



June 2019

GRADUATION CEREMONY

BLOEMFONTEIN
CAMPUS

Faculties of Economic and Management Sciences, Education
Humanities, Law and Theology and Religion
Master's and Doctoral Degrees

FRIDAY, 28 JUNE 2019 | 08:30



UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA

PROGRAMME

CALLIE HUMAN CENTRE, BLOEMFONTEIN CAMPUS

CONSTITUTION OF THE CONGREGATION

Chancellor
Dr K Mokhele

OFFICIAL WELCOME

Rector and Vice-Chancellor
Prof FW Petersen

INTRODUCTION OF GUEST SPEAKER

Vice-Rector: Research
Prof RC Witthuhn

GUEST SPEAKER

Former Minister: Finance and Chairman: Old Mutual Group Holdings
Dr TA Manuel

MUSICAL ITEM

"This is me"

Composers: B Pasek and J Paul

Arranged by A Esterhuyse

Performed by the UFS Arts Communities udo Mr A Mockie, accompanied by the
UFS Graduation Instrumental Ensemble

PRESENTATION OF CANDIDATES

Deans of the Respective Faculties

AWARDING AND CONFERMENT OF QUALIFICATIONS

Chancellor
Dr K Mokhele

PRESENTATION OF DEAN'S MEDALS

Deans of the Respective Faculties

PRESENTATION OF RECIPIENTS OF HONORARY QUALIFICATIONS

Deans of the Respective Faculties

CONGRATULATORY MESSAGE

Chancellor
Dr K Mokhele

NATIONAL ANTHEM OF SOUTH AFRICA

Led by Ms J Marais and accompanied by the Graduation Instrumental Ensemble
under the direction of Mr A Esterhuyse

DISSOLUTION OF THE CONGREGATION

Chancellor
Dr K Mokhele

28 JUNE 2019 | 08:30



NATIONAL ANTHEM OF SOUTH AFRICA

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.

In order to maintain the dignity of the ceremony, you are requested to take note of the following:

- | | |
|---|---|
| <ul style="list-style-type: none">▪ Please stand as the procession enters the hall▪ Do not move around during the ceremony in order to take photos▪ Please refrain from unacceptable actions such as whistling▪ Please put your cellphone on silent so as not to disturb the proceedings▪ We strive to conduct the ceremonies in a dignified manner | <ul style="list-style-type: none">▪ Please do not leave the hall before the graduation proceedings have been concluded▪ Family and friends unable to attend may watch the full graduation ceremonies through our livestream link at http://livestream.ufs.ac.za. |
|---|---|

ABOUT THE UFS

The University of the Free State (UFS) is one of the oldest institutions of higher education in South Africa.

It opened its doors in 1904 in Bloemfontein as the Grey University College, with six students in the Humanities. Since then, the institution has grown to more than 40 000 students, spread over three campuses and across seven faculties (Economic and Management Sciences, Education, Health Sciences, the Humanities, Law, Natural and Agricultural Sciences, Theology and Religion).

Most of the students are located on the Bloemfontein Campus, with the Qwaqwa Campus situated in the picturesque Eastern Free State, serving a rapidly-growing number of rural students from the immediate area and surrounding provinces. The South Campus – also situated in Bloemfontein – serves as the centre for distance-learning programmes offered by the UFS, as well as alternative access to higher education for promising students who have not obtained the required marks in their final school examinations.

Over the years, the university has grown into an education hub which has positioned itself on the global stage, promoting research excellence, with exceptionally talented scholars and students who are recognised the world over, as well as alumni who have grown into influential leaders in society.



DEVELOPMENT OF THE UFS CREST OVER MORE THAN A CENTURY



1904

Up to 1935, the same coat of arms was used as the Grey College School.



1935

By 1935, with the name change to University College of the Orange Free State, the coat of arms fell into disuse, especially among students.



1947

In 1947, an agreement between management and students led to the new motto Per Fidem ad Sapientiam (Through faith to wisdom).



1950

In 1952, it was changed to In Deo Sapientiae Lux (In God is the light of wisdom). The traditional orange, white and blue, linking the UFS to the South African national colours, changed in the late 1990s. The orange was replaced by cherry red.



2011

The academic brand – the historic University of the Free State crest that has been the symbol of the university since 1952, has evolved to embrace the aesthetic expectations of the stakeholders. The shape of the traditional academic shield has been simplified and contemporised. Much of the symbolism of the crest remains intact, acknowledging the location of the UFS brand as one of the country's premier institutions of higher education, with a proud history of academic excellence and an ever evolving, vibrant culture.

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA



GRADUATION CEREMONY 2019

Honorary Awards | Honorary Doctorates

1950	GLP Moerdyk – DLitt (h.c.)		J du P Scholtz – DPhil (h.c.)		A Krog – DLitt (h.c.)
1951	NC Havenga – LLD (h.c.)	1986	S Grové – DMus (h.c.)		K Mokhele – DPhil (h.c.)
1952	Thos Blok – DEd (h.c.)		FP Retief – DMed (h.c.)		CJC Nel (Postuum) – PhD (h.c.)
	SHS Rubidge – DSc (h.c.)		JA Stegmann – DCom (h.c.)		L Quayle – DMus (h.c.)
1955	CR Swart – LLD (h.c.)	1987	WA Joubert – LLD (h.c.)		T (Karel) Schoeman – DLitt (h.c.)
	CA v Niekerk – LLD (h.c.)		B Kok – DPhil (h.c.)		YK Seedat – DMed (h.c.)
1958	CPB Brink – LLD (h.c.)		WP Venter – DCom (h.c.)		MK Seely – DSc (h.c.)
	CF Visser – DEd (h.c.)	1988	JJN Cloete – DAdmin (h.c.)		C Seerveld – DPhil (h.c.)
1959	DB Bosman – DLitt (h.c.)		FC Fensham – DLitt (h.c.)		F van Z Slabbert – DPhil (h.c.)
	SP le Roux – DScAgric (h.c.)		JW vd Riet – DPhil (h.c.)		JC Steyn – DLitt (h.c.)
	DF Malherbe – DLitt (h.c.)	1989	BJ Meyer – DSc (h.c.)		PA Verhoef – DTh (h.c.)
	GH v Rooyen – MA (h.c.)		N van Uden – PhD (h.c.)		L van den Heever – LLD (h.c.)
1960	SPE Boshoff – DLitt (h.c.)	1990	MG Corbett – LLD (h.c.)		HA Wessels – LLD (h.c.)
1961	T Boydell – DPhil (h.c.)		JS Rabie – DLitt (h.c.)	2005	A du P Heyns – DMed (h.c.)
1962	ES Botes – DEd (h.c.)	1991	SS Brand – DCom (h.c.)		JJF Durand – DPhil (h.c.)
	PE Rousseau – DSc (h.c.)		JWL de Villiers – DSc (h.c.)		JA Groenewald – DSc (h.c.)
1963	EH Louw – LLD (h.c.)		GT Fagan – DArch (h.c.)		WH Neuser – DTh (h.c.)
	EN Roberts – DSc (h.c.)		JH Hofmeyer – PhD (h.c.)		M Ramos – PhD (h.c.)
	JGF (Kaalkop) vd Merwe – DCom (h.c.)		E v Heerden – DLitt (h.c.)		SJ Terreblanche – DCom (h.c.)
	HF Verwoerd – DLitt et Phil (h.c.)	1992	JP Louw – DLitt (h.c.)	2006	T Moss – PhD (h.c.)
1966	PSZ Coetzee – DPhilTh (h.c.)		H Olivier – DSc (h.c.)		PV Cox – PhD (h.c.)
	PJ du Toit – DSc (h.c.)	1993	JD Anderson – DMed (h.c.)	2007	BJ (Bannie) Britz – DArch (h.c.)
	MS Louw – DCom (h.c.)		RR Arndt – DSc (h.c.)		KPD Maphalla – PhD (h.c.)
1967	SM Naudé – DSc (h.c.)		SJ Naudé – LLD (h.c.)	2008	D Ferreira – DSc (h.c.)
	LC Steyn – LLD (h.c.)	1994	JJ Human – DPhil (h.c.)	2009	JC Loock – PhD (h.c.)
	BJ Vorster – LLD (h.c.)		JA Myburgh – DMed (h.c.)		LTC Harms – LLD (h.c.)
1968	SJ Naudé – DCom (h.c.)		JP vd Walt – DSc (h.c.)	2010	P Gordhan – PhD (h.c.)
1969	CW (Nellie) Swart – DPhil (h.c.)	1995	WA Landman – DEd (h.c.)		BBS Ngubane – PhD (h.c.)
	AJJ Wessels – DCom (h.c.)		WL Mouton – DPhil (h.c.)		AH Strydom – PhD (h.c.)
1970	GS Nienaber – DLitt (h.c.)	1996	WDO Marasas – DSc (h.c.)		M Jones – PhD (h.c.)
	HO Mönnig – DSc (h.c.)		NE Wiehahn – LLD (h.c.)	2011	D Tutu – DTh (h.c.)
1971	N Diederichs – DCom (h.c.)	1997	AP Brink – DLitt (h.c.)		P Fourie – DLitt (h.c.)
	RS Verster – DPhil (h.c.)		B Hurwitz – DPhil (h.c.)		OG Winfrey – DEd (h.c.)
1972	LW Hiemstra – DPhil (h.c.)	1998	FC Müller – DMed (h.c.)		RWM Frater – PhD (h.c.)
	PJ Meyer – DPhil (h.c.)	1999	FM Claerhout – DPhil (h.c.)		A Sawyer – DEd (h.c.)
1975	PJ Nienaber – DLitt (h.c.)		JJF Hefer – LLD (h.c.)	2012	RJ Goldstone – LLD (h.c.)
	De la H de Villiers – DScAgric (h.c.)		S Nigam – DSc (h.c.)		ER v Heerden – DLitt (h.c.)
	GJ Stander – DSc (h.c.)		WL Nkuhlu – DCom (h.c.)		M Nussbaum – DLitt (h.c.)
1976	AJA Roux – DSc (h.c.)		MA Ramphela – DPhil (h.c.)		OW Prozesky – MD (h.c.)
1978	SP Botha – DSc (h.c.)		HJO van Heerden – LLD (h.c.)		FDJ Brand – LLD (h.c.)
	EM van Zinderen Bakker – DSc (h.c.)		FJ van der Merwe – PhD (h.c.)	2013	ZKG Mda – DLitt (h.c.)
	HB Thom – DEd (h.c.)	2000	MH Daling – DCom (h.c.)	2014	ML Blum – PhD (h.c.)
1979	FCL Bosman – DPhil (h.c.)		TN Liversedge – PhD (h.c.)		L Mulvey – DLitt (h.c.)
	G Cronjé – DSocSc (h.c.)		I Mahomed – LLD (h.c.)	2015	L Brahimi – DPhil (h.c.)
	CJF Human – DCom (h.c.)	2001	BP Gilbertson – DCom (h.c.)		JM Samuel – DEd (h.c.)
1980	G Boonzaier – DPhil (h.c.)		NR Mandela – LLD (h.c.)		MA Oduyoye – DTh (h.c.)
1981	PW Botha – DPhil (h.c.)		EC Taglauer – DSc (h.c.)		JD Sacks – DEcon (h.c.)
	B Human – DCom (h.c.)	2002	BH Meyer – PhD (h.c.)	2016	RJ Khoza – DEcon (h.c.)
	SG Shuttleworth – DSc (h.c.)		BAK Rider – LLD (h.c.)		TA Manuel – DEcon (h.c.)
1982	BLS Franklin – DPhil (h.c.)		CF Slabber – PhD (h.c.)		M du Preez – PhD (h.c.)
	GvN Viljoen – DEd (h.c.)		JM Stetar – DEd (h.c.)		J Samoff – DPhil (h.c.)
1983	L Luyt – DCom (h.c.)	2003	EWA de Corte – DEd (h.c.)		F Haffajee – PhD (h.c.)
	SF Zaaïman – DPhil (h.c.)		HA Serebro – DPhil (h.c.)	2017	PH Holloway – DSc (h.c.)
1984	HS Steyn – DSc (h.c.)	2004	AG Sykes – DSc (h.c.)		M Botha – LLD (h.c.)
	FR Tomlinson – DScAgric (h.c.)		S Badat – DPhil (h.c.)	2019	BL Fanaroff – DSc (h.c.)
	JH vd Berg – DMed (h.c.)		R Bringle – DPhil (h.c.)		J Mofokeng wa Makhetha – DLitt (h.c.)
1985	L Alberts – DSc (h.c.)		J de Wet – DMus (h.c.)		MB Molemela – LLD (h.c.)
	GG Cillié – DPhil (h.c.)		CF Fauconnier – DSc (h.c.)		
	SPD le Roux – DLitt (h.c.)		GJ Gerwel – DPhil (h.c.)		
	A Polson – DPhilMed (h.c.)		WD Jonker – DTh (h.c.)		

Shields of Honour, Council and Chancellor's Medals

1994	Prof FO Müller (Shield of Honour)	2003	Prof HC Janse van Rensburg (Council's Medal)
	RE Schoombie (Shield of Honour)		Prof SA Petersen (Shield of Honour)
1995	Prof FO Müller (Chancellor's Medal)	2008	Ludo Helsen (Shield of Honour)
	RE Schoombie (Chancellor's Medal)	2009	Prof JU Grobbelaar (Council's Medal)
1996	Prof S Mittman (Shield of Honour)	2010	Mrs AM Dippenaar (Chancellor's Medal)
1997	Prof M Jansens (Shield of Honour)	2014	Dr H Verster (Chancellor's Medal)
1998	Prof CJC Nel (Chancellor's Medal)	2014	Mr JL Pretorius (Chancellor's Medal)
	Prof C Swanepoel (Chancellor's Medal)	2016	Mr AD Osler (Chancellor's Medal)
1999	WJ (Hansie) Cronje (Shield of Honour)		Ms M van der Merwe (Chancellor's Medal)
	Prof David Justice (Shield of Honour)	2017	Ms JS Isaacs (Chancellor's Medal)
2000	Prof P Rosseel (Shield of Honour)	2019	Mr JF de Villiers (Chancellor's Medal)
	Prof MJ Viljoen (Chancellor's Medal)		Ms EM Oosthuizen (Council Medal)
2001	Prof PC Potgieter (Chancellor's Medal)		
2002	T Moss (Shield of Honour)		
	Prof CD Roode (Chancellor's Medal)		

MESSAGE FROM THE RECTOR AND VICE-CHANCELLOR

Dear Student

Congratulations on obtaining your degree! As a postgraduate student, you have become part of a fraternity of exceptional individuals who have graduated before you at the University of the Free State (UFS). Graduation is a significant and memorable day and a culmination of the time you spent here at the UFS.

As a university recognised for academic excellence and quality education, we are proud to confer this degree upon you and we salute you for the years of hard work, perseverance, and dedication.

I acknowledge and thank those who are here with you today and those who have helped you along the way to this big day – including your promoter, fellow students, friends, and loved ones – in applauding you for all the hard work and perseverance that has made this moment possible. Enjoy and celebrate this exceptional day with family and friends.

I wish you every success as you enter this exciting next stage of your life and career; I invite you to stay connected with Kowsies in the years to come, and to give back by supporting your alma mater. The continued involvement of our alumni strengthens the special community of alumni of this 115-year old university.

When looking back at your time at the UFS, may you experience a great sense of achievement, knowing that you had a challenging and enriching learning experience.

The UFS is, after all, a place that inspires excellence and transforms lives.

I wish you well in your career and with your future endeavours.

PROF FW PETERSEN
RECTOR AND VICE-CHANCELLOR

Beste Student

Baie geluk met die verwerwing van jou graad! As nagraadse student het jy deel geword van 'n gemeenskap van uitsonderlike individue wat voor jou aan die Universiteit van die Vrystaat (UV) gegradueer het. Jou gradeplegtigheid is 'n betekenisvolle en onvergeetlike dag en 'n hoogtepunt van die tyd wat jy hier aan die UV deurgebring het.

As 'n universiteit wat erken word vir akademiese uitnemendheid en gehalte-onderrig, is ons trots om hierdie graad aan jou toe te ken en ons bring hulde aan jou vir die jare van harde werk, deursettingsvermoë en toewyding.

Ek gee erkenning aan en bedank diegene wat vandag saam met jou hier is en diegene wat jou gehelp het op die pad na hierdie groot dag – onder wie jou promotor, medestudente, vriende en geliefdes – om jou te loof vir al die harde werk en deursettingsvermoë wat hierdie oomblik moontlik gemaak het. Geniet en vier hierdie uitsonderlike dag saam met jou familie en vriende.

Ek wens jou alle sukses toe waar jy hierdie opwindende nuwe fase van jou lewe en loopbaan betree; ek nooi jou om in die komende jare met Kowsies in verbinding te bly en om iets terug te gee deur jou alma mater te ondersteun. Die voortgesette betrokkenheid van ons alumni versterk die spesiale gemeenskap van alumni van hierdie 115-jaar-oue universiteit.

Wanneer jy terugkyk op jou tyd by die UV, mag jy 'n wonderlike gevoel van prestasie beleef, wetende dat jy 'n uitdagende en verrykende leerervaring gehad het.



Die UV is immers 'n plek wat uitnemendheid inspireer en lewens verander.

Ek wens jou alles van die beste toe met jou loopbaan en met jou toekomstige ondernemings.

PROF FW PETERSEN
REKTOR EN VISEKANSELIER

Moithuti ya kgabane

Ke a o lebohisa ha e le mona o fumane dikeri tsa hao. Jwalo ka moithuti wa lengolo le phahameng, o e mong wa batho ba ipabotseng ka makgabane jwalo ka ba ileng ba apara pele ho wena mona Yunivesithing ya Freistata. Letsatsi la dikapeso ke la bohlokwa mme le a hopoleha ebile ke tlokola ya nako eo o phetseng mona Yunivesithing.

Jwalo ka yunivesithi e tsebahalang ka mosebetsi wa thuto e tswileng matsoho le ka thuto ya boleng bo phethahetseng, re motlotlo ho nehelana ka dikeri ena ho wena mme re o rolela kgaebana ka mosebetsi o matla wa dilemolemo, ka mamello le boitelo tseo o bileng le tsona.

