

FACULTY OF HUMANITIES

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

Doctor of Philosophy

BELL, Amé

History of Art

THESIS: Independent Visual Artists in Johannesburg and their expansion to the digital space, 2020-2024

This study explores how independent artists in Johannesburg navigated the changing art world between 2020 and 2024, using digital platforms to build visibility, capital, and autonomy outside traditional gallery systems. Drawing on Bourdieu's theory of capital and field, the research highlights how artists negotiate power, recognition, and sustainability in both physical and digital spaces, particularly in response to the COVID-19 pandemic. It offers a nuanced understanding of the 'independent artist' in South Africa's evolving cultural landscape

Supervisor: Professor C Doherty

BODIAT, Aneesa

English

THESIS: Food writing, life writing and the construction of a South African Indian Muslim woman's identity: An Autoethnographic and Critical Study.

This autoethnographic study examines food writing as a nexus for understanding the heterogeneity of Indian Muslim women's identities in South Africa. Via a close reading of examples from diverse genres - including recipes, oral narratives and fiction - the study reveals how cultural norms regarding women's roles and the value of their domestic labour are continually negotiated in food writing. The research connects food-making, feminist theory, and Islamic law, arguing that local culture influences hegemonic understandings of Muslim women's domestic roles.

Supervisor: Dr S Kostelac

CAIN, Wendy Lee

Psychology

THESIS: An exploratory study of the intrapsychic and interpersonal uses of mobile phones in a cohort of emerging adults

This layered and complex research endeavour discusses individuals' accounts of and relationships with their mobile phones. Demonstrating how these machines operate in the realms of object relations and transitional phenomena, and become entangled in separation and individuation dynamics, the candidate presents an elegant and sophisticated application of psychoanalytic theorising to mobile phone use - a subject both ubiquitous and mysterious. Making a significant contribution to the under-researched human-technology interface, the international examiner called this thesis "a joy to read".

Supervisor: Associate Professor K Bain

DUMA, Angeline

Education

THESIS: Integrative knowledge building in blended instruction: An exploratory study of Organic Chemistry lessons

In this study, Angeline explores how integrative knowledge building occurs in Grade 12 organic chemistry lessons delivered through contact and asynchronous online sessions. Using Legitimation Code Theory (autonomy dimension), a qualitative case study involving eight Technical Sciences teachers revealed that online lessons offered greater opportunities for integration. The research led to the development of the Blended Learning Pedagogical Integration Model (BLPIM), a framework for enhancing integrative teaching practices in science education. Angeline has presented and published her findings in five conferences: both local and international.

Supervisors: Dr E Mushayikwa and Dr M Stephen

GOLDSCHMIDT, Lynne Daniele

Psychology

THESIS: The silencing of women's trauma: Descendant's reflections on disremembered women anti-apartheid activists

In this groundbreaking PhD, the candidate amplifies the silenced voices of ordinary Black women anti-apartheid activists, centring their legacies through the memories of their descendants. Her work brings tenderness, empathy, and care to these women's stories, challenging dominant archives and highlighting intergenerational trauma. This thesis fills a critical gap in decolonial and trauma studies, offering a powerful counter-narrative that affirms Black women's humanity, resistance, and the enduring spirit of love that shaped their activism.

Supervisor: Professor C Langa

GULENGUE, Fredson Guirramela Lopes

Development Studies

THESIS: Cyclone Idai and The Climate Metabolic Rift: The political ecology of the Mozambican state and progressive movements' responses

The candidate examined how the Mozambican state and progressive social movement organisations responded to the effects of Cyclone Idai that hit the country in 2019. His thesis makes an important contribution to the study of societal responses to extreme shocks caused by climate change in the context of growing demands for a just transition. This study also enriches Marx's theory of the metabolic rift by locating it within the context of the crisis of the Anthropocene.

Supervisor: Professor V Satgar

GULE, Bheki Sihawukelwe

Education

THESIS: Infusing learning management systems in higher education: A study of collective actions of University management, and students at the University of Eswatini

This study examined the pivotal role of university leadership in facilitating the effective infusion of learning management systems within a higher education institution. Employing a mixed-methodological approach, it identified three essential management practices-user identification, mobilization, and barrier removal-as critical to successful LMS adoption and integration. The findings provide important insights for universities aiming to maximize the impact of digital learning platforms. More broadly, the study contributes to the scholarly discourse on educational technology and university leadership.

