EXPLORING STUDENTS' PERCEPTIONS TOWARDS AFRICAN IMMIGRANTS IN SOUTH AFRICAN TERTIARY EDUCATION

By

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A dissertation submitted in partial fulfillment of requirements for the degree of

Master of Social Sciences (Health Promotion)

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SUPERVISOR' STATEMENT

This dissertation has been submitted with my approval.

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DECLARATION

I, Claudine Nyirambabazi Mukeshimana, declare that this dissertation, which I hereby submit for the degree Master Social Sciences (Health Promotion) at the University of KwaZulu-Natal, is my own original work and has not been previously submitted by me for a degree at any other university.

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Signature
Claudine Nyirambabazi Mukeshimana

DEDICATION

This study is dedicated to my husband, Manasse, my sons, Praise, and, Victor, and my mother, Sarah.

ACKNOWLEDGEMENTS

ABSTRACT

This study examined the perceptions of students from tertiary institutions, with specific focus on the Howard College campus of the University of KwaZulu-Natal, towards African immigrants in South Africa. Xenophobia has been found to be widespread and negative perceptions towards African immigrants have been found in high schools but have not been well examined in South African universities. Xenophobic attitudes were found to be an obstacle towards quality contact with, and for, collaboration between local and immigrant students. This attitude had made immigrant students to feel less accepted, created a state of mistrust with local students, and elicited fear for safety, as well affected academic performance. The study investigated local students' attitudes and beliefs towards African immigrants and the level of contacts/interaction with immigrants. This study used quantitative methodology, characterized by a positivistic approach. It statistically described local students' perceptions, attitudes and beliefs towards African immigrants. The sample size was 363 first year psychology students at Howard College Campus of the university. However, only 347 participants returned their questionnaires. The participants were mainly students of South African origin. Data collection was done through a self-administered survey.

The findings of this study indicated that locals had negative and positive perceptions towards immigrants. On one hand, immigrants were perceived as threats; this was found to be caused by fear. On the other hand, the participants believed that skilled immigrants made valuable contributions to South Africa. Although students had general knowledge of immigrants, findings showed there was not regular quality contact with immigrants, such as a friendship.

Education and other ways that increased contacts between the locals and the immigrants were found to be the most important mechanisms to reduce the xenophobic phenomenon, and negative attitudes towards African immigrants. They were also important in promoting integration of immigrants into South African communities as well as in tertiary institutions. It was found that there was a need to educate local South Africans about immigrants and the reasons behind immigration, and, that it would also be beneficial to educate immigrants about South African laws and cultures.

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LIST OF ABBREVIATIONS

DHA	Department of Home Affairs
KMO	Kaiser-Meyer-Olkin
NIPS	National Immigration Policy Survey
PCA	Principal Component Analysis
SA	South Africa
SADC	Southern African Development Community
SAMP	South African Migration Project
SPSS	Statistical Package for Social Science
UKZN	University of KwaZulu-Natal
UNHCR	United Nations High Commissioner for Refugees
USCR	United States Committee for Refugees

CHAPTER ONE
INTRODUCING THE STUDY

1.1. Introduction

There is a high volume of immigrants from different continents coming to South Africa (SA) but there were a higher number of immigrants from African countries (Home Affairs SA, 2017; Wilson, 2015). These immigrants came under different categories, such as political, war refugees, and economic immigrants. There were immigrants who possessed legal documents that allowed them to stay in SA. There were others, who did not have the proper documents, thereby considered illegal and undesirable in the country. Due to the presence of immigrants in the country, many SA citizens have developed fear and hate of foreigners/immigrants, especially immigrants from Africa (Fagbadebo, & Ruffin, 2018; Cruch & Ramachandran, 2017). Scholars and writer have described this attitude as xenophobic.

Xenophobia depicts the fear of outsiders/immigrants and even hatred of foreigners (Taras, 2009; Akindes, 2004). The fear, and expressed dislike of immigrants, tended to manifest through perceptions, negative attitudes and beliefs towards immigrants, and often turns into violence against immigrants. In SA, violence against immigrants was found to be in the form of killing, looting, and destruction of properties, stereotypes, and the use of abusive language (Masenya 2017; Hlotshwayo & Valley, 2014; Morapedi, 2007). Since 1994, there have been a number of xenophobic incidents (Gumede, 2015; Naidoo & Tewari, 2015; Mc Donald, 2005).

Naidoo and Tewari (2015) highlight the numerous factors that contributed to intolerance and mistrust towards African immigrants. These include competition over scarce resources, official and media responses, and the perpetuation of stereotypes. Xenophobia has received attention in SA and worldwide. Cruch and Ramachandran (2017) state that national attitudinal surveys by the South African Migration Project (SAMP) that included an in-depth qualitative studies as well as personal testimonies of many immigrants, highlighted that many South Africans had negative attitudes, towards and, beliefs, about African immigrants. There were studies and surveys on xenophobia but most of them focused on the experiences of immigrants on xenophobia, with very little done to explore the perceptions, attitudes and beliefs of SA citizens, especially the youth (Cruch & Ramachandran, 2017).

The purpose of this study, therefore, is to explore the perceptions of South African university students towards African immigrants, with a view to having a better understanding of their attitudes and beliefs. This is important, especially in the SA context, as xenophobia has led to the alienation of and violence against immigrants, especially those from African countries. Xenophobia also has an impact on immigrant students, both at schools and at tertiary education institutions in SA and there is very little in place at present to support and integrate these students (Naidoo, 2018),

1.2. Background to the study

Violence, civil wars, and injustice have caused many people to flee their countries of origin in Africa. These people crossed many borders, through different countries, seeking safety (Kok, 2006). Poverty is another cause that forces people to leave their countries of origin for other countries to seek better opportunities such as jobs, business and education, which could help in improving their lives (Hewitt, 2017). SA is one of the democratic and industrial African countries that attract immigrants from other African countries.

There are three categories of immigrants from Africa in SA: refugees, asylum seekers, and migrants that are in SA seeking jobs and education to improve their lives (Kok, 2006). In each of these categories, there may be undocumented immigrants. There is a high number of African immigrants in SA. For instance, Home Affairs SA (2017) stated that 62 159 Africans asylum seekers' applications were recorded in 2015. There is the assumption that the presence of a high number of immigrants in SA is creating fear among citizens with often leads to xenophobia.

For this study, the concept of xenophobia relates to the negative perceptions, beliefs, behaviours or attitudes toward immigrants from other African countries. Since 1994, the hostility of the locals, towards immigrants from other African countries, has increased (Masenya, 2017; McDonald & Jacobs, 2005). Masenya (2017) attributes xenophobic attacks to the anxieties and beliefs held by the local citizens that immigrants took over what should belong to them, such as jobs, houses, and business opportunities. This study used the concept of immigrants to relate to both refugees, economic migrants and international students. Further, the focus here is on immigrants from African countries because, more often, they were the victims of xenophobia, compared to immigrants from Europe and America. Neocosmos, (2006) has noted that South

Africans tended to welcome immigrants with noticeable positive economic impact, and, at the same time, racially selective. South Africans viewed African immigrants, particularly blacks, with great suspicion, and seen as threats (Moyo, Nshimbi, & Gumbo, 2018; Crush & Pendleton, 2004). This has led to the exclusion of African immigrants from the SA community, with the intention to promote indigeneity (Moyo, Nshimbi, & Gumbo, 2018; Crush & Pendleton, 2004).

The periodic survey of the South African Migration Project (SAMP), on the attitudes of South Africans towards the impact of migration and immigrants, conducted in 2013, showed a general growth in negativity about the social and economic impacts of migration. SAMP findings indicated that the number of South Africans who agreed that immigrants exhausted resources increased between 1999 and 2010 from 59% to 63% (Crush & Ramachandran, 2017). Similarly, those who agreed that immigrants were responsible for crime increased from 45% to 55%; and those that said they brought diseases from 24% to 39%. The number of South Africans who believed that immigrants brought skills needed in SA, dropped from 58%, in 1999, to 34%, in 2010. As the years passed, people tended to have a change in understanding and behaviours that could affect their attitudes, either positively or negatively. This study explored the current attitudes of South African students towards African immigrants at the University of KwaZulu-Natal, Howard College.

Xenophobia has become a global issue, and an increasing problem, as migration figures continued to increase (Pocock, & Vearey, 2018; Ikuteyijo & Olayiwola, 2018). There have been a series of cases of hostility towards immigrants in SA since 1994. However, the 2008 and 2015 violent xenophobic attacks gave SA the label of a highly xenophobic country (Gumede, 2015). Since xenophobic attacks are not predictable, there is increased fear among immigrants in SA, especially those living in informal settlements and townships. Irrespective of affordability, immigrants were forced to stay in cities for security reasons (Mujawamariya, 2013).

Many of the xenophobic attacks took place at Johannesburg in Alexandra Township, Diepsloot, Zandzpruit informal settlements, Jeppetown and Rosettenville, which spread into some parts of Tshwane, Pretoria (Seale, 2008). There were attacks in Cape Town, and in some areas in KwaZulu-Natal, such as Durban, KwaMashu, and Pietermartzburg. More recently, in 2018, violence led to the burning of 23 trucks on the N3 freeway near Mooi River Toll Plaza in KwaZulu-Natal. Dawood (2018) states that the burning of the trucks was believed to be a

criminal act motivated by xenophobia, as the community members and truck drivers accused the truck companies of employing immigrants as drivers because they accepted low wages. The above events and recurrent violence against immigrants indicates the prevalence of xenophobia in SA and shows   that xenophobia is a continuing problem in the country (Gordon, 2018).

Xenophobia is not peculiar to SA. There have been incidents of xenophobic attitudes in other parts of the world. For example, in some parts of Europe, citizens and politicians have demonstrated their concern over the increased number of foreigners, and viewed this as a threat to their economic growth (Sebola, 2017). Germans viewed immigrants as threats to the culture, and, to job opportunities; and a proportion of Germans were resentful toward immigrants. According to Sebola (2017), Germans' views toward immigrants tended to be like South Africans' concerns about non-citizens in their country. The difference, however, is that the Germans' attitudes have not yet been translated into violence against immigrants. In SA, both negative perceptions and physical violence, perpetrated against immigrants, meant that the crisis was particularly serious and needed urgent attention. This has had negative connotations. Immigrants from the countries that hosted South Africans freedom fighters, and helped the country during the apartheid regime, had expectations that SA would return the favour.

Most studies on xenophobia focused on the perception of immigrants; and regarded this as a derivative of the South Africans' views towards immigrants.   There have been studies to discover the feelings of the citizens who lived with immigrants in their communities as well as students who studied together (Sebola, 2017). A study by Osman (2009) on xenophobia, in the inner city schools of Johannesburg, highlighted that citizens' learners expressed feelings of being neglected, believing that their needs were suppressed in favour of the immigrants' needs. There was a need to explore the perceptions of South Africans towards immigrants more widely and directly with its citizens, since there are few studies that focus specifically on the perceptions of citizens. Exploring the perceptions of students towards immigrants would allow for a better understanding of the perceptions of youth and for recommendations to be made to reduce xenophobia at an early age.

This study is an exploration of the perceptions and beliefs of the South African tertiary education students' towards African immigrants. Abraham and Eller (2017) found that increased quality

contacts such as friendship reduced tension, corrected misconceptions and promoted intergroup relations. This study explored the level of contacts that existed between South African students and immigrants. The research focused on the attitude towards immigrants, and the negative views and stereotypes that could lead students to see immigrants as threats to their country.

1.3. Statement of the problem

Xenophobia, as a phenomenon, has been receiving more attention since it became a worldwide problem. There is a history of xenophobia in SA since 1994 until now (Gordon, 2018). The victims of xenophobia in SA were, more often, immigrants from other African countries than those of European origin, although immigrants from Asia are also often targeted and their businesses looted during xenophobic attacks (Crush & Peberdy, 2018; Park & Rugunanan, 2009). Immigrants engaged in small businesses, professionals, students, among others, are susceptible to xenophobic violence and/or xenophobic attitudes. There were studies on xenophobia but most of the studies focused on the xenophobic experience of the immigrants. There has been little done to find out the views, attitudes, and perceptions of local students towards immigrants and xenophobia. This study, therefore, explored the perceptions, attitudes, and beliefs of South African university students towards African immigrants generally and to find out more about the level of xenophobia amongst students. The study also wanted to find out more about the level of contact and interaction between local students and immigrants, and whether this influences student's perceptions about immigrants.

1.4. Objectives and Research Questions

The aim of the study was to explore students' perceptions towards African immigrants in South African tertiary institutions and to assess whether the level of contact between citizens and immigrants plays a role in influencing how students view African immigrants. The focus of the study was on the students who are South African citizens (born in SA, and their parents have not migrated into SA from other African countries). The population of the study included students from the University of KwaZulu-Natal, a tertiary institution in SA.

The objectives of the study are:

1. To understand the perceptions, attitudes and beliefs of South African born students, currently in tertiary education, towards African immigrants.
2. To explore the level of contact/interaction students have with immigrants.

The key research questions are:

1. What are the perceptions, attitudes, and beliefs of South African university students towards African immigrants?

2. What is the level of contact/interaction the students have with immigrants?

1.5 Anticipated contribution of the study

The study explored the perceptions, attitudes, and beliefs of the students towards African immigrants and the level of contact between the local students with African immigrants. The study would contribute to existing literature body of knowledge, by providing information that could lead to a better understanding of South African students' views towards immigrants. This, in turn, could inform future interventions to reduce negative perceptions and xenophobia in the educational spaces. This includes increase awareness of the positive contributions immigrants make to SA, and increase support for young immigrants. The intervention could include workshops, lectures on African diverse cultures and anti-xenophobia lectures as well as activities that encourage locals and immigrants contacts/interactions such as sports activities and cultural shows of traditional clothing, dance, and food.

1.6. Outline of the study

The thesis has five chapters. Chapter one consists of the background and statement of the research problem. It sets out the research objectives and questions. The chapter also provides the potential value of the study. Chapter two presents the literature review and provides clarification of terms used in the study. The chapter gives the history of xenophobia globally and in South Africa. It reviews literature on xenophobia in the education sector. The chapter also includes the theoretical framework, which focuses on intergroup perceptions, and contacts to better help in understanding why people may perceive others as threats that lead to classification of some

people as ingroup and others as outgroup. The framework also explains the importance of contact between citizens and immigrants to correct the bias evaluation about outgroup members.

Chapter three contains the research methods, sampling, design, and data collection. It also has a data analysis section with detailed explanation on the steps taken to analyse the data. Ethical considerations of the study are included in this chapter. The fourth chapter provides the research findings, which are set out in tables and figures with detailed explanations. Chapter five contains a discussion of the findings in relation to the results and previous studies. This chapter highlights the limitations and recommendations of the study. It also contains the conclusion of the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1   Introduction

This chapter concentrates on the review of existing literature and the discussion on the theories used for the analysis of the study. The first part discusses definition of some terms used in the study. The second part takes a review of the existing works on xenophobia, including the perceptions of the individuals across the globe, and its connectedness to the education sector in South Africa. The chapter also discusses the two theories used in the study: intergroup Contact and intergroup perception theories.

2.2.   Definitions of terms

This section reviews definitions of terms such as migration, immigrants, refugees, asylum seekers, and xenophobia, as they are relevant to this study. Migration refers to a movement of people in and out of societies or countries (Macionis and Plunner, 2007). Migration occurs domestically, intra-regionally and internationally. Kok (2006) identifies three forms of migration: labour mobility, refugee movements, and permanent migrations. In each of these forms of migration, there is a subset of undocumented or illegal migration. Labour or work migration constituted the majority of immigrants in Southern Africa; some of the migrants had lower skills while others migrated as a career choice (Kok, 2006).

An immigrant is a person who moved from one country to another (Bourgonje, 2010). There are two types of immigrants: migrants and refugees. Migrants are people who planned to leave their countries voluntarily in order to start a new life in a new country, with a prospect of returning to their countries of origin. On other hand, refugees and asylum seekers are people who, involuntary, left their countries of origin due to war, or fear of persecution, either for reasons of race, religion, nationality, membership of a particular social, ethnic group or political opinion. Refugees are generally not able to return to their countries of origin (Bourgonje, 2010). The 1951 United Nations Convention, relating to the status of refugees, created a rule and mechanisms of providing protection to people at risk of persecution in their own countries (Millbank, 2000). The

1951 UN Refugee Convention remained the key legal document for defining a refugee, their rights and the obligations of the countries that provided refuge to the refugees (Bourgonje, 2010).

