

SCHOOL OF AGRICULTURE

Bachelor of Science in Agriculture; Bachelor of Science in Food Science and Technology; Bachelor of Arts Honours in Rural Development; Master of Science in Agriculture; Master of Science in Food Science and Technology; Masters in Rural Development; Doctor of Philosophy in Rural Development.

SCHOOL OF EDUCATION

Bachelor of Education in Foundation Phase; Bachelor of Education in Further Education and Training; Postgraduate Certificate in Education; Bachelor of Education Honours in Educational Management; Master of Education, Doctor of Education.

SCHOOL OF ENVIRONMENTAL SCIENCES

Bachelor of Environmental Sciences; Bachelor of Earth Sciences in Hydrology and Water Resources; Bachelor of Earth Sciences in Mining and Environmental Geology; Bachelor of Urban and Regional Planning; Bachelor of Environmental Sciences Honours; Master of Earth Sciences in Mining and Environmental Geology; Master of Environmental Sciences; Master of Earth Sciences in Hydrology and Water Resources; Master of Urban and Regional Planning; Doctor of Philosophy in Environmental Sciences (Geology); Doctor of Philosophy in Environmental Sciences (Hydrology and Water Resources).

SCHOOL OF HEALTH SCIENCES

Diploma in Nursing Science; Bachelor of Nursing Science in Education, Management and Community; Bachelor of Psychology; Bachelor of Science in Nutrition; Bachelor of Science in Biokinetics; Bachelor of Science in Recreation and Leisure Studies; Bachelor of Science in Sport and Exercise Science; Master of Public Health; Master of Science in Public Nutrition; Master of Nursing; Doctor of Philosophy, Doctor of Philosophy in Public Health.

SCHOOL OF HUMAN AND SOCIAL SCIENCES

Higher Certificate in Music; Bachelor of Arts in Development Studies, Bachelor of Arts in International Relations; Bachelor of Arts in Media Studies; Bachelor of Arts in Language Practice; Bachelor of Arts, Youth in Development; Bachelor of Indigenous Knowledge Systems; Bachelor of Social Work; Bachelor of Arts Honours; Bachelor of Arts Honours in International Relations; Bachelor of Arts Honours in African Studies; Honours in Gender Studies; Master of Arts; Master of Arts in African Studies; Master in Gender Studies; Doctor of Philosophy; Doctor of Philosophy in African Studies; Doctor of Philosophy in Gender Studies.

SCHOOL OF LAW

Bachelor of Arts in Criminal Justice; Bachelor of Laws; Bachelor of Arts Honours in Criminal Justice.

SCHOOL OF MANAGEMENT SCIENCES

Bachelor of Administration in Public Administration; Bachelor of Commerce in Accounting; Bachelor of Commerce in Business Information Systems; Bachelor of Commerce in Business Management; Bachelor of Commerce in Cost and Management Accounting; Bachelor of Commerce in Economics; Bachelor of Commerce in Human Resources Management; Bachelor of Administration Honours; Bachelor of Commerce Honours; Master of Administration; Master of Commerce, Master of Public Management, Doctor of Philosophy.

SCHOOL OF MATHEMATICAL AND NATURAL SCIENCES

Bachelor of Science; Bachelor of Science Honours; Masters of Science, Doctor of Philosophy.

OFFICERS OF THE UNIVERSITY

Chancellor

Mr. Kgalema Motlanthe

Chairperson of the Council

Mr. Serobi Maja, B.A. (UNIN)

Vice-Chancellor and Principal

Dr. Bernard Nthambeleni, PhD (UJ)

Deputy Vice-Chancellor: Academic

Prof. J.E. Crafford, PhD (Pret)

Deputy Vice-Chancellor: Operations

Dr R.L. Martin, Dip Soc Work (UWC); DPLR (UNISA SBL); Adv Lab Law (Unisa Tax & Bus Centre); PG Dip Soc Dev, Plan & Mangmt (Swansea,UK); B Admin (Unisa); MAP (WITS BS); MBA (BSN); PhD (UP)

University Registrar

Prof. A.E. Nesamvuni, BSc.Agric. (University of Natal), BSc.Agric.Hons., M.Sc.Agric. (University of Fort Hare), MBA (Mancosa), PhD (Oklahoma State University), (Pr.Nat.Sci.)

President of Convocation

Mr. L.L. Ndou, BA, BA (Hons) (Univen), MA (Development and Management) North West University

Director: Student Affairs

Mr L.G Tshikhudo, BA, BA Honours (Psychology) (University of Venda), Post Graduate Diploma in Marketing (UNISA), MBA (Renesys Business School)

Dean: School of Agriculture

Prof. J.J.O. Odhiambo, BSc (Agric) (Hon), MSc (Agric) (Nairobi), PhD (University of British Columbia, Canada)

Dean: School of Education

Prof. M.P. Mulaudzi, JSTC (Venda College of Education), BAEd, B.Ed (Univen), M.Ed (Bowie State Univ. USA), DEd (Unisa)

Dean: School of Environmental Sciences

Prof J.O. Odiyo, BSc(Hons)(Egerton). MSc(Dar-es-Salaam) PhD (Wits)

Dean: School of Health Sciences

Prof. M.T. Mulaudzi, BA (Hons), UED, (Univen), BA (Hons) in HRD (RAU), Mphil (Stell), PhD (Univen), Postdoctoral MSc (Columbia University)

Dean: School of Human and Social Sciences

Prof. M.A. Makgopa, BA (Hons) (Unisa) MA (STELL), D Litt et Phil (Unisa) JSTC (Setotolwane)

Dean: School of Law

Prof. L. Ndlovu, Diploma in Secondary Education (UZ), LLB, LLM (Fort Hare), LLD (UNISA), Advocate of the High Court of South Africa

Dean: School of Management Sciences

Prof A. Kadyamatimba, MSc (Electronic Eng: Lvov-USSR), PhD (Comp Sci: Lancaster, UK), MZCS(Zim), MBCS, MIEE, & Chartered Eng (UK)

Dean: School of Mathematical and Natural Sciences

Prof. N. Potgieter, BSc (Biological Sciences) RAU, BSc Hons (Medical Virology) University of Pretoria, MSc (Medical Virology) University of Pretoria, PhD (Medical Virology) University of Pretoria



University of Venda
Creating Future Leaders

VISION

The University of Venda aspires to be at the centre of tertiary education for rural and regional development in Southern Africa

MISSION STATEMENT

The University of Venda, anchored on the pillars of excellence in teaching, learning, research and community engagement, produces, graduates imbued with knowledge, skills and qualifications which are locally relevant and globally competitive.

www.univen.ac.za

PROGRAMME

Director of Ceremony : Dr. Takalani Dzaga – APR
Director: Communications and Marketing

Date : Friday, 20 September 2019

Time : 13h30

Academic procession enters the Hall. Univen Choir sings Gaudeamus Igitur.

NB: The audience is requested to stand as the procession enters the Hall, and to remain seated throughout the ceremony.

Constitution of the Congregation: Dr. Bernard Nthambeleni
Vice-Chancellor & Principal

Welcome Address : Prof. Jan Crafford
DVC: Academic

Song : Univen Choir

Presentation of Graduandi : Deans of Schools

Song : Univen Choir

Congratulatory Message : Dr. Bernard Nthambeleni
Vice-Chancellor & Principal

Singing of National Anthem : Univen Choir

Dissolution of Congregation : Dr. Bernard Nthambeleni
Vice-Chancellor & Principal

Academic procession leaves the Hall. Univen Choir sings Gaudeamus Igitur.

