

Understanding first year black students' experiences of transitioning from predominantly black schools to UCT.

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ABSTRACT

In contemporary South Africa, racial identity and belonging are central concerns in current struggles in the decolonisation of tertiary education (Boonzaier & Mhkize, 2018). This study sought to understand young black students' experiences of transitioning from predominantly black schools to historically 'white' institutions such as the University of Cape Town (UCT). During apartheid, higher institutions in South Africa were designed in such a way that they privileged white minority at the expense of the black majority (Bunting, 2006). In recent years, the South African higher education sector has made progressive strides in terms of structural transformation following the end of apartheid, however, there is much more to be done because it is still a largely racialized space (Jawitz, 2012). Black students are often represented in negative ways which portrays them as lazy and lowering academic standards. 10 Participants were purposefully chosen via purposive sampling strategy. The inclusion criteria study was any first year black student (Africa, Coloured and Indian) who comes from a predominantly black school in South Africa. A thematic analysis was used to analyse this data which used an intersectional lense. Four themes were identified, namely, Homogeneous culture in high school, Racial Discrimination on campus, Western Ways of Learning and Mental Resistance. These themes speak to the white-centeredness of UCT which makes black students feel marginalised and as a result negatively affects their marks and self-esteem. Even so, black students still found various ways to cope with these struggles such as ignoring these stigmatising representations and uniting with other black students.

Key words: Whiteness; institutions; black students.

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Chapter One: Introduction

In contemporary South Africa, racial identity and belonging are central concerns in current struggles in the decolonisation of tertiary education (Boonzaier & Mhkize, 2018). This study seeks to understand young black students' experiences of transitioning from predominantly black schools to historically white institutions such as the University of Cape Town (UCT). During apartheid, higher education institutions in South Africa were designed in such a way that they privileged the white minority at the expense of the black majority (Bunting, 2006). In recent years, the South African higher education sector has made progressive strides in terms of structural transformation following the end of apartheid, however, there is much more to be done because it is still a largely racialized space (Jawitz, 2012). Furthermore, the number of black students has been steadily increasing in universities that are historically white (Kessi & Cornell, 2015). However, their presence in these institutions has not been welcomed by all, as their presence has been associated with racializing discourses which seek to paint them as incompetent and lowering academic standards. Many studies have been done that have proven that the institutional cultures at historically white institutions are exclusionary and, in turn, pathologise and alienate black students' identities (see Walker, 2005 or Heleta, 2016). As a result, these students' social identities, comprised of their language, traditions, heritage and inevitably how they view themselves and their self-esteem gets deflated in these institutions (Bazana & Mogotsi, 2017). This thesis aims to explore first year black students' subjective experiences in historically white institutions. Blackness will be defined from a black consciousness perspective which advances that blackness is those groups who were marginalised and defined as non-whites in the apartheid government which comprise of African, Coloured and Indian individuals (Khoapa, 2008). In no way does the researcher want to essentialise racial categories, however, it is to understand that they have meaning and that they have very real implications for the categorised which places them in particular ways in society (Mangcu, 2016). This study seeks to understand how black students participate and negotiate and relate to systems of power within the institution. This paper will therefore review empirical and theoretical literature on race relations and transformation, with a specific focus on black students' transition from predominantly black schools to historically white universities. Lastly, this proposal will interrogate if or how black students resist these systems of power within the institution.

Schooling in South Africa

The legacy of apartheid is still present and felt in a number of domains in South Africa, especially in the schooling system. Historically white schools still outperform black schools in examinations for many reasons, including the unequal distribution of resources (Van der Berg, 2008). Furthermore, the inherited socio-economic differences between predominantly black and white schools play a major role in educational outcomes (Van der Berg, 2008). The historical and situational constraints faced by students in predominantly black schools inevitably means that they are disadvantaged when it comes to learning outcomes, and this has major implications when entering higher education (Todd & Mason, 2005).

Chapter Two: Literature Review

Representations of black students at Tertiary Institutions

Perry (2003) advances that Black students are constantly being portrayed in negative ways in debates around transformation in South Africa. This is shown in various ways through mediums such as the media, institutional culture and practices, academic literature, where we often get the picture that black students are academically at a disadvantage (Economist, 2010). In a study conducted to understand students' experiences at UCT, it was found that such racializing discourses had negative consequences on students' self-esteem and in turn negatively affected their academic performance (Kessi & Cornell, 2015). These findings are echoed by a report which found that in public universities in South Africa, marginalisation and discrimination still exist (SAHRC, 2016).

These studies all suggest transformation at tertiary institutions is inadequate due to factors such as institutionalised racism (Heleta, 2016). These representations all feed in to the discourse which holds that the increase in black students in these institutions is responsible for lowering white university standards (Spillius, 2012). Similarly, historically black institutions are viewed as increasing in standards when they attract white students. This racist discourse is known as the "white excellence/black failure" discourse (Robus & Macleod, 2006). This discourse only serves to reproduce and perpetuate the already highly racialized higher education system. To have a deeper understanding of the current state of higher education in South Africa, an interrogation into its history is pivotal.

It is important to first understand the historical racial segregation in higher institutions in South Africa, particularly in historically white institutions, if we are to fully comprehend how the status of current higher education came to be. During apartheid, the values and practices of black people were neglected and devalued (Biko, 1978) and today, continue to be negated in favour of white cultures, and as a result, disadvantaged black students, struggle to transition in these institutions as their culture is devalued (Steyn, Harris, & Hartell, 2014). In post-apartheid South Africa, despite efforts by government for a more inclusive higher education system, black students continually have to deal with racism and white culture topped with a largely Eurocentric and Westernised curriculum. This curriculum does not address nor speak to the experiences of black students, what it does rather, is reinforce past racial and Western dominance (Heleta, 2016).

At UCT, a historically white institution, we find that it too, like many other universities, has made strides to try and bridge the gap left by apartheid policies and has employed affirmative action policies which seek to address past inequalities (Cornell & Kessi, 2017). Better put, UCT has different entrance requirements, based on which race (white, Indian, coloured or black) category you fall under. However, this has received opposition both from the academic world and media publications (Cornell & Kessi, 2017). Even though these policies are driven for the most part by good intentions, however, in reality because of such policies, black students are viewed as unintelligent and lazy and made fun of because not all of them can articulate themselves well in English (Cockley, 2003; Woods, 2001). These stereotypes then translate into lowered expectations and doubt on black students' abilities from their lecturers, tutors and fellow white peers.

Coping mechanisms used by black students

Despite the Eurocentric nature of the curriculum of higher education in South Africa and the stigmatising experiences of black students, many manage to resist these power imbalances to cope academically. For some students, assimilating into the hegemonic culture (whiteness) is a coping strategy (Cornell & Kessi, 2017). An example of this would be to try and 'polish' their accents to sound more white in order to fit in. Another study conducted with college students in the US found that black students often communicated with their parents to cope with the alienation of university life (Chiang, Hunter & Yeh, 2004).