Refugee migration is a forced migration (Kok, 2006), in which individuals and or families were forced to flee their home country, seeking for safety in other countries. Forced migration is not new in Africa. This started from 17th to 19th century, when a large number of African men and women were forcefully taken as slaves. Their captors forced them to travel across the Atlantic to America, where they were used for hard labour, mostly in plantations (Kok, 2006). Africa had more refugees in foreign countries, due to different factors. The contributing factors include political conflicts, civil wars, and electoral corruption and its consequences. Civil wars in some African countries were the main contributing factor for human displacement. The reports of the United Nations High Commissioner for Refugees (UNHCR) and United States Committee for Refugees (USCR) showed that there was a large and growing human displacement in Africa taking into consideration history and recent events in countries such as Angola, Democratic Republic of Congo, Ethiopia and Eritrea (Crisp 2000).

Asylum seekers are people who seek refuge and have applied for asylum or refugee status but have not received a final decision on their application (Bourgonje, 2010). In other words, an asylum seeker becomes a refugee when the immigration or refugee authorities within the host country confirmed that person fits in the host country's immigration policies regarding refugees. Home affairs SA (2017) defined a refugee as a person who has been granted asylum or status and protection in terms of the Section 24 of Refugee Act No 130 of 1998.

In South Africa, there were 223 324 asylum seekers in 2010 and 180 637 of asylum seekers in 2011 (Home Affairs SA, 2017). In 2015, there was a significant decrease in the number, with a recorded of 62,159 asylum seekers (Home Affairs SA, 2017). Home Affairs SA has stated that of the asylum seeker applications received in 2015, 71 percent were from African countries. Table 1 represents the top 12 African countries of origin of asylum seekers in SA.

Table 1: Top 12 African countries of origin of Asylum seekers

Country	Numbers
Zimbabwe	20 405
Ethiopia	10 176
DRC	8 029
Nigeria	7 431
Somalia	2 595
Malawi	2 310
Ghana	2 271
Congo Republic	1 485
Lesotho	1 437
Mozambique	1 220
Uganda	753
Burundi	678

Source: White Paper International Migration, DHA NIIS, January 2016.

Poverty in Africa is another factor that has contributed to migration where many people migrated, looking for better opportunities to empower themselves and their families. Hewitt (2017) argues that corruption among government leaders was mostly responsible for the absence of economic opportunities in most African countries. The consequence of this was an increase of poverty among the population.

Apart from labour and refugee migration, some immigrants have higher skills and contributed more to the economy and education of the countries they migrated to, either developed or developing countries. The immigrants with higher skills tended to migrate permanently (Kok, 2006). This includes international students who came to SA for study, and later stay for a limited period. This study will use the term immigrant as a reference to both migrants and refugees specifically including international students from African countries.

The DHA has a central role to provide immigration services such as administering admissions into the country; determining the residency status of foreigners and issuing permits; custodianship of refugee affairs and inspectorate. There are policy directives dealing with the issuance of different types of documents, such as visas, different types of permits, permanent residence status, and refugee and asylum papers (Home Affairs SA: Immigration Services, 2016). Every individual entering SA should present himself/herself to an immigration office or

refugee office for the verification of the validity of all documents, in order to acquire the required documents that would allow the person to stay in SA legally. Anyone with valid documentation for legal stay in SA would be declared undesirable and as such would be asked to leave or be deported to his country of origin.

2.3. Negative perceptions of Immigrants: Xenophobia

Scholars have defined xenophobia in many ways. Landau, Ramjanthan-Keogh and Singh (2005) and Taras (2009) describe it as an irrational fear of outsiders and foreigners. Akindes (2004) defines it as a hatred of foreigners or strangers and it could manifest in discriminatory attitudes, violence, use of abusive language, as well as display of hatred. Gill and Danns (2018) note that xenophobia of nationality affected immigrants and refugees. Xenophobia of nationality is the fear and resentment towards immigrants and refugees from a country different from one's own (Gill & Danns, 2018). Xenophobia is a sort of prejudiced attitude towards non-nationals irrespective of their countries of origin (Naidoo & Tewari, 2015). This indicated that xenophobia impacted on immigrants, both migrants and refugees, as they were often affected by xenophobic violence and attitudes. Yakushko (2009) defines xenophobia as a form of attitudinal and behavioral prejudice toward immigrants and all those perceived as foreigners. According to Van de Veer, Ommundsen, Yakushko, and Higler (2011), xenophobia was based on the perception of citizens feeling threatened by immigrants.

Poverty, high levels of unemployment, and the feeling of the citizens that government did not guarantee their rights, could trigger xenophobia (Masenya, 2017). This perception was associated with hostility and fear towards outsiders (immigrants) that could take the form of physical violence and discriminatory attitudes (Landau et al., 2005). It was also associated with dislike accompanied by hatred, fear and negative attitudes, which, when exhibited, could result into some form of violence, such as physical abuse and damage to property (Naidoo & Tewari, 2015). Taras (2009) notes that xenophobia was related to the view that immigrants had different cultures, assumed to threaten the integrity of the cultures of the local, as noted by the adherent of the intergroup perception theory. The theory seeks to understand the perceptions, causes and consequences of in-group and out-group social categorisation (Kawakami et al, 2017). The categorisation could lead to conflicts between those who have classified themselves as in-group and the out-group.

2. 4. Xenophobia: Global experience

There has been an increase in the number of immigrants moving to developed countries (Kok, 2006). Researchers have found that immigrants in European countries have experienced xenophobia in the form of prejudice and stereotypes from the local citizens of their host countries but it has not turned into violence (Taras, 2009). A study in Germany, in 2006, found that many Germans preferred some immigrants than others, based on their countries of origins (Taras, 2009). The findings showed that Germans were more hostile toward immigrants that came from far away or Muslim countries in comparison to immigrants that came from culturally affiliated countries, like Italy.

In many cases, the dislikes were rooted in history and religious differences (Taras, 2009). Thus, they viewed immigrants as threats to Germans' culture and their economic growth. In addition, Cave and Robert (2017) state that negatives attitudes towards Muslim immigrants, both refugees and economic migrants, were influenced by the fear of terrorism, which caused them to be seen as impossible people to integrate into European societies. It was found that misinformation and misleading messages were the major sources of anti-immigrants' attitudes in Central Eastern Europe (Cave & Robert, 2017).

The study by Chtouris, Zissi, Stalidis and Rontos (2014), to understand xenophobia in Greece, found that Grecians had anti-immigrant attitudes that led to their rejection of immigrants. This was associated with high levels of perceived threats, fear of unemployment, personal insecurity, the large social distance between the locals and the immigrants, and dissatisfaction with their life circumstances. Political xenophobia was caused by the lack of confidence in the public authorities between immigrants and locals (Chtouris et al, 2014).

Nevertheless, the positive attitudes toward immigrants were associated with low perception of threats and low social distance. The intergroup competition over scarce resources and feelings of threats leads to negative evaluation of immigrants in which the factors of negative attitudes tend to be age, low education levels and extreme right-wing political beliefs (Chtouris et al, 2014).

Similar negative attitudes towards immigrants in European countries were caused by the perceived threats based on personal insecurity and different cultures, which limit the socialization between locals and immigrants.

The intersection of Americans' anti-immigrant expression, with Donald Trump presidency, was entangled in the language that promoted anti-immigrants (Hayduk & García-Castañon, 2018). Gill and Danns (2018) explain that xenophobia, as a rejection of outsiders, involved citizens who possessed national identity to reject those who belonged to other nations. This resulted into criminalization of immigrants, particularly the undocumented, which had increased incarceration, detention and deportation of immigrants (Hayduk & García-Castañon, 2018).

France is one of the top five countries that received a higher number of immigrants per year (Francois & Magni-Berton, 2013). In France, immigration has three dimensions: cultural, economic, and gender (Francois and Magni-Berton, 2013). In France, women were more intolerant than men do, especially to immigrants from the developing countries. Francois and Magni-Berton (2013) state that intolerance and rejection of immigrants is partly due to the expected competition with them in the labour market.

The French citizens viewed immigrants differently; the highly skilled immigrants were more preferred to those with low skills (Francois & Magni-Barton, 2013). At the same time, the locals, with a high level of education, tended to favour immigrants, irrespective of whether they were highly or low skilled and regardless of labour competitiveness (Francois & Magni-Barton, 2013). The authors attributed this development to the impact of education, in opening up people's minds, to accept their differences and similarities. A low level of education influenced the intolerance more in women than in men (Francois & Magni-Berton, 2013). Invariably, this development reduced the levels of intolerance of females against immigrants and encouraged the possibility of contacts with immigrants. Thus, contact between the locals and immigrants could have a double effect; it could increase cooperation and tolerance and at the same time, it could lead to conflicts and prejudices.

2.5. Xenophobia in South Africa

In 1980, about 250,000 to 350,000 refugees fled to SA due to the hostilities in the neigbouring countries (Danso & McDonald, 2001). These people were guaranteed refugee status, with the condition to stay in the black homelands as instructed by the apartheid regime. In 1994, xenophobic violence against immigrants took place in four provinces: Gauteng, Western Cape, Free State, and KwaZulu-Natal (Gumede, 2015). Naidoo and Tewari (2015) state that there was post-apartheid xenophobia, defined as a separation tool to break the relationships between African immigrants and black South Africans, who had once viewed each other as united comrades in the struggle against the apartheid regime. Anti-apartheid South African activists, fled from the apartheid regime to other African countries for accommodation and refuge.

In January 1995, an armed group of people identified migrants, suspected of being in the country illegally, and marched to the police with the motive to clean foreigners out of Alexandre Township (Moagi et al., 2018; McDonald & Jacobs, 2005). Alexandre Township is situated near the upper-class suburb of Sandton, Johanesburg-Gauteng. The victims of this act were found to be Zimbabweans, Mozambiquans and Malawians, who were living in that township. This campaign was also called "Buyelekhaya", which means go back home. The perpetrators blamed the immigrants for crime, unemployment and sexual attacks (McDonald & Jacobs, 2005).

Black South Africans perpetrated xenophobic violence against black immigrants from African countries (Naidoo & Tewari, 2015). This showed that immigrants were treated differently, depending on their nationality and race. For instance, illegal immigrants from Europe, who overstayed their entry permits, were not treated and stereotyped in the way illegal African immigrants were treated (Naidoo & Tewari, 2015). The high number of immigrants, from African countries in SA, could cause this, which could contribute to the locals' dislike of immigrants.

In 2000, seven foreigners were killed on the Cape Flats at Cape Town, and police authorities described the killings as xenophobic murders (Masenya, 2017). The police believed that the killings were motivated by the fear that immigrants would claim the properties that belonged to the locals. In the following year, October 2001, the local residents of the Zandzpruit informal settlement, situated in Johannesburg, gave 10-day ultimatum, to the immigrants from Zimbabwe

living there, to leave (Moagi et al., 2018; Morapedi, 2007). Those who refused to leave voluntarily were forced to leave the area and their shacks were looted and burnt down. The Mozambicans and Zimbabweans were accused of committing many crimes and the locals were angry with those foreigners that were employed while they remained unemployed (Morapedi, 2007).

According to Hlotshwayo and Valley (2014), 62 people were killed in the 2008 xenophobic attacks in SA, while 670 people were injured and 100,000 people displaced from their communities. The main reasons for these attacks were found to be intense competition for small businesses and employment, housing, psychological categorization, as the locals had a feeling of superiority over other Africans (Masenya, 2017). This reinforced the division based on categorization of people as "us" (ingroup), people who share similar cultures, and, the remaining group, perceived to be different, as "them"(outgroup).

In 2015, immigrants were attacked again, but mostly, those from other African countries. Some believed that the 2015 attacks were triggered by the speech allegedly made by the Zulu King Zwelentini, stating that all foreigners should leave SA because they were changing the nature of the SA society (John, 2017). The King's spokesperson explained that the King was addressing illegal immigrants, and people quoted him out of context. In KwaZulu-Natal province, seven people were killed, about 5,000 African immigrants were displaced between March and May 2015 and businesses owned by immigrants were looted (Mkhize, 2015). These attacks spread to other areas such as Pietermaritzburg, Johannesburg, and Pretoria. The most affected immigrants were immigrants from Malawi, Zimbabwe, Somali, Ethiopia, Burundi, and DR Congo. Not only shops owned by African immigrants were looted but also the shops owned by the Pakistans and the shops owners were threatened (Mkhize, 2015).

On February 27, 2017, the local SA citizens attacked African immigrants living at Jeppestown, Johannsesburg. The targets of the attacks were immigrants who owned car workshops and spaza shops, especially those from Nigeria (Nicolson, 2017). They were accused of committing crimes such as drug dealing and prostitution. The attack spread to other areas, such as Rosettenville and to parts of Tshwane. Nicolson (2017) states that the attacks were triggered by the comment of Johannesburg Mayor, Herman Mashaba, who claimed that criminals, specifically, the

undocumented immigrants, had taken over the inner city. This led to looting of immigrants' shops, especially Nigerians, as well as other immigrants from other African countries, who were forced to flee the area.

On April 30, 2018, 23, trucks were torched and others looted at N3 freeway near the Mooi River Toll Plaza (Dawood, 2018). The protesters also damaged the municipality office. The damaging of municipality properties, torching, and looting of the trucks were believed to be criminally motivated. It is also believed to be motivated by xenophobia in the sense that some community members alongside the N3 and truck drivers objected to long-haul transport companies hiring foreigner drivers at lower remuneration. Thus, they accused foreign truck drivers of taking jobs from the local South Africans.

Immigrants had been victims of attacks in SA since 1994. Scholars and writers had described these attacks as xenophobia, anti-immigrants violence (John, 2017). This included the attacks of February 2017, in Johannesburg, and, May 2018, at Moiriver, in Kwazulu-Natal. Violent actions, such as direct physical violence, looting, burning, and destruction of businesses and properties of immigrants from other African countries, occurred more during these attacks (Cruch & Ramachandran, 2017).

Xenophobia is not only limited to violence, it includes public intimidation through protests, marches, written threats and insults, directed at immigrants (Cruch & Ramachandran 2017). This also includes discriminatory and stereotypical attitudes. The most used name to label immigrants was "Makwerekwere", especially those from other African countries (John, 2007). In some cases, immigrants from Asia were also found to be the victims of xenophobia attacks by those who had small businesses, especially in the townships. Immigrants from African countries living in SA often experienced xenophobic attacks and behaviours. Kerr, Durrheim and Dixon (2017) as well as Gumede (2015), have noted that the perpetrators of xenophobic attacks and anti-immigrants sentiments were found to be exclusively black South Africans.

SA is an industrialized country, which often attracts immigrants from neighboring countries. Some of the immigrants came for labour reasons, due to poverty and unemployment, while others came, seeking refuge from war, injustice and government persecution (Masenya, 2017).

SA was found to be one of the countries that best provides security to political immigrants and provides many opportunities to economic immigrants to improve their lives (Nanivadekar, 2014). The economic competition is the key source of conflict between South Africans and immigrants, due to the high rate of unemployment (Nanivadekar, 2014). Xenophobic attacks in SA are found to be particularly against the black African immigrants (Naido & Tewari, 2015). According to Masenya (2017), xenophobic attacks in the country were caused mostly by anxiety and the belief of citizens that immigrants were taking over what they were supposed to have, like housing and employment. Other causes attributed to xenophobia included corruption, high levels of violent crime, and the culture of impunity in the country (Naido &Tewari, 2015).

Gordon (2016) has noted that the perception and attitudes toward immigrants from African countries varied across race groups, socio-economic status, and levels of education of South Africans. The high level of complete rejection of immigrants was found to be associated with poverty and low education, while educated people tended to be selective about which immigrants should be welcomed in SA (Gordon, 2016). For instance, the International Federation of Human Rights (2008, p.30) stated that many poor South Africans believed that immigrants were stealing the few jobs available by accepting low wages (Gordon, 2016). Nanivadekar (2014) says that there was the belief that immigrants unfairly stole business from local South Africans. The findings from the survey by Crush and Ramachandran (2017) indicated that some South Africans believed that ejecting all immigrants from their communities and or using violent activities could be a solution.

Xenophobia was found to be a controversial issue in South Africa because when xenophobic attacks took place, the locals tended to blame the government for not having a strict immigration policy and border control (Naidoo & Tewari, 2015). The argument was the country's resources would be freely available for immigrants (Sebola, 2017). On the other hand, immigrants from other African countries tended to blame the locals for their unfriendly, unwelcoming and selfish attitudes towards foreigners of African origin (Sebola, 2017). This kind of attitude is not helpful. It is necessary to know the real causes of xenophobia and the factors associated and contributed to xenophobia, so that policy makers, citizens and immigrants from African countries could start a dialogue in order to prevent xenophobia and promote peace for all. Violence against

immigrants has a negative impact, not only on immigrants, but also for SA's international reputation, economy and record of protection of human rights (Landau et al., 2005).

