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Title: A qualitative exploration of the relationship between race and identity in Durban,
Greenwood Park: A social constructionist perspective

Name: Laurelle Prinsloo
Student number: 18049131
Supervisor: Jenna-Lee Skea
Module: Research
Module code: RESE8419
Qualifications: IIE BA Honours in Psychology (HPS1)
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Abstract

This study sought to explore the relationship between race and identity with particular focus on Coloured people's subjective experiences regarding race and identity. Insufficient acknowledgement of the role Coloured people have on reconstructing and creating their identity within an intermediate social position has been highlighted in the literature. Using three participants, qualitative semi-structured interviews were conducted to gain an in-depth understanding by exploring the subjective perspective of race and identity. Findings revealed three major themes that were critical in the relationship between race and identity; historical context, power dynamics and social construction and, political and social transformation. The results show that the past is still presently reflected in identities in terms of race; power dynamics and social construction is an influential factor in social aspects which create identity and race; that participants actively attempt to transform their identity into one's own making and construct alternative perceptions. Power/political dynamics relates to the historical dynamics which still come into play regarding race and identity. The large literature on Western Cape Coloured's poses limitation for the research on Durban Coloured's. It is recommended that changes should be geared towards understanding the subjective Durban, Coloured perspective of identity formation through personal experiences.

Table of Contents

Abstract.....	2
1. Introduction	5
2. Background	5
3. Rationale	5
4. Problem statement	6
5. Purpose Statement.....	7
6. Research questions.....	7
7. Objectives	8
8. Theoretical Foundation.....	8
9. Literature Review	9
9.1 Historical Context.....	11
9.2 Power Dynamics and Social Construction	12
9.3 Social and Political Transformation.....	13
10. Conceptualisation.....	15
11. Research Paradigm.....	16
12. Research Conceptual Approach and Design	17
13. Population	19
14. Sampling	19
15. Data Collection Method	20
16. Data Analysis Method	22
17. Trustworthiness	23
18. Presentation of findings.....	24
18.1 Theme 1: Historical Context	24
18.2 Theme 2: Power Dynamics and Social Construction	25
18.3 Theme 3: Political and Social transformation.....	26
19. Interpretation of findings.....	27

20. Research Question/Objectives Addressed	29
21. Conclusion	30
21.1 Heuristic Value.....	30
21.2 Ethical considerations.....	31
21.3 Limitations	32
References	33
Appendices	40
Appendix A: Final Research Report Summary Document Template	40
Appendix B: Ethic Checklist.....	41
Appendix C: Ethical Clearance	42
Appendix D: Consent for audio recording	44
Appendix E: Consent to participate.....	45
Appendix F: Interview Schedule	48
Appendix G: Safe Assign Report	50

1. Introduction

It is imperative to create a discourse that is surrounded by academia in order to better understand the intermediate position of the Coloured identity and its marginality. The purpose has been to create awareness on the process of identity construction in the Coloured community by exploring how they communicate, express, shape and create their identity (Nilsson, 2016). Therefore, addressing the issues surrounding the Coloured identity with focus on the relationship between race and identity has been the primary concern of this research.

2. Background

Racial identity is referred to as the fragment of self-concept that emphasises cultural group connection and awareness of this connection (Woo, Fan, Tran & Takeuchi, 2019). Racial identity may reflect a sense of shared history values and cultural bond (Woo et al., 2019). Moreover, studies around the Coloured identity has largely been conducted in the contexts of the Western and Eastern Cape. These studies provide the Western and Eastern Cape perspective of the Coloured identity that inform our understanding of the Coloured identity. Therefore, there is a need to inquire in non-Western/Eastern contexts that provide non-Western/Eastern perspectives on the Coloured identity.

Historically, South African Coloured people are referred to as mixed race, denoting to being part of a rich cultural heritage but not fitting into any other racial group (Isaacs-Martin & Petrus, 2012). The Coloured identity is contradictory in nature due to the intermediate position of Coloured citizens as being part of, but not belonging. There is a constant struggle with issues of identity among Coloured's as the meaning of being Coloured is often drawn directly from ethnic prejudicial speeches from non-coloureds, for instance, the illegitimacy of Coloured's due to their "artificial categorisation" as part of the divide rule of Apartheid (Isaacs-Martin & Petrus, 2012; Adhikari, 2006, p. 147). Literature portrays minor acknowledgement of the role Coloured people have on reconstructing and creating their identity (Adhikari, 2006).

3. Rationale

The study contributes to the context of non-Western/Eastern context by exploring the Coloured identity in South Africa, Durban, Greenwood Park. The research has considered subjective racial and identity experiences in terms of establishing the relationship between race and identity. The study therefore sought to provide an inclusive view of race with emphasis on the identity context. The focus is on South African, Durban, Coloured group as there is a gap in the study of identity in this group. In context of the rationale, South

African Coloureds still create meaningful identity construction within their communities and through independent personal experiences (Adhikari, 2009).

It is important to move away from the complexity and ambiguity of the term Coloured as Coloured individuals still struggle with their intermediate position (Isaacs-Martin & Petrus, 2012). By addressing the intermediate position of Durban Coloured's, the research has hopefully addressed the gap in literature as the independent meaning of identity appears to be insufficiently addressed in literature (Isaacs-Martin & Petrus, 2012). The research, with contributions from existing literature, aimed at addressing this gap by exploring the subjective and individualised experiences of the South African Coloured identity through a social constructivist lens. Social construction impacts the meaning of identity and maintains its influence on identity.

4. Problem statement

The Coloured group is a culturally unique group which has developed an identity independent of other South African racial groups (Magerman, 2015). However, the Coloured's position between the politically dominant Black group and the economically dominant White group creates a sense of marginalisation (which refers to the intermediate position of Coloureds) (Magerman, 2015). This marginalised status may be due to not being fully accepted as either Black or White (Adhikari, 2006). Therefore, leaving Coloured's with a sense of being caught between two groups, an intermediate position (Adhikari, 2006). During Apartheid, Coloured's were seen as second class-citizens as they were not White enough (Adhikari, 2006).

Presently, South African Coloured's are not Black enough to truly benefit from the redress in a Post-Apartheid South Africa (Adhikari, 2006). Marginalised identity is not the focus of this study but an understanding of this might provide insight into the establishment of the relationship between race and identity. This research is established to explore the intermediate position of Durban Coloured's in relation to race and identity. The problem lies in not fully comprehending how Coloured people created their identity and how they have attempted to move away from the previous help misconceptions reflected within the Coloured community (Adhikari, 2006). These perceptions maintained the violent propensity of Coloured individuals of South Africa who often viewed in this negative manner (Adhikari, 2006, p. 143; Adhikari, 2004).

5. Purpose Statement

The purpose of this research was to explore the link between race and identity with particular focus on the Coloured identity. The aim of this study was to explore race and identity within the Coloured community of South Africa, particularly the Durban, Greenwood Park community. This study highlights the intermediate position held by the Coloured community in accordance with literature. This study has explored the subjective experiences of Durban Coloured participants with significant contributions from existing literature. The purpose of this study has been the attempt to provide literature pertaining to the Durban Coloured community. The central phenomenon of study is race and identity.

The purpose was to explore the relationship between race and identity with focus on the Coloured identity in the context of subjective experiences of identity formation. Therefore, the primary research question is to establish what the relationship is between race and identity. This has hopefully added a better understanding to the body of literature about the Coloured identity. This study aims to reduce confusion about the complex nature of the Coloured identity and conceptualise it appropriately. As such, this research is relevant in attempting to provide the subjective experiences of the Coloured community. This is achieved through providing the agency that Coloured individuals maintain in creating their own identity. The Coloured identity is a social construct, and the research explores how race informs identity within the Durban, Greenwood Park community in a Post-Apartheid context (Wentworth, 2019). As race is a social construct, it needs to be explored qualitatively with specific focus on how participants perceive their race as a possible influence on their identity formation (Cerezo, Cummings, Holmes & Williams, 2020).

6. Research questions

- What does it mean to be Coloured in South Africa?
- What is the social position of Coloured South African's?
- How is the Coloured identity expressed?
- How do Coloured people understand their identity?
- How are Coloured, South Africans understood?
- Is the Coloured identity marginalised? If yes, how?
- How does the Coloured identity still reflect its past presently?

7. Objectives

The objectives of this research was to explore the relationship between race and identity, to understand what it means to be Coloured in South Africa, how Coloured individuals understand their identity in terms of race and how the Coloured identity is reflected Post-Apartheid. The research was concerned with identity across the South African, Durban, Greenwood Park community within the context of race, with a specific focus on the Coloured group, who are considered to be culturally and racially different from other groups, and traditionally classified somewhere between the Black and White groups (Adhikari, 2006). The research sought to understand personal and social experiences amongst Durban Coloureds in relation to race and identity. The primary objective was to establish the association between race and identity and the extent of this this relationship.

