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EXPLORING THE VIEWS OF UNIVERSITY OF WITWATERSRAND UNIVERSITY STUDENTS ON RACIAL CLASSIFICATION IN APPLICATION FORMS IN THE NEW SOUTH AFRICA.

A report on a study presented to

The Department of Social Work

School of Human Development

Faculty of Humanities

University of Witwatersrand

In partial fulfilment of the requirements

for the degree Bachelor of Social Work

by

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When people rely on surface appearances and false racial stereotypes, rather than in-depth knowledge of others at the level of the heart, mind and spirit, their ability to assess and understand people accurately is compromised".

(James A. Forbes)

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ABSTRACT

In apartheid South Africa, racial classification was infused by the idealism. It was hierarchal, having white people at the topic and people of other races at the bottom of the hierarchy. Today racial classification is used in various polices and mainly for statistical purpose. This study took into account the information regarding the fact that racial classification was created and was used in the apartheid era as a way of dividing people in this country. The primary aim of this research study was to be able to look at why racial classification still exists as it is clearly a legacy of apartheid and to put its existence into question taking into account that this is the new era. The problem however with racial classification is that it tends to divide people into categorises based of which racial group they belong to rather than bringing them together. The research study adopted a qualitative research method. The study was exploratory as it looked at the proposed question in detail and the researcher searched for information from the participants. The people who took part in this study were the students of the Witwatersrand University and the reason for selecting them was due to the fact that they were raised when South Africa was independent. Due to this the opinions that they will offered were expected to be less subjective but more objective. A sample size of ten people was used for the study. Semi-structured interviews were conducted. The interviews allowed for the use of open ended questions and here the respondents answered each of them in whichever way they wished to. The research tool that was used is interview schedules. Interviews were conducted face to face. This way the gathered information was organised and was easy to read. The research study will help with knowledge advancement in the field of Social Work about the proposed topic. This is significant because the Social Work profession puts people first and knowing their perceptions about a certain issues like this one that involves the social history of South Africa is relevant.

Key words: Race, Apartheid, Racial classification, Racial categorisation and Classifying criterion

LIST OF ACRONYMS USED IN THE STUDY.

CD: Compact Disk

SA: South Africa

UCT: University of Cape Town

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1. Introduction.

Racial classification has become a norm as agencies, structures and policies use it to distinguish people. Almost every institution requires a person to fill a form that asks them which race the person belongs to and this is for census statistical purposes. The organisations that use racial classification are part of the social world and by studying the social world, social work practitioners can intervene. This enhances the way in which community life can be understood as well. Census is both a collector and a discriminator of racial statistics (Lee, 2006). It continues to categorise the population into distinct, separate, commonly exclusive racial groups, one then tends to ask themselves a question if this is really necessary (Lee, 2006). Under the section about which racial group a person belongs to there is a box where a person has to place a tick as a way of choosing which race they belong to. Due to the fact that individuals are classified under certain racial groups, racial categories emerge as a result. The categories include Black, White, Coloured, Indian and other.

1.2. Statement of the problem

This nation is still healing from its past atrocities and this is a prolonged process that will not happen overnight. The South African people speak of a how this nation is divided and even the media covers this as well. In 2014 it was broadcasted by the media that a number of students from the University of Cape Town were protesting about the removal of racial classifications on from application forms and they felt that this is what leads to racial profiling (Macleod, 2013). An investigation on the University of Cape Town showed that the university did not display any chances of admitting students without asking their races (Benatar, 2010). Other universities in South Africa and around the world expects one to disclose their race although it is not a must in the eyes of the law (Macleod, 2013). In the duration of the protests that took place in the UCT some South African universities were asked to comment but none of them were prepared to discuss their admission policy (Macleod, 2013). Race is used as a measure for giving effect to the requirement for redress for previously disadvantaged South African applicants, as it remains the best initial, broad-brush measure of past structural inequality and thus for effecting redress (UCT, 2011). If you

are a South African according to the university's admission policy one is required to indicate whether or not they belong to one of the following previously-disadvantaged groups and redress measures will be applied to those who do so (Price. 2014). The previously disadvantaged groups are black South African, Indian South African, coloured South African and Chinese South African (Price. 2014). The university expects South African citizens and South African permanent-resident applicants to categorise themselves as an employer would have to under the employment equity legislation (UCT, 2011).

The racial formation in this country was motivated by colonisation and apartheid (Farquharson, 2015). During apartheid racial classification determined one's life aspects although it has changed but the fact remains it is part of the apartheid legacy and it continues to divide people racially (Farquharson, 2015). Hence this study aimed at discovering how persons who grew up after the country gained its independence view racial classification in application forms. Taking into account the fact that this generation will one day lead the country their opinions were significant. These people are in tertiary and their viewpoints were constructive and objective.

1.3 Rationale for the Study

The motive behind the selected research topic was that there is a gap in literature. There is little information about this topic and most of the information used in this study is more Eurocentric rather than South African based. The reason for this is because there is little literature in the South African context about racial classification. This is a problem because Eurocentric literature cannot fully explain racial classification in SA as its implications and the way it is viewed may vary as these are different countries in different continents with different back grounds and cultures. Therefore assumptions cannot be made about racial classification in South Africa using European literature, hence the need for this research study. The study that will help with knowledge advancement about racial classification in application forms in South African universities. The other reason for choosing this type of topic to research about is because the researcher is a University student and this is a topic of interest to researcher. The researcher experiences and has experienced racial classification when the researcher had to feel in application forms as there is a section requesting that a person specifies the racial group they belong to. Due to this the researcher has been keen on

further exploring the feelings that other university students may have or carry concerning this.

1.4 Research Question

What are the views of Witwatersrand University students about racial category in application forms in the new South Africa?

Through this question researcher hopes to explore the views of University students about the racial classification in application forms in the new South Africa.

1.5. Aim and Objectives of the Study

Aim

The primary aim of this study is to explore the views of University students about the racial classification in application forms in the new South Africa.

Objectives

In an attempt to seek information from the Witwatersrand University students about the use of racial classification in application forms in the new South Africa the research study intends to

- Investigate whether students identify with a particular racial group and if it so the study will go further by finding out why.
- To explore how students feel when they have to complete application forms and have to list the racial group they belong to.
- To look into the perspectives of students regarding the completion of application forms for university admissions and them having to state their race.
- To explore whether students engage in conversations about racial classification and the reason for this.

1.6 Overview of the Research Design and Methodology

The research study will adopted a qualitative method. It will be exploratory as it will look at the proposed question in detail and the researcher will be searching for information from the participants. A sample size of ten people was used for the study. Data collection occurred

through the use of semi-structured interviews. The interviews were conducted face to face. The analysis of the data took form of a thematic content analysis.

1.7 Definition of Key Concepts

For the purposes of this study the key terms are

Race, this research study will view race as the physical appearance of a person including their appearance like a person's skin colour and race will be viewed something that is socially constructed (Wade, 2004). Race has more to do with what people describe race as, what they make of physical differences and everyday notions which influence them to perceive race the way in which they do (Haralambos & Halborn, 2008).

Apartheid which refers to the period were South Africa was colonised by White people and when a person's skin colour determined the kind of life one had to live. It was an ideology that was once adopted before South Africa gained its independence and it enforced racial segregation.

Racial classification which is a socially constructed phenomenon that is used today in various polices and mainly for statistical purposes.

Racial categorisation which refers to grouping people according to their appearance in particular their skin colour.

Classifying criterion which refers to people being categorised according to their races.

1.9 Limitations of the Study

Interviews were mostly conducted outside and the noise levels from the surroundings was distracting for both the researcher and participants. This was because the participants would have selected that particular venue and they would be feeling more comfortable there. Sometimes the discussion rooms that the researcher held interviews in were fully booked as students are studying for final exams.

The other limitation is that the participants who were interviewed were only from one particular racial group which is Black than can also be referred to as African. The reason for this was because the majority of students at the university are of that race and the interviews were conducted after some faculties had completed their studies for the year. Some people

were busy with exams and it was a challenge to locate people from different racial groups even with the use of purposive sampling. Due to the strike that took place in the university some potential participants had pulled out and did not participate in the study as agreed upon with the researcher.