Supervisor: Associate Professor R Dlamini

GWESHE, Lovejoy Comfort

Education

THESIS: High school learners' mathematical identities: The case of an after-school mathematics club

The thesis aimed to understand secondary school learners' engagement in mathematics through the lens of identity, and the extent to which learners' mathematical identities can be supported by an after-school mathematics club. The thesis shows that many learners' mathematical identities are fragile and that their identities, and productive dispositions towards mathematics, were supported by the club, as well as by their significant others: parents, teachers and peers. The thesis draws on four publications each of which makes a significant contribution to mathematics education.

Supervisor: Professor K Brodie

HLATSHWAYO, Philip

Education

THESIS: Early career teachers' professional agency within school structures and teacher unions

The candidate's study investigates how early career teachers enact professional agency within their school contexts. He used Legitimation Code Theory to examine how former student activists navigate tensions between their social justice ideals and entrenched institutional norms. The study reveals how these tensions shape their classroom practices and union affiliations. Examiners commended this ambitious and thought-provoking work for its originality and for positioning young teachers as active social actors who can contribute meaningfully to educational transformation in South African schools.

Supervisor: Professor L Rusznyak

IRVINE, John Edward

Philosophy

THESIS: Disquiet: A Reading of Wittgenstein's Tractatus Logico-Philosophicus

Disquiet, is an extended engagement with Wittgenstein's Tractatus Logico-Philosophicus, which seeks to show what it means to engage in philosophical activity rather than to advance and dispute theses. Weaving together an array of literary, psychological, and theological resources in analytic meditations, thematic essays, and experiential records, the candidate demonstrates his fidelity to the ancient Greek conception of philosophy as a spiritual exercise, designed to attain clarity of vision regarding meaning, truth, and the structure of the world.

Supervisor: Professor D Futter

JASMINE, Umme Habiba

Psychology

THESIS: Intergenerational Continuity of Protective Parenting Practices of Bangladeshi Mothers

The candidate's PhD study in Psychology is by thesis and publications. Her research examines the intergenerational continuity of protective parenting practices among urban middle-class Bangladeshi mothers with 15 mothers and maternal grandmothers from the Mirpur area of Dhaka City sampled by criterion-based snowballing. The scholarly contribution of the study is the process model of intergenerational continuity of protective parenting practices, analysing intergenerational differences, defining and identifying key protective parenting practices, and examining the influence of cultural and social contexts

Supervisors: Dr S Mayisela and Dr M Nduna

KURWA, Govero Memory

Education

THESIS: Investigating the relationship between the quality of Enacted Pedagogical Content Knowledge (ePCK) of Physical Sciences teachers and Grade 12 learner performance in the topic of Acids and Bases

This study examined the link between teachers' enacted Pedagogical Content Knowledge (ePCK) and Grade 12 learners' performance in acids and bases. Using a mixed-methods design, content knowledge tests, learner assessments, lesson observations, and transcript analyses were conducted. Findings revealed weak teacher content knowledge and persistent learner misconceptions, despite teachers demonstrating ePCK mainly through Curriculum Saliency, Learner Prior Knowledge, and Representations. A weak positive correlation was found between teachers' ePCK and learner performance, underscoring the need for targeted professional development

Supervisor: Dr M Mosabala

LEE AH SOON, Melanie

Education

THESIS: Translanguaging as a pedagogical strategy in Mauritius Higher Education System

This thesis examines the role of translanguaging as a transformative pedagogical approach in Mauritius higher education. It explores how multilingual practices can enhance teaching and learning, foster epistemic access, and challenge monolingual ideologies, thereby contributing to more inclusive and contextually relevant higher education.

