



**SCHOOL OF APPLIED HUMAN SCIENCES**

**An Analytical Study of Xenophobic Attacks in South African Universities/Tertiary Institutions with specific reference to the University of Kwa-Zulu-Natal (UKZN) and Durban University of Technology (DUT).**

**By**

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**DECLARATION**

I, Nonjabulo Maseko (213537859), hereby confirm that this dissertation entitled “An analytical study of xenophobic attacks in South African Universities/Tertiary institutions with specific reference to UKZN and DUT” is my own work which I have never previously submitted to any other university for any purpose. The references used and cited have been acknowledged.

Signature of candidate .....

On the.....day of.....2019

## **DEDICATION**

This dissertation is dedicated to black foreign national students in South African universities who are continuously victimised because of their nationality.

## **ACKNOWLEDGEMENTS**

I would like to thank God for the gift of life and for giving me the strength to pursue my studies. This dissertation would not have been completed if it was not for His mercy and love.

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*THANK YOU ALL!!!!*



*“It is important to recognise that xenophobia can exist without violence and it’s not sufficient to simply recognise it when people start killing each other”.*

Patel and Essa (2015).

## **ACRONYMS AND ABBREVIATIONS**

AIDS	Acquired Immunodeficiency Syndrome
CBD	Central Business District
CHEQC	Council on Higher Education's Quality Committee
COSATU	Congress of South African Trade Unions
DHA	Department of Home Affairs
DOJ & CD	Department of Justice and Constitutional Development
DUT	Durban University of Technology
HIV	Human Immunodeficiency Virus
HSRC	Human Sciences Research Council
NAP	National Action Plan
RSA	Republic of South Africa
UNESCO	United Nations Educational Scientific and Cultural Organization
SA	South Africa
SADC	Southern African Development Community
SRC	Student Representative Council
STDs	Sexually Transmitted Diseases
UKZN	University of KwaZulu-Natal
UNHCR	United Nations High Commission for Refugee

## ABSTRACT

There is growing concern with xenophobia, an act of perpetuating the violation of human rights. Xenophobia has negative implications on the teaching community. This study explores the nature and prevalence of xenophobia in South African higher learning institutions. The Social Learning Theory adopted in the study explains that xenophobic behaviours practised by the South African communities at large are transferred into the vicinity of higher learning institutions through being socially learned from public members who possess hatred towards foreign nationals. Moreover, the Realistic Group Conflict Theory adopted in this study explains how xenophobia is constituted due to competition for university jobs, scholarships and the perceived threat of foreign nationals' getting higher marks and recognition than South African students.

In exploring the nature and prevalence of xenophobia within higher learning institutions, the study explored the perceptions of Black foreign national students studying at the University of KwaZulu-Natal and Durban University of Technology, South Africa. Using qualitative individual face-to-face semi-structured interviews, the study revealed that xenophobia is a common reality within both universities. The findings further uncovered that the nature of xenophobia within higher learning institutions is often expressed through discriminatory practices and name-calling. The study findings further revealed that university staff and students often perpetuate acts of xenophobia. The xenophobic attacks are either verbal or emotional and not physical as it is often the case with the broader South African communities. As a result, reporting xenophobic attitudes and behaviours becomes problematic.

The study recommends that the implementation of laws that relate to xenophobia as an offence can lower xenophobic attacks and secondary victimisation when students attempt to report incidents of xenophobia. Another recommendation is that of establishing a xenophobia helpline in universities through which international students who are victimised can call to report victimisation.

**Keywords:** DUT, foreign national, UKZN, university, xenophobia

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Introduction and rationale of the study

Various definitions have been given to the concept 'xenophobia'. The term derives from the Greek word 'xeno' meaning unknown, and 'phobia' described as fear (Buthelezi, 2009). Broadly, xenophobia is defined as; strong dislike and fear of those who are regarded to be the unknowns. The 'unknowns' denotes the notion that a person is not the citizen of the recipient country or is a foreigner, therefore, there must be some hostility that is imposed on them (Tafira, 2011). The occurrence of this criminal activity is manifested through attitudes and behaviours. However, not every criminal activity committed by citizens on foreign nationals is considered xenophobic. Crime is considered xenophobic when joint violence and discriminatory attitude is specifically targeted at people of a certain group based on a perception that they are outsiders (Misago, 2015).

Xenophobia is a universal problem that affects almost all countries globally. South Africa as a developing country, one undergoing transition, encounters more xenophobic attacks than any of the developed country. As noted by Solomon and Kosaka (2014), xenophobia is prevalent among countries that are undergoing transition. Xenophobia in South Africa initially occurred following the period of independence in 1994 (Chimbga and Meier, 2014). Foreign nationals from Zimbabwe, Malawi and Mozambique who were living in Alexandra Johannesburg were assaulted during the period of 1995 (Hendrickse, 2009).

It is no doubt that this misconduct had existed in the past, however, it was perpetuated after the country gained democracy. This became prevalent during the 2008 incidents. The incidents lasted close to a month, from the 11<sup>th</sup> to 26<sup>th</sup> May 2008. The xenophobic attacks led to the death of 62 people of which 21 were South African citizens. About over a hundred thousand foreign nationals were displaced and a massive destruction of foreign owned businesses was experienced. The xenophobic attacks occurred in about 135 locations across South Africa (Misago, Monson, Polzer and Landau, 2010; Chimbga and Meier, 2014).

Foreign nationals who are victims of xenophobic attacks are mostly immigrants from other African countries. However, others such as Pakistanis, Bangladeshi and Chinese are also

among those targeted. In almost every country, citizens are the perpetrators, stemming from ordinary residents, government officials and community leaders (Misago, 2015). Some politicians who were freedom fighters during the apartheid era are ashamed of what the country has become. In his speech, the former South African president Thabo Mbeki was quoted saying; “Today we are faced with a disgrace, a humiliation as a nation in that we have allowed a handful of people to commit crimes against other Africans living in our country” (Chimbga and Meier, 2014:1691). The world at large was shocked when such wrongdoing existed because of the role that African countries played in supporting South Africa’s fight for freedom during apartheid (Singh, 2013).

Xenophobia is a problem that has caught attention of people from all over the continent. Matsinhe (2009:13) notes that, “South African xenophobia has attracted a number of scholars, activists and journalists alike, all whom offered explanations for its occurrence”. The above suggests that xenophobia is a problem that needs to be thoroughly researched.

## **1.2 Significance of the study**

This study explores the practice of xenophobia within South African universities. In tackling the problem, an evaluative study aimed at understanding nature of its occurrence is very essential which this study aims to fulfil. The study focuses at two different universities and helps in understanding xenophobia in-depth. It is important to carry out a study of this nature because university is a place of learning and a centre for intellectual exchange. Students are most likely to acquire what is practised and normalised in universities. Negative developments in shaping our future leaders and interacting peacefully with others in our continent will continue in South Africa if the problem is not checked.

## **1.3 Motivation of the study**

The researcher has observed that some South African students in higher learning institutions perceive foreign nationals in a different way. Viewing other nationalities in a different manner is what in most instances triggers xenophobic attitudes (Kang’ethe and Wotshela, 2016). This led to the researcher being interested in exploring more about the topic. The fact that universities are a cosmopolitan environment that attracts students from various parts of the world is what motivated the researcher to conduct a study on xenophobia within higher learning institutions. Higher learning institutions are generally the least places one can expect

xenophobic acts to occur, reason being that universities are customarily regarded to be safe and welcoming for people of all nations (Freemen and Lee, 2018). Wagner (2017) adds that, education is an important tool in averting xenophobic attitudes and it raises so many questions when the opposite happens. It is of shock that criminal activity of such nature is prevalent within higher learning institutions.

#### **1.4 Research background and statement of the problem**

Having known to occur within broader settings such as communities, xenophobia has spiralled to university settings (Buthelezi, 2009). The conflict that is over nationality is seemingly prevalent within South African universities. Universities may have policies stipulating that their principles are democratic in nature, but the way students interact with each other reproduces nationality divisions (Singh, 2013). Xenophobia in such contexts as universities is expressed in more subtle forms. Insulting xenophobic undertones and insinuations to international students are symptoms and grains of xenophobia, which are considered harmful to national harmony and co-existence (Kang'ethe and Wotshela, 2016).

It is noteworthy that xenophobic attacks can come in several forms that include verbal attacks and hate speech (Monkhe, 2012). Solomon and Kosaka (2013) add that such acts constitute a violation of human rights. Foreign nationals, together with learners living in South Africa are protected by the South African constitution and by the United Nations High Commission for Refugees (UNHCR). The xenophobia that happens within universities violates the spirits and terms of the South African constitution (Gopal, 2013).

There are few incidents of xenophobia that have been reported to have occurred within South African higher learning institutions. When xenophobic attacks took place in 2008, universities were not exempted from experiencing the attacks. The Nelson Mandela University supported the attacks through xenophobic posters that were posted by a group of local students that further surfaced xenophobia in public at the university (Sorensen, 2012). Further to this, the South African Council on Higher Education's Quality Committee (CHEQC) provided an audit report on the university, which stated that,

*The Panel heard of some cases of xenophobia in relation to international students, particularly students from other African countries, which seem to have taken place in residences. In the context of the recent xenophobic attacks in the country, it is important that the university investigate this issue and acts on its findings promptly. In relation to*

*international students, the Panel found evidence of a sense of isolation among these students. This does not seem to originate only from their physical location in the residence system but also seems to be related to the lack of a culture of service in the International Office (2009: 11).*

Following the above, Sorensen (2012) notes that the CHEQC recommended that the university intervenes in the issue of xenophobia among students and between staff and students through investigating the nature and extent of cases and provide measures in curbing this problem.

Students at the University of Venda in Limpopo experienced hate speech manifested through use of derogatory names. The stereotype that normally circulates within the university is that foreign national students from African countries practice witchcraft in turn for great performance in academics (Obadire, 2018). Xenophobic victimization may differ with the level of study and the university an African foreign national student attends. Students at the University of KwaZulu-Natal experienced xenophobia through supervision, mark grading and feedback related to examination of theses. One of the participants in a study on the complexities of understanding xenophobia at the University of KwaZulu-Natal mentioned that the supervisors judge international students from African countries for their accent and treat them badly. This mistreatment is allegedly not given to students who are of the same race and nationality with the supervisor (Otu, 2017).

At the University of Zululand, ten students complained about how the lecturers use local language in addressing academic related issues even during lecturing knowing that the only language that international students understand is English (Buthelezi, 2009). Although xenophobia is practiced through verbal forms, there is a concern that if ignored, the problem may escalate into physical attacks (Singh, 2013).

South Africa's higher learning institutions consist of a substantial number of foreign nationals. There are more than 70 000 foreign national students and staff members (MacGregor, Makoni and Fatunde, 2015). About two thirds of the international students at South African universities are from the African continent (Murara, 2011). According to Mdepa and Tshiwala (2012), Zimbabwe is considered as the country with many students that are sent to South African universities with an estimated percentage of 39, which increased by 27% from the year 2006.

The authors further state that Namibia accounted for 800 students in 2008 and Botswana had over 5000. Countries such as Lesotho, Swaziland, Democratic Republic of Congo, Zambia, Mauritius and Angola accounted for smaller numbers. The reasons behind students from other



countries choosing South African higher education system vary. Some neighboring countries do not offer courses that students may intend to pursue and there is an absence of adequate tertiary institutions in those countries. Countries such as Lesotho, Botswana, Swaziland, Zimbabwe, and Namibia face such challenges. Therefore, South African universities is a resort in pursuing their studies (Monkhe, 2012; Mdepa and Tshiwala, 2012). Following this, diverse groups are then created within university spaces. Discrimination or any other form of xenophobia is considered to be of little existence. The diversity of nations that exists is perceived as unifying diverse groups other than creating discrimination among them.

Xenophobia in universities or academic apartheid (Shinin, 2002) is a global issue that universities face all over the world. The scholar further explains that Tsukuba University and International Christian University in Japan are associated with blocking foreign nationals' access to services as a form of xenophobia. These universities lack fluency and effectiveness in terms of teaching English language. Foreign nationals within the universities are the ones who are mostly hired to teach English as a language. However, due to feelings of resentment towards people of foreign nationality, negative attitudes and discrimination are adopted to disfranchise foreign nationals.

The problem with xenophobia is the effects it has on both the teaching community students. Academic progress may lack due to the disruption of academic activities (Singh, 2013; Obadire, 2018; Kang'ethe and Wotshela, 2015). When xenophobic attacks happen, students are often forced to be absent from the university as a way of protecting them from being victimized. Such instances result in students losing valuable time. Further, the education activities may operate slowly as they have to cater for the needs of foreign national students affected. Similarly, if xenophobic attacks occur, be in discriminatory or attitudinal practices, students may lose concentration and become demotivated (MacGregor, Makoni and Fatunde, 2015). According to Kang'ethe and Wotshela (2015), foreign national students feel unsafe within universities because of the fear that xenophobic flares could happen at any time. University students do not only fear xenophobic attacks alone. Surprisingly, university employed staff members who are foreign nationals are also in great fear of victimization. The prejudices that are passed on to them lead to lack of functioning when lecturing or doing other university related work. Out (2017) believed that even though xenophobic tendencies may not be overtly expressed within such spaces as universities, its continuation might negatively affect issues to do with professionalism.

Research pertaining the genesis of xenophobia has often been discussed (Harris, 2016; Misago, 2016; Yawlui, 2013; Duffield, 2008). Xenophobia is very complex, and investigations of its underpinning factors should be conducted in different contexts. Furthermore, focusing on the different dimensions is essential so that it is understood objectively (Singh, 2013; Kang'ethe and Wotshela, 2016). Little research has been conducted regarding the prominence of xenophobia within higher learning institutions (Kang'ethe and Wotshela, 2015; Pithouse-Morgan et al., 2012; Hagensen, 2014). The current study seeks to fill the above gap in the body of knowledge on xenophobia.

### **1.5 Aim of the study**

The aim of the study is to explore the nature and prevalence of xenophobia within South African universities through the perception of international students.

### **1.6 Key research questions**

1. Does xenophobia exist in South Africa's tertiary institutions?
2. What could be the most prevalent causes of xenophobia in South Africa's tertiary institutions?
3. What are the different forms of xenophobic attacks foreign nationals studying in South Africa's tertiary institution experience?
4. What are the impacts of xenophobic attacks on foreign nationals studying in South Africa's tertiary institutions?

### **1.7 Objectives of the study**

Research objectives were:

1. To investigate the existence of xenophobia in South Africa's tertiary institutions.
2. To identify the causes of xenophobia in South Africa's tertiary institutions
3. To explore the different forms of xenophobic attacks foreign nationals studying in South Africa's tertiary institutions experience.
4. To explore the impact xenophobic attacks has on foreign nationals studying in South Africa's tertiary institutions.

### **1.8 Structural summary**

The dissertation is divided into 6 chapters.

**Chapter 1:** This chapter has provided the background of the general problem area, research questions and objectives, explanation of why the topic is significant and the contributions to be made by the research.

**Chapter 2:** This chapter provides a background to the study on xenophobic attacks within higher learning institutions. The existing literature is reviewed to help show where the research fits into the existing body knowledge. This premise is achieved through reviewing different sources such as journal articles, books, internet websites and many others.

**Chapter 3:** This chapter outlines the theoretical framework. The chapter demonstrates an understanding of two theories and concepts that are relevant to this research. It introduces and describes the theory and analyses the research problem using theory as the analytical framework.

**Chapter 4:** This chapter describes the methods used in the study. The strengths and limitations of these methods that were encountered in the process of collecting data are highlighted.

**Chapter 5:** This chapter is the data analysis and discussion chapter. It reports on the data elicited through interviews. Further, the chapter discusses the findings of the study and makes comparisons with the relevant literature, linking the findings with theories adopted from chapter 3. It also reflects on the conclusions drawn from the data.

**Chapter 6:** This chapter provides the overall summary of the study, recommendations and suggestions for further research on xenophobic attacks in South Africa.

## **1.9. Operational definitions of key terms**

### **(i) Xenophobia**

Derives from the Greek word ‘xeno’, meaning unknown, and ‘phobia’, which means fear. Xenophobia is described as negative attitudes and behaviours passed to people perceived as strangers that often leads to violence (Buthelezi, 2009; Tafira, 2011).

### **(ii) Foreign national**

This refers to any person who is not a born citizen of the recipient country (Buthelezi, 2009). For this research, a foreign national is someone who was not born in South Africa under the

notion that they are immigrants, migrants or have legal documentation of citizenship. The underlying notion is that they were born in and are from other countries.

### **(iii) University / Higher learning institution**

The concept of a university was first introduced in the Middle Ages when apart from being communities of academics; its aim was to produce theologians, lawyers and academic doctors (Hamlyn, 1996). Notably, university as a universal concept is deeply embedded in historical politics and economics. The introduction of the South African constitution in 1984 entrenched the apartheid racial division. Consequently, the Higher Education system was designed in a manner that each institution should accept one group of the South African races (White, Black, Coloureds and Indians). The National Party government denounced that system by stating that higher learning institutions should not be designated exclusively for a particular group, rather, everyone from any race group can register at any university they want to as long as the institution is permitted by the department of higher education. The government maintained that any public higher education institution in the Republic of South Africa is created by the state; therefore, it is a legal entity. In line with the belief that public higher learning institutions were state orientated, the government drew a distinction between institutions; it termed 'universities' and gave also a new term referring to institutions 'technikons' (Bunting, 2006).

In definition, higher learning institution is a set-up where people study for various degrees and it comprises different disciplines. Higher education is very significant for the role it plays in transferring and applying new knowledge that in turn helps in the training of professionals (Marcum, 1994). A university is also an institution of research. Universities offer undergraduate and postgraduate programmes. The researcher uses the two terms (University and Higher Learning institutions) interchangeably throughout the process of the research paper.

### **(iv) Durban University of Technology (DUT)**

Durban University of Technology was established in 2002 and was previously known as the Durban Institute of Technology. The institute is among the five technical institutions that offer doctoral degrees on the continent. Its campuses are situated in Pietermaritzburg and Durban, with five in Durban and two in Pietermaritzburg. Participants were drawn from the ML Sultan.

## **(v) University of KwaZulu-Natal (UKZN)**

The University of KwaZulu-Natal (UKZN) is an institution of higher learning that is located in the province of KwaZulu-Natal in South Africa. The university was formed on January 1, 2004 after a merger between the University of Natal and the University of Durban-Westville. UKZN is a university with five campuses located in Pietermaritzburg and Durban. Howard College campus, which is located in Durban, is where the study was conducted.

### **1.10 Conclusion**

A summary of what the research project is about and who are involved was covered in this chapter. The researcher introduced the topic in a more simplistic way. The basic tenets of xenophobia were explained, and the broad definitions of terms were given. The chapter initially explained xenophobic attacks in a broader perspective, followed by its prominence within higher learning institutions which is the research paper's focus.

The section covered both the background of the research and the problem statement. The researcher's motivation for the study was clearly stated. In any research, there needs to be objectives that the researcher aims to achieve, and those objectives are successfully met through the six key questions (why, where, who, what, why, when, and how) in a research. Researcher provided objectives and key questions. Another factor that this chapter provided was the operational definitions of key terms, which were xenophobia, foreign national, university/higher learning institution, DUT and UKZN. The aim of the study is to explore the nature and prevalence of xenophobia within South African universities through the perception of international students. The current chapter presented the overview of this study. The next chapter is a review of the literature.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter aims to review literature on the investigated topic using scholarly published materials. For this research, the researcher looks at literature written on xenophobia in South Africa, including that which focuses on universities. There is not so much literature on xenophobia in higher learning institutions (Buthelezi, 2009). This suggests that this gap needs to be filled through conducting more research pertaining xenophobia in institutions of higher learning.

#### **2.2 Defining xenophobia**

According to Hornby, xenophobia is “a strong dislike or fear of people from other countries” (2005: 1708). It stems from attitudes, prejudices and behaviours that often exclude certain individuals based on the perception that they are outsiders (United Nations Educational, Scientific and Cultural Organisation, 2017). Petkou (2006) felt that, xenophobia is an attitudinal orientation of hostility against non-natives in a given society, expressed through derogatory terms and violence. The concept of xenophobia is associated with crime against humanity that involves aspects such as intolerance and hatred of foreigners and is expressed in terms of hostilities towards foreigners (Choane, Shulika and Mthombeni, 2016). Xenophobia is a criminal activity that is categorised under hate crimes because the victim perceives it to be motivated by prejudice and hostility (Hall, 2013).

