



## **UPDATE ON RESEARCH OUTPUT AND RESEARCH ACTIVITIES**

**2018**

**Compiled By:**

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**Efforts have been made to present the research output and research activities as accurately as possible, although errors might have arisen from the process of entering details of individual research. Any errors are regretted and will be corrected in the next issue of the publication.**

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## **EDITORIAL**

This publication gives an overview of research output and research activities at Great Zimbabwe University (GZU), for the year 2018. Research output documented herein is in the form of books, book chapters, articles in refereed journals and conference presentations, whilst research activities include public lectures, symposia, research projects, and doctoral graduates.

A total of 15 books were produced. The number of book chapters were 23 in 2018 whilst the articles published in referred journals were seventy (73). In 2018 forty six (45) papers were presented at local and international conferences.

A workshop and symposium was organised by the Simon Muzenda School of Arts, Culture and Heritage Studies for DPhil supervisors, prospective supervisors and DPhil students aimed at equipping supervisors with expertise as well as equipping students in research and theses writing. One (1) international conference was organised and hosted by the University. Various Schools conducted research workshops and research projects. Thirteen (13) academic members and one (1) non – academic staff member obtained doctoral degrees in 2018.

A total of one hundred and twenty eight (128) staff members were registered doctoral students in 2018. This is expected to improve the worth of research output and research activities in the University.



Prof P Gwirayi  
Director, Research and Postgraduate Studies

## PUBLISHED RESEARCH

Name of author	Publication
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### Books

- Chidoko, C.** (2018). *Industrial strategy and trade policy essays*, BookLove Publishers: Gweru.
- Chidoko, C. & Magonde, J.** (2016). *International trade theory and policy. A Zimbabwean integrated approach*. Canadian Centre of Science and Education: Toronto, Canada.
- Dhlomo, T., Phiri, L.. & Ndhlula, D.** (2018). *Keys to indigenous language english, ECD B level B*. Cambridge University Press, Cape Town.
- Dhlomo, T., Phiri, L.. & Ndhlula, D.** (2018). *Keys to integrated workbook, ECD B level B*. Cambridge University Press, Cape Town.
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- Phiri, L., Ndhlula, D., & Dhlomo, T.** (2018). *Keys to integrated teacher's resource book, ECD level B*. Cambridge University Press, Cape Town.

## Book Chapters

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- Konyana, E.G. & Muyambo. T..** (2018). Shona marriage in Zimbabwe and African indigenous knowledge systems in a global context: an ethical critique. In Okyere-Manu, B. and Moyo, H., (2018). *Intersecting African Indigenous Knowledge Systems and Western Knowledge Systems: Moral Convergence and Divergence*. Pietermaritzburg: Cluster Publishers, pp.151-163.
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## Articles in Journals

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- Chikobvu, D. & **Shoko, C.** (2018). A Markov model to estimate mortality due to HIV/AIDS using CD4 cell counts based states and viral load levels based states and CD4 counts; a Principal Component Analysis approach. *Infectious Disease and Therapy*, <https://doi.org/10.1007/s40121-018-0217-y>.
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- Gambe, T. R.** (2018). The gender dimensions of water poverty: Exploring water shortages in Chitungwiza. *Journal of Poverty* [Online], 1-18. DOI: [10.1080/10875549.2018.1517399](https://doi.org/10.1080/10875549.2018.1517399)
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- Pooe, D. & Munyanyi, W.** (2018). The influence of collaboration-oriented organisational capabilities on supply chain competence among small and medium enterprises, *Acta Commercii, Special Issue*.
- Saungwene, T.** (2018). An analysis of public debt servicing in Zambia: Trends, reforms and challenges. *Croatian International Relations Review (CIRR)*, XXIV(81), 113-136.

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- Saungweme, T. & Odhiambo, N.M.** (2018). Public debt dynamics in emerging market economics: The experience of South Africa. *Acta Universitatis Danubius Administratio*, 10(1), 39-59.
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## Conference Presentations

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- Chikobvu, D. & Shoko, C.** (2018). A Markov model to estimate mortality due to HIV/AIDS using CD4 cell counts based states and viral load levels based states and CD4 counts; a Principal Component Analysis approach. *Paper presented at the South African Statistics Association Conference, University of South Africa, 26 30 November.*
- Chimwai, L. & Munyanyi, W.** (2018). Risk perceptions, risk attitude and risk management mechanisms adoption in Small and Medium Enterprises. *Paper presented at the Development Finance Conference, Durban, South Africa.*
- Dube, L.** (2018). As many names as angles: The politics of naming gun-holders in Zimbabwe's history of wars in Matabeleland. *Paper presented at the 20<sup>th</sup> Names Society of Southern Africa (NSSA) International Conference, Polokwane, South Africa, 18-20 September.*
- Dube, L.** (2018). Worse than pigs: culture and law used to trivialise gays' and lesbians' right to be different? *Paper presented at the Interrogating curriculum issues on a kaleidoscopic global terrain conference, Victoria Falls, 2-3 October.*
- Ganga, E.** (2018). Has inclusivity dampened stigmatization and marginalisation of children learning with disability in rural Zimbabwe? *Paper presented at the 11<sup>th</sup> Annual International Southern African-Nordic Centre (SANORD) Conference, Jyvaskyla, Finland, 15-17 August.*
- Jekese, G., Chindoza, K.** (2018). Disruptive technology governance in Higher Education Institutions: A case study of Zimbabwean State Universities. *Paper presented at the Ubuntu – Net*

*Connect, Towards SMART African Universities: Services that Matter* Conference, Hotel Verde Zanzibar, Tanzania, 21st – 24th November.