Ke ananela le ho leboha bohle ba tllileng le wena kwano kajeno le bohle ba ileng ba tsamaya tsela ena le wena ho tla fihla letsatsing lena le lehlo – ke kenyeletsa le morupedi wa hao, ba mophato, metswalle le bang ka wena- tebohisong ya mosebetsi wa hao o matla ekasitana le mamello tse entseng hore o fihle motsotsong ona.

Ke o lakaletsa katleho ka tsohle jwalo ka ha o kena sebaeng se setjha bophelong le mosebetsing wa hao, mme ke o mema ho hlola le Makofsi mengwaheng e tlang, o kenye letsoho mohomeng ka ho tseheheta mokgatlo wa baithuti ba nako e fetileng. Kabelo ya hao ya ka nako tsohle, e matlafatsa mokgatlo ona wa baithuti ba nako e fetileng, o seng o na le dilemo tse 115.

Ha o hetla, o sheba morao moo o tswang teng le Yunivesithi ya Freistata, ako be le maikutlo a monate a katleho, hobane o tseba diphepetso tseo o fetileng ho tsona le boleng ba thuto eo o e fumaneng.

Yunivesithi ya Freistata, hara tse ding, ke sebaka se kgothaletsang boipabolo mme se fetolang maphelo a rona.

Ke o lakaletsa botle mosebetsing le mererong ya hao ya ka moso.

MOPROFESARA FW PETERSEN
MOREKTORO LE MOTLATSA – MOKANSELIRI

VISION

The University of the Free State is a research-led, student-centred and regionally-engaged university that contributes to development and social justice through the production of globally competitive graduates and knowledge.

MOTTO

IN VERITATE SAPIENTIAE LUX

(In Truth is the Light of Wisdom)

OFFICE BEARERS



CHANCELLOR

Dr K Mokhele
PhD (UCD,USA)



**RECTOR AND
VICE-CHANCELLOR**

Prof FW Petersen
PhD (SU)



CHAIR OF COUNCIL

Mr W Louw
MEng (CIVIL) (SU)



**VICE-RECTOR:
RESEARCH**

Prof RC Witthuhn
PhD (UFS)



**VICE RECTOR:
OPERATIONS**

Prof P Naidoo
PhD (VISTA)



**VICE-RECTOR:
INSTITUTIONAL CHANGE,
STUDENT AFFAIRS
AND COMMUNITY
ENGAGEMENT**

Prof P LenkaBula
PhD (UNISA)



**VICE-RECTOR:
ACADEMIC**

Dr EL van Staden
DPhil (UJ)



REGISTRAR:

Mr NN Ntsababa
MPA (NMU)



**CAMPUS PRINCIPAL:
SOUTH CAMPUS**

Prof D Coetzee
PhD (UFS)



**CAMPUS PRINCIPAL:
QWAQWA**

Dr M Mandew
PhD (UN)



**PRESIDENT OF
CONVOCATION**

Prof JU Grobbelaar
DSc (UFS)



DEANS



**DEAN:
ECONOMIC AND
MANAGEMENT SCIENCES**

Prof HJ Kroukamp
DPhil (UPE)



**DEAN:
EDUCATION**

Prof LC Jita
PhD (MSU)



**DEAN:
HEALTH SCIENCES**

Prof GJ van Zyl
PhD (UFS)



**DEAN:
THE HUMANITIES**

Prof H Hudson
PhD (UFS)



**DEAN:
LAW**

Prof JC Mubangizi
LLD (UDW)



**DEAN:
NATURAL AND
AGRICULTURAL SCIENCES**

Prof PD Vermeulen
PhD (UFS)



**ACTING DEAN:
THEOLOGY AND RELIGION**

Prof RS Letšosa
PhD (PU/CHE)

HONORARY QUALIFICATION

DOCTOR OF LETTERS

MR J MOFOKENG WA MAKHETHA



Jerry Mofokeng wa Makhetha is an internationally known South African theatre and film artist who has served the South African entertainment industry in the fields of writing, directing, and acting for the theatre, television, and film, with excellent artistic merit and dedication for over 40 years. Furthermore, his contribution to arts administration for various national theatre arts institutions, his appointment and service on government panels for the arts, and his contribution to the development of policies are commendable.

Born in 1956, Mofokeng wa Makhetha was raised in Orlando West, where he was inspired by the Gibson Kente plays he watched at Uncle Tom's Hall near the Hector Petersen Memorial. He attended Orlando West High School in Soweto and Youth Alive Ministries in Soweto receiving a school-leaving certificate in 1974 following his matric exams., matriculating in 1974. He returned to school in 1976, writing his final exams in 1977. His interest in the performing arts obtained expression through the Sesotho drama at Radio Bantu on Commissioner Street. He acted in community theatre during the turbulent years of student unrest, and since then has played an immeasurable role in the development of the South African entertainment industry.

In 1986 he graduated from Wits University with an Honours degree in Dramatic Arts majoring in Acting and Directing. In 1987 he went to study at Columbia University in New York on the prestigious Fulbright Scholarship where he obtained an MFA in Directing and Management. As a sought-after artist and academic he was invited to teach and direct at Columbia University, New York from 1987 to 1991. In the 1990s, he went through an eclectic career spanning from teaching at his alma mater – Wits, to working as Resident Director at The Market Theatre, Associate Artistic Director at the Johannesburg Theatre, Chief Director of the Mpumalanga Department of Arts, Sport, and Culture, Artistic Director of the State Theatre in Pretoria and finally the Performing Arts Centre of the Free State (PACOFs). Mofokeng wa Makhetha is also a freelance artist investing his varied skills – acting, directing, writing, and teaching – in the arts.

As stage and screen actor, he was awarded for his work in several critically acclaimed films, including *Cry The Beloved Country*; *Lord of War*; *Mandela and De Klerk*; and the 2005 Academy Award-winning film, *Tsotsi*. Moreover, he has brought life to varied roles in film and television, including Walter Sisulu in *One Man One Vote*; Thami in *Friends*; Hank in *Drumbeats*; Induna in *Rhodes*; Mzwakhe in *Inside*, and Vusi in *Tarzan*. He was also the host of the magazine programme, *Curious Culture*. In 2006, he appeared in the mini-series *When We Were Black*, and he played the role of Nkosi in the SABC2 drama series *The Mating Game* in 2010. In 2013, he was awarded the Lifetime Achievement Award for Acting at the 7th annual South African Film and Television Awards. In November of the same year, he joined the e.tv soap opera, *Scandal!* in the role of crime lord, Neo Mokhethi (an infamous role which featured in *Nna Sajene Kokobela*). He also had a starring role as Elias Matume Malema in the SABC3 sitcom, *Let Heaven Wait*, in 2013.

Some major national and international awards include the African Film Legend Award by the African Film Festival (2018), the Golden Horn Award for his Lifetime Achievement (2013), a Golden Horn Award for his lead role in *When We Were Black* (2007), and the South African Film and Television Awards (Saftas) Award as Best Actor (2018) for his role in *Heist*.

The candidate distinguished himself as an academic in obtaining his Honours Degree at Wits University, becoming a Fulbright Fellow and obtaining his Masters Degree at Columbia University; Additionally, he serves on the academic staff at his alma mater and as an external examiner at various institutions of higher learning. His contribution has been acknowledged on various artistic levels as an awarded director, writer and actor. His presence has been felt in films and on stages both nationally and internationally as both director and actor. This candidate has served as an arts manager for the most critical arts councils and he serves on various government and arts councils. His exceptional academic, artistic, and administrative outputs over his lifetime merits the conferral of the university's highest degree.

The University of the Free State is honoured to confer the degree of DLitt (honoris causa) on Jerry Mofokeng wa Makhetha.

HONORARY QUALIFICATION

DOCTOR OF LAWS MADAM JUSTICE MB MOLEMELA



Born and bred in the City of Roses in 1965, Bloemfontein, Mahube Betty Molemela after graduating from her first general, and first law degree returned to the Free State in service to the state as a prosecutor. She later obtained LLB and LLM degrees from the UFS and a number of post-graduate diplomas from various institutions of higher learning. Moreover, Molemela lectured on part time basis at the Faculty of Law between 2001 and 2003.

Her career as an attorney commenced at a local attorney's firm where she completed her contract of articles. She practiced as an attorney in the Free State and later as a director at various private law firms.

Molemela's professional career culminated in her being appointed as the first female Judge President of the Free State division of the High Court, and the second female to be appointed in this capacity in South Africa. In 2018, Molemela was appointed to the Supreme Court of Appeal of South Africa. She has acted as judge in both the High Court as well as the Labour Appeal Court in the period 2005 to 2008 before she was appointed to the Free State bench in 2008. Her experience as presiding officer further extends to that of judge in the Military Court in 2004 and a Commissioner at the Commission for Conciliation, Mediation and Arbitration for the period 1999 to 2002. She has diverse experience as a presiding

officer and was involved as a panelist for the South African Local Government Bargaining Council in the period 2003 to 2008, as well as at the Military Arbitration Board and Tokiso Dispute Resolution

The diversity of her professional development and further education is evident from the career development courses which she successfully completed. She qualified as a conveyancer; completed certificate courses in Estate Agency; Advanced Military Law and in Human Rights Law. She holds post-graduate diplomas in Business Management and Advance Labour Law. For purposes of advancing human rights, the candidate also completed a certificate course on the judicial enforcement of socio-economic rights in Africa and a certificate course in human rights. Molemela's commitment towards the advancement of Human Rights is evident from her association with organisations and associations which aim to expose discriminatory and unjust laws.

She served as a member of the Black Lawyers Association from 1987 to 2008; as a trustee of the Black Lawyers Association Legal Education Centre for the period 2003 – 2008; and as an advisory board member of the Free State Centre for Human Rights from inception of the Centre to date.

Her involvement in the community ranges from actively empowering farm workers and upcoming farmers through initiatives of the Free State Rural Development Association, to presentations and training facilitated on forms of business enterprises. Her involvement in the legal profession and legal community includes serving as a councilor for the Free State Law Society and board member of the Free State School for Legal Practice of the Law Society of South Africa. Her direct involvement with the University of the Free State includes her active support of the annual Kopsie Moot Court Competition which is a competition for first year law students from various South African university law faculties. In 2016, she received the Chancellor's Distinguished Alumnus Award. She presently serves as the Chancellor of the Central University of Technology.

The University of the Free State is honoured to confer the degree of LLD (honoris causa) on Madam Justice Mahube Betty Molemela

GUEST SPEAKER

DR TA MANUEL

Former Minister: Finance and Chairman: Old Mutual Group Holdings



Dr Trevor Manuel served as Cabinet Minister from 1994 to 2014 under the first four Presidents of democratic South Africa: Mandela, Mbeki, Motlanthe, and Zuma. He was first appointed to Cabinet as Minister of Trade and Industry in May 1994, a portfolio he held for two years. In April 1996, he became Finance Minister, steering the South African economy for 13 years as one of the world's longest-serving finance ministers. During his last term in office, he served as Minister in the Presidency responsible for the National

Planning Commission, a position he held from May 2009 to May 2014. During his two decades as a Cabinet Minister, he also served as Member of Parliament, representing the African National Congress in a system of proportional representation.

His ministerial career highlights have tracked two decades of major social and economic development in the South African economy. As Minister of Trade and Industry, he led the process of reintegrating South Africa into the global economy after decades of sanctions and disinvestment. Domestically, he introduced extensive support measures for small, medium, and micro-enterprises to boost local economic development and grow business enterprise. During his lengthy tenure as Minister of Finance, he stabilised the macro-economy by returning the economy to growth, significantly transformed the fiscal system in respect of taxation and public spending, reduced South Africa's fiscal deficit and debt, and introduced an intergovernmental system to efficiently manage expenditure across the three spheres of government. He spearheaded the Financial Sector Charter, a first of its kind in the country, aimed at transforming the financial sector and providing financial services to the majority of South Africans previously excluded from the formal economy. As Chairperson of the National Planning Commission, he oversaw the drafting of the broadly accepted and first National Development Plan for the country.

During his Ministerial career, Dr Manuel assumed a number of ex officio positions in international bodies, including the United Nations Commission for Trade and Development (UNCTAD), the World Bank, the IMF, the G20, the African Development Bank, and the Southern African Development Community. He was elected by his peers as chair of a number of these bodies. He served two terms as Chairperson of the Development Committee of the World Bank.

He was also appointed to serve in various capacities in his own right. He was Special Envoy for Financing Development on two occasions

– in 2001 and 2008 – appointed by successive Secretaries General of the United Nations. He served on various international commissions, including the Task Force on Global Public Goods (2002/3), the Africa Commission (2005), the Commission on Growth and Development (2006 to 2010), the Global Ocean Commission (2012/4 – which he also co-chaired), and the Commission on the New Climate Economy (2013/4). He was requested to chair various task teams, including on IMF Governance Reform (2007/8) and the World Bank Doing Business Report (2013).

Dr Manuel has received a number of awards and recognitions, including Africa's Finance Minister of the Year and the Woodrow Wilson Public Service award. He has eight honorary doctorates from South African tertiary institutions in a range of disciplines such as Commerce, Law, Technology, and a Doctor of Laws from MacMaster University, Ontario, Canada. He has served as the Chancellor of the Cape Peninsula University of Technology (CPUT) since May 2008 until 2013.

He is an Honorary Professor in the School of Development Policy and Practice at the University of Cape Town (UCT) (since 2015) where he is a Senior Political Fellow, and as Professor Extraordinaire at the University of Johannesburg (since 2014).

Dr Manuel is Chairperson of Old Mutual Limited. He serves as Non-Executive Director on the Board of SwissRe. He is a senior adviser to and the Deputy Chairperson of Rothschild South Africa. He also serves as a trustee on the Allan Gray Orbis Endowment Trust. He serves on the Advisory Board of the Centre for African Cities at UCT.

Dr Manuel was born in 1956 and matriculated from Harold Cressy High School in Cape Town. He has a National Diploma in Civil and Structural Engineering from the Peninsula Technikon and completed the Executive Management Programme – a joint programme between Stanford University and the National University of Singapore. He is married to Dr Maria Ramos and they live in South Africa.

PLEASE NOTE

List of candidates receiving degrees, diplomas and certificates:

Degrees, diplomas, and certificates of candidates who are unable to attend the graduation ceremony will be conferred in absentia.

An * next to a name indicates that the degree, diploma or certificate is awarded with distinction.



DEAN |

PROF HJ KROUKAMP

MASTER'S DEGREES

MASTER OF ACCOUNTING

LOMBARD, Marese

Dissertation Title: *SOUTH AFRICA'S SUGAR TAX SYSTEM: A TAXATION PERSPECTIVE*

Supervisor: Prof AD Koekemoer

MASTER OF BUSINESS ADMINISTRATION

BLAIR, James
BOSIU, Lekena Frederick
BOTES, Christina Maria
BREDENKAMP, Jo-Mari
DANIELS, Lesang Isaac
DE WET, Albertus Hendrik
GORE, Langton
HOFMEYR, Tielman Stefanus
KWAKWA, Ebenezer Kwame
LEPHOLISA, Lerato Mary
MAPOSA, Heavy
OOSTHUIZEN, Vernon
PIENAAR, Donovan
POLANKA, Thabo Jonas
RAUBENHEIMER, Louis
Johannes

RWEQANE, Andisiwe

SALGUEIRO, José Joaquim
Roelvert

STRYDOM, Johan Andries

TSHABALALA, Thabitha Lorraine
Mmathato

VENTER, Jolanda

MASTER OF COMMERCE WITH SPECIALISATION IN ACCOUNTING

KOTZE, Wilmien

Dissertation Title:
*BELASTINGVERLICHTING
AS MOONTLIKE
AANSPORINGSMAATREËL
IN DIE
GRONDHERVORMINGSPROSES*

Supervisor: Prof AD Koekemoer

MASTER OF COMMERCE WITH SPECIALISATION IN ADVANCED BUSINESS

MALIEHE, Teboho

MASTER OF COMMERCE WITH SPECIALISATION IN BUSINESS MANAGEMENT

BOTMA, Loucile

Dissertation Title:
*COMPETITIVE STRATEGIES
APPLIED BY SOUTH AFRICAN
RETAIL AND FAST FOOD
COMPANIES*

Supervisor: Dr W Vermeulen

NCUBE, Buhleni Njabulo

Dissertation Title: *FACTORS
INFLUENCING THE
ACCEPTANCE OF BRANDED
MOBILE APPLICATIONS AMONG
GENERATION Y STUDENTS IN
SOUTH AFRICA*

Supervisor: Dr HA Koloba

STRAMPE, Stefan Anton

Dissertation Title: *KEY
SUCCESS FACTORS FOR REAL
ESTATE AGENCIES IN THE
FREE STATE*

Supervisor: Dr W Vermeulen

MASTER OF COMMERCE WITH SPECIALISATION IN FINANCIAL ECONOMICS AND INVESTMENT MANAGEMENT

GENUKILE, Lwazi

MASTER OF DEVELOPMENT STUDIES

BEZUIDENHOUT, Lynette
CHINYEMBA, Bridget Ngambo
DE LANGE, Anri*
IYAMBO, Benjamin
MALOMANE, Mmemogolo Aaron
MAMBA, Velaphi



MOLEFE, Pontsho Glorlah

NAMABANDA, Eunipher
Mukubesa

NDELEKI, Christerline Namanda

PEMBA, Phillip*

RAMANYIMI, Nndavheleseni
Dennis

MASTER OF INDUSTRIAL PSYCHOLOGY

JACOBS, Christian Theunis
Gertze*

LEBUSO, Amkelwa Tuleka Vuyiso

VAN DER MERWE, Morné

MASTER OF PUBLIC ADMINISTRATION

DUBE, Vusumuzi

TSOSANE, Mohodi Ben



DEAN |

PROF LC JITA

MASTER'S DEGREES

**MASTER OF ARTS IN HIGHER
EDUCATION STUDIES**

BENDER, Theresa Babara*

Dissertation Title: *ORAL
LANGUAGE PRODUCTION
OF ADULTS IN NON-MOTHER
TONGUE LANGUAGE
ACQUISITION: A COMPARATIVE
CASE STUDY*