8. Theoretical Foundation

The key theories identified are Social Identity Theory (SIT) and Self-categorising Theory (SCT) which are intertwined. SIT reflects on how Coloured people understand themselves individually in terms of their social group (Sindic & Condor, 2014). SCT explains how people categorise people and themselves to make sense of complex situations (Sindic & Condor, 2014). The Coloured identity is complex and SCT reflects the manner of complexity about the Coloured identity. The category Coloured was created for Coloured people by the government as an identity (Johnson, 2017). South African Coloured's emanate from a political history of socio-cultural classifications that were imposed on them by a previous system with the sole purpose of segregation and enforcing power (Wentworth, 2019). Racialised identities have become a 'norm' as result of Apartheid policies institutionalising these identities (Adhikari, 2006). This classification system, enforced through Apartheid, was executed through strict laws (Wentworth, 2019). These laws on the intermediate position of Coloureds were internalised through forming social categorisation and used by individuals to construct a social identity (Wentworth, 2019). The social construction of race developed its independence as a means of racial classification, ultimately altering and dictating patterns of interaction amongst individual and group identities (Slabbert, 2017). When exploring the relationship between race and identity, the research explored the consequences of the social construction of race on social relations (Slabbert, 2017). Therefore, explore the linking problem of the social classifications and construction that have informed the intermediate social identity of the South African Coloured community.

When reviewing the Apartheid regime, the socio-political abuse of race that transpired is intertwined with identity in terms of labelling and identification (Slabbert, 2017). Within the racial division during Apartheid, individuals who chose to or were forced to identify with the category of Coloured were often identified by their intermediate status from more dominant racial categories (Rose, 2018). To be Coloured was to be defined as neither a White or a Black, which ultimately posed a key dilemma for Coloured citizens regarding classification and social belonging (Rose, 2018). With the enactment of the Population Registration Act came the movement of Black Consciousness (Rose, 2018). This political movement viewed the term Coloured as an artificial category that was derived as a strategy by the ruling minority to create further division of the South Africa society (Rose, 2018). Hence, the problem of the Coloured's position between the politically dominant Black group and the economically dominant White group creates a sense of marginalisation (which refers to the intermediate position of Coloureds) (Magerman, 2015).

Amongst the trauma of identification by their differences perpetuated by the Population Registration Act, a reminder of otherness, the Coloured community of South Africa was also shaped by the ideology that Coloured's were rooted in miscegenation (Rose, 2018). Racial categorisation is trauma that people who identify as Coloured share (Wentworth, 2019). This collective trauma maintains a collective memory of the above mentioned history (Hirschberger, 2018). This collective memory is constructed by group members to create meaning within history to maintain a social identity (Hirschberger, 2018). History therefore provides a narrative that contributes to the construction of group identity (Hirschberger, 2018).

9. Literature Review

This study is a qualitative exploration of the relationship between race and identity in Durban, Greenwood Park. This study takes a social constructionist perspective. Social constructionism was developed to address the nature of reality (Walker, 2015). Social constructionism understands knowledge and truth to be created (Walker, 2015). The role of social constructionism in this research is to stress the complexities of the Coloured identity and the agency of Coloured people in constructing their own identity (Adhikari, 2005). Therefore, the reality of race and identity within the Coloured community of Durban, Greenwood Park. Social constructivism is a perspective in which people or groups socially construct the world they experience and make meaning of (Walker, 2015). This study relates to how the Coloured community of Durban, Greenwood Park construct their identity and the meaningful experiences of this identity in terms of race. The theories discussed in

relation to the objective is the social identity theory (SIT) and self-categorising theory (SCT). SIT proposes that individuals categorise themselves to a group others according to similar characteristics (Trepte & Loy, 2017). SCT reflects that individuals categorise themselves as to adjust to complexity (Trepte & Loy, 2017).

An individual's race is seen as an important marker for self-identification and of importance to the self-categorising theory (Woo, Fan, Tran & Takeuchi, 2019). Race introduces a sense of identification with the given group of similar characteristics (Woo et al., 2019). The social identity theory can be seen in relation to race as a social construct created through history of colonialism and colonial domination (Zack, 2018). Race is not a benign social construct as it forms racial identities which predetermined social statuses and inflicted differences in power, hence the power dynamics that were portrayed within the social and political aspects of the Coloured identity (Zack, 2018). These power dynamics relate to the problem Coloureds maintain of being socially and politically intermediate, a sense of being caught between two groups. The institutionalisation of these racial identities is embedded in the manner to which Coloured individuals categorise and affiliate.

Racial categorisation sustains its legacy in the manner of categorization and known social identities (Wentworth, 2019). Individuals still largely interact based on race grouping in a manner of belonging and 'fitting in' (Wentworth, 2019). The Coloured race was enforced on multiracial people as an identity not of their choosing (Johnson, 2017). Identity has a history of relatedness to political and economic procedures and these procedures were employed to "dominate and subjugate groups of people" (Nilsson, 2016, p. 15). With contributions of international literature, this research establishes similarities within the social, economic, and political conditions of Russia and Belarus that determine the formation of social identities and actively influence the identity formation (Balich & Mukha, 2015). Locally, South Africa's social, economic, and political conditions play a role in informing the social identities of citizens.

This claim can be supported within Russia and Belarus as social, economic, and political conditions determine the formation of social identities and actively influence the identity formation of people within Russia and Belarus (Balich & Mukha, 2015). As such, the racial position of the Russian and Belarus community is seen to inform the identity of this community. An individual self-categorises herself in terms of race and the self-categorisation relates to the categorisation stemming from a social group and the position held by this group socially, politically, and economically (Balich & Mukha, 2015).

Within the South African context, the racialised classification of colonialism are still present within the functioning of today's society (Nagra & Maurutto, 2016). The supportive evidence of Nagra & Maurutto (2016) show that the incidence of 9/11 still linger today as Muslim individuals are considered terrorists and threats to individuals to a portion of the Canadian population. As such, in Canada there has been increased border policies by participating in racial classification and targeting individuals who identify as and resemble Muslim individuals (Nagra & Maurutto, 2016). The research attempted to provide an understanding that historical trauma based on racial classifications is not limited to the South African context. Minniear & Soliz, (2019) further promotes the relevance that racial classifications of the Coloured identity are still perpetuated presently.

Coloured individuals maintain the classifications created by a regime which still lingers in today's society. Race is used as a classification system to dictate the social position of racial groups. The problem is the in-between position of the Coloured identity as they are an intermediate group between the White and Black population of South Africa which influence racial and identity experiences (Adhikari, 2006). This research is not conducted to explore the relationship between race and identity internationally. However, the research has attempted to provide international supporting evidence to establish this relationship within the Coloured community of Durban, Greenwood Park.

9.1 Historical Context

The key reason as to why the historical and political context is a theme is due to the intermediary status of the Coloured identity both past and present. The problem is within the intermediate position of the Coloured identity and an understanding of the origin and the marginality of this intermediate position is relevant to deepen the understanding of the Coloured identity. In reflection of the historical and political context of the Coloured identity, Coloured people, or mixed-race individuals were born out of direct result of miscegenation (Wentworth, 2019). As such complications arose surrounding the Coloured identity Rose, (2018).

Providing historical and political context is important to post-apartheid context because there is the continuous uncertainty pertaining to the origins Coloured individual's identity and how this racial classification has possibly informed their identity. We come to understand that the Coloured community were given their identity however, Coloured people also give meaning to their identity through their constructs and understanding of their complexities (Wentworth, 2019). Hence, the focus of this research is on identity construction in a Coloured community in Durban post-apartheid.

Historically, Coloured people resided in an intermediate space between White and Blacks in South Africa which created a dilemma for Coloured's of not being White enough and now not being Black enough (Brown, 2000). Apartheid and historical stigma of Colouredness evoked a reaction that Coloured's do not exist as a pure racial category but are created by colonial supremacists (Adhikari, 2006). Hence the social construct of Coloured citizens by a domineering race that has then and now consistently shaped the social-political position of Coloured citizens across South Africa (Wentworth, 2019).

Therefore, the research views the history of marginality amongst the Coloured community under colonial supremacy (Adhikari, 2009). Racial identity categorisation was not in the control of Coloured citizens but in the hands of the political regime of Apartheid's colonial supremacists (Wentworth, 2019). Consequently, we witness the power dynamics at play and who maintains the agency with regards to identity construction (Wentworth, 2019). By exploring the Coloured identity and this power dynamic, the research is allowing a previously marginalised participants the opportunity to redefine their identity independently. Although racial identity categorisation was not in the control of Coloured's, the same cannot be said about Coloured identity construction as a whole (Wentworth, 2019). The research suggests that Coloureds maintain agency in identity construction.