#### **2.3 The history of xenophobia**

Xenophobia is a universal phenomenon that began in countries outside Africa. Countries such as Australia, North America, Europe, and the United Kingdom have had a long history of xenophobia existence (Walden, 2006). In Australia for example, xenophobia manifested towards immigrants between the year 1851 and 1860, most especially to the Chinese whose different work practices were seen as a threat to wages and employment of the country (Munro, 2017). This is probably the reason Australia is receiving few asylum seekers (Haslam and Holland, 2012). Xenophobic sentiments in France were directed at immigrants that fled in the country after colonialism in the 1960s. The country needed labour to promote its

industrialisation and modernisation in the 20<sup>th</sup> century. Most people were from other European countries which is what prompted the brutal treatment of those individuals (Chao, Fette, Fleisher, Lo`penz-Alonso and Campbell, 2017). In addition, Kinge (2016) states that xenophobic sentiments towards immigrants were provoked by the presence of the Muslims since France was a White and Catholic country. Chao et al. (2017) argue that xenophobia was not only directed at Muslims but also to White Europeans who had and showed their Catholic faith. In North America, the citizens of the country were xenophobia resilient against Muslim and middle eastern people (Donnelly, 2012). The problem continues to exist in this country. Khan (2015) notes that in February 2015, three Arab-American students were reported dead after being murdered in California.

Historically, xenophobia in the United States of America is closely linked to the intolerance of immigrants. The existence of such phenomenon can be traced back to the 1900s. The United State Congress passed the Quota Act in 1921, which introduced a new system that restricted Western European and other nations from the rest of the world into the country and favoured Northern Europeans (Porter, n.d). The cause behind such notion is that the Western Europeans had colonised the Americans. In 1924, the policies became stricter restricting all non-white immigrants from entering the country (Yakushko, 2009). It is argued that the xenophobic sentiments in the United States occurred long back before 1900s. In 1887, there were incidents reported where White Americans enforced violent disturbances against Chinese residents, which led to the death of 31 Chinese Americans (Head, 2018). Xenophobic attitudes that were practiced against other nations assumed that “our country’ is defined by, and should maintain, its dominant White European heritage is rooted in the myth of the U.S as a nation of European immigration” (Kinge, 2016: 13).

African countries such as Nigeria, Ghana and Botswana have also experienced this phenomenon. Xenophobia in these countries was fuelled by hatred against immigrants. In Ghana, xenophobia became strummed in 1969. Following this, about 1.5 million foreigners that resided in the country who were chased out. These were mainly Nigerians (Kinge, 2016). Botswana’s president passed similar laws in which it was stated that citizens of the country who had Nigerian resemblance were to be evicted. The economic difficulties that faced the two countries spurred the xenophobic tendencies. Each country blamed one another of their predicaments (Lesetedi, 2007). Botswana, however, practiced xenophobic attitudes by calling people from other countries with derogatory names “Amakwerekwere”. This idea was adopted from South Africa, where citizens used to label other foreign nationals. Conversely, South

Africa is the only country that Botswana did not show off xenophobic sentiments to (Kinge, 2016).

## **2.4 South African Xenophobia**

The ever celebration of diversity in South Africa after the end of apartheid would make one believe that everyone is treated equally and welcomed regardless of where they are coming from. South Africa is distinctive because of incorporating too many traditions, cultures and its 11 official languages. Following the above, South Africa is considered as the “rainbow nation of Africa” (Patsika, 2015). Arguably, the concept of a rainbow nation has become foreign. It has become the most hostile country to foreign nationals in the world. Multi-culturalism is no longer embraced due to hatred and discrimination against people of foreign nationality. Xenophobia in South Africa has long existed. Its roots are embedded in the country’s history of apartheid and racial tendencies (Ngwane, 2016).

The history of South Africa is traced back to 350 years back when colonialism was dominant. The country was colonised by Europeans, which started in 1952 (Hirson, 1988). Colonialists replaced the operating systems of South Africa with their “European rule”. One of the systems that Europeans implemented was the segregation between blacks and whites. Blacks were coerced into working long hours while whites were the owners and instructors. Simply put, whites were the rulers while blacks were the ruled. This suggested that blacks saw whites as foreigners and opportunists who came to steal their land (Onah, 2011). This is perhaps the reason Osman (2009) suggested that people who hold racist tendencies against whites and coloureds within the country, are more likely to dislike African foreign nationals.

Following the policy of apartheid, the view of other countries as foreigners was compounded. Onah (2011) noted that, the apartheid policy separated the races in South Africa. This segregation was based on the notion that whites be privileged in terms of social, political, and economic opportunities. Such opportunities were either limited or non-existent on blacks. Whites residing in the country implemented the policy. When blacks could not obey and stand the mistreatment any longer, violent tendencies were provoked. Violence was driven by blacks’ demand for opportunities that whites received. The policy of apartheid has had a huge impact on the attitudes of South Africans for various reasons. South Africans were psychologically affected by apartheid regime. As such, they may be acting out of the psychological disorder inherited from their terrible life experiences. During the time of apartheid era, black people



were used to living a life of slavery and so the demise of apartheid brought about freedom and a brand-new life to those that had lived a terrible life of isolation (Tella, 2016).

Despite the freedom received, people still hold strong feelings of emptiness, isolation, frustration and focus is lacking (Udeh, 2014). Asagba (2011) describes how people under these psychological states of mind act up because they do not know how to find any meaning and objective in life. Furthermore, this psychological state of mind ultimately tries to seek ways to fill its vacuum with all forms of violence, including carrying out xenophobic violence similar to that of the apartheid era. The concept of “Logotherapy” is what is referred to the psychological situation that arises out of the inability of the mind to handle freedom and find purpose or meaning to life (Asagba, 2011).

The history of xenophobia in South Africa can be traced from the time when foreigners started entering the country on a much bigger scale than before (Walden, 2006). The end of apartheid resulted in waiving of international borders and South Africa to encounter with the previously unknown (Harris, 2002). Following this, the culture of hostility towards strangers and the absent history of incorporating them, meant that South Africans, were and are still, unable to tolerate difference. However, arguments were made pertaining this (Solomon and Kosaka, 2011). The notion that South Africans attacked black Africans prompted the argument. According to Neocosmos (2006), the system of apartheid did not differentiate between black South Africans and foreign Africans, all were victimised and were united during the struggle. In addition, there is no reasonable explanation on why xenophobia is only directed towards African foreigners, rather than, foreign nationals from other continents.

Foreign nationals from African countries tend to be the most likely group to experience behavioural consequences of the apartheid system. Frequently, discrimination is encountered by nationals of Central and West African countries. Vigilante attacks on immigrants’ individuals, particularly shopkeepers, are disturbingly common (Neocosmos, 2008; Harris, 2008; Matsinhe, 2009, Misago, 205; Steenkamp, 2009). One such incident of mob vigilantism occurred on the evening of 11 May 2008 in Alexandra Township in Johannesburg. A crowd in the largely Zulu-speaking sector two of Alexandra gathered and began chanting anti-immigrant slogans such as “phansi Amakwerekwere”- Zulu for “down with foreigners”. Several smaller groups spilt off and went door-to-door searching for foreigners. Anyone who would not pass their test, to provide the Zulu word for “elbow”, was beaten (Claassen, 2015). There are two things that are unique about xenophobia in South Africa; it is exclusively directed towards

Black migrants and its manifestation is beyond xenophobic attitudes, it is violent (Musuva, 2015).

### **2.4.1 Xenophobic Encounters**

#### **2.4.2 The December 1994 and January 1995**

The first ever reported incidents of xenophobia were during the period of December 1994 and January 1995. These incidents happened in Johannesburg, in a place called Alexandra. Armed South Africans attacked non-citizens and evicted them from their homes in an attempt to send them back to their home countries. The reasons behind the attacks were the assumptions that foreign nationals were stealing job opportunities from the South Africans. This resulted in Black South Africans adopting hatred and distrust similar to the one that was witnessed during the apartheid era towards the African foreigners. The incidents took place again in 1998. In September, two foreign nationals from Mozambique and Senegal were killed because of a rally that put blame on foreign nationals for the lack of employment opportunities, spreading HIV/AIDS and constituting crime (Patsika, 2015).

#### **2.4.3 The 2008 xenophobic attacks**

People became aware of xenophobia through the 2008 violent attacks. This marked the hatred South Africans held against people of foreign nationality. Buthelezi (2009) however, noted that, there were xenophobic attack incidents that occurred during the 90s. Further, he indicated that the incidents occurred in 1995 and were directed at immigrants from other African countries. These immigrants were originally from Malawi, Zimbabwe and Mozambique that resided in a place called Alexandra in Johannesburg (Buthelezi, 2009). In May 2008, xenophobic attacks became more severe. The violent attacks started in Alexandra, Johannesburg and spiralled to all the provinces of the country. Thousands were affected by the incidents. About 62 non-South Africans died, thousands became homeless and shops owned by foreign nationals were looted. Buthelezi (2009) adds that, there are about 21 citizens of the country that were mistakenly killed during the violent attacks. Citizens who attempted to be the heroes and protect the attacked foreign nationals, were attacked (Hayem, 2013). The following assumptions drove the attacks: non-nationals were taking over taxi business (in Alexandra). Non-nationals were taking job opportunities from the locals. Non-nationals were willing to work for lower wages. Non-nationals were the reason for an increase in crime rates.

Non-nationals were taking South African women. Non-nationals were taking businesses away from South Africans (Patsika, 2015).

#### **2.4.4 The 2015 xenophobic attacks**

Xenophobic attacks occurred again in 2015, allegedly triggered by the misinterpretation of a speech made by King Zwelithini. In his speech, he stated that:

*Both King Dinizulu and King Cetshwayo were arrested for fighting for our country's freedom...but when we talk of South African in 2015 we talk of people who do not want to work, who are thieves, child rapists and housebreakers. People who are lazy and who do not want to plough the field. When foreigners look at them, they will say: 'let us exploit the nation of fools'. You find their unpleasant goods hanging all over our shops, they soil our streets. We cannot even recognise which shop is which, there are foreigners everywhere...we ask foreign nationals to pack their belonging and go back to their countries (Desai, 2015: 247).*

The above-mentioned words resulted in the formation of a mob against foreign nationals. The violence swept across South Africa; however, it was worse in Durban. The incidents had started in mid-January in Soweto when a 14-year-old boy was murdered. This was following a belief that the boy was part of a group of people that attempted to rob a shop owned by a Somalian, Alodixashi Sheik Yusuf (Patsika, 2015). Foreign migrants were burnt, and their shops were looted. Other foreign nationals were coerced to seek refuge from police stations. Desai (2015) further suggested that, motives against foreign nationals were myriad and economic struggle was one of the constituting factors. The Congress of South African Trade Unions (COSATU) suggested that in Isipingo, where the attacks began, African immigrants were to drive down wages. Foreign nationals accept lower wages and thus creating conditions to turn locals against foreign nationals. When they offer themselves on the market at a significantly lower rate, wages become driven down (Patsika, 2015).

#### **2.4.5 Other xenophobia encounter**

There were xenophobic accusations made by the Nigerian government against the South African government in 2012. This followed the case when 125 Nigerians were deported for being falsely accused of producing fake immunization cards in South Africa. This happened upon landing at the airport in Johannesburg (Butunyi, 2012). In retaliation, the Nigerian

government deported 84 South Africans from Nigeria, a development that created conflict between the two countries. The issue was resolved when the South African government issued a letter of apology to the Nigerian government. Foreign nationals have been continuously victimized at the hands of state officials (Human Rights Watch, 1998; South African Human Rights Commission, 1999).

February 2013 marked the abuse of foreign nationals by police officials. A Mozambican, Emidio Marcia was found dead in police custody. A video of Marcia being assaulted was released by an eye-witness. The video showed the police assaulting and dragging him from the back of their police van to Daveyton Police Station, where they tortured him. Emido Marcia was found dead a few days later (Zvomuya, 2013). The commentators described the brutality and killing associated with Marcia's death as mixed with xenophobia (Sosibo, 2013). Again, in March 2014, there was a circulating video of two Cape Town police officers who were caught assaulting a Nigerian man who had apparently been arrested following a robbery complaint. The video shows the two police officers repeatedly punching the man while handcuffed and continuously kicking him in front of people on a street in the central business district (Phakathi, 2014).

There is danger associated with xenophobia in the country. The attacks precipitate negative repercussions on xenophobic attitudes and events in the most civil societies around the world. High frequency of xenophobic occurrence may lead to high aggressiveness, which can cause war (Petkou, 2006).

## **2.5 The perpetrator behind xenophobic attacks**

According to a study conducted by the Human Sciences Research Council (HSRC) in 2008 found that, men were the main perpetrators of xenophobic incidents occurring in the country. Black South African men from urban informal settlements were often involved in xenophobic acts. This was so because African men are the most to have migrated into South Africa. Men between the age of 26 and 33 years were antagonistic towards foreign nationals. This is because of direct competition. Competition is over women, businesses such as *spaza* shops, access to housing and formal employment. Young South African women are drawn into relationships with non-South African men because they view South African men as lazy and their attitudes backwards. The study further found that, young women are less xenophobic as they admire foreign national men for creating opportunities for themselves. Foreign men are considered as

more respectful and responsible. The self-esteem of local men become diminished in the eyes of the local women due to foreign national men working hard, earning more and settling with what they get than them (HSRC, 2008).

### **2.5.1 Factors that contribute to xenophobia in South Africa**

The causes of xenophobia in South Africa exist in a complex of economic, political, social, and cultural factors (Donson, 2010).

#### **2.5.2 Social factors**

##### **(i) Poverty and unemployment**

Poverty seems to be characterizing South Africa in a severe way. According to Stats SA, the rate of poverty has increased from 53, 2% to 55, 5% during the period of 2011 to 2015. This suggests that poverty is a social problem that conversely affects the country's citizens significantly (Statistics South Africa, 2017). The scarcity of jobs is one major factor that contributes to poverty in the country. The availability of employment allows one to afford a living. South Africans have developed a perspective regarding the cause of unemployment. The defense mechanism of displacement is adopted in this instance. Gordon (2015) noted that, the resentments towards foreign nationals is more prevalent within labour markets. Foreign nationals are perceived to be stealing jobs that are meant for the South Africans. On the contrary, most foreign nationals settle for jobs that pay less and are favored by employers because they work hard. Neocosmos (2008) suggested that, poverty has always been the centre of all political ideologies. The notion of it being the surrounding factor of xenophobic attacks is somehow overrated. If poverty is constituted by lack of unemployment that is conversely caused by jobs being given to foreign nationals, why are upper class and anyone that is rich in the country not victimized? Solomon and Kosaka (2011) noted that, foreigners whose economic impact is demonstrably positive appear to be welcomed by the citizens. This instance may perhaps be the explanation towards xenophobia being directed towards Africans. Africa is poverty-stricken, and its economic context continues slowing down (Zamfir, 2016).

The poor are more likely to exhibit xenophobic sentiments. Many locals in South African townships continuously face financial struggles. The instabilities cause these communities to experience severe government failures and lack of state invention. Ethnic identity among the poor becomes much stronger and vital. The way things are in this new South Africa, the poor

may face exclusion in their own country, especially if they are comparing themselves to other people who are living a lavish life and having all the resources they do not have themselves. It is because of this reason that the poor feel more hatred and hostility toward foreign nationals (Patsika, 2015).

### **(ii)The claim of foreigners as transmitting diseases to locals**

There are incurable diseases that people in the country suffer from. It is mainly developing countries that experience such phenomenon. To name some of the few, Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome (HIV/AIDS) and some Sexual Transmitted Diseases (STDs). There are also fatal acute diseases that occur within a short period and kill a highest number of people. Ebola is among those diseases. In 2015 when xenophobic attacks were extreme, it was because of the prevalence of this disease. It is falsely perceived that incurable diseases come with people from other countries (Steenkamp, 2009). Xenophobic sentiments are not due to diseases themselves, but rather appeared from its negative psychological and behavioral effects incited by fear. Risks from the environment are omnipresent for all humans, thus, psychological research has extensively investigated threat responses to both social and non-social kinds of risks (Jacobsen and Landau, 2013; French, Sutton, Marteau and Kinmonth, 2004). People have predictable threat responses, including psychological defensiveness. However, not everyone responds in the same manner, and psychological factors, such as the personal relevance of a health risk and self-esteem, people shape people's responses (Neocosmos, 2008).

### **(iii)The claim of foreigners as contributing to crime in South Africa**

Foreign nationals have been perceived to be liable for the high crime rate in South Africa (Choane et al, 2016; Tella, 2016; Everatt, 2011). For example, the then Mayor of Johannesburg was quoted in the press in 2004 stating that “in every street corner there are 30 Nigerians committing a crime and undermining the city's safety and security” (Petkou, 2006). It cannot be denied that foreigners have been convicted for various crimes in South Africa. There are 11 842 foreigners held in South Africa's correctional facilities. Of these, only 7 345 are sentenced (Makou, Skosana and Hopkins, 2017). In November 2017, the Gauteng Police Commissioner Lieutenant Deliwe de Lange revealed that 60% of the suspects arrested in Gauteng Province for violent crimes were illegal immigrants (Gous, 2017).

Politicians such as Nelson Mandela supported this claim that undocumented foreigners engage in criminal activities in the country (Gomo, 2010; Tella, 2016). The former President Mr. Jacob Zuma supported the conception that the allegations of foreigners being associated with crime should not be ignored. In his speech, he was quoted saying, “we cannot close our eyes to the concerns of the community that most crimes such as drug dealing, prostitution and human trafficking are allegedly perpetuated by foreign nationals” (de Villiers, 2017). It cannot be dismissed nor ignored however that foreign nationals commit their crime together with locals and this contribute to security challenges of states, including South Africa as a whole (Petkou, 2006).

#### **(iv)Media influence**

The impact media coverage has had in perpetuating xenophobic attacks is enormous (Petkou, 2006). Although media plays a huge role in keeping the public updated with current issues, it is important to note that it does not just transmit the information, but also replicate certain ideologies that support specific relations of power. Media is “a powerful socializing agent which has become an integral of everyday life” (Gomo, 2010:9). Xenophobia is encouraged by the media through reproducing xenophobic statements and referring to people of foreign nationality using derogatory names (Smith, 2010). Information circulated by the media is sometimes false. For example, during xenophobic violence in 2015, there were messages circulating on WhatsApp, Facebook, and other social media platforms that foreigners are given a specific date to leave the townships or they will be attacked. The KwaZulu-Natal police spokesperson of that time, Colonel Jay Naicker, dismissed this information as merely rumours. Despite the police having called the social media users to stop sharing such false information online, the number of hoaxes continued to grow on social media networks (Legalbrief, 2018). Mbetga (2014) held that immigrants are not represented in the same way. The manner in which African immigrants are represented in society is different from the representation of White immigrants. This fuels xenophobia as groups who belong to one classification are viewed differently.

### 2.5.3 Political factors

#### (i) The role played by the state in perpetuating xenophobia

The issue of xenophobia is rather political. With all the incidents that occurred in the country, the state can be regarded as the main perpetrator. According to Ejoke (2017), there is a correlation between leadership and xenophobia. The leadership technique used determines the occurrence of xenophobic attacks to some communities. Politicians provoke the existence of xenophobia in notorious ways. The xenophobic statement made by Mr Mangosuthu Buthelezi in 2015 that all non-born South Africans must go back to their home countries, resulted in state officials adopting the notion that immigrants are unknown and should be treated as such (Misago, 2016). Other politicians such as former South African President Thabo Mbeki seemed to be the present who has shown highest level of denialism (Tella, 2016). In a speech he presented at the memorial services of 62 foreigners killed in the violence, he was quoted:

*Everything I know about my people tells me that these heirs to the teachings of Tiyo Soga, J.G. Xaba and Pixley Seme, the masses who have consistently responded positively to the Pan-African messages of the oldest liberation movement on our continent, the African National Congress, are not xenophobic. These masses are neither antipathetic towards, nor do they hate foreigners. And this I must also say—none in our society has any right to encourage or incite xenophobia by trying to explain naked criminal activity by cloaking it in the garb of xenophobia. I know that there are some in our country who will charge that what I have said constitutes a denial of our reality”* (Everatt, 2011:9).