NB: *The audience is requested to remain standing until the procession has left the Hall.*

GAUDEAMUS IGITUR

Let us live then, and be glad
While young life's before us!
After youthful pastime had,
After Old age hard and sad,
Earth will slumbe o'er us.

Brief is life, and brevity
Briefly shall be ended:
Death comes like whirlwind strong
Bears us with his blast long;
None shall be defended.

Live this University
Men that learning nourish!
Live each member of the same
Long live all that bear its name;
Let them ever flourish!

GAUDEAMUS IGITUR

Gaudeamus igitur, juvenes dum sumus (Rep)
Post jucundam juventutem, post molestam senectutem,
Nos habebit humus, nos habebit humus.

Vita nostra brevis est, brevi finietur (Rep)
Venit mors velociter, rapit nos atrociter,
Nemini parcetur, nemini parcetur.

Vita Academia, Vitat Professores, (Rep)
Vitat mebrum quodlibet, vivant membra wuaelibet,
Semper sint in flore, semper sint in

NATIONAL ANTHEM

Nkosi sikelel' iAfrika
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.

SEPTEMBER 2019 SESSION 2 GRADUATION CEREMONY

HIGHER CERTIFICATE IN MUSIC

KGASAGO	RAMADIMETJIE SARAH	DISTINCTION
KHAKHU	ZWONAKA	

BACHELOR OF ARTS IN DEVELOPMENT STUDIES

BALOYI	ELVIS
CHAUKE	EBENEZER DANISILE
HANGWANI	TSHIFHIWA RUDOLPH
KHOZA	NONDUNDUZO JESSICA
MADLAZE	PRISCAR NOMAGUGU
MAKHUBELE	GAVAZA
MAKHUVHA	KHONADZEO
MALULEKE	AUBREY
MOGOBOYA	MOGOBOYA GLYNCAIRN
MTILENI	NHLAWUTELO ENGEL
MUDAU	PHINDULO
MULAUDZI	MAVHUNGU MESAKA
MUTAMBE	BOLDWIN
MUTHEVHULI	ROFHIWA MARK
NDANDULENI	IDANI
SIBUYI	GLEN
THEMBA	CHARLENE MARIA

BACHELOR OF ARTS IN INTERNATIONAL RELATIONS

BADUGELA	TSIRELEDZO
CHAUKE	SUCSSES HLULANI
GABARA	NZUMBULULO RONALD
MADZIVHANDILA	TSHEDZA
MAHLAULE	AFFECTION
MAKGATO	ASHLEY CHUENE
MALADA	VHUGALA
MALEBA	THANZI
MAPHALU	NTAKADZENI PRUDENCE
MASHAKANE	BRIDGETTE REBONE
MATSHEPETA	MPHO
MOAGI	WALTER MOTJAKA
MUDAU	MULANDU CECILIA
MUDAU	PFARELO LUCKY
MUDAU	ZWIVHUYA EBENEZER
MUDAU	OFHANI CLERENCE
MULAUDZI	MULWELI MARJORIA
MUNYAI	ANZA CHARITY
MURAMBIWA	MARVELOUS
MUSIWALWO	GUDANI
MUTHAMBI	NDIVHUWO INNOCENT
MUTSHAYI	ZWONAKA GOODNESS
NESITHANYE	REBECCA MUSATONDWA
NETSHIPALE	NANCY
NGOBENI	XIHLUKE DUDIKOFF
RAMAANO	LUFUNO
RAMABULANA	SANDY
RAMAITE	TSHEPO

RAMAREMISA	MARUBINI
RAMATSEA	SUMBANA
SEBOWANE	MOGANTLE SIBONGILE
SELOWA	THABANG AGREEMENT
SIMANGO	NYELETI
SINGO	TSHEDZA
TSHITANGONI	ZWIVHUYA
USIBA	DOCTRINE RIPFUMELO

BACHELOR OF ARTS (MEDIA STUDIES)

BALOYI	MUOFHE ARINA NDALAMA
LESUFI	PHAKISA SEBOTSE MARGARET
LIEBA	VHUTSHILO
MAGAU	MUKONDELELI
MKANSI	MIEMIE
MOIMANA	KGOTLELELO PROFESSOR
MUDAU	THILWINAVHO NOMPIE
MUNDALAMO	THIAMBI
MUNYAI	FHATANI COLIN
NKUNA	NHLAHLA
NKUNA	WINKY
RAMAKHOKHA	NDAMULELO
RAMOVHA	JESSICA NEO
SHIBURI	LUCIA
SIOBO	MUKONAZWOTHE
TSHIVHASE	ZWANGA PATRICIA

BACHELOR OF ARTS IN LANGUAGE PRACTICE

CHUENE	NOGANA MOREFORTUNE
DAVHULA	ASIVHANGA
MALULEKE	NYIKO CARLET
MASINGA	MUMSY XIHLUKE LOVEN
MUTHEVHULI	THINANDAVHA GIFT
RAMAPALA	MAHANYELE

BACHELOR OF ARTS, YOUTH IN DEVELOPMENT

LUBISI	WINNIE FEZILE
MAKARINGE	FORTUNE HLANGANANI
MAKHEMA	VHONANAI VINCENT
MALIAVUSA	MPHO EUGENE
MALULEKE	HELEN
MARULI	THENDO
MASHAMBA	COLLEN
MATAMELA	RUDZANI
MMBOBO	VHULENDA
MOLEPO	NTAMA BERYL
MONA	NKOSINATHI
MUNYAI	GUDANI
NELUFULE	ANDANI
NEMAKONDE	NZUMBULULO
NETSHIREMBE	IPFI
NKOSI	BONGIWE GRECIOS
NKUNA	RILAVETA
NTULI	PERCY HLUPHE

NZIMA	TRACY
RAMALIVHANA	KHATHUTSHELO
SAMBO	MATIMU DON-JUNIOR
SELOWA	CLIVEN KHOMOTSO
THEMELI	NNDITSHENI LAWRENCE
TSHITAUDZI	SHUDUFHADZO
TSHIVHASE	ROTSHIDZWA

BACHELOR OF INDIGENOUS KNOWLEDGE SYSTEM

DLAMINI	LOMOYA GLORIA
MADAMALALA	OMPHA
MALWELA	TSHILIDZI
MATHYE	NYELETI
MAVUNDLA	ENGEL
MBEDZI	VHUTALI
MBEMI	PHINDILE CELIA
MUDAU	NTHONIFHENI
MUDAU	THABELO
MUDITAMBI	MPHO
MULAUDZI	ASINUNGO
NDHAMBI	CARLSON NTSAKISI

BACHELOR OF SOCIAL WORK

MARANDURE	DZIDZAI PRIMROSE CHIPO
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BACHELOR OF CRIMINAL JUSTICE

MUDZANANI	THUSO
MUGIVHI	DIVHOYASHU KOBSON
SIGOMONDO	KHUTHADZO VINCENT

BACHELOR OF LAWS

DAVHULA	LUFUNO
GAMELA	RUDZANI
GONHO	ANESU PRETTY
HLUNGWANI	LUNGISANI JUSTIN
HOBAYANI	LOVEMORE ENOCK
KGANAKGA	MATOME PIET
MABOGO	FULUFHELO MADELEINE
MABUNDA	RODNEY KULANI
MAHEYA	TLOU MARCUS
MAKAMO	MTHETHELELI CHRISTOPHER
MAKUYA	RIFARISE
MARAVHA	THENDO
MASHELE	FANIE PHANUEL
MASHELE	KENNETH
MASHILA	KHWATHISANI
MATHEBULA	CONDY XIHLAMARISO
MBEDZI	MUKOVHE PATRICIA
MKANSI	NTSHUXEKO DION
MOKGERERE	THOMAS
MOLAUDZI	TONDANI PORTIA
MPHEPHU	MUKONA
MUNYAI	MAVHUNGU
MWENGA	THANDEKA TARIRO