9.2 Power Dynamics and Social Construction

The use of power dynamics and social construction as themes is in the racial classification system (social construction of race) prompt by the Apartheid regime (power dynamics). South Africa's political history had strict policies on achieving segregation and maintaining power (Wentworth, 2019). The social construction of Colouredness by oppressors displayed the power that said oppressors maintained over Coloured citizens and their social and political position (Wentworth, 2019). The composition of Coloured racialisation by colonial supremacists and their oppressive influence has become embedded in the construction of identity (Wentworth, 2019). The research has hoped to establish a relationship between race and identity and ultimately the construction of identity within the Coloured community of Durban, Greenwood Park.

The classification laws of South Africa, such as the Population Registration Act of 1950 created barriers for anyone who occupied an intermediate space, and who were of un-pure disposition (Wentworth, 2019). The social constructionist's approach stresses the complexities of the Coloured identity and the agency of Coloured people in constructing their own identity (Adhikari, 2005). Emphasis is placed on how ambiguities and the marginality of South African Coloured's influenced social and political experiences

(Adhikari, 2005). Therefore, the establishment of the Population Registration Act, which incited self-categorisation and social identity, may be seen as a prompt of agency for Coloured's to create their own identity and move away from the previous racially based classifications. Similarly, African American youth start life without the notion of race being an important self-identifier (Minniear & Soliz, 2019). However, through social encounters, African American youth begin to understand and realise the aspects of being a minority group (Minniear & Soliz, 2019).

9.3 Social and Political Transformation

However, we cannot negate that after 1994, the end of the Apartheid regime, there was a shift in cultural expression and the introduction of political and social transformation (Adhikari, 2004). The use of social and political transformation as themes emphasise the presence and influence of power dynamics and the social construction of race towards a more expressive and 'accepting' environment. The research uses accepting sparingly as race is still a definitive marker towards judgements for identification. In the late 19th century, there was re-ordering of political landscape which allowed for continued social and economic transformation, ensuring a better environment for reshaping social identity (Adhikari, 2004). Social and political transformation is an important theme in this research as transformation is an indication towards reworking the classifications of race and transforming it into an identity of one's own making.

For instance, the development of the Black consciousness movement was a vital contributor in transforming identity into one's own making (Nilsson, 2016). This portrays the power dynamic and struggle of identity expression, indicating how this movement took back race and provided prominence to self-identity construction. Nilsson (2016) further states that the movement had the agency to unite and build cohesion among African people within South Africa. Adhikari (2005) states that few Coloured citizens were able to identify with the Black consciousness movement due to mixed ancestry and 'biological' and social relatedness to the White population. This relates back to self-categorising theory (SCT) as SCT reflects the complexity that emerge from miscegenation and explains how most Coloured people can identify as Black. Adhikari's (2005) statement and later work of Adhikari (2006) informs the intermediate status of the Coloured identity. It also informs the marginality as a few Coloured individuals were able to identify with the movement but not the Coloured population as whole.

Appeals for Coloured consciousness and political influence was greatly influenced by the acknowledgement of the existence of the Coloured identity (Adhikari, 2004). The rapid

association and involvement of cultural expression has been encouraged by the increasing lenient environment of post-apartheid South Africa which has become more conscious of the racial and cultural diversities (Adhikari, 2004). These appeals can be attributes to the intentions of this research to portray how a previously marginalised racially category is able to shift away from marginality and create a more suitable identity. With the liberty to identify socially and politically, majority have chosen Colouredness (Adhikari, 2004).

After the implementation of the new democratic South Africa, there was opportunities for new identities to be created among South Africans and to re-evaluate the construction of identity that was previously and predominantly constructed by race (Wentworth, 2019).

Likewise, African American adults begin to hold a positive regard for their African American identity and become comfortable with their race (Minniear & Soliz, 2019).

However, within South Africa, the problem with this new profound democracy was, and still is, how to define and acknowledge societies as one 'Rainbow Nation' in order to address separation systems of the past (Wentworth, 2019). The social constructionist perspective stresses the complexities and agency of identity formation.

The racial classifications of the past is still a prominent feature in the now democratic country (Nilsson, 2016). As such race remains a definitive factor within South Africa (Nilsson, 2016). Racial groupings, amongst individuals, are unconsciously and consciously perpetuated and communicated through their identities by using expression (Nilsson, 2016). A participant in the Nilsson (2016) research views the classification of Coloured as a 'fixed' categorisation imposed by the segregating regime. As such, to be Coloured in South Africa is to embody the ideals of Colouredness created by the Apartheid regime (Nilsson, 2016).

The purpose is to create awareness on the process of identity construction in the Coloured community by exploring how they communicate, express, shape and create their identity (Skea, 2020). Therefore, addressing the issues surrounding the Coloured identity with focus on the link between race and identity has been the primary concern of this research. The argument is in the intermediate position that Coloured citizens find themselves in. The intermediate position of the Coloured has been a source of identity within the community. However, the research first acknowledged that racialised identity of the Coloured was created through the racially dividing Apartheid system. This system sought to overpower the communities of South Africa and place them under the socially constructed classification defined by this ruling system (Adhikari, 2006). As discussed, this

classification system has become embedded within the South African society and continues to be a contributor to identification.

10. Conceptualisation

- Apartheid: refers to a racially segregating system in South Africa, implemented from 1948 until its demolition in 1994, which had adverse effects on individuals of colour as this system aimed at benefitting the White racial category while segregating individuals within all areas of residency (Julius, 2004). In this study, the Apartheid era must be explored in order to fully understand the impact that it holds on the Coloured identity due to the inequality.
- Coloured: refers to a racially diverse group of individuals created through miscegenation (Wentworth, 2019). Created as a racial category under the colonial and Apartheid regime which is still present Post-Apartheid (Wentworth, 2019). Therefore, in this study the term Coloured has been understood regarding the community specific to South Africa.
- Colouredness: denotes to the characteristics of being Coloured and what constitutes the being and making of Coloured people (Wentworth, 2019). Primarily the creation of the apartheid regime and racial categorisation (Wentworth, 2019). Colouredness has been explored regarding the extent to which Colouredness is required to be viewed as Coloured in South Africa.
- Identity: is a social construct that is complex but can be deduced to elements of class, sexuality, gender, race, economic status (Noonan, 2019). Within this research, identity is a social construct that pertains to the social category which labels and distinguishes a person by characteristics embodying that racial category (Karisma & Rachmawati, 2018). Therefore, identity pertains to the individual characteristics which denotes to a racial category and thereof your social belonging (Karisma & Rachmawati, 2018). Therefore, identity is to pass as a Coloured, you need to embody the ideals of Colouredness
- Miscegenation: refers to the interracial sexual relationships resulting in a mixed-race population often denoting to impure breeds (Mbogoni, 2018). Interracial relationships often consisted of colonial men and African women (Mbogoni, 2018). Miscegenation is in line with the origins and context of the Coloured population.
- Post-Apartheid: denotes to a new South Africa, a country free from a system of racial segregation which enforced different races, a transition from apartheid to democracy (Das-Munshi, Lund, Mathews, Clark, Rothon & Stansfeld, 2016).

However, although we may witness this transition, inequalities remain in terms of race which could influence identity formation (Das-Munshi et al., 2016). To fully understand this concept, we explore Post-Apartheid to understand the conditions of the Coloured identity in democracy.

- Race: refers to meanings of biological differences and closely related to social, political, and economic relationships as race ultimately impacts accessibility to resources (Nilsson, 2016). Within South Africa and this research, race is understood in terms of White, Black, and Coloured (Nilsson, 2016). Racial identities continue to have a massive influence on the lives of many, particularly in South Africa as race continues to dictate social and economic inequalities (Nilsson, 2016). This shows the relevance of race in this study as Coloured people have experienced these inequalities, impacting their identities.
- Racialised identity: denotes to the indoctrination of the Apartheid regime of racial classification (Julius, 2004; Nilsson, 2016). This indoctrination led that an individual belongs to a race group which effects individuals' social position and access to resources (Julius, 2004; Nilsson, 2016). Racial categories such as Black, Coloured and White are representations as physical markers of identification thus racialised identity (Julius, 2004). Racial identities are infused with norms and only by adhering to these norms are you seen to be of said race (Nilsson, 2016). This concept is explored to understand the experiences of racialised identity.

11. Research Paradigm

This research has maintained a critical realism position, with mention of ontological, epistemological and axiological position. Epistemology suggests that as knowledge is socially constructed, as is the concepts of race and identity, thereof the social construction of the Coloured identity. Ontology speaks to the reality of Coloured individuals, the in-between space that their identity occupies and their experiences of occupying this in-between space. Axiology creates value of the oppressed nature of the Coloured identity through understanding the relationship between race and identity.