Supervisor: Dr A Koen
Co-supervisor: Ms I Loock

DYAKOPU, Caroline Nolufefe

NOBONGOZA, Vakele Emmanuel

Dissertation Title: *A POLICY
PERSPECTIVE ON QUALITY
IMPROVEMENT PLAN
IMPLEMENTATION PRACTICES:
A CASE STUDY*

Supervisor: Dr SM Holtzhausen
Co-supervisor: Prof D Balia

SLABBERT, Christina Magdalena

STORER, Jacqueline Amy

Dissertation Title: *FIRST-
YEAR HUMANITY STUDENT'S
EXPERIENCES AND
PERCEPTIONS ON THE
FACILITATION OF TUTORIALS
AND ITS CONTRIBUTION TO
STUDENT ENGAGEMENT*

Supervisor: Dr SM Holtzhausen
Co-supervisor: Dr JM van Schoor

XIE, Tao

Dissertation Title: *SUPPORTING
EAST ASIAN STUDENTS
ENROLLED AT A SOUTH
AFRICAN UNIVERSITY*

Supervisor: Dr L Jacobs
Co-supervisor: Dr M Müller

**MASTER OF EDUCATION
WITH SPECIALISATION IN
CURRICULUM STUDIES**

**BALOYI-MOTHIBELI, Seipati
Lydia**

Dissertation Title: *A STRATEGY
TO IMPROVE PROFESSIONAL
CURRICULUM PRACTICES IN A
GRADE R MATHEMATICS CLASS*

Supervisor: Dr MD Tshelane

FAIR, Deborah Lynn*

Dissertation Title: *SCHOOL
MATHEMATICS PERFORMANCE:
A LONGITUDINAL CASE STUDY*

Supervisor: Dr AE Stott

LEFETE, Innocentia Puleng

Dissertation Title: *THE USE
OF CELLULAR PHONES TO
IMPROVE CURRICULUM
PRACTICE IN ECONOMIC
AND MANAGEMENT SCIENCE
CLASSES*

Supervisor: Dr MD Tshelane
Co-supervisor: Dr BB Moreeng

MLANGENI, Lehlohonolo Samuel*

Dissertation Title: *A STRATEGY
TO CURB GANGSTERISM IN
SELECTED SCHOOLS*

Supervisor: Prof MM Nkoane

MOBARA, Zaynab

Dissertation Title: *ENHANCING
TECHNOLOGY LITERACY
THROUGH ASSESSMENT
PRACTICES IN THE SENIOR
PHASE*

Supervisor: Dr NJP Teise
Co-supervisor: Prof DJ Hlalele

**MODUKA, Sibongile Nomonde
Patience**

Dissertation Title: *THE
USE OF INFORMATION
AND COMMUNICATION
TECHNOLOGY TO ENHANCE
PROFESSIONAL LEARNING
COMMUNITIES OF SETSWANA
HOME LANGUAGE*

Supervisor: Dr MD Tshelane
Co-supervisor: Dr BB Moreeng



MOLOI, Mojakgomo David

Dissertation Title: *ENHANCING PROFESSIONAL CURRICULUM PRACTICE IN A GRADE 9 ECONOMIC AND MANAGEMENT SCIENCES CLASS*

Supervisor: Dr MD Tshelane

RALEBESE, Moeketsi David*

Dissertation Title: *PRINCIPALS' PERSPECTIVES REGARDING THEIR ROLES AS LEADER OF CURRICULUM REFORM IN LESOTHO*

Supervisor: Prof LC Jita

ROODT, Gert Johannes

Dissertation Title: *PEDAGOGICAL CONTENT KNOWLEDGE IN THE TEACHING OF PHYSICAL SCIENCE*

Supervisor: Prof GF du Toit

MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION MANAGEMENT

MAFOSO, Nela Nelly

Dissertation Title: *MENTORING AS AN INTERVENTION MANAGEMENT STRATEGY TO*

IMPROVE ACADEMIC SUCCESS OF GRADE 12 ACCOUNTING IN SELECTED FREE STATE SCHOOLS

Supervisor: Prof MM Nkoane

Co-supervisor: Dr MD Tshelane

MOEKETSANE, Maribaneng Petrus

Dissertation Title: *PRIMARY SCHOOL SUBJECT LEADERS' PERSPECTIVES AND PERCEIVED COMPETENCE ON INSTRUCTIONAL LEADERSHIP*

Supervisor: Prof LC Jita

Co-supervisor: Dr T Jita

SONOP, Sellwane Ellen

Dissertation Title: *TEACHER RELATIONSHIPS: A RELATIONAL LEADERSHIP APPROACH TO SUSTAINABLE LEARNING ENVIRONMENTS*

Supervisor: Dr NJ Ramohai

STASSEN, Lize-Mari*

Dissertation Title: *A CAPABILITY MODEL FOR WOMEN LEADERSHIP IN 21ST CENTURY SECONDARY SCHOOLS*

Supervisor: Dr JM Palmer

MASTER OF EDUCATION WITH SPECIALISATION IN POLICY STUDIES AND GOVERNANCE IN EDUCATION

LETSIE, Johnson Mapoho

Dissertation Title: *A FIRST AND SECOND ORDER CYBERNETIC ANALYSIS OF BARRIERS FACING SEXUALITY EDUCATION IN SECONDARY SCHOOLS*

Supervisor: Dr A le Roux

MAJOLA, Kedidimetse Magdeline

Dissertation Title: *ENHANCING THE LEADERSHIP ROLE OF FEMALE MANAGERS THROUGH PARTICIPATORY ACTION RESEARCH: A CASE IN THE TECHNICAL VOCATIONAL EDUCATION AND TRAINING COLLEGE*

Supervisor: Dr MD Tshelane

Co-supervisor: Dr BB Moreeng

MUTEBI, Richard

Dissertation Title: *THE READINESS OF LESOTHO HIGH SCHOOL MANAGEMENT TEAMS TO IMPLEMENT THE CURRICULUM AND ASSESSMENT POLICY OF 2009*

Supervisor: Dr L Jacobs



PAULSE, Juliet

Dissertation Title:

*GOVERNMENTALITY AND
DISCIPLINARY POWER:
EXPLORING CONSTITUTIONAL
VALUES AND DEMOCRATIC
CITIZENSHIP EDUCATION IN
POST-1994 SOUTH AFRICA*

Supervisor: Dr F Kruger

**MASTER OF EDUCATION
WITH SPECIALISATION IN
PSYCHOLOGY OF EDUCATION**

VENTER, Elizabeth Petronella*

Dissertation Title: *PERCEIVED
SELF-EFFICACY AS A
FACTOR TO REALISE CHOICE
SATISFACTION REGARDING
POST-COMPULSORY PHYSICAL
SCIENCES*

Supervisor: Dr AE Stott

DEAN'S MEDAL

**AWARDED TO A STUDENT WHO ACHIEVED THE BEST RESULTS IN RESPECT OF A MASTER'S DEGREE
IN THE FACULTY OF EDUCATION DURING THE YEAR 2018**

Deborah Lynn Fair

Master of Education with specialisation in Curriculum Studies



DEAN |

PROF H HUDSON

MASTER'S DEGREES

MASTER OF ARTS IN AFRICA STUDIES

MKHWANAZI, Nomihe Patricia

MASTER OF ARTS IN COMMUNICATION SCIENCE

RADEBE, Daluvuyo Lesego
Treasure

Dissertation Title: *THE USE OF TRADITIONAL FOLK MEDIA TO CONVEY DIABETES MESSAGES AT PUBLIC HEALTH CARE SERVICES*

Supervisor: Dr M Krige

Co-supervisor: Dr M Reid

MASTER OF ARTS IN COMMUNICATION SCIENCE WITH SPECIALISATION IN CORPORATE AND MARKETING COMMUNICATION

MABULA, Refilwe Marlene

Dissertation Title: *AN INTEGRATED MARKETING COMMUNICATION APPROACH FOR CITY BRANDING*

Supervisor: Dr L de Lange

Co-supervisor: Dr D Mulder

MASTER OF ARTS IN COUNSELLING PSYCHOLOGY

VAN DER WATEREN, Mari

MASTER OF ARTS IN DRAMA AND THEATRE ARTS

VAN DEN BERG, Ané

Dissertation Title: *MINIMIZING LIMITATIONS ASSOCIATED WITH THE SPOKEN WORD IN THEATRE THROUGH PHYSICALITY: A THEORETICAL EXPLORATION OF PHYSICALITY AND THEATRE SEMIOTICS IN SELECTED THEATRE PERFORMANCES*

Supervisor: Prof NJ Luwes

Co-supervisor: Dr S Prigge-Pienaar

MASTER OF ARTS IN GOVERNANCE AND POLITICAL TRANSFORMATION

MATHIBE, Mercy Ntshadi

MILES, Maureen

MLATHA, Mxolisi Goodman

MOSHODI, Johannes Mokhobo

MUMBA, Blessed Dzidzai

NYAMENDE, Mercy Moleboheng

RAKHARE, Mpho Porcia

RAKHARE, Mphonyane Patricia

SILULWANE, Ntombizandile Dudu
Frances

TERBLANCHE, Wayne Richard

VAN ROOYEN, Jurie Stephanus

MASTER OF ARTS WITH SPECIALISATION IN ADVANCED BUSINESS

MAUMELA, Rumanu Murumiwa

MASTER OF ARTS WITH SPECIALISATION IN AFRIKAANS AND DUTCH

COMBRINCK, Karen

KOK, Hermanus Jacobus
Johannes

ROODT, Anton Johannes

STEYN, Adel

MASTER OF ARTS WITH SPECIALISATION IN CRIMINOLOGY

PHILLIPS, Ashwill Ramon*

Dissertation Title: *YOUTH IN CONFLICT WITH THE LAW: AN EXPLORATION OF SOCIO-CRIMINOLOGICAL RISK FACTORS*

Supervisor: Prof R Peacock

MASTER OF ARTS WITH SPECIALISATION IN ENGLISH

CHANG, Glow*

Dissertation Title: *MEDIATING ENVIRONMENTALISM: CLIMATE*



*CHANGE AND THE WATER
CRISIS IN (SOUTH) AFRICAN
LITERARY AND VISUAL
CULTURE*

Supervisor: Prof HJ Strauss

Co-supervisor: Dr P Aghoghovwia

MHLONGO, Praysgod Siphesihle*

Dissertation Title: *LANGUAGE
LEARNING BELIEFS AND
MOTIVATION OF PRE-
SERVICE FOUNDATION
AND INTERMEDIATE PHASE
EDUCATORS IN DEVELOPING
MASTERY IN ENGLISH*

Supervisor: Dr CL du Plessis

Co-supervisor: Prof AJ Weideman

STEYN, Sanet*

Dissertation Title: *A
THEORETICAL JUSTIFICATION
FOR THE DESIGN AND
REFINEMENT OF A TEST OF
ADVANCED LANGUAGE ABILITY
(TALA)*

Supervisor: Prof AJ Weideman

Co-supervisor: Dr CL du Plessis

**MASTER OF ARTS WITH
SPECIALISATION IN HISTORY**

MOTSOANE, Matseliso Rethabile*

Dissertation Title: *THE
SOUTH AFRICAN LIBERATION*

*STRUGGLE: STUDENT
POLITICAL ACTIVISM AT THE
NATIONAL UNIVERSITY OF
LESOTHO (NUL), 1976-1990*

Supervisor: Dr C Twala

**MASTER OF ARTS WITH
SPECIALISATION IN
PHILOSOPHY**

SMIT, Marc Adrian*

Dissertation Title: *THE
CONCEPT OF PRACTICAL
WISDOM WITHIN ARISTOTLE'S
PHILOSOPHY*

Supervisor: Prof PNJ Duvenage

Co-supervisor: Prof JH Rossouw

**MASTER OF ARTS WITH
SPECIALISATION IN POLITICAL
SCIENCE**

JACOBS, Tertius Mynhardt

Dissertation Title: *A POLITICAL
RISK ANALYSIS OF BOTSWANA*

Supervisor: Prof TG Neethling

LETUBE, Katleho Mmolayeng

Dissertation Title: *CONTINUITY
AND CHANGE IN CHINA'S
FOREIGN POLICY TOWARDS
AFRICA: THE CASES OF THE
TWO SUDANS, THE DRC AND
NIGERIA*

Supervisor: Prof TG Neethling

Co-supervisor: Dr E Coetsee

**MASTER OF ARTS WITH
SPECIALISATION IN
PSYCHOLOGY**

DU PLESSIS, Clarina*

Dissertation Title: *REGISTERED
PSYCHOLOGISTS'
PERCEPTIONS REGARDING
THE USE OF HYPNOTHERAPY
IN SOUTH AFRICA*

Supervisor: Dr L Nel

Co-supervisor: Mr H Taylor

VISAGIE, Handré

Dissertation Title: *ELDERLY
PEOPLE'S SUBJECTIVE
EXPERIENCES OF RELOCATION
TO RESIDENTIAL CARE
FACILITIES*

Supervisor: Ms M van Dijk

**MASTER OF ARTS WITH
SPECIALISATION IN SESOTHO**

SKOSANA, Elizabeth
Mmasabatha

Dissertation Title: *REFLECTIONS ON MAFATA'S
EVALUATIVE LANGUAGE WITH
REFERENCE TO THE BASOTHO
CULTURE IN HIS LITERARY
WORKS*

Supervisor: Dr EN Maletle



MASTER OF ARTS WITH SPECIALISATION IN SOUTH AFRICAN SIGN LANGUAGE

LE ROUX, Annemarie

Dissertation Title: *LATE ACQUISITION OF SOUTH AFRICAN SIGN LANGUAGE OF DEAF CHILDREN FROM HEARING PARENTS: A SOCIOLINGUISTIC PERSPECTIVE*

Supervisor: Dr M Stander

Co-supervisor: Mrs S Lombaard

MASTER OF GOVERNANCE AND POLITICAL TRANSFORMATION

HLAZO, Peter

MOTSHWANE, Ogopoleng
Nicholas

MASTER OF MUSIC

VAN WYK, Johanna Adriana

Dissertation Title:
*'N ONDERSOEK NA
VOORBEREIDINGSTRATEGIEË
VIR LAERSKOOL
KLAVIERLEERDERS TEN
OPSIGTE VAN DEELNAME AAN
STREEKS- EN NASIONALE
MUSIEKKOMPETISIES IN SUID-
AFRIKA*

Supervisor: Dr AMF de Villiers

Co-supervisor: Dr M Nell

MASTER OF SOCIAL SCIENCE IN CLINICAL PSYCHOLOGY

HIGGS, Carmen

LORDAN, John Sebastiaan

SHIRIMA, Catherine Mkaeso*

MASTER OF SOCIAL SCIENCE IN COUNSELLING PSYCHOLOGY

NELL, Wjibren

SPENGLER, Eloise

MASTER OF SOCIAL SCIENCE WITH SPECIALISATION IN CRIMINOLOGY

PILLAY, Semira

Dissertation Title:
*LIVED EXPERIENCES
OF MOTHERHOOD IN
CORRECTIONAL FACILITIES*

Supervisor: Prof R Peacock

POPHAM, Jean-Paul*

Dissertation Title: *EXPLORING
THE EXPERIENCES OF
VICTIMISATION OF THE
HOMELESS*

Supervisor: Prof R Peacock

MASTER OF SOCIAL SCIENCE WITH SPECIALISATION IN SOCIOLOGY

MAVUNDLA, Bongani

Dissertation Title: *PUBLIC
PARTICIPATION MECHANISMS
IN LOCAL GOVERNMENT IN THE
MATJHABENG MUNICIPALITY*

Supervisor: Dr SZ Matebesi

MASTER OF SOCIAL SCIENCE WITH SPECIALISATION IN PSYCHOLOGY

OOSTHUIZEN, Gabriël
Hermanus*

Dissertation Title: *CLIVE
STAPLES LEWIS: A
PSYCHOBIOGRAPHY*

Supervisor: Prof JP Fouché

NYAILE, Katleho

Dissertation Title:
*DEMOGRAPHIC FACTORS AND
COPING DIFFERENCES AMONG
HIGH SCHOOL LEARNERS: A
LONGITUDINAL STUDY*

Supervisor: Dr AA George

Co-supervisor: Dr HS van den
Berg



MASTER OF SOCIAL WORK

JONES-COCKRELL, Andrea
Alicia

Dissertation Title: *THE
PRACTICE OF SUPERVISION
AND THE PROFESSIONAL
DEVELOPMENT OF GENERIC
SOCIAL WORKERS*

Supervisor: Mr CJ van Wyk

Co-supervisor: Prof SB Ferreira

DEAN'S MEDAL

**AWARDED TO A STUDENT WHO ACHIEVED THE BEST RESULTS IN RESPECT OF A MASTER'S DEGREE
IN THE FACULTY OF THE HUMANITIES DURING THE YEAR 2018**

Michelle Nöthling

Master of Arts in Africa Studies



ACTING DEAN |
PROF K VAN MARLE

ADVANCED AND POSTGRADUATE DIPLOMAS

**ADVANCED DIPLOMA
IN ESTATE AND TRUST
ADMINISTRATION**

GERBER, Brunhilde Sieglinde

**POSTGRADUATE DIPLOMA IN
ESTATE PLANNING**

MAHES, Jenny Pooshpa

MASTER'S DEGREES

**MASTER OF LAWS WITH
SPECIALISATION IN
CONSTITUTIONAL LAW AND
LEGAL PHILOSOPHY**

ALEXANDER, Nadia*

Dissertation Title:
*CONSTITUTIONAL
IMPERATIVES FOR CO-
OPERATIVE GOVERNANCE
AND CONFLICT RESOLUTION
MECHANISMS REGARDING
SCHOOL ADMISSIONS*