- Jekese, G.** (2018). Land availability alert system with google maps integration using GPS and GSM technologies: a case study for Chitungwiza Municipality, Zimbabwe. *Paper presented at the 1<sup>st</sup> International Conference on Networking, Information Systems & Security Conference*, Tangier, Morocco, 27-28 April.
- Jekese, G.** (2018). Predictive models for short term global horizontal irradiation in Zimbabwe based on machine learning algorithms. *Paper presented at EAI International Conference on Innovations and Interdisciplinary Solutions for Underserved Areas*, Kigali, Rwanda, 24-25 March.
- Kwenda, C.** (2018). Effect of podcasting in curriculum on student learning outcome. *Paper presented at the Interrogating curriculum issues on a kaleidoscopic global terrain conference*, Victoria Falls, 2-3 October.
- Mabuto, M.P. & Mashokoh, A.** (2018). ‘Dare to disown?’ Students’ perceptions of disaster management a State University – A case study of a selected library in Masvingo Province, Zimbabwe. *The International Journal of Humanities and Social Studies*, 69
- Madlome, S.K.** (2018). Revitalising the psyche of vatsonga nation in a multicultural society. *Paper presented at the Afrocentricity conference*, MSU Zvishavane Campus, 9 November.
- Madusise, S.** (2018). Possibilities for science, technology, engineering and mathematics (STEM) education in Zimbabwean under-resourced mathematics classrooms. *Paper presented at the Interrogating curriculum issues on a kaleidoscopic global terrain conference*, Victoria Falls, 2-3 October.
- Madzanire, D.** (2018). Cultural clash due to cultural difference: an eminent challenge for international students at one university in Zimbabwe. *Paper presented at the 8<sup>th</sup> teacher education and interdisciplinary research*

conference, Drankensburg Sun Resort, Durban, South Africa, 9-12 December.

**Madzanire, D.**

(2018). Suggesting an education strategy to reduce cultural conflict in diverse learner populated schools. *Paper presented at the School of Education International conference on education*, Victoria Falls, 2-3 October.

**Magwa, S.**

(2018). Challenges encountered by international students in higher education system: A case study of Masvingo and Midlands provinces in Zimbabwe. *Paper presented at the Internationalizing University culture in Development Educational Environments Conference*, Gaborone University, Botswana, 4-5 July.

**Mahundi, P.**

(2018). The influence of culture and religion on family eating patterns: A case of Mutare urban residents. *Paper presented at the AEDA Conference*, Atlantic Imbizo Conference and Functions Studio, Waterfrot, Cape Town, South Africa, 4-6 April.

**Mandiudza, L.**

(2018). Synchronizing the vocational subjects' pedagogy and their assessment approaches in order to measure what matters. And preparedness of Zimbabwean secondary schools form effective implementation of textile technology and design updated curriculum: A case of masvingo district selected secondary schools. *Paper presented at the School of Education International conference on education*, Victoria Falls, 2-3 October.

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(2018). Specialised anti-corruption courts: A progressive or regressive measure in promoting Africa's sustainable path to transformation? *Paper presented at the Economic Crime And Cyber-Crime Conference (ECCC), Combating Economic Crime And Cyber-Crime In Africa: Recent Trends And Challenges*, University of The Western Cape, Faculty of Law, 5 October.

**Mapako, F.P.**

(2018). Curriculum reform in Zimbabwe: implications for national development. *Paper presented at the 3<sup>rd</sup>*

*International Interdisciplinary Annual Conference, Nairobi, Kenya, 27-30 June.*

- Marashe, J.** (2018). The educators' perception of the new curriculum framework: The case of family and religious studies in secondary schools in the Chipinge district. *Paper presented at the School of Education International conference on education, Victoria Falls, 2-3 October.*
- Mareva, R. & Mapako, F.P.** (2018). A content analysis of whatsapp status notifications. *Paper presented at the Interrogating curriculum issues on a kaleidoscopic global terrain conference, Victoria Falls, 2-3 October.*
- Mareva, R. & Gonye, J.** (2018). Replacement of the ZIMSEC O-level English language paper 2 registers component with grammar in the context of the updated Ubuntu-oriented curriculum: teachers' and learners' perceptions. *Paper presented at the Interrogating curriculum issues on a kaleidoscopic global terrain conference, Victoria Falls, 2-3 October.*
- Mashamba, T.** (2018). An analysis of liquid management practices of banks in emerging markets. *Paper presented at the African Review of Economics and Finance Conference, University of Witwatersrand, Johannesburg, South Africa, 22-23 August.*
- Mazuruse, M.** (2018). An examination of implementation challenges of the updated Zimbabwean indigenous language curriculum in Masvingo urban schools. *Paper presented at the Interrogating curriculum issues on a kaleidoscopic global terrain conference, Victoria Falls, 2-3 October.*
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**Mudita, K.**