There has been lots of research done on the experiences of black students at higher education (see Kessi & Cornell, 2015; Perry, 2003; Steyn, Harris, & Hartell, 2014). The

literature both here in South Africa and abroad is imperative into understanding the experiences of black students at historically white institutions. However, with that being noted, it is not enough. Barroso (2015) puts this well when he advances that the available literature on the identity of black students is scant. Although most of the above mentioned studies were conducted after 2010, since the #RhodesMustFall and #FeesMustfall movements many shifts in institutional policy and transformation have taken place at higher education in South Africa.

Experience of transition shifts with time and context and it is important that the available literature is up-to date to reflect these shifts. Additionally, many of these studies are relatively quiet when it comes to resistance strategies that black students employ in order to cope with the alienating nature of these institutions (Barroso, 2015). Examining resistance is important because knowing what resistance strategies work can be extremely helpful to students who are having a difficult time with the alienating nature of these institutions.

In summary, historically white institutions in post-apartheid South Africa have tried to transform and change in order to redress past inequalities. Some of these include affirmative action policies. However, the available literature shows that some of these policies have been accompanied by racialised discourses which view black students as lowering white standards, and stereotypes which view black students as being inferior and lazy persist. However, as Barroso (2015) mentions, the available literature on the identity of black students and their experience in these institutions is not enough, and the purpose of this research is to expand on the existing literature. Following the movements that have taken place at higher institutions in South Africa, including #FeesMustFall, changes in institutional policies have taken place and therefore, it would be an important contribution to South African scholarship to understand the experiences of black students at these institutions post these movements. Additionally, understanding some of the coping strategies that black students from predominantly black schools use to cope at UCT in 2019 would add much value to South African scholarship as this aspect seems to be lacking in the literature.

Aims and Objectives

Aim

The main objective of this research is to explore first year black students – who are from predominantly black schools – and their subjective experiences in a historically white institution such as UCT. Specifically, it seeks to understand how they participate in, negotiate

and relate to systems of power and how they may resist stigmatising narratives within the institution. From the literature reviewed, it is clear that black students are still represented in stigmatising and negative ways, therefore, it is hoped that this research will reveal how this stigmatisation impacts on how they experience higher education and encourage resistance strategies.

Sub-Questions

- How did black students from predominantly black schools experience high school? How does this experience differ from their current first year experiences at UCT?
- What are black students understanding of transformation?
- How do they experience transformation at UCT?
- How does racism and discrimination affect their academic performance and self-esteem?
- What resistant strategies do they use against this stigmatising representation?

Chapter Three : Methodology

Theoretical Framework

The theoretical framework of this study is located within an intersectional paradigm. Intersectionality is based on the idea that social identities such as but not limited to race, class and gender are interlinked and connect at the micro-level of individual experience in order to illustrate the various interlocking systems of privilege, oppression and power at a macro socio-structural level such as sexism and racism (Yuval-Davis, 2006). This study will be conducted by exploring first year's subjective experiences, however, it will be done with the understanding that these individuals' experiences are at least to some extent part of broader socio-structural barriers that black people among other social identities face. Specifically, taking on an intersectional lens centres marginalised groups experiences (Hook, 2004). In addition to this, intersectionality has liberatory intentions and its origins stem from a black feminist approach which makes it appropriate for this study. It makes it appropriate because the intention is not just to highlight the effects of racism and discrimination against black

students, but the hope is that black students' resistant strategies could be highlighted for a better representation of themselves.

Research Design

This study is located within a qualitative research paradigm. Qualitative research is exploratory, and its main purpose is to try and investigate and understand participants' views, opinions and experiences about a topic in an open-ended manner, in order to get rich, nuanced and complex understandings (Denzin & Lincoln, 2008). This proposed study will exclusively use qualitative methods as it seeks to understand and explore black students' experiences at UCT. This method is primarily concerned with studying how participants construct meanings for themselves, and in turn establish themes and patterns from these rather than objectively trying to test and manipulate variables (Creswell, 2007). Furthermore, this research used an intersectional lens- how social identities such as sex, class and gender intersect to form individual experience (Shields, 2008). Quantitative methods would not be suitable for this study as they seek to measure and quantify which is not of interest to this research (Qureshi, 2017). This research focuses and emphasises the importance of participants voices, particularly of those who are often marginalised and silenced (Creswell, 2007). It is because of this focus that this research design is appropriate for this topic as the literature has clearly highlighted that black students are often marginalised and silenced in higher education discussions.

Sampling Strategy

Participants were purposefully chosen which is called the purposive sampling strategy. This means that participants were chosen based on the aims of the research rather than randomly selecting them (Tongco, 2007). This is the most suitable sampling method for this research because the purpose is to explore subjective experiences of first year black students, rather than generalising to the general population (Tongco, 2007).

The researcher gained access to the sample through the UCT's Psychology Department's Student Research Participation Program (SRPP) and the DSA. The sample consisted of 10 first year black students. Participating in the study was entirely voluntary and students were informed of their right to withdraw at any time of the study if they so wished. In short, the

sample was 10 black first year students purposefully selected through UCTs SRPP and the DSA.

Inclusion criteria

The inclusion criteria for this proposed study was any first year black student (African, Coloured and Indian) who comes from a predominantly black school in South Africa.

Data collected

Once departmental ethics approval as well as approval from the DSA was obtained, recruitment and data collection for the study commenced. The researcher conducted and collected data by making use of face-to-face interviews which will be semi-structured to give participants room to fully express themselves and these interviews will approximately be 45-60 minutes (Connelly & Clandinin, 1990). This project employed unstructured interviews as they are the most suitable method because neither the questions nor the answers are pre-determined, however, because of time constraints, semi-structured interviews will be conducted (Zhang & Wildemuth, 2009). Furthermore, the semi-structured interviews were appropriate because they elicit information from participants without any priori categorisation which might influence participants to answer questions in a particular manner (Zhang & Wildemuth, 2009). Semi-structured interviews therefore require the interviewer to be less assertive and allow the participants to own their own narrative (Corbin, 2003). The interviewer's responsibility, however, is to pay attention to what the participants are saying in an active manner and probe for elaboration where necessary (Zhang & Wildemuth, 2009).

The speed, material and overall tone of the interview is determined by both participants and researcher in semi-structured interviews, and the main actors are the participants themselves in the interview process (Corbin, 2003). This way of interviewing has empowering potential aspects to it as it gives lots of power to participants to own their stories as it centres participants stories which has the potential to empower (Zhang & Wildemuth, 2009). Furthermore, this interview process legitimizes participants' knowledge and contributes to the idea of democratizing the researcher/participant relationship into a more equal one where both parties are experts in their own rights (Corbin, 2003). Lastly, this interview process is particularly useful in this research because as the literature shows, black

students are often marginalised, disempowered and stigmatized within the university, and this interview process gives the participants some form of control over their representation (Zhang & Wildemuth, 2009).