Supervisor: Professor L Makalela

MAHLELELA, Jimson Ntando

Education

THESIS: Exploring ethical leadership practices of school principals in five rural high schools in the Lubombo region of Eswatini: A multiple case study

This study examines how rural school principals in Eswatini practice ethical leadership under conditions of scarcity and cultural expectations. Using Ubuntu and Stakeholder Theory as lenses and interviews with school leaders and community representatives, it finds that ethical leadership functions as a moral ecosystem grounded in personal integrity, accountable relationships, and institutional support. When these elements align, trust and shared responsibility thrive; when they don't, ethical practice declines. The study highlights the need for sustained ethics training, participatory accountability, and supportive supervision

Supervisor: Dr P Mthembu

MANYIKE, Thabang

Political Studies

THESIS: Black Islamic Praxes: Anti-colonial Theories & Inventions of Existence

The thesis is a unique research focusing on the relationship between Blackness and Islam in South Africa. It investigates this relationship as a way of introducing a new intellectuality of politics and culture in the African Humanities and Social Sciences. The study shows that this relationship opens a new imaginary of knowledge production, culture and politics as a way of expanding our horizons of freedom. This thesis invents new concepts, theories and methods to launch an anti-colonial praxis and subjectivity in our contemporary conjuncture.

Supervisor: Dr A Omar

MASHANGOANE, Phosa Jan

Interdisciplinary Digital Knowledge Economy Studies

THESIS: Digital transformation for Social Development: A study of Primary Health E-Services

This thesis examined how digital health technologies influence service delivery in primary healthcare settings across rural and urban contexts, with a particular focus on their role in promoting social development. A critical finding by the candidate was that digital health technologies in the healthcare facilities in South Africa need to be interconnected with the Internet of Medical Things to transmit healthcare big data into a central critical database. The study by Phosa culminated in the development of the proposed Digital Health Theory that seeks to explain the persistent digital divide within the health system, particularly the delays that occur across different levels of leadership and governance.

Supervisor: Associate Professor L Abrahams

MASIKANE, Fikile Goodness

Sociology

THESIS: A Faith-based Response to the Precarious Work-Life of Black People through Six Days of Labour, One Day of Rest in Ibandla lamaNazaretha

This rich ethnographic study explores the notion of work and rest in Isaiah Shembe's Ibandla lamaNazaretha, in relation to the precarity of Black people in post-1994 South Africa. The thesis offers an incisive critique of the epistemic marginalisation of Black forms of knowledge-making, highlighting the centrality of relationality, temporality, language and sound.

Supervisors: Professor B Kenny and Professor L Nunez Carrasco

MBEVE, Oncemore

Migration and Displacement

THESIS: Mediators of sexual decision-making among young South African and Zimbabwean migrant heterosexual men: a study conducted in Johannesburg, South Africa

The candidate's PhD explores sexual decision-making mediators among internal and cross-border migrant men in Johannesburg. It highlights both structural and agent-level factors, offering timely, context-specific insights. The study informs current and future interdisciplinary research on addressing sexual and reproductive health (SRH) challenges and opportunities affecting migrant men in urban settings.

Supervisors: Professor J Vearey, Associate Professor T Nkomo and Dr R Walker

MOFOKENG, Lehlohonolo Israel

Education

THESIS: Beginner teachers' experiences and perceptions of mentorship in two Free State province public secondary schools

The candidate's thesis offers a nuanced analysis of beginner teacher mentorship in South Africa. The study develops a context-specific mentorship model, thus, contributing innovative, actionable strategies that can strengthen teacher support systems and influence educational policy, leadership, and training in South Africa and beyond.

Supervisors: Associate Professor T Nkambule and Dr E Kadenge

MOHULATSI, Mapule Patricia

African Literature

THESIS: Negotiations of Social Identity and Creolisation through Recipes in South Africa and Jamaica

This thesis examines recipes - including those featured in creative writing - to demonstrate how collectives and individuals create narratives of social identity in South Africa, with some comparison to Jamaica. The thesis draws out the long histories and social meanings of food in South Africa, paying close attention to the country's history of recipe writing alongside contemporary uses of the recipe in literary and genre fiction. The thesis pays attention to fiction, poetry, film and recipe books, exploring the ways in which recipes narrate social histories and identities.

Supervisors: Professor C Hofmeyr and Dr C Lavery

MONTJANE, Vincent Mahlaseletse

Education

THESIS: Mapping multimodal affordances of the interactive whiteboards into teaching of Grade 11 Mathematics content: A case study of five Gauteng township secondary schools

The study reports findings from five schools where Interactive Whiteboards were implemented to enhance teaching and learning. Adopting a pragmatist lens, it examines how teachers' preparedness and attitudes shape the pedagogical integration of IWBs in Grade 11 Mathematics. The findings indicate that teacher preparedness is multifaceted, influenced by both human and non-human factors. Despite varying levels of experience, teachers faced similar challenges in integrating IWBs into Mathematics instruction. The study further highlights that limited technological preparedness remains a persistent challenge in Gauteng schools.

