of these dictionaries in terms of satisfying pedagogical needs of users and developed a digital bilingualised dictionary with a comprehensive microstructure, a first of its kind in isiZulu, for Life Sciences. This resource provides a microstructure with etymological traits, definitions, and extra-lexicographic data that provides for pedagogical lexicographic needs of users.
Supervisor: Dr E Zungu

DLAMINI, Gabby Sipho

Anthropology

THESIS: YouTube: Video Commercialization, Value Creation and Identity
The digitalisation of life is one of the most profound changes of our times. Dlamini explores ethnographically how this remakes traditional categories of work, value, and personal identity. Drawing on her fieldwork among vloggers and viewers on YouTube, she shows how digital platforms afford conversions of life into money, and how online publics work through the ethical questions that these affordances create.
Supervisor: Dr H White

DLAMINI, Tula

Journalism and Media Studies

THESIS: Newsroom Culture and Journalistic Practice at the South African Broadcasting Corporation (SABC): An Ethnographic study
With a focus on South African Broadcasting Corporation newsroom culture and journalism practices, this study aims to accomplish two primary goals. The first one is to understand the factors inside the SABC newsroom that impact the construction of news stories and current affairs. The second issue is to explore how the SABC programming mediate news. These objectives are addressed through the lens of field theory, together with the concept of the Public Sphere. This study becomes one of the first to conduct a longitudinal ethnography of the SABC newsroom.
Supervisor: Dr S Chiumbu

GCABASHE, Nduduzo Brian

Education

THESIS: An exploration of business studies teachers' integration of information and communication technologies to equip Grade 12 learners with critical business skills
This study explored the ICT integration of six South African Business Studies teachers to enhance learners' critical business skills. Data were collected through interviews and lesson observations. It emerged that teachers relied on their previous interaction with technology to integrate technology in their classrooms. Consequently, their integration was sometimes not always aligned with the objectives of the Business Studies curriculum. Therefore, the extent to which learners' critical Business skills were nurtured, varied. Thus, a more tailored training on technology integration for business studies teachers is recommended.
Supervisor: Dr N Ndlovu

HLAKO, Mmachuene William

Education

THESIS: Technical and vocational education and training (TVET) mathematics teachers' professional noticing of students' productive struggle in calculus tasks

Hlako Mmachuene William investigated an innovative pedagogical technique in which the educator hermeneutically observed students' calculus engagement with little educator direction. Students experienced impasses producing errors and misconceptions for which they were encouraged to resolve on their own. The study demonstrated the technique's effectiveness in encouraging a deeper understanding of calculus principles and their applications in problem-solving compared to traditional teaching methods. A theory and data based pedagogical framework for teaching advanced calculus was produced.

Supervisor: Professor J Makonye

HLASANE, Mphapho Christian

African Literature

THESIS: Kwaitoscapes: Reading the historio-graphic narratives in the visual cultures of black youth

This study traverses the remarkably broad terrain that kwaito music and its visual cultures has scripted over the past few decades. The interdiscursive methods included the making of two essayistic videos alongside site specific screening events that create a unique conversation with the dissertation. The study is empirically and theoretically enriching for both scholars and practitioners interested in South African youth cultures, popular culture, music, visual culture and their discursive and aesthetic interactions with the dynamic archive of indigenous cultures.

Supervisors: Dr K Mkhize and Associate Professor D Andrew

HLOPHE, Nkateko

African Languages and Linguistics

THESIS: Invisibility of women's voices, choices, and opinions in African traditional marriages: A case study of the Swati people in Kanyamazane

This study brings to the fore a plethora of issues that affect young makoti's in the Swati community. The expectations of the in-law and their prescriptions about what a good makoti should be, puts unnecessary pressure on the young brides. They are faced with the double-edged sword of patriarchy and woman-on-woman oppression. Ms Ngobeni did justice in unpacking the intricacies of traditional marriages and rituals that go with them and how young brides feel trapped and with limited choices due to the role of the living-dead and how they regulate family dynamics from beyond the graves. The Swati community is under-researched, which makes this thesis a pioneering contribution and a first of its kind.