Lastly, an intersectional lense approach enables the extrapolation of rich, comprehensive and in-depth understandings of participants' experiences (McCormack, 2004). Therefore, it was appropriate for this project. The researcher will record each interview with a recorder.

Chapter Four: Presentation/ and Discussion of Findings

Data Analysis

Intersectionality is located within qualitative research, and will thus be used in the researcher's data collection and analysis. Intersectionality considers how peoples various categories of identity and difference have consequences in that it puts others at an advantage at the expense of others (Shields, 2008). Since this research seeks to understand how black students experience historically white institutions and the whiteness of the institution, intersectionality becomes a useful tool in theorising how racism and oppression manifest at UCT (Nash, 2008). In addition, intersectionality reveals that peoples social identities significantly influence their beliefs and how they ultimately view themselves in the world in relation to others (Nash, 2008).

Because intersectionality is located within the qualitative paradigm, it too, does not seek to be objective nor neutral but rather functional and strategic (Riessman, 2002). The aim is not for the researcher to be the expert but the participant as an expert in their own right (Riessman, 2002). Intersectionality acknowledges that in the construction of their identity, participants perform a preferred versions of identity which they choose to make available to the researcher (Shields, 2008) .Therefore, this approach advances that there is not one objective truth, but that there are multiple truths (Erlingsson, & Brysiewicz, 2013). This approach is therefore best suited for the context of the current research because it will explore how first year black students experience the transition into UCT and the meanings they make out of this. Furthermore, this approach has the potential to validate the knowledge of 'ordinary' people who are often at the periphery or margins of society like my participants (Fraser, 2004). Intersectionality may also unearth subordinate ideas which can challenge

hegemonic ideas of knowing and representing certain groups, and in the context of my research first year black students (Nash, 2008).

This project employed one-on-one interview transcripts. To analyse the data, thematic analysis was used to explore first year black students' subjective experiences in historically white institutions. Thematic analysis emphasises searching for, analysing and making meaning of recurring patterns of themes within a qualitative data set (Braun & Clarke, 2012). The emphasis is on what was said by participants, and ultimately to comprehensively describe and make sense of the data in its entirety (Braun & Clarke, 2012). This type of analysis was appropriate to use because my interest was finding wide categories of meaning, specifically to explore whether these meanings capture the transitional experiences of black students who come into a historically white university and see how these students experience transformation in this institution. The broad and diverse data generated by this project suits this type of analysis as it will be the ground from which I will search for common themes.

Thematic analysis is a very flexible analysis which does not have fixed instructions. (Braun & Clarke, 2012). In this project, I employed the steps and guidelines that Braun & Clarke (2012) lay out. The analysis process was iterative, and commenced with the reading of the transcripts in full and the making of some initial notes about words that jumped out at me. These words subsequently became codes, for example, the first code I formulated was culture. From the codes, I generated categories, and from these are where my themes and sub-themes came from. From the data, the main salient themes were **Homogeneous culture in high school, Racial Discrimination on campus, Western Ways of Learning and Mental Resistance**. One example of this is taken from one of the transcripts of the participants:

I enjoyed high school. High school was great because I had lots of friends who were like me and we just clicked man. There was no fakeness just real people and the nice thing is that they spoke my language and we had the same culture so even December we would go to cultural festivals together. _ (Transcript 3)

This extract was from one of the transcripts. From this, I initially coded it as "Similarities". The first sentence describes the participants experience in high school as having been pleasant due to a similar language and culture. The second line is describing reasons as to why their experience was pleasant such as having people similar to them. From this, I continued to generate general codes I assigned to certain extracts. I then grouped these initial codes together into categories, which I later transformed into themes. In these codes,

similarities started to emerge which I could group together. For example, here is another extract taken from one of the transcripts:

*Okay so for me, I think high school was much better than here, because there I got so used to from primary school like being around blacks, people that speak like the same language isiXhosa, so all of us were like sharing the common language. So everything was simple then. Because yeah we were all the same.*_(Transcript 4)

Similar to the first transcript, the participant shows that they enjoyed high school due to being exposed to people of the same colour who speak the same language, which was IsiXhosa. This seemed to be related to the first transcript where the participant felt a sense of belonging in high school due to being exposed to people who speak the same language. I initially coded the second extract as “Belonging”. Even though I coded the first transcripts extract as “Similarities” and the second as “Belonging”, these codes both involved feeling a sense of happiness and belonging due to environments, which were similar. After grouping these two codes, I decided that they could fit into a major theme of “Homogeneous culture in high school”.

I divided my data set into 4 themes, alongside subthemes. Each them and subtheme had a description next to it. The first theme focuses on student’s high school experiences prior to entering the university space. The second and third theme speaks more to my main research question which outlines student’s experiences of being in a historically white university. The fourth and final theme explore how students cope or resist in this institution.

Table 1: Themes

Themes	Subthemes	Description
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<p>1.) Homogeneous culture in high school</p>	<p>1.1) Pleasant experience in high school</p> <p>1.2) Feeling a sense of belonging</p>	<p>This homogenous environment creates a sense of belonging and togetherness. Students felt accepted in high school as everyone came from similar backgrounds and had similar culture.</p>
<p>2.) Racial Discrimination on campus</p>	<p>2.1) racialized space causing discrimination</p> <p>2.2) feelings of inferiority</p>	<p>Students feel that there is a racial division within the campus. Students feel like there is a lack of diversity in UCT and that Africans are excluded from embracing their heritage and from practicing their culture. This makes black students feel as if they are being accommodated rather than being accepted.</p>
<p>3.) Western Ways of Learning</p>	<p>3.1) Eurocentric curriculum</p> <p>3.2) Lack of transformation</p> <p>3.3) Largely white academics</p>	<p>Students feel that UCT is white centred and westernised and that black students have to assimilate into this westernised way of thinking.</p>
<p>4.) Mental resistance</p>	<p>4.1) Ignoring stigmatizing narratives</p>	<p>Students feel that UCT is white centred and westernised and that black students have to assimilate into this westernised way of thinking.</p>

	<p>4.2) Academic perseverance</p> <p>4.3) Black unity</p>	<p>The participants felt that sticking together with people with similar racial stigmas attached to them as a method of coping and resistance. Some felt that ignoring these racial stigmatizing narratives and persevering academically was a way to resist and ultimately challenge these stigmas by getting qualifications to ultimately enter the university space as equal academics.</p>
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Black student's experiences of transitioning into UCT

This section focuses on participants' transitional experiences within UCT. It consists of 4 themes which each focus on a different aspect of this transition (see Table 1). The themes are **Homogeneous culture in high school**, **Racial Discrimination on campus**, **Western Ways of Learning** and **Mental Resistance**.

The main take home from these themes is that despite demographic shifts within the student populace, black students still feel marginalised and discriminated against.