The aim for social change within critical realism has been done through understanding misconceptions of the Coloured identity, thereby deepening the understanding of the nature of Coloured identities (du Plooy-Cilliers, Davis & Bezuidenhout, 2014). Research cannot proceed to uphold the classification of mixed-race individuals as "Coloured" because there are deeper underlying constructs. The research aims to understand the specific perceptions of Coloureds and the particular perceptions specific and limited to the

Coloured population. For instances, the Coloured community's inclinations towards violence or the Coloured mentality of in-born tendency towards corruptions (Adhikari, 2004). By evaluating this, it frees people from oppressive ideologies and seeks to describe the Coloured identity in terms of ancestry, the relationship between oppressor and the oppressed, often not of consensual nature (Wentworth, 2019). According to critical realism, hidden structures is related to visible events and the social world can be understood only if people understand the structures that generate events (Fletcher, 2017).

To understand the Coloured identity, the deeper constructs of the Coloured identity, such as meaningful identity constructs, needs to be brought forward. It is imperative to addressing historic inequalities and creating an overall awareness to possibly understand the misconceptions surrounding the nature of Coloured citizens. Through the use of critical realism, the research has sought identify the mechanism, such as the social position, which surround the Coloured identity. Accounting for the social structures that constitute Colouredness addresses social issues that arose historically, and which continue presently (Price & Martin, 2018). Hence research need to focus on structure (norms) and agency (behaviour) to understand social issues within the Coloured community (Price & Martin, 2018). Thereof, the research observed at the knowledge pertaining to the Coloured identity (Houston, 2001). As such, we observe the underlying structures that create oppressiveness amongst Coloured identity (Houston, 2001).

By concentrating on the underlying structures that create this oppression, meaningful construction has been able to take place (Houston, 2001). "The key is for transformative potential of human agency" (Houston, 2001, p. 11). Therefore, we bring forth the agency of the Coloured in creating and developing meaning of identity. As knowledge is socially constructed, the research can assume that knowledge pertaining to the Coloured identity has been socially constructed. Therefore, the research spoke to the reality of Coloured individuals, the in-between space that their identity occupies and their experiences of occupying this in-between space. Henceforth revaluating the nature of the Coloured identity through understanding the relationship between race and identity.

12. Research Conceptual Approach and Design

Through the use of qualitative approach, the research gained an in-depth understanding by exploring the subjective perspective of race and identity. This research is conducted to explore the relationship between race and identity. The most appropriate way the phenomenon of race can be understood in this research is through using qualitative methods that obtain rich descriptive information about the relationship between race and

identity. There are attempts to uncover trends on the historical context and how this context has influenced the Coloured identity. Qualitative research is used to gain understanding of underlying reasons behind the phenomenon of race and identity, establishing a link, much like critical realism (Hoddy, 2019).

Critical realism focuses on the structure and agency which influences each other (Price & Martin, 2018). Conducting a qualitative approach has sought to understand, explore and describe the relationship between race and identity (Hoddy, 2019). Qualitative research provides an insightful gaze into the research problem and assists in answering research question (Hoddy, 2019). Hoddy (2019) states that it is difficult to remove people and their experiences as it intrinsically contributes to one's sense of self. Qualitative research has provided the relationship between race and identity as we cannot separate ourselves from what we know which thereof influences our inquiry and desire to gain knowledge (Hoddy, 2019).

Race is socially constructed therefore we need to understand this construction and how individuals create and perceive their identity (Rahman, 2017). Conducting a qualitative approach required the research to establish participant's experiences and identify how meanings are shaped through cultural experiences (Rahman, 2017). Using a qualitative approach has assisted in understanding what it being researched and the significance of the results (Rahman, 2017).

Qualitative research seeks to yield holistic understanding from participants in order to contribute the research (Ponelis, 2015). Therefore, the research made use of phenomenological exploratory design to obtain the how identity is formed and the reason behind this formation of identity for the subject of race and identity (Maree, 2019). This research used exploratory design to create a better understanding of the phenomenon of race and identity (Reiter, 2017). As such the research is conducted inductively as the research was based on a general premise of the relationship between race and identity and the outcome has been used in relevance to the topic (Reiter, 2017). The paradigmatic assumptions of critical realism informed the research design, therefore, exploratory research works towards obtaining new insights and explanations that have previously not been considered (Reiter, 2017). This has been achieved through the active participation of the researcher in asking new questions about the participant's reality from an unbiased perspective (Reiter, 2017).

The use of inductive reasoning allows for the analysis on the specific research topic of race and identity to identify themes developed whilst conducting interviews – see appendix E. (Javadi & Zarea, 2016). Data collected from participants formed the foundation for the research constructed around the relationship between race and identity (Zalaghi & Khazaei, 2016). The design also made use of a cross-sectional study in order to describe the present characteristics of the Coloured population and attribute if there is a relationship between race and identity (Zalaghi & Khazaei, 2016). Although an inductive exploratory design may focus on the direct experiences that underpin and create the social phenomenon of race and identity (Reiter, 2017).

13. Population

The target population is South African female and male adults who identify as Coloured. The sample population has included the three participants who identify as Coloured, between ages 21 and 45 within the region of South Africa, Durban, Greenwood Park.

14. Sampling

This research was conducted using purposive sampling. A non-probability sampling method was used as it became difficult to gain access to the total sum of the population (Etikan, Musa, & Alkassim, 2016). For the purpose of this research the unit of analysis have been individuals and their constructions of race and identity. The research has attempted to explore the relationship between race and identity, and how one informs the other. This relationship was explored through interviewing the 3 Coloured participants. The use of a sample size is to support the in-depth analysis of data that is significant to this research (Vasileiou, Barnett, Thorpe & Young, 2018). The larger the data collection is in terms of depth and the relevance, the less participants are required (Vasileiou et al., 2018). The sample size has also been collected regarding their identification with the race and identity of the research

Purposive sampling has been used to recruit participants with inclusion criteria that specified that participants (a) have to be between ages 20 and 45 , (b) identify with the racial classification of Coloured and (c) live within the area of Greenwood Park, Durban, South Africa. The final sample consists of 3 participants (2 females and 1 male). Purposive sampling involved identification and selection of individuals or groups that clearly identified as Coloured and are willing and able to give feedback on the Coloured experiences that have shaped their identity. This sampling method was influenced by critical realism to obtain a subjective reality of racial identity formation (Nouman, Taj & Gul, 2017).

Therefore, purposefully choosing Coloured adults within the region of Durban, Greenwood Park as this population was able to answer the questions and who identified as Coloured. The research used these characteristics of Colouredness to create a framework that explored the relationship between race and identity in relation to the subjective experiences of identity formation. The research had the duty of selecting participants that best suits the objective of this research and willing to provide descriptive insights to their experiences and knowledge (Etikan et al., 2016). Therefore, it was important that the researcher built rapport with participants to build on willingness and openness (Barratt, Ferris & Lenton, 2015).

The recruitment method involved direct contact with three participants. The researcher maintained personal relationships with the participants, one of which is a relative. As such, the researcher ensured participants met the population parameters and inclusion criteria of identifying as Coloured. The researcher informed participants about the nature of the researcher through consent forms which are a requirement for participation (see appendix A and B). Through consent forms participants were able to understand the nature of the study and make an informed decision to participate.

15. Data Collection Method

This research, in line with the primary objectives, has been conducted to explore the relationship between race and identity and to understand/explore what it means to be a Coloured in South Africa. By using qualitative methods, the researcher gained an in-depth understanding by exploring the subjective perspective of race and identity. Conducting a qualitative approach sought to understand and explain the relationship between race and identity (Hoddy, 2019). The most appropriate approach for the researcher's study and way the phenomenon of race can be understood is through using qualitative methods that have obtained rich descriptive information about the relationship between race and identity. The researcher attempted to explore the relationship between race and identity through the historical context and how this context has influenced the Coloured identity. Qualitative research was used to gain an understanding of fundamental reasons behind the phenomenon of race and identity, much like critical realism (Hoddy, 2019).

The purpose was to explore the relationship between race and identity with focus on the Coloured identity in the context of subjective experiences of identity formation. The purpose has been to create awareness on the process of identity construction in the Coloured community by exploring how they communicate, express, shape and create their identity (Nilsson, 2016). The use of an in-depth semi-structured interview (see appendix C)

guided the participants and the researcher while having incorporated a conversational aspect (Maree, 2019). The researcher attempted to understand and interpret the phenomena of race and identity by regarding the participant responses in relation to this phenomenon (Ponelis, 2015). The researcher relied on the critical realist approach for an ongoing conversation between participant and researcher with the aim of participation to encourage conversation and reflection.