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**Mudita, K.**

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**Mugweni, R.**

(2018). Culture and modernity. The impact of child rearing practices on children's holistic development in Masvingo, Zimbabwe. *Paper presented at the 11<sup>th</sup> Annual International Southern African-Nordic Centre (SANORD) Conference*, Jyvaskyla, Finland, 15-17 August.

**Mugweni, R. & Ganga, E.**

(2018). Parenting 123: Zimbabwean mothers expression of warmth. *Paper presented at the Discourse of Leadership in the Diverse Field of Early Childhood Education*, Lammi's Research Station, Helsinki, Finland, 6-11 August.

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(2018). The effects of knowledge management and information sharing capabilities on the operational flexibility of small and medium enterprises. *Paper presented at the International Business Conference*, Mauritius, 23-26 September.

**Mupfumira, I.M.**

(2018). Implication of the grade 7 examinations on the teaching and learning of home economics. *Paper presented at the International Conference on Interrogating Curriculum issues in a kaleidoscopic global terrain*, Elephant Hills Hotel, Victoria Falls Zimbabwe 2-3 October.

**Mupfumira, I.M.**

(2018). Demonstration and supervised practice in the teaching and learning of textiles in the primary school

curriculum. *Paper presented at the International Conference on Interrogating Curriculum issues in a kaleidoscopic global terrain*, Elephant Hills Hotel, Victoria Falls Zimbabwe 2-3 October.

**Mupfumira, I.M.**

(2018). Resources in the teaching and learning of textiles: a comparative study of an urban and rural school in Masvingo. *Paper presented at the International Conference on Interrogating Curriculum issues in a kaleidoscopic global terrain*, Elephant Hills Hotel, Victoria Falls Zimbabwe 2-3 October.

**Muwaniki, C.**

(2018). Family literacy practices responsiveness to the new curriculum framework for primary and secondary education: the case of a primary school class in Masvingo Urban. *Paper presented at the International Conference on Interrogating Curriculum issues in a kaleidoscopic global terrain*, Elephant Hills Hotel, Victoria Falls Zimbabwe 2-3 October.

**Muwaniki, C.&  
Wedekind, V.**

(2018). Vocational education and training curriculum responsiveness in the context of economic implosion: The case of Zimbabwe. *Paper presented at the 14<sup>th</sup> General Conference & 50<sup>th</sup> Anniversary Celebrations of the Association of African Universities*, Accra- Ghana 5-8 June.

**Naidoo, S. & Chiwaura, H.**

(2018). Re-dressing the balance: Revisiting the enigmatic role of Universities in Arts and culture in Zimbabwe through postmodernism lenses. *Paper presented at the 11<sup>th</sup> Annual International Southern African-Nordic Centre (SANORD) Conference*, Jyvaskyla, Finland, 15-17 August.

**Naidoo, S.**

(2018). Art and culture in human development and education: The transformation of Zimbabwe's education curricula. *Paper presented at the 11<sup>th</sup> Annual International Southern African-Nordic Centre (SANORD) Conference*, Jyvaskyla, Finland, 15-17 August.

- Naidoo, S.** Re-thinking the feminist agenda in selected female authored Zimbabwean Literature. *Paper presented at the African Studies Association of the United Kingdom (ASAUK) Conference.* University of Birmingham, United Kingdom, 11 September.
- Nyoni, M.** (2018). Home made books: pedagogical foes ore friends? *Paper presented at the International Conference on Interrogating Curriculum issues in a kaleidoscopic global terrain,* Elephant Hills Hotel, Victoria Falls Zimbabwe 2-3 October.
- Nyota, S.** (2018). Sustainability starts with teachers. *Paper presented at the Education for Sustainable Development, Community of Practice Project under the UNESCO (SADC) Project Conference,* Johannesburg, South Africa, 13-16 March.
- Pooe, D. & Munyanyi, W.** (2018). The influence of partnering, technology proactiveness capabilities on operational flexibility of Small and Medium Enterprises. *Paper presented at the International Business Conference,* Mauritius, 23-26 September.
- Sibanda, E.M.** (2018). The partially won battle of indigenous languages promotion in Zimbabwe's education system. *Paper presented at the 19<sup>th</sup> Interim Conference of the African Languages Association of Southern Africa.* University of Cape Town, South Africa, 9-11 July 2018.
- Viriri, E.** (2018). The Communicative Approach to Language Teaching. *Paper presented at the Teaching of African Languages Induction Workshop,* Ambassador Hotel, HARARE, 16-17 August.