1.10 Organization and Structure of the Report

Chapter 1 was as an introduction to the report. Under this chapter the rationale, aims, methodology and structure of the report as well as the definition of key concepts, the theoretical framework and limitations of the study were identified. *Chapter 2* presented the literature reviewed that was related to what different scholars say about racial classification and the researcher linked their views to a South African context. *Chapter 3* presented the methodology of the research report. It began with the research questions that guided this study and then the research design was mentioned as well. *Chapter 4* presented the results and the findings of this research were discussed. *Chapter 5* presented the conclusion and provided a brief summary of the main findings and future recommendations for policy, interventions and research were mentioned as well.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter will represent the literature reviewed that is related to what different scholars say about racial classification and the researcher linked their views to a South African context. The reason for this is because the literature is more Eurocentric rather than African based.

2.2 Literature Review

The most important reason for conducting literature review is to determine what is already known about the topic under investigation (Brink, 1996). People's lives are centred with systems of classifications (Bowker & Star, 2000). To classify is human it is normal but not all classifications are standardised in commercial bureaucratic products (Bowker & Star, 2000). Standards and classifications have however imbricated in people's lives but they are ordinarily invisible (Bowker & Star, 2000). The typological model of classification that focuses on a small number of traits of a person that are readily observable from a distance such as skin colour, hair form and body build (Dennis O'Neil, 2013). This typological model of classification is for the notion that there have been pure unmixed races in the past (Dennis O'Neil, 2013). This model then allows for humans to make classifications based on race. The researcher agrees with what the theorist in are stating but the problem is that their work is not based on racial classification in South Africa but it rather offers an international view about it.

Racial classification through the use of categorisation can lead to racial preferences and diminishing the historical significance of racial identification is needed (Benatar, 2010). It is also argued that racial classifications exists as a purpose for census statistics however while offering critics about it solutions or other applicable ways that census can use to collect its statistics has not yet been offered (Lee, 2006). Racial classification is not a bad entity all together because despite everything else census has to collect its statistics as this helps in creating policies and decisions for the public (Lee, 2006). Information on race is required by the state and the data is used to meet legislative redistricting principles (Neville, 2006). Data on race is important in creating equal chances and in assessing race related inequalities in the social world (Prewiit, 2006). Lee, 2006 and Prewitt, 2006 manage to offer relevant points

because she states that racial classification might have negative effects but they are positives things that come out of it as well and that it is often criticised while little solutions are employed or rather presented as to how it can be improved. Such information is relevant to this research study because participants are bound to view racial classification from both ends either as a negative or positive method of ordering people.

In the era of the regime apartheid in South Africa race had range of meanings (James, 2014). During the apartheid era it was possible to have a person who looked white but who was not classified as a white person (Posel, 2001). This was because of the Population Registration Act that was passed in 1950 and the idea with this act was to try and produce a fixed, stable and a uniform criterion for racial classification which would be binding across all spheres of a person's life (Posel, 2001). Racial classification is the foundation for all the apartheid laws which led to racial categorises being formed (James, 2014). The Population Registration Act (No. 30 of 1950) laid foundation for racial categorisation in South Africa and it reclassified the population into three main racial groups which include the white, the black ,the Indian and other referred to the coloured (James, 2014). Under this Act every citizen was to be offered an identity document recording his or her race, as either a white, coloured or black person assessed according to the Act's requirements and specifications (Posel, 2001). This Act was repealed in June 17 1991 (James, 2014). Racial Categories defined in the act remain ingrained in South Africa culture although not as vigorous as they were before (James, 2014).

The classifying criterion was appearance, acceptance and origin (Posel, 2001). Race here was reclassified in such a way that it suited the expectations of the ideology that was adopted then (Posel, 2001). Today in South Africa an individual upon completing a form be it in medical records, application forms, they still have to specify which race they belong to. This goes to show that people are still classified racially. Such historical background is needed in the study to help fully understand the origins of racial classification and why it was introduced in order to be able to see alterations that might have been made about it. This also answers as to why racial classification existed in the first place.

Classification subdivides societies into racial categories (Connerly, 2006). The option to choose multiple racial categories is part of the government's routine data collection method through census (Bowker & Star, 1999). According to Kenneth Prewiit (2006), census is necessary but it was not well designed to help our society or to address the public policy

challenges because of its multiple-racial option in official statistics. Racial classification accelerated from racist ideologies because it was formed during apartheid and the notion behind it was to divide people racially (Prewitt, 2006). It is based on skin colour or any other attribute currently used to define race (Connerly, 2006). Connerly (2006) has emphasized that any system of government classification must be based on self-identification and that the government‘s individual’s right to identify his or herself has denied the principle of self-identification. The experiences of racial self-classification of the apartheid racial ideologies required for the identification citizens in terms of their race and this should be eliminated (Neville, 2006).

It can be viewed as an immoral practise for universities to favour university applicants on skin colours basis and the search of diversity cannot be used as an excuse to defend racial preference (Allen, 2005).The existence of racial classifications are not ethically acceptable considering the fact that their existence is used to defend racial preference (Benatar, 2010, Astin, & Oseguera. 2004). Some inequalities and imbalance that were present during apartheid still exist in this country today (James, 2014). Looking at the Employment Equity Act (No.55 of 1998) of the Parliament of the Republic of South Africa section 2 that explains how action can be taken to compensate people who are deprived, it becomes clear that there are racial inequalities (Neville, 2006). The first section of the act talks about what is referred to as the “designated group”. This group refers to the black people, women and people who have any disabilities (James, 2014). Black people refers to Africans, Indians and Coloured people (James, 2014). This act empowers people in the middle class and it uses classifications (Neville, 2006). It is identified in the act that the designated group of people have to fall under a particular racial group and this can be viewed as a quality of racial preference (Laurence, 2010). Such injustices can be resolved by changing the organisations that use racial classification to make racial preferences. This method will eliminate some of the discrimination people face based on their skin colours (Sehume, 2014).

This country’s past shows how people were categorised on the basis of their skin colour (James, 2014). Race based student admission in any university is connected to problems of equality and for some admission in the higher education system (Benatar, 2010). In each country issues of racial classification are governed and influenced by the country’s history (Alger, 1997). In the past racial classification in South Africa was used much more different than it is used today but however racial preference tendencies are still present (James, 2014).

South Africa is one of the country were its tertiary institutions give preference to student applicants from designated races (Benatar, 2010). The idea is not to favour students based on the colour of their skin even though to some it may seem that way but to redress past inequalities.

2.3 Theoretical framework for the study

The study was framed by different scholars who write about race. According to Richardson and Lambert and to most other most sociologists, race is a social construction and it has no biological basis (Haralambos & Halborn, 2008). This research study will adopt the functionalism which emerged in the nineteenth century in Europe, it influenced by Emile Durkheim and Talcott Parsons. Functionalism begins with the observation that behaviour and beliefs in society are structured (Haralambos & Halborn, 2008). According to Talcott Parsons, there is a process of socialisation where values and beliefs are transmitted from one generation to the next for example here the views people carry about race are views that were carried by their grandparents, then these views and beliefs moved to their parents and then to them and they will live them with their children who will pass them on to their children and children's children (Haralambos & Halborn, 2008). In South Africa under apartheid, people were classified into four categories which defined their social and legal status (Wade, 2004). If a man who was classified by authorities as black thought he was coloured then a he took his case to a tribunal where not only his appearance and heritage, but his residence, behaviour and public reputation would be examined to establish his correct identity (Wade, 2004). How people describe race and their attitudes towards it is influenced by the dominant belief system of the society in which they live in (Scott & Marshall, 2009). A person is able to change his or her racial identity during a lifetime and sometimes more than once (Wade, 2004). In apartheid South Africa, racial classification was infused by the idealism. Racial classification was a socially constructed phenomenon that is used today in various polices and mainly for statistical purposes.

Structuration is a concept described by Anthony Giddens were he sees a structure as something that is not external to social actors but rather as rules and resources produced and reproduced by actors in their practices (Scott & Marshall, 2009). By adopting the structuration approach agency and structure are seen as factors that influence a person's beliefs about certain things. Agency is based on a person's ability to make choices and

structure is the extent to which some of these choices are influenced by the society, this context is called the structure and agency debate (Scott & Marshall, 2009). This research study looks at race as a social construction meaning that agency here is no considered but people's beliefs about race are influenced by the social structure. Communities, societies in which people grow up are in are seen in this research study as factors that influence people's belief systems.