Due to the pandemic of COVID-19, interviews were to be conducted through WhatsApp video calls and recorded. However, as lockdown levels decreased, it created a safer environment for the researcher to conduct interviews. Therefore, face-to-face interviews were conducted, maintaining the correct safety protocols, and had been anticipated to be 30-45 minutes but were 15 minutes. Participants' availability and comfort had been taken into consideration to reduce the risk of pressure and awkwardness which may have impacted the quality of responses. The interview consisted of open-ended questions so that data was gathered on the subjective experiences of identity formation in relation to race. The questions focused on the background of participants, their experiences and the relationship between identity and race.

Semi-structured interviews were used for data collection to gather information from participants personal experiences and perceptions pertaining to the relationship between race and identity. Semi-structured interviews were an effective method of data collection for this study as the researcher had collected qualitative, open-ended data, explored the participants thoughts, feelings and experiences of race and identity. As knowledge is socially constructed, the researcher inquired about the relationship between race and identity through evoking responses participants maintain about their racialised identity and then ask participants to reflect on their subjective experiences and inquire about their individual experiences with regard to the values identified pertaining to race and identity (e.g. What is your racial background? Do you belong to a social group (in terms of race)? What social group do you belong to (in terms of race)? What have your identity experiences been in this social group (in terms of race)?). The use of open-ended questions is to allow the participant to fully engage in the questions and accurately explore the experiences of participants. The continued use of open-ended questions had built trust between interviewee and interviewer, and allowed for answers to flow naturally (Copeland, 2017). Building rapport has been essential to this research as it enabled free and open communication. The researcher took care to avoid coercion by allowing participants to answer freely and by avoiding leading questions

16. Data Analysis Method

Thematic coding assists in identifying the constructs of race and identity, interpreting meaning and grouping similar responses (Williams & Moser, 2019). Thematic coding is used for insight and gaining the knowledge of how the identity, particularly the Coloured identity may be embedded in racial experiences. Thematic analysis is a beneficial method as it consisted of exploring the perspectives of the research participants by exploring the similarities and differences in their experiences and themes established (Nowell, Norris, White & Moules, 2017). Thematic analysis assisted the researcher in taking a well-structure approach due to the usefulness of summarising the key underlining themes within the data, thereof yielding a concise data analysis (Nowell et al., 2017).

Line-by-line coding has been conducted to examine participant's responses in order to highlight key themes pertaining to the relationship between race and identity. Therefore, the researcher has identified and analysed patterns of meaning in responses (du Plooy-Cilliers et al., 2014). Line-by-line coding consisted of the researcher going through each participant's response and marking themes that are relevant to the relationship between race and identity (Copeland, 2017). The research approach has been conducted inductively, as such this means that the researcher has identified themes that are related to race and identity (Javadi & Zarea, 2016). This has enabled the researcher to explore participant's responses thoroughly and reveal the participants frame of thinking and key experiences of race and identity (Copeland, 2017).

Engaging in inductive analysis was critical so that themes identified were strongly linked to the data collected during the interviews. Furthermore, an inductive process was essential given the lack of information of the relationship between race and identity within the Coloured community of Durban. The researcher wanted to ensure that themes explored were reflective of the data. The overall goal was to analyse data with the understanding that that the researcher was generating an understanding about the relationship between race and identity that was established in the data. The goal direction was to understand how identity formation was shaped by the places and people that included the participant's social life.

Major themes were identified during line-by-line coding from the three interviews, including additional themes. The researcher independently coded the three transcripts and compared each transcript to find overlapping information and themes. This process involved line-by-line coding to ensure that the major themes were explicitly reflected in the

data. After the coding, the researcher re-evaluated the transcripts to identify any data that had been excluded.

17. Trustworthiness

In order to ensure credibility, the research made use of existing literature in order to understand and explore the phenomenon of race and identity. Existing literature was applied to the context of study and research questions were formulated based on social identity theory, self-categorising theory, existing themes and literature. Additionally, by drawing on existing literature and establishing familiarity, the researcher has hoped to ensure credibility. Each participant approached was given the opportunity to refused to participate to ensure credibility of the research and eliminated coerced and pressure responses (Shenton, 2004). Participant has been encouraged to be open and honest while the researcher engaged in rapport building (Shenton, 2004). Openness and honesty has ensured detailed descriptions of personal experiences which may ensure credibility through real-world situations (Shenton, 2004).

Regarding transferability, the question asked is “how can one determine the degree to which the findings of a particular inquiry may have applicability in other contexts or with other subjects (respondents)?” (Moon, Brewer, Januchowski-Hartley, Adams &Blackman, 2016, p. 3). This is understood through references of internationally sources in contrast to the context of this study. To address transferability, the researcher had attempted to portray similarities between international literature and the literature of the study. The researcher explored journal articles from 2015 to presently with the key terms “race” and identity” to obtain relevant articles for the study (Moon et al., 2016).

In reference to dependability, semi-structured interviews were used for data collection to gather information from participants personal experiences and perceptions pertaining to the relationship between race and identity. The questions focused on the background of participants, their experiences and the relationship between identity and race. This research used exploratory design to create a better understanding of the phenomenon of race and identity (Reiter, 2017). As such the research is conducted inductively as the research was based on a general premise of the relationship between race and identity and the outcome was used in relevance to the topic (Reiter, 2017). The paradigmatic assumptions of critical realism informed the research design, therefore, exploratory research works towards obtaining new insights and explanations that have previously not been considered (Reiter, 2017). This was achieved through the active participation of the researcher in asking new questions about the participant’s reality from an unbiased

perspective (Reiter, 2017). Future research on the phenomena of study has adhered to the above-mentioned data methods in order to yield the same results.

In order to address confirmability, data was obtained directly from the participants regarding their experiences and knowledge (Shenton, 2004). By ensuring that research has been solely informed by participants, confirmability has been addressed. The researcher's social position has been addressed and understood to eliminate bias from the research. During the analysis of the data, the researcher has avoided the effect of bias in analysis by maintaining an objective perspective. It is important to understand the bias that may filter through while conducting interviews. For this reason, the researcher has avoided coercion and displaying hints for appropriate answers.

18. Presentation of findings

The unit of analysis have been individuals and their constructions of race and identity. The target population was two females and a male adult who identify as Coloured, and reside within the region of South Africa, Durban, Greenwood Park. Participant 1 is female who is 45 years of age, participant 2 is a female who is 22 years of age and participant 3 is male who is 21 years of age.

The participants consisted of those who grew up under the Apartheid regime and participants who were raised by parents who grew up under the Apartheid regime. This shows relevance to the researcher's study given the historical theme that is highlighted in the research as participants have maintained diverse and descriptive experiences. Through this these experiences the researcher has been able to use this historical theme to address the themes of the political context, power dynamics, social and political transformation. The objective is to understand the relationship between race and identity by drawing on theories and previous literature.

18.1 Theme 1: Historical Context

Historical context is established to understand the origins of the Coloured identity. Participant 1 stated, *"so (pause) what happen in those days is still happening now maybe it's not so obvious like where you have to walk around with, what's that thing called, a dompas, it's just a little bit more subtle now but it's still there (pause) so there's no past and there's no present everything is just is is the same just more subtle."* Participant 3 expressed through the "reputation" Coloured's carry, there is a perceived mistrust towards Coloureds, *"I would say in sense where people expect you to just you know what I said early, just fight you know when you go to places even in high school like for no reason*

people will just scared of me for the fact that I was Coloured because there was a lot of White people in that school and it was so weird to me because they were like much bigger than me some of them you know but they were still scared just because I'm Coloured and that's because of the reputation people carry you know." Participant 3 expressed that the historical misconceptions are presently highlighted in interactions with other races.

18.1.1 Sub-Theme 1: Learned behaviour

The subtheme of learned behaviour developed, participant 1 expressed, *"so I don't really think I can really pinpoint it [identity in terms of race] whether its Indian, Coloured, whether its White. It's just learnt behaviour."* Participant 3 supported that, *"what people are taught growing up like I'm not saying they're racist, but people aren't born racist you know it's embedded into your mind."* Participant 2 exclaims that *"some people are just not raised that way,"* presenting that individuals learn perceptions about identifying a particular race. Participant 2 further states that *"we [Coloureds] are all one,"* presenting that all Coloureds are perceived in one view although there are only a handful who actually conform to the narrative of being a stigmatised Coloured.