Police officials are perceived to fuel the prominence of xenophobic attacks. Not so much is done in stopping the attacks. Question can be posed as to why xenophobic attacks occur under police watch? Police officers use their power to get indirectly involved when the attacking and beating of foreign nationals happens. This is through not intervening in stopping the violence or any xenophobic attack that may occur. The defence mechanism of not disrupting the community in taking the law to their own hands is mostly used (Solomon and Kosaka, 2011). The scholars further suggested that the police have been predisposed to the notion that foreigners lie all the time. This results in foreign nationals who become victims of a particular crime being ignored when they report victimisation to the police (Solomon and Kosaka, 2011). Not only are police capable of doing the above behaviour, motivating member of communities to deal with illegal migrants have led to spiraled xenophobic violence (Neocosmos, 2008).



In April 2015, the police violently prevented a legal anti-xenophobia march that was organised by members of the community. This happened in Eastern Cape where non-South Africans were targeted (O'Halloran, 2016). Although state institutions have never condoned violence against migrants and have regularly condemned it, they have provided an environment wherein such xenophobic violence has effectively been legitimised by the state (Neocosmos, 2008). Officials in various government departments perpetuate xenophobia through denying non-nationals access to services (Obadire, 2018).

## **(ii) Lack of service delivery**

There is a claim that foreign nationals pose serious challenges to the country's social services, which threatens the livelihoods and socio-economic rights of the citizens (Landau, 2006). This is the point that the Johannesburg's Executive Mayor, Amos Masondo was implying in the excerpt of his speech quoted below;

*“In keeping with the international trend of growing migration, our city has become a magnet for people from other provinces, the African continent and indeed the four corners of the world. While migrancy contribute to the rich tapestry of the cosmopolitan city, it also places a strain on employment levels and public services”* (Musuva, 2015: 34)

South Africans are under the impression that they are entitled to all service delivery and the failure of government to deliver is allegedly a result of foreigners (Neocosmos, 2008). The government is partially responsible for the attacks. For example, the hostilities are a result of frustration expressed by the citizens over the low pace of service delivery, consultation, housing provision and administration, as well as corruption and rudeness of government officials, especially in the Police Services and in the Department of Home Affairs (Choane et al, 2016). The government serves the right to fulfill the needs of all South African citizens regardless of the country of birth (Neocosmos, 2008). A permanent South African is eligible for the recipient of services. However, the country born citizens perceives this as inappropriate. It is argued that, attacking foreign nationals for lack of resources causes more damage upon people receiving the wanted services. For example, after the attacking of foreign nationals, the government gave more resources in catering for these attacked people (Patsika, 2015).

After the 2015 KwaZulu-Natal xenophobic attacks, the government provided temporary shelters for foreigners who lost their houses and who were at risk of secondary victimisation. These shelters were situated within three districts; EThekweni in Phoenix, Chatsworth, and Isipingo area. In UMgungundlovu, the shelters were in Dales Park and UMzinyathi in Greytown. The purpose of this initiative was to protect foreigners through enforcing safety and security. The government spent more money on catering for services such as food, education, health support, psychological support, safety and security and ablution services (Ngema, 2015).

### **(iii) The Exploitation of African immigrants**

Police officials tend to be the ‘specialists’ in associating foreign nationals with corruption for their own personal benefits. For any monetary benefits, police know who to target. A bribe is required from the immigrants to be assisted in entering the country illegally (Buthelezi, 2009). Foreign nationals are the most employed within the labour market. Employers prefer foreign nationals to locals. Employers employ more foreign nationals as they are vulnerable because of their illegal status in the country. Many foreign nationals that are employed are paid significantly lower wages. This is because, once fired, they have little or no legal recourse (Desai, 2015).

### **(iv) Lack of information about foreigners**

Xenophobic attitudes towards foreign nationals originate from lack of knowledge. This notion holds that, the legacy of apartheid did not only prevent people from having access to resources, proper education, and health facilities, but it has prevented them from knowing and familiarizing themselves with the outside world. Consequently, majority of people either misunderstand or lack knowledge about immigrants, the constitution, and policies on immigrants (Iwara et al, 2018). Some South Africans are unfamiliar with the regulations and different types of foreigners that are based in the country. This is mainly caused by ignorance regarding such issues. The only misconception known is that foreigners are a cause of problems the country faces (Hendrickse, 2009). There are illegal and legal foreign nationals that are based in the country. Legal immigrants have legal documentation that allows them to live in the country and have gone through proper procedures in obtaining such (Kenny, n.d). According to the Department of Home Affairs, in order to make an application for a permanent residency permit, applicants must first submit representation to the Minister of Home Affairs

motivating why he or she should be declared not to be a prohibited person or undesirable person. Further, permanent residency permits are given on the following grounds:

- Are in possession of a permanent work offer in South Africa, or
- Have exceptional skills and qualifications
- Qualify as Refugees (Someone who has been forced to flee his/her own country because of persecution, war or violence) in terms of Section 27(c) of the Refugees Act
- Qualify as a retired person
- Are financially independent
- Are relatives of a South African citizen/permanent residence permit holder (Department of Home Affairs, 2018).

Following the above, foreigners are distinguished into refugees, migrant and immigrants. Refugees are described as any person who has been granted asylum to stay in another country due to war, natural disaster or any other factor that is being escaped in their nation. According to the Refugees Act of 1998, refugees have a right to pursue employment and are entitled to all health services and education opportunities that South Africans benefit from. Migrants are people who temporarily move in between borders in many instances for jobs. These people are not permanently based in the country nor are they given permits as refugees. Individuals considered as immigrants are those who permanently move from one country to another (Lombard, 2015). Illegal immigrants' cross borders into a particular country without the government giving consent. It is so unfortunate that the perpetrators of xenophobic attacks group the immigrants into one category (Kenny, n.d).

## **2.6 The concept of Xenophobia in South African universities**

According to Buthelezi (2009), many South African universities have condemned xenophobic attacks. The University of Witwatersrand showed their support for international students in 2015 by staging a non-violent anti-xenophobia protest march (Ngcobo, 2015). In 2015, the then Minister of Higher Education and Training, Dr Nzimande urged that all South African tertiary institutions safeguard against any xenophobia form and ensure that it does not occur (Ministry Higher Education and Training Republic of South Africa, 2015). It is no false however that the phenomenon of xenophobia has transferred to higher learning institutions (Kang'ethe and Wotshela, 2015; Singh, 2013; Buthelezi, 2009). In a study conducted by Cross and Johnson (2008) at the University of Witwatersrand when asked if xenophobia is a problem within the institution, one international student was quoted saying,

*“Yes, especially with South African students. The first time I came here, people were like “why did you come here? To take our studies? They still don’t understand the concept of foreigners coming into their country, I don’t think they really welcome that in good faith. So, they are very xenophobic in terms of perspective. Most students who are South African are still very much xenophobic” (p. 311).*

### **2.6.1 International students in South African universities**

Scholars believe that xenophobic tendencies within higher learning institutions may be constituted by South African’s lack of knowledge of foreign national students (Iwara et al, 2018). According to the Immigration Act for South Africa (Act of 2002), there are three categories of foreign national students. These are as follows:

1. Permanent resident: This is an immigrant who has received a permit to reside in South Africa permanently.
2. Temporary resident: This kind of resident is in possession of either of the following permits: visitor’s permit, diplomatic permit, study permit, treaty permit, business permit, crew permit, medical treatment permit, relative’s permit, work permits, retired person permit, corporate permit, exchange permit, and asylum, cross-border or a transit pass. It should be noted that whilst an immigrant seeks refugee status, the immigrant is classified as an asylum seeker.
3. Undocumented immigrant: An undocumented immigrant is a person who is in South Africa in contravention of the law and includes prohibited persons as an illegal foreigner (Sorensen, 2012: 29).

Based on the above, international students are temporary residents who have acquired study permits. The university requires that international students provide legal permit in order to register. Because the university checks these permits, all international students are then expected to be in the country legally.

### **2.6.2. Victimisation of students**

Xenophobic attacks within higher learning institutions are not imposed on just any foreign national student, but one that is from African countries and mainly the Southern African Development Community (SADC) region. These students choose South African universities because it is closer to their home. The anticipation of job opportunities the country may provide is also a reason for the choice of South Africa (Sehoole, 2015). Unfortunately, the notion of “expect the unexpected” was uncovered. The way xenophobia manifests tend to be different in communities where physical violence occur. In universities, foreign nationals are attacked verbally and, in a manner, where they feel uncomfortable and unwelcomed (Singh, 2013). Xenophobia in this context manifests in negative attitudes and discrimination (Akinola, 2018). International students tend to experience more discrimination than their domestic counterparts (Dominguez-Whitehead and Sing, 2015). Patsika (2015) noted that, it is quite difficult to recognise cases of discrimination at higher learning institutions because the cases remain subtle.

Black South African students are the main instigators of xenophobia within university settings (Buthelezi, 2009). Unfortunately, academic professors are not to be excluded from this. Akinola (2018) mentioned that, lectures may conduct academic activities in a language that is unknown to foreign national students. Arguably, the community members in universities can perpetrate xenophobia. On 28 February 2017 a foreign national student from the University of Johannesburg was reported murdered inside the University premises. Thorough investigations proved that a taxi driver taxi intentionally struck the student against the fence of one of the university residences and killed him (Freeman and Lee, 2018).

### **2.6.3 The use of local languages as a form of exclusion**

South African lecturers and students may communicate in a local language that foreign national students do not understand as a way of excluding them. This happens mainly during class discussions (Akinola, 2018). The problem may not be that serious to those who can understand and speak some of the eleven South African official languages, but communication is a struggle to those who speak only French and Portuguese (Buthelezi, 2009). The problem may be centred on the language policies developed by the universities. For example, the University of KwaZulu-Natal implemented a language policy in 2006, which aimed at promoting teaching in English and IsiZulu. Making explicit the benefits of being fully bilingual in South Africa is

the purpose of the policy (Ndimande-Hlongwa, Balfour, Mkhize and Engelbrecht, 2010; Balfour, 2007). The justification of the policy was that “the benefits for students becoming proficient in English, the dominant the medium of academic communication and of trade and industry internationally, and the *lingua franca* in government and institutions in South Africa, are clear. In addition, proficiency in IsiZulu was said that it will contribute to nation building and will assist the student in effective communication with the majority of the population in KwaZulu-Natal” (University of KwaZulu-Natal, 2006: 1).

Universities are public institutions and are to operate in accordance with the institutions (Habib, 2015). While the universities encourage and regards the constitution to develop indigenous languages, the categorical of languages should not be applied in a way that advances an ethnic agenda. Further, the development of indigenous languages should not be used as a proxy for the exclusion of others. Foreign national students are also forced into dropping their mother tongue to privilege English. If students have access to the dominant language, the dominance of the language is increased. However, if students are denied access to the language, the result is marginalization in a society that remains to view this language as a mark of distinction. Furthermore, they are denied access to the extensive resources in that language, resources that have developed because of the language’s dominance (Cross and Johnson, 2008).

The issue of language goes to an extent whereby South African universities become reluctant to employ foreign nationals. This is due to their accent and low-level English proficiency that is regarded as academic incompetence (Akinola, 2018). This is against the amended immigration Act 13 of 2002 stating that, “the holder of permanent residence permit has all the rights, privileges, duties and obligations which a law or the constitution explicitly ascribes to citizenship” (Department of Home Affairs, 2014: 31). The issue of uncoordinated immigration policy on issuing work permits to foreign academics constitute to their rejection for university jobs (Akinola, 2018). The Department of Home Affairs is seemingly unproductive with issuing of work permits, permanent residence or citizenship to foreign academics that are undeniably critical to South African tertiary institutions. International students feel that the department is pursuing a policy of discouragement (Buthelezi, 2009). The author further stated that, “they feel that the policy is not only unnecessarily punitive and deliberately designed to break their spirit but also tinged with xenophobia” (Buthelezi, 2009: 28).

## **2.6.4 Reporting of cases**

There is missing information on reported cases. One major reason behind this, is that, foreign national students are invisible and do not report the matter. The silence in reporting xenophobic attacks to the university or public officials is characterized by the fear of not being taken seriously. Foreign nationals fear the negative attention they would draw upon themselves and possibility of secondary victimisation. Essentially, they find it difficult to trust a system that is failing to protect them (Freeman and Lee, 2018).

## **2.7 Contributing factors**

### **2.7.1 Competition for limited resources**

Scarcity of resources within universities have been noted to create competition among students, most specifically, local and international students. This creates conflict because all students want to utilise those resources (Malele, 2011). Students compete over scholarships and accommodation. Foreign national students contribute to majority of the percentage of those who receive university sponsorships. Such kind of gesture afforded to foreign national students hinders South African students to complain. Sponsorships from universities are granted based on the student's academic performance. However, South African students fail to understand such. This creates negative attitudes towards foreign national students, thereby, suggesting that South African students must come first. The competition carries on over employment and academic performances (Kang'ethe and Wotshela, 2016).

South African students feel that the presence of foreign national students in universities poses a threat. The perception adopted is that providing foreign nationals with employment in the university deprives their right. Buthelezi (2009) argues that, the exclusion of foreign nationals from jobs offered in the university, is discrimination based on their nationalities. Competition over resources becomes extreme to a point where language is used as a weapon strategy to exclude foreign national students from accessing resources. Foreign national students are discriminated because they cannot speak the language, which results in them being denied particular services within the university (Akinola, 2018).

## **2.7.2 Cultural and diversity clashes among groups**

Culture is “the mirror of the society, informing attitudes, thinking, do’s and don’ts in many societies of the world” (Kang’ethe and Wotshela, 2016: 161). Every country has its own unique cultural beliefs, which may be difficult for other organised groups to understand. The lack of information on heritage, history and culture set a stage for xenophobic tendencies between students of different nationalities. Xenophobia on local students is a negative reaction of exposure to unique and strange cultures (Choane et al, 2011).

To elaborate on cultural clash and xenophobia, a study conducted by Kang’ethe and Wotshela (2016) noted that whenever people of different cultures come together, there is bound to be diversity clash. This could provide a platform for xenophobia and xenophobic sentiments to take place. Addressing foreigners as ‘ Amakarekwere’ has highly been used in South Africa. It is a much more popular form of victimisation in higher learning institutions than in the broader society where physical attack is imposed (Buthelezi, 2009). The referral of foreign nationals to this term is used as a categorical classification of them as outsiders. Bodily looks, dress code, accents, and the smells are eligible as evidence of imagined citizenship and foreignness. Further, factors such as language and skin colour allow the identification of foreignness (Matsinhe, 2011).

## **2.8 Impacts of xenophobia on foreign national students**

### **2.8.1 Distressful emotional state**

Although the xenophobia ideology that exist in higher learning is different from the broader society where it is more violent, Patsika (2015) stated that, nevertheless, the effect of experiences is the same. Xenophobia poses a negative threat to foreign national students (Yakushko, 2009). Being a victim or not, students become emotionally distressed (Kang’ethe and Wotshela, 2015). Psychological distress is an emotional state where a person is unable to cope in their daily lives. The stressor triggers emotional suffering (Arvidsdotter, Marklund, Kylan, Taft and Ekman, 2015). The brutal hostility of xenophobia attacks results in mistrust, isolation and fear. The self-esteem of foreign national students is lowered. They begin to view themselves “not good enough” and inhumane. Hence, South Africans label them by derogatory names (Zarate et al, 2004; Yakushko, 2009).



### **2.8.2 Disruption in academic performance**

The performance of foreign students is negatively impacted by ongoing xenophobic attacks. Psychological disturbances result in low levels of concentration. Students become inactive and perform poorly academically. This is exacerbated by the mentality that they must stay alert all the time. This causes a conflict between their academics and safety (Kang'ethe and Wotshela, 2015). It is argued that staff members provoke xenophobic attacks on foreign nationals within universities. This becomes a problem because students cannot report victimisation (Kang'ethe and Wotshela, 2015).

A study conducted by Pithouse-Morgan, Morojele, Pillay, Naicker, Chikoko, Ramkelawana and Rajpal (2012) found that, foreign national students find it hard to consult with the Student Representative Council (SRC) regarding any issues that they encounter in the university. These students feel that they are disliked and unwelcomed. The norm of 'foreigners are outsiders' becomes instilled. The feeling of discomfort is felt in surroundings where South Africans are dominated. This further affect their academics (Pithouse-Morgan *et al.*, 2012). Kang'ethe and Wotshela (2015) found that some students felt that being isolated help them to focus on their academics. Local students however felt that they are losing through not interacting with foreign national students since they perform excellent academically.

### **2.8.3 Distrust and fear in forming social relations with South Africans**

Socialisation between South African and foreign national students become impeded (Kang'ethe and Wotshela, 2015). South Africans are unwilling to befriend any student of other nationality (Schoole, 2015). Further, in a study conducted by Kang'ethe and Wotshela one participant stated that, "*it is very difficult to socialize with South African students, they have negative attitudes towards students from other countries, they do not treat us as equals*" (2015: 457). This leads foreign nationals to mistrust any South African. This is the fear that socially interacting with them can create xenophobic attacks. The national division that South Africans creates through xenophobic attacks causes other nationalities to isolate themselves. The inability of inter-country students to socialize and relate may suggest that the world peace is far to be achieved (Kang'ethe and Wotshela, 2015).

## **2.9 Legal instruments that regulate xenophobia in South Africa**

The problem of xenophobia is difficult to tackle because there are no laws implemented that govern the prosecution of such a crime (Kang'ethe and Wotshela, 2016). The four common laws that are enforced for the crime of such nature are, the Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000, Refugees Act 130 of 1998, the Protection from Harassment Act 17 of 2011 and the Immigration Act 13 of 2002 (O'Reilly, 2015).

### **2.9.1 Promotion of Equality and Prevention of Unfair Discrimination Act, 2002**

According to this Act, discrimination is defined as any act or situation involving a policy or rule applied that either intentionally or unintentionally obligates or disadvantage any person on one or more of the prohibited grounds. The objects of the Act are:

- “(i) to give effect to the letter and spirit of the constitution in particular the equal enjoyment of all rights and freedom by every person and the prevention of unfair discrimination and protection of human dignity
- (ii) to provide measures to facilitate the eradication of unfair discrimination, hate speech and harassment, particularly on the grounds of race, gender and disability
- (iii) to provide for procedures for the determination of circumstances under which discrimination is unfair.

Further, this Act applies hold together the state and all publics (Republic of South Africa, 2000: 6)”.

### **2.9.2 Refugees Act 130 of 1998**

The Act was passed in 1998 and it states that any person who qualifies and have been granted an asylum in South Africa should be treated in the same manner as a South African. Further, they should receive equal services such as educational opportunities, employment as being entitled to the rights stipulated in chapter 2 of the constitution. The Act also hold that anyone is allowed to apply for asylum in South Africa and no person should be denied this right (Palmary, 2002). However, one may be excluded from refugee status based on the conception that he or she (a) “has committed a crime against peace , a war crime or a crime against humanity, as defined in any international legal instrument dealing with any such crimes, or (b)

has committed a crime which is not of a political nature and which, if committed in the Republic, would be punishable by imprisonment, or (c) has been guilty of acts contrary to the objects and principles of the United Nations or the Organization of African Unity, or (d) enjoys the protection of any other country in which he or she has taken residence (Republic of South Africa, 1998: 8)".

### **2.9.3 Protection from Harassment Act**

Harassment under this Act is given various definitions. Bick (2013) contributed the first definition by stating that, harassment is any behavior that causes harm or results in another person laying a complaint of harassment. Another definition the author provided is that harassment can also be associated with contact through verbal communication aimed at the complaint. This also include electronic and written communication, which may cause harm to an individual, be it physical, emotional, or psychological.

Following the above, the Acts have one goal that is of forbidding hate speech and harassment (O'Reilly, 2015). Xenophobia falls under hate crimes of which may include crimes such as "corrective rape". However, its prosecution is not handled in the same as other crimes. It is only when there is physical damage on the victim that the criminality of such nature is treated like other crimes. It is argued that, because of the non-existence of a specific law that addresses xenophobia, the crime may be unknown to law enforcement agencies, which makes it difficult for prosecution to be initiated. In addition, xenophobic behaviours may continue because little is done to impose punishment upon the perpetrators (Muchiri, 2012). There is absence of a legislative framework that regulate admission and throughput of the international students within higher learning institutions.