2.6. Xenophobia in Education

At the 5th World Congress of Education International in July 2007, participants raised the concern about children who could be denied access to education if their families migrated as a result of war (Bourgonje, 2010). Some immigrants' children lacked access to education, or denied the rights to education. In other cases, they received low quality education. Not only was access to education a problem, xenophobia and xenophobic attitudes extended to schools in South Africa and worldwide. The study in Spain by Prats, Deusdad and Cabre (2017) found that there was xenophobia in the form of stereotypes and stigmatization among secondary school students. The teachers' perceptions toward immigrant students were also found to be xenophobic, because they had negative perception towards them, and low expectations of the immigrants' academic performance. Teachers tended to normalize xenophobic attitudes of local students against immigrants' students by saying that it was "a typical feature of teenage peer groups" (Prats et all, 2017, p. 108).

The study, by Ramphele (1999,) on the experiences of immigrant/international students in the South African universities, discovered that in 1996 alone, 13,606 immigrant students were studying at South African Universities and Technikons. Ramphele found that immigrant students in South African tertiary institutions were faced with different challenges related to xenophobia, which manifested in prejudice and violent actions. The source of tensions between the local and immigrant students were found to be the competition for sponsorships, accommodation, tutorship as well as leadership positions in the universities (Ramphele, 1999). The author discovered that a majority of the students who received postgraduate university grants, due to their high performance and qualification, were immigrants. The local students did complain that the universities accorded better treatment to immigrants than the local students did.

Ramphele states that the local students' interpretations of the phenomenon made them feel cheated and fooled, which made them to develop xenophobic ideas and tendencies. This related to the study by Osman (2009), where high school local learners expressed the feeling that their management of their schools overlooked their needs and gave higher priority to the needs of the

immigrant students. This found relevance in the position of Taras (2009) that fear and dislike of immigrants could be the result of a perception that immigrants were a privileged group with special rights and few obligations.

Moore (2017) has noted that xenophobia could develop, both outside and inside the classroom, with negative impacts on immigrant students' education. Immigrant students faced segregation in schools and in their neighborhoods, thereby making it difficult for new immigrants to assimilate the local languages. Such integration through language would to facilitate academic skills, knowledge, and socialisation (Prats et al., 2017). For instance, a driver attacked and killed a Tanzanian PhD student at the University of Johannesburg, on 23 February 2018 (Freemen & Lee, 2018). This attack began off campus and motivated by xenophobia that started with the driver labeling the student as "Makwerekwere" (Freemen & Lee, 2018).

Both violence and discrimination of immigrants inside the classroom and in the community are barriers to social inclusion. Name-calling was found to be one of the factors that limited the interaction and contacts between the Spanish students and immigrants (Prats et al., 2017). The derogatory names and the names of countries of origin of immigrants were found to be used often in addressing immigrants rather than using their personal names. This is similar to Lee (2017) findings on the study done in South African tertiary education. Lee (2017) found that the students from African countries experienced xenophobia in the form of discrimination and name-calling.

Xenophobic attacks have negative effects on immigrants studying in South Africa. During xenophobic attacks, many students did not attend school due to fear for their safety (Osman, 2009). It was found that xenophobia has had an impact on the issue of safety and security of immigrant students from other African countries studying in high schools and in tertiary institutions. Kang'ethe and Wotshela (2015) found that immigrant students reported feelings of insecurity due to negative and unfriendly attitudes displayed by the local students and the surrounding communities. This included emotional distress that could be caused by xenophobic experiences, which could be physical, verbal, or non-verbal attacks. The feeling of insecurity of immigrant students resulted in fear that xenophobic attacks could happen at any time and obstructed the desire for socialization (Kang'ethe & Wotshela, 2015).

Acceptance and safety feelings are crucial elements in any leaning environment. Safety involves the general feeling of acceptance and no threat of violence or harm. This applies to both local and immigrant students in a sense that safety is a holistic element that includes security of the body, resources, health, family, and property (Moore, 2017). Xenophobic attitudes were found to block collaboration between local and immigrant students, reduced academic engagement and inter-country mutuality as well as reciprocity and relationships. All these elements affected the performance, levels of concentration of immigrant students, and created a state of mistrust between locals and immigrants (Kang'ethe & Wotshela, 2015; Osman, 2009).

In a study at the inner city of Johannesburg schools, local students claimed that the cause of mistrust as well as separation between them and immigrant students was associated with the view that immigrants perceived them as xenophobic (Osman, 2009). They explained that i immigrant students took everything seriously and did not take jokes because of fear of being attacked. In addition, xenophobia feelings affected the school's functionality. For instance, the author indicated that when xenophobic attacks happened during examination periods, the schools had to accommodate immigrant learners who were absent, and made provision for special exams.

Xenophobia is not limited to students only but it also affects immigrant teachers. Singh (2013), in his study at Limpopo Province, found that immigrant teachers from Zimbabwe faced xenophobic attacks that ranged from verbal abuse, indirect insults from local teachers, students and members of the local communities. This related to the study by Osman (2009), which found that immigrant learners were exposed to prejudice and xenophobic comments. The local students could develop their hatred and dislike for immigrants through observation and listening to parents or other community members, and then the learners apply it at school.

There is not much literature available on the perceptions towards of local tertiary students towards African immigrants. This study explored the perceptions, attitudes, and beliefs of tertiary education students towards African immigrants. The study explored the difference amongst gender and age group, in relations to perceptions, attitudes, and beliefs of local students towards African immigrants' students. The study further explored the level of contacts of local students with immigrants: UKZN has many students from other African countries. Thus, the contacts of local students were not limited to immigrant students but included social interactions

with other immigrants such as those doing business or workers in different areas out of the campus. Table 2 shows the population of African immigrants/international students by their countries of origin.

Table 2: Countries of origin of immigrant students at UKZN Year 2013-2018

Country	2013	2014	2015	2016	2017	2018
ALGERIA	9	12	13	14	14	10
ANGOLA	13	13	14	11	6	4
BENIN			1		1	
BOTSWANA	153	165	140	72	46	29
BURKINA FASO	2	1	1	2	2	2
BURUNDI	26	21	16	19	20	17
CAMEROON	40	34	38	35	33	22
COTE D'IVOIRE	1					
D. R. Congo	181	159	191	161	147	123
EGYPT	2	3	4	5	4	6
ERITREA	11	9	8	7	5	4
ETHIOPIA	25	54	51	51	55	44
GABON	1	2	2	2		1
GAMBIA	1	1	1	1		
GHANA	41	54	70	71	82	88
KENYA	101	109	109	111	102	98
LESOTHO	124	139	140	126	120	103
LIBERIA	1	1	1		2	2
LIBYA	47	54	79	73	63	52
MADAGASCAR	2	1	1	1		
MALAWI	56	73	63	73	58	49
MALI	2	1	1	1	2	1
MAURITIUS-SADC	44	69	73	76	72	82
MOROCCO					1	1
MOZAMBIQUE	40	45	51	45	40	42
NAMIBIA	24	24	31	25	23	31
NIGER	1	2	2	2	1	1
NIGERIA	320	366	452	516	555	530
OTHER AFRICAN COUNTRIES	2				1	5
RWANDA	84	72	69	55	37	25
SEYCHELLES-SADC	19	20	1	1	1	19
SIERRA LEONE	4	3	4	3	1	1
SOMALIA	4	2	6	3	1	1
SUDAN	24	28	25	32	28	30
SWAZILAND	171	280	264	241	233	199

Country	2013	2014	2015	2016	2017	2018
TANZANIA-SADC	56	49	54	47	46	38
TOGO	2	3	3	2	1	1
TUNISIA	2					
UGANDA	49	46	47	40	34	32
ZAMBIA	115	110	105	90	72	65
ZIMBABWE	991	980	949	899	843	755
TOTAL	**2791**	**3005**	**3080**	**2913**	**2752**	**2513**

Information obtained and used with permission of UKZN, Howard College

Figure A: The numbers of UKZN students from African countries -Year2013 to 2018

	1	2	3	4	5	6
■ Number of students	2791	3005	3080	2913	2752	2513
◆ Year	2013	2014	2015	2016	2017	2018
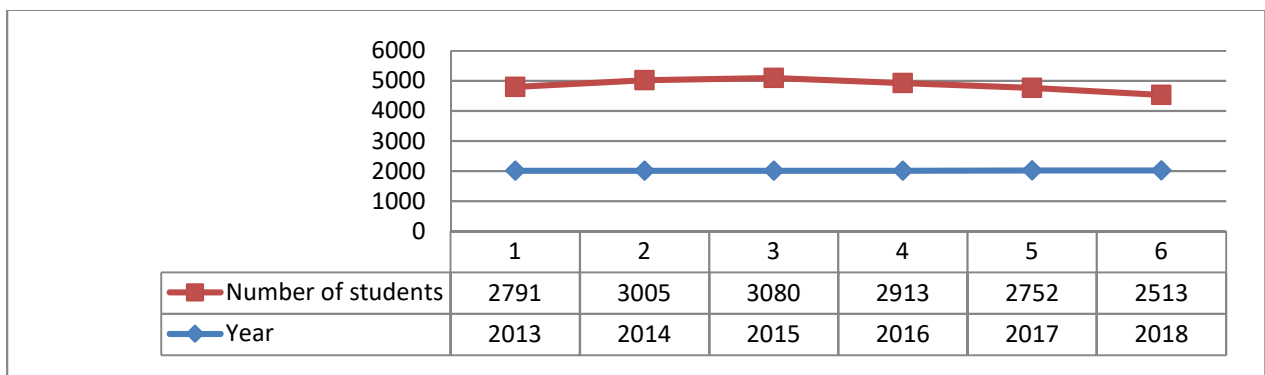
Figure A shows the numbers of immigrants/international students in six consecutive years. The numbers show that the population of immigrant students diminished from 2016 until 2018, with high reduction of 239 in 2018.

2.7. Gender differences in locals' perceptions towards African immigrants

Scholars have discovered that black local South Africans perpetrated xenophobia attitudes towards African immigrants (Kerr et al., 2017; Gumede, 2015). Immigrants have become the scapegoats for any and every form of societal ills, and received the blames for the inability of the state to meet the expectations of the citizens (Wilson & Maham, 2018; Moagi et al., 2018; Akinola, 2015). The locals accused immigrants of taking available jobs and enjoying the infrastructures meant for them. In other words, they claimed that immigrants were responsible for poor service delivery in the country. The local women and men perceived immigrants in particular ways that could indicate a link between xenophobic attitudes, gender, and sexuality (Sanger, 2009).

There is a difference between xenophobic violence and attitudes of local male and female towards immigrants. Local men were more active in their involvement in xenophobic violence and attitudes, while the women were mostly passive. Media reports often displayed the pictures of South Africans, where men were mostly captured as active participants in protests and violent attacks on African immigrants in the 2008, 2015, 2017 xenophobic violence in Alexandra, Durban, Cape Town, Johannesburg, and Pietermaritzburg (Akinola, 2015). According to Sanger (2008; 2009), young men between 26 and 33 age group, in particular, and from 33 years and older, were found to be more aggressive. This showed a link between local men's construction of masculinity and xenophobic attitudes, leading to violence. The men believe that local women also have the same attitudes towards immigrants. Thus, local women indicated that local men are the perpetrators of xenophobic attitudes and violence against immigrant men and women (Sanger, 2009).

Sanger (2009) has presented examples of the perceptions of the locals, in relation to gendered dimension of xenophobic attitudes that emerged from the narratives of the locals at Du Noon, Cape Town. He indicated that local men felt angry towards African immigrants because of the feeling that they earned more pay, worked harder and accepted any job offer. They perceived this as degrading local men among the local women. They indicated the belief that young women admired immigrant men for creating opportunities for themselves and prepared to do whatever work available to make a living and support their families (Sanger, 2009; Hadland, 2008). The local women shared their views on how they perceived the local men as greedy, materialistic, abusive, and involved in criminal activities, and corruption. The local women agreed that immigrant men were more respectful of women, and willing to take on the responsibility of their wives or girlfriends who were South African citizens, their children and the extended families (Sanger, 2009). This perception was mostly derived from the local women experience of domestic violence and abuse when in relationships with local men (Sigsworth, 2010).

Xenophobia affected both male and female immigrants (Dodson, 2018). Some local male and female were involved in xenophobic activities. Local men were mostly involved in xenophobic violence, and looting of immigrants' properties, as portrayed in media (Akinola, 2015; Sanger, 2009). The healthy relationships between immigrants and local women in Du Noon, Cape Town confirmed this assertion. Local and immigrant females helped each other in times of needs; local

women were able to take care of immigrant women's household goods during xenophobic attacks. This was not the case between immigrants and local men (Sanger, 2009).

2.8. Theoretical Framework

For the purpose of analysis, the study used the intergroup perception and intergroup contact theories.

2.8.1. Intergroup Perception Theory

The study used the Intergroup Perception Framework together with the Intergroup Contact Theory. The Intergroup Perception Framework helps to understand the perceptions, causes and consequences of social categorisation that created conflicts (Kawakami, Amodio & Hugenberg, 2017). Hogg and Vaughan (2002) state that people categorised others as ingroup or outgroup (outsiders) members by emphasizing their similarities or differences, and how they perceived them stereotypically. The categorisation of target members, as ingroup or outgroup, influences identification, stereotyping, intergroup conflicts and group based evaluation (Kawakami et al, 2017). The purpose of using the Intergroup Perception framework in this study is to help understand how students tended to categorise citizens as "us" and to categorise immigrants as "them"; and the attitudes, beliefs, and fear associated with those categorisation.

Categorisation could be embedded in history and culture as a process of classifying people according to their social categories. It could also be based on knowledge (category-based information), which demands information about particular individuals (identification), individual characteristics and evaluation (Kawakami et al., 2017). Kawakami et al (2017) emphasize that the way people perceived themselves determined how they understood, perceived, and interacted with others in the social environments. Xiano, Coppin, and Van Bavel (2016) have offered the explanation that perception was a function of social group dynamics, that people could create, cultivate, invent, and manage. This indicated that perception could be passive (occurred automatically) or active (occurred strategically), and they could be managed (Xiano et al, 2016). This linked to Allport's view that intergroup and its effects were cumulative since people lived what they learnt (Allport, 1954). Albert Bandura' social cognitive theory states that people learn through observing others, which he called modeling (Shaffer & Kipp, 2010). Therefore,

observational learning could support Allport's view, with emphasis on how people tended to learn behaviour through observing others performing such behaviour (Shaffer & Kipp, 2010). This influences a person's way of constructing the categorization, judgment, and evaluation of self and others.

Moore (2017) states that modeling played essential role in the perception of people, especially, in behaviour learning. If parents model their negative actions and words, that people of a different particular race, religion, or nationality were not trustworthy, the children might developed prejudices against people of different nationalities. This could result in categorizing themselves as in-group, with the people, they shared the same cultures and other similarities, others as outgroup. This showed how the environment influenced and shaped a person's mindset and behaviour.

Bandura (2011) has noted the reciprocal influence of a person with his environment that produced the behaviour, which could be either positive or negative. It is in this sense that local citizens tended to categorize themselves as "us/ingroup" and categorise immigrants as "them/outgroup". Chiumbu and Moyo, (2018) have noted that incidents of xenophobic attacks in SA spread so fast because the perpetrators were motivated by what they saw and heard through the mass media. Atwell and Mastro (2016) state that exposure to threatening news stories about immigration, through the media, affected the attitudes of the locals toward immigrants.

In tertiary institutions, xenophobia ccould manifest in social interactions, like in students' accommodation, and in lecture rooms, triggered by language and cultural differences amongst the students (Kang'ethe & Wotshela, 2015). Xenophobia also manifested in social interactions, off campuses and within the communities. The study by Cruch and Ramachandran (2017) found that 20% percent of South African citizens would prevent migrants' children from enrolling in the same school as their own children. Thus, students could develop xenophobia attitudes, both outside and inside the classrooms. In other words, people were not born to hate others, but learn it through the influence of others within their immediate environment. Local students' hatred and dislike for immigrants could be learnt through observation and listening to parents and community members.