18.2 Theme 2: Power Dynamics and Social Construction

This theme relates to the historical dynamics which still come into play regarding race and identity. Participant 2 confirms these power/political dynamics, *"like uhm job wise if you looking for a job and I'm Black or have a Black surname obviously they will choose me first because of the BEE thing so we lose out in terms of that also uhm."* Participant 3 has additionally added, *"jobs especially ... I've definitely been excluded from a lot of opportunities."* Participant 3 has also expressed *"when you go to certain places you have to do it [change manner of interaction] because you're expected to act a certain way."*

Social construction which is an important aspect of identity development. There are social aspects which create identity and race which converge into stereotypes and stigmas of the race. For instance, participant 1 states, *"well that I know for sure because a patient has asked me before if I'm from Cape Town."* Participant 1 further mentions that there is also the subtheme of gendered social construction of race and identity, *"I know Coloureds have always had that stigma that it's easier to get into a Coloured woman's pants than it is into any other racial pants."* Participant 2 corresponds *"I think people have a certain perception of Coloureds like they think all Coloureds are raw and loud and what's the other word, uncouth in other words."* The researcher's participants also highlight stigmas surrounding the social construction of their racial identity. *"Witnessing the stereotypes that have been thrown at us a lot that we alcoholics that violent and all that type of stuff which is not true."*

18.2.1 Sub-Theme 1: Lack of representation

The subtheme that developed related to lack of Coloured representation due to exclusion felt as result of race. Participants have felt, with in their tertiary education/workplace there is there is Coloured exclusion. As stated, participant 1, *"I don't know what it is but maybe because there's so few Coloured nurses. Yah we got mostly uhh Black and Indian so maybe that's why"* and participant 2, *"I would say in college sometimes because like there's very little Coloureds, sometimes we excluded."* Participant 3 expressed, *"I don't think people give Coloured people enough credit for how good we are at sports in terms of not just like local sports. We have a lot of have sportsmen and sportswomen that have won gold medals at the Olympics or stuff like that you know in every sport cricket or rugby there's a Coloured player who's the best player on that team and it just goes unnoticed and everyone chooses to not notice that and that annoys me a lot and there's also a lot of intelligent Coloured people that I know of personally but people just don't take them seriously but that's just how it is."* The researcher found that participants expressed lack of presentation within areas such a work, tertiary institutions and sports.

18.3 Theme 3: Political and Social transformation

This is an important theme in this research as transformation is an indication towards reworking the classifications of race and transforming it into an identity of one's own making. Participant 2 confirms, *"Like I haven't had like a bad experience. Well I haven't been in a like you know a big group of friend's races to feel like ay I'm feeling so like uncomfortable or there's racism going on here."* Participant 3 states *"yah for the most part you know I went to schools and colleges that had a lot of different races,"* further stating *"mostly positive [experiences], I'd say in fact that all of them have been positive. I've made a lot of new friends met a lot of new people certain characters of course you'd see the bad side of things. It mostly been a positive experience."* Additionally, participant 1 states *"I don't think they see race at work hay."* Participants account for positive experiences and the lack of racial classifications in environments such as the workplace or educational institutions and thereof social transformation.

However, participants do not express political transformation. Participant 1 and 3 states there are political aspects to identification. Participant 1 expressed that *"politically I think yes because its human nature (pause) yes human nature."* Participant 3 states, *"Perhaps, yah indirectly I say so."* Participant 2 exclaims, *"Oh yah like they will like we [Coloureds] are last preference sometimes like they won't look for us first they more you know the BEE things so they will take them [Blacks] first even though sometimes we [Coloureds] have*

like higher qualifications or you know we better we have more experiences in thing they will obviously take a Black person first and choose the Coloured like last or you know what I mean.”

19. Interpretation of findings

The problem lies in not fully comprehending how Coloured people created their identity and how they have possibly attempted to move away from the previous racially based classifications that is still reflected within the Coloured community (Okeke, Howard, Kurtz-Costes & Rowley, 2009) there should be no inclusion of literature in the interpretation section. All three participants described classifications and identifications that reflected previously held Coloured identity. Participant 1 reflects *“so (pause) what happen in those days is still happening now maybe it’s not so obvious like where you have to walk around with, what’s that thing called, a dompas, it’s just a little bit more subtle now but it’s still there (pause) so there’s no past and there’s no present everything is just is is the same just more subtle”* and participant 3 states *“witnessing the stereotypes that have been thrown at us a lot that we alcoholics that we violent and all that type of stuff which is not true.”*

Previous studies have had little insight on the relationship between race and identity of the Durban, Greenwood Park community. This study has found an existing relationship between race and identity within the Coloured community of Durban, Greenwood Park through the subjective experiences of the research participants. The participants expressed feelings of exclusion and lack of representation amongst participants who believe that due to their history of misconceptions and the representation of this history an untrue narrative developed. As participant 1, who felt a sense of Coloured exclusion in the workplace, participant 2 experienced exclusion at college and participant 3 felt exclusion in sports. Participants maintained the assumption that race and identity are intertwined, and this had been described through their personal experiences.

Although participants felt a sense of political and social transformation, there was commonality in that participants still feel the need for further transformation and acceptance. Race has provided an important marker to the social interactions of participants and the treatment of Coloureds as a result of race. Participants indicated that many non-Coloureds behaved in a hostile manner or felt scared until a relationship developed. Therefore, participants exclaimed that non-Coloureds refer to previously held stereotypes before getting to know participants and understanding that these commonly held presentations are false.

Participant 1 and 2 felt that these misconceptions originate from a place of uncertainty in that many people are raised with these mentalities. Participant 1 stressed the importance of the younger/future generations in overcoming these misconceptions and developing an accurate representation of the Coloured identity. Participant 2 and 3 stressed “*mind of matter*” in that although many people may hold these misconceptions, it is the responsibility of these individuals to seek the truth and accurate portrayals as participant 3 exclaims, “*no one likes to be stereotyped*” and continued to express the annoyance of being misrepresented and not credited for the positive influences made within the Coloured community of Durban Greenwood Park.

As per the objective to identify Coloured participants, participant 1 was able to accurately convey her racial background as an indication of mixed origin, “*Uh well my great grandfather was Irish, my granny and my grandfather were Indians, my other granny was African ... Yah that’s about it.*” This relates back to self-categorising theory (SCT) as SCT reflects the complexity that emerge from miscegenation and the work of Adhikari (2006) who informs the intermediate status of the Coloured identity. Participant 1 also conveyed her social experience as per the social identity theory (SIT), as SIT refers to how people understand themselves individually in terms of their social group “*Mhmm, I suppose that’s [identity experiences] an individual thing,*” (pause) “*Uhm. You can’t control the way people think so (pause). People like you; people don’t like you, they don’t know why they don’t like you, they don’t know you. I suppose it doesn’t really matter does it.*” The participant states that identity experiences are individual, and you cannot generalise an individual’s experiences to the majority. As such this statement suggests an understanding of the thought processes towards identity in terms of race and understanding that these thought process maintains little to no influence. The participant’s response shows contradictory insight to the relationship between race and identity in the likelihood that identity is not impacted on in terms of race.

Linked to the research objective, question 10 asked which factors influenced the participants identity in terms of race to which the response was, “*that’s definitely Coloured. People don’t see me as anything else but Coloured.*” The participants responses answered the research objective as Colouredness influences the participant identity therefore race is linked to identity. Upon inquiring why the participant thinks that is, the response was, “*because if somebody had to describe me they wouldn’t say that Indian nurse, they wouldn’t say that White nurse. They’d say that Coloured nurse.*” Using her occupation as

an example, her response indicates that she is easily identified as a Coloured, a sense that even in the participants occupation, race still influences the participants identity.

20. Research Question/Objectives Addressed

Drawing on literature, the social construction of race developed its independence and shaped patterns of interaction amongst individual and group identities (Slabbert, 2017). When exploring the relationship between race and identity, the research explores the consequences of racial constructs on social relations (Slabbert, 2017). Therefore, the research addresses the problem of the classifications that have informed the social identity of the South African Coloured community. An individual's race has is seen as an important marker for self-identification (Woo et al., 2019). Participant 1 states *“people don’t see me as anything but Coloured.”*

Participant 1 states *“I think we’re [Coloureds] a little bit of everything”* and participant 2 believes that *“we [Coloureds] are all one.”* The problem is within the intermediate position of the Coloured identity and the need to for an understanding of the origin and the marginality of this intermediate position to operationalise the Coloured identity. The social constructionist’s approach stresses the complexities of the Coloured identity and the agency of Coloured people in constructing their own identity (Adhikari, 2005). Participant 2 exclaims that , *“so, I would say when people get to know you and I’m out there they shocked at how we [Coloureds] actually are and compared to the narrative of how Coloureds are perceived as in other words.”* Moreover, the participant states that *“I show them that that’s not me, I’m not how they perceive Coloureds as I’m not like that. There’s a handful of us who are actually like that and it takes a lot for someone to be like that. Some people are just not raised that way.”*

Participant 3 confirms that an individual’s race is an important marker for self-identification (Woo, Fan, Tran & Takeuchi, 2019) by stating, *“because the look that people have of us since I’ve been a kid and the way it’s now still the same so I don’t think there’s been change in that sense and I don’t think the people have changed either too to make it that way”*. With this statement, participant 3 additionally feels people’s perceptions have not been entirely transformed to advocate for complete social change. Race introduces a sense of identification with the given group of similar characteristics (Woo et al., 2019). Participant 3 states, *“for one I’m gonna go with the more materialistic things to start off with like the way you dress so an extent the way you speak how you carry yourself as a Coloured person it’s not something you ask to do but it’s something you tend to do when you grow up in areas that have a lot of other Coloured people that for starters.”* Race,

however, is a social construct created through history of colonialism and colonial domination (Zack, 2018). Race is not a benign social construct as it formed racial identities which predetermined social statuses and inflicted differences in power, hence the power dynamics that took place (Zack, 2018).