The South African Department of Justice and Constitutional Development stated in 2013 that it was completing a National Action Plan to combat crimes of racism, xenophobia and racial discrimination related and policy frameworks on hate crimes, which would lay the basis for a hate crime law in South Africa. The law has not been publicized even to date. The absence of this law implies that xenophobic attack offenders are prosecuted using common law offences such as theft. This will suggest that the crime of such nature is considered less serious (Iwara *et al*, 2018). The internalization policy that is in line with the Refugees Act and Immigration should be implemented. This is because these polices are not applied in universities or other institutions of higher learning (Kang'ethe and Wotshela, 2016).

Notably, policies ought to be backed with laws that will limit the perpetrators of xenophobic attacks to carry out their xenophobia (Iwara et al, 2018). Further, Udeh (2011) argued that, the laws in place are those that favor South Africans. These laws provide South Africans with so many rights that some of them become easily prone to excessive laziness. This situation leads to South Africans envying the hard work by foreign nationals and their being easily misconstrued as robbing South Africans of their rights.

Studies conducted have shown that universities have taken fewer steps in preventing xenophobic tendencies from occurring within their premises. A study conducted by Iwara et al. (2018) found that the University of Venda adopted three measures to protect foreign nationals. Security measures are adopted; relationship with the police force in case xenophobic attack incidents take place, and CCTV technology to monitor student activities within the university premises. Poynting, Ralph, Singleton, Tombs and Whyte (2009) note that surveillances would only be effective if the staff is instructed to single out certain categories of students that seem to carry out discriminatory practices, be checked up and reported regularly. It becomes problematic however when the staff decline to perform such task as they are legally and morally obliged to do so (2009). There is also a school regulation where individuals who violate the regulations undergo disciplinary hearing.

Lastly, the university hosts social cohesion events that aims at embracing different nationalities and cultures, for example, cultural day (Iwara et al, 2018). Above all, Misago, Freemantle and Landau (2015) concluded that xenophobia is an issue that is more culturally constructed and programmes that aim to bring together people of different cultural beliefs are more likely to successively curb xenophobic tendencies that people may hold. Programmes such as entertainment education that convey message to people that we are one nation regardless of race and country of birth and promotion of social cohesion, are among the suggested programmes.

## **2.10 Conclusion**

It is evident from the literature discussed that xenophobia is not new in South Africa and it is a common issue in other countries as well. Xenophobia is embedded in the country's own distinctive history which may be similar to that of other countries. The type of this criminal activity is very complex, and its nature is different depending on the environment within which

it occurs. While it is physical in nature within the broader society, it is more subtle in that it occurs in verbal and discriminatory practices within higher learning institutions.

The focus of the study was on the occurrence of xenophobia within higher learning institutions. South African higher learning institutions have shown to initiate on the outside public community that xenophobia within their learning premises is highly condemned. Relevant literature has however shown that xenophobia is prevalent and international student are continuously victimised. International students were discussed in terms of how they are categorised by the South African immigration act.

Discrimination, use of derogatory names and unfair treatment to name a few that constitute to the concept of xenophobia in South African universities. These are highly adopted as forms of enforcing xenophobia practice. It was evident that xenophobia that exists within South African universities is directed only at a specific group of foreign national students. The causes of this occurrence emanate from competition for scarce resources and social issues such as unemployment, lack of service deliveries and poverty from communities where they live. The literature held that policies in regulating xenophobia in institutions of higher learning are currently non-existent. Such premise puts one into wonder about the protection of foreign national students and the enforcement of the rule of law.

## **CHAPTER THREE**

### **THEORETICAL FRAMEWORK**

#### **3.1 Introduction**

This chapter focuses on providing explanations regarding xenophobia as a problem. In the works of Abend (2008: 178), theory is described as “an explanation of a particular phenomenon. This explanation should identify a number of ‘factors’ or ‘conditions’, which individually should pass some sort of counterfactual test for casual relevance, and whose interaction effects should be somehow taken into account”. Two relevant theories have been adopted in this research to guide the construction of xenophobia in higher learning institutions. These are the Realistic Group Conflict and Social Learning Theory. The theories are based on social psychological assumptions and they are relevant to explaining xenophobia within South African universities.

#### **3.2 Realistic Group Conflict Theory**

The theory is also known as the Realistic Conflict Theory. Donald Campbell proposed the theory in 1965. The theory was discovered through the Robbers Cave field experiment conducted by the social psychologist, Muzafer Sherif. Two groups participated in the experiment. Each group had twelve participants, which made the total of twenty-four participants. None of the participants assigned in the study knew each other. In the first stage of the experiment, participants interacted at an interpersonal level. Participation was through engaging in various games and building relationships with fellow members. This led to the creation of the groups’ different norms and values. Groups were unaware of another group’s existence during this phase. The second phase of the experiment involved inter-group level. Groups were brought into contact with each other and were instructed to compete against each other in different activities. Competition was over a trophy and various prizes (Baumeister and Vohs, 2007).

When the other group gained at the expense of the other, feelings of prejudice were provoked. Consequently, one group departed late where food was served and the other had eaten all the food. Thus, the other group called the other by names. In addition, groups became aggressive against each other when they engaged in different activities. This showed results for realistic group conflict theory (Baumeister and Vohs, 20017). The shift from interpersonal to inter-

group contact is likely to result in behavioral change among groups (Buthelezi, 2009). In addition, “conflict between groups can trigger prejudice attitudes and discriminatory behavior” (McLeod, 2008: 10).

Following the above, the theory is more socially psychologically orientated. The structure of the situation determines human behavior rather than personal characteristics of an individual. The theory also converges on the conclusion that relational behavior is qualitatively different from inter-group behavior. Inter-group behavior is governed by different mental, social situations and motivations that are different from those of interpersonal situations. The intergroup behavior is rather collective (Buthelezi, 2009).

### **3.2.1 Principles of the theory**

The theory states that whenever there are two or more groups that seek the same limited resources, it will lead to conflict, negative stereotypes and beliefs, and discrimination between groups (Zarate et al, 2004). This is known as the intergroup conflict. The occurrence of conflict is not solely based on competition, but incompatibility of goals regarding resources. It is the struggle over scarce resources such as jobs, land and other social benefits that causes intergroup conflict (Buthelezi, 2009). Competition is bound to occur among groups seeking to achieve the same goal. However, conflict is created when one group achieves the goal at the expense of the other group. Therefore, those attitudes and conduct technique for an ingroup towards an outgroup would be dictated toward those challenges that outgroup postures (Jordan and Cox, 2013).

Intergroup competition leads to deterioration of the group’s mutual images and attitudes and elicits in-group favoritism and out-group discrimination. Contrary, conflicts among groups is mainly constituted by negative interdependence. If the ingroup depend on the outgroup’s failure in achieving a certain goal, stereotypes, discrimination, and negative attitudes become created when the anticipated goal fails (Echobarria- Echabe and Guede, 2003). Another important postulation advanced by theory is that; prejudices that characterizes groups may be weakened if the needs of competing groups were better fulfilled but that is unlikely to vanish completely, as conflicts of interests between groups are inevitable (Sorensen, 2012).

However, stereotypes and discrimination can be reduced in situations where two or more groups seek to attain superordinate goals (Zarate et al, 2004). Relations between groups remain consistent due to the compatibility of goals between them. Same goals motivate positive

relations, while incompatible goals result in competition. Furthermore, the two groups are inclined to collaborate and display positive attitudes towards each other when the sharing of material interest is mutual. The opposition of material interests result in groups' exhibition of negative attitudes and competitive behavior towards each other (Jordan and Cox, 2013). Scholars have however, argued that, the existence of superordinate goals does not change the real cause of the conflict (Sorensen, 2012).

### **3.2.2 Criticisms of the theory**

The theory has received numerous criticisms. Sorensen (2012) notes that, the subject of power is ignored by the theory. He further suggests that, power plays a significant role in groups regarding any real-life conflicts among them. Power also severely affects the balance between groups. Another criticism of the theory is that, it is viewed in terms of direct competition between groups of equal status, whereas, the theory only explains the real conflict among groups.

### **3.2.3 Application of theory to the study**

Xenophobia that occurs in the country is due to competition that South Africans perceive as existing. The competition is over access to resources. As such, because groups compete over scarce resources, they adopt the notion of viewing the out-group as the competitor. Conversely, this leads to prejudice (Zarate et al., 2004). South Africans feel threatened by foreigners; therefore, xenophobic hostility is adopted as a scapegoat to their inability to achieve certain goals and accessing resources. Jordan and Cox (2013) note that, negative attitudes and discrimination that occurs among groups stems from the perceived threat of the competitive outgroup. Higher perceptions regarding threat tend to provoke higher levels of hostility from the in-group.

Competition for resources is the source of conflict between groups. Intergroup contact is created; therefore, hostility increases (Jordan and Cox, 2013). Economic success is one goal that every individual wants to achieve and sustain. South African citizens objectify this possible through the country's economic growth. When the economic growth is at a lower level, citizens become indirectly affected. Jobs become relatively scarcer since the monetary value to pay the employee is lower. The ability of foreign nationals to create their employment becomes a threat for South Africans. Foreign nationals run large number of businesses in the country. These are small businesses such as *spaza* shops. Because foreign nationals employ the country's citizens,



a threat is created as citizens fear remaining poor because of the small salary they receive. An economic threat is perceived in this instance. The notion that they run most of the businesses, confirms that they are more economically successful than South Africans.

Meuleman, Davidov and Billiet (2009) contend that, competition conditions are characterized not only by the variable of economic conditions but also by the minority group size. The minority group size is the major determinant of the level of perceived group threat. Research has shown that the accurate number of foreign nationals that live in South Africa is not known. However, it is estimated that they count almost a third of the country's entire population of 56, 72 million (Check, 2017). This more sizeable minority group means a large number of ethnic competitors and a struggle to access scarce resources (Meuleman et al, 2009). Perceived threats in South Africa that result in negative attitudes towards foreign national come in many ways. Many South Africans perceive a greater correlation between social problems they encounter and the existence of immigrants in the country. The prejudice that appear as a cause of conflict between groups in competition is extreme towards the weaker group (Sorensen, 2012).

Within the context of Universities, competition arises over academic progress, employment, and bursaries. Foreign nationals are perceived to be obtaining higher grades as compared to the natural citizens of the country. International students are accused of cheating and scoring high marks. Funding for students at Universities is a scarce resource and it becomes more of a competition. Meuleman et al, (2009) suggested that, the minority group size is the determinant factor of the level of group threat. There is excessive increase in the number of foreign national students in South African universities. When universities offer funding based on academic performance, national students feel threatened by the competition. South Africans have the mentality that international students should not be granted bursaries regardless of their academic performance. Bursaries are considered to be given to foreign national students at the expense of underperforming South African students.

There are employment opportunities for students within universities. These include tutoring, lecturing and other jobs within the university. Negative attitudes towards international students is created in which they have been found as suitable candidates for the job. Because the notion of xenophobia begins when foreign nationals are regarded as the 'outsiders. The resultant victimization against foreign nationals is a result of national students' mentality of citizens being the first preference. Both groups are seeking for employment, hence they must compete

based on merit. In countries where foreign nationals are not more skilled than natives, there exists a positive relationship at the individual level. Local students may also feel that foreign nationals are considered as a priority since they are from other countries. This follows McLeod's (2008) assumption that, intergroup conflicts occur when one group gains at the expense of another group. Sorensen (2012) adds that, citizens students could view foreign national students as finishing spaces on courses and residences, keeping local students from being admitted.

Furthermore, local students might additionally loathe other university resources continuously used for foreign nationals. For instance, financial support for an international student society or an international office and international student's residents. Overall, it can be hypothesized that xenophobic sentiments within higher learning institutions occur following competition for educational opportunities. Xenophobia is exacerbated by circumstances such that some South African students perceive immigrants as competitors that have no right to exist in South Africa.

### **3.3. Social Learning Theory**

The Social Learning Theory (SLT) was propounded by Albert Bandura in collaboration with Richard Walters in 1977 (Kasai, 2012). The theory is based on the notion that people learn behaviour through social interaction with others (Nabavi, 2012). It is through these interactions where behaviours are either adapted or extinguished (Tirivangasi and Mugambiwa, 2016). Through observing other people's behaviour, we tend to behave in a similar manner. After a certain behaviour has been produced, people imitate that behaviour. This is possible if the observational experiences are positive ones or involve rewards related to the observed behaviour (Nabavi, 2012). There are three principles that the theory is based on, namely, observation, imitation and modelling (Nabavi, 2012).

Imitation and modelling behaviour only occurs if an individual observes positive, desired outcomes in the first stage. Observational learning became apparent after the experiment that Bandura conducted in 1961. The study was named the Bobo doll experiment. The aim of this study was to find out if social behaviours could be developed by observation and imitation. Bandura tested the experiment with a sample of 36 boys and 36 girls. The children were aged from 3 to 6 years old. Participants were then categorised into three groups. Each group consisted of 12 girls and 12 boys. The first group watched a model behaving aggressively towards a toy called "Bobo doll". The adults using a hammer attacked the toy in a distinctive

manner. The second group of 24 children were exposed to a non-aggressive model who played in a quiet and subdued manner for 10 minutes. The last group was used as a control group and was not exposed to any model at all (Nabavi, 2012; McLeod, 2014).

Following the exposure of children to their adults' model behaviour and the control, they were then placed in a room where each individual's behaviour was tested. The children were all instructed to be in the room for 20 minutes. The room contained aggressive toys and non-aggressive toys. Aggressive toys included a 3foot Bobo doll. The results revealed that, children who observed the aggressive model made far more imitative aggressive responses than those who were in the non-aggressive or control group. This verified that, through watching the behaviour of another person, one is likely to imitate the behaviour (McLeod, 2014). It is argued that, learning behaviour through observation may not in all cases be shown in performance. Learning does not imply change in behaviour. The principles of social learning operate in the same way throughout life. Important to note, observational learning may take place at any age (Kasai, 2012; Nabavi, 2012).

### **3.3.1. Criticisms of the theory**

There are few criticisms posed against the theory. It is said that although the theory explains complex behaviour, it does not explain how feelings and thoughts that form a behaviour are developed. The theory has also been observed to be not explaining all the behaviours. There is no role model in some circumstances. The theory in this instance only explains imitated behaviour of present role model (McLeod, 2016). Kasai (2012) added that, there is a distinction between the Bobo doll and the other children. Children who were not familiar with the doll were five times more likely to imitate aggression than those who were familiar with the doll. The use of a doll as an experiment is dismissed. It is very rare to find an adult attacking the doll, only children would do such. The experiment only fits to apply to children.

### **3.3.2 Application of theory to the study**

Within the context of crime, the social learning theory posits that criminal behaviour is learned through social interaction with others. Through observing another person committing a certain crime, one would imitate the behaviour if its rewards are desirable (Bezuidenhout, 2011). The problem of xenophobic attacks is widely known to be occurring within a broader society. Tirivangasi and Mugambiwa (2016) suggested that the current generation has grown being

taught the theory of xenophobic sentiments and mistreatment of foreign nationals (2016). Xenophobia in universities is a result of learned xenophobic behaviour from the broader society. In 2008 and 2015, the country was marked by xenophobic attacks which resulted in the death and injury of many foreign nationals. The violence was intentionally based on the notion that foreign nationals must be deported to their home countries.

The frustration South African citizens held against people of other nationalities caused xenophobic attacks. More reasons were given for the practice of xenophobic attacks. There were claims that foreign nationals caused unemployment, lack of resources and other problems that occurred in the country among others. A study conducted by Kang'ethe and Wotshela (2015) showed that xenophobic attacks in higher learning institutions were caused by similar problems, i.e., unavailability of jobs in the university and lack of other resources. Students react to problems they encounter through xenophobic attacks. Although foreign nationals are not attacked in a violent form within universities, verbal attacks are from the learned societal behaviour. Some students come from communities where they strongly dislike foreign nationals.

Students have been directly and indirectly taught to adopt xenophobic sentiments. Tirivangasi and Mugambiwa (2016) noted that children learn from their environments everyday as they do their daily activities. It is the daily activities that influence development and activities. In applying the three principles of social learning theory, one would begin with observation learning. Students have observed all the xenophobic attacks that have occurred. Within Black South African communities, foreign nationals are portrayed as the unknowns. This stems from the way they talk when they refer to them. Derogatory names such as “Amakwerekwere” and “Amazayizayi” are commonly used in the streets, community meetings, taxis and even at such public places as shopping malls. The anger and hatred that South Africans hold is difficult to hide. Furthermore, children learn the behaviour from a young age. Consequently, they become convinced that the behaviour is normal and acceptable. Conversely, students later adopt the same behaviour is when they get into universities because they have been unconsciously taught that it is normal.

The problem of xenophobia is worsened if the behaviour is prevalent among the university staff. In a study by Kang'ethe and Wotshela (2015), a student mentioned that xenophobia is greater to an extent that, staff members would refuse to assist them because they are foreign nationals. Kasai (2012) noted that, the behaviour is highly adopted if the person that is regarded

as a role model is a significant fellow. Students would easily react to the behaviour and imitate because staff members are an important figure. Their behaviours and actions are treated as an example of how universities operate.

The notion of a significant model was also proved by the 2015 xenophobic incidents. King Zwelithini made a xenophobic speech that resulted in citizens reacting in a violent way (Desai, 2015). Learning and behaviour are not only influenced by external environment reinforcement factors. There are also intrinsic factors such as satisfaction (Kasai, 2012). The satisfaction that comes with the expected outcomes of a behaviour is important. South Africans were pleased that problems will disappear. This prompted xenophobic attacks against foreign nationals. Similarly, students adopt xenophobic sentiments through observing the outcomes that come with it. Foreign nationals depart to their home countries, thereby, indirectly fulfilling South Africans' wish and "fade away their problems".

### **3.4 Conclusion**

This chapter explored Donald Campbell's (1965) Realistic Group Conflict Theory and Bandura and Walter's (1977) Social Learning Theory. Criticism posed against the theories were discussed. However, the significance of this chapter was applying the theory to the problem under investigation. The hypothetical applicability of the theory to xenophobic attacks in South African universities was explored. The next chapter presents the Methodology.

**CHAPTER FOUR**  
**METHODOLOGY**

**4.1. Introduction**

This chapter aims at exploring the methodology used in this study. The discussion in this chapter focuses on the research approach, population sampling and the research instruments. Data were collected by interviewing black African foreign national students in two institutions of higher learning; University of KwaZulu-Natal and Durban University of Technology. The chapter further discussed the ethical considerations, the methods to ensure trustworthiness of the study and the limitations of the study.

**Research Methodology Map**

Research approach	Qualitative approach
Research design	Exploratory
Geographical sites	University of KwaZulu-Natal Howard College campus and Durban University of Technology ML Sultan campus
Sampling method	Judgmental
Sample size	14 participants
Recruitment strategy	Snowball sampling technique
Ethical considerations	<ul style="list-style-type: none"> <li>➤ Application to the UKZN Ethics committee</li> <li>➤ Obtaining gate keeper letters from university Registrars</li> <li>➤ Informed consent letters</li> <li>➤ Obtaining audio recording consent from participants</li> <li>➤ Explain the confidentiality clause</li> <li>➤ Use of pseudonyms</li> </ul>

Research instruments	<ol style="list-style-type: none"> <li>1. Researcher as key instrument</li> <li>2. Interview schedule</li> </ol>
Ensuring trustworthiness	<ul style="list-style-type: none"> <li>➤ Credibility</li> <li>➤ Transferability</li> <li>➤ Dependability</li> <li>➤ Confirmability</li> </ul>

## 4.2 Research approach

The study adopted a qualitative research approach. The approach helped in the study to get an in-depth understanding of xenophobic attacks that occur within higher learning institutions. The study sought to elicit the perceptions of foreign national students regarding the problem of xenophobia. Furthermore, the personal experiences and attitudes of participants towards the issue of xenophobia were explored and these contributed significantly to the study. Above all, the researcher gathered knowledge and information shared by the participants. The qualitative research approach refers to “research that produces descriptive data which involves people’s own written or spoken words and observable behavior (Taylor et al, 2015:7)”. Bezuidenhout (2011) mentions that the qualitative approach aims to get an in-depth understanding of a phenomenon and the factors controlling that phenomenon. Through gaining insight of people’s thoughts, attitudes, behavior, value systems, feelings and motivations, this becomes possible.