Supervisor: Associate Professor R Dlamini

MTAMBO, Bongiwe Florence

African Languages and Linguistics

THESIS: How can the Primary School Reading Improvement Program (PSRIP) improve Intermediate Phase IsiZulu reading skills in Johannesburg West District?

The study investigated the reading strategies employed by the PSRIP that are transferable to the development of isiZulu literacy. The implementation of the English-based PSRIP is fraught with challenges ranging from overcrowded classrooms and inadequate or delayed delivery of learner and teacher resources. Addressing such infrastructural challenges is imperative before the adoption and adaptation of the PSRIP for developing literacy in other languages. Thus, developing isiZulu literacy, using PSRIP models remains an untouched terrain in the South African schools.

Supervisor: Dr L Tshuma

MTHEMBU, Sanele Mathews

African Languages and Linguistics

THESIS: Mapping Apartheid and Post-apartheid Literary Geographies: A Geocritical Reading of Spatial Narratives in Selected IsiZulu Novels

This study critically repositions African language literature within spatial literary theory by applying geocriticism to isiZulu novels. It challenges the marginalisation of indigenous texts and explores how space and place are represented in apartheid and post-apartheid narratives. Through thematic and decolonial analysis, it reveals how isiZulu literature engages sociopolitical issues via African cosmologies. The research contributes to expanding literary theory beyond structuralist paradigms by affirming the richness and relevance of African language texts in spatial discourse.

Supervisor: Dr S Khetoa

MUCHINDU, Mazuba Webb

Sociology

THESIS: Florida Street Revelries: On The Nightlife of Lusaka

The candidate relies on ethnographic research to explore the everyday socialities and economies of nightlife on Florida Street in Emmasdale, located on the peripheries of Lusaka. The candidate deploys the concept of assemblage to examine the layering of socioeconomic practices, institutional and policy frameworks, and locational circumstances in the configuration and reproduction of urban nightlife. In contributing to an economic sociology of urban nightlife on the African continent, the study fills a major literature gap in African urban studies.

Supervisor: Dr O Katsaura

NGORU, Damaris Ngoki

Music

THESIS: Singing politics?: A historical and contemporary examination of the role of popular gospel music and pentecostalism in Kenya's Presidential elections

This ethnographic study investigates the role of popular gospel music in Kenyan national election campaigns, with a particular focus on the close relationship between music and politics in the Pentecostal Christian Church denomination contribute towards the under-represented area of religious music and political study in Africa

Supervisor: Dr M Jorritsma

NKOSI, Kagiso Kenny

Psychology

THESIS: Money in Black: A Socio-Psychological Study of Economic Practices among Black Professionals in South Africa

The thesis addresses a significant gap in the scientific literature on the psychology of money by exploring the topic within an underexplored context - South Africa. Through an integration of multiple disciplines, including psychology, sociology and philosophy, the study reflects the complexity of the concept of money. It highlights the unique aspects of money cultures among Black professionals, shedding light on the nuanced psychological relationship with money and interpreting it through a historical perspective rooted in the legacy of racialization

Supervisor: Associate Professor P Kiguwa

NTHIBELI, Moleli Zakaria

Education

THESIS: Inclusion in higher education in South Africa: a study of the experiences of students with ASD and ADHD in South African universities and an analysis of the capabilities of university Disability Units to cater for their needs.

This study explores how South African university Disability Units support students with Autism Spectrum Disorder and Attention-Deficit Hyperactivity Disorder. Using qualitative methods, it examines staff strategies, student experiences, and inclusion efforts. Findings reveal limited awareness of neurodiversity, overreliance on assessment concessions, neglect of psychological support and an absence of neurodivergent-friendly infrastructure. The study highlights the need for holistic, intersectional approaches and contributes a much-needed Global South perspective to neurodiversity in higher education.