The use of race as a socially constructed phenomenon may be criticised but the researcher finds it to be a dynamic way of looking at attitudes towards race that moves people from judging to classifying human groups according to their races. However this research study acknowledges but does not accept theorists like Steve John who would criticise this stating that race is a result of evolution and genetics but they are some supposed race's origins that cannot be explained through genetics and evolution (Haralambos & Halborn, 2008). To make an example there is no such thing a distant Caucasian race with its origin in the Caucasus Mountains (Haralambos & Halborn, 2008). Basically the reason for rejecting Steve John evolutionary explanations of race is that evolution relatively has little to do with race.

2.4 Summary of chapter

In linking the literature to a South African context the researcher was able to talk about racial classification in this country and its history. The theoretical framework presented different perceptions about race as this is the factor of admission that is used and leads to racial classifications being used in student university application forms.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The methodology of the research study will be presented in this chapter. The chapter will begin with the research questions that guided this study and then the research design will be mentioned as well. This chapter gives a clear idea as to who the participants are, when and how the data will be collected.

3.2. Research Questions

1. Let us talk about your background?

2. Tell me more about your racial group and what makes you identify yourself in this racial group?

3. In your views what do you think is the purpose of stating your racial group in application forms?

4. How do you feel about racial classifications in student university application processes?

5. Have you ever had a conversation with anyone before about racial classification?

6. What is the reason for your answer in the previous question?

7. What are the stereo types you know or have heard about concerning racial classification?

8. What are your views about the use of racial class categories in the democratic South Africa?

9. Why do you feel this way?

3.3 Research Approach and Design

This research study used a qualitative approach. Qualitative research enables the researcher to study things in their natural surroundings like in this case the research was conducted in the

university attended by the researcher (Burns & Groove 2009). The reason for this is because qualitative research offers answers to the questions such as why and how people behave in the ways in which they do and as a result the qualitative research method is able to interpret this behaviours as well as to make sense out of them (Burns & Groove 2009).This will assisted in explaining why the research participants carried certain beliefs about the proposed topic. Qualitative research looks at the identified problem in detail by focusing on immaterial factors like experiences, feelings, beliefs, views and perceptions about different entities (Darlington & Dorothy, 2002). Unlike quantitative research, qualitative research is able to describe a context with the views and opinions of people and through making observations (Patton, 2005). This method proved to be relevant and applicable to this research study because the proposed research questions required people to offer their views and opinions about racial classifications. People were also required to offer their experience and thoughts on the question too. This entailed for the gathering of information in depth as it was fully detailed. Using interviews helped the researcher to ask participants open ended questions. Asking open ended questions led to the use of the skill of probing and it will helped with information gathering.

The study was exploratory because information was gathered in depth and it was comprehensive (Stabins, 2001). The research study included information on what other theorists or schools of thought say about the topic. This is a component of an explorative research study (Kowalczyk, 2003). The investigator also known as the researcher can be viewed as an explorer and this is because they will be finding out new things about the social world (Patton, 2005). The research study contributed with knowledge about racial classification.

3.4 Population and Sample

The sample selected was made up of ten students from the University of Witwatersrand. The word sample refers to the measurement of a chosen population that is to be studied (De Vos, 2005). This particular group of people was selected because while applying for tertiary education in the university the application forms like many others around the country has a section where a person has to specify their race. This is system of racial classification and it is not only present at the university but worldwide. University students are different from each other and they are from different communities. These students are from a different generation

unlike their parents who lived under the apartheid era. They have grew up in the new era and as are in the best position to offer objective views about racial classification, taking into consideration that they live in the period were the country is democratic.

Purposive sampling was used to select the population. This sampling technique is based on the judgement of the investigator also known as the researcher. Here the investigator will choose a sample that will be based on his or her judgement (De Vos, 2005). The most productive sample to answer the research questions will be chosen by the investigator (Babbie and Mouton, 2002). A framework that will influence the contribution of the participants will be developed; it will contain literature and evidence from the research study itself (Babbie and Mouton, 2002). Participants were selected from different field of study. The reason for this was because they could offer different views. Six males and four females from different age groups were interviewed.

3.5 Setting for the study

Interviews were held at the Witwatersrand University Main Library. The library accommodates learners from different schools and faculties. Since the researcher hoped to interview students from different fields of study this was the best location as people were going to be easy to locate. The interviews were held in the discussion rooms that are located inside the library for privacy and so that the interview was not going to disturb other people at the library. However some interviews were held in the library loans and the reason for this was because at times the discussion room were fully booked and sometimes the participants chose to meet outside the library.

3.6 Research instrument

A qualitative research is rich in data collection as it describes why people believe in things they believe and it helps one to understand the world through the use of interview (Darlington & Scoot, 2002). Semi-structured interview schedules were used in the study (De Vos, 2005). Interview schedules were used as an instrument for this research study. The semi structured interviews will consisted of questions that the researcher asked the participants and during the process of the interview the researcher was able to ask open ended questions that helped in understanding the message that the participants tried to put across. Through the use of interviews the participants were free to offer responses that contained any information that

they wished to put across. When the researcher asked the participants open ended questions it led to the formation of conversations that produced more information that is relevant to the study (Babbie and Mouton, 2002). The use of interview allowed for the researcher to probe and this helped the researcher to understand the message that the participant was trying to put across.

Table 3.1 Explains the rationale for the inclusion of items included in the interview schedule.

Table 3.1 Rationale for inclusion of sections in the interview schedule

Section	**Rationale for inclusion**
A. Personal demographic information	This information was considered useful as it provided a demographic profile of the participants in terms of the pseudo name that the participants had chosen, their age, their gender and their race. Such information is relevant as it gives one an idea of who the person is.
B. Questions	
1. Let us talk about your background?	This question was designed to find about who the interviewee was where they come form as their background influenced their beliefs and this was the result of the responses they give. When this question talked about a person's back ground and what they have been through and how they got to where they are.
2. Tell me more about your racial group and what makes you identify yourself in this racial group?	As part of the objectives the researcher wanted to investigate whether students identify with a particular racial group and to find out why students identified themselves with that particular racial group. Here the participant were able to talk about their races and why they identified themselves with those particular racial groups. It was either a personal choice or due to the structural factors.

3. In your views what do you think is the purpose of stating your racial group in application forms?	Here the participants stated their views about having to add their race in application forms. This addressed the objective of exploring how students felt when they had to complete application forms and had to list the racial groups they belonged to.
4. How do you feel about racial classifications in student university application processes?	The participants will stated how the felt about racial classifications in application forms and this is the main aim of this research study.
5. Have you ever had a conversation with anyone before about racial classification? 6. What is the reason for your answer in the previous question?	This question addressed the objective of exploring whether students engaged in conversations about racial classification and they stated the reasons for this. This was to motivate the response participants had given in question 5.
7. What are the stereo types you know or have heard about concerning racial classification?	This question aimed at finding out what is being said about racial classifications and people's perceptions about it.
8. What are your views about the use of racial class categories in the democratic South Africa? 9. Why do you feel this way?	This question addressed the issue of the fact that since racial classification was an idea infused in apartheid how did people feel about it still being used after apartheid.

3.7 Pre-testing the research tool

The pilot study of the current research was the first step of the practical application and it was specific pre-test of the research instruments which is the interview schedules (Winter 2001). A pilot study is a small version of the complete study that was done in preparation of the full scale study and the pretesting included one participant who is not part of the ten participants that took part in the study (Winter 2001). The reason for this is because a pilot study is one of the most important elements of having a good study design it does not however guarantee the success in the main study but it increases the likelihood (Winter 2001). The interview scheduled was with a particular individual and the data gained was be transcribed. The interview was conducted with one male student from the Witwatersrand University. The researcher recorded the interview and re listened to it so that the researcher could have been able to see where the researcher went wrong, what was done right, what needed improvement and the questions where appropriate or if changes needed to be made. After this the researcher submitted this data to her supervisor and she gave more feedback. The researcher then worked from the feedback given and made corrections and continued with the rest of the research.

3.8 Method of Data Collection

Face to face interviews were used as a research tool in this study. Face to face interviewing has an advance of allowing both parties to explore the meaning of questions and answers involved (Darlington & Scott, 2002). These interviews were used to guide the study (Babbie and Mouton, 2002). The research method that was used is that interviews were conducted face to face. Interviews are the most common sources of data collection in qualitative research (Pattorn, 2002).

3.9 Data Analysis

Data Analysis.