The basis of this research is to establish the relationship between race and identity with focus on Coloured identity. Race still sustains its legacy in manner of references as race still holds symbolic power and meaning (Wentworth, 2019). Participant 1 states *“For some reason people think Coloureds are violent. (pause) I’m not too sure where they get that from or why but yah. I’ve had that experience at work where they, they would provoke and expect me to retaliate with violence.”* The predominant objective of the study was to highlight the relationship between race and identity, which has been established.

21. Conclusion

21.1 Heuristic Value

The historical and political context assist in the understanding of the power dynamics that enable the social construction of race and therefore racial division. Much of what is known and understood is based on the misconceptions perpetuated by the Apartheid regime. However, we come to understand that racialised identity of Coloureds is not only of Apartheid making, but also created amongst the Coloured community as they grapple with the past in creating their own meaning. The intermediate position has provided much of the marginality faced by Coloured individuals both socially and politically. The study sought to understand that there is an intimate relationship between race and identity. We see throughout history and the present that race is an influential factor regarding identity. Race informs social and political standing, and how this identity informs the perception of how individuals perceived Coloured people

The objective of this study is to explore the relationship between race and identity with focus on the Coloured identity in the context of its history and the intermediate space of the Coloured identity. As such the objective of this study was achieved through the subjective accounts from the research participants. Participants had explicitly established the relationship between race and identity through their personal experiences. This was achieved through questions created from the social identity and self-categorisation theory to understand identity experiences in terms of race. Participants were able to express misconceptions surrounding their identity and account for their own identity construction. This has hopefully added a better understanding to the body of literature about the

Coloured identity within Durban, Greenwood Park. As the heuristic value was achieved through 3 participants, further research should be geared towards a larger sample size as findings cannot be generalised and completely representative.

21.2 Ethical considerations

Participants were required to sign an informed consent form (see appendix E). Therefore, the research is required to inform participants about the nature of the research and what it entails for the participants. If the participant requires any further knowledge about the research, he/she has been entitled to that knowledge. Participants were made aware that interviews conducted will be recorded and will be required to sign a consent to be recorded form (see appendix D). Participants were also made aware of who has access to said recording and how this recording was managed. The recordings were placed in a locked file on the researcher's phone and laptop, and access is limited to the researcher. All information required by the participants were given in language to which they understand, and considerations of values were considered. The different levels of understanding have been taken into account by making sure at each level of interviewing that the participant understands the question. The researcher cannot participate and work effectively or ethically with racial groups without considering the historical factors that affect these groups (APA Task Force, 2019). Therefore, the researcher was encouraged to consider racial oppression and be sensitive to racial oppression (APA Task Force, 2019). As the researcher is sensitive to ethical considerations, an ethics checklist (see appendix B) was drawn up in order to maintain ethics of this research.

Additionally, the researcher also aims to challenge racial oppression and has done so by considering framing problems within a larger context that considers racial influences (APA Task Force, 2019). Participants were required to disclose their identity in order to meet the required characteristics of this research. Therefore, this research was concerned with confidentiality and anonymity. However, although the researcher was aware of participants, as the researched interviewed the participants, identities were concealed and replaced with pseudonyms in order to protect the confidentiality of participants. As such, participants were required to sign a consent form (see appendix E) which was concealed. Participants were aware that their personal experiences have been mentioned in the study but has been presented while excluding participant's identity.

21.2.2 Elimination of bias

Although the researcher's social position sought to encourage and facilitate this research, it was conducted in a purely objective manner. The research was cognisant of the potential

bias by removing emotiveness and using the third person point of view. Objectivity remained in order to clear misconceptions about the Coloured identity by means of identifying suitable candidates for this research.

21.3 Limitations

The researcher may become aware of bias filtering through into data collection. However, during the analysis of the data, the research avoided the effect of bias in analysis by maintaining an objective perspective. It is important to understand the bias that may filter through while conducting interviews on relatives. For this reason, the research should avoid coercion and displaying hints for appropriate answers.

The history of South African Coloured has influenced their mind-set and positioning their thought process in another direction may be difficult. Particularly true if Coloured participants are untrusting and hostile towards the interviewer. Regarding the researchers own social position, it could pose as a limitation and ethical consideration as potential bias towards the Coloured identity by identifying alternative sources pertaining to this research. As such, this research can be chastised as aiming for a social agenda in favour of the Coloured individuals of South Africa. When conducting this research, the researcher should become aware of their own social positioning in regard to race as unconscious and conscious bias effects the research (APA Task Force, 2019).

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Appendices

Appendix A: Final Research Report Summary Document Template

Title: A qualitative exploration of the relationship between race and identity in Durban, Greenwood Park: A social constructionist perspective

Objective	Main Question	Rationale	Seminal Authors	Conceptual Framework	Approach	Ethics	Key Findings
The purpose of this study is to explore the relationship between race and identity with focus on the Coloured identity	What is the relationship between race and identity?	Coloured people still create meaning within their identities	Adhikari, M. (2004). 'Not Black Enough': Changing Expressions of Coloured Identity in Post-Apartheid South Africa.	<i>Theme 1:</i> Historical context <i>Theme 2:</i> Power Dynamics and Social Construction <i>Theme 3:</i> Political and Social transformation	Qualitative	✓ Informed consent ✓ Use of inappropriate research methods ✓ confidentiality • The researcher should ensure concealment of identity and to appropriately address sensitive information	Participants were able to address the objective, highlighting the key themes whilst providing insight of how the Coloured community creates their own identity.
	Secondary Questions	Concepts	-Adhikari, M. (2009) Burdened by race: Coloured identities in southern Africa - Isaacs-Martin, W., & Petrus, T. (2012). The multiple meanings of Coloured identity in South Africa. Africa insight.	Paradigm	Population		
	What does it mean to be Coloured in South Africa?	*Apartheid *Coloured *Colouredness *Identity *Miscegenation *Post-apartheid *Race *Racialised identity		Critical realism	Three Coloured adults w/in South Africa, Durban, Greenwood Park		
				Epistemology: socially constructed, concepts of race and identity, Ontology: Reality/experiences of the intermediate position of Coloureds Axiology: Creating value of the oppressed nature of the Coloured identity	Sampling		
Problem	How is the Coloured identity expressed?				Non-probability, Purposive sampling, 3 participants	Data Analysis	Key Contributions
Intermediate position of Coloureds	What does it mean to be Coloured in South Africa?				Data Collection	UOA- individuals and their constructions of race and identity Analysis- Thematic analysis Line-by-line coding	Contribution to Durban Coloured body of knowledge through objective experiences.
Limitation	How is the Coloured identity expressed?				Face-to-face semi-structured interviews		
-Social bias -Insufficient literature on Durban Coloured's		Social Identity Theory Self-categorising Theory					



HONOURS RESEARCH ETHICS CHECKLIST

Student name: Laurelle Demi Prinsloo

Title of the research: A qualitative exploration of the relationship between race and identity in Durban, Greenwood Park: A social constructionist perspective

	Yes	No	Comment:supervisor
Are you using human subjects in your research?	✓		
I intend to use human subjects - I understand that I will not conduct research with human subjects under the age of 18 and other vulnerable groups. - I understand I can only proceed once I receive an ethical clearance letter.			
Interviews/ Focus groups An example of the <i>written consent form</i> I intend to use is attached.	✓		
I will record the interview/focus groups and the sample of the letter where I ask for permission to do so is attached.	✓		
I plan to use an interview schedule: The example of my research instrument is attached.	✓		
I plan to use a questionnaire: The example of my research instrument is attached.		✓	
I plan to use a gate-keepers letter: The example of my letter is attached.		✓	
I plan to do research on an IIE site/with IIE students/staff/artefacts and I filled in the application for permission to do so. The application is attached. I understand I can only proceed once I receive IIE Approval for this.		✓	

Signed:

Appendix C: Ethical Clearance



20 July 2020

Student name: Laurelle Prinsloo **Student number:** 18049131

Campus: Varsity College Durban North

Re: Approval of HPS1 Proposal and Ethics Clearance

HONOURS/PGDIP ETHICAL CLEARANCE LETTER

Your research proposal and the ethical implications of your proposed research topic were reviewed by your supervisor and the campus research panel, a subcommittee of The Independent Institute of Education's Research and Postgraduate Studies Committee.