**Great Zimbabwe University and the Robert Mugabe School of Education and Culture hosted an International conference with the theme *Interrogating Curriculum Issues on a Kaleidoscopic Terrain*.**

The conference hosted by the department of Curriculum Studies, in the Robert Mugabe School of Education and Culture was aimed at obtaining data on the diversity of Curriculum issues held on 2 and 3 October 2018 at the Elephant Hills hotel in Victoria Falls. The keynote speaker for the conference were Dr. Ewelina Niemczyk from North West University and the special guest was Dr. S. Urenje from the International Centre for Sustainable Development (SWEDESD). The conference was attended by thirty- three Great Zimbabwe University staff members, fifteen from other institutions within Zimbabwe and managed to draw five international delegates from South Africa, Zambia and Sweden. The organisers recommended that some of the papers presented be published as book chapters. The technical team was to invite full papers from the presenters for them to go for editing before they were published



Dr. S. Urenje first from left (front row) and Dr. E. Niemczyk second from right (front row) pose for a photo with some of the participants.



Dr Ewelina Niemczyk from North West University (South Africa), the key-note speaker presenting at the *International conference on Interrogating Issues on a Kaleidoscopic Terrain*.



Some of the participants at the International Conference on Interrogating Curriculum Issues on a Kaleidoscopic Terrain

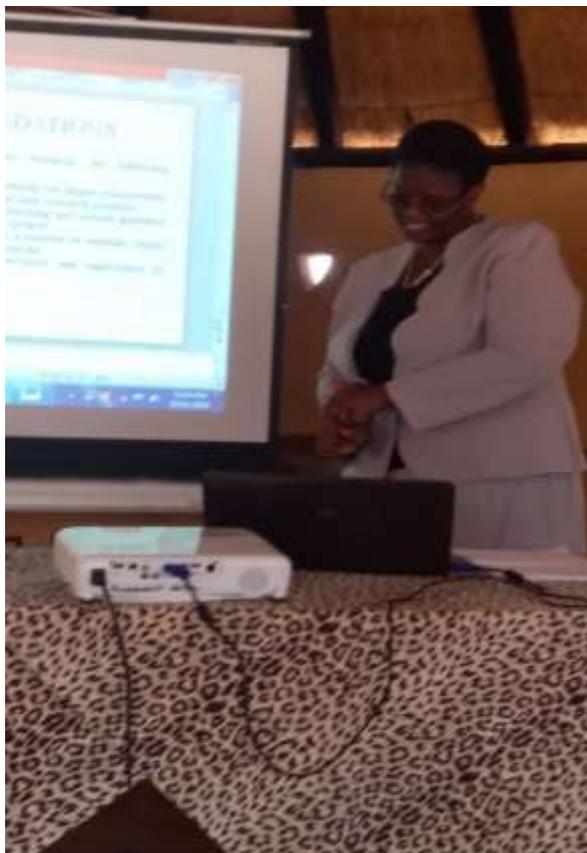
Early Career Researchers Writing retreat at Panyanda Lodge, Masvingo.

The Research and Postgraduate Studies Office called for an early career researchers writing workshop with early career researchers from all Schools. However, presenters who responded and managed to present were from the school of Arts, Culture and Heritage Studies, and from the School of Education and Culture.

The writing retreat for early career researchers was held at Panyanda lodge on 15 to 17 October 2018. The workshop was aimed at equipping early career researchers on skills to write and publish papers. Preliminary papers were presented and the presenters were given guidance and had to correct and present the corrected papers on the final day of the workshop.



Mr. Munyaradzi Phiri from the Simon Muzenda School of Arts, Culture and Heritage Studies presenting at the Early Career Researchers Writing retreat workshop.



Mrs. Samkeliso Chademana from the Robert Mugabe School of Education and Culture presenting at the Early Career Researchers Writing retreat workshop.



**Tafirei Mashamba Doctor of Philosophy (Finance)  
University of KwaZulu Natal  
Munhumutapa School of Commerce**

*Thesis Title: Liquidity management practices of banks in emerging market economies under Basel III liquidity regulations*

## **ABSTRACT**

During the 2007 to 2009 global financial crisis several banks experienced liquidity problems; largely, as a result of liquidity management practices they pursued prior the crisis. In an effort to strengthen banks liquidity management practices the Basel Committee on Banking Supervision announced harmonized and binding liquidity requirements for banks in December 2010 under Basel III framework in the form of the Liquidity Coverage Ratio