## 4.3. Research Design

Research design is defined as a plan for selecting subjects, research site and data collection procedures to answer the research questions. Simply put, it is a plan of a study that provides the overall for collecting data. Further, the goal of a certain research design is to provide results that are judged as being credible (Vosloo, 2014). The study used an explorative research design. The explorative design helps in tackling new problems on which little research has been done (Dudovskiy, 2016). Various scholars noted that little research has been done on xenophobia within higher learning institutions (Kang’ethe and Wotshela, 2015; Pithouse-Morgan et al., 2012; Hagensen, 2014). The adoption of an exploratory design contributes significantly to providing new insight on xenophobia in the context of high learning institutions. Further, more tenets on the prevalence of xenophobic victimization may be discovered.

#### 4.4. Geographical sites

The study was conducted in two universities (University of KwaZulu-Natal and Durban University of Technology).

##### *University of KwaZulu-Natal*

The university is located within the KwaZulu-Natal province in South Africa and has five campus branches. Data were collected from the, Howard College campus.

##### *Durban University of Technology*

Data were collected at the ML Sultan campus. The campus is also situated in KwaZulu-Natal, Durban. The following are the maps indicating the locations of the two research sites (Howard College and ML Sultan).

Figure 1: Map indicating the location of ML Sultan

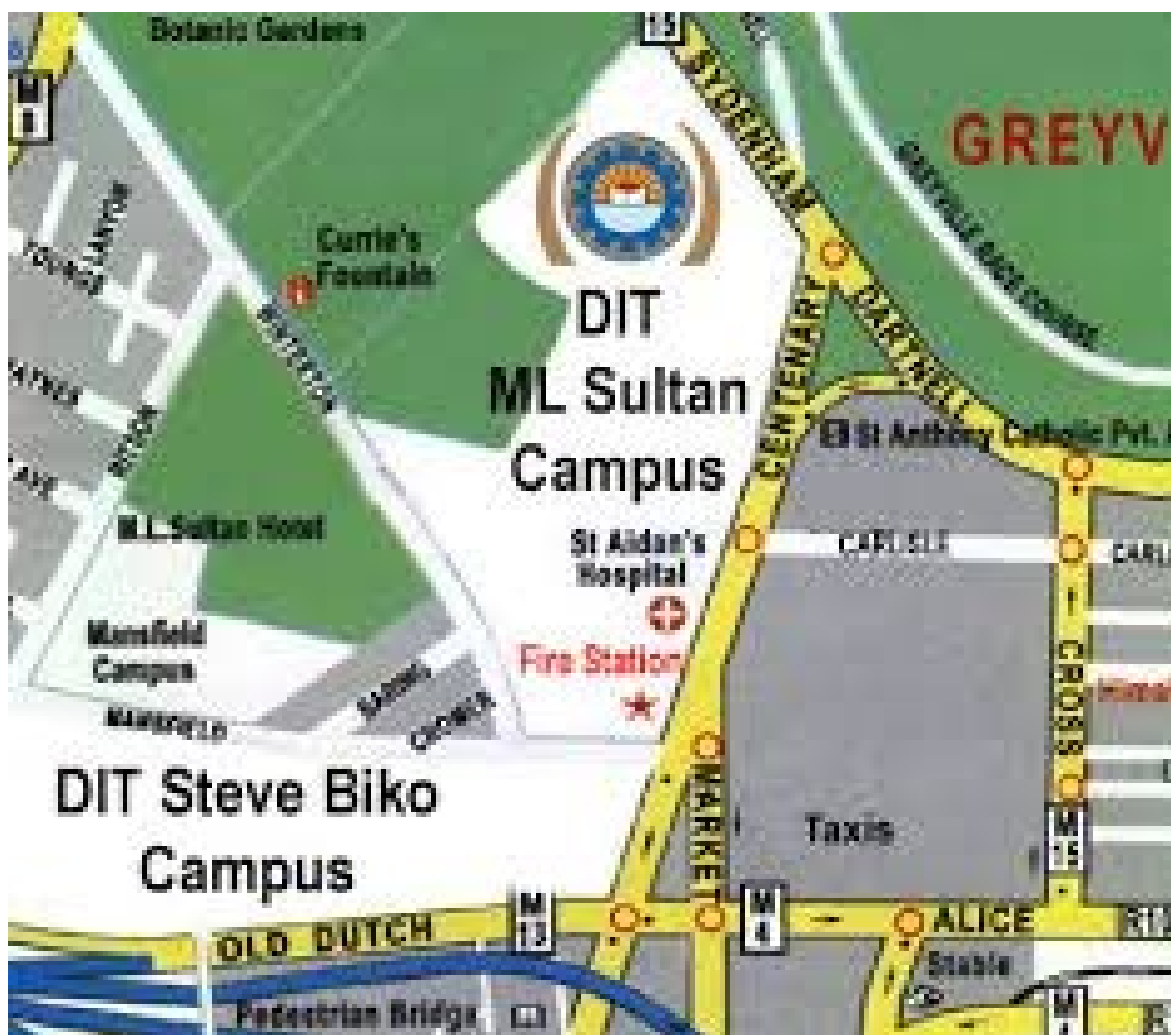
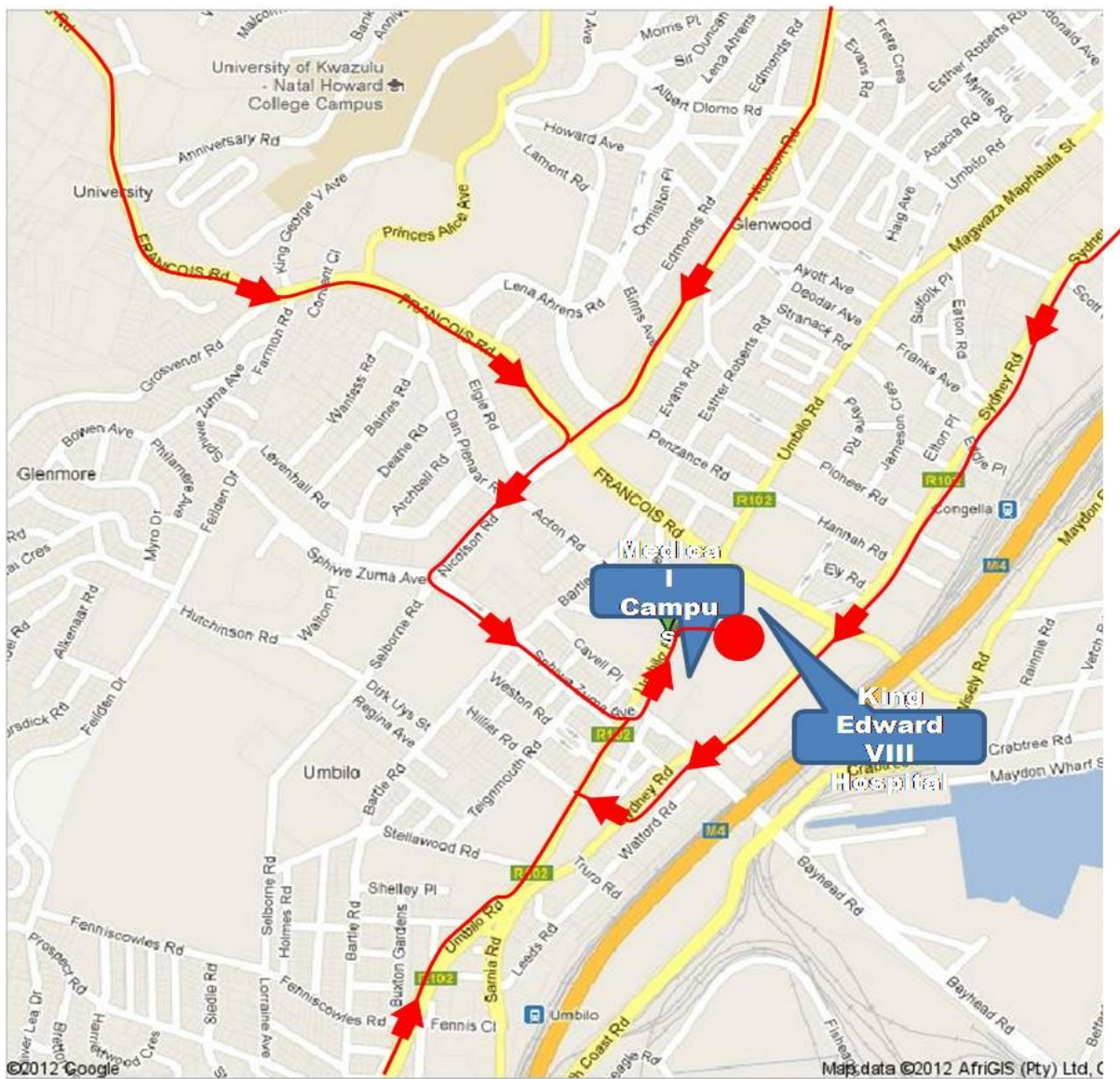




Figure 2: Map indicating the location of Howard College campus



The two universities were selected based on three main reasons. Firstly, the universities are located in the prime zone of metropolitan Durban, which attracts foreign national students. Secondly, courses offered by the universities require one to attend lectures regardless of study mode (whether part-time or full-time). There is a huge number of foreign nationals at these two institutions as compared to other universities located in townships. Xenophobic sentiments or tendencies are easily felt where there is a direct encounter with citizens of the country.

## **4.5 Sampling**

Sampling is defined as “the process of selecting few cases from a bigger group, which is the entire population, to become the basis for estimating or predicting the prevalence of the unknown piece of information, situation or outcome regarding the bigger group” (Kumar, 2011: 177). Because the word sampling has its roots in quantitative studies, some qualitative studies argue that the correct phrase to use is ‘selection of participants’ (Polkinghorne, 2005). However, avoiding use of the word sampling is obviously difficult.

### **4.5.1 Sampling method**

The researcher used purposive/judgmental sampling under a non-probability sampling technique to identify participants. Judgement or purposive sampling is very essential when a researcher wants to “construct historical reality, describe a phenomenon or develop something about which only a little is known” (Kumar, 2011: 189). The main objective in considering judgmental sampling in selecting of participants is because the researcher knows the contributions they will provide to the study. Therefore, the participants are anticipated to provide rich data that will successfully meet the objectives of the study (Tongco, 2007; Kumar, 2011).

### **4.5.2 Sample size**

The study consisted of a sample of 14 participants who were students from both universities (UKZN and DUT). A sample of seven students was adopted from each university. The selection of 14 participants was based on a scientific argument. Materura, Siersma and Guassora (2015) explain that, the principle of sample size in qualitative research should be sufficiently large and varied to illuminate the study aim. Selection of the participants for the present study was meant to enhance the extraction of rich and thick data regarding xenophobic attacks in higher learning institutions. The initial size sample was 20 participants.

However, due to absence of new information being brought forward by the participants, the researcher stopped at 14 participants, having reached data saturation. It is important for a researcher to choose a sample that will reach data saturation. Fusch and Ness (2015) explain the principle of data saturation by stating that, when there is no new information shared by the participants it means data saturation has been reached. The research has to continue sampling until this point is reached (Elmusharaf, 2012).

Black foreign national students who are in their final year and those doing postgraduate studies were recruited for participation. The rationale for selecting these participants was based on the notion that they had been in the university for a long time to observe any xenophobic tendencies in higher learning institutions. Students from the Faculty of Humanities under the School of Applied Human Science participated in the study. At DUT however, data collection took place at ML Sultan campus. The target was students from the Department of Community Health Studies. The two disciplines that were selected from the universities was because of the justification that they deal and study about social issues that are facing communities. It was then of relevance to select students within these disciplines.

#### **4.6 Recruitment strategy**

The researcher recruited participants through the assistance of administrators. The administrators were asked to identify at least one or two foreign national students who were doing their final year of study and post-graduate studies who further recommended other students of foreign nationality. The researcher in this instance adopted snowball sampling technique to recruit participants. An individual of a studied population group in snowball sampling refers the researcher suitable participants with the same characteristics that the study is focusing on (Goodman, 1961). How participants are identified can be a sensitive matter. Since the study is dealing with a sensitive issue of which some participants may hold strong personal feelings on, it was considerate and vital for the researcher to involve administrators and be referred to other participants by individuals who know them personally.

#### **4.7 Ethical considerations**

According to Punch (2014:37), “social science researchers need to be alert to the various constraints around their research and to the ethical implications of any decisions they make”. There is a set of principles that have to be followed when conducting a research. This study was conducted in line with professional ethical codes for social science research and the framework policy for the assurance and promotion of ethically accountable research at KwaZulu-Natal University

#### **4.7.1 Application to the UKZN ethics committee**

The researcher submitted a proposal to the University's Humanities and Social Sciences Research Ethics Committee. Apart from being a requirement by the University, ethical clearance is also a critical aspect of rigorous. The ethics committee focused on such aspects as how the data collection process would unfold to ensure the protection of both participants and the data elicited, e.g. how data will be treated and if it will be handled in an ethical manner. The Ethics committee approved the study through granting the researcher an ethical clearance certificate (Reference no: HSS/0763/017M) after the researcher produced gatekeeper letters from the two universities. The researcher began data collection after the ethics committee's full approval. Since the researcher is a UKZN student, UKZN's Ethics Committee was responsible for granting ethical clearance. When doing full researcher, data collection is done in a form of going to the field. As such, it is essential to obtain gate keeper letter from where data will be collected.

#### **4.7.2 Informed consent letter**

Before the start of interviews, the researcher provided participants with an informed consent letter, which explained the study, its purpose and the overall goal. The researcher also explained that the participant's confidentiality was assured, and information shared will only be used for research purposes. Furthermore, the participants were instructed not to use their real names during the interview. The consent letter consisted of also a section, which specified that participants participate voluntarily, and they had a right a right to refute participation even after the agreement had been made. Participants were required to sign the informed consent letter as a declaration that they understood the research process and agree to participate in the study.

#### **4.7.3 Audio recording consent**

Having mentioned earlier that interview sessions were recorded, participants were informed that the interview will be recorded. However, before starting recording, the research had to obtain permission from the researcher agreeing to be recorded. Therefore, participants had to sign an audio recording consent form prior to the start of the interview.

## **4.8 Ensuring trustworthiness in the study**

According to Gunawan, “a study is trustworthy if and only if the reader of the research report judged it to be” (2015:4). Trustworthiness is a term that is used in qualitative research and is equivalent to an equivalence of validity and reliability in quantitative (Shenton, 2004). In establishing trustworthiness in this study, the researcher used the following methods: credibility, transferability, dependability, and confirmability. Each of these critical aspects are explored in detail below.

### **4.8.1 Credibility**

Credibility involves testing the realistic nature of findings (Shenton, 2004). One of the strategies the researcher employed in ensuring credibility was that of peer debriefing. Peer debriefing “provides inquirers with the opportunity to test their growing insights and to expose themselves to searching questions” (Anney, 2014: 276). The researcher presented the study in a form of colloquium where there were colleagues, peers, and academics. Further, the audience was welcomed to give feedback on the study. The proposal was also reviewed by an internal reviewer who then gave comments and feedback on what was to be changed. The researcher then made corrections based on what the audience comments and suggestions. Feedback from peers assists the researcher in improving the quality of the inquiry’s findings (Anney, 2014). In addition, the researcher was consistently under the guidance of a supervisor who provided scholarly advice throughout the research process.

In ensuring credibility of the findings, the researcher used the examination of previous research findings method. This was meant to rate the degree to which the researcher’s findings are compatible with those of previous studies (Shenton, 2004). This determines the study’s trustworthiness. The researcher looked at other studies that had been done regarding xenophobia in universities. The findings of those studies were analysed and compared to the current research.

### **4.8.2. Transferability**

Transferability refers to a state where the research findings can be applied to different scenarios (Shenton, 2004; Anney, 2014). Anney (2014) states that in ensuring transferability, the researcher must provide a thick description of the inquiry and purposeful sampling. In ensuring transferability in the study, the researcher used the same sample in different universities. This

allowed the findings to be used in other settings. The ability to use the same sample suggest that the researcher can obtain the same findings from both the universities. In expansion, ensuring the quality of data is through doing purposeful sampling. The researcher used the purposive sampling method in selecting participants. This helped the researcher in focusing on key informants that are knowledgeable of the problem under investigation. This helped to elicit rich and thick data.

#### **4.8.3. Dependability**

Dependability refers to the constancy of findings over time. One strategy adopted in ensuring dependability was that of code-recode. This involves the researcher coding same data in multiple times, giving one- or two-week's gestation period between each coding. This helps in comparing if the findings from the two coding are the same or different. If the coding findings are the same, it then enhances dependability (Anney, 2014). The researcher transcribed data over a period of two months to ensure that participants' views are accurately presented. Each interview was transcribed twice.

#### **4.8.4. Confirmability**

Confirmability refers to the notion that findings of a research can be corroborated or confirmed by other researchers. Confirmability seeks to ensure that data and interpretation are not from the researcher's imagination, but are grounded on the data (Anney, 2014). The inter-subjectivity of data should be secured. The focus is on the interpretation process embedded in the process of analysis (Korstjens and Moser, 2018). In ensuring credibility, the researcher applied self-reflexivity. Self-reflexivity entails the researcher doing a self-critical attitude on the part of the researcher about how one's own preconceptions affect the research (Thomas and Magilvy, 2011). The researcher did this after every interview, writing field notes about personal feelings, biased and insights.

### **4.9 Research instruments**

This qualitative study used two instruments to collect the relevant data to answer the study's key research questions. The instruments are (1) researcher as key instrument and (2) interview schedule. The following paragraphs describe how each instrument was developed to ensure that quality (rich and thick) data were collected.

### **(i) Researcher as key instrument**

A researcher is regarded as the key instrument in qualitative research (Patton, 1990; Kvale, 1996). The researcher is a key instrument because he/she chooses specific instruments and strategies that will allow the data collection to be effectively conducted (Pezalla, Pettigrew and Miller-Day, 2012). The researcher used the following methods during collection of data.

Prior to the data collection process, the researcher conducted a pilot study. A pilot study is a small and preliminary study on a given topic. It is an essential component of any rigorous research as it helps in testing the research protocols, data collection instruments and other research instruments used in executing a large study (Hassan, Schattner and Mazza, 2006). The researcher used three participants from each university to conduct the pilot study. The participants exclusively participated in the pilot study and were not considered for the main study. Doing a pilot study significantly helped the researcher in determining if the questions drawn were able to achieve the objectives of the study and if the participants were able to answer the questions.

The study used interviews as a method to collect data. According to Gill, Stewart, Treasure and Chadwick (2008), interviews in research are aimed at exploring the views, experiences, beliefs and motivations of participants on a specific problem. For this study, semi-structured interviews were used. Gill et al. (2008), explains that, semi-structured interviews involve several key research questions that will help in gaining more information on the area that is under investigation. The semi-structured interviews also allow the interviewer or interviewee to diverge in order to pursue an idea or response in more detail. The flexibility of this approach allows the participants to share information that is important to them, which the research may not have thought as pertinent.

### **(i) Interview schedule**

The researcher had a set of interview questions that were regarded as guidelines on what should be asked. Hennink, Hutter and Bailey (2011) consider an interview schedule as a memory aid because it constantly reminds the researcher about the questions to be covered. Some of the questions that were in the interview schedule included (1) *Do you think xenophobic attacks occur within our South African higher learning institutions?* (2) *What are the forms of xenophobic attacks that are imposed on foreign nationals* (3) *What impact does xenophobic attacks has on foreign national students studying at South African universities.* Interview

questions were generated through a thorough review of literature on xenophobia. This allowed the researcher to establish find a gap that few studies have been done on xenophobia within higher learning institutions. Therefore, such a notion is less known and may be dismissed. Research questions sought to generate answers to fill the research gap.