NDOU	DINEO WINNIE
NDOU	TENDANI LOVELORN
NETHAVHANI	VHUTSHILO
RAMALATA	NTARADZENI COLLET
RAMAWA	VHUSANI
RANNDITSHENI	VHUHWAVHO
SEGOOA	MAKWENA REGINA
SHANA	FADZAI
SHIBAMBU	HLULANI ERICK
SINTHUMULE	NDUVHO
SIWELA	THAPELO
THANYANI	VHONANI
TSHIFARO	MULISA
TSHILANDE	RITSHIDZE
UBOMBO	PEACE NHLUVUKO

BACHELOR OF EDUCATION FOUNDATION PHASE

TEKA	ZANDILE RAMESELE
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BACHELOR OF EDUCATION FURTHER EDUCATION AND TRAINING

BALOYI	GELANI SYDWEL
MAPHWANYA	MUOFHE
MASWANGANYI	PULE LESLEY
MASWANGANYI	NXALATI NYANISI
MPHAHLELE	GILBERT
MUDAU	ALPHEUS
MULUVHU	MESIE MASHAU
MUSETSHO	THIFHURIWI
NKOSI	HLENGIWE
RAMAFAMBA	LINDELANI SELEMINAH
SIKHWIVHILU	TENDANI
THIVHULI	TAKALANI MERCY
TSHIBUBUDZE	FULUFHELO

BACHELOR OF SCIENCE IN AGRICULTURE

FACHE	MOYAHABO AUGUSTINE
MAAKE	NGOAKO PILATE
MABILA	DELISILE PRISCILLA
MALEMA	KAGISO
MAMAILA	KHAHOWELO LINDY
MAMMBURU	BERENICE
MANDINDA	PHUMUDZO
MASHALA	MOYAHABO
MATHEBE	LEBOGANG LEBONE LIFESTYLE
MAVHUNGU	HULISANI
MAVUSO	ANELE PRECIOUS
MBOKANE	ZINHLE GRATITUDE
MUNYAI	KUVHANGANANI BRADLEY
MUNYAI	ROLIVHUWA
MUNZHELELE	MASHUDU RACHEAL
NETILI NEANI	SHERON
NTULI	BHUTIBHUTI INNOCENT
RAKGOALE	KGAUGELO
RAMUDUNGANI	HUMBELANI

BACHELOR OF SCIENCE IN FOOD SCIENCE AND TECHNOLOGY

CHAUKE	SINDISA MOLINAH
MAILA	TSHEGOFATSO
MAKHADO	TSHIWELA PRUDENCE

BACHELOR OF ARTS HONOURS

CHERANE	RONWA	LINGUISTICS
KHOZA	NKOSINATHI VUSI	SISWATI
MAGIDI	DAKALO	POLITICAL STUDIES
MAKAMU	SENZO PERFECT	SISWATI
MAKANYA	TRASCIEN LONTELEZI	SISWATI DISTINCTION
MAKHAFOLA	THABO	LITERATURE AND MEDIA STUDIES
MAKOMA	VUSI MDUDUZI	SISWATI
MAKWARELA	THAM	LITERATURE AND MEDIA STUDIES
MALEMA	VENDA SHALE	POLITICAL STUDIES
MASHOTHA	JABULANI DERMONTE	POLITICAL STUDIES
MBHOKOTA	THEMBHA BEN	XITSONGA
MBOMBI	PHODIA	POLITICAL STUDIES
MBOMBO	BUYANI MARTHA	SISWATI
MORAPEDI	MORONGWA ADELINE	NORTHERN SOTHO
MUDAU	MAANDA SELWYN	LINGUISTICS
MUTAVHATSINDI	QUINCY JUNIOR AMPFUNAHO	POLITICAL STUDIES
MUTSILA	NTSHENGEDZENI ELIZABETH	TSHIVENDA
NCHABELENG	MACHIRI ANDREW	NORTHERN SOTHO
NEDZAMBA	MULALO HULGER	ENGLISH
NETSHIAVHA	FULUFHELO	TSHIVENDA
NKOMATI	SHILUVA SYLVIA	ANTHROPOLOGY
NTIMANE	KHOLIWE JEANETTE	SISWATI
NYATHI	NEGRO	LITERATURE AND MEDIA STUDIES
NYATHI	EULENDER NYELETI	POLITICAL STUDIES
RAMARUMO	ROTSHIDZWA	POLITICAL STUDIES
RAMBAU	ROLIVHUWA DAVIS	POLITICAL STUDIES
RAMPYAPEDI	MPYAPEDI JAFTA	POLITICAL STUDIES
RAMUKHITHI	PHATHUTSHEDZO	LINGUISTICS
SEBOLA	NOMHLE RENDANI	SISWATI
SHIBA	JABULILE PATIENCE	SISWATI DISTINCTION
SIRUNWA	MULALO MUSHONI BERVERLY	POLITICAL STUDIES

BACHELOR OF ARTS HONOURS IN AFRICAN STUDIES

MOKGOTHO	MANOKO GRACA
MOLEYA	UNKEMETSOE
MHLONGO	SIPHEPHILE PORTIA

BACHELOR OF ARTS HONOURS IN INTERNATIONAL RELATIONS

BUSAKWE	NONTEMBISO
KANDARE	MELODY
MALUSHA	NDAMULELO BRADLEY
MATHONSI	GEORGE VUTLHARI
NGOMENI	TREVOR
NTSIENI	HANGWANI GETRUDE
RAMASHALA	THABANG FREDDY
RAOLANE	VICTOR
RATSHISUSU	NISHAVHANI OLGA

RISIMATHI TIKOMUNI
THOVHAKALE VHUTSHILO BRIDGET

HONOURS IN GENDER STUDIES

NETHANANI NTAMBUDZENI ABIGAIL

POST GRADUATE CERTIFICATE IN EDUCATION

MALULEKE SIMON
NKOSI PHINDILE PATRICIA

BACHELOR OF EDUCATION HONOURS IN EDUCATIONAL MANAGEMENT

BALOYI TINYIKO GIVEN
KUTAMA KHATHUTSHELO WESLEY
MANGANYI AZWIANEWI
MARANELE MKATEKO MERCY
MULOVHEDZI DAKALO RONALD
MURUDI ERICK
NETSHISHIVHE MUKHETHWA BERYL
TSHITAKA TSHILIDZI

BACHELOR OF ARTS HONOURS IN CRIMINAL JUSTICE

MABASA STAVIOUS TIYISELANI
MOTEPÉ KAGISO DAVID

BACHELOR OF ARTS HONOURS IN RURAL DEVELOPMENT

NEKHAVHAMBE TENDANI GLADYS
NEPHAWÉ NDIVHONISWANI
NESENGANI HULISANI

MASTER OF ARTS

LUMADI NNDITSHENI IRENE

(LINGUISTICS)

Title : An investigation into the content of the further education and training (FET) phase home language curriculum and assessment policy statement (CAPS): A linguistic perspective.