Theme 1

Homogeneous culture in high school

Most participants in this study felt a sense of belonging in high school mainly due to a welcoming environment with people of the same language and colour. Participants generally

felt that when they were around black people, there was no hostility within their high school experience and felt like they were a part of the school community. For example:

Yeah, I felt accepted, like there was, uhmm, yeah, I felt accepted(...) like no whites at all, no other races, its just black, even the teachers, its just black, everybody is like black. – (Participant 5)

Transcript 1 echoed these sentiments, but slightly contrasted it to the universities culture compared to how the culture was in his high school:

School in high school was great man, I think what helped was just simple things like just speaking our own language, you know like having the same culture like. There wasn't like a lot of cultural sensitivity where you have to tip toe around things, you can't say this or that you know. Everyone is the same like it's like, you know. - (First transcript)

Transcripts 5s mention of a lack of cultural sensitivity indicates that he feels that in the university setting, there is a lot of cultural sensitivity whereas in his high school where he enjoyed it more, there was not. The use of the words “*you have to tip toe around things*” indicates that he felt a lot more freedom to express his views in high school while he feels that the university censors some people’s views.

While the data largely suggests that black students enjoy high school when it is a predominantly black school, however, this is not always the case as there was contradicting remarks in the data regarding this. For example:

So my school was a former white school, a former model C school. So you could like see on the walls with the Academics, there was Van Staden. It only started changing into 2005 where the names started changing. There was Thathos and stuff (...) I felt what I was experiencing was how South Africa's racial demographics are. The teachers were predominantly white, like for every 5 % black students there was like 40% white teachers. So you see there is still that aspect of power in the favour of whites. I felt isolated, but I am not sure why because the learners were largely black. So I am not sure if it had to do with me in my specific case. But the teachers themselves made us feel isolated in how they interacted with us, it was a previously white Christian school so you could still feel that. (transcript 8)

Here, even though the participant attended a predominantly black school in terms of learners, they still felt marginalised and isolated within their high school. This was due to the fact that the school was a former white school, and thus still holds some of those values which

marginalised black students. Even the reference to the academic names on the walls speaks to the fact that the school was largely white even post democracy and only started transforming and including black teachers in 2005.

Trascript 10 had a similar but harsher experience of this marginalisation. Her school was predominantly black, but it had a substantial number of white students and teachers as well. An example of her high school experience:

I can say I am kind of used to the white side. While our school was predominantly black, we did attend school with white ladies and lots of our teachers were white. I got used to being taught by white people. For example we were taught South African history by a white lady. We were racialized to understand history based on a white persons understanding of history, If I can put it like that. I am used to racial remarks, it was something that was normal to us, we wouldn't say no you're racist because we were teenagers and we couldn't really say that to teachers. So we were used to teachers calling us monkeys or whatever they wanted.

From her experience, we can see that while most schools with predominantly black learners create an environment which is welcoming, that this is not always the case especially when the teachers are largely white and the culture of the school reifies whiteness.

Theme 2

Racial Discrimination on campus

When asked about their experiences of transitioning into UCT, participants made it very clear how excluded they felt in the space. Participants felt that there was a clear racial division within the campus. As discussed in the literature review, black students are often represented as inferior to white students in public discourses:

This place is a jungle brah, like, you know one of the things that really like threw me off was just seeing the divide bruh like you walk in class, white people are there, black people are that side like jooor- (transcript 1)

Here the student reveals what a racialized space UCT is. This came out quite often in the data where participants mentioned the clear racial divide on campus. For example:

So people were like were sitting according to like whites were this side and they were talking and black people. So I think like the culture of hanging out with people of the same colour

and people who speak as fluent as you (...) You can't exactly approach a white person. Because like they are always together (...) We don't want to go to them and create new bonds.- (Transcript 2)

Here, transcript 2 recalls how racialized the institution is and how difficult this makes it to socialize with white students. Most participants reported feeling very overwhelmed by this state of affairs on campus.

Subthemes

Racialized space causing discrimination

Even though there are no written rules, which divide students by race, it was clear that students were separating themselves according to race. This has certain implications for how students of different races interacted with each other. As discussed by Perry (2003), white culture is the hegemonic culture at UCT, and as a result, this manifests in micro-social ways in which white students feel a sense of superiority over black students. For example, a participant reported being patronised by a white student because she got a higher mark in an assignment than her:

I think it happens more in tutorials because when one answers because they just start undermining you because you do not have the perfect English accent. There was this one time in my tut when our assignment marks came out and this white girl was shocked that I scored higher than her because I'm not really that vocal in class so she expected less of me. She even suggested that we go back to the tutor for a consultation so that they can remark the paper.- Transcript 7

Feelings of inferiority

Some participants felt that racializing discourses made them feel inferior and incompetent. For example:

I think like these uhm established stigmas influence the way we think, because we like limit ourselves because we think no we can't do this because like yeah its not within my abilities. (...) like limit our thinking and believe that some things are meant for other people as that mentality comes from back home that some things are for white people so we can't pursue such things, so you are only limited to pursue limited things. – (Transcript 6)

From this extract, it showed that black students felt that because they were viewed as inferior by these racializing discourses, this translated into a mental shift whereby they felt that they could only aim for low marks while high marks were only meant for white students.

Interviewer: what effects do the stigmatising representation of black people have on your academic self-esteem?

Interviewee: it drags me down in a way especially when it comes to tests because I aim lower and always tell myself that a 50 is okay or a 60 is okay. One of my friend always tells me that 70s and 80s are for white people so it gets to me sometimes – (Transcript 3)

This extract again echoes what the literature has found in that stigmatizing narratives about black students affect how they view themselves, and by extension, view how much they aim for in school.

Theme 3

Western Ways of Learning

When speaking about transformation within the university, many students felt that the university has not done enough to transform. Some participants felt that the transformation that UCT speaks of is only a façade to hide the Eurocentric ways of learning and being within the institution:

Interviewer: So that's why, so in that context and with that understanding, how do you see transformation in higher institutions?

Interviewee: No, it's, I think it's there on paper. I do not really see it in practice. –Transcript 9

Transcript 9 shows that within the institution, black learners do not feel that there is transformation but rather an appearance that there is.

Subthemes

Eurocentric curriculum

Many participants felt that the curriculum within the university is Eurocentric and do not speak to them. In particular, students who came from schools where English was a first additional language felt that the dominance of English was unfair on them:

I mean, the language, yeah, because I mean I did English as my first additional language so uhmm, when, uhmm, writing essays or anything else, there's always that area where there's, uhhh, yeah, I didn't do it as my home language so I guess there's sometimes always a barrier- (Transcript 2)

Transcript 2 illustrates how difficult it is to write academic essays in English when English is not your home language or when you were taught English as a first additional language.

moving from high school to here, moving out of your comfort zone because for someone like me, there almost everything is taught in the home language even English first additional language is taught in our home language. So it's moving out of your comfort zone and abiding by the standards of varsity so you have to write everything in English (...) For me I don't think it's fair because we don't have, because if we would have the upliftment, like that's happening in white school even from back home. Some of them are also public schools but they have more resources than us so I would say it would start from high school- (Transcript 6)

Here, transcript 6 shares the sentiments of transcript 2 in that they both feel the dominance of English is unfair towards black students.