Supervisor: Dr E Zungu

LEMBETHE, Nolwandle Ayanda

Philosophy

THESIS: A Study of African and Western Epistemic Intuitions and Implications for Decolonisation

Using the method of experimental philosophy as a bedrock for her dissertation, Nolwandle Ayanda Lembethe presents an account of epistemic intuitions, their connection to the decolonisation project, and significance for epistemology and the scientific enterprise, in general. The dissertation provides very useful and meaningful ways of broadening our understanding and use of epistemic intuitions, as well as their importance for decolonisation and Africanisation.

Supervisor: Professor E Etieyibo

LOATE, Lesego Lester

Geography

THESIS: Water Grabbing?: Water Struggles over the Water Regulation of the Water Use Licenses of Coal Mines in Delmas, South Africa

A case study examination of the role of water regulation in coal mining water struggles. Contemporary water regulatory practices through allocation, recognition and participation; unfairly, unequally and inequitably ordered the water use of coal mines; polluting and damaging water bodies key to agricultural water use. Regulatory practices normalise the potential of future water scarcity thereby underlying present-day coal mining water struggles.

Supervisors: Professor A Wafer and Dr S Mswana

MAGOGODI, Kgafela Golebane

Creative Writing

THESIS: Mogaga: Play, Power and Purgation

Kgafela oa Mgogodi's PhD in Creative Writing comprises a play script called Chilahaebolae and a thesis that examines the relationship between activist theatre and ritual drama. The play enacts what Magogodi calls mogaga playmaking through poetic incantation, song, dance and spirit embodiment. The accompanying thesis traces the 'blood line of resistance theatre' and posits mogaga playmaking as a way to bring together political rebellion and spiritual elevation.

Supervisor: Dr N Maake

MALULEKE, Ntsako Precious

Audiology

THESIS: Family-Centred EHDI Services: Caregivers' experience and evaluation of the process and practices in the South African Context

The study investigated family-centred early hearing detection and intervention services, focusing on the caregivers' experiences and evaluating the process and practices within the South African context. Her study was completed via publication, of which she produced 2 chapters, 6 peer reviewed accredited articles, with an additional 5 submitted. Through a mixed methods evaluation design, highly commended by her examiners, she established ground-breaking evidence that will lead to Afrocentric EHDI programmes that are contextually relevant and responsive; evidence-based; and are cognizant of child, caregiver, and family needs.

Supervisors: Professor K Khoza-Shangase and Professor A Kanji

MARIE, Zen

Fine Art

THESIS: Paradise Fallen Xenoepistemics Stopgap Notes on Site-Specificity

The thesis in creative practice critically explores the concept or practice of site-specificity as a form of institutional critique. Paradise Fallen, an iterative video installation is proposed as a form of site-specificity or relational aesthetics. The research is a mobilisation of paratextuality as it offers an intervention that disavows the moment of exhibition or thesis writing as a finality. Rather, the work asserts these as moments in a continuum. They are sites in a procession of sites.

Supervisor: Associate Professor D Andrew

MATA, Songezo

Interdisciplinary Digital Knowledge Economy Studies

THESIS: Exploring early-stage digital transformation in secondary mathematics education

The thesis problematises technology enablement for secondary mathematics teaching and learning, theorising that current adoption is at an early stage in South Africa. It investigates factors that could shift digital transformation beyond the early stage. Using a social constructivist approach, this qualitative study proposes a holistic Digital Transformation in Secondary Mathematics Education (DTSME) framework that would promote the advanced digital skills of educators; formal digital leadership structures and approaches at district and school level; and applications of learning-centred dynamic software used in a transformational, not in a substitutional manner, to enable effective visualisation of mathematics problems and solutions.

Supervisor: Professor L Abrahams

MATEE, Hopolang Nnete Moipone

Psychology

THESIS: The experience of attempting to become a present father: Perspectives of absent Black South African fathers

Using a framework that combines psychoanalytic and social constructionist theory, this thesis makes a novel and important contribution through an in-depth examination of Black South African fathers' attempts to reconnect with their children, their motivations and the consequences of these attempts. Examiners stated that the study reveals valuable insights into the tensions between social, cultural, relational, and gender expectations, and the economic and psychological realities experienced by these fathers, filling a critical gap in the literature on father absence.