Supervisor : Dr MT Babane

Co-supervisor : Dr MF Sadiki

MANENZHE TOVHOWANI

(PSYCHOLOGY)

Title : Adherence to Antiretroviral therapy and mental health of HIV diagnosed patients in Vhembe district, Limpopo Province.

Supervisor : Dr A Maphula

Co-Supervisor : Prof P.O Bessong

MASHAU PFUNZO LAWRENCE

(LINGUISTICS)

Title : The implementation of the radio broadcasting language policy for the multilingual community radio stations in Vhembe District.

Supervisor : Dr MF Sadiki

Co-supervisor : Mr W Juniper

MASWIELELO TSHILILO NELSON **(TSHIVENDA)**
Title : “Tsenguluso Ya U Sudzuluswa Ha Vhuluvha U Bva Kha Vhurangaphanda Ha Sialala U Ya Kha Vhorapolitiki: Ngudo Ya Kheisi Ya Lushaka Lwa Vhavenda Tshitirikini Tsha Vhembe”
(A Shift in allegiance from traditional leadership to politicians: The case study of Vhavenda of Vhembe District)

Supervisor : Dr NC Netshisaulu

MATAMBELA KONANANI CONSTANCE **(SOCIOLOGY)**
Title : Challenges of Families with Relatives Living with Mental Illness: A Case of Thulamela Municipality, Vhembe District in Limpopo Province

Supervisor : Dr R Tshifhumulo

Co-supervisors : Dr G Lekganyane

: Mr J Budeli

MATHEKGA MAITE CATE **(NORTHERN SOTHO)**
Title : Tsenelano ya Meraloko ya Setso le Dipalo. The Interrelation between Indigenous Games and Mathematics

Supervisor : Dr LE Mphasha

Co-supervisor : Prof MA Makgopa

MATHEBULA DELVAH **(XITSONGA)**
Title : Nkanelo wa swi'wana swa Swithopo swa Swivongo na Nkucetelo wa swona eka Vatsonga
(The analysis of the influence of some Totems among Vatsonga)

Supervisor : Dr MT Chauke

Co-Supervisor : Dr MT Babane

MATSILELE MKATEKO PRECIOUS JOHANNA **(XITSONGA) DISTINCTION**
Title : Nxopaxopo wa ncincancincano wa tindzimi eka mivulavurisano ya le ka tisoaxalinetiweke hi ku kongomisa eka buku ya xikandza eka Xitsonga (An analysis of code-switching in social network conversations with special reference to facebook in Xitsonga).

Supervisor : Dr MC Hlungwani

Co-supervisor : Dr MT Chauke

MHLONGO RUTH JABULILE **(SISWATI)**
Title : Lucwaningo Ngetingcikitsi Etinkondlweni Letikhetsiwe TeSiswati (An Analysis of Themes in Selected Siswati Poetry).

Supervisor : Dr. KJ Nkuna

Co-supervisor : Dr. JJ Thwala

MKHOMBO NOMSA

(XITSONGA)

Title

: Nxopaxopo wa mathyelo ma mavito ma swikolo swa le migangeni ya ka Hosi Muhlava eTzaneen (An analysis of naming practices of schools in the communities under Chief Muhlava in Tzaneen).

Supervisor

: Dr MC Hlungwani

Co-supervisor

: Dr MT Chauke

MNISI RELATE

(XITSONGA)

DISTINCTION

Title

: Nxopaxopo wa vamavizweni va maendli ma mfambo vo vulavula hi ku khandziya eka Xitsonga (An analysis of synonyms derived from motion verbs that refer to climbing in Xitsonga).

Supervisor

: Dr MC Hlungwani

Co-supervisor

: Dr A Mushwana

MOKGOLA MASHILO SIPHO

(POLITICAL STUDIES)

Title

: The role of external actors in resolving the 2013 political crisis in the newly independent state of South Sudan: From 2013 to 2015

Supervisor

: Dr P Dzimiri

Co-supervisor

: Mr SF Mathagu

MUDAU ANGELINE THIKHATHALI

(LINGUISTICS)

DISTINCTION

Title

: The choice of English as a language of learning and teaching in selected Public Primary Schools of Vhembe District.

Supervisor

: Dr B Dube

Co-supervisor

: Mr SE Madima

MUSEKWA OFHANI PRUDENCE

(PSYCHOLOGY)

DISTINCTION

Title

Exploring the Effectiveness of Rehabilitation: A Phenomenological Study of Parole Recidivists in Vhembe District Limpopo Province

Supervisor

: Prof. MT Mulaudzi

Co-supervisor

: Dr FJ Takalani

MUVHALI OCTOVIA

(PSYCHOLOGY)

DISTINCTION

Title

: Substance abuse: Perceptions of Teachers and Learners in secondary schools around Makhado Municipality in Vhembe District of Limpopo Province

Supervisor

: Dr TD Sikhwari

Co-Supervisor

: Dr A Maphula

NCUBE GAMELIHLE (POLITICAL STUDIES)
Title : Balancing Monarchical Rights and Human Rights in Southern Africa: Experiences from the Kingdom of Eswatini.

Supervisor : Dr P Dzimiri

Co-supervisors : Mr SF Mathagu
: Prof. RR Molapo

TAKALANI TANGANEDZANI (PSYCHOLOGY)
Title : Adherence: Perceptions and behavior of patients on Antiretroviral Therapy in Vhembe District of Limpopo Province, South Africa

Supervisor : Dr A. Maphula
Co-Supervisors : Prof T. Mashamba
: Prof P.O.Bessong

THAMBO SEHLULE (SOCIOLOGY)
Title : Assessing the Online Sexual harassment Experiences of Female Students at a South African Institution of Higher Learning.

Supervisor : Dr R Tshifhumulo
Co-supervisors : Ms D Mabale

THEMELI RENDANI COYENIE (POLITICAL STUDIES)
Title : Human Security Implications of Human Settlement in the Context of Land Reform: A Case of Ratombo, 2005 – 2018.

Supervisor : Dr P Dzimiri
Co-supervisors : MR SF Mathagu
: Rev JDN van Westhuizen

MASTER OF AFRICAN STUDIES
BASSEY ROFEM INYANG
Title : Consequences of On-going Transitional Rites on Youth Morality in Thulamela Municipality, South Africa

Supervisors : Dr PE Matshidze
Co-supervisor : Ms. D. Mabale

MDHLULI OPHILILE
Title : An exploration into the effects of traditional medicine on reproductive health of rural women in Allandale village Mpumalanga province

Supervisor : Dr PE Matshidze
Co-supervisor : Dr SL Kugara

SEGWAPA SALAMINA

Title : Participation of indigenous games by youth in Ga-Ledwaba village in Lebowakgomo in Lepelle Nkumpi District

Supervisor : Dr PE Matshidze

Co-supervisor : Prof. VO Netshandama

MASTER IN GENDER STUDIES

MASHIANE TUMELO MATHEWS

Title : The experiences of closeted gay men within their families at Diepkloof in Soweto, Johannesburg.