Supervisors: Associate Professor D Griffiths and Dr T Bekker

NTSEPO, Nomonde Terry

English

THESIS: "An odd form of love": Women Writing Friendship in African Short Fiction

The candidate's thesis focuses on representations of friendship in African women's short fiction, showing how these works portray friendship across three broad categories of social engagement: feminist friendship, queer friendship, and friendship with the non-human world. The thesis foregrounds friendship as a form of resistance, solidarity, and intimacy in the face of systemic injustices

Supervisors: Dr S Kostelac and Professor S Roy

NYEMBE, Stanley Khumbulani

Education

THESIS: Use of tablets to promote effective teaching and learning: A case study of a high school in Gauteng province, South Africa

This study used a mixed methods approach to assess the educational value of tablets in teaching and learning at South African high schools in Gauteng. Data were collected through classroom observations, questionnaires, and phenomenographic interviews with teachers and learners, as well as interviews with Department of Education officials. Findings revealed mixed perceptions about tablet use, with both benefits and challenges. The study concludes that effective tablet integration requires developing appropriate resources for teachers and learners, and ongoing professional development for teachers.

Supervisors: Associate Professor E Brenner and Associate Professor K Padayachee

OBIJAKU, Chidi Christian

Music

THESIS: Your Work or our Music? A Contextual Analysis of Nigerian Contemporary Music in the Twenty-first Century Nigerian Urban Soundscape

The candidate's groundbreaking dissertation redefines African contemporary music through an urban lens, challenging colonial frameworks and rigid genre boundaries. By combining ethnography, historical analysis, and practice-led research, he illuminates dynamic forms of cultural resistance and sonic hybridity in Nigeria's urban soundscape. His work presents a compelling rethinking of genre, identity, and authorship, contributing significantly to Afrodiasporic musicology and paving the way for a new generation of inclusive and contextually grounded scholarship

Supervisor: Dr A Khumalo

SHEA, Griffin

Publishing Studies

THESIS: Operational dynamics of book sales in Johannesburg's informal economy

The candidate's doctoral research focused on the informal book market in Johannesburg's inner city. Based on his longitudinal study of booksellers over nine years' both before and the Covid-19 pandemic' and drawing on his own unique position running the Bridge Books enterprise, Shea's thesis points to the ways in which the book market is misunderstood by mainstream publishers. More broadly, it contributes to a better understanding of literary circulation in South Africa and the material conditions that shape it.

Supervisors: Dr M Cassells and Professor C Thurman

SINKALA, Namakau Kakanda

Social Development

THESIS: Exploring the Implementation of the Pregnancy Re-entry Policy amongst stakeholders at primary school level in Chongwe district, Zambia

The study aimed to create a framework that would encourage adolescent mothers to return to school while simultaneously lowering the prevalence of adolescent pregnancies among Zambian schoolgirls. The research led to the development of a conceptual model that describes how four key elements of policy implementation (improving collaboration, awareness-raising, monitoring, and evaluation) link through the governance structure of the government, church, and traditional leaders

Supervisors: Associate Professor B Nkala-Dlamini and Dr S Bala

SWARTBOOI, Buyiswa

Social Work

THESIS: Perceptions and experiences of Social Workers and members of the multidisciplinary team in rendering palliative care services to patients with Life-limiting illness in Public Hospitals in two Health Districts in the Eastern Cape, South Africa

This study explored the perceptions and experiences of social workers and members of the multidisciplinary team in rendering palliative care services to patients with life-limiting illnesses. The study's population included social workers, doctors, nurses, and palliative care experts. Findings revealed that these professionals face significant challenges, emphasising the need for improved communication, stronger interdisciplinary collaboration and emotional support mechanisms for professionals to manage stress. Additionally, it highlighted the importance of specialised training in palliative care to enhance service quality.

Supervisors: Associate Professor E Pretorius and Dr N Moroe

TURIANSKYI, Yaroslav

Journalism and Media Studies

THESIS: Digital diplomacy and foreign policy in Kenya, Australia, and the United States

This thesis examines how countries of differing status in international relations use the affordances of social media to advance their foreign policy goals. It develops a state-centric typology of digital diplomacy and analyses the Twitter (now X) activity of Kenya, Australia and the United States. The study finds that while a country's status in the international system broadly corresponds to its digital diplomacy activities, Kenya (a developing country) nonetheless punches above its weight through effective use of social media.