Nowhere does did it speak about South African history. We were taught about Hitler, What am I, I know like yeah it's something significant. I don't live there (...)so there is a lack of consciousness of history- (Transcript 4)

Transcript 4 speaks to how the university teaches a Eurocentric history while excluding South African history. The literature revealed that even the curriculum within universities is largely Eurocentric, and transcript 4 just highlighted how true this is.

Lack of transformation

Many participants felt that the university excludes their culture, language and ways of being.

You do something that, you do something that's culturally appropriate for you, say a simple thing like uhm like when you go to graduation and you hear people ululating, there will be a small group of people who are non-black, mostly Indians who go oh that's great (...) But, I

have seen instances where other people see it as something strange, like why are we doing like that.- (Transcript 1)

Transcript 1 feels like transformation is only in theory and not in practice at UCT. He gives an example of ululating in graduations and how white people see it as abnormal when it is a very normal thing in most African cultures.

For me, UCT I see it as more like a Western university like I said that it is like a previously white institution and for white people only and I still see it that way, because most things we always have to abide by the white culture, and I would say I am not expecting the syllabus or anything to be changed into but I would like more things to be African things, to be engaged in the culture because we now have to switch and form part of the western things that are done here.(...) So I don't think there's no space for diversity for Africans because we can't practice our own things, our own heritage and other things here, we have to fit into the crowd. (Transcript 3)

Transcript 3 acknowledges UCT as a historically white institution but mentions that it still feels like that as it is white centred and westernised and that black students have to assimilate into this westernised way of thinking. Transcript 3 is sceptical that the syllabus would change but wants more representations of Africans. These extracts speak to the lack of transformation within the university as many black students feel that there is a lack of diversity and that Africans are excluded from embracing their heritage and from practicing their culture.

Largely white academics

On top of all the disrespectful treatment at the hands of some students and a dominance of English within the university, some students felt that even the academics that are in this institution are largely white making the space even more overwhelming for incoming black students.

I think it's because the standard that UCT is in, and I don't think it would ever be possible to do that here, because I know in Fort Hare they do that sometimes, because here they are more like, even the lecturers that are present are more on the white population than the black population.(Transcript 7)

Theme 4

Mental resistance

While there is racial discrimination within UCT, many black students try to look past this and do well academically. There are various coping strategies that students use to cope or resist the racializing discourses within UCT.

Subthemes

Ignoring stigmatizing narratives

Many students reported feeling or being discriminated against at some point in their short time while at UCT. Despite this, the overwhelming majority of these participants felt that ignoring this discrimination was the easiest way to cope with it as facing it was too overwhelming.

Interviewer: How do you cope with UCT and this discrimination you mention?

Interviewee: I just tend to ignore it, you know, just be reserved, I just don't engage in such (...) there's a lot of white people, especially in psychology but I just avoid a lot of people and don't interact with people of different races

Interviewer: does it in any way affect your self-esteem or academics?

Interviewee: maybe at first, when I came here, it was such a big thing then over time, I just, I did not want to let it affect me in any way- (Transcript 2)

Transcript 2 admits to feeling discriminated against; however, felt that when ignored, this does not have such a negative effect as when confronted.

There are some people who just go alright, uhm, I am being treated like this and they go screw it. I am done with this; I am just going to push me. You know then there are other situations where you just feel powerless. You know, where you just feel powerless, when you don't have that power you just go what's the use now.-(Transcript 1)

Transcript one also feels that ignoring is the best way to cope with racial discrimination as he feels powerless or does not see the use of resisting it. Participant felt ignoring these stigmatising experiences and stereotypes was necessary as they face other academic stressors, which needs their time and attention.

Academic perseverance

Besides ignoring stigmatising experiences in the university, some students felt that the best way to cope or resist this was by doing well academically.

I think for me, uhm, me serving as an example as succeeding here would be like motivation and a prophecy for others to see, so by me making it up and overcoming UCT I believe that other people can think it's possible.- (Transcript 5)

Transcript 5 felt that by doing well academically, this does not only serve as a counter narrative to the racializing discourses on campus, but that it also serves as an example to other black students who want to come to UCT that doing well at UCT as a black person is something that is possible.

Who just go I am going to graduate; I will be your colleague or your boss (...) Then you will listen to me(...) Alright its fine, I am going to study, I am going to get those A's I am going to come back (...) Certain titles are listened to even if you are right and you are a student sometimes people don't listen to you. That is why those people go it is all right I am going to get recognition then come back. – (Transcript 3)

Transcript 3 views resistant in a similar way, but for different reasons. Transcript 3 shows that white people within the institution do not listen or consider black students opinions, however, feels that once they graduate, they will possess some form of power that allows them to be listened to in the institution.

Black unity

While participants had several and diverse ways of coping with racializing stereotypes, the most common form found in almost all the participants was black unity. Many participants felt that sticking with people of the same colour worked well for them, as they felt unwanted when working with white students as they reported that white students were at times hostile towards them because they viewed them as inferior or less intelligent.

Interviewer: What do you think are some of the coping mechanisms and strategies that black people, I mean black students employ to resist these stigmatizing narratives about them?

Interviewee: *I think the simplest one is just banding together and finding people who are in the same boat as you. Just knowing that you are not alone does so much (...) I mean with the same black people, it does so much it does so much for you to know that you are not alone*

and for someone to just go alright, I can lend you my strength (...)You know, we are experiencing the same thing- (Transcript 1)

Transcript 1 views sticking together of people with similar racial stigma as a method of resistance.

Mmm for that, I would say for me the people that are mostly like closely in contact or relationships with are people that I personally know from back home because for me it's not easy to interact, but I try as much as I can in tuts and other things to engage with other people. But the cultures and other things, don't like because there is always conflicts in between whenever you mention racial or other aspects that divide- (Transcript 6)

Transcript 6 like transcript 1 feels a sense of safety and comfort within people who are like her as she has had experiences of conflict when she engages with people that are different from her when engaging in topics of race or other aspects that potentially divide. It is clear that black unity is a common form of coping with racial stereotypes within black students.

Ethical Considerations

Generally, no matter the theoretical framework used in research, there are essential ethical considerations and protocol that have to be followed (Smythe & Murray, 2000). There are specific ethical considerations when working with people, particularly when discussing sensitive topics. In the section below, these ethical considerations will be discussed.