## **(ii) Administration of interviews**

Interviews were conducted during the month of May and June 2018, with ten males and four females. Semi-structured interviews were used to obtain information on xenophobic attacks within South African higher learning institutions. The researcher chose to use semi-structured interviews because they allow the participants the freedom to express their views in their own terms and possibly share more information. During the interview process, the researcher used open-ended questions as a way of allowing probing so that the participants give as much in-depth information as possible.

Participants were interviewed individually in a private secured placed that was convenient to the participant. The interviews were conducted in a department boardroom in both universities with the exception of students who had their own offices, especially postgraduate students. This allowed the interview to proceed successfully without any disruptions. Interview sessions were 15-45 minutes long and they were audio recorded. Recording was important because the researcher could grasp all the information shared.

## **4.10 Limitations of the study**

One of the limitations of the study encountered was the lack of prior research studies on the topic. Most studies focused on xenophobia in a broader perspective, and few studies focused on the context of universities. This caused a problem in reviewing of literature as Price and Murnan (2004) note that, citing prior research studies forms the basis of your literature review and helps lay a foundation for understanding the research problem you are investigating. In overcoming this, the researcher developed an entirely new research typology. Using an exploratory research design in investigating the nature of xenophobic attacks in higher learning institutions allowed the development of new enquiry. Further, the research initially was not in the form of a case study, rather, it overlooked xenophobia generally within South African universities.



However, during the interview sessions, most participants brought information on cases of xenophobic that occur in their universities. The problem with such inquiry is that, there are no official incidents on xenophobic attacks that have been reported or are known publicly on those universities. This may lead to the question of how trustworthy the study is. It cannot be ignored however that such concerns could point to the need for further research. More research could be done on why such incidents are unknown, considering that, most participants reflected on them.

Fluency in the language was one of the limitations that the researcher encountered. The participants were foreign nationals, which then forced the researcher to use English since it is the medium language of communication. In addition, this resulted in the interview session taking more time than the actual scheduled time. The researcher had to take time to process and understand the information a participant would have shared.

The research project was not funded. Therefore, lack of funding somehow affected the research process. Collection of data took place in two institutions. The researcher had to travel to DUT from UKZN, which was a challenge since there was no funding. Some participants were cancelling and other postponing the interview upon the researcher's arrival. This resulted in data collection not being completed within the scheduled period. This led to high travel costs being incurred and other research expenses.

#### **4.11 Conclusion**

This chapter described the methodology that the researcher used to collect data. Research methodology differs with research design used. There are however, criticisms that goes with each of the methodology steps that the researcher takes into consideration before deciding on the best to adopt. The next chapter is Findings and Discussion.

## CHAPTER FIVE

### FINDINGS AND DISCUSSION

#### 5.1 Introduction

This chapter comprises an analysis of the data collected and the discussion of the findings that emerged from the data collected. The chapter is divided into two sections. Section A provides the biographical data of the participants and the duration of the interviews and section B is a discussion of the themes that emerged during the data analysis. The researcher adopted the Thematic Analysis method in interpreting the data collected which was collected through the use of semi-structured interviews.

According to Alhojailan (2012), the thematic analysis method is a comprehensive process qualitative researchers employ in so far as it enables them to identify numerous cross-references between the data and research's evolving themes. Trends of a similar pattern were observed and drawn during the interviews by way of summarizing the common experiences shared by the foreign national students. The researcher further categorized the patterns into themes for both analysis and discussion purposes. The collected data was transcribed into English texts from the audio recorder. Resultantly, the themes that emerged from the interviews were coded to achieve the objectives of the study as outlined in Chapter One. As such, the themes that emerged from the data are as follows:

- ✚ The prevalence of xenophobia within institutions of higher learning
- ✚ Verbal attacks motivated by xenophobia
- ✚ Systematic xenophobia
- ✚ The application of local language in an international university
- ✚ Foreigners as a threat
- ✚ Behavioral traits adopted from the outside world
- ✚ The impact of xenophobia on foreign national students
- ✚ Measures taken by the universities in dealing with xenophobia.

The researcher used pseudonyms to refer to the participants who partook in the interviews.

## SECTION A

### 5.2 Biographical information of the participants

#### 5.2.1 Gender and duration

Out of the fourteen (14) student participants, thirteen were between the ages of 20 and 40 (Table 5.2). By implication, the large part of the participants fell into the youth category. Drawing from the 2016 survey, more foreign nationals in South Africa are between the ages of 15 and 64, that is, according to Chiumia, (2016). The table below, (5.1) is indicative of the fact that 4 of the participants were females while 10 were males. The research undertaken by the Statistics South Africa revealed that in 2016 there were 918 040 male migrants of which 660 501 were females. The total number of migrants in South Africa in 2016 were 1, 578, 541 and 58% of this figure were males (Chiumia, 2016).

The table further indicates the duration of interviews that were conducted with the participants. The duration of interviews is provided as corresponding evidence with what the participants shared by determining the duration of interaction. In addition, this interaction also helps in determining which participant had more information on xenophobia and who perhaps had more experience than the others.

**Table 5.1: Data about participants and the durations of interactions**

<b>Participant number</b>	<b>Duration of Interview</b>	<b>Gender of participants</b>
1	15:07	Male
2	15:00	Male
3	13:11	Female
4	15: 08	Male
5	15: 17	Male
6	33:31	Male
7	20:40	Male

8	15:56	Male
9	16: 59	Male
10	20: 21	Female
11	26: 12	Female
12	15: 00	Female
13	42: 21	Male
14	20:34	Male

### 5.2.2 Age

Age group	Number
20-25	1
26-30	7
31-35	5
36-40	1
<b>Total</b>	<b>14</b>

### 5.2.3 Level of Education and the institution of higher learning of the participants

**Participant 1:** The participant is a PHD candidate at the University of KwaZulu-Natal and is from the Democratic Republic of Congo and obtained his other qualifications (Bachelor of Social Science, Bachelor of Social Science Honors and Master of Social Science) at the same university. The participant has been studying in South Africa approximately for a period of eight years.

**Participant 2:** The University of KwaZulu-Natal PHD candidate comes from the Democratic Republic of Congo. The participant also served as a part time lecturer within the same university.

**Participant 3:** A middle-aged participant who immigrated from Ethiopia and currently pursuing PHD studies at the University of KwaZulu-Natal.

**Participant 4:** Studying towards a PHD at the University of KwaZulu-Natal, is a participant from Zimbabwe. This fourth participant is currently employed both as a lecturer and supervisor in his discipline.

**Participant 5:** The fifth participant holds an Honours degree. He is currently registered for a PhD candidature at the University of KwaZulu-Natal. The participant is from Nigeria. The participant has also tutored first year students within the university.

**Participant 6:** The sixth participant comes from Zimbabwe and attained a B Tech Degree at Durban University Technology.

**Participant 7:** The student attended at the Durban University of Technology and come from Kenya. He held a master's degree in Information Technology and was a registered 3<sup>rd</sup> Bachelor of Child and Youth Care. The participants worked as a Tutor at the Durban University of Technology.

**Participant 8:** The student who, is also the eighth participant, is a national from the Democratic Republic of Congo and had been pursuing a Bachelor of Child and Youth Care degree at the Durban University of Technology (DUT).

**Participant 9:** This participant was a registered student at both The University of KwaZulu-Natal (UKZN) and the Durban University of Technology (DUT). For the study, however, the participant was treated as a DUT case. The foreign national student is from Nigeria and studied towards BTech degree in Child and Youth Development at the Durban University of Technology (DUT) and further pursued a Master of Law degree at the University of KwaZulu-Natal (UKZN).

**Participant 10:** A female participant from Zimbabwe, she was studying at Durban University of Technology (DUT). Currently she is pursuing Environmental Health studies. The participant is studying towards her BTech degree.

**Participant 11:** The participant originates from Nigeria and served as a tutor at the Durban University of Technology. The participant is studying towards a BTech degree in Child Youth Care.

**Participant 12:** The participant is a female Tanzanian national who is in her youth. She studied towards a BTech degree in Environmental Health Studies at the Durban University of Technology.

**Participant 13:** The participant is a student from the University of KwaZulu-Natal a master's degree in Social Work. The participant originated from Zimbabwe.

**Participant 14:** The participant was both a student and a part time staff member at the University of KwaZulu-Natal. The participant came from Nigeria and pursued an Honours degree in Psychology.

The educational levels of the participating students show that the majority of them were studying towards their PhD which suggests that they have more knowledge on social issues. The researcher also noted that (75%) of the participants were part time employed within their university as lecturers and tutors. This may imply that xenophobic tendencies have been experienced or observed as they had direct contact with individuals of different nationalities, race and tribes in the university while performing their assigned employment duties.

### 5.3 Emerging themes

#### 5.3.1 The prevalence of xenophobia within institutions of higher learning

In determining whether xenophobia occurs within South African tertiary institutions, the researcher asked the participants **“Do you think xenophobic attacks occurs within our South African universities?”** 13 of the 14 participants brought the notion that xenophobia did exist within South African Higher learning institutions. Participant 2 who had been in the university for more than 7 years stated:

*“Xenophobic ideology is everywhere, so it can be in the streets, and big institutions like universities.”*

Participant 1 mentioned the following:

*“Xenophobia is not only physical attack but there is also institutional xenophobia and this is where UKZN comes in and these other institutions also come in.”*

Participant 4 supplemented:

*“It is unlikely for one to think of university spheres as being exclusive from the rest of the society, it does exist, but xenophobia manifests in diverse forms.”*

Participant 7 had to say:

*Xenophobia it happens but it is not observable. We are being named Amakwerekwere and Amazayizayi.”*

Participant 5 echoed the above sentiment by stating that:

*“An institution of higher education is a place to study so I don’t think an educated person would go as far as attacking an alien, but to be honest with you, I think it happens but it is not obvious”.*

Participant 6 stated:

*“In universities it is being experienced, until now I cannot disagree with it. When other students know that I am a foreigner and I’m walking, they ask those associates I’m walking with “why are you guys walking with an alien?”*

Participant 9 also said the following:

*“Xenophobia is the fear of foreigner. In the South African context, xenophobia is greater than a fear in universities, but, it is more like discrimination. In universities, some foreigners are put in a place where they cannot completely develop themselves. Xenophobia is not bodily, but, more internal.”*

Participant 11 said:

*“In the university environment xenophobia is more unspoken, it is not expected but you know it is there, you experience it.”*

Participant 3 from Ethiopia had a different view from the majority of the participants and dismissed this idea by stating that she has heard it on the reports that it happened in one of the South African universities, but she does not think it happens. This is what the participant had to say:

*“...I have more than two years in South Africa. I was a student, now I am working and when you come to big institutions like universities, I don't think it happened. They may have some thoughts to hit someone, but it is not open I have never came across it”.*

A variety of definitions were given by participants in unfolding xenophobia as a notion within the higher education institutions. Participant 1 stated:

*“Xenophobia is the extreme dislike of non-citizen of foreigners and it is an assault against non-citizens which happens within institutions, not merely educational institutions but all institutions, even governmental institutions.”*

Participant 5 grouped university xenophobia under crimes by stating that:

*“...Xenophobic attack is any deed committed by the people for the reason that they are foreigners, from somewhere but not in South Africa. So, it is branch of hate crime, hate based on the race, hate based on the identity and hate based on the nation.”*

Participant 7 said:

*“In my perceptive, xenophobic attack means unfairness or any harmful action that is directed at someone that is of a diverse nationality other than the current nationality.”*

Participant 11 commented the following:

*“It is fanaticism towards citizens from other nationalities.”*

Participant 12 stated that:

*“Xenophobic attack is when one race attacks another race for individual grievances.”*

Participant 13 said:

*“I think xenophobia is about antagonism towards foreigners. It is pointless fear of foreigners. It is being unaccepted as foreigners. All these characterize xenophobic attitudes.”*

Participant 14 further stated:



*“Xenophobia is the attack of blacks on blacks. It is intra-racial inequity. In South Africa, this is inside the black community.”*

### **5.3.2 Verbal attacks motivated by xenophobia**

All the participants felt that the character of xenophobia in such institutions is more oral than physical. Xenophobia, whether physical or verbal is considered an unlawful movement and it is the abuse of human rights (Monkhe, 2012; Kosaka, 2013). It is the fear of unknown things that is manifest themselves in different forms. Participant 8 concurred with (Monkhe, 2012; Kosaka, 2013) by stating that:

*“Xenophobia is multifaceted, and it can come in different versions”. Within the university xenophobia is not physical but more verbal.”*

Participant 7 supported this statement by further saying:

*“The verbal one is where you might be told something pessimistic because you’re a foreign scholar.”*

Participant 3 commented:

*“I think hate language is the most to one to take place by speaking something that is not pleasant because you are bigoted of foreigners.”*

Participant 4 gave a case in point where xenophobia was manifested through vocal attack by stating that:

*.....I can give you an example of one man who was bullying people in a hall of residence here at the University of Kwazulu-Natal and it happened that he mostly besieged foreign nationals and called them by names simply because they are foreign nationals and would say they do not qualify to enjoy the benefits they are enjoying here.”*

Participant 6 supported the above by saying:

*“We are called Amakwerekwere and this come to us as if we are not human beings”*

Participant 3 added:

*“Some students even employees especially security guards would say ‘Amazayizayi’ are a problem when you are looking for help in any form”*

Participant 7 from DUT had to say this:

*“I memorize in my first year at DUT, the name ‘Amakwerekwere’ kept being said but as I didn’t know what it means I just overlooked until the attacks happened in 2015 that is when I learnt that it was a name that was posed to foreigners. People they do not know who are the foreigners and based on the bad assumptions that they hate foreigners, obvious they want evidence that why they go to them and attack them or call them names.”*

Two participants mention that they received attitudes as an indication that they are not wanted.

Participant 12 mentioned the following:

*“I have experienced the “I hate you, I do not want you here” attitude.”*

Participant 11 stated:

*“If they recognize that you are an alien, the security men that opened the gate, they open with attitude and coldness. They do not even respond when you greet them.”*

Participant 7 supported the above by saying that:

*“I had so many circumstances when I greeted people and I was told to return to my country.”*

### **5.3.3 Systematic xenophobia**

Majority of the participants exposed that the nature of the structure employed to carry out institution of higher education functions is regarded as xenophobic. Certain typical measures are not followed when certain services have to be delivered to foreign national students. The system is seen as xenophobic because some implemented policies were meant to relate to every apprentice falsely to create the form of inclusion and exclusion. Participant 4 said:

*“Xenophobia can be in the form of being disfranchised, being blocked from accessing some of the things you are believed to access because you do not belong. They are saying foreign nationals should access resident upon payment of 65% of the annual charge for accommodation, in a way that’s xenophobic because it is an African university. Such rights*

*should be unlimited for everyone. It used to be R2750 an initial deposit but recently they said we need 65% of that”*

Participant 1 added:

*“I was a leader for immigrant students here at UKZN and we had lot of problems as foreigners and what has happened, is that, formerly university used to give loans to foreign students or refugees, but, because of these institutional xenophobia, they cut the loan and say, “refugees or expatriate students cannot have right of entry to loan anymore, only South Africans”, and for me, it is favoritism which falls under xenophobia. Individually, I got involved in that case. I went to Westville to meet with the Dean of students, I knocked at doors but there was no- one, there was no answer.”*

Participant 9 believed that the administration of the university somehow also plays a particular feud because in 2013 he finished his master’s degree within two years of which the university implemented that should anyone manage to achieve such, they would be refunded. The participant stated:

*“I paid R30 000 with a hope that I could get my money back but I finished my masters and submitted within two years, I then had to stay for two years more before I could get my results back. All the South Africans who were in my class their research did not take much time compared to mine.”*

This experiential finding is consistent with Otu (2017) study on the complexities of understanding xenophobia at the University of KwaZulu-Natal which found that post-graduate African students were getting discrimination from their supervisors by not receiving the same treatment as their fellow South Africans who were under the same group of supervision. Further, there were conflicting in terms of mark grading and feedback linked to marking of dissertations.

Participant 12 shared the following:

*“When I came to UKZN I was at accommodation department trying to get a room and I thought I was going to be attended because of my needs as an intercontinental student, but unluckily the reception was not too good.”*

The above discussed is contributed by discrimination. According to Laki, “discrimination is an act causing an unfavorable treatment to a person or group based on its real or assumed situation,

character or feature in comparison with a non-discriminated person or a group in a similar situation (2014: 189)". It is nationality-based discrimination that characterizes universities in this context. In a study conducted by Muthuki (2013) concluded that any favoritism that is imposed on African foreign nationals is tinged to xenophobia. Participant 5 mentioned:

*"They kind of discriminate us in a way they do things."*

The participant further gave an instance where he was discriminated because he was the only foreign national among a group:

*"There was a day we were supposed to play, it was a final game and I was the only Nigerian in my team and they wouldn't let me participate and gave me ridiculous excuses."*

Participant 7 also commented:

*"There was smoke coming from the other place and it was a local undergraduate and there was no apology given, when I messed, I was asked to do a very rough process of writing a letter of apology."*

The Kenyan student also mentioned an example of policy that favors local students and exclude foreign national students. He stated:

*"Some students in a postgraduate occupant are allowed to host guests and they are firm to foreign national students."*

Three participants brought up the idea that discrimination goes with the color and ethnic group of the foreign nation scholar. This is what participant 6 had to say:

*"When you treat me as a kwerekwere, you don't treat me as an alien as you are treating a German, Chinese and Pakistan studying at DUT, you are treating me as a black South African."*

Participant 14 stated:

*"There was also an orientation day for global students, while I was waiting in the line at accommodation department, they only clued-up the white international student of the direction and pretended I was not there."*

Participant 5 added the following:

*“The unfortunate thing is that they don’t single out when it comes to white people. Maybe they are usually afraid of the skin color, but once they know you’re black and you’re not from here, they single out you. They discriminate black alien nationals.”*

Furthermore, when the researcher asked the participants there was discrimination of Black foreign national students only instead of all foreign nationals. Cited below is one of the reasons proffered by participant 6:

*“Xenophobic attackers find it easy to attack black persons because we are of the same colour. The apartheid system in the South African society has created stereotypical attitudes which have seen the Africans being scared of talking to white people due to inferiority complex. It is easier to talk to your black brother than to a white person because when you feel your anger, you need to express it.”*

According to participant 14:

*“There is a sense in which this erective fear for the white skin and the privilege given to the white folk that the black skin does not accord creates an environment for selective xenophobic attacks”. The racial hierarchy of social benefit has affected the psychology of South Africans. As such, Black South Africans see the white person as superior.”*

#### **5.3.4 The application of local language in an international university**

The ability by foreign nationals to speak a local African language seems to be the basis for acceptance into the South African society. Nonetheless, Buthelezi (2009) contends that the inability to communicate in a dominant local language or worse still, communicating in English aggravates the chances of the occurrence of hostile circumstances foreign nationals may find themselves into. The interviews conducted by the researcher revealed the fact that the majority of the participants were adversely affected by the xenophobic attitudes exuded by South African nationals by virtue of their inability to speak IsiZulu, a local language.