Supervisor: Prof JM Reyneke

**MASTER OF LAWS WITH
SPECIALISATION IN CRIMINAL
LAW**

THABA, Seriti Victor

ZAZO, Getsia Refilwe

**MASTER OF LAWS WITH
SPECIALISATION IN CRIMINAL
AND MEDICAL LAW**

SENTLE, Phokwane Elsabe

**MASTER OF LAWS WITH
SPECIALISATION IN FINANCIAL
PLANNING LAW**

KHAN, Faeza

MANS, Theunis

**MASTER OF LAWS WITH
SPECIALISATION IN
INTERNATIONAL ECONOMIC
LAW**

MC DONALD, Jeanne-Mari*

MILLER, Brendan Mcdougall

MOKITIMI, Thato Mapuleng
Francisca

SENTI, Seneke Ezekiel

**MASTER OF LAWS WITH
SPECIALISATION IN LABOUR
LAW**

DU PREEZ, Andrew Wilfred*

HINCKEMANN, Andricia

KOMETSI, Labophilani Frangenie

LEEUEW, Andrew

NTENE, Lieketso Gloria

SEAPI, Jabulile Faith

**MASTER OF LAWS WITH
SPECIALISATION IN LAW OF
BUSINESS ENTITIES**

ADRIAANSE, Razia Faeza

DIBA, Themba Deoventes

MAOPE, Tlaleng Josephina

VAN DER MERWE, Mariska

**MASTER OF LAWS WITH
SPECIALISATION IN
MERCANTILE LAW**

MAVUSO, Kuhle

MBALI, Vuiswa Prudence*

NEL, Marika Louise*

Dissertation Title: *LABOUR LAW
AND EXCESSIVE STRESS IN
THE WORKPLACE*

Supervisor: Dr DM Smit

TSHISHONGE, Ifa

**MASTER OF LAWS WITH
SPECIALISATION IN PRIVATE
LAW**

CHINNER, Ronald

HARMS, Vernon Eben

JOOSTE, Johan George

KAHLA, Siphesihle Nadia

MOLLENTZE, Shelton



ACTING DEAN |

PROF RS LETŠOSA

MASTER'S DEGREES

MASTER OF ARTS IN THEOLOGY WITH SPECIALISATION IN BIBLE TRANSLATION

BINNS, Nathan Christopher*

BRAITHWAITE, Megan Lesley*

MASTER OF ARTS IN THEOLOGY WITH SPECIALISATION IN BIBLE TRANSLATION MANAGEMENT

BANDY, James Michael

MASTER OF DIVINITY

ENGELBRECHT, Stefan Le Roux

FOURIE, Hané*

FREEMAN, Hans Yugen

HARPER, Herman Frederik

JANSE VAN RENSBURG, Ruan

JONKER, Nicolaas Francois

MAHABEER, Silke

OLIVIER, Julian Philip

SCHOEMAN, Stefanus Johannes
Lodewickus

SNYDERS, Jacobus Nicolaas

SOGA, Mawande Ayliff

SWANEPOEL, Danell

WHEELER, Christiaan Jacob*

MASTER OF RECONCILIATION AND SOCIAL COHESION

COETZEE, Louzanne

MAAKE, Thabiso Clinton

MASTER OF THEOLOGY WITH SPECIALISATION IN HISTORICAL THEOLOGY

NEL, Petrus Jacobus*

Dissertation Title: *A
THEOLOGICAL-HISTORICAL
INVESTIGATION OF THE
RECEPTION OF THE CHURCH
ORDER OF DORT (1619) AND
THE GENERAL REGULATION
(1816) IN THE CHURCH
ORDERS OF REFORMED
CHURCHES IN SOUTH AFRICA*

Supervisor: Prof RM Britz

Co-supervisor: Prof EA de Boer

MASTER OF THEOLOGY WITH SPECIALISATION IN MISSIOLOGY

TAU, Othusitse Isaac

Dissertation Title: *THE
MISSIONAL CHURCH AND
SUPPORT TO VICTIMS OF
DOMESTIC VIOLENCE IN
SOUTH AFRICA*

Supervisor: Prof P Verster

MASTER OF THEOLOGY WITH SPECIALISATION IN NEW TESTAMENT

VAN WYK, Meyer*

Dissertation Title: *IMPLISIETE
ETIEK IN DIE BRIEF AAN
FILEMON*

Supervisor: Prof DF Tolmie

Co-supervisor: Prof R
Zimmermann

MASTER OF THEOLOGY WITH SPECIALISATION IN PRACTICAL THEOLOGY

JANSEN VAN RENSBURG,
Lu-Ina

MOLAOLWA, Bahentse Syvil

MASTER OF THEOLOGY WITH SPECIALISATION IN RELIGION STUDIES

MOKHUTSO, Jacob

Dissertation Title: *AFRICAN
TRADITIONAL BEREAVEMENT
PRACTICES AMONGST
METHODIST CHURCH
MEMBERS IN MAMELODI
TOWNSHIP, PRETORIA*

Supervisor: Prof L Ntombana

Co-supervisor: Rev J Mokhoathi



THINANE, Jonas Sello

Dissertation Title: *RELIGIOUS COMMUNITIES AND SOUTH AFRICAN POLITICS: THE CASE OF THE SOUTH AFRICAN COUNCIL OF CHURCHES (SACC) FROM 1994 TO 2016*

Supervisor: Prof L Ntombana

Co-supervisor: Rev J Mokhoathi

**MASTER OF THEOLOGY
WITH SPECIALISATION IN
SYSTEMATIC THEOLOGY**

DLWATI, Sipokazi

JORDAAN, Abel Daniel

DEAN'S MEDAL

**AWARDED TO A STUDENT WHO ACHIEVED THE BEST RESULTS IN RESPECT OF A MASTER'S DEGREE
IN THE FACULTY OF THEOLOGY AND RELIGION DURING THE YEAR 2018**

Megan Lesley Braithwaite

Master of Arts in Theology with specialisation in Bible Translation



DEAN |

PROF HJ KROUKAMP

DOCTORAL DEGREES

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN BUSINESS ADMINISTRATION

GASELA, Moses Mongezi

Moses Mongezi Gasela was born in Ntabankulu (Eastern Cape) in 1975. He matriculated in Dumsi High School. His qualifications include a B. Soc.Sc (1994); Certificate in Accountancy (2001); B.Com (Hons) in Accounting (2004) and CTA (2004) from the University of KwaZulu-Natal. He was admitted as a full member of the Institute of Internal Auditors (2003) and the Institute of the Directors of Southern Africa in 2010. He obtained Master of Business Leadership from UNISA in 2013. He qualified as a Chartered Accountant (ACCA) in 2014. He attained the CIA (Certified Internal Auditor) qualification from the Institute of Internal Auditors in 2018. He is currently serving as a Chief Financial Officer in the Office of the Premier (Northern Cape) since 2008.

With his thesis, ***THE ALIGNMENT BETWEEN CORPORATE AND BUSINESS LEVEL STRATEGIES IN SOUTH AFRICAN PUBLIC ENTITIES***, the candidate contributes to knowledge of strategy alignment from the perspective of management practice. This contribution raises awareness to management practitioners regarding the influence of the alignment between the corporate and business level strategies to organisational performance in South African public entities. Emanating from a post-positivist, as well as interpretivist philosophical assumptions and a convergent mixed research design, the findings from the empirical research pointed to a myriad of challenges in entities, which bring about strategy misalignment and ineffective strategy implementation. An original contribution of the study was to provide the recommendations that would improve the alignment of the aforesaid strategies, resulting in improved organisational performance in the entities. The results and recommendations serve as an indication of the value of strategy alignment, leadership, organisational culture and corporate controls to improve the organisational performance during strategy implementation.

Promoter: Prof W Vermeulen

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN BUSINESS MANAGEMENT

BENEDICT, Ekaete Elsie

Ekaete Elsie Benedict was born in Enugu, Nigeria, on 15 December 1976. She received her secondary education in Ikot Abasi, Nigeria, where she matriculated at the Federal Government Girls' College in 1994. She obtained a BCom degree in Marketing from the National University of Lesotho in 2001, and a BComHons in Business Management from the University of the Free State in 2002. In 2009, she obtained a Master of Business Administration at MANCOSA, Durban. She has co-founded various entrepreneurial ventures and NPOs, and currently lectures in the Department of Business Management at the University of the Free State.



With her thesis, ***THE INFLUENCE OF ENVIRONMENTAL AND INDIVIDUAL FACTORS ON THE GROWTH INTENTIONS OF SMMEs IN THE FREE STATE***, the candidate makes a contribution to the knowledge base of entrepreneurship on the development and growth of SMMEs. The study investigates two main forces – individual factors and environmental factors that could facilitate or hinder an entrepreneur’s intention to grow his business. Findings from the empirical research reveal specific environmental (*no market demand, subjective norms*) and individual factors (*locus of control, excitement, not my strategic choice, attitude, and perceived behavioural control*) which influence the growth intentions of SMME entrepreneurs in the Free State. The results and recommendations should benefit current entrepreneurs, policy makers, educational institutions, and relevant government agencies seeking to decrease the failure rate of SMMEs in the province.

Promoter: Dr J van Zyl

Co-promoter: Dr J Nel

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN COMPUTER SCIENCE

NEL, Wynand

Wynand Nel was born in Humansdorp on 7 October 1980. He obtained his secondary education in Bloemfontein, where he matriculated at Jim Fouché High School in 1998. He obtained the degrees BCom (Information Technology) in 2001, BComHons (Computer Science and Informatics) with distinction in 2002, and MCom (Computer Science and Informatics) in 2006 at the University of the Free State. He started his career as a lecturer in Computer Science at the Central University of Technology in 2002. In 2007, he was appointed in the Department of Computer Science and Informatics at the University of the Free State.

With his thesis, ***THE VALUE OF BRAIN-COMPUTER INTERFACE MEASUREMENTS IN COMPUTER USABILITY TESTING WHEN USING AMBIGUOUS SEARCH QUERIES: A RANDOMIZED, CONTROLLED CROSS-OVER STUDY***, the candidate contributes to the field of human-computer interaction. The motivation for this study was based on user frustration and negativity caused by large results when ambiguous search queries were entered in a search engine, resulting in the user rating the search engine negatively in terms of user experience (UX). The researcher realised that the measurement of UX, using traditional methods such as observations and questionnaires, could be supplemented with an alternative method, namely measuring users’ emotional state with the aid of a brain-computer interface (BCI) while they were performing internet searches. It was found that measuring certain emotions objectively in this manner could add value to usability testing when ambiguous search queries are used during web searches, thus providing additional insight into UX measurement.

Promoter: Dr L de Wet

Co-promoter: Prof R Schall

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN DEVELOPMENT STUDIES

GORE, Oliver Tafadzwa

Oliver Tafadzwa Gore was born in Marondera town in Zimbabwe in 1979. He completed his high school training at Chinhoyi High School in Mashonaland West Province in 1998. He graduated with a Sociology Honours degree at the University of Zimbabwe in 2002, and a master’s degree in Development Studies at the Women’s University in Africa (Zimbabwe) in 2012. His career as a social scientist began in 2003, and in 2015 he enrolled for a PhD at the University of the Free State. His interests are in human development, equality and social justice in higher education.



With his thesis, ***STUDENTS' EXPERIENCES OF AND PERSPECTIVES ON (DIS)ADVANTAGE: A CASE STUDY AT A SOUTH AFRICAN UNIVERSITY***, the candidate makes a distinctive empirical and theoretical contribution to equality and social justice in higher education through examining (dis)advantage, which is primarily understood in terms of race. Using the capability approach and qualitative empirical data, the concept is thoroughly explored and reframed in terms of each person's capability set and agency, so that each student has the opportunity to achieve what they value in higher education. Data from interviews with university staff, students, and SRC members sought their perspectives of (dis)advantage framed in the case of students by in-depth biographical accounts. The findings show the complexity and multidimensionality of advantage and disadvantage and how the various dimensions might intersect to marginalise or enable students. The wider the capability set, the more advantaged students are, conversely the narrower the capability set, the more disadvantaged the student.

Promoter: Prof M Walker

Co-promoters: Prof M Wilson-Strydom and Dr M Höppener

MARTINEZ-VARGAS, Carmen

Carmen Martinez-Vargas completed her undergraduate studies in Social Work at the National Distance Education University (Spain), and holds a master's degree in Development Studies from the Polytechnic University of Valencia (Spain). Her research interest focuses on the use of participatory practices and the capabilities approach to advance socially just higher education, and problematises intersections of decolonisation and social justice. She has several years' experience working with participatory approaches within the Global North and Global South previous to her PhD, and she was appointed as the coordinator of the HDCA Thematic Group on Participatory Methods in 2018.

In her thesis, ***DEMOCRATIC CAPABILITIES RESEARCH: AN UNDERGRADUATE EXPERIENCE TO ADVANCE SOCIALLY JUST HIGHER EDUCATION IN SOUTH AFRICA***, the candidate has produced an especially innovative and creative empirical research study and an ambitious theorisation to advance towards socially just higher education. The research problematises scientific knowledge production and offers a critique and a set of participatory methodological tools for more democratic knowledge production in higher-education institutions. The study develops an approach to democratic research, which brings together the capabilities approach with critically interrogated elements of collaborative action research and decolonisation debates. The 'Democratic Capabilities Research' approach is theoretically developed and then reflexively piloted through a participatory project. The results of this investigation serve as an indication of the value this type of intervention holds for the attempt to find a solution to colonial challenges in knowledge production.

Promoter: Prof M Walker

Co-promoters: Prof M Wilson-Strydom and Dr N Nhkoma

MATENDA, Sophia

Sophia Matenda was born in the Midlands Province (Zimbabwe), where she completed both primary and secondary education. She holds a Bachelor of Science degree in Sociology from the University of Zimbabwe, and a Master of Science in Development Studies from the National University of Science and Technology (Zimbabwe). Her research interests are in technical and vocational education and training (TVET) and human development.

In this thesis, ***THE ROLE OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN WOMEN'S EMPOWERMENT: A CAPABILITIES PERSPECTIVE***, the candidate makes an original contribution to an under-researched field of TVET. The



thesis examines the contribution of TVET in the lives of female students, going beyond skills acquisition and economic development, acknowledging the economic and monetary benefits of education, but arguing that it is not sufficient. Informed by the capabilities approach, the study critically examines how TVET (engineering education in particular), fosters the development of valued capabilities for female students. As a qualitative study, information was gathered through in-depth interviews with female students and lecturers in the Department of Engineering, as well as with the principal of a TVET college. From the experiences of female students about what affect their well-being, the study recommends an education that fosters various valued capabilities in an effort to promote women's empowerment through TVET.

Promoter: Prof MG Wilson-Strydom

Co-promoter: Prof MJ Walker and Dr F Mkwanzani

MSEBA, Precious

Precious Mseba was born in Manicaland province (Zimbabwe) in 1985, where she completed her ordinary and advanced level education at Nyashanu High School. She holds a Bachelor of Arts Honours degree in Philosophy from the University of Zimbabwe, and a Master of Social Work (MSW) from the University of Northern Iowa (USA). She joined the Higher Education and Human Development group in 2016. Her research interests are human development, wellbeing, and higher education.

In her thesis, ***SOCIAL WORK EDUCATION AND PROFESSIONAL WELLBEING IN SOUTH AFRICA: A CAPABILITY APPROACH***, the candidate makes an original and significant contribution to scholarly debates on the private and public benefits of university education in the field of professional education. In particular, it considers how social work education ought to focus on knowledge and competencies to accomplish social transformation, as envisaged by the profession. However, social workers' own wellbeing achievements – or lack of it – affects their ability to contribute towards sustainable human development. Using the capability approach, this qualitative study critically examines how social work education can enhance the achievement of professional wellbeing. It draws from interviews with social workers, social work students and lecturers to investigate how they understand professional wellbeing multi-dimensionally, its connection to their ability to effectively contribute to individual lives and the public good, and how wellbeing could be fostered through social work education, notwithstanding wider constraints.

Promoter: Prof MG Wilson-Strydom

Co-promoter: Prof MJ Walker and Dr A Keet

RUSWA, Anesu Sam

Anesu Sam Ruswa was born in 1987 in Harare (Zimbabwe), where he completed his secondary education at Marondera High School. He holds a Bachelor of Science Actuarial Science degree, Bachelor of Science Honours degree in Mathematical Statistics, as well as a Master of Science degree majoring in Mathematical Statistics from the University of the Free State. He joined the Higher Education and Human Development research group in 2016. His research interests are in poverty measurement, human development, applied statistics, applied mathematics, wellbeing measurement, and higher education.

In this thesis, ***MULTI-DIMENSIONAL STUDENT POVERTY AT A SOUTH AFRICAN UNIVERSITY: A CAPABILITIES APPROACH***, the candidate makes an especially original and significant empirical and theoretical contribution to the pressing issue of student poverty in South Africa. Further, the candidate makes an innovative methodological contribution to multidimensional student poverty measurement through the design and operationalisation of a Multidimensional Student Poverty Index (MSPI). Framed within an exploratory sequential mixed-methods research design, informed by the capabilities approach, and guided by the Alkire-Foster methodology and the Individual Deprivation measure, the study highlights both the incidence and intensity of multidimensional student poverty at a South African university. Beyond giving an account of



the dimensions and indicators of student poverty, the findings show the complex and nuanced nature of student poverty. In addition, the study tables actionable recommendations that policy makers, institutions, and individuals can utilise to alleviate the problem of multidimensional student poverty.

Promoter: Prof MG Wilson-Strydom

Co-promoters: Prof MJ Walker and Dr AV Igene-Agbedahin

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN ECONOMICS

DUVENHAGE, Cecilia Jacoba

Cecilia Duvenage was born in Namibia and completed her schooling as head girl of the Wessel Maree High School in Odendaalsrus in 1991. She subsequently completed her tertiary studies at the University of the Free State, obtaining a distinction in all her degrees and receiving the award for best postgraduate studies in Economics for her master's dissertation. Since 2008, she has been employed by the Department of Economics and Finance at the University of the Free State.

The combined number and knowledge quality of learners with the requisite maths skillset to enter programmes specialising in Economics, has been a major concern at South African universities. With her thesis, ***THE DESIGN AND VALIDATION OF AN ECONOMIC MATHEMATIC PROFICIENCY TEST FOR FIRST YEAR ECONOMICS ENTRANTS***, the candidate developed a measuring instrument that allows Economic departments the opportunity to identify first-year students most likely to succeed in the subject. Her contribution argues that a broader and more inclusive measurement of maths proficiency should occur that considers attitudinal dimensions in addition to the traditional analytical-only skills. In doing so, a more pervasive approach is utilised that does not discriminate against students entering universities without the maths requirements to study Economics. The external reviewers lauded the contribution and its potential effect on the success of students studying Economics at South African universities.

Promoter: Dr JN Keyser

Co-promoter: Dr J Coetzee

VAN DER MERWE, Ivan

Ivan van der Merwe was born in Bloemfontein on 27 January 1975. He received his secondary education at the Jim Fouché High School in Bloemfontein. He obtained the degree *Baccalaureus Commercii* in 1995, *Baccalaureus Commercii Honours* (Money and Banking) with distinction in 1997, and the degree *Magister Commercii* (Money and Banking) with distinction in 1998 at the University of the Free State. He started his career as an academic in 1999, when he was appointed in the Department of Economics at the University of the Free State, where he is still working happily.