Supervisor: Professor K Bain

MNYAMANA, Nzukiso Theophilus

Education

THESIS: Family- based adverse childhood experiences as a determinant of learner drug abuse in Soweto high schools: implications for early intervention

This PhD thesis examined the effect of family based adverse childhood experiences and drug abuse among learners in township high schools in Soweto, South Africa. Within the mixed methods paradigm, the concurrent triangulation research design was adopted. The sample size comprised 80 learners. The study findings led to the development of structural equation model on psychological, social factors and learner drug abuse. The study proposes a 6-stage intervention model which could assist to address drug abuse among learners in high schools.

Supervisor: Dr P Aloka

MOYO, Beatrice

Psychology

THESIS: Black Parents' and Caregivers' Perceptions and Decision-Making Regarding an Attention Deficit Hyperactivity Disorder Diagnosis: Implications for Intervention Pursuits

Through hermeneutic phenomenological discourse, this thesis explored Black parents' and caregivers' perceptions of the etiology and nature of ADHD within the South African context. It unpacked parental meaning-making associated with an ADHD diagnosis for their children based on multiple, complex, and interconnected factors. The study also explored influences shaping parental decision-making on ADHD intervention pursuits and preferences, adherence, and non-compliance. The study offers practical recommendations to the healthcare sector, education department, and the relevant governmental policy-making entities.

Supervisors: Dr M Hara and Dr M Mathebula

MSANI, Sindisiwe Cynthia

Education

THESIS: Ukusetshenziswa kokuxutshwa kwezilimi kusukwa Esingisini kuyiwa Esizulwini emagunjini okufundela anabafundi abakhuluma izilimi ezehlukene ezikoleni zaKwaZulu-Natal, esiyingini ugu

Sindisiwe is the first PhD student to write in isiZulu at WSoE. She explored code-switching as a teaching strategy where English teachers in deep rural areas teach black learners who speak different languages, including languages from other countries. One of her findings is that teachers in rural areas have not yet accepted the change caused by immigration, they deny multilingualism as they still code-switch from English to isiZulu. Thus, her research is timely and essential for educational strategies in multilingual contexts.

Supervisor: Dr S Ntombela

NGOAKETSI, Mairomola Joseph

History

THESIS: Shifts, Changes, and Continuities in Heritage Commemoration and Memorialisation of the 21 March 1960 Sharpeville Massacre: 1960-2010

The study examines shifts and continuities in the ways that the Sharpeville Massacre of 21 March 1960 has been memorialised and commemorated from 1960 to 2010. Using archival materials, oral history interviews, as well as secondary sources and participants observation, the study shows how the Sharpeville shootings have been memorialised and commemorated under different political conditions, the contestations between different political organisations, the distortion of history, the silencing of certain voices and the creation of a grand narrative by the ANC government post-1994.

Supervisor: Professor S Lekgoathi

PHIRI, Million

Demography and Population Studies

THESIS: Contraceptive use Transition and Fertility Dynamics and Reproductive Health Outcomes in Zambia

The study examined contraceptive use transition and its effect on fertility dynamics and reproductive health outcomes among women of reproductive age in Zambia during the period 1992-2018. The study established that change in contraceptive use behaviour was a key driver of contraceptive use transition. Furthermore, improvement in the proportion of women attaining secondary education significantly contributed to increasing trend in contraceptive prevalence rate. Contraceptive use transition has had a positive effect on fertility dynamics in Zambia.

Supervisor: Professor C Odimegwu

PREM, Temara

Film and Television

THESIS: Self-representations of Cultural Identity in South African Indian Filmmaking, 2004 -2017.

Temara Prem's research breaks new ground in its multifaceted interrogation of self-representations in South African Indian filmmaking and the frequently under-visible cultural and socio-economic heterogeneity of South African Indians. Offering both contextual and textual analyses of three South African Indian films, the thesis offers an insightful deliberation on the intricate linkages between cinematic self-expressions of cultural identities and the political economy of film, which shape both opportunities and constraints in the ongoing project of cinematic self-representation of South African Indians.