(LCR) and Net Stable Funding Ratio (NSFR). The LCR aims to enhance banks short term resilience to liquidity stress lasting 30 calendar days by requiring them to maintain sufficient stock of high quality liquid assets. The NSFR seeks to limit banks asset and liability mismatch by demanding them to maintain a balanced funding mix that is commensurate with their asset base and off-balance sheet activities. Thus, liquidity standards are deliberately aimed at affecting banks' liquidity management practices. However, the new liquidity regulations introduced by the Basel Committee on Banking Supervision may bring a new source of intertemporal assets and liabilities choices that are currently absent in banks' decision making processes. Moreover, as with all regulations, liquidity standards may or may not produce their expected goals. Accordingly, this study sought to examine the impact of Basel III liquidity standards, in particular the LCR which is now binding, on liquidity management practices of banks operating in emerging markets economies. Employing the two-step system Generalised Method of Moments estimation technique on a panel of forty emerging market economies banks over the period 1 January 2011 to 31 December 2016, the results obtained revealed that banks in emerging market economies have target liquidity ratios they pursue and partially adjust their liquidity due to financial frictions. Furthermore, the study established that Basel III LCR liquidity regulation complemented liquidity management practices of banks in emerging markets. In terms of the behavioral response of banks in emerging markets to liquidity standards, the study found that, on the asset side, banks in emerging market appear to have elevated their stock of high quality liquid assets and on the liability side, it seems banks in emerging markets increased retail deposits, equity and long term funding. Moreover, empirical results demonstrated that the LCR charge did not adversely affected the profitability of banks in emerging markets. Among other things, these findings suggest that the LCR liquidity regulation is less effective in jurisdictions with high liquidity reserves. In addition, changes in banks' funding mix caused by regulatory pressure stemming from the LCR rule may lead to stiff competition for retail deposits among banks. The study therefore recommends that regulators and policy makers should monitor competition for retail deposits to prevent reversal of financial sector stability gains achieved by liquidity regulations. The study also advocates for adoption of Basel III liquidity standards in jurisdictions with commercial banks that depend more on capital markets for funding.



**Lazarus Chapungu (PhD in Environmental Science)**

**Gary Magadzire School of Agriculture and Natural Sciences**

**University of South Africa**

*Thesis Title : Impact of Climate Change on Vegetative Species Diversity in Masvingo Province, Zimbabwe*

**Abstract**

Vegetative species diversity is under threat from environmental pressures, particularly climate change. As the impacts of climate change vary from place to place, response of vegetative species diversity to a changing climate also vary depending on geographical location. The response of vegetative species diversity under dry conditions in Zimbabwe is not well known. This study assessed the impact of climate change on vegetative species diversity under semiarid conditions of Masvingo province in Zimbabwe. This was achieved by determining climate change trends over a period of forty years (1974-2014), and examining the relationship between vegetative species diversity and spatially interpolated climate data. The absence of historical diversity data prompted the use of remote sensing to enable the assessment of spatial and temporal changes. Thus, the Normalised difference

vegetation index (NDVI) was used to assess vegetative species diversity changes after establishing a positive relationship between species diversity and NDVI. The mixed methods research design was used as the strategy of inquiry. The non-aligned block sampling design was used as the sampling framework from which 198 sampling points were identified. Meteorological data obtained from Zimbabwe Meteorological Services Department (ZMSD) and the National Climate Data Centre (NCDC) were used for climate change analysis. Data collected through image analysis, direct observations, questionnaire surveys and interviews were used to assess the impact of climate change on vegetative species diversity. Results indicate that all temperature related variables have significant ( $p < 0.05$ ) trends over the period under study. Precipitation related variables have significant ( $p < 0.05$ ) trends also. However, the trend for seasonal total precipitation was not significant but declining. The significant trends indicate that climate change occurred over the period under study. 93% of the respondents confirmed having experienced the climate change phenomenon. Results also show a significant relationship between climate elements (precipitation and temperature) and vegetative species diversity represented by Shannon Weaver Index (H). More so, there is a positive relationship between NDVI and H. Vegetative species diversity represented by NDVI decreased over the period under review. The results indicate that climate change has contributed to the decrease of vegetative species diversity in Masvingo province, thus it is a force behind many other factors contributing to biodiversity loss.



UNIVERSITY OF CAPE TOWN  
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD



GRADUATION CEREMONY 2018

**Sambulo Ndlovu (Doctor of Philosophy in the Department of Linguistics)**

**Simon Muzenda School of Arts, Culture and Heritage Studies**

*Thesis Title: A Comparative Analysis of Metaphorical Expressions Used by Rural and Urban Ndebele speakers: The Contribution of S'ncamtho*

Supervisor: Doctor Ellen Hurst; University of Cape Town

### **Abstract**

This thesis explores language expansion and change through metaphorical expressions that originate with urban youth varieties. It focuses on the impact of S'ncamtho, an Ndebele-based urban youth variety of Bulawayo in Zimbabwe along the variables of rural/urban, sex, age

and level of education. The thesis uses Cognitive Metaphor Theory to build on research on metaphor in urban youth varieties to answer the overarching question; how is S'ncamtho impacting Ndebele? It confirms that sex and sexuality, music and partying, love and relationships are popular themes in S'ncamtho. The thesis identifies relexicalisation and replacement of metaphoric vehicles as the main metaphor derivational strategies in S'ncamtho and confirms the existence of clearly discernible genres of metaphor in S'ncamtho which are proverbs, sayings, aphorisms and euphemistic metaphors.