With his thesis, ***FINANCIAL STRESS INDICES, EARLY WARNING SIGNALLING AND MACROPRUDENTIAL POLICY IN SOUTH AFRICA***, the candidate makes a contribution to the field of macroprudential policy framework development in South Africa. Conceptually, this study outlines challenges related to preserving financial stability and proposes a framework for systemic risk to serve as guideline for macroprudential policy development in South Africa. Empirically, several financial stress indices (FSIs) are developed and found to be useful proximate indicators of systemic risk. The study also supplements the limited body of knowledge available on financial indicators to detect pending periods of financial stress, as identified by an FSI. The results suggest that the FSIs and EWS models developed in this study could be useful additions to the South African Reserve Bank's macroprudential policy framework.

Promoter: Prof P Burger



DEAN |

PROF LC JITA

DOCTORAL DEGREES**DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN COMPARATIVE EDUCATION AND EDUCATION MANAGEMENT****HERMAN**, Walter Terence

Walter Herman was born on 11 September 1966. He matriculated in 1984 at Pescodia High School, Kimberley. In 1988, he obtained a four-year Higher Diploma in Education at the Perseverance College of Education (Kimberley). As a part-time student at the University of the Free State, he obtained BA (1993), BEd (cum laude 1995), and MEd (1999) degrees. After 15 years of teaching at Pescodia, he started working in the Northern Cape Provincial Government as an inclusive education specialist (2003–2006), policy and planning/monitoring and evaluation manager (2007–2015), and currently as a performance information manager.

With his thesis, ***A PERFORMANCE MANAGEMENT APPROACH FOR PROVINCIAL OFFICE-BASED EDUCATORS***, the candidate contributes to the continuous transformation of the performance management system for office-based educators. He successfully employs an interpretive design that triangulates a literature study, document analyses of juxtaposed public performance management systems and frameworks, and semi-structured interviews with relevant officials, to extract positive elements that are included in his suggested approach. Using critical community psychology tenets, valuable insight is gained into the prevalence of power-relations in public performance management. The study revealed that, despite its good intention (motivation), reward for good performance threatens the harmonious relationships between staff which it hoped to promote. Furthermore, the aim of enhancing organisational performance is missed because of a disjuncture between employee performance management and organisational planning and monitoring. All the examiners acknowledged the contribution that the suggested approach can make to improve employee performance management in the public sector.

Promoter: Prof WN Nel**MOKONE**, Matseo Petrus

Matseo Mokone was born in Reddersburg on 30 November 1965. He received his secondary education in Botshabelo, where he matriculated at Kgauho Secondary School in 1985. He obtained a BA (Education) degree in 1991 and a BAHons at Vista University (Bloemfontein) in 1995, followed by an MA (History) degree and an ACE (School Leadership) at the University of the Free State in 2001 and 2012 respectively. He started his career as a teacher at Lere la Thuto Secondary School in Matlakeng (Zastron). In 1995, he taught at Reamohetse Secondary School and was appointed as the HoD for Humanities. He was appointed as the deputy principal at Philippolis Primary School in 2002 and as the principal of the school in 2009. He is still holding the position of principal at Philippolis Primary School.

With his thesis, ***CREATING SUSTAINABLE LEARNING ENVIRONMENTS THROUGH EFFECTIVE TEACHERS' PERSONAL GROWTH PLANS: DEVELOPMENT STRATEGY***, the researcher aimed to develop a strategy for creating a



sustainable learning environment for teachers at a school. A point of entry for this study was the lack of continuing professional teacher development at the school. This study is located within the critical emancipatory research theory, using participatory action research as a research approach. The data were analysed through textual-orientated discourse analysis and discursive praxis analysis. It emerged from this study that there is paucity in teacher development and a disregard for legislative mandates. Moreover, there is little or no collaboration among teachers, school management teams, and subject advisers. This trend causes teachers to be lethargic in addressing their development needs. The findings show that inclusive planning for professional teacher development is needed and continuing professional teacher development can be implemented and sustained effectively by diffusing power differentials among stakeholders.

Promoter: Prof MM Nkoana

Co-promoter: Prof MG Mahlomaholo

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN CURRICULUM STUDIES

CHIMBI, Godsend Tawanda

Godsend Tawanda Chimbi was born on 21 June 1967 in Shurugwi, Zimbabwe. He did his Advanced Level Certificate at Harare High School in 1986 and attained a Diploma in Education at Hillside Teachers' College in 1989. He was awarded a BEd degree in History with a book prize at the University of Zimbabwe in 1993. He also attained a Master of Education degree in Curriculum Studies with merit at the same university in 1996. His career as a teacher began in 1990 and he rose through the ranks to become a principal lecturer at Seke Teachers' College.

With his thesis, ***PATTERNS OF CLASSROOM PRACTICE AND THE HISTORY CURRICULUM REFORMS IN ZIMBABWEAN SECONDARY SCHOOLS***, the candidate contributes to scholarship on curriculum reform, policy implementation and their relationship to classroom practice. Using a qualitative multiple case study, the research explores how History teachers make sense of policy signals and how their understanding of curriculum reform policies influences their selection of teaching methods and other instructional interventions. Although the teachers in this study demonstrated inadequate knowledge of the reforms they were already implementing, they were nonetheless willing implementers and continued to learn new ideas and skills on the go. The findings debunk the commonly held myth that teachers are naturally resistant to change and are saboteurs who undermine reform policies. The thesis suggests that while inadequate knowledge and lack of skill may undermine change in many classrooms, it does not by itself create sufficient conditions for non-implementation of reforms.

Promoter: Prof LC Jita

Co-promoter: Dr K Mapetere

MANDITEREZA, Blandina

Blandina Manditereza was born on 7 October 1970 in Harare, Zimbabwe. She obtained a Diploma in Education from Nyadire Teachers' College in 1993, and later attained a certificate in Special Education Needs from Bradford and Ilkley College, United Kingdom in 1997. She graduated with a BTech in Education Management from the Tswane University of Technology in 2003. She obtained an Honours in Education in 2012 (cum laude) from the Central University of Technology as well as the Vice-Chancellors award, followed by a master's in Education in 2013. She began her teaching career in 1993 as a primary school teacher and is currently lecturing Early Childhood Education at Motheo TVET College.



With her thesis, ***THE INFLUENCE OF TEACHER PEDAGOGICAL PRACTICES ON LEARNER TRANSITIONS IN ENGLISH MEDIUM CLASSROOMS FROM GRADES 3 to 4***, the candidate contributes to scholarship on learner transitions where English is used as the language of learning and teaching. The study was premised on Bernstein's theory of classification and framing and Bronfenbrenner's eco-systemic theory, to make sense of the pedagogical challenges experienced during the transition from Grade 3 to Grade 4. The research found that the teachers followed different pedagogical approaches: more personal and interactive in Grade 3, but more distant in Grade 4. Additionally, there was a difference in teachers' practices, with a one-size-fits-all pedagogical approach followed in Grade 4. The study suggests that the transitioning challenges resulted from distributional injustices in learning and factors within the environment that were structured through power and control.

Promoter: Dr LP Louw

Co-promoter: Dr CD Martin

MASVOSVE, Thomas

Thomas Masvosve was born on 23 November 1972 in Harare, Zimbabwe, and matriculated at Epworth High School in 1990. After completing a motor vehicle mechanics apprenticeship (1995), he obtained a Diploma in Technical and Vocational Education with distinction in TP at Gweru Polytechnical College (1998), a Bachelor of Engineering (Honours) in Mechatronics Engineering at Chinhoyi University of Technology (2009), an MBA at Zimbabwe Open University (2010), and a Master of Technology in Electrical Engineering at the University of South Africa (2015). His career began as a motor vehicle technician in 1995, before becoming an assistant lecturer at Chinhoyi University of Technology, and lecturer at the University of Pretoria and the Sol Plaatje University.

With his thesis, ***INVESTIGATING OPPORTUNITIES TO LEARN CREATED FOR ELECTRICAL ENGINEERING STUDENTS AT NORTHERN CAPE URBAN TVET COLLEGE***, the candidate contributes to the concept of Opportunities to Learn (OTL) in the teaching and learning of Electrical Engineering Studies at a TVET college, in relation to lecturers' endeavours to improve their students' classroom performance. Using a mixed-method research and case-study approach, Masvosve sampled 101 N1 Electrical Engineering students and their lecturer with a view to understand the learning opportunities that are created for Electrical Engineering students. Significant findings from the studies were that theory taught is not always complemented with practice; teaching methods and learning activities did not promote active participation on the part of students; classes were composed of both young and so-called mature students; assessment opportunities were not enough; and instructional resources were not adequate. The study advocates for learning-centred opportunities, which result in students actively creating knowledge through their own experiences.

Promoter: Dr MS Mosia

Co-promoter: Prof G du Toit

MUSANDU, Cosmas

Cosmas Musandu was born on 12 October 1973 in Shamva, Zimbabwe. He completed his secondary education at Chindunduma High in 1993. In 1996, he attained a diploma in Education at Hillside Teachers' College. He graduated with a BEd degree and was awarded a book prize in 2001 from the University of Zimbabwe. He proceeded to attain a Master of Education with merit from the same university in 2010. In 2013, he graduated at Lupane State University with a first class in BSc Special Honours in Monitoring and Evaluation. He began teaching in 1997 and was promoted to college lecturer in 2010.



With his thesis, ***ZIMBABWEAN TEACHERS' PERCEPTIONS AND EXPERIENCES OF INSTRUCTIONAL LEADERSHIP***, the candidate contributes to scholarship on instructional leadership, focusing on how this type of leadership is perceived and experienced by History teachers. Using the mixed-methods approach with a sample of 200 teachers, Musandu explores the gap between how instructional leadership is perceived and how it is experienced by these subject teachers. The study found that while most teachers are familiar with and experience instructional leadership functions daily through interactions with the head of school, the deputy head, the head of department, etc., their exposure to this kind of leadership was largely sporadic, generic, and not subject-specific, with minimal impact on curriculum and instructional change within the school. The study advocates for a more focused, subject-specific and distributed instructional leadership approach that draws on teachers and school leaders to encourage and sustain curriculum and instructional change.

Promoter: Prof LC Jita

Co-promoter: Dr MS Mosia

MUTUMBURANZOU, Julius Witmos

Julius Witmos Mutumburanzou was born on 24 July 1958 in Gutu, Zimbabwe. He matriculated at Gedion Mhlanga High School in 1977 and attained a Certificate in Education at Morgenster Teacher's College in 1981. He obtained a BEd degree from the University of Zimbabwe in 1997, and also a Master of Education in 2000 from the same university. His career as a teacher began in 1982 and he rose through the ranks to become a school inspector in the Ministry of Primary and Secondary Education in Zimbabwe.

With his thesis, titled ***INSTRUCTIONAL LEADERSHIP FOR THE INFANT DEPARTMENT IN ZIMBABWEAN PRIMARY SCHOOLS: PERSPECTIVES AND PRACTICES OF TEACHERS-IN-CHARGE***, the candidate contributes to scholarship on instructional leadership in the early childhood and development sector, or what is called the infant department in Zimbabwe. Using a qualitative research approach, the study sampled five TICs to explore their perspectives, document, and analyse their practices of instructional leadership in relation to teaching and learning improvement in the infant department. The study argues that while TICs are making strides in promoting learning achievement in the early grades, their influence on changing classroom practices at this level will require much stronger institutional support in order to succeed. The study presents the argument that the less established role of TICs in mobilising instructional resources and the historical lack of institutional support may continue to undermine the efforts to improve learning achievement in the infant departments.

Promoter: Prof LC Jita

Co-promoter: Dr T Jita

MUYENGWA, Barnabas

Barnabas Muyengwa was born on 7 December 1961 in Harare, Zimbabwe. He completed his secondary education at Mazowe High School in 1979 and later trained as a secondary school teacher at Gweru Teachers' College, obtaining a Certificate in Education in 1983. He graduated at the University of Zimbabwe with a BEd degree in Mathematics in 1988 and a Master of Education degree in Teacher Education in 1997. He started teaching in 1984, before being promoted to lecturer at a teachers' college in 1990 and lecturer at the Zimbabwe Open University in 2008, a position he holds to this day.

With his thesis titled, ***THE CONTEXT AND PRACTICE OF SCHOOL-BASED MENTORING OF PRE-SERVICE TEACHERS IN ZIMBABWE***, the candidate contributes to scholarship on teacher education and student mentoring, focusing on how



schoolteachers – outside of universities – play a critical role as co-lecturers of university education students. Using a multi-case study, Muyengwa studied diverse mentoring contexts and practices in selected secondary schools of Zimbabwe to explore the relationships between context, practice, and outcomes. With only informal preparation for their mentoring roles, especially on contemporary teaching methodologies, the school-based educators continue to punch above their weight in helping university students learn to become teachers. The principal thesis of the study is that the context influences the mentoring practices, while at the same time mentoring practices also shape the mentoring contexts. The study proposes an evolving model for improving school-based mentoring of pre-service teachers to guarantee consistency of outcomes in different contexts.

Promoter: Prof LC Jita

Co-promoter: Dr T Jita

NTSALA, Sekanse Abiner

Sekanse Abiner Ntsala was born in Kroonstad on 1 April 1972. He received his secondary education in Kroonstad, where he matriculated at Kananelo Secondary School in 1991, and obtained his senior primary diploma in 1995 at Mphohadi Co-Ed. He later obtained the following qualifications from the University of the Free State: ACE (2005), BEd (honours) (2009), MEd (2012). His teaching career started in Zastron in 1996. He rose through the ranks until he became a deputy principal. He started lecturing part time at the UFS in 2012 and was permanently appointed as lecturer in 2016.

With his thesis, ***INSIGHTS ON THE TEACHING OF ENGLISH FAL IN OVERCROWDED INTERMEDIATE PHASE CLASSROOMS***, the candidate demonstrates innovation and constructs new knowledge in the discipline of language education. This qualitative study presents the argument that the education fraternity should invest more in the training and development of pre-service and practising teachers to overcome the specific challenges presented by teaching English in overcrowded classrooms. Failure to address these challenges will lead to continued poor performance by Intermediate Phase learners in English First Additional Language. Observation, focus groups, and individual interviews with teachers from various schools were the instruments of data collection. The thesis contributes to scholarship on the crucial issue of improving the literacy levels in South Africa. The Department of Basic Education and universities should take heed of the findings of this research and subsequent research could build successfully on the findings of the study.

Promoter: Dr MP Koen

Co-promoters: Dr MJ Ramabenyane and Ms I Look

RALEBESE, Lerato Matilda

Lerato Matilda (Ramohloloane) Ralebese was born at Ha-Lintsa Peka, Lesotho, on 30 August 1982. She completed her PSLE in 1993 (Mohlafotheng Primary) and COSC in 1999 (St. Rose High). She obtained her Diploma in Primary Education (Lesotho College of Education, 2003) and an Advanced Certificate in Education (2007), BEdHons degree (2010), PGDE (2011), and MEd (2014), all at the University of the Free State. She began her career as a primary school teacher in 2004 (Joy-To-The-World Primary). She is currently an assistant specialist teacher at Lithabaneng LECSA Primary School and a part-time lecturer at the National University of Lesotho.

With her thesis, ***INTEGRATED CURRICULUM IN LESOTHO: EXPLORING PRIMARY SCHOOL TEACHERS' CLASSROOM INSTRUCTIONAL AND ASSESSMENT PRACTICES***, the candidate contributes to scholarship on curriculum development



and policy, focusing on curriculum sense-making and implementation by teachers during instruction and assessment. Using an in-depth qualitative research approach, Ralebese sampled four cases of primary school teachers in Lesotho to understand and explain how teachers make sense of and enact new curriculum and assessment policy prescriptions in their classrooms. Although seemingly positive about the curriculum reforms, the teachers mostly enacted classroom routines that were contrary to the policy prescriptions and reform messages contained in the new integrated curriculum policy statement. The study argues that the disjuncture between the teachers' understanding of the policy prescriptions and the subsequent off-target implementation patterns in their classrooms, are attributable to the contradictory policy messages, confusing curriculum content organisation, and under-developed guidelines on a number of routine classroom activities.

Promoter: Prof LC Jita

SENGAI, Walter

Walter Sengai was born on 4 January 1973 in Gutu, Zimbabwe. He completed his secondary school education at Makumbe High School in 1993. In 1997, he attained a diploma in Education at Gweru Teachers' College. He graduated with a BEd degree from the University of Zimbabwe in 2003. He proceeded to attain a Master of Education degree with merit and was awarded a book prize from the same university in 2007. In 2013, he graduated from the University of Zimbabwe with an MSc degree in International Relations. He commenced his teaching career in 1998, becoming a college lecturer in 2010.

With his thesis, **TEACHERS' PERSPECTIVES ON 2166 AND 2167 HISTORY CURRICULUM REFORMS: AN EXPLANATORY STUDY OF HARARE PROVINCE**, the candidate contributes to scholarship on curriculum reform, focusing on how History teachers perceive the changes in their subject. Employing a qualitative approach, this study used data obtained from in-depth interviews with five purposively sampled History teachers at five secondary schools. The researcher listened to the teachers as they expressed their perspectives, views, understanding, and interpretations on the 2166 and 2167 History syllabus reforms. The study is topical, especially in the current scenario where governments the world over are seeking research-based guidance in decisions to do with national curricula in the wake of the need for research-guided innovation. It is more pertinent in the case of Zimbabwe, where the government is grappling with issues of curriculum improvements as portrayed by the Updated Curriculum 2015-2022.

Promoter: Prof ML Mokhele-Makgalwa

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN HIGHER EDUCATION STUDIES

ADERIBIGBE, Olugbenga Adeniyi Olumuyiwa

Olugbenga Adeniyi Olumuyiwa Aderibigbe was born in Abeokuta (Nigeria) on 15 May 1967. He matriculated from Ijaiye High School in Ibadan (Nigeria) in 1982. He subsequently obtained the degrees BSc (Honours) in Business Administration from the University of Lagos in 1988, BComHons in Economics from the University of Pretoria in 2006, MCom in Economics from the University of Limpopo in 2010, and a PhD in Higher Education Studies in 2018 at the University of the Free State. He started his career as an educator in 1988.