Supervisor : Dr NR Raselekoane

Co-Supervisor : Ms TP Mulaudzi

MASTER OF EDUCATION

HONWANA XINYATA NHLAZINI CARTSON **(EDUCATIONAL MANAGEMENT)**

Title : An Investigative Research into Merger of Schools Programmes in the Department of Education in Vhembe District for the Academic Years 2010 To 2016

Supervisor : Dr NF Litshani

Co-Supervisors : Dr DA Sinthumule

: Mrs RM Makhwathana

MAPAYA MABOTSEKE DINA **(EDUCATIONAL MANAGEMENT)**

Title : Management of Safety Concerns in Rural Primary Schools of Maleboho West Circuit in Limpopo Province

Supervisor : Dr NF Litshani

Co-Supervisor : Dr DA Sinthumule

MULAUDZI TAKALANI JOSEPHINAH **(CURRICULUM STUDIES)**

Title : Integrating Information and Communication Technology in the Teaching of Reading and Writing of English in Grade Four Classes in Dzindi Circuit

Supervisor : Dr NF Litshani

Co- Supervisor : Mrs RM Makhwathana

MASTER OF SCIENCE IN AGRICULTURE

KGOPONG RAMAKATANA JOSEPH GLEN

Title : Effects of orange (*Citrus sinensis*) pulp-buffalo grass (*Cenchrus ciliaris*) silage on digestibility, growth performance and blood metabolites of Windsnyer-type and Large White x Landrace crossed pigs

Supervisor : Dr F Fushai

Co-Supervisor : Prof JJ Baloyi

MAILA MATUME MAXWELL

Title : Perceptions of members of households regarding the production and marketing of Moringa (*Moringa Olifera*) in Thulamela Local Municipality

Supervisor : Prof PK Chauke

Co-Supervisor : Prof KD Anim

MAJA MOKGAETJI DORCUS

Title : Agronomic Potential and Nutritional Attributes of Finger Millet (*Eleusine coracana*) in Contrasting Agro-ecologies in South Africa.

Supervisor : Prof ET Gwata

Co-Supervisor : Dr N Shargie

MARIPA MAHLODI RAMSY

Title : Spatial variability of hydraulic properties as affected by physical properties of selected soil types in South Africa

Supervisor : Prof IIC Wakindiki

Co-Supervisor : Dr A Nciizah - ARC-ISCW

MUDAU MULANGA LENTICIA

Title : Effect of feed withdrawal and strain on laying performance and egg quality of white and brown Hy-Line layers

Supervisor : Dr E Bhebhe

Co-Supervisor : Mr AJ Neshipale

RASELABE THATO VINCENT LESLEY

Title : Farmers' attitudes towards the formation of cooperatives in rural areas: A study of irrigation schemes in Makhado Local Municipality

Supervisor : Dr EN Raidimi

Co-Supervisor : Prof KD Anim

MASTER OF SCIENCE IN FOOD SCIENCE AND TECHNOLOGY

MATHOBO VHULENDA MELINDA

Title : Influence of Heat-moisture treatment on functional, colour and thermal properties of Bambara groundnut starch

Supervisor : Dr H Silungwe

Co-Supervisors : Dr TA Anyasi

: Dr SE Ramashia

MASTERS IN RURAL DEVELOPMENT

CHIDEMBO RANGANAI

Title : Influence of the Heifer International Pass on Programme on Livelihoods of Households: The Case of a Ward in Mberengwa District of Zimbabwe

Supervisor : Dr B Kilonzo

Co-Supervisor : Dr J Zuwarimwe

DOCTOR OF PHILOSOPHY

CHAUKE HLAYISI MICHAEL

Title : Nkanelo wa ku simekiwa ka pholisi ya ririmi eka dyondzo ku suka hi nkarhi wa xihlawuhlawu ku fika hi nkarhi wa xidemokirasi hi ku kongomisa eka Xitsonga

(An analysis of the implementation of the language policy in education from the apartheid era to the democratic dispensation with reference to Xitsonga)

Promoter : Dr M.T Chauke

Co-Promoter : Dr M.T Babane

Citation:

CHAUKE HLAYISI MICHAEL eka ndzavisiso wa yena u xopaxopile tipholisi ta ririmi eka xiyenge xa Dyondzo ya mani na mani ku suka hi nkarhi wa xihlawuhlawu ku fika hi nkarhi wa xidemokirasi eAfrika Dzonga. Ku fikelela ndzavisiso lowu, Chauke u tirhisile maendlelo ya nxopaxopo wa nhloko hliso wa swivutiso ku xopaxopa tipholisi ta ririmi leti a titshikelela ku tirhisiwa ka Xinghezi na Xibunu. Ku tirhisiwa ka tindzimi letimbirhi swi endle leswaku tihluvuka swinene ku tlula ta xintu. Ndzavisiso lowu wu kumile leswaku hambiloko tindzimi ta xintima, ku katsa na Xitsonga, ti nyikiwile matimba ya kuva tindzimi ta ximfumo hi lembe ra 1994 a swi tisangi ku cinci. Mulavisisi u tlhele a kuma leswaku vavulavuri hi voxwe va hoxa xandla eka mpfumaleko wa nhluvuko wa ririmi hi ku tsan'wa ku tirhisa ririmi ra vona ra Xitsonga hi ku hetiseka. Hi tlhelo vatsawari va hisekela ku vulavula no dyondzisa vana va vona tindzimi leti va vonaka tiri ta matimba ni nkoka eka swa ikhonomi, sayense na thekinoloji. Hi ndzavisiso lowu, Chauke u bumabumela leswaku van'watindzimi na vavulavuri va fanele ku hisekela ku hluvukisa ririmi ra Xitsonga leswaku na rona ri ta fikelela xiyimo xo tirhisiwa tanihi ririmi ro dyondza no dyondzisa hi rona tidyondzokul

MADIMA SHUMANI ERIC

Title : The implementation of the South African Language Policy: A case study of Limpopo Provincial Legislature

Promoter : Prof EK Klu

Co-Promoter : Dr MT Babane

Citation:

The study explores the extent to which the South African Language Policy is implemented at the Limpopo Provincial Legislature. The Constitution of the Republic of South Africa demands that at least two official languages be used at the provincial level for the purpose of government. Utilising the qualitative approach, Mr Madima, found that English is the dominant language used at Limpopo Provincial Legislature in debates, speeches and written official

documents. His findings reveal that Limpopo Provincial Legislature is not fully implementing the South African Language Policy as stipulated in the Constitution. He believes that the establishment of a systematic language implementation plan could enhance the promotion of other official languages of the province. His findings contribute in providing awareness, insight, and to conscientize Members of Limpopo Provincial Legislature that the dominance of English could result into either a monolingual province or language decay.

NEPHAWE FARISANI THOMAS

Title : Exploring Grade 11 English First Additional Language learners' competence in the use of tenses: A case study of selected schools in Vhumbedzi Circuit, South Africa

Promoter : Dr MN Lambani

Co-promoters : Prof EK Klu

: Dr MJ Maluleke

Citation:

The study explores Grade 11 English First Additional Language (FAL) learners' competence in the use of tenses. Following Robert Lado's Contrastive Analysis Hypothesis and Pit Corder's steps for Error Analysis, Mr Nephawe identified the types of errors committed in the use of tenses, described and evaluated them, established their causes; and suggested remedial measures for the errors committed in the participants' written tasks. The research findings reveal that learners are not competent in quasi-coordinators, coordinative appositions, zero marking; and the use of has/have/had + past participle verbs. The findings also confirm that the learners' performance in English FAL is impaired by poor competence in the use of tenses. Mr Nephawe advocates intervention strategies that involve giving ample exercises and practices to learners. He also provides suggestions on teaching techniques to be used in class by educators.

NYETE LIBERTY TAKUDZWA

Title : Exploring Experiences and Perspectives of Health, Illness and Death in Selected Contemporary African Postcolonial Texts.