Kawakami et al. (2017) note that culture, facial cue, language, accent tone and ways of dressing were the main sources of social information used in categorizing one as ingroup or outgroup members. Those categorised as outgroup tended to suffer from discrimination, called names and often considered as threats to ingroup members (Kawakami et al., 2017). The threats could be realistic (safety and economic) or symbolic (cultures and values), which damage and/or prevent intergroup relations (Abraham & Eller, 2017). Duckitt and Mphuthing (1998) discover that the prejudice between ingroups and outgroups could be associated with feelings of threat and business competition. The history of SA showed that more black South Africans were identified as a group with more negative attitudes and evaluation towards Afrikaans White, because of their experiences, linked to the threats of apartheid regimes (Duckitt & Mphuthing, 1998). This indicated the role of history and knowledge in the development of the attitude of the individuals in the society.

It is in this sense that African immigrants were considered to be a direct threats to South African resources as they were accused of taking jobs, business, and houses that are meant to be for locals. They also considered as being threats to locals' safety as they were often accused of being responsible for violence and crime in SA (Crush, 2001). For instance, the comments of Johannesburg Mayor, Herman Mashaba, linking undocumented immigrants to the crimes in Johannesburg city contributed to the xenophobic attack in Jeppestown (Nicolson, 2017). The Mayor stated that immigrants threatened the safety of the locals. His comment led to xenophobic attacks at Jeppestown, Johannesburg, and the attacks spread to Rosettenville and some areas of Tshwane (Nicolson 2017). The locals, who identified themselves with the mayor's feeling, that their safety and economy were threatened, reacted with violent attacks against African immigrants. This resulted in the destruction of properties and the looting of businesses owned by African immigrants, especially businesses owned by Nigerians.

Similar xenophobic attacks happened in 2015, allegedly triggered by the speech of King Zwelentini, who stated that immigrants should pack their bags and go back to their countries because they had changed the nature of SA (Mkhize, 2015). In other words, immigrants were threats to the preservation of the South African beliefs, cultures and values. At the same time, immigrants feared for their safety and belongings. During such attacks, the perpetrators attacked both legal and illegal immigrants because of the evaluation bias that attributed crime to all

immigrants from African countries. Thus, xenophobic attacks and attitudes affected both the legal and illegal immigrants, since the perpetrators could not distinguish between those who were in SA legally or illegally.

Immigrants allowed to study in South African tertiary institutions have legal documentation that permits them to register and stay in SA during their study period. This includes refugees who have permanent residence or refugee status or asylum seeker documents that allowed them to stay, work and study in SA. This includes also labour immigrants, who came to SA, seeking jobs and business opportunities (Kok, 2006).

There may be illegal immigrants in SA, but it should not be assumed that they were responsible for criminal activities. A former Home Affairs Minister, Malusi Gigaba, stated that there were two types of illegal immigrants in SA: those with malicious intention and those who wanted to contribute to the economy (Goba, 2016). Crush and Peberdy (2018) state that immigrants without legal documentation were not criminals, as most of them were in SA to work, to trade, to shop or visit. Nevertheless, there were a small number of immigrants, involved in criminal activities (Crush & Peberdy, 2018).

All the above immigration categories are in SA and faced with either xenophobic attacks or attitudes, regardless of their documents. The categorization of immigrants as an "outgroup", based on information about the negative characters of the group as a whole, was responsible for this challenge (Brower, Schoorman & Tan, 2000). Sebola (2017) states that in SA, there were people, arrested by the police, wrongly because they were seen as too dark to be South African citizens. This is an example of outgroup homogeneity bias. Kawami et al (2017) state that, when the outgroup members were perceived to be deeply different from the ingroup members, this created the bias. The ingroup tended to believe that members of the other group had either physical or personality differences, or cultural practices and values different from theirs. This may result in a lack of association between the ingroup and outgroup, and the absence of correspondence between 'them' and 'us'.

The lack of association could induce negative attitudes, and promoted destructive intergroup behaviours, such as xenophobic attacks and attitudes that included physical violence, killing, looting of businesses, and stereotypes (Kawakami et al., 2017). Black South Africans often used

language, including name-calling and teasing African immigrants, in expressing xenophobic attitudes (Sebola 2017; John, 2007). In SA, citizens called African immigrants "Makwerekwere" (a slang used in SA for foreigners from the rest of Africa), and sometimes, called them by their country names. Since the collapse of the apartheid regime, the term "Makwerekwere" has been constructed and deployed in and through public discourse to indicate immigrants, specifically those from African countries (Mario Matsinhe, 2011). The term "Makwerekwere" represents xenophobic attitudes and John (2007) views the use of this term as dehumanizing.

2.8.2. Intergroup Contact Theory: Contact between local and immigrant students

Gordon Allport formulated the Intergroup Contact Theory in 1954. Allport (1954) stated that high quality contact such as friendship contact could play an important role in promoting satisfactory positive intergroup relations. The intergroup relations tend to improve when contact between different groups is characterized by cooperation and common goals (Graf, Paolini & Runi, 2016).The Intergroup Contact Theory is used in this study to understand the level of contact between local students and immigrants.

There were few contacts and interactions between local and immigrant students, which often limited to the school environment in SA (Osman, 2009). Barriers to interaction could be symbolic threats (Abraham & Eller, 2017). This is often associated with language and different cultures, as well as xenophobic attitudes, that often manifested through name-calling and teasing. Intergroup relations, individual differences, and cultural differences influenced how both local and immigrant students evaluated each other; and the responses tended to manifest through behaviour reactions such as withdrawal and aggression (Stephan & Renfro, 2002).

According to Pettigrew (1998), learning about outgroup's behaviours, cultures, and what tied the outgroup members together was found to be a practicable mechanism to correct negative views and misconceptions that the ingroup might hold towards the outgroup (Pettigrew, 1998). Promotion of contacts and cross-racial friendships, found to produce positive effects, was necessary to reduce outgroup prejudice (Pettigrew, 1998). In other words, there was a need to promote positive, quality and quantity contacts by encouraging cross-cultural friendships in order to reduce negative attitudes and correct misconceptions held against African immigrants. Abraham and Eller (2017) indicate that the cross-cultural friendships played important role in

neutralising the effects of different threats through the increase of knowledge and familiarity with outgroup/immigrants. This could reduce the fear that the outgroup members were threats to the ingroup economy, safety and cultural values. The Intergroup Perception Theory is appropriate for this study as the first help in understanding the causes of attitudes and beliefs held against immigrants. Similarly, the Intergroup contact theory help to assess the level of existing contacts between the local students and immigrants in order to make the sound recommendations.

2.9. Positive perceptions, attitudes, and belief towards African immigrants

Local South Africans often perceived African immigrants negatively. However, to some extent, there were positive perceptions of immigrants. The SA have benefited from skilled immigrants such as medical doctors and science educators as well as investors (Ratha, 2011; Bhorat, Meyer & Mlatsheni, 2002). Makgahlela and Lesabe (2015) found, in their study, that African immigrants who were entrepreneurs contributed greatly towards the country's gross domestic product and job creation. They did this, directly or indirectly, through payment of taxes, fuel levies, and trade licenses, as well through employing many locals in their businesses (Makgahlela & Lesabe, 2015). According to Kalitanyi and Visser (2010), African immigrants, who were entrepreneurs, contributed greatly to job creation for the locals and transferred entrepreneurial skills to their South African employees.

2.10. Conclusion

In SA, researchers have conducted studies on xenophobia and perceptions towards African immigrants. There have been many recommendations on how xenophobia can be tackled and reduce negative attitudes and beliefs towards African immigrants. The recommendations of these studies were not implemented; hence, the recurring incidents of violent attacks, motivated by xenophobic attitudes. This is an indication that negative attitudes towards immigrants persists. Stephan and Renfro (2002) have noted that the negative attitudes and beliefs held against a particular outgroup could degenerate to conflicts if left to fester.

There were different suggested recommendations to combat xenophobia and reduce negative attitudes towards immigrants. Tirivangasi and Rankoana (2015) have discovered that xenophobia

was a social problem with its attendant consequences on the Southern African Development Community (SADC) region. Xenophobia threatens peace, economic and social economic integration in SADC region. Therefore, to overcome the recurring xenophobic attacks required the participation of SADC region as a whole, through teaching the public on the positive contributions of immigrants to the communities and the need to accommodate them in the society (Tirivangasi & Rankoana, 2015).

Furthermore, some researchers have suggested that South Africans needed to be educated around issues of migration and internationla relations (Masenya, 2017; Hadland, 2008; Valji, 2003). Hadland (2008) advocates the need for political education among local counsellors and government officials around development and the challenge of xenophobia. Such education should include immigrants, to educate them about re-integration into the communities and inform them about the rules guiding residence in South African communities (Hadland, 2008). Immigrants should have better understanding of indigenous cultures in South Africa. The author also highlights the need for an education module to be included in the school curriculum (at all levels) that would reflect the ethos of the constitution and addresses gender and xenophobia issues.

In addition, other scholars have suggested the growth of a sustainable economy, skills and productive activities, for the benefits of locals, in towns, rural areas, especially in the communities that were hotspots of violence and xenophobia violence (Hadland, 2008). Fagbadebo and Ruffin (2018), suggest the need to transform the prejudiced hatred to love and cooperation for mutual benefits rather than the continual violent attacks that have deepened the scars of hatred between the immigrants and locals. They reason that there was the need to transfer skills through cooperation between the locals and the skilled black immigrants with a view to boosting participation in the informal sector of the economy (Fagbadebo & Ruffin, 2018). Kalitanyi and Visser (2010) recommend policy changes on South African immigration laws, to include research on the role of immigrants in job creation in SA, and the need for consideration of immigrant entrepreneurs in the allocation of financial support.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The study adopted a quantitative research method, which required assigning numerical values to concepts measured. Quantitative research methodology was characterised by formulating structured methods to collect numeric data (Gravetter and Forzanno 2012). In this study, its use involved using descriptive statistics for measuring and reporting the responses of SA tertiary students to survey questions about their perceptions, attitudes and beliefs towards African immigrants. This chapter provides the details of the research methods used in data collection and analysis.

3.2. Research design

The research approach used in this study is a quantitative survey method. A quantitative approach is based on measuring variables for individual participants in order to obtain numerical scores that require statistical analysis for summary and interpretation (Gravetter & Forzanno, 2012). It is associated with larger samples that promote generalisability of the results and examines variables that vary in quantity (size, duration, or amount). In this study, numeric information was gathered, using a survey, where the participants were asked to fill in a questionnaire (Appendix 1). The researcher summarized, analysed, and interpreted, the numerical results, using standard statistical procedures with SPSS. This quantitative study used a descriptive research strategy provide a detailed description of the perceptions, attitudes, and beliefs of local students towards African immigrants. A descriptive study refers to a study that aims to describe the phenomena accurately (Blanche, Blanche, Durrheim & Painter, 2006).

The study also assessed whether the amount of contact and interaction between African immigrants and local students could influence the perceptions of local students towards immigrants and xenophobia. Gravetter and Forzanno (2012) explain that a relationship between variables refers to the changes in one variable that could be consistent and predictably accompanied by changes in another variable. The purpose of the study was to produce findings that could lead to a better understanding of citizens' perceptions towards African immigrants. In

this way, the findings could contribute toward lessening conflicts between South African citizens and immigrants from other Africa countries, and prevent xenophobic attitudes and beliefs. The findings could also contribute towards the integration of African immigrants in higher institutions of learning.

3.3. Sampling

The population of this study was the students at tertiary education level. The sample was drawn from the University of KwaZulu-Natal (UKZN), Howard College Campus. The sample size was 363 first year psychology students who participated in the survey by filling in the questionnaires. The sampling method used in the study was the convenient sampling method. In convenient sampling, the participants are selected, based on their accessibility and nearness to the researcher (Gavetter& Forzano, 2012; Bornstein, Jager & Putnick, 2013). In this study, the participants were selected from undergraduate students at UKZN, based on the availability of students, and a lecturer, who permitted the researcher to use 15 minutes of her lecture periods. In addition, the researcher selected undergraduate students in order to reach a larger number of participants, as undergraduate classes happened to have a large number of students who could be accessed at once. Research has shown that there are high levels of xenophobia in South African schools. This indicated that the choice of first year students for a study on xenophobia attitudes, in relation to early school-leavers, would be of value considering levels of xenophobia in schools as well as at tertiary level.

3.4. Measuring instrument

The data for this study was generated using a survey as a measurement technique. Survey is one of the methods of data collection in quantitative research, considered as simple and straightforward approach to study perceptions, attitudes and beliefs (Gravetter & Forzano, 2012). Surveys are used in the social sciences, and, information could be gathered through oral (interviews) or written questions (Moser & Kalton, 2017). Written questions are accomplished with a questionnaire, considered as an instrument in a survey to collect data. Questionnaire is a method of data collection that allows researchers to gather information from a large sample of a

defined population (Rattray and Jones 2005). It helps the researcher to gather information from a large number of participants in a short time.

The questionnaire for this study had three parts: information sheet (Appendix 2), informed consent (Appendix 3) and the questionnaire itself (Appendix 1). The questionnaire was written in English, which is the main language of communication at the UKZN. The main body of the questionnaire contained demographic information, questions, and instructions on how to answer. The length of the main body of questionnaire was two pages.

The items included both closed and open-ended questions. The closed questions were presented in a Likert rating scale format of 5points (Strongly agree, disagree, neutral, agree and strongly agree). Gravetter and Forzanno (2012) state that Likert rating scales are mostly used to measure attitudes and beliefs. In this study, the participants were asked to respond by indicating the level of their agreement /disagreement with given statements. The questions were worded both, positively and negatively, to reduce response bias. The items' format was a mixed format with specific and general questions that intended to find out personal and general perceptions of the participants towards African immigrants and xenophobia.

In addition, the open-ended items were included in order to allow participants to express their views, opinions, and understanding, in details, and freely using their own words. The open-ended section was included in order to help the researcher to gain an in depth picture of participants' perceptions and attitudes, and to back up and verify the responses given in the Likert rating scale section as well as to identify areas for further research. The open-ended questions also helped in minimising social desirability bias, where the participants tended to answer positively in order to impress the researcher (Lewis & Loewenthal, 2015).

3.4.1. Development of questionnaire

The items on the questionnaire were developed to explore the attitudes, beliefs and perceptions of students about immigrants, in particular immigrants from African countries. Gravetter and Forzanno (2012) have stated that well-constructed questions helped the researcher to obtain self-reported answers about attitudes, opinions, people's characters, and behaviours. The questions

were developed by looking at current local literature and general literature on immigrants and xenophobia. To ensure the validity of the questionnaire, and, its relevance, the researcher consulted academic staff, including the supervisor, to review the questions. The researcher also consulted a social worker who works with South African citizens and refugees to review the relevance of the questions. All the consulted staff helped to check and improve the wording by removing ambiguous questions and revising the questions.

Below is the breakdown of the questionnaire.

- Demographic details of the participants. This section requested information concerning gender, age, and race. The section also requested the participants to indicate if they were born in SA or migrated into SA.
- Question 1 was a scale that focused on the perception of participants towards African immigrants. This question has 16 sub-questions that assessed the level of contact with and attitudes towards African immigrants.
- Question 2 was about the integration of immigrants in South African community. This question dealt with participants' position about integration and participants were requested to indicate with a yes or no whether they believed African immigrants can be integrated. The question also requested the participants' opinions on how integration could be carried out.
- Question 3 assessed the participants' level of welcoming different types of immigrants into SA.
- Question 4 dealt with the participants' perceptions on the value of having immigrants in SA. The participants shared their views on the advantages and disadvantages of having African immigrants in SA.
- Question 5 was an open question which asked for a description of African immigrants in SA.

The questions on the Likert scale were set out as follows: questions 1 to 5 were designed to help assess the level of interaction and contact between the local students and immigrants from other African countries. Question 1 (I know some African immigrants);question 2 (I have friends who

are from other African countries); question 3 (I interact with immigrants from Africa on regular basis); question 4 (I would like to work together with immigrants from other parts of Africa); and 5 (I would be happy to share accommodation with an immigrant from Africa). For instance, questions 1, 2 and 3 were designed to find out about the frequency of contact between local and immigrant students. Questions 4 and 5 were used to assess the perceptions of the local students on the different quality of their interactions, such as sharing accommodation and working together.

The perception towards African immigrants scale contains 16 sub-questions. Most of these sub-questions were used in South Africa and in other countries to study xenophobia. For instance, Van Der Veer et al. (2011) used question 1, sub- questions 3, 6, 7, 8, 12, 14, 15 and 16 in developing a fear-based xenophobia scale. The study used undergraduate students in the USA, using three national samples: the Netherlands, Norway and the United States. Similarly, sub-question 7,11,12 and 13 were also used in SA, especially in the SAMP surveys and in the National Immigration Policy Survey (NIPS), where the participants were adult local South Africans. The systematic longitudinal analysis of Cruch and Ramachandran (2017) was based on the SAMP and NIPS database, which contained information on over 250 incidents of collective violence against immigrants from 1994 to 2014. Furthermore, sub-questions 1, 2, 3, 7, 11, 12, and 13 were used in the study done by Cruch and Plendleton (2004) with local South Africans. These questions were considered relevant to use with local student participants since they have been used in South Africa even if they were not used specifically with student participants in SA.