Supervisor: Dr H Ebrahim

RAMODIBE, Refiloe Mmoti

Psychology

THESIS: An Exploration of Life and Career Narratives of Black Senior Managers: The Storied Habitus of Career Navigation

Based on life story narratives, this research located black senior managers within a temporal frame that knits them to their families of origin, childhoods, communities, socio-political and economic histories. Through a studied application of Bourdieu's theory of habitus, this location illuminated their lives and careers in new ways that are grounded in history and context. The thesis created circuits of meaning-making that connect the seemingly disparate sites of the personal, historical, social, and organisational. The thesis decisively intervenes in organisational studies and equality, diversity, and inclusion theory and practice.

Supervisor: Professor H Canham

SANDNES, Charmaine Henrietta

English

THESIS: The role of the fictional biographer in "The Aspern Papers" by Henry James, *Summertime* by J.M.Coetzee, *Absolution* by Patrick Flanery, *The Biographer's Tale and Possession* by A.S.Byatt

This study focuses on key contributions from English fiction that utilise the biographer and interrogates her role in shaping and shifting our perceptions of the biographical subject. Studying key works by Henry James, AS Byatt, JM Coetzee and Patrick Flanery, it is the fictional iteration of this in influential literary figure that is of signal interest, especially as it relates to matters of truth as it shapes identity, nationality, gender and storytelling within contemporary fiction.

Supervisor: Dr K Van Wyk

SHAYAMANO, Molly

Social Work

THESIS: Social work role and interventions during climate change related disasters in Zimbabwe

This study explored the role and interventions of social work practitioners during climate change-induced disasters in Zimbabwe. The study highlights the gaps in social work training which limit the practitioners' adequate involvement in addressing climate change-related disasters and promoting environmental justice. Using the study findings, a training programme that could be implemented to enhance the knowledge, skills, and attitude of social workers about disaster-oriented social work practice was developed and can be used as a reference framework in future social work interventions.

Supervisors: Dr K Mashego and Dr N Dube

SODEINDE, Mojisola

Education

THESIS: Researching graduate employability and graduate employability skills of non-traditional graduates in Nigeria

The candidate's thesis, 'Researching graduate employability and graduate employability skills of non-traditional graduates in Nigeria,' represents a significant contribution to our understanding of the impact of e-learning on employability in Nigeria. Under the expert guidance of Professor Emmanuel Ojo and co-supervision by Professor Timothy Hutton, this work addresses critical gaps and extends knowledge in the field of employability skills assessment. Her research offers valuable insights for both academia and industry, fostering a deeper understanding of graduate employment dynamics.

Supervisors: Professor E Ojo and Professor T Hutton

SPENGLER-GATHERCOLE, Corey Sarana

Political Studies

THESIS: Decriminalising Sex Work: The politics of policy making in South Africa 1994-2019

This theses explored the factors that have impeded the commitment and execution of sex work decriminalisation by the African National Congress (ANC) government in South Africa. Drawing upon the history of SA and its tumultuous past, including feminist theories of sex work, this research contends that sex work in SA cannot be fully understood without considering its historical and socio-economic dimensions.

Supervisor: Dr S Dube

TAPERA, Talent

Demography and Population Studies

THESIS: Intersecting Epidemics: The implications of COVID-19 in the utilisation of HIV treatment services among people living with HIV on antiretroviral treatment (ART) in Zimbabwe

The study examined the implications of COVID-19 in the utilisation of HIV treatment services among people living with HIV on ART in Zimbabwe. The study established that COVID-19 restrictions impacted utilization of HIV care and treatment services among people living with HIV. Age, marital status, religion, education, being vaccinated for COVID-19, opportunistic infections, residence, type of health facility, fear of contracting COVID-19, and non-availability of community health services were significantly associated with utilization of one or more HIV services.

Supervisor: Professor C Odimegwu

THOMAS, Naomi

Education

THESIS: Investigating how teacher educators create opportunities for preservice teachers to learn biology

This research investigated the nature of learning opportunities crafted by teacher educators within biology teacher education classrooms. Guided by Vygotsky's socio-cultural theory and the elaboration model, this multiple case study revealed that teacher educators utilised a diverse array of communicative approaches, to facilitate engagement with biology concepts for preservice teachers in large lecture settings. The study's findings underscore the significance of these varied approaches and discuss their implications for university teachers in fostering meaningful learning experiences.