While S'ncamtho and other youth varieties in Africa have been identified as urban varieties, the study brings in the dimension of measuring the spread of S'ncamtho to peri-urban and rural areas. Data from questionnaire tests, interviews and observations is analysed using the Idiom Familiarity and Comprehension Judgement Method to measure the impact and spread of S'ncamtho metaphors. The guiding theory in evaluating the spread of S'ncamtho metaphors is a Social Psychology framework- Social Impact Theory (SIT). The thesis argues that S'ncamtho metaphors spread outside Bulawayo's high density male youth to female and older Ndebele speakers in and outside the city, it identifies male youth in the age cohort 15-35 years as more familiar and using more S'ncamtho metaphors compared to females and older males in urban, peri-urban and rural areas. It also reveals that S'ncamtho metaphor familiarity declines with age and distance from Bulawayo, and that generally females use less S'ncamtho compared to males and the young are more familiar with S'ncamtho compared to adults. The research reveals that there is no significant difference between rural and urban professionals in S'ncamtho metaphor familiarity and this confirms that improved communication networks impact on the spread of S'ncamtho as professional people frequent Bulawayo for pay and other services. However, the study also noted that there are still more people who have negative attitudes towards S'ncamtho, compared to those who view its impact positively. The thesis argues that the popularity of S'ncamtho has seen S'ncamtho metaphors operating in professions including journalism, health professions, teaching and religious professions. Furthermore, attitudes are changing as some people have begun to view S'ncamtho positively outside the criminal prejudices.



**Macheka Mavis Thokozile**

Simon Muzenda School of Arts, Culture and Heritage Studies

*Thesis Title: A Political Ecology Approach to Understanding the Implications for Rural Development in Drought Prone Savannah: A Case Study of Land and Forest Use in Chivi District, Southern Zimbabwe*

University of KwaZulu Natal, South Africa

**Abstract**

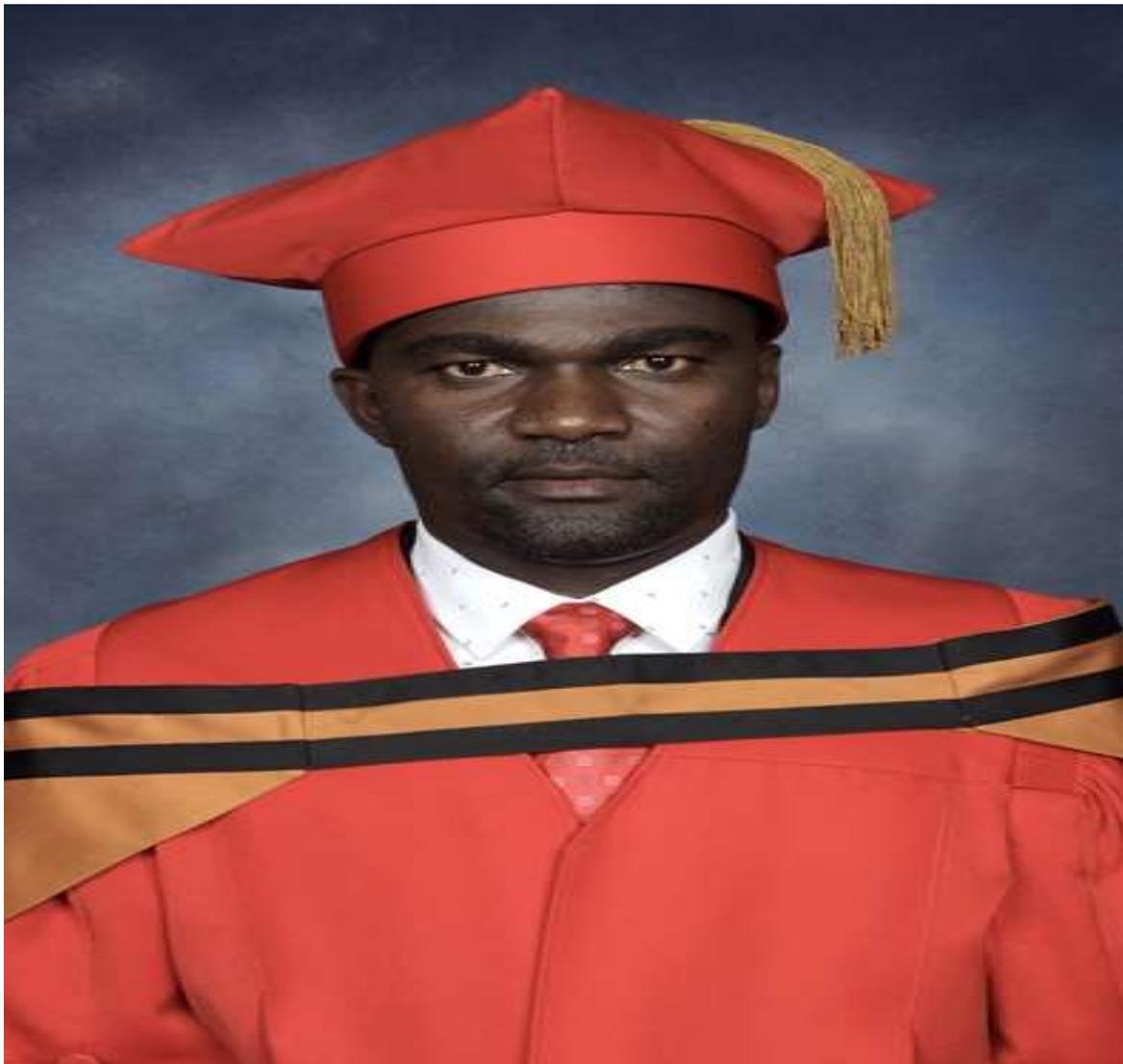
Given the role that natural resources play in the development of rural communities, there is an urgent need for a better understanding of the reasons why communities abuse the same resources that sustains their livelihoods. This thesis specifically analyses land and forest