The question about welcoming immigrants was included to assess the participants' level of tolerance to welcome different types of immigrants in SA, particularly to find out whether participants could distinguish between immigrants from different countries. Gordon (2015) found that the level of welcoming and the preferred immigrants to be welcomed might differ according to gender, age, race, level of education. Gordon (2015) used a similar question and the findings to show that based on socio-economic status, large numbers of South African respondents in the category of the poor, strongly favoured the restrictions of immigration policy, which included a ban on immigrants coming to SA. Furthermore, Gordon's (2015) findings also highlighted the anti-migrant sentiments among adult South Africans particularly towards

immigrants from Nigeria and other African countries. The findings have shown that the negative perceptions of citizens towards these immigrants have remained consistent from 2008 to 2012.

Question 4 related to the advantages and disadvantages of having immigrants in South Africa, and question 5 requested participants' descriptions of African immigrants. These were purposely intended as open questions to allow participants to freely describe their views towards immigrants. This was done to encourage participants to give meaningful answers about their feelings without restriction, to open a space for unexpected responses, and to counter social desirability bias.

3.4.2. Data collection and procedure

Researchers could administer questionnaires to the participants by email or they could be handed personally to them at their work, homes or at schools (Gravetter & Forzano, 2012). The participant, upon the completion of the questionnaires, would return it to the researcher. In this study, the researcher used the in-person survey method to administer the questionnaires. This survey method is efficient with a higher percentage of response rate (Gravetter & Forzano, 2012). For the in-person survey method, the researcher would request the participants to gather at a specific time and place, or the researcher approaches pre-existing groups, such as those in a classroom or workplace lunchrooms. The advantage of using this method in collecting data is that it helps the researcher to give instructions to the entire group on how to fill in questionnaires. The researcher distributes the questionnaires to the participants and collects them once they finish providing the answers. This method was appropriate for the study. The researcher approached a lecturer, at the UKZN, for permission to access the first- year psychology students. Once the permission was obtained, the researcher approached the students during their psychology lecture and requested them to voluntarily participate in the survey.

Data was collected, for 15 minutes, during three different lecture periods. Before the questionnaires were distributed, the researcher explained the aim of the research to the participants and provided information sheets as well as informed consent (written informed consent). The researcher assured the participants that the study was anonymous and voluntary, and all responses would be kept confidential. The researcher collected the questionnaires after the allotted time.

3.5. Data analysis

3.5.1. Introduction and overall analysis strategy

Data analysis strategies help the researcher to be sure that there is coherence within the research design through matching the analysis with the particular type of data in order to fulfill the purpose of the research and the research paradigm (Blanche et al, 2006). In order to gain meaning, from large quantitative contents, the researcher used reductive techniques like computation, where the data was coded, using Microsoft Excel, and then transferred into the SPSS program for analysis purposes. After the questionnaires were administered to the sample participants, the responses to the questions must be coded and stored in a data file (Tredoux & Durrheim, 2005). In this study, the researcher started, firstly by sorting the participants' questionnaires according to where the participants were born. From 363 psychology students who participated in the study, 347 students were born in South Africa and indicated that their parents did not migrate to SA from other countries. Sixteen participants were excluded in the analysis as some of them indicated that they were not born in SA or that their parents migrated into SA from other African countries. This is because the study was interested in the local students' perceptions, attitudes and beliefs.

The responses of the 347 participants were used in the analysis. The researcher developed coding rules for question 1, that is, the Likert scale about student perceptions towards African immigrants (from sub-question 1 to 16); the first section of question 2; and question 3. Theses rule were used as a guide in coding the participants' responses. Even though this study set out to be quantitative, the data gathered from the open ended questions (question 2 (sub-question b), question 4 and 5) were in form of qualitative data. These three questions aimed to find out what the participants believed could be done to integrate immigrants in local communities, the value of having African immigrants in SA, as well as their description of African immigrants. The participants were requested to express their views in order to enrich the data gathered using the closed questions. Thematic analysis was used for identification and the analysis and reporting of the themes within this data. Thematic analysis also helped in organizing and describing data set in detail. The most common themes are presented in the results section and discussed in the

discussion section, in relation to the quantitative data. Examples of participants' comments for each theme are presented verbatim to bring in the voices of the participants and to enrich and augment the quantitative findings.

3.5.2. Analysis of Survey Questions

The survey had closed and open-ended questions. The following are the developed coding rules used in coding question 1 (16 sub-questions), the first section of question two, and question three.

Table 3: Coding rules

	Variables	Variable values
Demographic information of the participants		
Age	19 and under	1
	20 and older	2
Gender	Male	1
	Female	2
	Other	3
Race	White	1
	African	2
	Indian	3
	Coloured	4
	Other	5
I was born in SA	Yes	1
	No	2
I and my parents migrated into SA from other countries of Africa	Yes	1
	No	2
Questions 1: sub-question 1 to 16 on Likert scale format		
	Strongly disagree	1

	Disagree	2
	Neutral	3
	Agree	4
	Strongly Agree	5
Question 2: sub-question a	Yes	1
	No	2
Question 3	All immigrants	1
	No immigrants	2
	Some immigrants	3
	Immigrants from Africa	4

After setting the coding rules, the data was coded, into Microsoft Excel, and, transferred into the SPSS 23 (Statistical Package for Social Science). The questionnaire includes both positively and negatively worded questions. The scores of the negatively worded questions were reversed before computing the scores and conducting other statistical analyses such as the reliability analysis. Reverse scoring of the negatively worded questions ensured that all of the items, both the negatively worded and the positively worded questions, were consistent, in terms of the implication of what to agree or disagree (Lewis & Loewenthal, 2015; Tredoux & Durrheim, 2002). The scores of sub-question 6, 7, 8, 9, 10, 11, 12, 15 and 16, were reversed, as agreement with these items indicated negative attitudes, while disagreement indicated positive attitudes. The rules of reversing scores were as follows:

Table 4: Coding rules for reverse scoring

		Normal values	Reversed values
Questions 6, 7, 8, 9, 10, 11, 12, 15 and 16	Strongly disagree	1	5
	Disagree	2	4
	Neutral	3	3
	Agree	4	2
	Strongly Agree	5	1

3.5.3. Statistical techniques
3.5.3.1. The reliability of the questions

The reliability of the perception towards African immigrants scale was calculated. There are different reliability options that depend on the size of the scale (Lewis & Loewenthal, 2001). The British Psychological Society Steering Committee suggested that the reliability coefficient of .70 is acceptable, thus considering lower criteria of about 0.6 if the scale is less than 10 items (Lewis & Loewenthal, 2001: 60). The reliability analysis of the 16 sub-questions on perception towards African immigrants scale gave a Cronbach alpha of .801 (80.1%). This shows high internal consistency within the items in the scale.

The next step looked at the Cronbach alpha when an item is removed. None of the questions resulted in an increase in the alpha value when removed, except sub-question 10, which resulted in alpha being .804. The increase of .003 is not a significant enough for it to be removed. The inter-item correlation matrix was checked. The concern was with very high correlations, roughly above .75, as these would indicate multicollinearity, which is undesirable. Multicollinearity means that more than one item is generally capturing the same thing hence one of the items could be removed from the scale, as it did not add any additional value to the design. All correlations were moderate, positive or weak positive correlations with exceptions of two weak negative correlations. Multicollinearity was therefore not a problem.

3.5.3.2. Factor Analysis

Factor analysis is a data reduction technique. It takes a large set of variables and looks for a way to reduce the data or summarised the data, using a smaller set of factors (Pallant, 2013). The items grouped together were referred to as factors to indicate the groups of related variables. This was done by looking for groups among the inter-correlations of the set of variables. The 16 items of the perception towards African immigrants scale was subjected to principal component analysis (PCA) using SPSS. Factor analysis follows three steps such as assessment of the suitability of data for factor analysis, factor extraction, and factor rotation.

In order to perform PCA, the suitability of the data for factor analysis was assessed through calculating the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity, which are measures of sampling adequacy. Kaiser (1974) states that the KMO value was .6 or above and Bartlett's

Test of Sphericity value should be significant with a value of .05 or smaller. In this study, the KMO value was .828, exceeding the recommended value of 0.6 suggested by Kaiser (1974) with Bartlett's test of Sphericity reaching the significance (*p=.000*). Tabachnick and Fidell (1996) suggest that in order to use factor analysis, the sample size should be at least 300 cases. This study met the requirement, as the sample size was 347 participants. Therefore, factor analysis was appropriate for this study.

The decision concerning the number of the factors to retain was based on the eigenvalue rule and scree test. The factors with eigenvalue of 1.00 or more were retained. Pallant (2013) explains that the eigenvalue of factor represents the amount of the total of variance explained by that factor. The extraction method of PCA revealed the presence of four components with eigenvalues exceeding 1 and 54.468% of variance, in which Factor 1 explains 27.066 percent of variance, factor 2 explains 11.266% of variance, factor 3 explains 8.398% of variance and factor4 explains 7.738% of the variance. In addition, Catell's scree test was used, which involved plotting each of the eigenvalues of the factors. The scree test helped to inspect the plot to find out a point at which the shape of the curve changed direction and became horizontal. As a result, the scree plot revealed a clear break after the fourth component.

In addition, the oblique rotation allowed the factors to be correlated. This involved each variable to be counted, on only one factor, where loaded strongly. The communalities were inspected, in which the items of loading less than .4 were removed. This led to the removal of item number nine because its loading was 0.350. Table 8 in the results section, shows the extraction method and how it was performed. The six questions were loaded in Factor1. These questions were on locals' perceptions of immigrants as threats. Three items, in relation to general knowledge and actual interaction with African immigrants, were loaded in Factor 2. Four questions were relevant to integration of immigrants, grouped in Factor 3. Factor 4 comprised of two items, relevant to the contributions of immigrants to the SA society. The factors were named based on the questions loaded together. For instance, Factor 1 was named the Immigrant threat, Factor 2 was named Interaction, Factor 3 was named Integration and Factor 4 was named Valued contribution. In addition, the reliability of each factor was calculated and the inter-item correlation was reported, as Pallant (2013) suggests reporting inter-item correlation when Alpha is less than (.7) due to few items loaded in the factors.

In addition, the study used descriptive statistics to analyse the data, which allowed the description of the sample itself (Lewis & Loewenthal, 2001). Pallant (2013) describes frequency as a type of descriptive statistics that calculates measures of central tendency and shows the number of occurrences of the responses in each factor. In the four obtained factors, the frequency analysis helped to find out how many participants gave each response. This allowed seeing and comparing the percentages of the responses in order to address the research questions. It was relevant to make use of descriptive statistics as the generalisability of the findings to the general population/students in tertiary institutions may not be appropriate since time and financial constraints limited the researcher to reach a bigger sample, including students from different tertiary institutions.

3.5.3.3. Parametric statistics: T-test

Independent samples t-test was used to compare the mean scores (Pallant, 2013). Independent samples t-test also shows if there is a statistical significant difference in the mean scores for two groups (Pallant, 2013:188). The questions loaded in each factor constructed the scales. The four scales were used to run the T-Test. In this study, t-test was used to assess gender differences (males and females), and age groups (16 to 19 years, and 20 and older) in order to explore gender and age differences in relation to immigrant threat, interaction, integration and valued contribution. The variables used are gender (with males coded as 1, and females coded as 2), and age groups (with 16 to 19 year coded as 1, and 20 and older coded as 2); and the four scales (immigrant threats, interaction, integration and valued contribution). In other words, this t-test sought to inform whether males and females as well as young and older students differ significantly in terms of perceiving immigrants as threats, their level of interaction, integration and their perception of contribution of African immigrants to SA.

In addition, a 95% ($p < .05$) as indicator of significance was used in this study. The effect size (co-efficient value) was calculated to find an indication of the magnitude of the difference existing between male and female participants and age groups (Pallant, 2013). The effect size statisticused in this study was Eta Squared in which (.01) was for small effect, (.06) for moderate effect and (.14) for large effect (Pallant, 2013: 191)

3.5.3.4. Non-parametric statistics: Chi-square

Non-parametric statistics are often used when data is measured on nominal (categorical) and ordinal (ranked) scales (Pallant, 2013). The Non-parametric technique used in this study was chi-square. Two types of chi-square are chi-square goodness of fit and chi-square test of independence. The study used chi-square for goodness of fit to explore the proportion of cases in the various categories of a single variable (Pallant, 2013, p.256). The Chi-square test of independence was used to determine if two categorical variables were related. This allows the comparison of frequency of cases found in the various categories of one variable across the different categories of another variable (Pallant, 2013, p.257). It is in this sense that chi-square was performed to assess the relationship between gender and perception of participants towards integration and welcoming immigrants. It was also used to explore the relationship between the level of welcoming and the support of integration of immigrants. The indicator of significance used in this study was 95% ($p < .05$). Additionally, the effect size (co-efficient value) was calculated using the delineation of "(.10) for small effect, (.30) for medium effect and (.50) for large effect" size (Pallant, 2013).

3.5.3.5. Analysis of Open Questions

The open-ended questions were analysed using thematic analysis. Thematic analysis is a search for themes that emerged from the data set to describe a particular phenomenon such as perceptions towards African immigrants (Boyatzis, 1998). The themes were generated, inductively, from raw information. This required the researcher to carefully read and re-read the data in order to identify themes emerging within items. An inductive approach refers to generating themes that are strongly linked to the data themselves (Boyatzis, 1998). According to Braun and Clarke (2006), a theme must capture something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set. In this study, the recurring themes represented the patterned responses within the data items in relation to integration, and the value of having African immigrants in SA including the descriptions of African immigrants in SA. The prevalence of responses was considered within each data item in order to assess the reliability of the common themes.

In addition, a thematic analysis at the latent level helped in interpreting the information and themes. Braun and Clarke (2006) have indicated that thematic analysis at the latent level helped to go beyond descriptions of participants responses. This study identified the reasons and social construction that may lead the participants to perceive African immigrants in negative ways. The development of the themes involved interpretive work to enrich the data collected through survey questions, and to verify the participants' responses in order to answer the research questions.

3.6. Validity and Reliability

The validity of a research study refers to the degree to which the study accurately answered its intended questions (Gravetter & Forzano, 2012). In agreement with the ontological and epistemological assumptions, the data gathered must be objective to give a statistical description of the students' perceptions, attitudes and beliefs towards African immigrants. The researcher developed a questionnaire that significantly addressed the aim and objectives of this study. To ensure that the study would measure what it was intended to measure, the researcher consulted a number of academics and statisticians who work with local and immigrants to review the questionnaire. After their reviews, the questionnaire was revised accordingly.

The reliability test of the 16 sub-questions was done using SPSS and the reliability coefficient Cronbach's alpha of .801 was obtained. Therefore, the items in the scale had high internal consistency as the reliability coefficient passed .70, which considered being acceptable reliability coefficient suggested by the British Psychological Society Steering Committee (Lewis & Loewenthal, 2015). In addition, the qualitative analysis of the open questions was also used to supplement the quantitative data to give a broader context and meaning to the closed questions, acting as a check on the responses given to reduce participants' social desirability.

3.7. Ethical considerations

Research ethics refers to the principles that serve as rules of conduct and behavioural expectations about the right conduct towards individuals both human and non-human, who participate in the research studies (Gravetter & Forzano, 2012). This study took into account ethical considerations to ensure the welfare and dignity of its participants, as well as to warrant the integrity of the research by abiding with ethical guidelines.

Permission to conduct the research in UKZN, Howard College was obtained from the school since the sample was first year psychology students. The researcher sent a letter to the UKZN registrar requesting permission for first year psychology students to participate in the research. The researcher explained the aim of the research to the Gatekeeper and permission was granted (see Appendix 4: Gatekeeper approval letter). The study also abides by the University of KwaZulu-Natal's research policy, which binds all students, involved in research. In this regard, the researcher obtained ethical clearance from the Humanities and Social Sciences Research Committee (see Appendix 5: Ethical clearance, reference: HSS/0902/017M).

For the purpose of this study, the following standards of conduct were adhered to in dealing with participants: assured there was no intended harm to participants, informed consent, and protecting the anonymity and confidentiality of the participants' responses. Gravetter and Forzano (2012) emphasise the need for voluntary consent of human subjects. Participation in this study was voluntary. The participants were assured of voluntary participation, and that they could withdraw from the study at any stage. The relevant information was provided in an information sheet (see Appendix 2: Information sheet), and informed consent was obtained as participants signed written informed consent forms that were submitted together with the questionnaires (see Appendix 3: Informed consent). The participants were advised to keep their information sheets as they contained information about the research such as the research topic, research objectives, and the researcher and the supervisor's contact details.