Promoter : Dr GS Mashau

Co-promoter : Dr LMP Mulaudzi

Citation:

This study in the ambit of medical humanities critically explores the experiences and perspectives of health, illness and death as depicted in selected memoirs from socio-cultural spectrums. Bio-political, postcolonial and Afrocentric theories have been incorporated to examine how the memoirs depict African people's subjective experiences and perceptions of health, illness and death. The study contends that memoirs are a site where conceptions of experiences and perspectives of African people are (de)constructed. It further establishes that there is hybridity of perspectives and experiences in memoirs; the subject and discourses are in the 'third' space from where the writers challenge the values which dictate the norms which, in turn, decipher health, illness and death, thus challenging scholars to pay attention to medical issues in literary texts. The study focuses on how a merger of factors such as culture, gender, African beliefs and religion, age, society, and social status are drawn from the personal narratives in selected memoirs to (re)conceptualise the notions of health, illness and death in an African community. The study concludes that the socio-cultural factors of human existence premise the interpretations of the clinical understanding of the body as a point of departure while sociocultural interpretations of the body pre-occupy perspectives and experiences of health, illness and death.

DOCTOR OF PHILOSOPHY IN AFRICAN STUDIES

BADUGELA THIVHAVHUDZI MURIEL

Title : Exploring the viability of integrating indigenous knowledge into the Life Orientation curriculum in the intermediate phase in Nzhelele East Circuit Vhembe District, Limpopo Province South Africa”

Promoter : Prof VO Netshandama

Co-Promoters : Dr PE Matshidze

: Prof EK Klu

: Prof TS Mashau

Citation:

This qualitative study explores the viability of integrating indigenous knowledge into the Life Orientation (LO) curriculum in the intermediate phase. The focus was to generate knowledge exchange platforms where community and other stakeholders could be involved in the discussion about Indigenous Knowledge integration. The study is underpinned by Postcolonial and transformative theories as well as being based on exploratory-Interpretivists research paradigms. Purposive sampling was used to select participants. Data were gathered through focus group discussions and observations. Data analysis was done and field notes were clustered thematically. The study found that there was inadequate support from the Department of Basic Education and insufficient allocation of indigenous knowledge resources. The findings showed that the integration of Indigenous Knowledge in the South African school curriculum in LO could bring new life into the content and the delivery of tuition. The study recommends that exhibitions and tournaments to be organised by educators where Indigenous Knowledge holders are invited to demonstrate the skills needed to perform cultural activities which should form part of the curriculum. The study bridges the gap by adding value in the delivery of the LO curriculum in South African schools by integrating Indigenous Knowledge.

MALINGA MABHACA JOSEPH

Title : Exploring the possibility of using the ocarina as an instrument for teaching music at South African Primary Schools. A case study of two selected schools in Vhembe District, Limpopo

Promoter : Prof MG Mapaya

Co-Promoter : Dr PEA Ramaite-Mafadza

Citation:

Topical scholarly research has confirmed that music education on the African continent has virtually vanished due to uncoordinated or even total lack of foundational teaching of the subject, despite global tendencies to the contrary. Apart from expressive intentions as stipulated in the Curriculum Assessment Policy Statement (CAPS) to teach the arts in all South African schools, widespread arts education is still a mirage with expense having traditionally been regarded as the principal cause for the less-than-ideal uptake. This study explores the possible intervention of the cost-effective ocarina as an instrument that can be utilised to teach and learn music in primary schools within diverse and typical sections of particularly black and underprivileged sections of South African society. The study is qualitative in nature and engages the Grounded Theory Method (GTM) leaning towards Thematic Content Analysis as descriptive presentation of data gathered from participants' observation and interviews with research respondents and other identified sources that reflect experientially on the topic of study. The result is an Africa-sensitive methodology using universally accessible resources to teach music in South African primary schools.

MAMBANGA PFUNGWA

Title : The role of traditional health practitioners in health promotion: A case study of Pfura Rural District, Mashonaland Central Province, Zimbabwe

Promoter : Prof VO Netshandama

Co-Promoters : Dr PE Matshidze

: Dr T Tshitungano

Citation:

Traditional health practice is an important, often ridiculed and undervalued part of health promotion. In low and middle-income countries, where the number of practitioners of modern medicine are often not enough, traditional health promotion is central to survival. However, the extent of their contribution is not yet fully understood given that many people access their services secretly. In exploring the role of traditional health practitioners in health promotion, Mr. Mambanga conducted twenty-two in-depth interviews with registered traditional health practitioners who were purposively selected. The study findings reveal a high number of patients consulting diviners, herbalists and traditional birth attendants for their primary health care. These traditional health practitioners offer healing to communicable and non-communicable diseases through their extensive knowledge of herbal and animal-based medicines and therapeutic actions such as rituals, exorcism and the maintenance of health promoting taboos. The study further indicated that although traditional healing is pivotal, it is not incorporated into the main health system, which puts it at the risk of extinction. Guided by study findings, key action areas of health promotion of the Ottawa Charter (WHO, 1986) and the objectives of the World Health Organization, Traditional Medicine Strategy of 2014-2023 target, a framework has been developed for sustainable health promotion in a rural setting.

MASAKONA MORONGWA FLORENCE

Title : Self-Efficacy in Vocational Development of Women in Low Socio-Economic Communities

Promoter : Prof HN Mutshaeni

Co-Promoter : Dr F Ravhuhali

Citation:

Reverend Florence Masakona examines the socio-contextual factors influencing self-efficacy in the vocational development of women residing in low socio-economic communities of the Vhembe District of Limpopo Province, South Africa. The study finds out that family background, culturally-embedded economic outcomes and the nature of the surrounding environment determined the vocational development of women. Lack of self-confidence, the nature of the social environment, disinterest in self-development and over-dependency, particularly with respect to economic welfare, hamper that development. A pragmatic partnership involving the family, church and society as well as a women developmental model centred on teamwork, is recommended since it goes a long way to help build and sustain the confidence of women residing in the communities of low socio-economic status. An article based on the thesis is currently under review in a DHET accredited journal.

MMBODI – RAMUSETHELI MAVHUNGU DIANA

Title : The Relevance of Nyambedzano as a process for promoting morality among the youth

Promoter : Prof VO Netshandama

Co-Promoter : Dr PE Matshidze

Citation:

The constant narrative of youth misdemeanours, ill-discipline and lawlessness adversely affect their performance as active, responsible and proactive members of society. There is often the blame-game and insufficient conversations to support the development of responsible youth. The elders are often disenfranchised by the popularity of the rights-based approach and modernity in the way conversations should take place. Ms Ramusetheli conducted a series of appreciative focus group conversations with youth and elders who were purposively selected to determine the relevance of nyambedzano in dealing with the much-needed conversations about youth morality. The findings show that nyambedzano between the elders and the youth is still relevant. However, its application would be complicated by the changing family structure where there is less involvement of elders' wisdom and the changing parenting age which is dominated by younger and somewhat irresponsible parents. Media and technological influences as well as rights based approach which largely denigrate cultural norms and values of child-rearing also add fuel to the fire. These findings are synthesized to develop a facilitative adaptive nyambedzano programme between the elders and the youth, which should be a two-way process where the youth are allowed to talk back and take a responsible stance to fix what needs to be sorted in their lives. This study makes methodological contributions to the field of Indigenous Knowledge Systems and moral regeneration in that it proposes a less adversarial appreciative approach to what would culturally be an authoritarian approach to engaging youth

MUROVHI AVHURENGWI FLORENCE

Title : Traditional practices of nyaluso ya vhana (child rearing) in a Venda home setting: an Afro-centric perspective