resource access and use in rural Zimbabwe through political ecology lens. Political ecology has widely been discussed globally and used even in most recent analyses of interactions between humans and the environment. The study therefore explores resource access and use in Chivi District, Southern Zimbabwe, where the communities are struggling to maintain their natural resources in a context where immediate survival needs outweigh any concerns for ecological sustainability. Deriving from this background, the main objective of the thesis is to assess through political ecology lens, the implications of land and forest access and use, for rural development in drought prone areas such as Chivi District. To achieve this objective, the study adopts Chivi District, a drought-prone area in Southern Zimbabwe as its case study. The choice is based on the fact that Chivi District is an area already overstretched in terms of natural resources, especially land and forest resources which are continuously depleting as a result of indiscriminate exploitation by local communities.

The data was gathered from the field through interviews, transect walks and focus group discussions. Data was gathered from government departments, non-governmental organisations, traditional leaders, farmers, traditional artifact sellers and other community members. Data collected from the field was analysed thematically. The presentation and analysis is in the form of detailed descriptions, using narrative vignettes and direct quotes where necessary. The study established the relationship between political ecology and livelihoods strategies. The livelihood strategies adopted by the Chivi District community are influenced by external influences. While most of the focus of literature on environment and development is on natural causes of environmental degradation, this study focused more on the linkages between environmental conservation, local communities and possible drivers of land and forest resource extraction. The study established the existence of a politicised environment in which the relationship between state actors, traditional leaders, local community, non-governmental organisations and the physical environment is conditioned by power relations. The existence of prescribed governance system in natural resources represent

attempts by the state to restrict local communities from overexploiting natural resources but despite the existence of state actors and NGOs in the management of land and forest resources, natural resources in Chivi District are severely deteriorating and degrading. There are several flaws and shortcomings in the allocation of responsibility and authority over management of these resources. It also established that the destruction of resources is due to unsustainable livelihood strategies and there is competition for survival on a declining natural resource base. The unsustainable activities are firewood selling, craft industry, farm brick moulding and selling, illegal mining, stream bank cultivation, destruction of wetlands among others. These practices heavily depend on unsustainable exploitation of the natural resources and hence contribute to the destruction of its natural resource base such as gully development, siltation, deforestation and land degradation. The study further established that widespread deforestation and degradation is attributed to a number of factors that influences Chivi District to exploit resources. This thesis presents political, legal, economic, social and environmental factors as drivers of environmental degradation in Chivi District. The factors have a bearing on sustainable rural development because the people of Chivi depend on their immediate environment for survival and development. The study, thus, concludes that resource use and power dynamics in everyday interactions go beyond the local community. Political, economic, social, environmental and legal factors interacted in complex ways in bringing about the current state of land and forest resources in drought prone Chivi District.

**Key words:** political ecology, land and forest use, rural development



**Cowen Dziva (Doctor of Philosophy in Development Studies)**

Julius Nyerere School of Social Sciences

*Title of your thesis: Advancing the rights of rural women with disabilities in Zimbabwe: Challenges and Opportunities for the twenty first century*

University of South Africa (UNISA)

**Abstract**

Disability studies largely ignored or neglected the experiences of rural women with disabilities (WWD) in the Global South. This qualitative study documents the challenges faced by Zimbabwean rural WWD in the enjoyment of their fundamental rights and freedoms. Against the backdrop of various global, regional and national efforts to advance