Gravetter and Forzano (2012) explain that anonymity was necessary when the researcher could not relate given information with a particular individual. To ensure anonymity, the questionnaire did not require participants' names or personal contacts. Information gathered from the students was held in a safe and protected box accessible only to the researcher.

3.8. Conclusion

This chapter discussed the research procedures used in this research study. The detailed sampling process, the research design, data analysis and ethical considerations guiding the study were discussed. This study adopted a quantitative research design and makes use of descriptive statistics to present participants' responses of their perceptions towards African immigrants. For practicality in the limited time of the study, purposive sampling was used to identify the

accessibility and availability of first year psychology students from UKZN, Howard College Durban. Accordingly, the students who expressed interest in participating in the research study took part in the study. The in-person survey method was used to gather data from 347 participants.

CHAPTER FOUR

RESEARCH FINDINGS

4.1. Introduction

The previous chapter discussed the research methodology and design used in the study. This chapter focuses on the quantitative analyses and detailed interpretation of data gathered from the research participants, focusing on local students' perceptions towards African immigrants. The chapter included supportive findings from open questions.

4.2. Demographic information

The study adopted a pure descriptive approach. The sample was composed of 363 of first year psychology students studying at UKZN, Howard College. The researcher's interest was in having participants who are South African citizens by birth and their parents did not migrate into SA from other African countries. Therefore, the study excluded 16 participants as some indicated that they migrated into SA or that their parents had migrated into SA and some did not indicate whether they were born in SA. In total, a sample of 347 participants was used in the study and composed the data given in the demographic information and used in the entire study. The demographic information indicated that female participants made up the majority of the sample (n=223; 64.3%); male participants represented over a third of the sample (n=123; 35.4%), and other (n=1; 0.3%). The data further revealed that 66.3% of the participants' ages were under 19 years, 32.9% ages was between 20 years and 29 years and 0.9% of the participants their ages were above 30 years. Considering race distribution, 4.3% (n=15) of the participants were white, 88.5% (n=307) were African, 5.5% (n=19) were Indian, and 1.7% (n=6) were Coloured. All 347 participants indicated that they, and their parents, were born in SA. Table 6 presents the breakdown of the sample.

Table 5: Demographic Data (N= 347)

Biographical variable	Category	Frequency	Percentage
Gender	Male	123	35.4
	Female	223	64.3
	Other	1	.3
Age	19 and under	230	66.3
	20 and older	117	33.7
Race	White	15	4.3
	African	307	88.5
	Indian	19	5.5
	Coloured	6	1.7
Born in South Africa	Yes	347	100
Myself or my parents migrated into S.A	No	347	100

4.3. Psychometric properties and factors' structure

Reliability

The reliability analysis was performed to assess the internal consistency in 16 items measuring the perception of participants towards African immigrants. Cronbach alpha of .801 was obtained suggesting a good internal consistency (George & Mallery, 2003). The next step looked at the Cronbach alpha when an item is removed; one item increased the Cronbach alpha by .804. The increase of .003 is not a significant enough increase for the item to be removed.

Table 6: Summary of reliability analysis of Perception towards African immigrants scale

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.801	.804	16

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
52.6892	84.517	9.19333	16

The inter-item correlation matrix was checked to see whether there were no high correlations above .75. All correlations were moderate, positive or weak positive correlations. There were exceptions of two weak negative correlations.

Table 7: Inter-item Correlation

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
Q1	1.000															
Q2	.367	1.000														
Q3	.365	.366	1.000													
Q4	.079	.155	.212	1.000												
Q5	.104	.140	.229	.473	1.000											
Q6	-5.042E-2	.099	.026	.115	.185	1.000										
Q7	.049	.121	.081	.266	.235	.360	1.000									
Q8	.160	.251	.260	.376	.372	.264	.411	1.000								
Q9	.134	.148	.086	.200	.242	.287	.288	.381	1.000							
Q10	.056	.079	.032	.183	.199	.200	.145	.144	.108	1.000						
Q11	.045	.079	.000	.247	.168	.141	.347	.305	.219	.182	1.000					
Q12	.088	.157	.134	.281	.312	.213	.403	.415	.271	.001	.344	1.000				
Q13	.029	.154	.133	.156	.163	.038	.187	.159	.061	.068	.073	.160	1.000			
Q14	.148	.179	.212	.233	.266	.044	.079	.204	.179	.085	.095	.178	.394	1.000		
Q15	.187	.172	.206	.168	.189	.133	.299	.378	.251	.088	.227	.476	.126	.199	1.000	
Q16	.061	.130	.130	.267	.277	.218	.424	.441	.297	.153	.357	.596	.168	.184	.625	1.000

Factor structure

The research questions of this study sought to answer the research questions that seek to explore the perceptions, attitudes, and beliefs of tertiary school students towards African immigrants and the level of contact of local students with African immigrants. The scale of 16 items on perception toward African immigrants was analysed using factor Analysis. The extraction method used was PCA and oblimn with Kaizer Normalization rotation method. The procedure of extraction of factor is presented below.

Table 8: The summary of Factor analysis- extraction method

	Component			
	1	2	3	4
Q16 With increased immigration from Africa I fear that our way of life will change for the worst	.844			
Q12 I worry that immigrants from Africa may spread diseases	.793			
Q15 I am afraid that our culture will be lost with increased immigration from Africa	.741			
Q7 African immigrants take jobs from South African citizens	.639			
Q8 Interacting with immigrants from Africa makes me uncomfortable	.617			
Q11 Most of crime is committed by immigrants from Africa	.541			
Q1 I know some African immigrants		.769		
Q3 Interact with African immigrants in regular basis		.753		
Q2 I have friends who are African immigrants		.721		
Q10 The South African government should stop illegal African immigrants entering			.655	
Q4 I would like to work together with immigrants from other part of Africa			.591	
Q5 I would be happy to share accommodation with an immigrant from Africa			.591	
Q6 African immigration in this country is out of control			.576	
Q14 African immigrants bring richness to our everyday lives through their diverse cultures				-.790
Q13 Our country benefits from skilled immigrants from Africa				-.772

Items 16, 12, 15, 7, 8, and 11 loaded heavily on the first factor (Table 8) reflecting the general perception of African immigrants as a threat, and was labelled 'Immigrant threats'. Items 1, 3 and 2 loaded on the second factor. Factor 2 was labelled 'Interaction'. Items 10, 4, 5 and 6 loaded in the third factor, which reflects participants' perceptions on the integration of immigrants. This factor was labelled 'Integration'. Item 14 and 13 were loaded on the fourth factor. This factor reflects the beliefs of participants in relation to whether African immigrants contribute positively to SA. The fourth factor was labelled 'Valued Contribution'.

Table 9: Total Variance Explained

Components	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	4.060	27.066	27.066	4.060	27.066	27.066	3.425
2	1.690	11.266	38.332	1.690	11.266	38.332	2.121
3	1.260	8.398	46.730	1.260	8.398	46.730	2.144
4	1.161	7.738	54.468	1.161	7.738	54.468	1.900
5	.971	6.475	60.943				
6	.901	6.005	66.947				
7	.807	5.377	72.325				
8	.650	4.333	76.657				
9	.627	4.178	80.835				
10	.588	3.923	84.758				
11	.542	3.616	88.374				
12	.509	3.390	91.765				
13	.481	3.204	94.969				
14	.433	2.885	97.854				
15	.322	2.146	100.000				
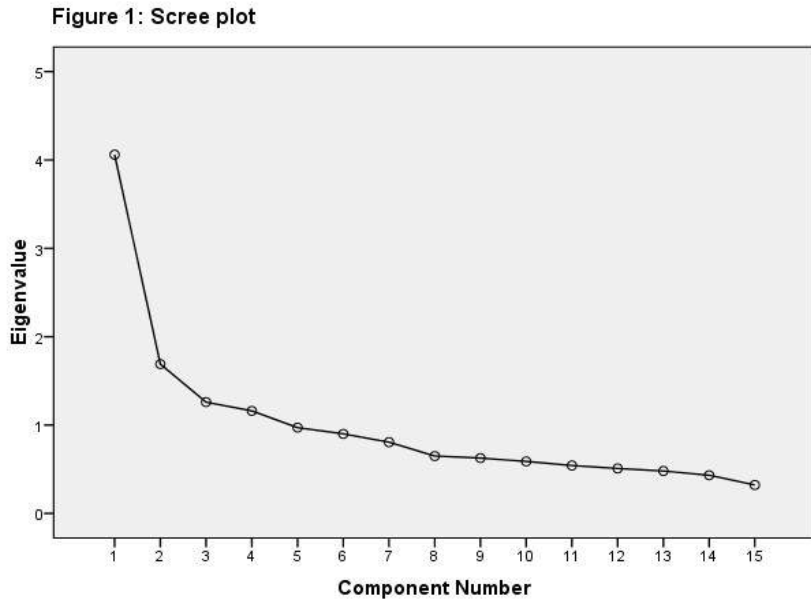
Figure 1: Scree plot

Table 9 and the scree plot (Figure 1) above showed how the decision to retain four factors was made in consideration of eigenvalue and scree test. There are four factors with eigenvalues exceeding 1 and 54.468% of variance in which Factor 1 explains 27.066 percent of the variance, factor 2 explains 11.266% of the variance, factor 3 explains 8.398% of the variance and factor 4 explains 7.738% of the variance. The scree plot revealed a clear break after the fourth component.

4.4. Factors frequencies and summary of T-test analysis

Factor analysis was considered sufficient evidence of the structure of the scales. The descriptive statistics of the scales appear in Table 10 below and show four scales obtained after computing variables loaded in each factor. The reliability analyses of all four factors were calculated and showed that the 'Immigrant Threat' scale had a good internal consistency (alpha = 0.803), 'Interaction' had internal consistency of .621, 'Integration' (.525), and 'Valued Contribution' (.563). The internal consistency of these three factors was not very satisfactory due to few items loaded in each of these factors.

Table 10: Four scales

	N	Min/Max	Mean	Std. Deviation	Skewness		Kurtosis		alpha (r)*
					Statistic	Std. Error	Statistic	Std. Error	
Immigrant Threat	337	8/30	20.42	4.895	-.237	.133	-.321	.265	.803
Interaction	346	3/15	10.23	2.722	-.133	.131	-.471	.261	.621 (.360)
Integration	336	4/19	11.34	2.930	.061	.133	-.413	.265	.525 (.225)
Valued Contribution	347	4/10	6.84	1.67	-.106	.131	-.358	.261	.563 (.391)