Promoter : Dr P E Matshidze

Co- Promoter : Prof V O Netshandama

Citation:

This study explores nyaluso ya vhana which is the traditional child rearing practices in Vhavana families. Traditional child rearing practices are associated with culture, norms and beliefs of any given group. However, due to modernisation and globalisation, communities and families are concerned that child rearing influences are no longer closely connected to traditional practices and this poses a societal challenge. The purpose of this study was to explore the traditional child rearing practices in Vhavana families. The intention was to establish if there are areas of traditional practices that are still useful and should be promoted in contemporary society. A qualitative research design was used in which data collection was through one-on-one interviews. Results show that traditional Vhavana child rearing practices entail the following: (a) role modelling of good behaviour, (b) respect as an important ingredient within the process, (c) perseverance as inculcated within children through a myriad of means, (d) participation in executing household chores, (e) the notion that it takes a village to raise a child, (f) traditional leaders helping the community in fostering culture and traditions and (g) rituals and taboos which are the backbone in child rearing practices. Information from participants and literature led to the development of a suitable programme which agitate for the inclusion of traditional child rearing practices in the modern life. It is, therefore,

recommended that parents, together with other members of the family and the community need to mould, mentor and educate the child by instilling the traditional values, norms and culture which were regarded by participants as the best tool to social reconstruction.

RAMAVHUNGA NDIDZULAFHI ESTHER

Title : Reflections on practices of u laya ñwana: Towards an Afro-sensed approach

Promoter : Prof VO Netshandama

Co-Promoter : Dr PE Matshidze

Citation:

A child who is disrespectful to everyone else in society, in Tshivenda, would be referred to as Khundavhalai, meaning the one who defied those who should, and have tried to, give guidance to such a child. In this thesis Ms Ramavhunga, through a phenomenography reflective in-depth examines how the interviews with key informants, Vhavenḁa elders known to communities as preservers and holder of knowledge about the Ndayo culture, finds that Ndayo processes were inherent in the way families raised their children. Concomitantly, the Ndayo phenomenon is attributable to well-mannered children. Ndayo starts from the family through to the community context in the form of initiation schools that simultaneously serve as rites of passage. The initiation schools were run as a collaborative process between families and knowledgeable community figures, as well as the royal household to rear well-behaved children as part of a society. There is a strong impulse that the programme to revive Ndayo should be instituted to facilitate adaptive ways of making Ndayo a lived reality and process in the Vhavenḁa communities. In addition, Ndayo content should be included in a collaborative curriculum development process between mainstream schools and traditional schools. In 2018, Ms Ramavhunga published a peer reviewed research article titled, "Reflections on practices of u laya ñwana: Towards an Afro-sensed approach", in the DHET accredited International Journal of African Renaissance.

TINYANI THIVHULAWI ERIC

Title : Youth Moral Degeneration at Makuya area in the Vhembe District Municipality of the Limpopo Province, South Africa: Towards an Afrocentric approach and Afro-sensed perspective

Promoter : Dr NR Raselekoane

Co-Promoters : Prof MG Mapaya

: Prof MA Masoga

Citation:

REV TINYANI THIVHULAWI ERIC's thesis explores how the current perturbing phenomenon of youth moral degeneration is gnawing at society's moral fibre. This phenomenon manifests itself in rampant social ills such as alcohol and drug abuse, teenage pregnancies, teen parenthood, youth crime, intimate partner violence, disrespect for authority and no sense of responsibility and accountability among others. The study found that youth moral degeneration is due to broken families, poor parenting skills, single parenthood, slothfulness, absence or invisibility of positive role models, permissiveness in modern society, secularism, unrestrained access to TV and other technological gadgets as well as disregard for authority. The study recommends the inculcation and promotion of positive behaviour through a comprehensive and multi-pronged moral regeneration strategy that will revive and foster, among others, humaneness, self-identity, self-love, self-respect, discipline, respect for authority and accountability among the youth. The aforesaid strategy is developed through the infusion of concepts and principles borrowed from the Afrocentric approach, Afro-sensed

perspective and the Ubuntu philosophy. The South African Moral Regeneration Movement can benefit immensely from the strategy developed in this study. The candidate is finalising an article based on this study which will be sent for publication in an accredited journal.

DOCTOR OF PHILOSOPHY IN GENDER STUDIES

CHINYAKATA RACHEL

Title : An investigation of the vulnerability of young Zimbabwean female immigrants in Johannesburg, South Africa

Promoter : Dr NR Raselekoane

Co-Promoters : Dr TJ Mudau

: Prof MG Mapaya

Citation:

Ms Rachel Chinyakata's thesis interrogates an extremely neglected issue in migration studies, namely, gender. The study investigates the vulnerability of young Zimbabwean female immigrants in Johannesburg and further looks at intersectional factors contributing to the vulnerability. It also examines coping strategies used by these female immigrants. The findings of this study highlight that female immigrants are vulnerable to abuse because of intersectional factors such as discrimination, xenophobia, poor health, social and economic problems, mainly perpetrated by society, their partners, colleagues in the workplace, employers and the same authorities who are supposed to protect and provide services to these female immigrants. Through this study, Ms Chinyakata has developed a Comprehensive Migration Strategy to curb the vulnerability of young Zimbabwean female immigrants. This strategy promotes the collaboration of individuals, community, civil society, regional and national stakeholders to promote and protect the rights of young female immigrants, as well as ensuring gender sensitivity in migration. During her PhD journey, Ms Chinyakata has already published eight articles in DHET accredited journals. One of the eight articles is based on her doctoral thesis and the ninth article is currently in-press.

NYATHI LEOBA

Title : Gender-based Perspectives of Cardiovascular Diseases: A Case Study of Gwanda South Rural District, Zimbabwe.

Promoter : Prof TD Thobejane

Co-Promoter : Dr TG Tshitangano

Citation:

In this study Leoba Nyathi investigates the level of understanding and experience of women in the Gwanda South District of Zimbabwe about cardiovascular diseases (CVD). These diseases have been viewed internationally as men's disease as evidenced by the high number of males who have fallen victim to this scourge. Many women have considered the disease not much of a health concern to them. However, with rapid changes in contemporary societies the diseases have increasingly become a public health concern among women. The study is framed upon feminist theoretical perspectives such as gender, social construction, intersectionality and standpoint. In this process, Leoba endeavours to unearth some contradictions inherent in the way women view CVD. Purposeful sampling technique was used to select 16 participants for semi-structured focus group interviews of six participants for discussions.. Data were presented and discussed as themes and subthemes. The findings reveal that women have limited knowledge of most CVDs but are familiar with hypertension and stroke. Various symptoms of CVDs were identified and women have some knowledge on the causes and prevention of CVD in women. Parts of the study have recently been presented in an International Conference in the UK and an article based on the work is being revised for publication in a DHET & ST accredited journal.

TAKAYINDISA FLORA MARUVA

Title : Gendered drought effects within family settings: The case of Shashe Village in Masvingo, Zimbabwe (2000-2016).