Harm/Benefits to participants

It is the responsibility and ethical obligation of researchers to ensure that their participants are protected and that no harm comes to their participants (Smythe & Murray, 2000). All interviews were conducted in a safe location on upper campus UCT, therefore, there was little chances of physical harm to participants. Even though there were some sensitive topics related to race, there is no known risks to participating in this study as questions were phrased in a very sensitive manner. However, the researcher recognises that sensitive topics such as race may cause emotional distress, therefore the researcher made questions as sensitive as possible (Corbin, 2003). Furthermore, to ensure that participants did not get overwhelmed by invasive questions, participants were informed that they were in no

way obligated to answer questions which they did not feel comfortable with and that psychological resources are available should participants feel distressed. The benefits of the study were that participants got a chance to see how a research study is conducted and contribute knowledge for further research. Furthermore, participants recruited through the SRPP received 2 SRPP points for their participation.

Informed Consent

Participants were briefed on the purpose and procedure of the research prior to conducting the interviews (Corbin, 2003). All participants were given an informed consent (Appendix A) which informed them about the details of the research such as research process, analysis and issues of confidentiality. It is imperative that participants voluntarily participate in the research, therefore, the researcher read and verbally confirmed that participants were informed that they have a right to decline to take part in the study, and/or withdraw at any point in the interview process.

Protection and confidentiality

There was strict confidentiality at all times as the researcher ensured this by protecting the identities of the participants by using pseudonyms in his reporting. The audio files were labelled with unique codes as opposed to personal names to further protect participants' confidentiality.

Limitations of the Study

Some of the limitations of this research is that 10 participants are a relatively small number, and that participants were only interviewed once. The research may have been better, with more nuanced data, if the sample size was larger, however, this research is for an honours project, and therefore, there will not be enough time to conduct research with a large sample. Another limitation of this research is that it may not be representative of all black students from predominantly black schools as the sample will be limited to one faculty (Humanities) and particularly limited to students doing psychology. Perhaps, black students from other faculties experience UCT differently to how Psychology students experience it. However, this is qualitative research, therefore, generalizability is not of interest as there is no intention to generalise findings to the general population, but rather to explore individual experiences of the participants. It should also be noted that this research was only limited to

UCT students, therefore, students from other universities, technicons or colleges might experience this transition to higher education differently.

Reflexivity

Reflexivity is vital in qualitative research as it highlights the role that a researcher plays in research. Reflexivity unpack and reveals the fact that researchers are not objective in their enquiry for knowledge, but that they are part of the research and play a role in the research process (Berger, 2015). Therefore, in conducting, and now analysing this data, it is pivotal that I am cognisant of the role I played in making and shaping this data. My social position and demographics such as race class and gender can have an impact or influence on how participants engage with me and what information they decide to reveal in the interview process (Denzin & Lincoln, 2008). Therefore, understanding how my social position may have influenced the data I have gotten from the participants is of paramount importance (Denzin & Lincoln, 2008). For example, because I am a black male UCT student who also comes from a predominantly black school could have made students feel more comfortable speaking about their experiences of transitioning to UCT. In this way, I felt that participants found or at least appeared to view me as an “insider” and as a result, they were more expressive when it came to the racial and social difficulties that they face in the institution.

Significance of the study

As the literature has revealed, black students are constantly represented in negative and stigmatizing ways in higher education in South Africa. Conducting this research will contribute to not only understanding black students’ experiences in historically white universities, but it may contribute to challenging the hegemonic way of viewing black students as lazy and lowering academic standards at historically white universities, into alternative, more liberating and positive representations of black students from predominantly black schools. Furthermore, this research may even serve as a catalyst to further decolonise historically white universities institutionalised racism and practices.

Discussion

There were four themes discussed in this chapter, namely homogeneous culture in high school, racial discrimination on campus, Western ways of learning and mental resistance. These themes illustrate that whiteness is the hegemony at UCT and that whiteness possesses power. Despite the number of black students increasing in this institution, many participants in this study still felt largely excluded within the institution. Many participants reported feeling that their blackness was associated with stigmatizing representations, which viewed them as inferior while whiteness was positioned as superior. In particular, students felt that because of their social identity such as socio-economic status and class which is represented by their predominantly black school background, they felt a sense of inferiority and intimidation by the space on campus.

The study aimed to understand the transitional experiences of black students into a historically white university, and based on the experiences of the participants, race was a central concept which shaped their experience at this institution. For many participants, this transition was very overwhelming as they came from largely homogenous communities and schools which were characterised by similar languages and cultures to such diversity at UCT. However, for others, this transition was merely a repetition of high school, where they felt excluded in high school as well as the university because of the whiteness of both these environments. This not only shows that the universities transformational policies are limited, but it also speaks to how blackness is still positioned as inferior in our society as a whole. Even though all the participants in this study were first year students, it was clear that they were conscious of the often subtle ways in which black students become discriminated against. These students' consciousness of these discriminating discourses allowed them to problematize the Westernised curriculum and ways of being of the institution as inherently violent to black students who want to embrace their culture. Students felt that UCT is only transformed in theory, but in reality, the university is still largely a racialized space characterized by a dominating white culture with a Western curriculum which they felt did not speak to them. Students felt this was exacerbated by a white majority academic lecture make up, which makes black students feel overwhelmed. Some students felt that this white culture in the institution manifested in unequal power relations between students where white students often disrespect them. This often negatively affects black students psyche in that they often aim for lower marks than they often would because of feeling inferior to white students. As a result, black students found that they had to resist these stigmatizing discourses

using various methods such as ignoring it, achieving well academically and uniting with other black students who are facing similar discrimination.

Chapter Five: Conclusions, recommendations and implications of study

Conclusion

This study aimed to explore first year black students' subjective experiences in historically white institutions. This study found that black students from predominantly black schools generally had pleasant experiences in high school because of a homogeneous culture, which meant they were surrounded with people with similar social identities as them. Generally, participants felt that there was racial discrimination on campus, which manifests in a racialized campus characterised by a marginalisation of black students while white students are glorified. Furthermore, participants generally felt that UCT was still largely Westernised. Despite these difficulties, many participants found coping mechanisms to deal with these challenges such as ignoring these stigmatising narratives and focusing on achieving good marks in school.

Contributions and Implications of the Study

The hope is that this study not only contributes to better understand black students experiences in historically white institutions, but that this research may help in the transformation of higher education not only at UCT but across the country. I hope that this project will also contribute to disrupting the stigmatising ways in which black students are viewed as lowering academic standards. In doing so, I think it is important that this project centred black students voices in disrupting these stigmas. White voices have for far too long been at the forefront of discourses in university spaces, therefore, it is pivotal that project such as these continue being conducted which seek to make black voices matter in debates around transformation in higher education. I hope that this project has highlighted how despite black students increasing in these universities, that they are still marginalised when they enter these spaces. This project also drew attention to how the universities white-centeredness makes black students feel that their heritage and culture is inferior and that the only way of being is to assimilate into this white culture of the institution. Ultimately I hope after these have been acknowledged, this project may help black students create a new, alternative, liberating and positive representation of themselves by themselves. Based on the

four themes I have discussed and considering the overall general experience of black students I have three recommendations. Firstly, is that UCT should consciously decide to teach a more African centric view within its curriculum which speaks to African people which are written by Africans for Africans (Du toit & Forlin, 2009). Secondly, the University with the assistance of all its academics need to actively challenge stigmatising discourses and stereotypes of black students so that it can change to new alternative, liberating and positive representations of black students. This will need to be an introspective process, not only on the side of white academics own prejudice and bias towards black students, but one that is constantly checking itself and educating white students as well. Lastly, because the academic demographic favours white people, there needs to be an increase of black academics within the institution which reflect the demographics of the country so that black students do not find the institution overwhelming.