Supervisors: Professor E Nyamupangedengu and the late Professor A Msimanga

THOMAS-KEREEDITSE, Dumelang Lorato

Translation and Interpreting

THESIS: The effects of embracing multilingualism on the academic performance of learners in primary science education in Botswana

This thesis investigated the effects of embracing multilingualism on Batswana learners' academic performance in science as a subject at primary level. She found that by employing a cognitive theory of communication in the translation of learning material, bilingual texts have the potential to create a safe translanguaging space in the classroom by activating engagement with science texts for enhanced comprehension and academic performance. Her thesis endorses the ostensive multilingualism pedagogy which supports the use of bilingual texts in education.

Supervisors: Professor J Inggs and Professor C Fotheringham

TIMLIN, Carrie-Leigh

English

THESIS: In Search of Utopia: Sylvia Pankhurst, Ethel Mannin, Nancy Cunard, and International Socialist Woman Authors in Interwar Britain

This study centres on the utopian socialism of Sylvia Pankhurst, Ethel Mannin and Nancy Cunard. These author-activists have been largely neglected in scholarship, particularly within the field of modernist studies. Instead of urging their inclusion in the modernist canon, it convincingly argues for expanding the field to include its discontents. Additionally, the thesis recovers the socialist ideas that informed the three authors' works. An intricate methodology brings together archival research, close reading, critical biography, cultural materialism, and the history of ideas.

Supervisors: Dr C Gordon and Dr S Kostelac

VAN DER MERWE, Denise

Education

THESIS: The conceptualization of teacher professional knowledge for enabling digital pedagogical transformation of content using animations for the topic of electromagnetism

This research has established a conceptual framework known as Digital-TSPCK, specifically designed for science teachers creating digital lessons on e-learning platforms. Digital-TSPCK is a specialized form of knowledge that integrates teachers' pedagogical knowledge for transforming content, digital proficiency, and the management of learners' cognitive load within multimedia learning environments. The application of Digital-TSPCK in designing digital lessons on the topic of electromagnetism has proven effective, resulting in high-quality, digitally transformed content for this topic.

Supervisor: Professor M Mavhunga

WORSTER, Starr Liane

English

THESIS: The Heart Experience: A Study of Poetry and Piety in Methodist Hymnody in the Eighteenth Century in Britain

Starr Worster presents a literary-critical examination of hymn-writing and performance during the Methodist revival in Britain, which shaped the intellectual, moral and spiritual culture of large numbers of people from every walk of life. She focuses on Charles Wesley and the Welsh writers William Williams and Ann Griffiths, analysing the relationships between performance, poetic form and the emotional appeal of the hymns. Her examiners commented, "Worster has convincingly re-considered the landscape of eighteenth-century religious poetry".

Supervisor: Professor V Houlston

ZIKHALI, Thulisile

Migration and Displacement

THESIS: Migration, Motherhood and Subjective Wellbeing: Experiences of Transnational Mothers in Johannesburg
The thesis explores how migration, motherhood and wellbeing intersect in everyday lives of migrant mothers living in Johannesburg whose children remain in their home countries. Using semi-structured interviews, migrant women shared their experiences as cross-border migrants, their coping strategies and how these shape their sense of motherhood and subjective wellbeing.

Supervisors: Professor J Vearey and Dr R Walker

ZINDOGA, Lilian

Education

THESIS: Using mnemonic and sub-lexic reinforcement techniques to enhance reading abilities among grade three learners with dyslexia in primary schools in Mpumalanga: Analysis of age and gender differences

This PhD thesis examined mnemonic and sub-lexical reinforcement techniques in enhancing reading abilities among grade three learners with dyslexia in two public schools in Mpumalanga. Skinner's reinforcement and information processing theories were adopted. Within a mixed methods paradigm, the sequential triangulation design was utilized. The findings indicated that mnemonic and sub-lexical reinforcement is highly effective, and gender and age are critical. The department of basic education should train teachers on reinforcement strategies to enhance reading abilities of learners with dyslexia.

Supervisor: Dr P Aloka