*r= Mean inter-item reliability coefficient

Figure 2: Immigrant Threat

Mean =20.42
Std. Dev. =4.895
N =337

53

Figure 3: Interaction

Mean =10.23
Std. Dev. =2.722
N =346

Figure 4: Integration

Mean =11.34
Std. Dev. =2.93
N =336

Figure 5: Valued Contribution

Mean =6.84
Std. Dev. =1.677
N =347
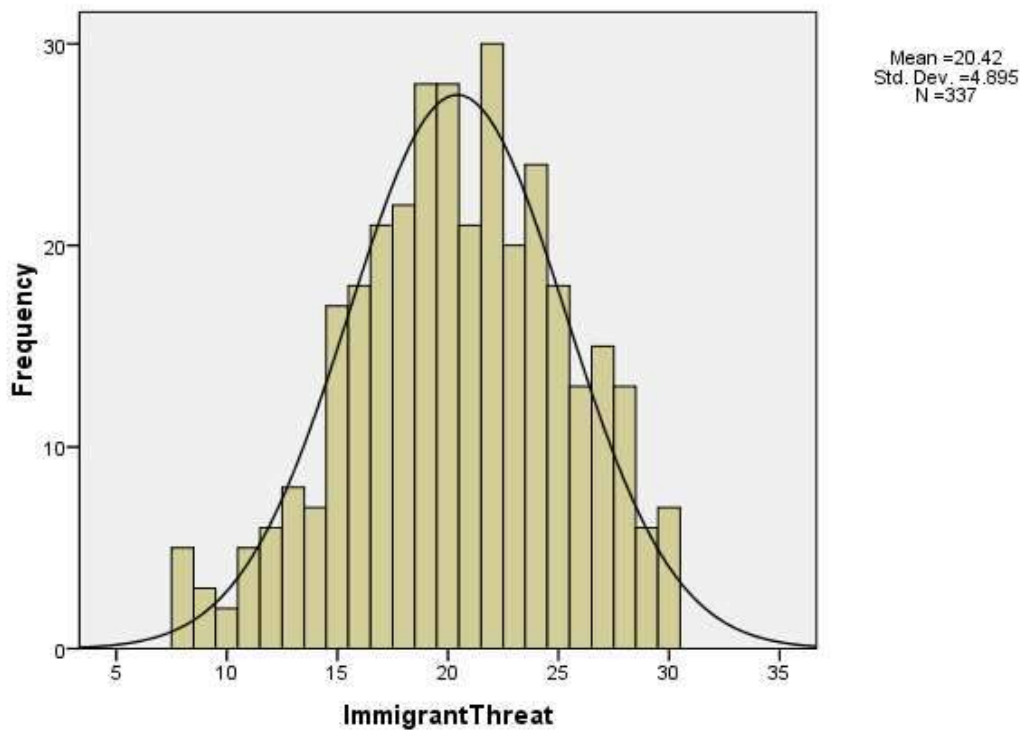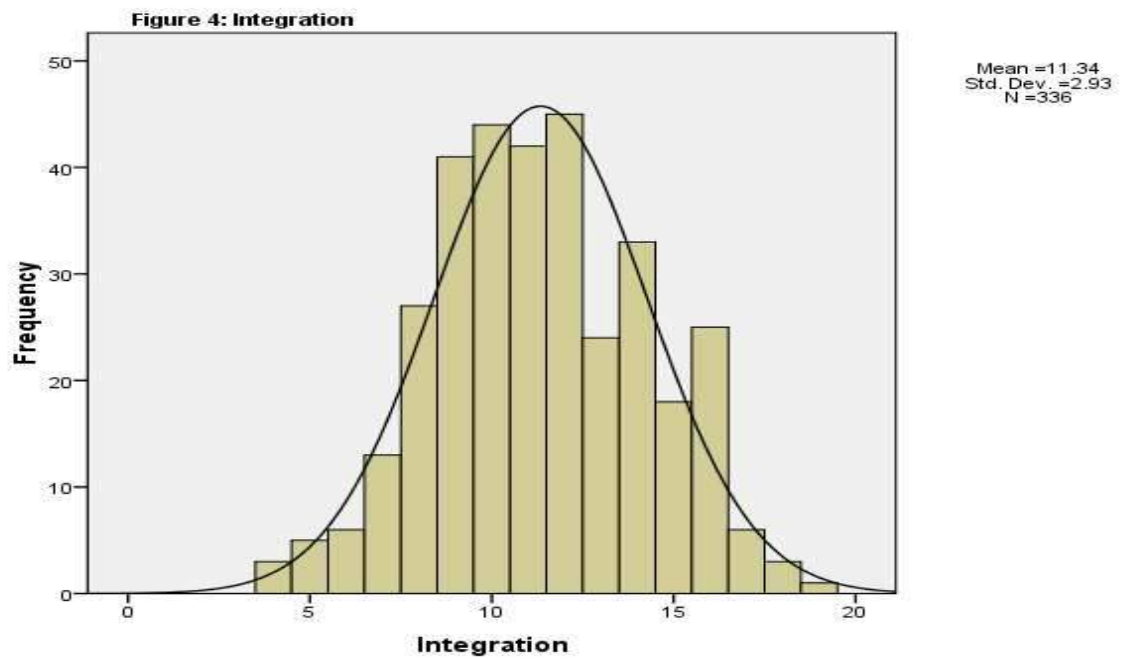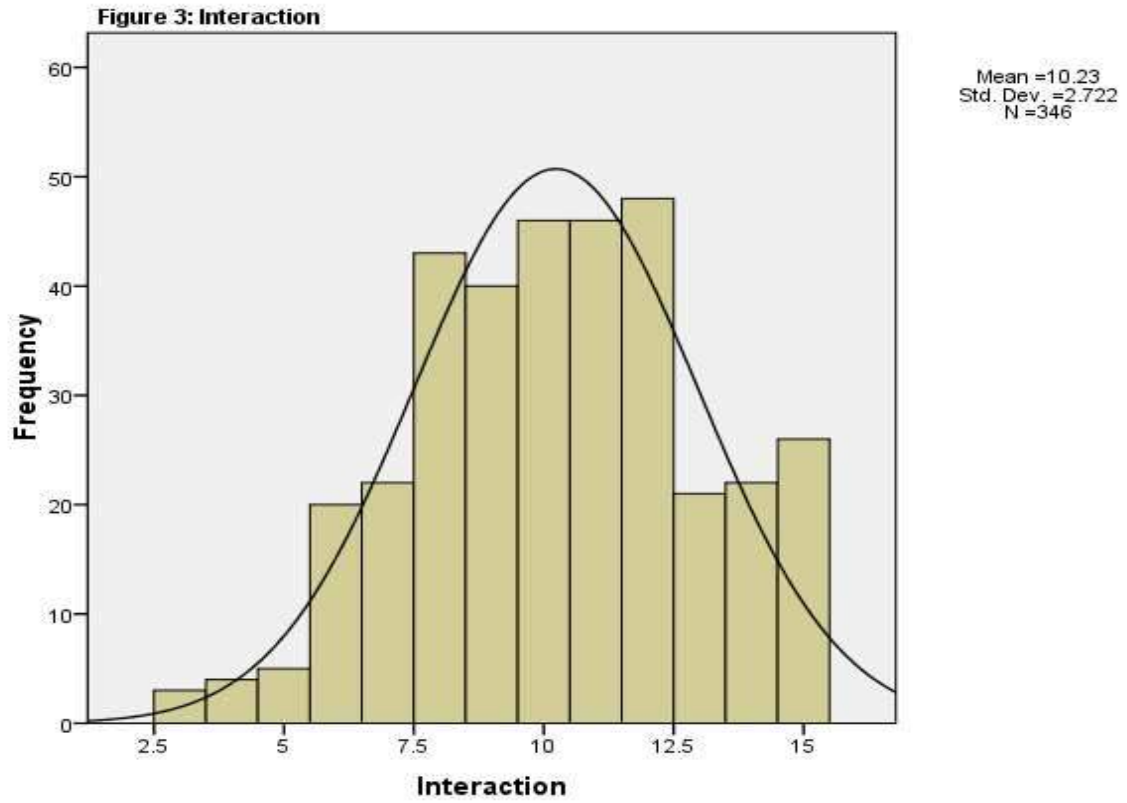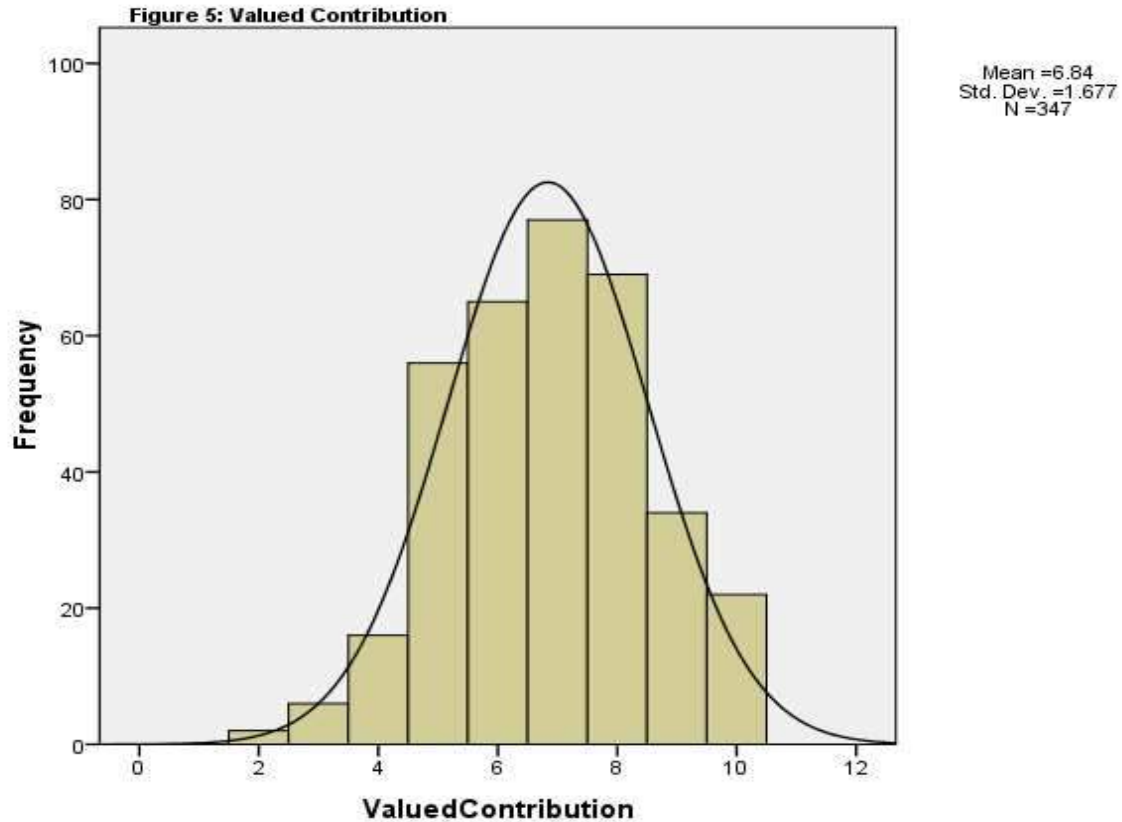
The normal distribution helped the researcher to determine where participant scores lie relative to others on many naturally occurring variables. Based on the results in Table 10 and on a visual inspection of the histograms (Figure 2, 3, 4 and 5) the scores were roughly normally distributed for all four scales. There are skewness values of -.237(SE= -.133) and kurtosis of -.321(.265) for the Immigrant Threat scale/factor; and skewness of -.133(SE= .131) and kurtosis of -.471(SE= .261) for the Interaction scale. There were also skewness values of .061(SE= .133) and kurtosis of -.413(SE= .265) for the Integration scale, and skewness of -.106(SE= .131) and kurtosis of -.358(SE= .261) for the Valued Contribution. Therefore, the data on the four scales were a little skewed and kurtosis based on their calculated Z-value that fall in between (-1.96 and 1.96). Approximately, the data was normally distributed, in terms of skewness and kurtosis.

Table 11 Frequency summary of Factor 1: Immigrant Threat

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	% Strongly Agree & Agree	Mean	Standard deviation
Q16 With increased immigration from Africa our way of life will change for worst	%	14.7	22.8	29.4	21.0	11.8	32.8	3.1	1.23
Q12 I Worry that immigrants from Africa may spread diseases	%	16.4	21.3	31.4	21.9	8.9	30.8	3.16	1.2
Q15 I am afraid our culture will be lost with increased African immigration	%	15.6	32.6	23.9	17.9	9.8	27.7	3.25	1.21
Q7 African immigrants take jobs from South African citizens	%	25.1	33.7	22.2	11.2	7.2	18.4	3.62	1.18
Q8 Interacting with immigrants from Africa makes me uncomfortable	%	34.9	38.3	19.3	3.7	3.2	6.9	3.98	1.00
Q11Most crime is committed by immigrants from Africa	%	15.3	25.4	40.9	12.1	5.2	17.3	3.35	1.05

Factor 1 was named 'Immigrant Threat' in reference to the questions grouped in this factor. Fear and hatred could motivate the perception of immigrants as threats. The results presented in Table 11 indicated that the main immigrant threats were in relation to fear that increased African immigrants would distort local South Africans' ways of life; fear that African immigrants would spread diseases; and fear of loss of cultural values. As a result, 32.8 of the participants expressed the fear that their way of life would change for the worst with increased immigration from Africa, while 37.5% disagreed. Thus 30.8% of the participants agreed that they worried that African immigrants might spread diseases, while 37.7% disagreed. The participants also

indicated their fear of loss of cultural values due to increased African immigrants. While 27.7% of the participants perceived immigrants as a threats, due to fear that their culture would be lost with increased immigration, 48.2% disagreed.

The least reported immigrant threats were in relation to the allegation that African immigrants took local South African's jobs; an uncomfortable feeling when interacting with African immigrants, and that most crimes were committed by African immigrants. The results indicated that 18.4 % of participants believed that African immigrants took jobs meant for South African citizens; only 6.9% of participants indicated the uncomfortable feeling when interacting with African immigrants, while 17.3% of the participants agreed that African immigrants committed most crime in SA.

Table 12: Frequency summary of Factor 2- Interaction

Questions		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	% Strong Agree & Agree	Mean	Standard deviation
I know some African immigrants							77	3.97	1.08
	%	5.2	6.3	11.2	42.4	34.6			
I have friends who are African immigrants							43.8	3.02	1.4
	%	15.9	29.4	11.0	25.1	18.7			
I interact with African immigrants in regular basis							43.8	3.24	1.11
	%	6.9	17.6	31.7	30.3	13.5			

Factor 2 was named 'Interaction' referring to actual contacts the participants have with African immigrants. The above table 12 showed the questions and their frequent scores. The results above indicated that participants had a general knowledge of African immigrants in a sense that a large number of participants (77%) indicated that they knew some African immigrants. Thus, the results showed that 43.8% of the participants had friendship relationships with African immigrants. 43.8% of the participants indicated that they had regular interactions with African immigrants.

Table 13: The summary of score frequencies of Factor 3: Integration

Questions		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	% Strongly Agree & Agree	Mean	Standard deviation
Q4 I would like to work with African immigrants	%	2.3	4.6	25.6	40.1	25.6	65.7	3.83	.96
Q5 I would share accommodation with immigrant from Africa	%	8.9	12.4	34.3	28.8	15.0	43.8	3.27	1.15
Q6 African immigration in this country is out of control	%	6.3	11.0	27.1	24.8	30.0	54.8	2.37	1.21
Q10 The SA government should stop illegal African immigrants entering the country	%	6.9	6.6	9.2	18.7	58.5	77.2	1.86	1.26

In relation to 'Integration', the results showed that the participants desired to interact with, and integrate immigrants to, their communities. The results showed that 65.7% of the participants indicated that they would like to work with African immigrants and 43.8% of the participants indicated that they would share their accommodation with African immigrants. In addition, the participants expressed their view on the government responsibilities to control the immigration. The results indicated that 54.8% of the participants agreed that African immigration in SA was out of control, while 12.9% disagreed. The results also showed that a large number of participants (77.2%) indicated the complete ban of illegal immigrants in the country.

Table 14: The summary of score frequencies Factor 4 - Valued Contribution

Questions		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	% Strongly Agree & Agree	Mean	Standard deviation
Our country benefits from skilled immigrants from Africa								3.8	.98
	%	2.0	7.8	26.8	36.3	27.1	63.4		
African immigrants bring richness through diverse cultures	%							3.05	1.02
		7.2	19.3	42.7	22.8	8.1	30.9		

`There are some beliefs that immigrants made a 'Valued Contribution' to SA. In Table 14, 63.4% of the participants believed that SA benefitted from skilled immigrants from Africa. In addition, 30.9% of the participants believed that African immigrants brought richness through cultural diversity.

Table 15. T-test of gender and age group comparison of participant's perception towards African immigrants

	Gender	N	Mean	SD	Levene's Test for equality of variances F	Sig.	T	Df	P= (sig. 2tailed)	Eta-Squared
Immigrant Threat	Males	123	20.76	4.946	.663	.416	1.029	334	.304	.002
	Females	213	20.19	4.840						
Interaction	Males	122	10.61	2.670	.000	.990	1.908	343	.057	.000
	Females	223	10.03	2.738						
Integration	Male	121	11.50	3.009	.042	.837	.873	333	.383	.036
	Female	214	11.21	2.857						
Valued Contribution	Male	123	6.86	1.803	1.938	.165	.218	344	.827	.000
	Female	223	6.82	1.609						

An independent sample t-test was conducted to compare the 'Immigrant Threat' scores for males and females. There was no significant difference in scores for males (M=20.76, SD=4.946) and females (M=20.19, SD= 4.840, t (334) = 1.029, p=.304). The magnitude of the difference in the means was very small (.002). The gender difference in participants' interaction with immigrants was explored. The results, as shown in Table 15, indicated no significant difference in scores for males (M=10.61.SD= 2.67) and females (M= 10.03, SD=2.738, t (343) = 1.908, p=.057). The magnitude of the differences in means was very small (eta squared=.000).

The comparison of the 'Integration' scores for males and females showed that there was no significant difference in scores for males (M=11.50, SD= 3.009) and females (M=11.21, SD= 2.857, t (333) = .873, p= .383). The magnitude of the difference in means was small (eta squared=.036) meaning only 3.6 per cent of variance on integration of immigrants is explained by gender. In addition, the scores on the 'Valued Contribution' scale showed no significant difference for males (M= 6.86, SD= 1.803) and females (M=6.82, SD= 1.609, t(344)=.218, p= .827) with very small eta squared of .000.

Table 16: T-test of age group comparison of participants' perception towards African immigrants

| | Age group | N | Mean | SD | Levene's Test for Equality of variances | | T | Df | P= (sig. 2tailed) | Eta-Squared |
					F	Sig.				
Immigrant Threat	under 19	222	20.59	4.745						
	20 and older	115	20.10	5.178	1.049	.307	.855	335	.393	.003
Interaction	under 19	230	10.35	2.830						
	20 and older	116	10.01	2.490	6.948	.009	1.095	344	.255	.011
Integration	under 19	223	11.38	2.955			.368	334	.713	.002
	20 and older	113	11.26	2.890	.220	.639				
Valued Contribution	under 19	230	6.73	1.730			-1.689	345	.092	.000.
	20 and older	117	7.05	1.553	1.818	.178				

T-test results also indicated that the younger and older participants perceived immigrants as threats in the same way as there was no significant difference in the scores for these groups, for under 19 years (M= 20.59, SD=4.745) and for 20 years and older (M= 20.10, SD= 5.178, t (335) = .855, p= .393 with eta-squared of .003). The results also showed no significant difference in interaction with under 19 years (M= 10.35, SD= 2.83) and 20 years and older (M= 10.01, SD=2.490, t (344)=1.095, p= .255.). The magnitude of the differences in means was very small (eta squared=.011), meaning that only 1.1% of variance on interaction was explained by age group. Furthermore, the results showed no significant difference in the scores of participant age of 19 and under (M= 11.38, SD= 2.95) and participants of 20 years and older (M=11.26,SD= 2.890, t (334)= .368, p=.713 and very small Eta squared of .002).

In addition, the comparison of age group in relation of perceiving immigrants as positive contributors to SA was done. The results in Table 15 revealed no significant difference in scores of younger participants (M=6.73, SD=1.730) and 20 years and older participants (M= 7.05.SD=1.553, t (345) = -1.689, p=.092 and Eta squared of .000).

4.5. Integration and welcoming immigrants

Table 17: Summary of chi-square analysis of integration of African immigrants

	Observed N	Expected N	Residual	Chi-square	DF	P value
Yes	223	168.5	54.5	35.255[a]	1	.000
No	114	168.5	-54.5			
Total	337					

From 347 students, we evaluated the number of students who supported integration of African immigrants into South African communities. Out of this, 223 participants supported integration, and 114 participants did not support it. The findings showed that more than a half of the participants supported integration of African immigrants into the local communities (Chi=7.20; df =1 and p=.000<.05).

Table 18: Summary of chi-square analysis assessing whether there is a relationship between male and female perception towards integration of African immigrants

Statement	Gender				Significance		Effect size
	Male (n=119)		Female (n=217)		Chi-square value	P value	Phi
	Yes	*No*	*yes*	*No*			
Can African immigrants be integrated in South African communities	67.2%	32.8%	65.4%	34.6%	.623	.732	.043

The findings above showed that there is no significant association with gender and level of supporting integration of immigrants (chi=.623; df= 2 and p=.732>.05). The results indicated that gender had small effect of 4.3% on how participants perceived integration of African immigrants.

Table 19: The frequency of participants' responses on welcoming immigrants into SA

I generally welcome to SA (N=347)

|	Frequency	Percent	Valid Percent	Cumulative Percent
All immigrants	121	34.9	34.9	34.9
No immigrants	26	7.5	7.5	42.4
Some immigrants	165	47.6	47.6	89.9
Immigrants from Africa	35	10.1	10.1	100.0
Total	347	100.0	100.0	

The table above indicated that many (47.6%) participants preferred to welcome only some types of immigrants. This indicated that as African immigrants came from different countries, some immigrants maybe preferred over others based on their country of origin and their legal documentation. In the study, 34.9% of the participants indicated that they would welcome all immigrants. A number of participants, 7.5%, indicated their total opposition to welcoming immigrants, while only 10.1% of participants specified that they would welcome African immigrants to SA.