Suggestions for Future Research

As mentioned under limitations, this study only focused on race and UCT students, therefore, future research can broaden the scope of research and extend it to other higher institutions such as colleges and technicons. Particularly, future research can aim for black students from different socio-economic backgrounds to get a more nuanced understanding of the transitional experiences of black students in higher institutions. In addition, it would be interesting to how different social identities such as gender and sexuality influence this experience. Even though this study consisted of 4 female students, gender was not of interest, therefore, future research could incorporate this aspect into its objectives. Perhaps future research could conduct focus groups with all races rather than exclusively focusing on black students to not only encourage discussion across racial lines, but to conscientise white students of black student's struggles within the institutions.

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APPENDIX A: Informed consent form



Participation Consent Form

University of Cape Town

Consent in partaking in a research study: Understanding black student's experiences of transitioning from predominantly black schools to UCT.

Dear Participant,

Study purpose

You are invited to participate in a research study by a researcher at the University of Cape Town. The purpose of the study is to understand first year black student's experiences of transitioning from predominantly black schools to UCT.

Study Procedure

If you decide to participate in this study, you will be required to do an interview with the researcher which will ask you about your experiences of transitioning from predominantly black schools to a historically white university, such as, UCT. This whole process should take approximately 60 minutes. These interviews will be conducted on upper Campus at the University of Cape Town.

Possible risk and benefits

Sensitive topics such as race may cause emotional distress, therefore the researcher will make questions as sensitive as possible however, other than that, there are no known risks involved in the study. Should participants experience emotional distress, there are various psychological resources that will be made available such as the Student Wellness service and

SADAG UCT Student Care line. The benefits of the study are that you will get a chance to see how a research study is conducted and contribute knowledge for further research.

Voluntary participation

Participation in this study is completely voluntary. You are free to withdraw from this study at any time, and there will be no penalty or consequence for withdrawing.

Confidentiality

Personal information will be kept confidential. Some of this research may be published, however your identity will be protected. Your name will be replaced with a pseudonym. All interviews will be digitally recorded and kept in a password protected file only known by the researcher.

Contact details

If you have any further questions/concerns about the study, please contact the lead researcher Ayabulela Ntwakumba on [0678946847](tel:0678946847)/ntwaya001@gmail.com or his supervisor Dr Shose Kessi 0216504606/shoes.kessi@uct.ac.za. If you have any issues regarding this research or your rights as a research participant and would like to speak to the chair of the ethics committee, please contact Mr Rosalind Adams at the Department of Psychology at UCT on 0216503417/Rosalind.Adams@uct.ac.za. If you understand all the procedures and risks/benefits of the study and would like to participate in the project, please sign below

Psychological Resources

SADAG UCT STUDENT CARELINE: 0800242526

STUDENT WELLNESS SERVICE: 0216501020/17

Agreement for Participation

I ----- have read the consent form and I am satisfied with my understanding of this study, its possible risks and benefits. I hereby voluntarily consent to participate in this study.

Agreement for tape recording

I agree to have my voice tape recorded

Signature -----

Date -----

Appendix B: Interview schedule

Introduction

- a.) Basic information about participant? Name, identity, what you're studying etc.

2.) Research specific questions:

***Education**

- a.) Could you tell me about your experience of having been in a predominantly black school?
- b.) How does this experience differ to your current experience of being at a historically white university?
- c.) What is your understanding of transformation in higher education?
- d.) What does transformation mean in the context of UCT for you?
- e.) How do you experience UCT as black body who comes from a predominantly black school?
- f.) How do you deal with cultural differences at UCT?

End

- Emphasise that confidentiality will be kept and that they will be anonymous in the results of this study.

Appendix C: SRPP Poster

Good day everyone,

I am a Psychology Honours student conducting a research study in the Psychology department. The purpose of the study is to understand first year black student's experiences of transitioning from predominantly black schools to historically white universities such as The University of Cape Town. If you decide to participate in this study, you will be required to do an interview with the researcher which will ask you about your experiences of transitioning from predominantly black schools to a historically white university, such as, UCT. This whole process should take approximately 60 minutes. These interviews will be conducted on upper Campus at the University of Cape Town.

Sensitive topics such as race may cause emotional distress, therefore the researcher will make questions as sensitive as possible however, other than that, there are no known risks involved in the study. After completion of the interview, you will earn 2 SRPP points for your participation in the study.

Participation criteria:

Any first year black student (African, Coloured or Indian) who comes from a predominantly black school in South Africa.

To participate, email me at ntwaya001@myuct.ac.za and I will send you a link to the survey. You will only receive the **SRPP points if you complete the entire interview.**

Thank you,

Ayabulela Ntwakumba

UNIVERSITY OF CAPE TOWN

Department of Psychology
Research Ethics Committee

Rondebosch, 7701

Tel: 27 21 6503417 Fax: 27 21 6504104

APPLICATION TO CONDUCT PSYCHOLOGICAL RESEARCH

1. All applications must be submitted with the documentation outlined in the attached form.
2. All documents should be submitted electronically.
3. The University of Cape Town's Department of Psychology actively supports research as an essential academic function. It is essential that all applicants consult the UCT Code for Research involving Human Subjects (available from the UCT website).
4. In the case of research involving clinical populations, drug trials, neuroimaging, and recruitment from Groote Schuur Hospital or any affiliated medical institutions, approval must also be obtained from the Faculty of Health Sciences Research Ethics Committee (FHS REC).
5. Final responsibility for the ethical and effective conduct of the research lies with the principal investigator.

HONOURS STUDENTS:

Complete this application form, and submit it to Rosalind Adams with the formal research proposal that forms part of your research methods module in the Honours programme.

MASTER'S AND DOCTORAL STUDENTS:

Complete this application form, and submit it in electronic form to Rosalind Adams attached to the research proposal you will present to a departmental thesis committee.

DEPARTMENTAL STAFF, VISITING SCHOLARS AND POST-DOC STUDENTS:

Complete this application form, and submit it in electronic form to Assoc. Prof. Lauren Wild (lauren.wild@uct.ac.za). The application must be accompanied by a detailed proposal (maximum length 25 1.5-spaced pages).