Participant 7 further notes:

*“I vividly recall when I first arrived here, the question posed by one of the local people was: “how are you going to survive here if you incapable of speaking IsiZulu?” In my response I simply remarked, “I think will manage”. By implication, speaking the same language with the locals would render the differences nonexistent. Had it been the fact that*

*I spoke isiZulu, I would get along with the local people and they would perhaps not recognize my nationality.”*

Participant 8 expressed the sentiments cited as follows:

*“Even in during a match, soccer teammates were speaking in IsiZulu and I told them I could not understand what they said, and I requested that I speak in English. Regrettably though, one of my fellow team members remarked, “isiZulu is my language and English is alien to me. Therefore, if you cannot learn IsiZulu, then go.”*

Participant 11 commented thus:

*“Failure to greet the locals in IsiZulu would make them unresponsive and similarly, when they greet you in IsiZulu and you respond in English, they only afford you that cold attitude.”*

Participant 12 also commented:

*“If you are a foreign tutor and you teach in English, some local students require that you teach in IsiZulu even when you tell them you do not know the language and they end up not coming to class. This can be confusing because when the Whites or Indians are teaching them in the same language, such a request is not made.”*

Participant 13 from the University of KwaZulu-Natal blamed the use of local language to the university by stating thus:

*“The University of KwaZulu-Natal has a policy on African languages but the danger in that policy is the funding of an embassy of xenophobia in the sense that some people are called “kwerekwere” because they are speaking languages that are not easily understandable to the locals. When you bring the language issue to the foreground and make it an issue in the circles of higher learning, in a space where you already have a racially charged society and emotions are running high about purpose languages, it becomes problematic for you to say, “Make the Zulu language the language of thought”. If IsiZulu is made the language of thought, what about the other people who do not speak isiZulu? It means you are creating a form of exclusion and inclusion at the same time. This has instigated the sentiments of xenophobia. Is the purpose of such a policy really an advancement of African languages or it is an advancement of xenophobic attitudes? Policy*

*makers might mean well, but the timing is not only wrong, but also dangerous. There was a foreign national student who complained that during classes the lecturer often chose to speak in isiZulu which she hardly understood”.*

Participant 7 supported the above view by pointing out that:

*“If a course is done in an African language, it can really disorientate you and you lose focus. These are the challenges that come because if you do not grasp something in the first language, then you are not likely to get it across even if it can be translated.”*

### **5.3.5 Foreigners as a threat**

When the interviews of this study were being conducted, the majority of the participants felt that foreign nationals were a perceived threat to the South African community in terms of competition for jobs, bursaries and academic performance. Even to date, they are regarded as competitors, a scenario which the foreign nationals themselves are unaware of. Kang’ethe and Wotshela (2016: 160) aptly note that, “In many settings in different countries, there appears an inextricable relationship between the state of xenophobia and assumed or real competition for the resources.”

Participant 8 reiterated the above-mentioned findings by stating the following:

*“A University is an institution that is both socially and economically challenged. In fact, it is similar to the rest of the society. These challenges are mainly caused by the scarcity of the resources. Competition then becomes inevitable owing to a high number of people who may want to acquire the limited resource. Consequently, local students tend to view foreign nationals as responsible for the shortage of resources since it is perceived that they should not be given first preference in the allocation of such resources.”*

Participant 7 said the following:

*“A perception has emerged among Black South Africans that foreign national students have invaded the tutorial space in the institutions of higher learning.”*

Participant 12, who had to quit her post as a tutor due to conflict and negative attitudes imposed on her because she was tutoring notwithstanding the fact that there were local students who were vying for the same job, had this to say:

*“Numerous accusations have been raised to the effect that foreigners are competing for jobs, taking resources from South Africans, acquiring scholarships and that they are taking up places that may have been occupied by the local students in the institution.”*

Harrison and Peacock (2010) undertook a study on the interaction between home and international students and their findings support the views raised above. The research findings confirmed that international students are a threat to the academic success of the local students. Furthermore, a study conducted by Kang’ethe and Wotshela (2016) unearthed the notion that xenophobia manifested through prejudice and this was because of the competition for accommodation, sponsorships and tutoring. The study further found that foreign national students were the group that received the most bursaries and jobs that were linked to their academic performance.

Participant 4 commented the following:

*“Those who tend to fuel such xenophobic emotions are those who are not fit to compete academically because university usually recognizes merit. They think we are taking opportunities from them, simply because we can offer what the university requires.”*

Participant 5 felt that South Africans feel threatened by foreign nationals and see them as competitors. This is what the participant had to say:

*“.....because they feel like foreigners, especially Nigerians are workaholics, who can work maybe for 10 hours on end and it is like a threat. They feel threatened like, “Oh! This guy is just there doing his own job before you know about it. He is going to take our jobs.” So I think that is one of the reasons why it happens at the campus but they don’t just go and attack their victim one on one or just fight you randomly. When they see that one is a very productive guy, for instance, in an academic environment where, as a foreigner you are writing a paper and publishing every now and then, the local people who are who are part of the staff from your department feel threatened. They say, “Oh this guy is going to take our jobs because he or she is very productive”. So snatch every chance they get to discriminate you and make your life difficult so that you can give up.”*

Participant 10 argued that it is understandable why South Africans may be xenophobic towards foreign nationals. This is what the participant had to say:



*“Foreign nationals get jobs in the university despite the availability of local students with the requisite qualifications, but they are not recognized. We, as foreigners show off a lot that we have bursaries and money which results in South Africans believing that we are taking opportunities that are supposed to be theirs.”*

Apart from conflict over resources, one student believed that there is competition over women. Participant 13 said the following:

*“The African tradition in KZN seems to view women as resources. When foreign male Africans are found to be competing for the same ladies with men from South Africa, who perhaps view ladies as their resources, it becomes problematic and triggers some kind of conflict.”*

This supports Moatshe (2017)’s statement which states that foreign nationals are under attack because of the assumption that they are stealing women by being kind and generous with money. The researcher asked the participant why this conflict occurs within the university setting since it is a learning institution. Participant 13 further responded by saying:

*“University is a learning environment, but you do not remove the human fantasy”.*

### **5.3.6 Behavior adopted from the outside world**

More than half of the participants believed that the xenophobia that occurs within higher learning institutions was adopted from the outside communities. Further, the participants believed that the attacks that happen outside the communities, even though they are violent, because the university environment tends to be safe, the university community also adopts the same xenophobic attitudes. Some South African communities hold highly xenophobic beliefs and express sentiments which local students and employees in the university have been socialized into. Participant 8 stated:

*“.....It is the spill from the outside. Whatever happens outside the university environment would definitely happen within the university premises. This is because most of the people here are students and we all live in town and we only come here to study. So whatever happens in town will definitely have some degree of impact on university life.”*

Participant 4 had to say:

*“If you look at the University it as an institution, most of the things that happen there are not divorced from what happens outside so when something happens in the communities out there, be it in Johannesburg or Cape Town, any city in South Africa for that matter, it is contagious. The university students tend to adopt it and they take it forward. When xenophobia manifests itself the outside communities, the universities tend to respond as well.”*

Participant 6 commented:

*“The students that are coming into the university conform to the dictates of their society and their professional life”.*

Participant 11 added:

*“Many of them come from a community where xenophobia is something that is discussed and they have entrenched xenophobic attitudes and sentiments.”*

Participant 14 further pinpointed:

*“Although university environment is universal, you cannot take back the socialization where they have been exposed to because the background of their lives is within the community of this socialization.”*

Participant 9 stated the following:

*“I remember when the xenophobic attacks were happening in 2015, students in my class started giving me such an attitude saying all sorts of things including that we should also be attacked because these universities are meant for South Africans and we are taking all the spaces some local students are supposed to be occupying.”*

Participant 11 supported the above by stating the following:

*“Being called Amakwerekwere is common in the university but it mainly happens during the time of physical violence”.*

The above information narrated by the participants suggests that whatever is socially accepted or practiced within outside communities, there is a greater chance that it will naturally escalate as it spills into the university environment. Kang’ethe and Wotshela (2016) believed that

stereotypes are associated with this notion. “Stereotypes are widely held but they are a fixed and oversimplified image or idea of a particular group of persons, (Bordalo, Coffman, Gennaioli and Shleifer, 2016)”. Negative attitudes and mistreatment of foreign nationals by locals stem from stereotypes associated with them”. Participant 14 commented:

*“...by the time people start circulating issues of foreigners taking South African women and jobs on social media, people become misinformed. These issues are very common in formal institutions like universities. There are stereotypes about Nigerians being drug dealers. Even students conclude that you have drugs upon hearing that you are from Nigeria”*

Participant 7 had to say:

*“I once experienced a serious case of stereotype. A person told me in a normal chat that we eat people and they can't come to my country”.*

The participant further believed that people took all the stereotypes given to foreign nationals seriously because they lack exposure and so they are unable to question all the lies which may circulate about them. The Kenyan participant commented:

*“One thing I've learnt is that when people are exposed to a wide range of things including knowledge about certain people, eventually, they learn more. However, I tend to think that some people who come from societies that acquired information and attitudes passed on to them by their grandparents and their fugitives will not really get to know about the world. When you know about the world, then you'll get rid some of these things”.*

One student believed that all the stereotypes given to foreign national students are constituted by themselves. The participant further supported the view expressed by participant 14 by saying that foreign national students are criminals. This is what participant 11 had to say:

*“Things that we do as foreigners sometimes push South Africans to attack us. The corruption in the University is very prevalent and it is also done by foreigners. Foreign students bring xenophobia onto themselves. There are foreign postgraduate students who write research papers for some students for money”.*

The participant further stated:

*“We have security personnel who are South Africans and they did not have access to education. This building has 70% foreign nationals and the remaining are South Africans. Sometimes we throw food into the bins and cleaners find it including other things that they need and they would say, ‘foreigners who live in our country have a lot of money that we do not have’”.*

Participant 12 commented the following:

*“It is an aftermath of the apartheid era. The black South Africans feel oppressed. They may have the democratic freedom, but there are still a lot of things they do not feel free about. They also do not feel that they own their economic power. Generally, everyone who is not a black South African is like an intruder. It is not really about the foreign nationality, but it is a fact that a young black South African grows up with the notion that all other people that are not black South Africans are stealing their jobs and their land. They feel the competition for what they believe is theirs. These lead to them becoming hostile”.*

Solomon and Kosaka (2011) noted in their study that the end of apartheid resulted in the wave of international borders being opened which allowed South Africans to have direct contact with the previously unknown. Therefore, they were unable to tolerate the difference and ended up adopting the culture of hostile brutality and distrust towards ‘strangers.

### **5.3.7 The impact of xenophobia on foreign national students**

Most participants indicated that xenophobia indeed had an effect on foreign national students studying at South African institutions of higher learning. They brought up that they live in fear and they are unable to concentrate on their studies and this affects them emotionally and psychologically. Participant 4 who was studying towards a PhD in Psychology had to say:

*“They are affected because being able to handle it does not mean you are not affected It’s only a matter of developing some mechanism perhaps to deal with that but it does not mean you are not affected”.*

The effect may be at a psychological level. Participant 9 commented:

*“Xenophobia affects students in such a way that it frustrates them. The effect is mainly on the emotional level. Sometimes it makes you want to go back to your own country and ask yourself if you are good enough”.*

Participant 11 added:

*“There is this feeling of not being at home. It could affect you if you are not strong, mentally. Being away from home can affect you but when you feel at home, then it does not matter whether you are at home or abroad. Not feeling like you’re wanted can affect you psychologically”.*

65% of the participants said they are living in fear. Participant 10 stated:

*“When it starts, we are not comfortable anymore and you cannot even trust the neighbor in the university residence”.*

When the participant was asked why she lives in fear since they mentioned that the nature of xenophobia within the university sphere is not physical, the participant further stated:

*“I cannot even trust students because when you ask some of them to speak in English, since you do not understand isiZulu, they become so mad and carry on with their own language.”*

Participant 12 added:

*“You know that anything can happen to you at anytime. Living in fear also brings out violent tendencies in that you probably may have not associated with it yourself”.*

To be able to perform well in academics, one has to be physically, emotionally, and psychologically fit. Unfortunately, xenophobia discourse within the institutions of higher learning makes it impossible for such a thing to happen.

Participant 3 mentioned:

*“When you are doing your school work, you are going to be dealing with people and when people are going to be negative towards you, and then it’s not nice.”*

It may be difficult for foreign national students to form or maintain social relationships with locals. Participant 12 stated the following:

*“Local students especially Zulus do not want to befriend us. Even when we are having a general conversation with them, they think that we want to start a friendship and they distance themselves.”*

Participant 7 added:

*“.... they even dissociate themselves from my friends.”*

Participant 14 had to say:

*“Even when you want to approach a South African woman, by the time they hear you are a foreign national, they draw the line.”*

### **5.3.8 Measures taken by the universities in dealing with xenophobia**

The majority of the participants felt that the University does not play a significant role in protecting them from xenophobia that occurs within the University. The support is only applicable when the attacks are violent from the outside communities. There is no measure in place that protects foreign national students. While 6 participants from UKZN dismissed that there are measures taken by the institution in protecting foreign national students, 4 participants from DUT agreed. Participant 6 had to say:

*“I only know that my department has agreed to give me transport. The Head of Department would pick me up from my place and bring me to class. That was in 2015. They agreed to pick me up and they said to me, “if it still carries on you must stay at your place. You’re not going to have a problem with missing the class. We’re going to try to make them understand you.”*

Participant 7 commented:

*“I would say that I’ve read, and I’ve seen that the University is trying to make the place safe, a place where everybody feels welcome, a place where people live together, and you can even tell right from the whole of residence. We have people of mixed nationality and they are trying to foster that unity and that oneness. There have been cases where we had things that bring people together, for example, the Cultural Heritage Day, where people bring all their activities, their culture and they show case it to other nationalities So, people get to form a bond and understand one another much better. So, I’ve seen that initiative. I think DUT hosts that event annually and it is a wonderful opportunity for people to explore other cultures and understand them. The thing about xenophobia is getting to understand other people because when you understand something, then you cannot discriminate, or you can’t have some prejudice against it.”*

Participant 11 also commented:

*“The DUT bursary scheme tries to balance it out because the other scholarships give preference to South Africans. Foreign national students get the DUT bursary as well. There is also a program where they bring people together to talk, such as the International and Cultural Day.”*

One participant from UKZN, participant 5 mentioned the following:

*“We have an international office whose responsibility is to ensure the protection of foreign national students.”*

When the participant was asked if the international office was doing enough, the response was as follows:

*“I don’t think so because I feel there should be like an association whereby international students meet maybe once a month to discuss our troubles, to make complaints and to appreciate if you are getting any benefit from the University, but I don’t think it exists within the university.”*

Few of the 10 participants disagreed to the university having implemented a policy or measure in ensuring their protection. Participant 1 who had been at UKZN for 8 years said:

*“As much as I’m concerned so far, there is nothing because there is nothing as such. If it has happened then we would have heard at least a department dealing with that kind of issue, but there is nothing so far.”*

Participant 10 had to say:

*“I have never heard anything, even something online”.*

Some participants were reluctant to provide a concise answer. The participants were unsure or unaware of any attempts taken by the university. Participant 13 mentioned the following:

*“Maybe there are some rules or something like that but for me personally, I don’t know. The University did nothing to deal with xenophobia. We have a representative in the SRC but he’s not doing anything. There are no policies that benefit foreign national students.”*

Participant 4 added the following:

*“I’m not very sure how the international office works here and it’s not as vibrant as it was supposed to be, but it’s the one which is taking some strides to promote peaceful co-existence between foreign nationals and local students, but I cannot identify, and I am not sure of a specific policy they’ve implemented this one to promote a peaceful co-existence.”*

Participant from DUT commented:

*“I am not aware of any. However, the security system from DUT is sufficient and they protect everybody, irrespective of whether you are a foreigner or not. There are no special measures that are placed just for foreign national students.”*

## **5.4 Conclusion**

This chapter has presented the analysis of data into themes that were common patterns narrated by the post graduate students. The study analysed xenophobic attacks in South African Tertiary institutions with specific reference to UKZN and DUT. Through experiences shared by foreign national students, it can be acknowledged that even though xenophobic practices are unlawful and a hate crime that violates the human rights and the overall South African constitution, its seriousness has not escalated into violence within the studied higher learning institutions. This is meant to suggest that the attacks are verbal, thus, they are subtle. The students suggested that there should be a symposium where they discuss problems they face as foreign nationals which may help in reducing xenophobia, most especially systematic xenophobia that is imposed onto them. The following chapter is the conclusion and the recommendations made from the process of data and analysis of findings.



## CHAPTER SIX

### Conclusions and Recommendations

#### 6.1 Introduction

This chapter provides a concise summary of the study and outlines the findings and affords the conclusion that has been reached based on the collected data. The chapter further suggests recommendations to be taken into consideration following the results obtained from data collection and it also gives suggestions for further research on the topic under study.

#### 6.2 Conclusion

The preoccupation of this research paper aimed at a close analysis of xenophobic attacks in South African Tertiary institutions with specific reference to UKZN and DUT. The results obtained from this study makes it evident that black foreign national students from countries such as Ethiopia, Kenya, the Democratic Republic of Congo, Zimbabwe and so on experience xenophobic victimisation in most of the South African universities, more specifically, University of KwaZulu-Natal and Durban University of Technology. During the study, participants identified the main perpetrators of the xenophobia practice within institutions of higher learning as local students (race and ethnic group depends on the province where the institutions is located) and staff who held position as of security personnel, lecturers, administrators and staff in the funding and housing departments.

Furthermore, the results are a testimony to the fact that the university environment does not allow victimisation of any form to occur. The concern however, is that, if the problem of xenophobia is overlooked, it might end up threatening the whole essence of African peace and harmony, and regrettably, there is a high possibility of it escalating into violence. Xenophobic tendencies in institutions of higher learning are often practised in the forms of verbal attacks and cases in point are hate speech together with the use of derogatory names when referring to foreign national students and discrimination which involves barring them from accessing services that are meant to be accessed by every student. Even when they are allowed, they are limited. The explanation for the occurrence of these xenophobic attacks is directly related to the attitudes of the broader society. Before the advent of xenophobia and its subsequent preponderance in institutions of higher learning, the hatred and negative attitudes South Africans held against people of foreign nationality triggered violent behaviour which led to the

attacks such as those which occurred in 2008 and 2015. These were aggravated by stereotypical attitudes which eventually influenced South Africans who were either working or studying in universities to apply themselves to these xenophobic attacks in the university space. Since foreign national students are a perceived threat to locals, therefore, acute hostility is often adopted as a way of eliminating this threat.

The results are further indicative of the fact that xenophobia impacts negatively on foreign national students. Apparently, there is fear and a sense of not belonging to South Africa among the foreign nationals. Such an instance is mainly compounded by the fact that the staff is among individuals who have shown xenophobic attitudes towards them. If the system that is supposed to be their protection fails, the level of trust for South Africans diminishes. Xenophobia indeed interferes with academic performance.

Students become emotionally and psychologically affected in an adverse way when they are mistreated. Once these aspects are affected, one is unable to think properly which poses a serious threat to their academic endeavours. The absence of a policy framework rolled out to deal with xenophobia in South African institutions of higher learning is a serious cause for concern. This glaring lack of policy direction may be associated with a systematic and continuous victimisation of foreign national students. Policy framework, if implemented to the letter will expose perpetrators or people who may have attempted to attack that it is a crime to be xenophobic and when one is found executing it, legal action will be taken against them.

### **6.3 Discussion of findings**

The above main findings were informed by 14 cases each comprised of foreign national students studying at UKZN and DUT. This discussion section is organized according to the research objectives and findings are thereafter compared to the existing literature. The objectives of the study were (1) To investigate the existence of xenophobia in South African Tertiary institutions (2) To determine the causes of xenophobia in South African Tertiary institutions (3) To explore the different forms of xenophobic attacks foreign nationals studying in South African Tertiary institutions experience and (4) To explore the impacts xenophobic attacks has on foreign nationals studying in South African Tertiary institutions.

### **6.3.1 The existence of xenophobia in South African Tertiary institutions**

An analysis of the xenophobic attacks in South African Tertiary institutions revealed that this phenomenon is a reality and it continues to happen unabated. Foreign nationals mainly those from African countries experience the brunt of xenophobic abuse and those from first world countries such as Europe are exempted from such treatment. The findings of the study further confirm that local students, security personnel, academics, administrators, and other staff members at the university are part of the perpetrators who are condoning the marginalization of foreign nationals. This resonates with Realistic Group Conflict Theory which explains that intergroup behavior is collective.

The study produced results that correlate with another theory which found out that foreign nationals are attacked by different departments and students within the university whose attitudes are typically anti-foreigners. This underpins the theory whose tenets are still relevant to this study as the intergroup (locals) act in a xenophobic manner towards the out-group (foreigners) collectively. The findings further indicate that the victimized foreign nationals do not report the incidents.

According to Patsika (2015), it is difficult to recognize cases of xenophobia within Universities. This is due to its subtle nature. The victimization remains unreported even though it may have emotionally and psychologically affected the victim. In addition, failure to report such victimization is attributed to fear of secondary victimisation by the authorities that they report to. This view is in collaboration with Freeman and Lee (2018) who maintain that foreigners often conceal the cases of xenophobia for the obvious reason that they may court the attention of other victimizers upon themselves. Difficulty in trusting the system that is failing to protect them convincingly explains failure by foreigners to report the cases.

It is through engaging with foreign national students at universities through research dynamics that such a premise is unmasked. The attempts by universities at protecting foreign national students from experiencing the attacks have proved to be minimal.