With his thesis, **CREATING OPPORTUNITIES TO LEARN THROUGH WORK INTEGRATED LEARNING WITHIN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**, the candidate contributes to scholarship on vocational education and work-integrated learning (WIL), focusing on how workplace learning enhances the outcome of vocational



education. Using a case-study method, Aderibigbe adopted individual interviews and focus-group discussions to understand the experiences and perceptions of workplace learning by students, and the opportunities it offers to shape the outcome of vocational education. The study, while re-affirming the position that learning is inherently embedded in workplace tasks and activities, further revealed that there has to be a conscious effort to leverage learning opportunities. The study presents the argument that the opportunities to learn in the workplace can only be translated into educational outcomes on the basis of the alignment of curriculum objectives, operational exigencies, and WIL participants' personal characteristics.

Promoter: Dr MS Mosia

Co-promoter: Dr NJP Teis

MAKAE, Pule Isaac

Pule Isaac Makae was born in Kroonstad on 19 April 1948. He received his secondary education in Kroonstad, where he matriculated at Bodibeng High School in 1968. In 1975, he passed his Secondary Teachers' Diploma at the University of the North. He obtained a BA degree at the same university in 1976. In 1982, he completed his BAHons degree at the University of South Africa, master's degree at Wisconsin-Stout University in the USA in 1988, and master's degree in Public Administration at the UFS in 1998. His career as a teacher began in Qwaqwa in 1977, and he was appointed as principal at Thabane High School in Kimberley in 1979. He joined Vista University in 1982, and subsequently the University of the Free State in 1992.

With his thesis, ***THEORIES OF CHANGE STEERING TRANSFORMATION AT THE UFS: A CONCEPTUAL ANALYSIS***, the candidate contributes to the emerging field of higher-education transformation studies. His focus is mainly on disclosing change theories that are at play in the transformation project and trajectory of the University of the Free State (UFS). An intensive literature and document review were carried out on education policy documents, research articles advocating change in the South African higher-education sector, research articles advocating for transformation at the UFS, and the annual reports of the UFS to the Minister of Higher Education. The results of the investigation were as follows: Action theory was revealed as the most prominent change theory, followed by Survival is Optional. The other theories that feature are Post-Conflict theory, System Psycho-Dynamic theory, and Innovation and Diffusion theory.

Promoter: Prof WN Nel

Co-promoter: Prof A Keet

MUDAU, Tshimangadzo Selina

Tshimangadzo Selina Mudau was born in Khalavha on 4 December 1967. She received her secondary education at Ha-Ramavhoya, where she matriculated at Patric Ramaano Secondary School in 1989. She obtained her Diploma in General Nursing and Midwifery in 1998, degree in Nursing in 1998, and master's degree at UNISA in 2011. She started her career as professional nurse at Siloam Hospital in 1994. In 2015, she was appointed in the Department of Nursing Science and at present she is a lecturer at the Sefako Makgatho Health Sciences University.

With her thesis, ***ENHANCING SELF-REGULATION AMONG TEENAGE MOTHERS: A UNIVERSITY COMMUNITY ENGAGEMENT APPROACH***, the candidate contributes knowledge on promoting social justice and transformation while enhancing self-regulation among the marginalised teenage mothers, using participatory action research through engaging the university. Bricolage theoretical framework provided multiple methods, multi-paradigms, and theories which the candidate



utilised, such as peer meetings, mixed group meetings, general community meetings, and self-reflections to identify self-regulation challenges among teenage mothers through critical dialogue. Critical discourse analysis provided critical dialogue and reflections for collaborative questioning, deconstruction and reconstruction of social practices that inhibited co-regulation from parents, neighbours, community members, and teenage mothers. The results showed that recognition and promotion of the marginalised co-researchers promotes ownership of the solutions, leading to self-awareness, self-judgement, and self-monitoring as evidence of enhanced self-regulation among teenage mothers.

Promoter: Prof MG Mahlomaholo

Co-promoter: Prof SE Lekalakala-Mokgele

NKWERA, Jennifer Chipungahelo (*Interdisciplinary*)

Jennifer Chipungahelo Nkwera was born on 3 November 1970 in Nyangao, Lindi region in Tanzania. She matriculated at Loleza Girls High School, Mbeya region in 1991, and attained a Diploma in Education (History and Kiswahili) at Marangu Teachers' College in Kilimanjaro in 1994. She later graduated with a BA(Ed) degree at the University of Dar es Salaam in 2000, and master's in History at the University of Pretoria in 2006. Her career as a teacher began in 1994, and she rose through the ranks to become an assistant lecturer at the Mwalimu Nyerere Memorial Academy in Dar es Salaam, Tanzania.

With her interdisciplinary thesis, ***SOME SUBALTERN PERSPECTIVES ON TANZANIAN POSTCOLONIAL EDUCATION AND THE MAKING OF THE NATION 1960-1980: THE CASE OF IRINGA DISTRICT MUNICIPALITY***, the candidate contributes to understanding the postcolonial education reform processes in Tanzania, focusing on everyday life experience and stories of ordinary people in Iringa. Using qualitative methods and subaltern theory that advocate history from below, she makes the everyday stories of women and girls an important part of the history of postcolonial education reforms in Tanzania. In so doing, her thesis is as much about gender in independence society as it is about histories of schooling. Studying the history from ordinary people (from below) adds not only originality to educational and historical studies in Tanzania, but also contributes to bringing the otherwise 'forgotten' history into the mainstream historical knowledge.

Promoter: Prof ND Roos

Co-promoter: Dr BB Moreeng

SARHANDI, Pir Suhail

Pir Suhail Ahmed Sarhandi was born in Shikarpur, Sindh, Pakistan on 23 January 1980. He received his secondary education in Shikarpur, where he matriculated at the Qazi Habibullah High School in 1995. He obtained both the Bachelor of Science (1999) and the MA in English (2003) from the Shah Abdul Latif University in Pakistan. He also obtained an MA in Linguistics at the University of Karachi, Pakistan in 2005, and the PhD in Higher Education Studies at the University of the Free State, South Africa, in 2018. He started his teaching career as an English language teacher in Dammam, Saudi Arabia in 2005. In 2010, he was appointed as lecturer in the English Language Institute, King Abdul Aziz University, Saudi Arabia, and at present he is an Assistant Professor at the National University of Modern Languages, Pakistan.

With his thesis, ***M-LEARNING: CONSTRUCTING SPACE FOR THE USAGE OF MOBILE PHONES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE IN A MIDDLE EASTERN CONTEXT***, the candidate contributes to the scholarship of teaching and learning. Using a quasi-experimental research approach in the form of an embedded sequential mixed-methods design, the study explored how mobile phones can assist teaching and learning in an English as a Foreign Language (EFL) classroom



at a Saudi Arabian university. The findings were used to propose a framework for learning English through mobile-phone-assisted language education (FEMALE) in EFL settings. Addressing pedagogical issues, the proposed framework (FEMALE) provides guidance on the interaction between teachers and learners, the adaptation of course material, and strategies for assessment. The framework suggests the kinds of administrative support required and should inform policies as well as procedures for the effective integration of mobile phones at Saudi Arabian universities as well as other universities around the globe.

Promoter: Prof VN Teise

Co-promoter: Dr C Ndeya-Ndereya

TEELE, Tshepo

Tshepo Teele was born on 20 December 1981 in Botshabelo. He received his secondary education in Tweespruit, where he matriculated at the Unicom High School in 2000. He obtained the National Diploma in 2004, the Bachelor of Technology: Agricultural Management in 2005, and Magister Technologiae: Agriculture in 2009 at the Central University of Technology. He started his career as an assistant operations manager in Rustenburg in 2007. In December 2008, he was appointed in the Department of Agriculture as an agricultural scientist (extension) and later converted to agricultural adviser. At present, he is a postgraduate student at CUT.

With his thesis, **TECHNOLOGICAL SKILLS TRANSFER FRAMEWORK AMONGST EMERGING FARMERS: AN ADULT EDUCATION PERSPECTIVE**, the candidate made a contribution to the scholarship of farmers' agricultural education and extension. With this contribution, he attempts to improve technological skills transfer using adult-education approaches among emerging farmers, troubling the dominant agricultural discourses, which are positivistic in orientation. The study is embedded within bricolage as theoretical framing, disbursing participatory action research as a research approach, and using critical discourse analysis. The results of this investigation serve as an indication of the value this type of intervention holds for the attempt to find a solution to the current technological skills transfer, which is not in line with adult-education policies. This study demonstrates how agricultural extension approaches could be beneficial as pedagogic resources in the teaching and learning of emerging farmers, by virtue of toning down discursive praxis with intelligentsia depowering themselves.

Promoter: Prof MM Nkoana

Co-promoter: Prof MG Mahlomaholo

TLADI, Khosana

Khosana Tladi was born in Phiritona on 27 January 1967. He matriculated at Tseki Senior Secondary School, Qwaqwa, in 1983. He has the following qualifications: Human Resources Diploma in 1998, Honours in Higher Education Management in 2009, and master's degree in Governance and Political Science at the University of the Free State in 2008. He worked in the following positions: projects coordinator / senior trainer at the Centre for Citizenship Education and Conflict Resolution within the Free State Premier's Office (1999); Director: Institutional Equity at the Central University of Technology (2000); and he is currently the Director: Transformation, Employment Equity and Diversity at the Tshwane University of Technology.

With his thesis, **THE IMPLEMENTATION OF PROBLEM-BASED LEARNING TOWARDS SUSTAINABLE LEARNING ENVIRONMENT AT A HIGHER EDUCATION INSTITUTION**, the candidate focused on problem-based learning (PBL) as a pedagogic praxis that seeks to develop critical-thinking, and pragmatic students. The study is interrelated to the transformation



agenda, which is denoted as sustainable in learning environments. This study was informed by the critical emancipatory research paradigm, using participatory action research. A case-study research design was used to investigate how PBL can be effectively implemented within a higher-education institution. Data was analysed, using narrative analysis, critical discourse analysis, thematic analysis, and frequency analysis. The study concluded that, because of PBL's focus on problem-solving, interaction within diversity had a high appeal in the development of a sustainable learning environment and contributing to social justice and transformation. The study recommended a nine-step process in the implementation of PBL.

Promoter: Prof MM Nkoane

Co-promoter: Prof MG Mahlomaholo

TUMUBWEINEE, Nyakato Philippa

After completing her Professional master's degree in Architecture in the Department of Architecture at the University of Pretoria in 2006, Tumubweinee was introduced to the academia as a studio master in the first-year design studio of the same department. In 2007, she joined and taught in the Department of Architecture, University of Johannesburg (UJ) until 2012. In that time, she also co-founded the architectural practice IZUBA Inafrica Design, and engaged broadly with architectural learning and practice in South Africa and abroad. She is currently a senior lecturer in the School of Architecture Planning and Geomatics at the University of Cape Town.

With her thesis, ***PHYSICAL SPACE AND TRANSFORMATION IN HIGHER EDUCATION: THE CASE OF THE UNIVERSITY OF THE FREE STATE***, Tumubweinee contributes to scholarship in higher-education studies, focusing on the implications of space for transformation. Tumubweinee engages with the notion of (social) space in higher education to produce context-dependent knowledge for transformation that is grounded in and refers to the realities of the everyday for an individual in a higher-education institution. Tested in a conceptual framework, the knowledge produced allows for inferences to be made about the socially constructed nature of space and to gain insights into how this, in turn, constructs the social in higher-education institutions. The findings provide an empirical perspective from which to assess how the organisation of space in higher-education institutions, and the implications this has on the reality of the everyday, impacts on initiatives for redress and reform towards transformation in higher education.

Promoter: Prof LC Jita

Co-promoter: Prof TM Luescher

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PHILOSOPHY AND POLICY STUDIES IN EDUCATION

SHUSHU, Hamilton Hanthon

Hamilton Hanthon Shushu was born on 18 November 1966 in Kimberley. He matriculated at Dr EP Lekhela Senior Secondary School in 1987, and thereafter obtained a Senior Teachers' Diploma at the Phatsimang College of Education in Kimberley in 1990. He graduated with a Further Diploma in Education at the Rand Afrikaans University (now the University of Johannesburg) in 1997, completed his BEdHons at the University of Pretoria in 2009, and his MEd at the University of the Free State in 2012. He is currently employed as a senior education specialist at the Northern Cape Department of Education.



With his thesis, **A FRAMEWORK ON DEMOCRACY TO CRITICALLY EVALUATE SCHOOL GOVERNANCE PRACTICES AND POLICIES IN SOUTH AFRICA**, the candidate provides contemporary tools for critical introspection and the means to measure democracy. Inter alia focusing on the work of African thinkers and selected legal documents, he developed a framework against which policy and practice can be measured. The study found that the realisation of democracy is not only dependent on principles such as participation, respect for human rights, and the separation of powers, but it also requires an environment conducive to democracy. If elements such as the condemnation and rejection of corruption, promotion of dialogue, and trust are not present, democracy is obstructed. The candidate makes a unique and important contribution to the scientific knowledge base of philosophy and policy studies in education, and to scholarly debates regarding the role of democracy in school-governance practices and education policies in South Africa.

Promoter: Dr L Jacobs

Co-promoter: Dr KLG Teise and Prof JM Reyneke

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION

HERMAN, Tracey

Tracey Herman was born in Kimberley on 22 March 1970. She matriculated from Floors Secondary School, Kimberley, in 1987. She obtained a Diploma in Education (1990) and the Higher Diploma in Education (1992) at the Perseverance College of Education. She furthered her studies part time, obtaining a BEdHons degree with distinction in 2003, and an MEd degree (Psychology of Education) in 2005. After a 25-year career as a primary school teacher in mainstream and special education, she currently lectures in the School of Education at Sol Plaatje University.

With her thesis, **THE DEVELOPMENT OF READING FOR CROSS-CURRICULAR LEARNING AT A SPECIAL SCHOOL: A COMMUNITY OF PRACTICE-APPROACH**, the candidate makes a valuable contribution to the disciplinary body of knowledge in the field of reading instruction and the growing need to provide school-based professional development opportunities for teachers. With this contribution, she attempts to explore a Community of Practice approach to teacher professional development, focusing on reading for cross-curricular learning and underpinned by critical community psychology. The study thematically analyses, through focus-group discussions, how a CoP approach to teacher professional development can develop reading for cross-curricular learning in a special school. The results of this investigation attempt to find a solution to school-based professional development initiatives that support teachers, especially in developing learners' reading for cross-curricular learning.

Promoter: Prof WN Nel

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SUBJECT EDUCATION IN SCIENCE AND TECHNOLOGY

DARKO AGYEI, Elizabeth

Elizabeth Darko Agyei was born on 9 July 1987 at Old-Tafo, Kumasi, Ghana. She attained her first degree at the University of Cape Coast (UCC), Ghana, in 2010 and pursued further studies at the African University of Science and Technology (AUST), Nigeria, where she was awarded a Master of Science degree in Theoretical Physics in 2013. In 2014, she was awarded a



Postgraduate Diploma in Condensed Matter Physics at the Abdus Salam International Centre for Theoretical Physics (ICTP), Italy. She also attained a Postgraduate Diploma in Education at the University of Cape Coast (UCC), Ghana in 2016.

With her thesis, ***TRACKING THE DEVELOPMENT OF PRE-SERVICE TEACHERS' COMPETENCIES FOR INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGY IN THE TEACHING OF HIGH SCHOOL PHYSICS IN GHANA***, the candidate contributes to scholarship on pre-service teacher competence and the use of ICTs for teaching Physics in an interactive manner. Using a mix of design-based research with a case-study design, Darko Agyei tracked the development of pre-service teachers' competencies for integrating ICT (simulations) in their teaching of Physics in Ghana by engaging eight pre-service teachers in a preparatory and iterative process of design, development, and implementation of ICT-based interventions. The study was able to document the improvement in the pre-service teachers' ICT-oriented competencies. The findings suggest that the ICT-based intervention that was developed, did not only contain the appropriate features that are sensitive to the needs of the Ghanaian high school context, but was also effective in promoting interactive teaching of Physics.

Promoter: Prof LC Jita

Co-promoter: Dr T Jita



DEAN |

PROF H HUDSON

DOCTORAL DEGREES

DOCTOR OF PHILOSOPHY IN MUSIC

HELLBERG, Elsabie Petronella

Elsabie Petronella (Tronél) Hellberg was born on 4 April 1977 in Pretoria and matriculated at Silverton High School in 1995. She graduated with a BMus (Hons) degree at the University of Pretoria (2011) and a MMus degree at the University of the Free State (2013). Both degrees were achieved with distinction. Additionally, Tronél holds a Teacher's Licentiate in Guitar (ABRSM, 2005), a Teacher's Licentiate in Theory of Music (UNISA, 2001), and a PGCE (UNISA, 2009). To date, she has published 20 music theory books. Tronél is a master life coach at Coach me to Grow, which she founded in 2017.

With her thesis, **MUSICIANS' SENSORY PATTERNS IN RELATION TO THEIR PRIMARY MUSICAL INSTRUMENT**, the candidate makes an original scholarly contribution involving musicians, their sensory patterns, and musical instruments. Implementing a quantitative criterion group design, 1 327 musicians specialising in 19 respective instruments were sampled from across the world. The Adult/Adolescent Sensory History was used as data collection tool. Compared to the norm, findings indicate enhanced auditory modulation, visual modulation, and proprioceptive discrimination among musicians, demonstrating greater sensory sensitivity/awareness. All 19 instrument groups' visual modulation results indicate higher sensitivity to visual stimuli than the average person and, with exception of percussionists, trombonists, trumpeters and tubists, musicians show enhanced auditory modulation. These findings show superior attentiveness to music stimuli, allowing a quicker response to auditory, visual, and proprioceptive input. For the first time, character traits commonly found among musicians are now connected to sensory processing. This ground-breaking research provides a foundation for multiple research possibilities.

Promoter: Dr F de Villiers

Co-promoter: Prof C van Niekerk

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN AFRICA STUDIES

BISHI, George

George Bishi was born in Buhera, Zimbabwe, on 18 June, where he received his primary and secondary education. He received his high school education in Buhera, where he completed his Advanced Level at Murambinda High School in 2006. He did his undergraduate studies at the University of Zimbabwe, after which he received his Bachelor of Arts Honours degree in History in 2010. In 2015, he obtained his MA in Africa Studies at the University of the Free State.