An explorative study was chosen in this study due to the fact such the study contained narratives that showed how people related to the topic that was being researched about. Interviews were used in the study and they showed how each participant related to the topic proposed of this study. The interviews were assessed individually to see the significance of the data collected in each of them (De Vos, 2005). The investigator will familiarise

themselves with the information that was gathered so that they can be able to know it and interpret it then be able to select information that is relevant and can be adapted into the findings (Renner & Powell, 2003). In a process called thematic analysis the findings were transcribed and themes were identified. The themes that turned out to be coherent, consistent and distinctive were selected then they were analysed and described (Braun & Clarke, 2006). In order to do this successful the six phases of conducting a thematic analysis were used and these are becoming familiar with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report (Braun & Clarke, 2006). The thematic analysis approach was selected because it is best suitable to answer questions that will assist the research to identify for example commonalities among people's responses for example (Ayres, 2007).

Thematic analysis of data

The six phases of conducting a thematic analysis according to Braun, V. & Clarke, V. (2006) are:

1. **Becoming familiar with the data**

The data was collected through the use of audio recording interviews. The researcher wrote the data from the tapes down and re read at so many times until the researcher was familiar with its contents.

2. **Generating initial codes**

The researcher generated codes that identified important features of the data that were linked to the objectives of the study.

3. **Searching for themes**

The researcher looked for themes in the coded data and was able to identify the key and main themes.

4. **Reviewing themes**

The researcher grouped the themes and selected the ones that matched with the topic and questions.

5. Defining and naming themes

A detailed analysis of each theme was done and the themes were given names.

6. Producing the report

Here everything was linked together to produce a logical narrative and existing literature was included.

3.10 Reliability and validity of the quantitative data and trustworthiness of the qualitative data

In order to achieve reliability in this study the research study will had strong levels of fairness and the researcher was determined while carrying out this study. Validity was enhanced by asking specific questions that were able determine the kind of responses and the findings. The trustworthiness of data is achieved by transferability, dependability and credibility according to various qualitative researchers (Shenton, 2004). Lincoln and Guba (1985, as cited in Anney, 2014), propose a similar criteria that should be considered in addressing trustworthiness but they include confirmability. Confirmability involves taking steps to demonstrate that the findings of an inquiry could be confirmed or corroborated by other researchers (Anney, 2014). In order to achieve this in the research study, the researcher ensured that the findings were based on ideas of the informants and not those of the researcher. The researcher attached a CD recording of all interviews as proof of this. Transferability is concerned with the ability to apply the results of research in one situation to other comparable or similar situations (Anney, 2014). This was achieved by the production of rich descriptions of the context. By so doing a reader can be able to make a decision as to whether the prevailing environment is similar to another one and whether the findings can be justifiably be transferred (Shenton, 2004). Dependability is concerned with the fact that if the same study were to be conducted will the similar results be found. Dependability according to Bitch (2005, p. 86 as cited in Anney, 2014) is the "stability of finding after time". To achieve this the researcher the same researcher conducted all the interviews using the same questions. Credibility, ensures that study measures or test what is intended for example the congruency of the findings with reality (Anney, 2014). Credibility establishes whether or not the research findings represent the true picture, and provide convincing and believable information drawn from the participants (Shenton, 2004). Credibility was enhanced in this

study through the provision of a detailed account of the research design and methodology as well as the theoretical framework for the study.

3.11 Ethical Considerations

Ethical considerations are complex issues that arise in research between the researcher, researcher roles, research subject, participant roles and the participant (Darlington & Scott, 2002). The best way to consider ethical and political issues in research is to determine arears of concern that need to be addressed prior to the research these include taking into consideration the professional standards that need to be established and to the ethics of the entire research process as an individual case with its own social and political consequences (Minichiello, 1990 in Darlington & Scott, 2002).

Review by ethics committee

Unethical practices in research have led to developments aimed at protecting the interests of participants and there is a process were studies are reviewed by institutional ethics committees (Darlington & Scott, 2002). Such committees ensure the wellbeing of participants in any study although this varies with institutions. The " Human Research Ethics Committees play a large role in gatekeeping all research which involves humans as subjects" (Darlington & Scott, 2002: 22). As a result this proposal was submitted to the School of Social Work's Departmental Human Research Ethics Committee asking for clearance to conduct the research study. The research was approved unconditionally and an Ethics Clearance certificate was granted on the 9th of September in 2016 and it is located in Appendix H. the researcher also requested permission from the University of Witwatersrand to have the research conducted at the institution and permission was granted. The permission letters and the response letter are located in Appendix E, F and G.

Informed consent

Autonomy is the principle for respect to the participants taking part in the research study; this can include respecting participants in general and their views and opinions or without imposing personal believes (Burns & Grove, 2009). An explanation was given to the participants about the purpose of the research study. The participants felt free to express their views as their views and opinions without being judged. The participants chose in their own right to participate in the research study or not. In a qualitative research study this principle is

honoured by informed consent (Orb et al, 2001). This is being able to make a balance between over and under informing the research participants (Kvale, 2007). Consent is an agreement that is about a negotiation of reliance and confidence that requires continuous renegotiation (Kvale, 2007). The participants signed consent forms that showed that they to participate in the research study and that they understood that their participation was voluntary and that they could refuse to answer any particular items or withdraw from the study at any time without any negative consequences. This consent form is located in Appendix C of this document. The participants were given right choose to withdraw from the study and they also had a right to refuse to participate in the study as well (Darlington & Scott, 2002). This process was explained to them prior to the interview. The people who took part in the study were told about the processes and the dangers that may be associated with taking part in the study (William, 2006). The participants were informed about that the interviews were going to be audio taped and they were informed that the tapes and interview schedules were going to be kept for two years following any publications or for six years if no publications emanate from the study. With their permission, the interviews were tape-recorded and they were informed that no one other than the researcher's supervisor had access to the tapes. The participants signed consent forms for audio taping and were given a participation information sheet containing the details of the research study and audio taping. These documents are in Appendix B and D of this research study.

Please be assured that your name and personal details will be kept confidential and no identifying information will be included in the final research report

Voluntary Participation

Voluntary participation is a principle that insures that people are not forced to take part in a research study (William, 2006). The participants made the decision of whether they wished to be part of the study or not. The people who took part in the study were informed that they could live at any point in which they wished too as they are entitled to this. Having the research participants voluntarily agreeing to participate in the research study, showed that they extensively understood what the research involved (Haralambos & Halborn, 2008). When the research participants had agreed to participate in the research study, the researcher was barred from carrying out covert research or deceiving the participants about the nature of the research study (Haralambos & Halborn, 2008).

Confidentiality

The research participants were informed about the purpose for the study and that it is to be handed in to the relevant lecture and the Social Work Department at the Witwatersrand University. The participants were informed that the information gathered from the study is confidential and would be kept that way even though the researcher explained to the participant that as a student the data will be submitted for marking to the school of Social Work. The researcher explained to the participants that they could use allies' names and this was a way of protecting their identities. Therefore the participants used alias names and their identities were hidden (Kaiser, 2009). Talking about confidentiality proved to be important as was a necessity when the researcher was trying to get the participants to agree to take part in the study (Crow, Wiles, Heath, & Charles, 2006).

No Harm to participants

The ultimate purpose of having research ethics is to avoid causing any form of harm to the participants and the risk of harm or discomfort towards the participants has to be minimised and this is emphasised by the principle of maleficence (Haralambos & Halborn, 2008). Another ethical principle that encourages the researcher not to harm the participants is beneficence. It was attained by ensuring that the participants were cared for and by ensuring their well being (Burn& Grove, 2009; Darlington & Scott, 2002). This will ensure that there will be no physical or mental harm to the participants (De Vos, 2000). In this study this principle was ensured by avoiding to cause harm to participants and this was done by asking interview questions that did not distress them (Orb et al, 2001). To add on this the interviews were done at a safe location which is the Witwatersrand University.

3.12 Summary of Chapter

This chapter identified the research questions that guided this study and these questions will lead to the objectives of the study being achieved. The research design was mentioned as well. This chapter gave a clear picture of who the participants are, when and how the data will be collected.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Introduction

This chapter will present the results and the findings of this research. The results are the results that were obtained through using the interview schedule. The findings are presented and discussed in accordance with the objectives of the study. In this qualitative research study the data is analysed using thematic analysis and illustrated with verbatim quotes.

4.2 Objective One: Investigate whether students identify with a particular racial group and if it so the study will go further by finding out why.

Al the ten people interviewed in the research study mentioned that they identified with a particular racial group. The participants provided information about their ethnic group, their ages and the degree that they were registered for.