Basing on the findings of the study, there has been no implemented policy that sought to mitigate xenophobic practices in these institutions. The attempts at protecting foreign nationals from verbal attacks have proved to be too little to make an impact. This is perhaps the reason this social issue continues to be perpetrated. The findings of the study also revealed that in ameliorating the issue, awareness programs are supposed to be adopted with the aim of teaching

students and the whole university community about the importance of diversity and that we are all the same regardless of the skin colour and nationality. Iwara, et al, (2018) undertook a study on xenophobia at the University of Venda and found out that the institution adopted security measures in an attempt to preventing xenophobic tendencies.

Further, the findings of this study produced the same findings in which students from DUT stated that security systems are their measure of protection. In addition, the universities only organize programs such as cultural days where the university community embraces different cultures as an awareness that sensitizes people not to discriminate against other people by their unique nationalities. The researcher pondered upon the fact that since xenophobia in university spheres occur in subtle ways, therefore securities only get involved in incidents where there is physical force and as a result this still does not protect foreign national students from being verbally and emotionally victimized. The perpetuation of xenophobic attacks poses a daring question on the sincerity of the promotion of peaceful co-existence.

### **6.3.2 The causes of xenophobia in South African Tertiary institutions**

In inquiring into the causes of xenophobia within institutions of higher learning institutions, the researcher found out that the nature of xenophobia in these institutions stems mainly from the competition for scarce resources. Stiff competition for accommodation, scholarships and university jobs has compounded the situation. According to the Realistic Group Conflict theory, whenever two groups are striving for a common limited resource, conflict is bound to occur. One is considered fit to acquire the above-mentioned resources if they perform exceptionally in the academic field. Comparatively, foreign national students have been found to perform better than their local counterparts.

Conditions for competition are characterised by the group minority group size. The bigger the minority group size, the greater the perceived threat. According to MacGregor, Makoni and Fatunde (2015), the number of foreign nationals in the country is estimated at around seventy thousand. This is suggestive of the fact that xenophobic sentiments are likely to be adopted when the threat is perceived as enormous. The crux of the findings of the study was that foreign national students have taken over the employment opportunities and their academic performance is highly praised. In dealing with the threat (foreign nationals), the university management has more often than not resorted to systematic xenophobia which makes it impossible for the threat to prosper.

The findings further established that access to certain services is either blocked or made difficult for students who are foreign nationals. Because of such an instance, South African students base their xenophobic attitudes on fallacious understanding of the operation of the university. These findings correspond with the Realistic Group Conflict Theory as it states that negative stereotypes and discrimination are likely to be prevalent between groups who are battling it out for the same limited goal.

Certainly, stereotypes have been singled out as the cause for the spiraling of xenophobia in institutions of higher learning. The stereotypes that are associated with foreigners in South African communities result in students holding negative attitudes towards foreign national students. Eventually, when stereotypical attitudes start to circulate, students become misinformed. Stereotypical issues include the perception that foreigners contribute to crime in South Africa, take South African women, bring diseases into the country and are responsible for high rate of unemployment (Gordon, 2015, Steenkamp, 2009 & Choane, et al, 2016). Nigerian students are often accused of dealing in drugs. Such an instance does not only occur within the university premises but can also happen outside the university and they are perpetrated by police officials who may accuse foreign students of drug peddling and they even search them.

Petkou (2006) feels that the media is responsible for circulating false information about foreigners and the impact of this misinformation is enormous and it is probably accountable for such xenophobia that has escalated to alarming level in institutions of higher learning. Some participants mentioned that xenophobia can be prevalent within social groups especially in sport activities or any form of social grouping that brings students together. The findings have also revealed that behavior could be learned and imitated from the significant community members. Some students may be coming from communities where xenophobia is regularly discussed, and you cannot underestimate the effects of the socialization they might have been subjected to. Locals have entrenched such attitudes and sentiments.

The above analysis correlates with the theory of Social Learning discussed in chapter 3 which states that even criminal behavior is learned and acquired. Choane, et al (2011) noted that when xenophobic attacks happen, they can be anywhere in town, communities and malls and even in taxi ranks where everyone can observe it happening. Kasi (2015) mentioned that behavior is adopted if the model is a significant fellow. In the university environment, the lecturers and other staff members are regarded as significant fellows. The mistreatment of foreign national

students by security guards and the use of local language to exclude them were among the findings of the study and this could be the instigating factors of xenophobia among students. This is in line with the findings by Obadire (2018) lived the experience of xenophobia within the University of Venda where it was found that xenophobia was evident in lecture halls through coercive use of local languages in addressing certain issues knowing consciously that some students can neither speak nor understand the language in question which the medium of communication.

Lecturers are the most important and respected people within the academic sphere. Therefore, any behavior that is associated with them is instantly recognized and could be adopted. Local students are likely to use IsiZulu when communicating with foreign nationals because the people whom they regard as their superiors do it. The theory still enjoys relevance to the study as the findings produced an explanation that corresponds with the basic principles of the theory.

### **6.3.3 The forms of xenophobic attacks**

A discussion of the forms of xenophobic attacks that are imposed on foreign nationals, the findings have proved that xenophobia in these spheres is manifests itself verbally through discriminatory systems, negative attitudes, abusive language and derogatory names. Within the university environment, xenophobia is subtler and more concealed than it appears outside. Foreign students are discriminated by local students and service staff of the university. It is noteworthy that the tenets of such kind of xenophobia are brought up because UKZN and DUT are international universities. As such, every implemented rule should apply to everyone regardless of difference in nationality.

A study conducted by Singh (2013) established that xenophobic practices amongst university students are characterized by discrimination that happened in areas such as accommodation and security. This is a confirmation of the findings of the present study where participants mentioned locals received better treatment in spaces of residence and in addition, securities are cold and strict towards foreign nationals. Kang'ethe and Wotshela (2016), in their study observed that the way university staff treat students of foreign nationality could be a potential cause for xenophobia. Singh (2013), feared that verbal attacks meted out to students could turn into ugly physical attacks that happen within communities outside the environs of university campuses.

The use and application of local language is among the most common forms of xenophobic attacks that South Africans have adopted. Language is an adopted method used to exclude foreign national students. Basing on the findings of the study, local students communicate in South African languages that foreign students do not understand, and lecturers conduct lectures in IsiZulu within UKZN. Akinola (2018) believed that using local languages in teaching spheres could be a development of indigenous languages, although it should not be used as an institutional proxy and pretext for the exclusion of others. The implemented policy of promoting indigenous language in tertiary institutions raises a crucial question testing its validity as a tool for an advancement of African languages or advancement of xenophobic attitudes. Sorensen (2012) conducted a study in which one of the participants mentioned that xenophobia in lecture halls is felt where there is a Black lecturer, but on the other hand, it is less likely to be felt where the majority of lecturers are White.

The findings of the study revealed that Black individuals have such hostile behavior and it further revealed that this is due to superiority that is perceived on the white skin. The racial hierarchy of social benefit made such instances possible and it put the black skin at the bottom. This has resulted from the fear of the White foreign nationals which was instilled in the Black persons' minds. Language is also used as a form of attack in a manner that renders foreign national incapable of speaking or communicating in IsiZulu. As such, they are treated with negative attitudes. This involves ignoring their statements during a social conversation and labeling them by derogatory names such as *Amakwerekwere* and *Amazayizayi*.

#### **6.3.4 The impacts of xenophobia on foreign national students in South African Tertiary institutions**

The impact of xenophobia on students. The impact of xenophobia is both pernicious and overt, characterised by poisonous social interactions between locals and foreigners, the licensing of abuse and exploitation of migrants, and undermining the positive development outcomes of migration (Crush and Ramachandran 2009). Imposing xenophobic attitudes on foreign national students within institutions of higher learning indirectly works in their favour. This enables them to focus on their academic pursuits and cease to form social groups (Kang'ethe and Wotshela, 2015).

The adverse effect however is still imminent. One has to be psychologically fit in order to perform well academically. The unfairness in some implemented policies disrupts the student's

concentration and eagerness to study. Whereas students from DUT seemed unbothered, UKZN students revealed that they were expected to pay 65% of their yearly charged accommodation fees of which local students pay only R2750 as deposit. This demotivates foreign students and frustrates their effort to access higher learning education.

Consequently, the discomfort that students feel results in foreign students living in perpetual fear and mistrust of any South African within the university. Living in fear can conversely breed violent tendencies that students are not accustomed to. The application of local language has negatively affected foreign national students. Inability to understand the language used results in the foreign students feeling that they do not belong and are unwanted. This has negatively affected their academic output. University is an environment where issues like xenophobia are going to rise and possibly resolved. As such, communicating in local language leaves those who do not understand it uninformed. Participants felt that it is difficult to trust someone who can mistreat you because you speak a different language. Contrary to these findings by Singh (2013) some students felt safe as foreign national students because of the following reasons: (1) Foreign nationals are untouched because South Africa is still their country and (2) South Africans have the zeal to learn their languages. Social exclusion is clearly observable among the staff and students at UKZN and DUT.

In an explorative study conducted by Ngwane (2016) which focused on the lived experiences of immigrants working as educators at a tertiary institution in South Africa, participants experienced rejection through not getting response when greeting locals and they experienced negative reception implying that they were not welcomed. This is comparable with the findings of the study which revealed that such a gesture caused difficulty in social interaction between the two groups that is, the locals and the foreigners. The study further revealed that forming relationships and friendships with South Africans is difficult as there is inherent fear of being rejected and labelled as a foreigner. Foreign national students are in many times called by derogatory names “Amakwerekwere” and “Amazayizayi”. This makes it difficult for local students to associate with them because they may also be labelled and categorised. The findings of the study also revealed that local students tend to distance themselves from locals who are friends with local students.

The processing and analysis of the findings of this study necessitated the following recommendations:



#### **6.4.1 Recommendations for the South African universities**

To ameliorate the xenophobic tendencies, universities should organise regular symposiums whereby people of different nationalities, especially African countries, share views on their relatedness, similarities and differences. This will provide individuals who hold negative feelings against people from other countries with a perspective that they are not at all different from their counter-parts in West and East Africa.

As cited in O'Reilly (2015), the following acts were enacted in a bid to prohibit hate speech and harassment of foreign nationals: The Promotion of Equality and Prevention of Unfair Discrimination Act of 2000, The Refugees Act Number 130 of 1998, The Protection from harassment Act Number 17 of 2011 and The Immigration Act of 2000. Furthermore, South African universities should implement these and their own laws that regulate university-based xenophobia. Student both citizens and foreign nationals pay for pursuing their studies at universities, and hence the laws that protect them from victimisation of any form should be introduced. Such an instance will encourage affected students to report any incidence of victimisation and eventually this will curb this problem.

If South African students are aware that the university is fully against any hostility that may be meted to foreign national students within the university, they will fear to execute victimisation of any form. This can be achieved through treating cases related to xenophobia in the same manner as society deals with sexual assault, theft and plagiarism in which an individual who happens to be found guilty of such offences is taken for disciplinary hearing and face expulsion from the university. Also, there should be a xenophobia helpline in universities where foreign nationals who feel that they have been victimised call and make a report. Hopefully, this will go a long way in reducing the level of discrimination and xenophobic attitudes against foreign nationals. Further, this method of reporting xenophobic crimes should preserve the anonymity of the victim to prevent further and secondary victimisation.

#### **6.4.2 Recommendation for the University of KwaZulu-Natal**

With specific reference to the UKZN, there is need to review the implemented language policy. As suggested by the participants during the interviews of the study that foreign nationals suffer the brunt of xenophobic attitudes because they are unable to speak IsiZulu and risk being socially excluded, the policy unintentionally propagates this classification. According to Ndimande-Hlongwa, et al, (2010), it was stipulated that the policy would be reviewed in 2018.

The process of reviewing the policy should take into consideration the views of non-IsiZulu speakers focusing on the challenges the policy has had on them. This will be used as a yardstick with which to determine the parties which benefited from it and how it was of beneficial to those who benefited. In addition, such a gesture will be of great value in so far as preventing the exclusion of outsiders using local languages is concerned.

#### **6.4.3 Recommendations for the South African Government**

The South African Government should mount anti-xenophobic campaigns and develop so as to educate families about the undesirability of xenophobia. Such campaigns should reach out to most Black communities of which the research found to be the group that holds the most hatred towards people of other nationalities. This will help to deter families and communities from teaching their children to be hostile and to hold negative attitudes towards people of foreign nationality. When children are educated at a tender age about co-existence and tolerance to other individuals they regard as different from their culture, race or nationality, they will certainly grow with positive attitude towards those people. Further, tackling this issue at a macro level (communities) will minimise the possibility of it escalating into the micro level (higher learning institutions).

Leaders in the society should foster and preside over forums that educate the public on the positive role and contributions of international students in terms of building the South African economy and the improvement of academic sphere. This can be made possible by leaders through releasing regular statements condemning xenophobic acts and attitudes and increasing support for international students, particularly potential neo-nationalism targets.

#### **6.4.4 Recommendation for the research companies that focus on Social Science/ social issues**

The researcher recommends that there should be a national research conducted across the spectrum of all South African universities in a bid to mitigate the threat of xenophobia in the country. University management may be unaware of xenophobic acts going on within the institution. However, conducting a research in all universities will uncover the untold acts. The putting in place of a legal framework within the institutions can be successfully executed if such a consideration is put into application. In addition, the national research should help in determining the common factors of the problem investigated and find a unified system of tackling them.

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## **Informed consent**

### **Title:**

An analytical study of xenophobia attacks in South African Universities /Tertiary institutions with specific reference to UKZN and DUT.

### **Principal Investigator:**

Name : Nonjabulo Maseko

Department: Criminology and forensic studies

Address : Albert Luthuli Residence, Rick turner, Durban 4001.

Phone : (072) 686 9804

Email : [nonjamaseko@gmail.com](mailto:nonjamaseko@gmail.com)

### **Purpose of the study**

You are being invited to take part in a research study. Before we begin, it is important to know the purpose of the study. Should you not understand clearly, please feel free to ask.

The purpose of the study is to investigate the perceptions of students regarding the nature and prevalence of xenophobic attacks within South African institutions of higher learning. The research will assist in which strategies can be implemented to eradicate xenophobic attitudes within institutions of higher learning. The study is also importance in making the students, academic staff, and management of the university aware that xenophobic attitudes are prevalent in higher learning institutions.

### **Study procedures**

Participation involves being interviewed by researcher from University of KwaZulu-Natal. The interview will last approximately 15-45 minutes. The interview session will be recorded. Tape recorder will be utilised because the researcher does not have an assistant that can take down the notes. This will help in getting precise data. Hence, tape recorder captures the whole information.

### **Benefits**

Your participation will help in adding on to the existing body knowledge. People will get new insights regarding the problem investigated. Unfortunately, participation in the study will not

directly benefits you. However, I hope that the information you share may help other researchers doing the similar study.

### **Confidentiality**

For this study, your information shared will be kept confidential. I tend to try to keep it confidential. Not one person will utilise it besides me. Transcripts will be kept safe in a locker. During data analysis, it is my responsibility to ensure that I assign code names for participants that will be used on all research notes.

### **Contact information**

Should you have questions any time about your participation in this study, please do not hesitate to contact the researcher. The contact details are provided in the first page. This applies in a case where you feel that your participation had affected you. If you have few questions regarding your rights as a participant, you can contact the Supervisor. **Ms Vuyelwa Maweni: (074) 758 2537.**

### **Voluntary participation**

Your participation in this study is voluntarily. You decide whether you want to take part or not. If you feel you do not want to participate anymore, you can pull out. This will not affect the study nor the relationship you have with the researcher. If you withdraw from the study before data collection process is completed, your data will be destroyed or returned to you.

---

### **Consent**

I have read and understand the information provided about the study. I have also been able to ask questions. I understand that my participation in the study is voluntarily and there are no expectations. I am fully aware that I can withdraw from the study at any time. I am aware of the copy of this consent form to be given. I fully agree to participate in the study.

Participants signature \_\_\_\_\_ Date:

Researcher's signature \_\_\_\_\_ Date:

## **Interviews Questions**

- How can you describe xenophobic attacks?
- Do you know any incidents of xenophobic attacks in South Africa?
- Do you think xenophobic attacks exist within South African Universities?
- Do you know any South African university where xenophobic attacks have occurred?
- Have you ever encountered xenophobic attack?
- Is there anyone you know from any South African University that have been a victim of xenophobic attack?
- What do you think causes xenophobic attacks within our South African Universities?
- What are the different types of xenophobic attacks that are imposed on foreign national students?
- Do you think foreign national students are affected by xenophobic attacks? How?
- Are there any measures that this university have implemented that ensures the protection of foreign national students?

## Audio recording consent form

As a participant you have already agreed to participate in a study entitled: *An analytical study of Xenophobic attacks in South African universities/tertiary institutions with specific reference to UKZN and DUT* conducted by Nonjabulo Maseko. The researcher is asking for permission to utilise an audio recorder to capture the interview.

Recordings will help the researcher to analyse accurate data. This is through the researcher grasping all the information shared during the interview. Recording will be useful in this instance because the researcher cannot remember all the information shared. As such, a digital audio will help in capturing all the information.

The recording tape that carries your comments will be stored in a locker with no link to your identity. I ensure that the recorder will be deleted upon completion of the study procedures. It is after the analysis of data that this will be done. The recordings will be retained for 5 years.

Your signature on this form grants the researcher the permission to audio-record this interview session.

X

Participant's signature

X

Date



19 February 2018

Ms N Maseko 213537959  
School of Applied Human Sciences  
Howard College Campus

Dear Ms Maseko

Protocol reference number: HSS/0763/017 M  
Project title: An analytical study of xenophobia attacks in South African Universities/Tertiary Institutions with specific reference to UKZN and DUT.

**Full Approval – Full Committee Reviewed Protocol**

In response to your application received 12 June 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....  
Professor Shenuka Singh (Chair)  
Humanities & Social Sciences Research Ethics Committee

/pm

cc: Supervisor: Ms Vuyelwa Maweni  
cc: Academic Leader Research: Dr Jean Steyn  
cc: School Administrator: Ms Ayanda Ntuli

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Humanities & Social Sciences Research Ethics Committee

Professor Shenuka Singh (Chair)

Westville Campus, Cloven Mibeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 261 3567/3568/4557 Facsimile: +27 (0) 31 209 4808 Email: [shs@ukzn.ac.za](mailto:shs@ukzn.ac.za) / [ary@ukzn.ac.za](mailto:ary@ukzn.ac.za) / [mahungu@ukzn.ac.za](mailto:mahungu@ukzn.ac.za)

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Fax: 031-3732946

9 October 2017

Miss Nonjabulo Maseko  
c/o School of Applied Human Science  
University of Kwa-Zulu Natal

Dear Miss Maseko

**PERMISSION TO CONDUCT RESEARCH AT THE DUT**

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) has granted full permission for you to conduct your research "An analytical study of xenophobia attacks in South African Universities/Tertiary institutions with specific reference to UKZN and DUT" at the Durban University of Technology.

The DUT may impose any other condition it deems appropriate in the circumstances having regard to nature and extent of access to and use of information requested.

We would be grateful if a summary of your key research findings can be submitted to the IRC on completion of your studies.

Kindest regards.  
Yours sincerely

A handwritten signature in cursive script that reads 'C. Napier'.

PROF CARIN NAPIER  
DIRECTOR (ACTING): RESEARCH AND POSTGRADUATE SUPPORT DIRECTORATE

26 July 2017

Ms Nonjabulo Maseko (SN 213537859)  
School of Applied Human Sciences  
College of Humanities  
Howard College Campus  
UKZN  
Email: [213537859@stu.ukzn.ac.za](mailto:213537859@stu.ukzn.ac.za)

Dear Ms Maseko

**RE: PERMISSION TO CONDUCT RESEARCH**

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

*"An analytical study of xenophobia attacks in South African Universities/Tertiary institutions with specific reference to UKZN and DUT"*

It is noted that you will be constituting your sample by conducting interviews with staff members and students on the Howard College campus.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using "Microsoft Outlook" address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to section 14 of the South African Constitution, as well as the Protection of Public Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects.

---

Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa

Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7524/2204 Email: [registrar@ukzn.ac.za](mailto:registrar@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



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