With his thesis, **KITH AND KIN? WHITE RHODESIA'S SETTLERS RELATIONS AND BRITAIN, 1939-1980**, the candidate uses the notions of 'kith and kin' as a prism through which to explore social, cultural, and familial connections between white



settlers in Rhodesia and Britain, and how these ties influenced processes of decolonisation. By tracing contested ideas of imperial loyalism, patriotism, whiteness, and Britishness, this study engages with the historiographies of British identity in the Empire during the twentieth century.

Promoters: Prof IR Phimister and Dr T Nyamunda

Co-promoter: Dr A Mseba

GWANDE, Victor Muchineripi

Born in rural Murehwa, Mashonaland East, Zimbabwe, Victor Gwande received his primary and secondary education in the same district. In 2005, he moved to Harare for his high school training and undergraduate studies in Economic History at the University of Zimbabwe (2007-2010). Between 2011 and 2013, Victor worked as a trade unionist in Zimbabwe before he moved to the UFS in 2014 to join the ISG for his MA in Africa Studies. He graduated with a distinction in 2015, subsequently completing his PhD in November 2018.

With his thesis, **ORGANISED SECONDARY INDUSTRY AND STATE IN ZIMBABWE, 1939-1979**, Gwande explores the role(s) played by organised chambers of industry in promoting the growth of secondary industry in colonial Zimbabwe. Whereas previous accounts focused on the importance of state policies, this study suggests that in crucial periods, pressure from organised industry significantly shaped policy outcomes. This was particularly so during the Second World War and the period after 1965 when import substitution industrialisation expanded rapidly.

Promoters: Prof IR Phimister and Dr T Nyamunda

Co-promoter: Dr A Mseba

HUMAN, Christina Isabella

Christina Isabella Human was born in Bloemfontein on 24 November 1968. She grew up on the farm Mooivlakte, Verkeerdevelei. She matriculated at the Hoër Meisieskool Oranje, Bloemfontein, in 1986. After spending a year of voluntary military service at the South African Army Women's College in George in 1987, she returned to Bloemfontein the following year and obtained the degree BSocSc in 1991. After being a full-time mother to three children, Isabel started studying again in 2005, obtaining a master's in Governance and Political Transformation at the University of the Free State in 2007. Since 2004, Isabel was employed at the University of the Free State as a professional officer in the Department of Zoology and Entomology. In 2017, she joined BirdLife South Africa at their head office in Johannesburg, where she is currently employed as the human resources manager.

With her thesis titled, **POST/COLONIAL MATERIALITIES: A CRITICAL DEEP ECOLOGY OF IKS IN THE OKAVANGO PANHANDLE, BOTSWANA**, the candidate makes a remarkable contribution to scholarship on indigenous knowledge systems, deep ecology, and postcolonial critique where the orthography of post/colonial transcends periodisation and postcolonialism. With this contribution, she constructs a critical deep ecology of the indigenous knowledge systems in the Okavango Panhandle, Botswana, by applying grounded theory within the parameters of case-study methodology. The research innovatively uses the idea of 'breaking rank', in which the researcher shares a participant role with the research community as co-constitutive agents



and not as distanced observer and informants respectively. The study is an excellent reflection on the dynamics of the material culture of local indigenous people under threat of post/colonial realities. The contextualisation of the Okavango Panhandle as research context reveals an exceptional grasp of its history, culture, commerce, politics, class hierarchy, ecology, and conservation condition.

Promoter: Dr S Cawood

Co-promoters: Prof JG van As (Posthumous) and Prof LL van As

KACHIM, Joseph Udimal

Joseph Udimal Kachim was born on 15 August 1981 in Chamba, Northern Ghana. He attended Bishop Herman Secondary School in Kpando, and then proceeded to the University of Cape Coast, where he graduated with a Bachelor of Arts in Education in 2005. He subsequently obtained a master's degree in Globalisation at the Norwegian University of Science and Technology (NTNU), Norway, in 2011, and a master's in History at the University of Cape Coast in 2013. In 2012, he was appointed Principal Research Assistant in the Department of History at the same university, where he worked until 2015.

With his thesis, ***STAYING ON THE MARGINS: KONKOMBA MOBILITY AND BELONGING IN NORTHERN GHANA, 1914-1996***, the candidate makes a contribution to scholarship on mobility and belonging in contemporary Africa, focusing on the Konkomba of northern Ghana. His study employs a wide range of historical sources, oral and archival data to explore the nature and pattern of Konkomba mobility and its consequences for their status. He argues that although mobility was the means by which the Konkomba initially resisted state control, it became a source of their marginality and exclusion in the colonial and post-colonial periods. The study reconstructs Konkomba history from precolonial times to 1996, at the same time highlighting dynamic political and social changes in the region.

Promoter: Dr ND Roos

Co-promoters: Dr M Grilli and Dr A Daimon

KUFANDIRORI, Joyline Takudzwa

Joyline Kufandirori was born in Mashonaland Central, Zimbabwe, on 8 March 1986. She received her primary and secondary education in the same province. She obtained her Bachelor of Arts degree in 2010 at the University of Zimbabwe. Joyline finished her master's degree in Africa Studies at the University of Free State in 2016, graduating with distinction.

With her thesis, ***CONFLICT AND COOPERATION: 'NEW FARMERS' IN ZIMBABWE, 2000-2015***, Kufandirori examines the impact of continuing violence and lawlessness on new farmers following the eviction of their white predecessors. While the new agrarian terrain has been partly shaped by innovative instances of cooperation, it has been overwhelmingly determined by persistent lawlessness, itself a major constraint on productivity.

Promoter: Dr R Pilosof

Co-promoters: Dr L Passemiers and Dr A Mseba



NCUBE, Sibanengi

Sibanengi Ncube was born on 29 June 1977 in the Mberengwa district, Midlands Province, Zimbabwe. He did his primary and lower secondary education in the district of his birth, before being awarded an A level Government Merit Scholarship at Victoria High School in Masvingo. Afterwards, he enrolled with the Judicial College of Zimbabwe, where he received training as a public prosecutor in 2002. He later graduated with a Bachelor of Arts Honours degree in Economic History at the University of Zimbabwe in 2011, and a Master of Arts in African Economic History with distinction from the same university in 2015.

With his thesis titled: **COLONIAL ZIMBABWE'S TOBACCO INDUSTRY: GLOBAL, REGIONAL AND LOCAL RELATIONS, 1947-1979**, Ncube explores the interplay between the three interlinked contexts in which the industry developed. Where established scholarship has largely focused on the tobacco industry's local dynamics, this study pays close attention to regional and global markets, the latter in particular playing a decisive role in shaping tobacco's fortunes. In doing so, this thesis analyses – in historical perspective – the creation of a commodity chain between periphery and metropole.

Promoter: Dr R Pilosof

Co-promoters: Dr I Mhike

NKOMO, Lotti

Lotti Nkomo was born on 18 December 1983 in the city of Kwekwe in the Midlands Province of Zimbabwe. He did his Ordinary Levels (2000) and Advanced Levels (2002) at Amaveni Secondary School and Kwekwe High School, respectively. He later obtained a BAHons degree (Economic History) at the University of Zimbabwe in 2006. In 2016, he graduated with an MA (Africa Studies) from the Centre for Africa Studies, University of the Free State. He immediately re-joined the department for his doctoral studies. Presently, he is a postdoctoral fellow with the Centre for Gender and Africa Studies, University of the Free State.

With his thesis, **ZIMBABWE-SOUTH AFRICA INTERSTATE RELATIONS, 1980-1999**, Nkomo makes a contribution to scholarship on regional diplomatic and political histories, focusing on how various post-colonial dynamics have shaped interstate relations. Using multiple historical sources to look at Zimbabwe's post-independence relations with both apartheid and post-apartheid South Africa, he demonstrates that throughout the period under study, the relationship was often uneasy and characterised by tension; sometimes overt, and at times subtle. Nkomo observes that while the tensions were motivated by different factors at different historical points, what strongly emerged was that these tensions reflected a struggle over regional political leadership between Harare and Pretoria. With this contribution, he has attempted to build on existing academic works on both Zimbabwe and South Africa by giving the subject a historical view, and emphasising aspects that have hitherto not been comprehensively addressed by historians.

Promoters: Prof ND Roos and Dr C Masakure

Co-promoter: Dr D Patrick

NZIOKI, Mutinda

The candidate is a lecturer at the Nelson Mandela University (NMU). He is currently the acting Director of the Centre for Philosophy in Africa at NMU. Although his current area of academic designation is Philosophy, his research trajectory is substantively transdisciplinary. This is reflected in his initial studies in African politics and political economy, and postcolonial critique. These research fields inform his praxes in areas of public policy and risk analysis, and how these intersect with media around governance and social change in Africa.



With his study, ***DIFFERENTIATING DYSFUNCTION: DOMESTIC AGENCY, ENTANGLEMENT AND MEDIATISED PETITIONS FOR AFRICA'S OWN SOLUTIONS***, the candidate attempts a partial re-entry into existing terms of apprehending Africa's re-awakening to its problems/'dysfunctions', as revived in the narrative of Africa rising. The study contends that, in order to comprehend contemporary African public culture, ontological commitments to continual thought and practice is required, which affirm the necessity of creative 'horrible' interventions. Put differently – maximising comprehension of Africa's often contradictory situations compels focus on thought itself in the middle of difficult, indispensable conditions. Through locating difference in itself within assemblages, the discussion presents deliberate creative processes of multiple intersections between atypical application of diverse academic knowledge (mathematics to philosophy) alongside the everyday radical activist practice of two African journalists. To Africa's dysfunctions, this implies intensive re-examinations of how privileged frames on Africa affirm and/or disregard important categories of contemporary situations; especially those viewed as destructive reversals.

Promoter: Prof A Keet

Co-promoter: Dr I Konik

SECHELE, Unaludo

Unaludo Sechele was born on 29 January 1990 in north-eastern Botswana. She completed her O level at Tutume McConnell College in 2007. Unaludo received her Bachelor of Arts (Humanities) degree in 2012 and postgraduate Diploma in Education in 2013, both from the University of Botswana. She obtained her Master of Arts in Africa Studies with distinction from the University of the Free State in 2015.

With her thesis, ***BOTSWANA - SOUTH AFRICA ECONOMIC RELATIONS: A HISTORY, 1966-2014***, the candidate examines the multifaceted links and relationships between Botswana and South Africa through the lens of economic (inter)dependence from 1966 to 2014. This PhD places the Botswana narrative firmly into the picture by analysing the nation's so-called 'economic miracle' in the post-independence era, while charting how the government managed and mitigated the pressures and influence of the powerful and dominant regional hegemon, South Africa. This was never an easy task and often meant tacitly working with Pretoria. Based on archival research and utilising a range of case studies and examples from labour migration, the cattle industry, diamond mining, to the evolution of a regional customs union, the thesis maps the trajectories of Botswana's independence, questioned existing perspectives, and offered insights into how the economic relationship with South Africa evolved.

Promoters: Dr MJ Graham and Dr S Frank

Co-promoter: Prof IR Phimister

SIMABWACHI, Miyanda

Miyanda Simabwachi was born on 2 November 1973 in Kabwe, Zambia. She attended Mumbwa Secondary School and acquired a school-leaving certificate in 1992. In 1996, she obtained a Diploma in Secondary Education from the University of Zambia and began her career as a teacher at Petauke Secondary School. In 2004, she obtained a Bachelor of Arts Education degree from the University of Zambia. She enrolled for a Master of Arts degree in History at the same university, which she successfully completed in 2013.



With her thesis, ***A HISTORY OF ARCHIVES IN ZAMBIA, 1890-1991***, the candidate examined the role of national archives' legislative framework, and of archival practices of appraisal, preservation, and management in the creation, positioning, and formation of Zambia's archives under different governments between 1890 and 1991. It traced their evolution from the British South Africa Company to the British colonial administration, the Federation of Rhodesia and Nyasaland, and an independent Zambia under a one-party state. In so doing, it described the processes involved in creating archives, and demonstrated the diverse and shifting notions in the nature and importance of archives for bureaucracies and different governments. The thesis argued that Zambia's archives have a history linked to changing government and administrative structures, legislative frameworks, and archival practices. The nature and position of Zambia's archives in government – and hence its history – evolved over time, with accompanying shifts in archival professionalisation and changes in the perception of archives.

Promoters: Dr L Koorts and Prof JS du Toit

Co-promoter: Dr C Holdridge

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN CHILD PSYCHOLOGY

AITKEN, Sharon Anne

Sharon Aitken was born in Singapore on 12 July 1966. She graduated at the University of KwaZulu-Natal with a BA degree in 1987, an HDE in 1988, and a BEdHons degree in 1991. Through teaching, she developed an interest in psychology and completed a BSocSciHons degree in Psychology at the University of Cape Town in 1999, followed by an MEdPsych degree at Stellenbosch University in 2002. Sharon works as a psychologist in Cape Town and has a keen interest in mindfulness practices, gardening, and showing her champion Staffie, T-Rex.

With her thesis, ***THE PSYCHOSOCIAL EXPERIENCES OF ADOLESCENTS WITH JUVENILE IDIOPATHIC ARTHRITIS***, the candidate made significant contributions to the current body of knowledge regarding the multisystemic risk and resilience processes involved during adolescent adaptation to JIA. Aitken conducted in-depth, qualitative interviews with seven adolescent-parent dyads, which elicited rich descriptions of their experiences. The findings were presented in three main themes. The first theme, multisystemic risk processes, identified six areas which placed the adolescents at risk for negative developmental trajectories. The second theme, resilience processes, described the participants' evolving use of accommodative and active coping strategies that facilitated positive adaptation. Contrary to most of the literature, the third theme, adapting positively to JIA, highlighted that they were successfully negotiating the developmental tasks of adolescence, as well as experiencing significant levels of subjective well-being. These findings may enable the development of interventions that enhance positive adaptation to living with JIA.

Promoter: Dr P Naidoo

Co-promoters: Dr A Botha

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN ENGLISH

TIVENGA, Rumbidzai Doreen

Doreen Rumbidzai Tivenga was born in Bulawayo in Zimbabwe. She matriculated at Loreto Mission School in the Midlands Province of Zimbabwe in 2000. In 2004, she obtained a Bachelor of Arts Honours in English from the University of Zimbabwe, and in 2008 she graduated with a Master of Arts in English, also at the University of Zimbabwe. She started her career as a



high school teacher in 2005, and subsequently became a part-time lecturer at the Zimbabwe Open University and the Catholic University of Zimbabwe. She has published in *Tydskrif vir Letterkunde* and the *Journal of Black Studies*.

With her thesis, **ZIMBABWE URBAN GROOVES MUSIC AND THE INTERCONNECTIONS BETWEEN YOUTH IDENTITIES AND CELEBRITY CULTURE**, the candidate contributes to scholarship on interconnections between youth identities, music, and celebrity culture. Tivenga's findings, which draw on a textual analysis of urban grooves music and interview responses from selected urban youth, urban grooves musicians, and promoters and producers, reveal the linkages between urban grooves music and trajectories of youth identities. The study notes further the role of gender dynamics, spatial attachments, group affiliations, and the quest for visibility and power in urban grooves music and youth cultural imaginaries of the self. Tivenga argues that interactions between everyday local and global cultural and societal changes determine the nature of Zimbabwean youth's everyday experiences, intercultural encounters, and identities. A further argument is that celebrity culture and the urban grooves textuality, performativity, and patterns of circulation impacts on these everyday experiences, intercultural encounters, and identities.

Promoter: Prof I Manase

Co-promoters: Prof H Strauss

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN FILM AND VISUAL MEDIA

ROSSOUW, Martin Paul

Martin Rossouw is Head of the Department of Art History and Image Studies at the UFS, where he develops the new curriculum for the postgraduate programme in Film and Visual Media. He specialises in film philosophy and ethics; the central themes of his recently completed EU Saturn/Erasmus Mundus supported joint PhD project at the University of Groningen (2014–18), from which he received an international joint degree cum laude – a distinction reserved for the top 5% of doctorate candidates at this university. His latest publications appear in *Short Film Studies*, *Image and Text*, and *New Review of Film and Television Studies*.

With his thesis, **TRANSFORMATIONAL ETHICS OF FILM-PHILOSOPHY: THINKING THE CINEMAKEOVER** the candidate opens up a new ethical plane within the now maturing debate on 'film as philosophy'. Its central claim is that philosophers value films-as-philosophy just as much for purposes of personal transformation as they do for philosophy per se. Whenever philosophers argue that films 'do philosophy' or 'think' in a cinematic way, they often suggest, or imply, practical, transformational benefits that such films hold for the viewer. Thomas Wartenburg, Mount Holyoke College, Massachusetts, states in his examiner's report: "I support awarding Martin P Rossouw a PhD cum laude. His dissertation exhibits an impressive breadth of knowledge and a high degree of philosophical acumen. It contains many provocative, original ideas that cast the film philosophy debate in an entirely new light. This is an excellent piece of philosophy and, as such, qualifies Rossouw for his degree cum laude."

Promoter: Prof A van den Oever and Prof L Kothals-Altes

Co-promoter: Prof S Human



DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PHILOSOPHY

BOSHOFF, Hercules Jakobus

Hercules Boshoff was born on 12 August 1987. After his high school education in Vereeniging, he studied Theology and Philosophy and obtained his master's degree in Philosophy at the University of Pretoria. He is, among others, the founder of the Chairefoon initiative for young Afrikaans philosophers.

With his thesis, ***EKONOMIE EN SUBJEKTIVITEIT***, the candidate investigates the relationship between economy and human subjectivity from ancient Greek philosophy to modern philosophy. Through a reconstruction of the development of philosophical thinking on economics, he eventually asks how this thinking is reduced in capitalism to an overemphasis of the economy at the expense of other domains of life – a phenomenon known as economism. Boshoff investigates how the latter development also shrinks contemporary conceptions on human subjectivity. As an alternative to this, and in linking with the philosophy of especially Martin Heidegger, he pleads for an economy of the precious where man and the economy can stand in a more integrated relationship than in the case of economism.

Promoter: Prof JH Rossouw

HARDMAN, Theresa Jane

Theresa Hardman is an artist and registered practising architect with a research master's degree in the history and conservation of Karoo farmhouses. She taught for 26 years at the University of Port Elizabeth (now Nelson Mandela University) in the fields of design, theory, and history of Architecture. She now runs an architectural practice and teaches art and creativity.