Supervisor: Dr B Wekesa

VALLY ESSA, Fatima

Education

THESIS: Cross-pollinating multimodal stories: A pathway to engage with learners' pluralistic cultural, linguistic and social resources

The candidate's qualitative study explored how multimodal storytelling can expand what counts as achievement in English classrooms by enabling learners to draw on their cultural, linguistic and social resources. Through innovative classroom interventions, it found that cross-pollination across modes of storytelling fostered agency, social consciousness, and meaningful connections between learners' lives and academic work. The research contributes to knowledge by theorising cross-pollination as a transformative practice, challenging traditional language education and affirming diverse identities and repertoires.

Supervisors: Associate Professor B Mendelowitz and Dr A Ferreira

VAWDA, Shamima

Education

THESIS: The persistence of the teacher-centred modality in South African public primary schools: A matter of control and compliance

The thesis explores the persistence of teacher-centred modality in three Johannesburg public primary schools. It assumes that the modality is an institution in public primary schools. Using Ostrom's institutional analysis and development framework, it examines the form of the typical teaching modality and how teachers perceive the structure that sustains it. The study concludes that the rational bureaucratic organisational form of schooling incentivises teachers to choose the teacher-centred modality. A satisficing solution to control learners and comply with policy prescriptions.

Supervisor: Professor B Fleisch

VORSTER, Adriana Catherina

Psychology

THESIS: A Preliminary Investigation of the Psychometric Properties of the WISC-V and KABC-II for South African Children Experiencing Barriers to Learning and Development

There is a paucity of locally researched and culturally appropriate intelligence tests for use in South Africa. The present investigated the reliability and validity of two internationally recognised tests - the WISC-V and the KABC-II in a sample of South African children experiencing barriers to learning. As noted by the examiners, this study serves as an example of an appropriate methodology for cross-cultural research. It also makes an original contribution to psychological assessment by bridging global theories with local realities

Supervisor: Dr Z Amod

WHITCHER, Raymond Ernest

Digital Arts

THESIS: Mercenaries, Monsters and Me: An Advocacy Study of the Plaited Exegesis Methodology Through the Creative Praxis of Comic Making.

The candidate shows us that the boundary between making and thinking is not a line, but a braid. And in that braid lies a compelling future for practice-based research. The study provides a structured approach to engaging with intuitive creative practices, enabling a deeper understanding of the underlying critical motivations behind artistic decisions and their potential contribution to scholarly knowledge

Supervisor: Dr C Duncan

XABA, Nomzamo

Education

THESIS: Investigating how meaning making opportunities manifest in biology lectures by teacher educators at a South African university

This study explored how meaning making opportunities manifest in higher education biology lectures. Drawing from personal experience and underpinned by sociocultural and meaningful learning theories, the study investigated how teacher educators use social exchanges, especially talk, to foster student understanding. Data from classroom observations and interviews revealed that such opportunities often manifest through deliberately planned and creative use of social exchanges that are enacted through diverse strategies. The findings stress the importance of intentional teaching practices in promoting meaningful learning in biology education.

Supervisors: Associate Professor E Nyamupangedengu and Professor M Rollnick

ZITHA, Phethile Melba

Psychology

THESIS: Whose school is it anyway: Narratives of schooling in a post-apartheid township school

The study explores nuanced interactions between teachers, learners, and parents in a post-apartheid township school. Through participatory action research, Zitha demonstrates how conditions of violent coloniality and intergenerational trauma may be resisted in relational acts of care. Participants narrate the painful subjugation of inequality in everyday life, but simultaneously imagine hopeful, emancipatory futures. The examiners praise the research as "Brave, forceful, original, insightful and bold", making a "significant contribution to understandings of identity and world-making in township schools."

Supervisor: Associate Professor J Bradbury

ZWANE, Job

Anthropology

THESIS: "AmaShangane, the Destroyers": Ethnicity and National Belonging in Post-Apartheid South Africa

This thesis investigates the stigmatised status of the Tsonga-Shangaan and the Southern Ndebele in South Africa. It argues that these groups elude state and popular conceptions of citizenship and belonging, relegating them to a position that is "in-between" that of a foreigner and a citizen. The thesis proposes that to understand contemporary ethnic violence in South Africa, it is important to consider how popular conceptions of citizenship and belonging come into conflict with those of the state.

Supervisors: Professor E Worby and Dr N Mngomezulu