Table 4.1. Demographic Profile of the participants (N=10)

Participant number	Age	Gender	Ethnic group	Course studying	Year of study
1	21	Female	Black	Chemical engineering	
2	19	Female	Black	Accounting science	
3	Mid 30s	Male	African	Economics	PHD
4	21	Male	African	Bachelor of clinical medical practise	3rd
5	23	Male	African	Chemical engineering	
6	21	Male	African	Bcom Accounting	2nd
7	21	Male	African	Astrophysics and astronomy	2nd
8	18	Female	Black	Bachelor of education	1st
9		Female	Black	Biological sciences	
10	23	Male	Black	Psychology	3rd

Table 4.1 shows that the participants ages that ranged from 19 to mid 30s. All participants were studying at the Witwatersrand University and they were registered for different courses. All participants were of the same skin colour and this was not surprising because the majority of the pupils at the Witwatersrand University are black. There were six males and four females. The main language that was spoken was English as it is the medium language of communication at the university. The participants are from different places but they attend the same higher education institution.

Race as a social construct

Race is a socially constructed object that categorizes people based on visual differences which mostly is through their colour of their skin which are ascribed to show invisible differences (Wolf & Guin, 2004). In simple terms race can be seen as categorization of different types of group of people through their skin colour, for example, blackness, whiteness, Indians. Constructions of race become a social construct when it enters the world of discourse which it must do, of course, in order for us to communicate about it (Hilton and MacDonald, 2008). When asked about their racial group and what makes them identify themselves in this racial group, the participants offered different responses. When race is spoke about then it becomes a social construct as people identify who is in a group, who is out, what their boundaries are, how many groups there are, what their names are and what makes them belong to a particular racial group (Thompson, 2006). For some participants they identified themselves in that particular race because of structural purposes. There is also the notion that if one if from a black family then they are also black. If one comes from a black community then they classify themselves as black. Regardless of what evidence exists for race's biological reality, race is a linguistic phenomenon, a word uttered becomes a social construct when it enters the world of discourse (Hilton and MacDonald, 2008). Race is a social construction because of the notion that if you come from a black community or black family you are black. Race here is not an individual choice but rather it is influenced by structural factors. According to Talcott Parsons, there is a process of socialisation where values and beliefs are transmitted from one generation to the next for example here the views people carry about race are views that were carried by their grandparents, then these views and beliefs moved to their parents and then to them and they will live them with their children who will pass them on to their children and children's children (Haralambos & Halborn, 2008). However due to the fact that a person is born by parents of the same skin

colour then they also adopt that same race as well. This makes race as biological factor but when viewing race is a social construction there is little biological basis (Haralambos & Halborn, 2008).

When asked question 2 which states that: Tell me more about your racial group and what makes you identify yourself in this racial group, the participants said

"Identify myself as black because of where I was born and also the way I was raised and also I feel like I am proud of being black. That is why". (P1).

"I am black so like when I grew up, I could say when I grew up I was raised as a black person, all my family is black that is what made me black" (P2).

"I am African from where I was born where I lived, who I lived with also the colour of my skin as well and I think these are the things that make me African I don't think there is anything else"(P5).

"I'd say I am an African and looking as the skin colour and the kind of life that I grew up its mostly black people and Africans who are found, growing up in the townships and having to throw certain things. With that I identify myself as a black person". (P6).

"Well I am African and given the status code which people are given in this world well you either white, coloured or African. Well I am classified as African which is why I am actually classify myself with that group instead of any other, both my parents are actually black" (P7).

" I am a black person I classify myself as a black person because I believe that most people who are working class families are from black families".(P8)

"My racial group is black. Identify myself as being black because I think I have been brought up in that kind of box".(P9)

"Black because my parents are black" (P10).

Being referred to as African rather than being referred to as black.

Conceptually, race is about division and difference. All participants that were used in the research study identify with a particular racial group. Although all the participants are of the

same skin colour some of them prefer being called either Black or African. The reason for this varied from person to person. The motivating logic of racial classification is to place individual bodies into differentiated groups. Racial categories and boundaries are not natural but are created (Hilton and MacDonald, 2008).

"I see myself as African, the idea of black and white, I am not always comfortable with that. So I refer to myself as an African. Black is associated with evil and then everything good is associated with white. If you say a particular group of people, you refer to them as black it's as if nothing good comes out from that particular group. If you refer to another group as white it means everything that comes out of that group is actually very good because white is associated with good and black with bad luck". (P3).

"I am an African and I say that because I believe that Africa as a continent is a diverse continent that has different colour skinned people. I don't like describing myself by colour because that leads to discrimination by colour because some people see other colours as better than others depending on who you are so I like to believe that am an African and that is how I define my race". (P4).

4.3. Objective Two: To explore how students feel when they have to complete application forms and have to list the racial group they belong to.

Census as a way of getting racial statistics

When asked their views about what they thought was the purpose of stating one's racial group in application forms. Most participants believed that it was for statistical purposes. Census is both a collector and a discriminator of racial statistics (Lee, 2006). It continues to categorise the population into distinct, separate, commonly exclusive racial group, one then tends to ask themselves a question if this is really necessary (Lee, 2006). Under the section about which racial group a person belongs to there is a box where a person has to place a tick as a way choosing which race they belong to. The categories include Black, White, Coloured, Indian and other. The use of the word other is biased firstly considering that other means something additional and extra, this questions the entire existence of other races, even if not originally from South Africa but they originated from some were and considering that South Africa is a diverse nation with people from all over the world this is a problem (Kincannon,

2006). The specific section that says other should be really addressed. Racial categorisation is as a result of census but it should be able to encounter for all races (Kincannon, 2006).

"*I think they do it just to get the ratios around cause most of the time they are expected to have these numbers of black people and this number of white people, coloured and Indian, so I think that's the purpose". (P1)."*

"For them to be able to get statistics like how many people are white". (P2).

"Maybe I always see it as a vehicle to get statistics of the individual students or maybe let me say you want to get statistics about the different groups that are within a particular community like in a university were students are from, you want to get statistics about different that are actually present or applying to that particular institution".(P3).

" I think the reason for that is for statistical purposes".(P 5).

"Census it's for census". (P10).

Census as a way of dividing people

Census is both a collector and a discriminator of racial statistics (Lee, 2006). It continues to categorise the population into distinct, separate, commonly exclusive racial group, one then tends to ask themselves a question if this is really necessary (Lee, 2006). When asked their views about what they thought was the purpose of stating one's racial group in application forms. Most participants believed that it was for statistical purposes it led to people being discriminated and divided. Racial categorisations divide people and separate them based on their skin colour or physical appearance. Racial classification is a way of dividing other than uniting people. Considering this country's past South Africa does not need this. People where once divided in the past and although it is not as harsh as it was during apartheid but its existence is a constant reminder of the past. People are separated based on the racial group belong to. Lekota, M. (2004 citied in Jmaes, 2014) then minister of defence and National Chairperson of the ANC, at a press conference put the issue squarely of racial dividence as one over all national importance by saying that 'when will we cease to be Africans, Coloureds, Indians and simply be Africans'. This alone is enough to offer a strong critic to the idea of a rainbow nation that Nelson Mandela proposed for South Africa (James, 2014). The issue of race has long been a trigger to many acts of violence in the country. This nation

is still healing from its past atrocities and this is a prolonged process that will not happen overnight. The South African people speak of a how this nation is divided and even the media covers this as well.

The question, when South Africa will fully recover is still one everyone's lips and what is the role of racial classification, how is it helping. According to Jeffrey Sehume (2014) it is not certain that humanity will ever fully overcome the negative effects of race and racism, the only way is to transform the systems and structures which will disable discrimination on the grounds of race. South Africa's racial formation has been strongly influenced by colonisation and apartheid (Farquharson, 2015). During apartheid racial classification determined one's life aspects although it has changed but the fact remains it is part of the apartheid legacy (Farquharson, 2015). There is no need to use the racial categorisation of the past in order to undertake any policy (Neville, 2006).

"They always say it's for statistical reasons, I don't believe that. I don't think it's important for you to mention your racial group because I don't see were that affects whether you get an approval in your application or not. So there is really no need unless it has some beneficiaries if you are a certain racial group cause I don't see the use for it cause nobody should be allowed to get into university because of their racial group". (P4).

"I'd say sometimes it's for statistical sake and sometimes it's a way to discriminate or to carry on with white supremacy and monopolic capital and a way of offering certain positions to certain ethnic groups and racial groups". (P6).