Promoter : Prof TD Thobejane

Co-Promoters : Dr MH Mukwevho

: Dr TJ Mudau

Citation:

In this study, Ms Takayindisa examines the views, understandings, beliefs and practices of women on the effects of drought in Zimbabwe and how to cope with the situation. Drought affects the livelihoods of men and women differently. Water is needed in day-to-day lives. The effects of drought have had a negative impact on the socio-economic, health, migration and distribution of gender roles within family settings. The environmental degradation caused by drought are widely considered as a contemporary defining social challenge. Ms Takayindisa explored feminist theories such as the Standpoint theory, Intersectionality, Ecofeminism and Social Construction to conceptualize the gender roles and practices that continue to hinder equity between men and women in the context of this study, which is qualitative in design. The population of the study comprised of men and women living in Shashe village, Zimbabwe. A purposive sample of 12 participants comprising of 6 men and 6 women was drawn from the population of farmers affected by erratic rainfall. The findings show that there are paradigm shifts of drought as regard gender relations in many villages, townships and cities. In addition, cultural patterns embedded in patriarchal relationships are accommodating forms of relationships which are not favourable to women. The study recommends that farmers should also have other sources to generate income other than farming because of the changing weather patterns as well as educating women in all dimensions of agriculture so that they are more informed.

DOCTOR OF EDUCATION

MUSODZA BELINDA RINDAI

(EDUCATIONAL MANAGEMENT)

Title : Effectiveness of the teacher performance evaluation system in Kwekwe District of Zimbabwe

Promoter : Dr M Mpeta

Co-Promoter : Prof T Runhare

Citation:

Research indicates that well-designed and properly implemented teacher evaluation systems are key for schools to be effective. General consensus however, is that, most of the teacher evaluation systems have failed. The study assessed the effectiveness of the teacher performance evaluation system of Kwekwe district in Zimbabwe in achieving its intended objectives. The research was premised on the pragmatic worldview and used the mixed method approach. A quantitative sample of 292 teachers and 12 key informants constituting 4 teachers, 4 Head of Departments and 4 Head of schools took part in the study. The samples were drawn from purposively selected rural and urban secondary schools that implemented teacher evaluation. Quantitative data were analysed using SPSS while qualitative data were processed using Atlas TI. The study established that the teacher evaluation system was imposed and did not have adequate budgetary support at introduction, the design process was non-participatory, the implementation process was hound with varied impediments and at the same time insignificant. Based on these findings, the study concluded that the introduction was mistimed, design process was faulty, implementation process was improper and evaluation process was insignificant, which all negatively impacted on the effectiveness of the performance evaluation system. The study therefore developed the RADPS conceptual

framework on effectiveness of performance evaluation systems which it recommends for use to improve the Kwekwe district teacher evaluation system and possibly other evaluation systems.

MBHENYANE CHARLOTTE MISAVENI

(CURRICULUM STUDIES)

Title : Sustainability of teaching Consumer Studies at secondary schools in Vhembe District, Limpopo Province, South Africa

Promoter : Prof MP Mulaudzi

Co-Promoter : Dr B Dube

Citation:

The focus of this study was to investigate the sustainability of teaching Consumer Studies as a school subject. The study was conducted in Vhembe District schools. The main purpose of the study was to establish the extent of the challenges affecting the sustainability of teaching Consumer Studies and to develop the necessary measures to address them. Consumer Studies is in a struggle for legitimacy as a school subject, despite its recognition and designation by the Department of Education. The study argued that Consumer Studies as a school subject is a tool for creating a sustainable future for learners. The nature of the study demanded a qualitative research design. Purposeful sampling procedure was used to select the population for the study, which involved 42 secondary schools that offered Consumer Studies in all the circuits of the Vhembe District. Participants included school principals, heads of departments and Consumer Studies teachers of the sampled schools. Interviews, Observation and Document analyses were used as strategies for data collection. Data was analysed thematically. The study revealed that Consumer Studies as a school subject was gradually downgraded and not valued by the relevant authorities. Consumer Studies was not promoted as a viable career option for learners, and five out of the fifteen sampled schools were in the process of excluding the subject from the curriculum. The study recommended the promotion of Consumer Studies as a viable career option for learners at secondary schools and suggested a model for sustaining the teaching of Consumer Studies at secondary schools.

MAAKE MMAMODIMO

(EDUCATIONAL MANAGEMENT)

Title : The effect of mentoring as a strategy for teacher professional development in Mopani District-Limpopo Province

Promoter : Prof NP Mudzielwana

Co-Promoter : Dr NF Litshani

Citation:

The aim of this study was to explore the effect of mentoring as a strategy for teacher professional development. The study was underpinned by Vygotsky, Piaget and Bandura socio-cultural theories. The study is anchored on the interpretivist or constructivist paradigm to enable the investigator to deconstruct the realities of the experiences of practicing teachers during the mentoring process. The qualitative research approach was adopted in the study. The population comprised all teachers at six (6) selected high schools in the Thabina Cluster schools. Purposeful sampling method was employed to select 12 teachers that participated in the study. Qualitative data was generated through face-to-face interviews, observations and document analysis. Data was analysed thematically. The study established that teachers' value and acknowledge the importance of mentoring as a strategy for teacher professional development. There is also a need for mentoring to be conducted with new teachers to offer them opportunities for professional growth. The study recommendations are that the Department of Education should develop and regularly implement mentoring programmes to enhance the competency of teachers.

MATHEBULA RIFUMUNU NANCY

(EDUCATIONAL MANAGEMENT)

Title : School-based interventions on the effect of school girl pregnancy on teaching and learning in Mopani District, Limpopo Province, South Africa

Promoter : Prof T Runhare

Co-Promoter : Prof TN Mafumo

Citation:

This case study of four secondary schools sought to examine the effectiveness of interventions employed by schools to support the teaching and learning of pregnant and parenting learners (PPLs) in Mopani district, Limpopo province, South Africa. Using the critical research paradigm, the study employed the qualitative research method to gather narrative data from 68 purposively sampled key school-based education stakeholders. The participants comprised of 20 School Governing Body (SGB) members, 4 School Management Team (SMT) members, 20 mainstream learners, 8 Pregnancy Monitoring Teachers (PMT) members, 8 class teachers of PPLs and 8 PPLs. The study revealed that, although all four schools provided basic access to education for PPLs and had link-educators responsible for the welfare of PPLs, their inclusive support systems and strategies to assist PPLs cope with and benefit from the school curriculum activities were largely superficial due to a number of challenges. These include: lack of training for educators, who are the primary duty bearers to PPLs to be able to identify and address challenges faced by PPLs, inadequate political-will to support PPLs by most educators, a non-collegial working relationship between mainstream learners and PPLs, little synergy between national and school policies on managing the teaching and learning of PPLs in a formal school setting, and non-involvement of other professionals in the provision of psycho-social support to schools. Negative cultural and traditional beliefs towards teen motherhood were also responsible for the inadequate support structures and service provision for the teaching and learning of PPLs. The study recommends the adoption of a multi-sectoral training, counselling and inclusive support system and strategies for pregnant and parenting schoolgirls for them to cope with schooling.

DOCTOR OF PHILOSOPHY IN RURAL DEVELOPMENT

MOLOTJA MAKWENA CATE

Title : Towards a Framework for Enhancing School Feeding Programmes for Rural Development in Blouberg Local Municipality, South Africa

Promoter : Prof L.L. Maliwichi

Co-Promoter : Prof A.I.O. Jideani

Citation

In her PhD studies, Dr Makwena Cate Molotja assessed how school feeding programmes might contribute to rural development given that they have always been linked to educational outcomes. Little attention is given to their potential to stimulate local production of food involving grassroots community members. Although she found that learners and their families benefitted from the programmes, their potential to supply food to schools, create jobs, equip community members with knowledge and skills required to steer rural economic growth was not tapped into adequately. A framework with strong partnerships among key stakeholders, policy support, investments in infrastructure and other resources, and acquisition of relevant skills for rural development as its centerpiece was developed.