WWD's rights, the study examines possibilities for change. Utilising a phenomenological design, data were collected through in-depth interviews with women and girls with disabilities (WGWD), and semi-structured interviews with state and non-state actors in disability rights. Augmented by observations and extensive literature and policy reviews, the research findings revealed that the majority of rural WWD are not aware of their legal rights and have limited access to productive resources, information, employment, education and food. Rural WWD face mobility challenges and are largely discriminated against in health institutions and excluded from taking part in socioeconomic and political activities. Girls with disabilities in inclusive schools battle against a myriad of attitudinal, environmental and administrative hurdles that limit their academic and social functioning. The results confirm the feminist disability theory's view that the functioning of WGWD is heavily determined by wider contextual, social, historic and gendered power relations. The findings support recommendations for an urgent alignment of liberal national disability instruments, policies and practices to international human rights norms. The 2013 Constitution effectuates a human rights approach to disability, yet in practice the exclusion of the disabled, rural, female 'other' continues unabated. Transformation in this regard must include a restructuring of financial resourcing of various state institutions for advancing disability rights. Various avenues to ensure for effective disability rights mainstreaming, lobbying, advocacy, awareness raising, and capacitation of rural communities are suggested. At the heart of it all is a change in mind-sets to embrace WWD as equal human beings with rights and dignity.



**Lazarus Chapungu (PhD in Environmental Science)**

**Gary Magadzire School of Agriculture and Natural Sciences, Department of Physics,  
Geography and Environmental Sciences**

*Thesis title: Impact of Climate Change on Vegetative Species Diversity in Masvingo  
Province, Zimbabwe*

*Supervisor University of South Africa*

**Abstract**

Vegetative species diversity is under threat from environmental pressures, particularly climate change. As the impacts of climate change vary from place to place, response of vegetative species diversity to a changing climate also vary depending on geographical location. The response of vegetative species diversity under dry conditions in Zimbabwe is not well known. This study assessed the impact of climate change on vegetative species diversity under semiarid conditions of Masvingo province in Zimbabwe. This was achieved by determining climate change trends over a period of forty years (1974-2014), and examining the relationship between vegetative species diversity and spatially interpolated

climate data. The absence of historical diversity data prompted the use of remote sensing to enable the assessment of spatial and temporal changes. Thus, the Normalised difference vegetation index (NDVI) was used to assess vegetative species diversity changes after establishing a positive relationship between species diversity and NDVI. The mixed methods research design was used as the strategy of inquiry. The non-aligned block sampling design was used as the sampling framework from which 198 sampling points were identified. Meteorological data obtained from Zimbabwe Meteorological Services Department (ZMSD) and the National Climate Data Centre (NCDC) were used for climate change analysis. Data collected through image analysis, direct observations, questionnaire surveys and interviews were used to assess the impact of climate change on vegetative species diversity. Results indicate that all temperature related variables have significant ( $p < 0.05$ ) trends over the period under study. Precipitation related variables have significant ( $p < 0.05$ ) trends also. However, the trend for seasonal total precipitation was not significant but declining. The significant trends indicate that climate change occurred over the period under study. 93% of the respondents confirmed having experienced the climate change phenomenon. Results also show a significant relationship between climate elements (precipitation and temperature) and vegetative species diversity represented by Shannon Weaver Index (H). More so, there is a positive relationship between NDVI and H. Vegetative species diversity represented by NDVI decreased over the period under review. The results indicate that climate change has contributed to the decrease of vegetative species diversity in Masvingo province, thus it is a force behind many other factors contributing to biodiversity loss.



**Louise Stanley Madungwe (Mathematics Education) UNISA**

*Title of research thesis: Opportunity to Learn Mathematics: The Case of Visually Impaired Secondary School Students in Zimbabwe*

**Abstract**

The study examined the opportunities to learn Mathematics that are accorded to secondary school students with visual impairment in Zimbabwe. The study focused on form one and form two students who are completely without sight, but are learning in inclusive settings, together with their Mathematics teachers. The study examined how teachers interacted with the subject matter, how the teachers interacted with the visually impaired students and how these students interacted with partially sighted students in the teaching and learning process. The study adopted the case study approach under the qualitative inquiry. Data was collected using document analysis, lesson observations, personal interviews with teachers and focus group interviews with students who were purposive sampled. The study established that visually impaired students were not accorded adequate opportunities to learn mathematics at secondary level. The reasons for this deficit are (1) visually impaired students learnt the

same curriculum as sighted students when they could not access some topics on the syllabus, (2) the teachers were professionally qualified but they lacked the necessary specialist training for teaching students without sight, (3) teachers used the same teaching methods as those used with sighted students, (4) a lot of time was spent on task though not much ground was covered, (5) the schools were not adequately resourced with appropriate teaching and learning materials for use by visually impaired students, culminating in lost opportunities to learn mathematics. The study recommends that appropriately qualified teachers be deployed to teach at schools for the visually impaired, that all secondary teachers learn the basic modules in Special Needs Education during training. The study also recommends for the government to assist the schools for the visually impaired students to import the much needed teaching and learning equipment. The study has provided some knowledge about the learning of mathematics by visually impaired students in Zimbabwe in the areas of lesson delivery, materials provision, and programme adjustments at secondary teacher training colleges and universities. It has also provided curriculum planners with an insight on the prevailing situation with regard to the teaching and learning of mathematics by visually impaired students. This knowledge could be used when formulating future mathematics curriculum and training policies to do with non-sighted students in Zimbabwe and other countries in Africa.