"I think as much as people think our country is democratic and all it is not really really so. There is still a certain degree of racism involved in everything we doing. So I think it is just a way of grouping us according to our own ethnic groups or racial groups". (P7).

"I honestly don't see a need for it because we all the same we are defined by our colour and because of this reason of us stating our racial group and all people see others as different to them, so I think it's useless to anyone".(P9).

4.4 Objective Three: To look into the perspectives of students regarding the completion of application forms for university admissions and them having to state their race.

Racial preference and racial discrimination.

South Africa is a nation with a history of categorising people racially (James, 2014). In the post 1994 development period the same system of racial classification was used to do something completely opposite although racial classification is very much present it is different from apartheid (James, 2014). Due to these classifications people are favoured or treated in better ways than others because of the difference in their skin colours.

" I feel that like it's not fair in a sense that it depends on who is sorting out the application forms and people do like involve emotions. Sometimes if a person who is sorting out application forms has like a bad back ground when it comes like to a certain race let's just say black then they do that they are going to have to look is she black or white and then white people will have preference same applies to black persons and if they have problems with white people then they also would do the same" (P1).

"Depending on the objectives of that particular institution one group is going to be discriminated against, so you know that is a likely disadvantage of that aside from that it's about getting statistics". (P3).

"*I feel disrespected I never fill that part" (P4).*

"I kind of have a problem with it, I feel like why do we need to state that you are a black student when applying because I feel like sometimes it's the reason why some people get rejected and also you can see there is quite a number of students that are rejected because of the colour of their skin. I hate to say it but I feel like this country is still stuck in the apartheid thinging". (P5).

"Why is it so important for people to know if you black or coloured or white before they admit you to their school. I think it is just wrong." (P7).

"I don't feel comfortable with it because I feel that there is still racism our country". (P8).

"Another thing with classifying yourself as black, white, or anything especially cause I am a sports player we classify ourselves when we for instance if I my playing for the national team I have to classify myself and with that classifying myself they put us in a box basically and say there is not enough black people on the team. A team can qualify for a national team it can't play the national opponents but immediately it's disqualified and will not just because

there need to be a certain amount of black people, a certain amount of white people. It actually has to go with whether you can play or not, not because of your race". (P9).

"I think it's inappropriate because they are trying to discriminate". (P10).

4.5 Objective Four: To explore whether students engage in conversations about racial classification and the reason for this.

Conversations about race.

Due to the South African history, when it comes to race or talk about race or race related topic it brings different feelings. Therefore the issue of race always comes with different perceptions, while other people pay no attention to it at all.

Some of the participants had different views about talking about racial classifications.

"*When you talk about this it ends up looking like you are just being a racist so that is why I prefer not to talk about it". (P1).*

"Not official I have had informal conversations". (P3).

"I have. It was a sitting were we were talking about race". (P6).

"I don't know it wasn't necessary but know that you are asking me about it I don't have a good reason for not having a conversation about racial classification". (P9).

"I don't like talking about race." (P10).

Courageous conversation about race is a determined endeavor to breakdown the racial tensions and lack of knowledge that shuffle our movement as a nation (Singleton and Linton, 2014). A courageous conversation about race is determined by the attempt to breakdown the racial tensions and lack of knowledge that shuffle our movement as a nation (Singleton & Linton, 2014). The first process to engage into courageous conversations about race is that there has to be commitments and agreements of courageous conversation which are to stay engaged, experience discomfort, speak the truth, and expect and accept non-closure (Singleton & Linton, 2014). In getting engaged into the courageous conversation about race, people need to first engage with their colleagues about race first (Singleton & Hays, 2008).

4.6 Summary of chapter

This chapter presented the results that were obtained through using the interview schedule. The chapter also included the findings of this research and this were linked to the the objectives of the study.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter represents findings and the conclusion. A brief summary of the main findings and future recommendations for policy, interventions and research are discussed in this study.

5.2 Summary of Main findings

5.2.1 Objective One Investigate whether students identify with a particular racial group and if it so the study will go further by finding out why.

It was found that everybody does identify with a particular race however the reasons for this are socially constructed other than an individual choice. For example

"Identify myself as black because of where I was born and also the way I was raised and also I feel like I am proud of being black. That is why". (P1).

5.2.2 Objective Two: To explore how students feel when they have to complete application forms and have to list the racial group they belong to.

People showed that carried different feelings about this and some agree that it is for statistics however they felt that discrimination was still present.

"They always say it's for statistical reasons, I don't believe that. I don't think it's important for you to mention your racial group because I don't see were that affects whether you get an approval in your application or not. So there is really no need unless it has some beneficiaries if you are a certain racial group cause I don't see the use for it cause nobody should be allowed to get into university because of their racial group". (P4).

5.2.3 Objective Three: To look into the perspectives of students regarding the completion of application forms for university admissions and them having to state their race.

People don't feel comfortable with this as they feel that it leads to discrimination and it determines who is admitted or not admitted to universities. Participants felt that race was a

factor of admissions and it gives some people opportunities, it does not give other people opportunities.

5.2.4 Objective Four: To explore whether students engage in conversations about racial classification and the reason for this.

It is not something people talk about everyday but some are afraid of being labelled as racists, while some people pay no attention to the topic. Other people have had conversations about it is because someone had started it.

5.3 Conclusions

The limitations that were faced with the topic was that some people were bias about the proposed topic and this was because of the fact that race is a sensitive topic in South Africa due to past events like apartheid. The researcher however minimised people's biasness by asking questions that were not sensitive so that people could not feel offended or hurt in any way. Some people were cynic about the topic as they knew little about it. This is caused the fact the participants had different levels of involvement and understanding of the topic, their relationship with the topic varied. This was a limitation because if people show little interest in the topic then they may reject participating in the study. To manage this anticipated problem, the researcher will ensure that participants will be people with knowledge concerning this topic will used in the study. The researcher will interview third year social work students at the Witwatersrand University as Social Work students learn about issues related to race, so such participants will have knowledge about racial classification.

5.4 Recommendations

5.4.1 University Admission's policy

It should be optional as to whether students wish to state their race in application forms. The reason for this is that as found in the study some people feel that as much as it is for statistical purposes it also leads to discrimination. People carry different feelings about this and here are some of them as gathered in this study.

"*I feel disrespected I never fill that part" (P4).*

"I kind of have a problem with it, I feel like why do we need to state that you are a black student when applying because I feel like sometimes it's the reason why some people get rejected and also you can see there is quite a number of students that are rejected because of the colour of their skin. I hate to say it but I feel like this country is still stuck in the apartheid thinging". (P5).

5.4.2 Census

Census should find a way of making people understand why they are collecting racial statistics as it might be for policy use but because people do not understand this they might feel sceptic about this. As found in this study.

"*They always say it's for statistical reasons, I don't believe that. I don't think it's important for you to mention your racial group because I don't see were that affects whether you get an approval in your application or not. So there is really no need unless it has some beneficiaries if you are a certain racial group cause I don't see the use for it cause nobody should be allowed to get into university because of their racial group". (P4).*

5.4.3 Further research

In future if this research had to be carried out people from different racial groups should be included and this might offer very different perceptions.

5.5 Concluding Comments

Chapter 5 presented the conclusion and provided a brief summary of the main findings and future recommendations for policy, interventions and research were mentioned as well.

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Appendix A

SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Private Bag 3, Wits, 2050 • Tel: 011 717 4472 • Fax: 011 717 4473 • E-mail: socialwork.SHCD@wits.ac.za

Interview Schedule

Section A: Demographic Information

Pseudo name: _____

Age: _____

Gender: _____

Race: _____

Section B: Questions

1. Let us talk about your background?
2. Tell me more about your racial group and what makes you identify yourself in this racial group?
3. In your views what do you think is the purpose of stating your racial group in application forms?
4. How do you feel about racial classifications in student university application processes?
5. Have you ever had a conversation with anyone before about racial classification?
6. What is the reason for your answer in the previous question?
7. What are the stereo types you know or have heard about concerning racial classification?
8. What are your views about the use of racial class categories in the democratic South Africa?
9. Why do you feel this way?

Appendix B

SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Private Bag 3, Wits, 2050 • Tel: 011 717 4472 • Fax: 011 717 4473 • E-mail: socialwork.SHCD@wits.ac.za

Participation Information Sheet.