There are some aspects that you still need to address in your proposal. You will need to address these aspects in consultation with your supervisor before you may proceed (see below):

Please discuss with your supervisor/navigator/lecturer how you will address these issues listed below:

Please note: **Your fieldwork may only proceed once you address the following issues:**

- Your final **interview schedule** is missing or needs refinement. Your supervisor needs to sign off your final interview schedule or questionnaire.

In the event of you deciding to change your research methodology in any way, kindly consult your supervisor to ensure all ethical considerations are adhered to and pose no risk to any participant or party involved. A revised ethical clearance letter will be issued.

We wish you all the best with your research!

GENERAL CONDITIONS TO BE FULFILLED IN RELATION TO RESEARCH

Permission is granted to proceed with the above study subject to the conditions listed below being met and may be withdrawn should any of these conditions be flouted.

Please note: The panel has not considered the merits, accuracy or ethical soundness of the research. The only merits examined are the use of The IIE as a sample.

Permission is granted subject to the following conditions:

1. The researcher(s) will need to obtain informed consent in writing from all of the participants in his/ her sample if the study is not anonymous.
2. The researcher(s) may only use the data collected for research purposes and in no other way.
3. Photographs of human subjects may only be taken if relevant to the research, informed consent was obtained, and even with informed consent, the photographs may not be published on any online platforms.
4. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
5. No names or identifying information of participants may be used within the research and the research must be voluntary.
6. Please make it clear that the information will not be used punitively in any way and participants may in no way be counselled/advised based on this.

Supervisor: Jenna Skea

Campus Postgraduate Coordinator (CPC): Dr Razia Khan

Honours co-ordinator: Tracey Haselau

Appendix D: Consent for audio recording

Consent form for participants	
I, _____, agree to allow Laurelle Demi Prinsloo to audio record my interviews as part of the research about the relationship between race and identity with focus on the Coloured identity and the Coloured experiences on race and identity This research has been explained to me and I understand what participation in this research will involve. I understand that:	
• My confidentiality will be ensured. My name and personal details will be kept private.	
• The recordings will be stored in a password-protected file on the researcher's computer.	
• Only the researcher, the researcher's supervisor and possibly a transcriber (who will sign a confidentiality agreement) will have access to these recordings.	

Appendix E: Consent to participate

Explanatory information sheet and consent form for participants
To whom it may concern, My name is Laurelle Demi Prinsloo, and I am a student at the IIE Varsity College, Durban North. I am currently conducting research under the supervision of Jenna-Lee Skea about the relationship between race and identity with focus on the Coloured identity. I hope that this research will enhance our understanding about the experiences of individuals in relation to race and identity. I would like to invite you to participate in my study. In order to explain to you what your participation in my study will involve, I have formulated questions that I will try to fully answer so that you can make an informed decision about whether or not to participate. If you have any additional questions that you feel are not addressed or explained in this information sheet, please do not hesitate to ask me for more information. Once you have read and understood all the information contained in this sheet and are willing to participate, please complete and sign the consent form below.
What will I be doing if I participate in your study?
I would like to invite you to participate in this research because you will be able to provide context on the racialised identity of the South African, Durban, Coloured community. If you decide to participate in this research, I would like to interview you, in setting preferred by you, to gather data on your personal experiences of race and identity. Please note that I will also be taking notes during our interview. You can decide whether to participate in this research. If you decide to participate, you can choose to withdraw at any time or to decide not to answer interview questions.
Are there any risks/ or discomforts involved in participating in this study?
Whether or not you decide to participate in this research, there will be no negative impact on you. There are no direct risks or benefits to you if you participate in this study. You might, however, indirectly find that it is helpful to talk about your race and identity. If you find at any stage that you are not comfortable with the line of questioning, you may withdraw or refrain from participating.

Do I have to participate in the study?
• Your inclusion in this study is completely voluntary; • If you do not wish to participate in this study, you have every right not to do so; • Even if you agree to participate in this study, you may withdraw at any time without having to provide an explanation for your decision.
Will my identity be protected?
I promise to protect your identity. I will not use your name in any research summaries to come out of this research and I will also make sure that any other details are disguised so that nobody will be able to identify you. I would like to ask your permission to record the interviews, but only my supervisor, I and possibly a professional transcriber (who will sign a confidentiality agreement) will have access to these recordings. Nobody else, including anybody at IIE Varsity College, Durban North, will have access to your interview information. I would like to use quotes when I discuss the findings of the research, but I will not use any recognisable information in these quotes that can be linked to you.
What will happen to the information that participants provide?
Once I have finished all interviews, I will write summaries to be included in my research report, which is a requirement to complete my honours in psychology (IIE HPS). You may ask me to send you a summary of the research if you are interested in the final outcome of the study.
What happens if I have more questions about the study?
Please feel free to contact me or my supervisor should you have any questions or concerns about this research, or if there is anything you need to know before you decide whether or not to participate. You should not agree to participate unless you are completely comfortable with the procedures followed. My contact details are as follows: Laurelle Prinsloo

The contact details of my supervisor are as follows:

Jenna-Lee Skea

Consent form for participants

I, _____, agree to participate in the research conducted by Laurelle Demi Prinsloo about the relationship between race and identity with focus on the Coloured identity in relation to understanding experiences surrounding race and identity

This research has been explained to me and I understand what participation in this research will involve. I understand that:

- I agree to be interviewed for this research.
- My confidentiality will be ensured. My name and personal details will be kept private.
- My participation in this research is voluntary and I have the right to withdraw from the research at any time. There will be no repercussions should I choose to withdraw from the research.
- I may choose not to answer any of the questions that are asked during the research interview.
- I may be quoted directly when the research is published, but my identity will be protected.

Signature

Date

Appendix F: Interview Schedule

I. Opening

- A. **(Establish Rapport)** My name is Laurelle Prinsloo and as a member of the Durban, Greenwood Park, Coloured community, I think it is a good idea to interview you, so that I can better inform my research.
- B. **(Purpose)** I would like to ask you some questions about your background and some of your racial experiences and your identity as a Coloured South African in order to understand the relationship between race and identity.
- C. **(Motivation)** I hope to use this information in my research and build on the literature surrounding the Coloured identity.
- D. **(Timeline)** The interview should last approximately an hour. Are you comfortable with this time or would you like for this interview to be conducted over more than one session, at your availability?

(Transition: Begin with asking questions)

II Body

1. How long have you lived in Greenwood Park?
2. Are you originally from Greenwood Park?
3. What is your racial, religious and gendered background?
4. Do you belong to a social group (in terms of race)?
5. What social group do you belong to (in terms of race)?
6. What have your identity experiences been in this social group (in terms of race)?
7. Do you associate with any other social groups (in terms of race)?
 - If no, why and what had led you to make this decision?
 - If yes, what other social group do you belong to and what are your experiences in this social group
8. How would you describe your identity (in terms of race)?
9. What aspects/parts of your identity (in terms of race) do you identify with?
10. Which factors do you feel influence your identity (in terms of race)?
11. Regarding your identity, have there been experiences (regarding racial experiences)?
 - If yes, ask for elaboration

12. From your perspective, what would you say is the most held misconception about your identity (in terms of race)?
 - Unpack misconceptions/misrepresentations
13. Based on your identity (racial), what has been your experience of inclusion and/or exclusion? (If you have felt so)
14. Why do you think you have faced this inclusion/exclusion?
15. Do you think there are social and political aspects of your identity (in terms of race)?
16. If yes, what do you understand about the social and political aspect of your identity (in regard to race)?
17. How do you feel your identity is marginalised in terms of race?
18. How do you feel your racialized identity reflects its past?
19. Are there any other aspects of your life that describe your identity?
 - If yes, what aspects describe your identity?
20. Is there anything you would like me to add in about your identity (in regard to race) that I have not included?

(Transition: Well, it has been a pleasure finding out more about you. Let me briefly summarise the information that I have recorded during our interview.)

III **Closing**

- A. (Summarise) You are an adult, identify as Coloured and reside within the region of South Africa, Durban, Greenwood Park?
- B. (Maintain Rapport) I appreciate the time you took for this interview. Is there anything that you are still uncertain about?

(Action to be taken) I should have all the information I need. Thank you for participating in my research. I look forward to incorporating your information in my research.

Appendix G: Safe Assign Report