With her thesis, ***UNDERSTANDING CREATIVE INTUITION – PERSPECTIVES FROM EASTERN AND WESTERN PHILOSOPHY***, the candidate acknowledged the importance of rational and intellectual processes during creativity, and focused on the non-rational and intuitive aspects of creative activity. She draws from her lifelong interest in Eastern philosophy, particular Zen Buddhism and Taoism, and integrates this with so-called Western philosophy. Her research is not confined to any particular discipline but applies to the creative process in all fields of human endeavour, including business, the arts, and the sciences.

Promoter: Prof B Olivier

SPANGENBERG, Yolanda

Yolanda Spangenberg was born in 1973 in Potgietersrus (Mokopane) and matriculated at the High School Piet Potgieter in 1991. She obtained the following degrees cum laude from the University of Pretoria: BA (1994), BAHons (Psychology) (1995), BAHons (Philosophy) (2003), and MA in Philosophy (2007). She furthered her postgraduate studies at the Radboud University Nijmegen (RU) in the Netherlands (between 2002 and 2004). In 2009, she accepted a full-time position in the Office on the Status of People with Disabilities (OSDP) in the Presidency. Since 2017, she works as researcher and policy analyst in the Department of Women.



With her thesis titled, **BERGSON'S ONTOLOGY OF DURATION AS AN ETHICS OF CREATION**, the candidate focuses on an ontology that responds to the question: How do we live ethically, when reality is no longer understood on the basis of self-identifying (and transcendent) forms, properties, fixed principles or values? In other words: in what sense is life the immanent source of ethics in the work of the French philosopher, Henri Bergson (1859-1941)? By showing that Bergson's philosophy of life is intricately linked with an immanent ethics of creation, the research reveals an ethics that is far richer, more fluid and creative than the abstract quality characteristic of certain transcendent interpretations of ethics. The thesis unfolds the ethical dimension in Bergson's philosophy, uncovering an ethics that resides in life itself; that is part of the internal development of life, rather than a system of morals imposed on life from 'above'.

Promoter: Prof PNJ Duvenage

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PSYCHOLOGY

PANELATTI, Angela Francesca

Angela Francesca Panelatti was born in Bloemfontein on 5 February 1971. She received her secondary education in Bloemfontein, where she matriculated at Eunice High School in 1988. In 1992, she obtained her BA degree in Languages and Psychology, and in 1993 her Honours degree in Psychology. She obtained her MA degree in Counselling Psychology in 1996, and in 2009 she obtained her PGCE with distinction. Her career as school psychologist started in Bloemfontein in 1998. In 2011, she was appointed in the Department of Education, and at present she is Head of the Department of English and also a psychologist at Eunice High School.

With her thesis, **SYLVIA PLATH: A PSYCHOBIOGRAPHICAL STUDY**, the candidate contributes to an exceptional scholarship in the field of international psychobiography. The candidate provides an in-depth psychological perspective on the psychosocial development and the internal family system dynamics across the lifespan of Plath – hailed as one of the most influential female writers of the 20th century. She is renowned for her published poetry collection, *The Colossus*, and the novel, *The Bell Jar*. Findings from the study indicate that Plath failed to acquire the ego virtues of hope, willpower, purpose, fidelity, and love as proposed by Erikson's theory. In addition, her internal family system dynamics were characterised by transferred burdens, imperfect caretaking, existential anxiety, and traumatic emotional experiences according to the model of Schwartz. This psychobiography affirmed the importance of studying the lives of extraordinary women who used their creative genius in an attempt to address socio-historical issues.

Promoter: Prof P Fouché

VAN DAMME, Elizabeth Cornelia

Elizabeth van Damme was born in Bloemfontein on 11 January 1991. She received her secondary education in Zastron, matriculating at the Zastron High School in 2009. She obtained the degree Baccalaureus Artium in 2012 and Baccalaureus Artium Honours in 2013, both with distinction, and in 2015 she obtained her Magister Artium, all at the University of the Free State.

With her thesis, **PSYCHOLOGICAL AND BEHAVIOURAL CONTROL IN ADOLESCENT IDENTITY DEVELOPMENT: AN ECOLOGICAL PERSPECTIVE**, the candidate makes a contribution towards a more holistic understanding of adolescent



psychology and identity development. An equal-weight, simultaneous design, mixed-methods research approach, incorporating both quantitative and qualitative strategies was utilised in order to investigate how adolescents balance the experience of being controlled with the autonomy of finding and developing a unique identity. The findings highlighted how various gender and age groups react to parental, peer, school, and community systems of control and how these reactions explain the variance found in identity development. Embedded in the tenets of developmental, social, and ecological psychology, it is explained how adolescents create pathways from *Conforming to control*, through *Internalising control* towards *Finding freedom from control* in an attempt to find a sense of independence, as well as a space for self-exploration towards a stable identity.

Promoter: Prof L Naudé

DOCTOR OF PSYCHOLOGY WITH SPECIALISATION IN CHILD PSYCHOLOGY

MARUFU, Tariro Accillia

Tariro Accillia Marufu was born in Zimbabwe on 10 February 1979. She received her secondary education in Harare, where she attained her Cambridge 'A' Level at Hatfield High School. She graduated with a Bachelor of Science degree in 2004 and Honours in Psychology in 2005 at the Zimbabwe Open University. She received her Master of Arts in Clinical Psychology with distinction from UCT. She started her career as clinical psychologist in Kimberley in 2014, where she was appointed senior psychologist in 2016. At present, she is a clinical psychologist at the Hawkes Bay District Health Board, New Zealand.

With her thesis, ***THE LIVED EXPERIENCES OF ADOLESCENT SUICIDE ATTEMPT SURVIVORS AND THEIR PARENTS***, the candidate makes a meaningful and novel contribution to the field of adolescent suicide, focusing on an underexplored public mental-health issue. Suicide is globally the second leading cause of death among adolescents, and a suicide attempt is the most robust predictor for suicide. The study deepens our understanding of adolescent suicide behaviour, and specifically of adolescent-parent dynamics before, during, and after the attempt. The work was approached from a dyadic perspective. An Interpretive Phenomenology approach was adopted, and findings presented through the Meaning Making Model for Adolescent attempted suicide. This conceptual model mapped two different trajectories for the development of adolescent attempted suicide, with low-risk dyads experiencing more post-traumatic growth than their high-risk peers. The findings are of particular value to mental-healthcare professionals, with recommendations made to tailor interventions to adolescents' environmental contexts.

Promoter: Dr A Botha

Co-promoter: Dr L Nel

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ACTING DEAN |

PROF RS LETŠOSA

DOCTORAL DEGREES

DOCTOR OF THEOLOGY WITH SPECIALISATION IN BIBLICAL SPIRITUALITY

RHEEDER, Jamie Petrus

Jamie Rheeder was born on 26 April 1960 in Boksburg. He attended school in Boksburg and matriculated in 1977. From 1978 to 1980, he studied at RAU, where he obtained a BA Admission degree in 1980. From 1981 to 1984, he studied at the University of Pretoria, where he earned a BDiv degree and a postgraduate diploma in Theology. He did his military service during the period 1985-1986. In 2009, he obtained an MTh degree in Biblical Spirituality (cum laude) from the UFS. He served in the DRC Vaste Burg and Pietermaritzburg South congregations before becoming a church minister in the Hayfield congregation, where he currently works.

With his thesis, ***DIE PAULINIESE MISTAGOGIE VAN DIE LIEFDE IN 1 KORINTIËRS***, the candidate focuses on Paul's use of love in 1 Corinthians to guide the community in Corinth on their spiritual journey, seen from the perspective of Biblical spirituality and mysticism. The thesis outlines the serious divisions and bitter hostility in the community, which required Paul's intervention and brought him to emphasise love as the key to spiritual growth. After explaining love as a prominent motif in Paul's letters, the thesis shows how it runs like a golden thread through 1 Corinthians, climaxing in the intense description of love in 1 Corinthians 13, where Paul celebrates love as the highest of gifts, without which a community is bound to fail. In this seminal chapter, Paul explains to the community how love guides one away from self-centredness towards an all-consuming desire to live in the presence of God.

Promoter: Prof PGR de Villiers

DOCTOR OF THEOLOGY WITH SPECIALISATION IN PRACTICAL THEOLOGY

KOEN, Anne-Lize

Anne-Lize Koen was born in Vereeniging on 9 July 1966. She received her secondary education in Estcourt and Nylstroom, where she matriculated at the Nylstroom High School in 1984. She obtained the degree BComm (Industrial Psychology) in 1988 and BCommHons (Industrial Psychology) in 1996 from the North-West University. She also obtained a BAHons (Psychology) in 2001, and MA (Psychology) with distinction in 2008, as well as an MA (Practical Theology) in 2013 from the University of the Free State.

With her thesis, ***SEKSUELE KUBER-BULLEBAKKERY EN LAAT-ADOLESENTE: 'n PRAKTIES-TEOLOGIESE STUDIE***, the candidate contributes to knowledge about adolescents' involvement in sexting, adding new perspectives to the debate on



the use of social media. With this contribution, she attempts to raise awareness about the culture of sexting to facilitate much-needed discussions on the subject. The results of the study highlight the uncertainty of parents and adolescents regarding responsible engagement with social media in general and sexting in particular. Furthermore, it emerged that sex texting can range from harmless experimentation to severe forms of cyberbullying aimed at harassment and harmful intimidation. The study emphasises that everyone (parents, teachers, and ministers) involved in adolescents' lives should be informed about the potential risks and preventative measures to address the involvement in potentially harmful sexting practices and the effect thereof. The inclusion of a spiritual dimension to Bronfenbrenner's bio-ecological model to expand the understanding of sexting as a phenomenon is also recommended.

Promoter: Prof JA van den Berg

MOSTERT, Nicolaas Jacobus

Nicolaas Mostert was born in August 1967 in Burgersdorp. After matriculating from the Paarl Gymnasium High School in 1985, he went on to study Theology at the UFS and US. His career as pastor began in 1992 in Lusaka, Zambia, where he served as pastor for 11 years. He served as a pastor in Johannesburg for five years and moved to Bloemfontein in 2007, where he is still serving as pastor of the Dutch Reformed congregation Hugenoot.

With his thesis, **MULTICULTURALISM AND URBAN CONGREGATIONS: THE QUEST FOR A SPATIAL ECCLESIOLOGY**, the candidate contributes towards the quest for a spatial ecclesiology by focusing on a specific urban multicultural congregation. The theological research revolves around the establishment of a hermeneutical relational framework from Acts 10:1- 43, and the plotting of markers for a Trinitarian spatial ecclesiology. Three social theories, namely intergroup contact theory, social identity theory, and intercultural competence theory were used as theoretical reference points. A focus-group methodology was used as empirical lens, following an intervention process to indicate shifts in inclusivity and attentiveness. A strategy of attentiveness will enhance inclusivity in the congregation if it emphasises the following practices: contact and appreciation for diversity, an understanding of God's desire for inclusivity, and the development of competencies. The study concludes that multicultural congregations can be viable 'third-space institutions' in ethnic complex urban contexts.

Promoter: Prof WJ Schoeman

VAN STRATEN, Annelene

Annelene van Straten was born in Mthatha in the Eastern Cape on 4 March 1971. She received her secondary education in Kimberley, where she matriculated at Adamantia High School in 1989. She obtained her Bachelor of Counselling cum laude in 2009, her Honours degree in Functional Therapy cum laude in 2010, and later obtained a master's degree in Practical Theology at North-West University in 2012. She was appointed as an administrative assistant in the Department of Disaster Management at the University of the Free State in 2005 to the present.

With her thesis, **THE ROLE OF PASTORAL COUNSELLING IN HEALING SPIRITUAL WOUNDEDNESS OF OFFICIAL FIRST RESPONDERS**, the candidate contributes to existing literature on trauma in the field of pastoral theology; thereby addressing the theological question of human suffering and the appropriate manner in which pastoral care and counselling might address this. The researcher explored the nature of the spiritual woundedness of official first responders, using a narrative approach to therapy and research, positioned within the paradigm of a postfoundational notion of practical theology. *The Art of War*, written by Sun Tzu, was used metaphorically to describe the war-like work environment in which the official

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first responder finds him/herself. Findings indicate that the spiritual woundedness of official first responders are often left unrecognised or unacknowledged by mental-health practitioners, but that spirituality nevertheless forms part of the official first responders' religious schemas and is a salient predictor of mental health. Therefore, it is vital to incorporate spirituality in the therapeutic process.

Promoter: Dr J Meyer

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN RELIGION STUDIES

MOKHOATHI, Joel

Joel Mokhoathi was born on 28 December 1984 in Matatiele in the Eastern Cape. He received his secondary education in Maluti, where he matriculated at the Maluti Senior Secondary School in 2005. He further obtained a Bachelor of Theology (BTh) in 2013, and a Bachelor of Theology Hons specialising in New Testament at the University of Fort Hare (UFH) in 2014. In 2016, he completed a master's degree in Theology (MTh) with specialisation in Religion Studies at the University of the Free State. He started his academic career as a contract junior lecturer in Comparative Religions at the University of the Free State Bloemfontein Campus in 2016. Subsequently, he was appointed as a full-time lecturer, and at present he is the acting Head of the Department of Religion Studies.

With his thesis, ***JUXTAPOSITIONING OF CHRISTIANITY AND AFRICAN TRADITIONAL RELIGION: A STUDY OF CHRISTIAN LEADERS AND 'SANGOMAHOOD'***, the candidate contributes to the broader study of religion, while adding value to Christian polity and African spirituality. Using a qualitative research approach, Mokhoathi explored the nebulous but pragmatic realism of people who juxtapose the Christian religion and African traditional religion (ATR). The study focused on participants who were church leaders and, at the same time, practising sangomas (traditional healers). The study established that the juxtapositioning of Christian religion and African traditional religion served as a mechanism used by practitioners to avoid anomie. This is because their distinct African identity was diluted by the introduction of early Christianity, which did not give regard to their African spiritual heritage. Instead of abandoning their orthodox cultural practices, practitioners incorporated Christian components, and as a result, did not see any conflict in serving as both Christian church leaders and traditional healers.

Promoter: Prof L Ntombana

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SYSTEMATIC THEOLOGY

ZULU, Moses

Moses Zulu was born on 10 October 1973 in the Chipata district in the eastern part of Zambia. He matriculated from the Chipata Day Secondary School in 1994, after which he obtained a Bachelor of Theology from the Justo Mwale University (Lusaka) in 1997, and a Master of Theology (Biblical Studies and Hermeneutics) from the University of the Free State in 1997. As pastor, Zulu ministered in three congregations of the Reformed Church in Zambia: Chalumbe, Bauleni, and Chawama East. He has served in various leadership positions in the church and is currently working as a minister in a multicultural congregation of the Dutch Reformed Church in Zambia. His responsibility as coordinator for the Department of Health and HIV/AIDS motivated him to develop an interpretation of God that is meaningful to vulnerable persons in post-colonial Africa.



With his thesis, titled ***GOD'S LIFE IN COMMUNION: J MOLTMANN'S SOCIAL TRINITARIANISM FOR A POST-COLONIAL AFRICAN THEOLOGY***, the candidate makes a contribution to scholarship on African theology by relating the Christian understanding of God as triune to an explicit description of the multifaceted post-colonial African context. Addressing the issue of an interpretation of God within conditions of suffering, he critically engages several discourses on God by African traditional religion, missionary Christianity, contemporary systematic theology, and especially the social Trinitarianism of Jürgen Moltmann. By employing the notions of God's nearness, God's suffering, and God's relationality hermeneutically, which are associated with Trinitarian thinking, the candidate generates a re-visioned understanding of God which can meaningfully interact with the multiple challenges in Africa. Such a constructive and contextual reading of the traditional Trinitarian doctrine opens new pastoral and social possibilities which are not found in existing work by African theologians.

Promoter: Prof R Venter

The Main Procession graduation gowns – embroidered with rich diversity

South Africa, and the Free State in particular, has a long-standing friendship with our neighbouring country, Lesotho.

Through a shared history, we have become co-creators of our futures. For this reason, the UFS decided to incorporate our tradition with that of the Basotho in the design of our Main Procession graduation gowns.

The gowns are inspired by the Seanamarena – the traditional Basotho blanket. The different patterns on the Seanamarena indicate the status one holds in the Basotho nation or reflect the occasion being celebrated. Keeping the Seanamarena pattern in mind, we combined our traditional academic designs with that of the Basotho nation.

YOKE PATTERNS

Yoke pattern for the Chancellor and Vice-Chancellor

This Seanamarena pattern is an interpretation of a design – used exclusively for the king and chiefs – which means “to swear by the king”. This blanket has the highest status of all Basotho blankets.



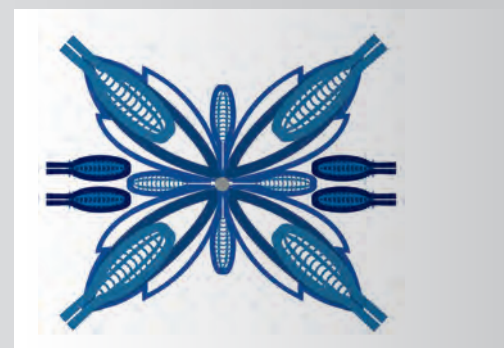
Yoke pattern for the Chairperson of the Council

This Seanamarena Victorian crest motif appeared after the visit of the Prince of Wales to Lesotho in 1925, which made a profound impression on the local people. Customers refer to this blanket as ‘lesiba’ – meaning feathers – when buying it.



Yoke pattern for the Vice-Rector

This Seanamarena Poone design symbolises good crops, wealth, and fertility. The Poone is given as a present to honour an important visitor.



Yoke pattern for Registrar

The same Seanamarena Poone design used for the Vice-Rector applies to the Registrar, with some slight design and colour alterations.

The Deans wear gowns made in the colours of the faculties or others which indicate the office they hold.





CONGRATULATIONS FROM THE ALUMNI OFFICE

Warmest congratulations on your graduation and best wishes for your next adventure! We are very proud of you. We hope that you will stay in touch with your Alma Mater and share your future achievements with other Kovsie alumni.

CELEBRATE EXCELLENCE

Alumni are a real measure of a university's brand and we strive to keep you informed of the crop of exceptional young leaders and pioneers emerging from Kovies. We do this through our online platforms, social media, publications like BULT and events such as the Chancellor's Distinguished Alumni Awards.

GROW THE COMMUNITY

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