Good day,

My name is Benita Marumo and I am a fourth year student registered for the Bachelor of Social Work at the University of Witwatersrand. As part of the requirements for the degree, I am conducting research into the views of university students on the use of racial classification in application forms in the new South Africa. It is hoped that this information may enhance social workers understanding of the experiences of people in this situation and help to improve support services for caregivers.

I therefore wish to invite you to participate in my study. Your participation is entirely voluntary and refusal to participate will not be held against you in any way. If you agree to take part, I shall arrange to interview you at a time and place that is suitable for you. The interview will last approximately one hour. You may withdraw from the study at any time and you may also refuse to answer any questions that you feel uncomfortable with answering.

With your permission, the interview will be tape- recorded. No one other than my supervisor will have access to the tapes. The tapes and interview schedules will be kept o years for two years following any publications or for six years if no publications emanate from the study. Please be assured that your name and personal details will be kept confidential and no identifying information will be included in the final research report.

Please feel free to ask any questions regarding the study. I shall answer them to the best of my abilities. I may be contacted on tel no. 0789990841, or my supervisor Dr Thobeka Nkomo on her email Thobeka.Nkomo@wits.ac.za. Should you wish to receive a summary of the results of the study, an abstract will be made available on request.

Thank you for taking time to consider participating in the study.

Yours Sincerely,

Benita Marumo.

Appendix C

SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Private Bag 3, Wits, 2050 • Tel: 011 717 4472 • Fax: 011 717 4473 • E-mail: socialwork.SHCD@wits.ac.za

Consent form for participation in the study.

I hereby consent to participate in the research project. The purpose and procedures of the study have been explained to me. I understand that my participation is voluntary and that I may refuse to answer any particular items or withdraw from the study at any time without any negative consequences. I understand that my responses will be kept confidential.

Name of participant: _____

Date: _____

Signature: _____

Name of researcher: _____

Date: _____

Signature: _____

Appendix D



SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)



CONSENT FORM FOR AUDIO-TAPING OF THE INTERVIEW

I hereby consent to tape-recording of the interview. I understand that my confidentiality will be maintained at all times and that the tapes will be destroyed two years after any publication arising from the study or five years after completion of the study if there are no publications.

Name of participant: _____

Date: _____

Signature: _____

Name of researcher: _____

Date: _____

Signature: _____

Appendix E

SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Private Bag 3, Wits, 2050 • Tel: 011 717 4472 • Fax: 011 717 4473 • E-mail: socialwork.SHCD@wits.ac.za

To Faculty Registrar's Office

Good day,

My name is Benita Marumo and I am a fourth year student registered for the Bachelor of Social Work at the University of Witwatersrand. I request permission to conduct a research study at the University of Witwatersrand. As part of the requirements for the degree, I will be conducting research into the views of university students on the use of racial classification in application forms in the new South Africa. It is hoped that this information may enhance social workers understanding of the experiences of people in this situation and help to improve support services for caregivers.

The research study will adopt a qualitative approach. It will be descriptive as it will look at the proposed question in detail. The participants will be the University of Witwatersrand students because considering the fact they are at their tertiary level and that they have grown up in democratic South Africa their views are bound to be objective. A sample size of 15 people will be used for the study. The procedure to be used is conducting semi-structured interviews with the participants that will contain open ended questions and the participants will respond to the questions in the manner they which too. This way they will be able to articulate their opinions in their own terms. The research tool to be used is the interview schedules. Interviews will be conducted face to face. This way the gathered information will be organised and will be easy to read. The study will help with knowledge advancement in the field of Social Work about the proposed topic. This is relevant because the Social Work profession puts people first and knowing their perceptions about a certain issues like this one that involves the social history of South Africa is relevant.

Please feel free to ask any questions regarding the study. I shall answer them to the best of my abilities. I may be contacted on 0789990841 or via email on 670562@students.wits.ac.za.

My supervisor, Dr Thobeka Nkomo, can be contacted on +27 117174481 or via email on Thobeka.Nkomo@wits .ac.za. Should you wish to receive a summary of the results of the study an abstract will be made available on request.

Your Permission in this regard will be highly appreciated.

Yours Sincerely,

Benita Marumo.

Appendix F

UNIVERSITY OF THE WITWATERSRAND JOHANNESBURG

Request to conduct Research at the University of the Witwatersrand, Johannesburg

This form must be completed by registered Master by Research/ PhD students and staffat Wits wishing to conduct research by using Wits student/staff data. Please email form to **Chantal.Wilson@wits.ac.za**

First Name	**Surname:**
BENITA	MARUMO

Staff/Student number: 670562

Degree currently registered for:	**School:**
HONOURS DEGREE IN SOCIAL WORK	SOCIAL WORK

Research title: EXPLORING THE VIEWS OF WITWATERSRAND UNIVERSITY STUDENTS ON RACIAL CLASSIFICATION IN APPLICATION FORMS IN THE NEW SOUTH AFRICA.

Has ethics clearance been obtained from the University Ethics Committee/School Ethics Committee?

YES X	NO

(If yes please include a copy of the ethics clearance and protocol number below)

Protocol number: SW1/16/06/03

If ethics clearance has not been obtained please note that you will not be able to conduct your research until the required permission has been granted.

Has your Head of Department/Supervisor granted permission for the research to be conducted?

YES X	NO

(If yes please include a copy of the letter of approval)

What is the expected duration of your research?

1 MONTH

Who will research be conducted on? (please tick the appropriate box)

Students	X
Staff	
Both staff and students	
Others(please specify)	

How will the research be conducted?

E-Mail	
Questionnaires/Surveys	
Interviews	X
Other data collection(please specifylists or statistics)	
Focus Groups	

Student signature: ..... **Date**...16/11/2016.....

1

Appendix G

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

OFFICE OF THE DEPUTY REGISTRAR

18 November 2016

Ms Benita Marumo
Student number 670562
School of Social Work

TO WHOM IT MAY CONCERN

"Exploring the views of Witwatersrand University students on racial classification in application forms in the New South Africa"

This letter serves to confirm that the above project has received permission to be conducted on University premises, and/or involving staff and/or students of the University as research participants. In undertaking this research, you agree to abide by all University regulations for conducting research on campus and to respect participants' rights to withdraw from participation at any time.

If you are conducting research on certain student cohorts, year groups or courses within specific Schools and within the teaching term, permission must be sought from Heads of School or individual academics.

Ethical clearance has been obtained.

Nicoleen Potgieter
Deputy Registrar

Private Bag 3, Wits, 2050, South Africa | **T** +27 11 717 1204/8 | **F** +27 86 553 2271 | www.wits.ac.za

Appendix H

SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

DEPARTMENTAL HUMAN RESEARCH ETHICS COMMITTEE (SOCIAL WORK) CLEARANCE CERTIFICATE

PROTOCOL NUMBER: SW1/16/06/03

PROJECT TITLE: Exploring the views of Witwatersrand University students on racial classification in application forms in the new South Africa

RESEARCHER/S: Marumo Benita (670562)

SCHOOL/DEPARTMENT: **SHCD Social Work**

DATE CONSIDERED: **09 September 2016**

DECISION OF THE COMMITTEE: **Approved**

EXPIRY DATE: **08 September 2018**

DATE: **09 September 2016**

CHAIRPERSON: **Francine Masson**

Cc: Supervisor: Thobile Nkomo

DECLARATION OF RESEARCHER(S)

To be completed in **DUPLICATE** and **ONE COPY** returned to the Administrative Assistant, Room 8, Department of Social Work, Umthombo Building Basement.

I/We fully understand the conditions under which I am/we are authorised to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the committee. **For Masters and PhD an annual progress report is required.**

SIGNATURE

14/09/2016
DATE

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix I

Transcript one: Interview one

Participant 1 (P1)

Researcher **(R)** written in bold print.

Interview

R: As we discussed earlier I am going to interview you for my research. Can you tell me about yourself?

P: My name is Sharon I am 21. I am a female, I am also black.

R: The first question is: let us talk about your back ground?

P: Silence……..

R: Like coming to Wits and everything like that.

P: Okay coming to Wits was actually something that I never expected because of financials and also because of the school that I was coming from. Since our school was not a model c school it was just a public school were education was very poor yeah… I find it very….. I don't know how to put it but it was something that I never expected.

R: Can you tell me about your racial group and what makes you identify yourself in this particular racial group?

P: Silence……...

R: Like you said in the beginning your race is black you define yourself as black right, so what makes you identify yourself in this racial group?

P: I am not sure if I am getting your question.