UNIVERSITY OF CAPE TOWN
DEPARTMENT OF PSYCHOLOGY
APPLICATION FOR ETHICAL APPROVAL TO CONDUCT PSYCHOLOGICAL RESEARCH

Section A	Proposal Identification Details	To be completed by all applicants
Section B	Study Information	To be completed for all studies
Section C	Financial and Contractual Information	To be completed by all applicants
Section D	Declaration on Conflict of Interest	To be completed by all applicants
Section E	Ethical and Legal Aspects	To be completed by all applicants
Section F	Checklist	To be completed by all applicants

Section A: Proposal identification details.

<p>1. Title of the proposal/protocol: Understanding black student's experiences of transitioning from predominantly black schools to UCT.</p>			
1. Has this protocol been submitted to any other Ethical Review Committee?	Yes	N O	No

1.1 If so, list which institutions and any reference numbers.			
1.2 What was/were the outcome/s of these applications?			
2. Is this proposal being submitted for ethical approval for an amendment to a protocol previously approved by this committee?	Yes	N o	No
2.1 If so, what was the previous protocol's reference number?			

3. Investigator details

3.1 Principal Investigator (if a student project, the student is the principal investigator):

Title	Initials & Last Name	Department and Institution	Phone	Email	Signature	Date
	A.Ntwakumba	Psychology department(UCT)	067894 6847	Ntwaya001 @myuct.ac. za	A.Ntwakumb a	

3.1.1 (If different to 4.1 above) UCT Principal Investigator

Title	Initials & Last Name	Department and Institution	Phone	Email	Signature	Date
	S.Kessi	Psychology department(UCT)	021650 4606	shoes.kessi @uct.ac.za		

3.2 Co-investigators: (if a student project, add the supervisor's name here)

Title	Initials & Last Name	Department and Institution	Phone	Email
	J.R. Cornell	Psychology department (UCT)	08236156 03	Josieruthcor nell@gmail. com

4. Is the study being undertaken for a higher degree?	Yes	No
If yes:		
4.1 What degree?		
4.2 Student name: Ayabulela		
4.3 Supervisor name: Shose Kessie & Josie Cornell		

4.4 In what department is the degree? Psychology department

Section B: Study Information (summarize the information contained in the proposal).

5. Who will act as participants in the study?

UCT first years students who come from predominately black schools.

6. Estimated number of participants:

10

7. Estimated duration of study:

45 minutes per interview

8. Location of study (e.g. UCT, school, hospital, etc., where you will gather data from the participants):

UCT

9. Recruitment: Please describe how and from where the participants will be recruited. Attach a copy of any posters or advertisements to be used.

From the UCT Psychology SRPP

10. Vulnerable groups: Are there pre-existing vulnerabilities associated with the proposed participants, e.g., relating to pre-existing physiological or health conditions, cognitive or emotional factors, and socio-economic or legal status?

Yes X

No

If yes, explain briefly what vulnerability would entail in the study, and how you propose to safeguard participants' wellbeing.

there may be some sensitive topics related to race. However, the researcher recognises that sensitive topics such as race may cause emotional distress, therefore the researcher will make questions as sensitive as possible

11. Risks: Briefly describe the research risk associated with your study, i.e. the probability and magnitude of harms participants may experience. Minimal risk means that the probability and magnitude of harm due to participation in the research are no greater than that encountered by participants in their everyday lives.

There is no known risks to participating in this study as questions will be phrased in a very sensitive manner

12. Costs: Give a brief description of any costs or economic considerations for participants.

There will be no economic costs that participants will incur.

13. Benefits: Discuss any potential direct benefits to the participants from their involvement in the project.

Participants will learn how a study is conducted. Participants will be in control of their own narratives which is an empowering factor to the study. Furthermore, participants will receive 2 SRPP points for the participation.

14. Compensation: If participants are to receive compensation for participation, please provide details.

Participants will receive 2 SRPP points for the participation.

15. Consent. Describe the process to be used to obtain informed consent. Where applicable, attach a copy of the information letter and consent form.

All participants will be given an informed consent which informs them about the details of the research such as research process analysis and issues of confidentiality. It is imperative that participants voluntarily participate in the research, therefore, the researcher will verbally confirm that participants are informed that they have a right to decline to take part in the study, and/or withdraw at any point in the interview process.

16. Confidentiality. Please describe the procedures to be used to protect confidentiality of the data.

There will be strict confidentiality at all times as the researcher will ensure this by protecting the identities of the participants by using pseudonyms in his reporting. The audio files will be labelled with unique codes as opposed to personal names to further protect participants' confidentiality.

17. Does the protocol comply with UCT's Intellectual Property Rights Policy (including ownership of the raw data)?

Yes

Y
e
s

No

Section C: Financial and contractual information

18. Is the study being sponsored or funded?	Yes	n o	No
If yes: 18.1 Who is the sponsor/funder of the study? 			
18.2 Are there any restrictions or conditions attached to publication and/or presentation of the study results?	Yes		No
18.3 Does the contract specifically recognize the independence of the researchers involved?	Yes		No
(Note that any such restrictions or conditions contained in funding contracts must be made available to the Committee along with the proposal.)			
19. Will additional costs be incurred by the department?	Yes		No
19.1 If yes, specify these costs: 			

Section D: Statement on Conflict of Interest

The researcher is expected to declare to the Committee the presence of any potential or existing conflict of interest that may potentially pose a threat to the scientific integrity and ethical conduct of any research in the Department. The committee will decide whether such conflicts are sufficient as to warrant consideration of their impact on the ethical conduct of the study.

Disclosure of conflict of interest does not imply that a study will be deemed unethical, as the mere existence of a conflict of interest does not mean that a study cannot be conducted ethically. However, failure to declare to the Committee a conflict of interest known to the researcher at the outset of the study will be deemed to be unethical conduct.

Researchers are therefore expected to sign **either** one of the two declarations below.

- a) As the Principal Researcher in this study
(name: A.Ntwakumba), I hereby declare that I am **not aware** of any potential conflict of interest which may influence my ethical conduct of this study.

Signature: _____ Date: _____

- b) As the Principal Researcher in this study (name: _____), I hereby declare that I am **aware** of potential conflicts of interest which should be considered by the Committee:

Signature: A.Ntwakumba
Date: 10/05/2019

Section E: Ethical and legal aspects

20. Have you read the UCT Code for Research involving Human Subjects (available from the UCT website)?	Yes	Y e s	No
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Section F: Checklist**Tick**

Application form	1 electronic copy	X
Covering letter and all other correspondence (e.g., ethics approval from other bodies, letters to parents, etc.)	1 electronic copy	
Detailed proposal, including a 200-word summary/abstract	1 electronic copy	X
Consent/Assent form/s	1 electronic copy	X
Participant information sheet/Debriefing form (if separate from consent form)	1 electronic copy	X
Other documents (e.g., advertising posters)	1 electronic copy	X