R: It could be like you know sometimes you identify yourself as black because of the society that you grew up in or you identify yourself as black because you choose to identify yourself in that way.

P: Oh okay. Yeah I think I identify myself as black because of where I was born and also I feel like am proud of being black. That's why.

R: Okay. In your views what do you think is the purpose of stating your racial group in application forms?

P: I think they do it just to get the ratios around cause most of the time they are expected to have these number of black people and this number of white people, coloured and Indian, so I think that's the purpose.

R: Okay thank you. The fourth questions is: how do you feel about racial classification in student application forms?

P: I feel like it's not fair in a sense that it depends on who is sorting out the application forms and people do like involve emotions. Sometimes if a person who is sorting out application forms has like a bad background when it comes to like a certain race, let's just say black then when they do that they are going to have to look is she black or white and then white people will have preference same applies to if it's a black person and they also have problems with white people then they will do the same.

R: So from what I understand you think that using racial classification in application forms leads to racial preference?

P: Yes.

R: Okay. Have you ever had a conversation before about racial classification?

P: No.

R: You have never?

P: No.

R: What is the reason for this?

P: the reason is for not having conversations about it?

R: Yes.

P: Because most of the time when you talk about this it end up looking like you're just being racist. So that's why I prefer not talk about it.

R: Okay. What are the stereo types you have heard about racial classification?

P: I haven't really like get myself like really involved when it comes to stereotypes so I wouldn't know that much.

R: Okay. What are your views about racial classification in the democratic South Africa?

P: I feel like this whole thing of race it brings like discrimination depending on like who is where and who is doing what. So classifying other people as black it means that they might not have preference or they might have depending on who is at the authority at that time and same applies to white so yeah.

R: Okay. Why do you feel this way?

Okay it's because of many stories that I think I have heard about race especially when it comes to the work place and also like at the university, depending on like if you are black you know you won't get like first preference and then if you are white you know whenever you say something lectures will just jump so yeah.

R: Have you ever experienced that before?

P: I can say I have because I have a lecturer whose white and even the way he was treating us it was not the same depending on your race because white people he would just be there for them and us black people he won't be there, you have to go around asking him and he will be telling you have to have this appointment but white people he doesn't do that.

R: Thank you very much which course are you doing by the way?

P: Chemical engineering.

R: Which year is it?

P: Fourth year.

R: Fourth year okay thank you.

Appendix J

Transcript two: Interview two

Participant 1 (P1)

Researcher **(R)** written in bold print.

Interview

R: Can you please tell me a bit about yourself?

P: My name is Gloria and I am 19years old. I am black and I am studying accounting science.

R: Let us talk about your background.

P: My upbringing was very difficult cause I grew up in a rural area were they are less opportunities like those people who are growing up in the cities and else were.

R: can you please tell me about your racial group and have makes you identify yourself in this racial group?

P: I am black so like when I grew up like uhhhm I could say when I grew up I was raised as a black person all my family is black that is what made me black.

R: Okay. In your views what do you think is the purpose of stating your racial group in application forms?

P: Uhhhm. For them to be able to get statistics like how many people are black how many are white. Yeah.

R: Okay. How do you feel about racial classification in student application forms?

P: I think like it is fair cause like we have to know like the kind of person it is cause when we are applying for jobs they will need different people for different things so if we don't state all our things they won't know what of person that is.

R: Okay. So you think that race should be included?

P: It should be included.

R: Have you ever had a conversation about racial classification?

P: No.

R: You have never, why?

P: It leads to discrimination.

R: Okay. So besides leading to discrimination is it something that you would wish to talk about?

P: No.

R: What are the stereotypes you have heard about racial classification?

P: None.

R: Okay. What are your views about the use of racial caterogies in democratic South Africa?

P: Hhhm my view about what?

R: The use of racial caterogies in democratic South Africa like Indian, blacks, whites like what are your views about that being used maybe as a factor of administration or something?

P: I am not sure.

R: You not sure?

P Yes:

R: Okay no its fine Thank you.

Appendix K

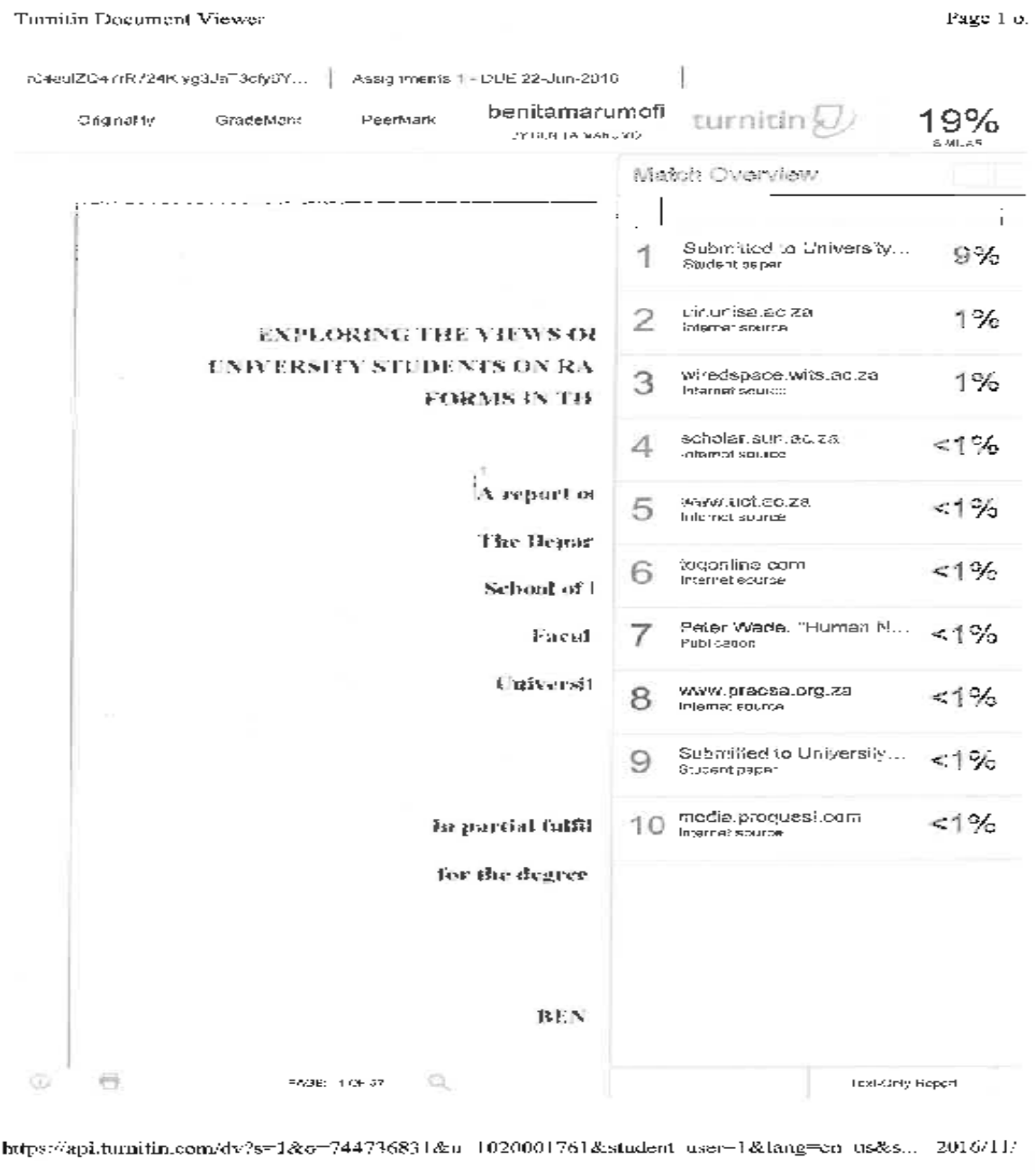
Assignments 1

DUE: 31 Dec 2016 5:00 PM

Submitted Nov 30, 2016 1:01 PM

Submitted Attachments

- benita marumo final research.docx (7 MB) 19%


Turnitin Document Viewer

Page 1 o.

Assignments 1 - DUE 22-Jun-2016

Originality GradeMark PeerMark benitamarumofi turnitin 19%

Match Overview

EXPLORING THE VIEWS OF UNIVERSITY STUDENTS ON RA FORMS IN TH

A report o

The Degree

School of I

Facul

Universi

In partial fulfil

for the degree

BEN

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