Table 20: Age comparison of welcoming immigrants

	All immigrants	No immigrants	Some immigrants	Immigrants from Africa	Total
under 19	37.0%	7.0%	45.7%	10.4%	100.0%
20 and older	30.8%	8.5%	51.3%	9.4%	100.0%

Table 20 indicated that the younger students (37%) and older students (30.8%) would welcome all immigrants. The older participants (51.3%) indicated their willingness to welcome some immigrants, while 45.7% of younger ones would welcome some immigrants. Only a very small percentage specified welcoming African immigrants: only 10.4% of younger participants and 9.4% of older participants specified that they would welcome African immigrants into SA.

Figure 6: Gender (Male and Female) comparison on welcoming immigrants
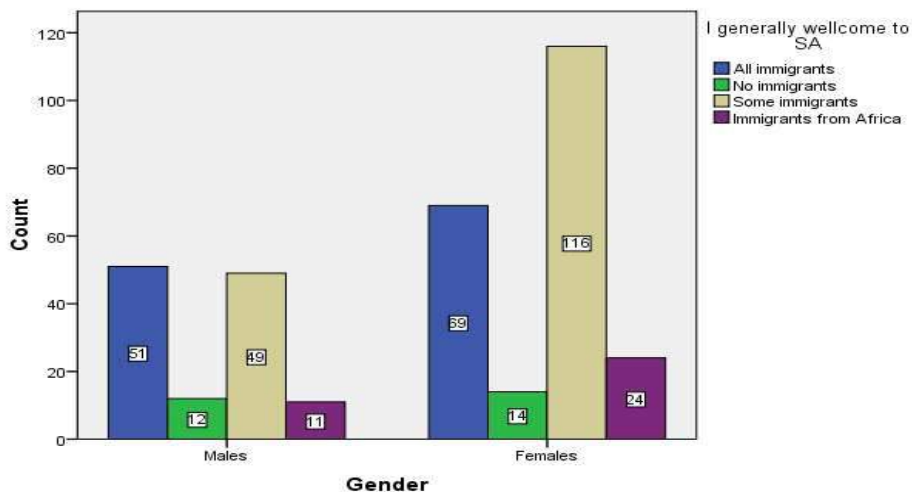
*Displayed numbers of counts on figure 6

The findings in Figure 6 showed a moderate evidence of gender difference in welcoming immigrants in which a large number of females (n=116) and males (n= 49) indicated that they welcome some immigrants. A number of males (n=51) and females (n=69) indicated their

intention to welcome all immigrants. Both males (n=12) and females (n=14) indicated that they welcome no immigrants in SA, and few participants specified that they would welcome African immigrants, males (n=11) and females (n=24).

Table 21: The summary of chi-square analysis of relationship of welcoming and integrating immigrants

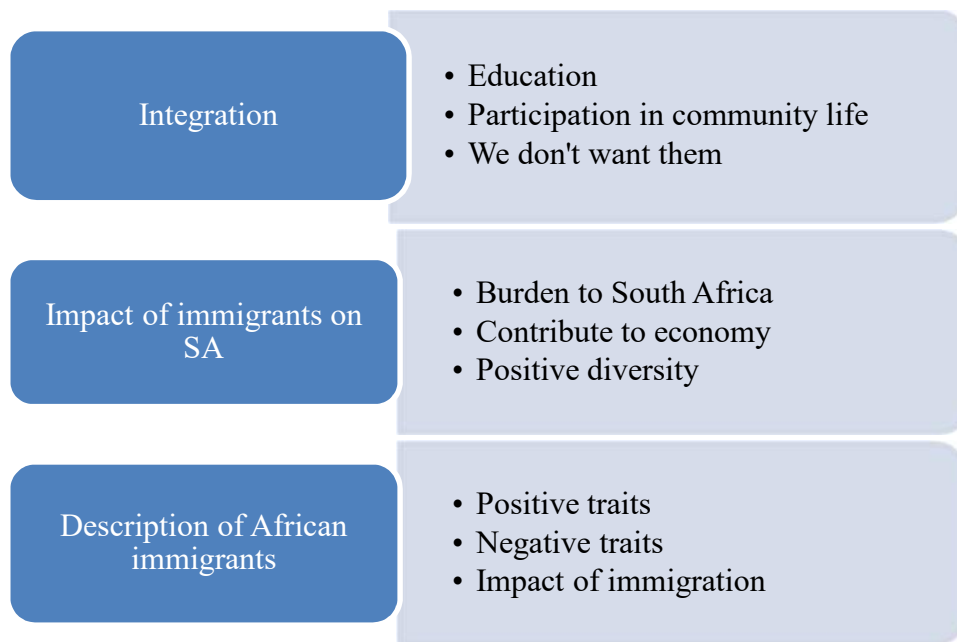|			Can immigrants be integrated		Significance			
			Yes	No	Chi-square	DF	P value	Effect size
I welcome to SA	All immigrants	Count	98	18	67.174	3	.000	.446
		%	84.5%	15.5%				
	No immigrants	Count	1	25				
		%	3.8%	96.2%				
	Some immigrants	Count	98	64				
		%	60.5%	39.5%				
	Immigrants from Africa	Count	26	7				
		%	78.8%	21.2%				

Most of the participants who signified their willingness to welcome all immigrants (n=98; 84.5%) would also support integration of immigrants into SA, whereas a small number who would welcome all immigrants (n=18; 15.5%) would not support integration of immigrants. The participants who did not welcome immigrants at all, (n=1; 3.8%) indicated support for integrating African migrants into the SA communities, while (n=25; 96.2%) did not support integration of immigrants. In addition, those who indicated that they would welcome some immigrants (n=98; 60.5%) would support integration, while others (n=64; 39.5%) did not support integration of immigrants. Lastly, a small number of participants who specified welcoming of African immigrants, (n=26; 78.8%), indicated their support for integration whereas (n=7; 21.2%) did not support integration. The findings in Table 21 indicated strong evidence of a relationship between welcoming immigrants and supporting integration of immigrants into the local communities (chi-square= 67.174; df =3 and p=.000<05; phi=.446). The level of

welcoming immigrants had medium effect of 44.6% (.446*100=44.6) on supporting and not supporting integration of African immigrants into the local community.

4.6. Themes from qualitative findings

Even though this study set out to be quantitative, the last section of the survey aimed to find out more from the students about their views on integration of immigrants in local communities, the value of having immigrants in SA, and how they would describe African immigrants. The students' views about the above issues are discussed in this section. The themes are presented and discussed in order of the most common themes. Examples of participants' comments for each theme are presented verbatim.

Figure 7: Emerging and overriding themes

Integration	• Education • Participation in community life • We don't want them
Impact of immigrants on SA	• Burden to South Africa • Contribute to economy • Positive diversity
Description of African immigrants	• Positive traits • Negative traits • Impact of immigration

4.6.1. Integration

There were two main positions indicated on integration of immigrants in local communities. The number of 223 participants supported integration while 114 participants opposed it. Those who supported integration proffered their suggestions on how it could be done, and those who opposed justified of their positions. Themes one and two highlighted suggestions in support of

integration, whereas theme three indicates the common justifications for opposing integration. The following are common themes gathered from the responses of the participants.

4.6.1.1. Education

The most recurring theme identified as a panacea to integrate African immigrants into SA communities was education. A number of students indicated that educating the locals about immigrants and immigration could avert hostility against immigrants and aid their acceptance into their midst. The participants were of the view that this would encourage the locals to see immigrants as people that would add value to SA that would benefit citizens. To them, proper education would change the perception of the locals about immigrants. For instance, a participant said, "Educate the people about different immigrants, what benefits they bring to the country and why they move from their countries" (Participant 159). It was noted that government should play a role in implementation of educating South Africans about xenophobia as well as the positive aspects immigrants brought into SA in order to avert constant attacks on immigrants. To accomplish this, a participant suggested thus: "The local South Africans should be educated about xenophobia so that immigrants will no longer be attacked. The government should set up programmes that will assist in educating people at the community level" (Participant 317). The participants also indicated that education should include some other topics such as racism and discrimination in order to create a welcoming community.

In addition, a number of participants shared their perspectives on how to carry out such education among the locals. The participants revealed that some of the things the government should be teaching the citizens were the principles of Ubuntu, the general application of respect to people, irrespective of their countries of origin, and show empathy towards others. For instance, "This can be done by sharing information about diverse cultures that are already in SA and immigrants share their different cultures with South Africans. This must be done under the notions of the spirit of Ubuntu" (Participant 102). Participant 241 explained: "Churches and other organisations should be involved in educating the people, about the importance of social and cultural integration to promote peace and eradicate stereotypes". Other participants emphasized the need for more social platforms that placed premium on integration of an 'African' experience through food, music, and dance, as well accepting and acknowledging

immigrants to promote unity. Participant 27 said, "It means that we are one, therefore we must be united and fight division that comes with west. If they get in SA legally there should be no problem".

A number of participants emphasized the need not to limit education to South Africans only but to extend it to African immigrants. "Educate the people (African immigrants) about the culture and ways of life of the SA people; make them understand the importance of tradition with regards to South African context" (Participant 12). Similarly, participant 101 said, "Immigrants should be encouraged to learn South Africa's cultures and languages, and, likewise, for South Africans to learn about immigrants' cultures".

4.6.1.2. Participation in community life

The second reoccurring suggestion to integrate immigrants into the SA communities was participation in the community life. This could play significant role in changing local people's views on immigrants. Exemplarily, participant 262 suggested, "Immigrants must be involved in community projects or activities that community will develop broader since they will share other activities that partake in their countries and bring in new useful ideas into attention." Participating in community life included provision of employment to the locals. "Legal immigrants who own business can hire South Africans who are unemployed. They can work together in terms of community development" (Participant 10). Participant 107 recommended, "Sharing cultures will be a way of connecting to the united African spirit and perception". Other participants indicated the importance of taking a step of locals to get to know immigrants then move forward in doing community developments projects together. This would help in knowing each other' strengths and use them to build the communities together.

However, many participants suggested that there were other formal requirements that immigrants should meet in order to be integrated into the local communities, such as police clearance, medical report, and legal documents. Participant 31 stated, "Immigrants should possess legal documentation and must be tested of any infections/diseases carried from their countries, then be embraced by the local communities." Similarly, "immigrants should be

welcomed into the country but check their documents and criminal record first because crime is already a problem in SA" (Participant 100).

4.6.1.3. "We don't want them"

This theme is based on the explanations given by the participants who opposed the integration of immigrants, both legal and illegal. The common justifications for their opposition were fear and hatred, motivated by negative attributes given to immigrants, such as crime. "I feel like they should be kept in their own place. I feel uncomfortable and scared around them" (Participant 154). Participant 225 said, "These immigrants have changed our culture, and, since Africa is too westernised, I do not like immigrants to be accepted since colonialists took everything from us. I don't like them".

Some of participants supported the notion of total ban of immigrants. "They should go back where they came from because they are the ones who commit most of the crimes in our country" (Participant 179). On the other hand, other participants specified their support for deportation of illegal immigrants. Participant 71 said, "Illegal immigrants should be deported back to their countries as they bring no benefits to our country but crime. The South African army should go to the communities and escort them out". The temporary stay and restriction of childbearing for legal immigrants was highlighted to be a way to manage immigrants in SA. "Legal immigrants should be allowed to enter our country but not to stay. If they are here to work/study, they should not even be allowed to reproduce as that makes more of them in our country (Participant 51).

4.6.2. Impact of immigrants on SA

African immigrants in SA are perceived to have a double effect on the country in a sense that there are advantages and disadvantages of having African immigrants in SA. There were three themes recurring. The first theme addressed the expressed negative impact of immigrants on SA, while the remaining themes were about the positive contributions of African immigrants.

4.6.2.1. Burden to SA

A large number of participants perceived immigrants as burdens to SA. Even some of those who affirmed the contributions made by immigrants to SA, indicated the negative effects of immigrants on the community. Participants frequently mentioned these negative effects such as

crimes, overpopulation, and spread of diseases, increase in unemployment, and the impact of cheap labour.

The main crimes allegedly committed by immigrants related to drugs dealings and prostitution; kidnapping and human trafficking; fraud; and the opening illegal stores. Participant 224 said, "Some of immigrants sell drugs and they are involved in human trafficking and they take our girls and make them sex slaves". Another participant said, "Our country did not have so many drugs before, but now, drugs are out of control due to immigrants. We have no land my mama has no house" (Participant 142). It was noted that media played role in influencing how the locals perceived immigrants. "Immigrants are dangerous, as we have seen on television, about the kidnapping of girls" (Participant 154). Similarly, another participant, "Some of the immigrants are criminals, they can do anything for money. For example this crisis we were facing lately, girls disappearing, immigrants from Africa have been spotted as suspects" (Participant 202).

Immigrants from different countries were perceived differently. Some participants indicated that immigrants from specific countries were perceived to sell drugs and turned young girls into prostitutes. Participant 20 said, "Immigrants, especially those from Nigeria, bring drugs to the country. Some immigrants are here in SA for human trafficking". Other participants said that drugs were harmful to children's lives, and that was affecting South African youth and robbing them of their future. "Nigerians sell drugs and open illegal stores in our areas where small kids get caught up in those illegal cloaks and they sell African herbs that tarnish our community" (Participant 330). The participants also highlighted that illegal immigrants committed many crimes and they could not be held accountable for the crimes committed, since they were not registered with South African immigration systems. Some assumed that illegal immigrants came to SA because they were running away from the crimes they committed in their countries of origin.

The advent of immigrants, according to some participants, had contributed to overpopulation, and invariably, constituted burdens on the SA resources and infrastructures. Participant 39 said, "Immigrants increase population, which the government is unable to secure, and decreasing economy making us unable to survive". The participants argued further that as the population increased, the business competition increased as well. Participant 197 said, "Immigrants

contributed to overpopulation and this has led to bigger competition in small businesses owned by SA people. The immigrants also sell products in lesser prices, thereby driving our people out of business". Participant 310 said, "They increase population size, thus straining the natural resources and available infrastructural facilities".

Furthermore, there was a belief that immigrants were the cause of the increase of diseases in SA. "Immigrants come her with diseases and crimes, because of them the level of diseases and crime had increased" (Participant 186). Some participants also believed that immigrants were burdens to SA, in the sense that they were the sources of increased unemployment. First, the locals accused them of taking the jobs meant for South Africans. Aside from this, their business approach increased competition. Some participants expressed the fear that immigrants wanted to take over everything. Participant 193 said, "Skilled immigrants come in SA already having experience in that particular job results in citizens who do not have experience to lose job opportunities". Additionally, Participant 313 said, "They take Zulu African jobs and increase population in Durban, and create a competition between the local township stores and foreigners' stores".

The acceptance of low wages by African immigrants was another reason why some participants perceived them as burdens to the SA. The participants claimed that African immigrants desperately accept any payment, thereby contributing to the unemployment of the locals. Participant 16 said, "Illegal immigrants accept employment at lower wages, impacts badly to most natives because employers take advantage of that, and employed most of them". There was also the feeling that SA government undermined its citizen's problems by employing immigrants. Participant 141 said, "Our government forgets about problems that are faced by its own people, like how would get free education if they hire many educated immigrants".

Lastly, a few participants expressed the feeling that immigrants increased poverty. They contended that immigrants, because they had no proper documentations, did not use bank, and did not pay taxes. "The economy of SA will therefore decrease as some immigrants don't use banks but send all their money back home" (Participant 136). Participant 189 added, "Some came here to work for their families and with the money they get they then move back with it to their home countries without paying taxes and this affect our economy".

4.6.2.2. Contribution to the economy

In this theme, the majority of participants indicated that immigrants contributed to the economy in three ways: through their high level of skills and education; through business opportunities and job creation; and, through their hard work. Many participants acknowledged that skilled and well-educated immigrants contributed greatly to SA, in different areas such as in hospitals and in schools. Participant 297 said, "Immigrants are good in surgical practices and most African immigrants from upper Africa are very good medical doctors". In relation to education, several participants acknowledged the contributions of some immigrants in teaching science, for example: "Most African people from other societies help South Africans with mathematics and physics abilities so in that case it's advantage to SA" (Participant 253). Participant 154 added, "They are very smart, lots of university lecturers are immigrants".

Other participants expressed the positive contributions of immigrants to economic growth through entrepreneurial skills and job creation, accompanied with hard work. Participant 296 said, "Some of immigrants have different skills and they even opened shop containers in deep rural areas for people to get things rather than going to town". Another participant pointed out that

> Most of South Africans are lazy and they have pride; so, immigrants opened barbershops and shoe-repair shops and by doing that they keep us looking handsome and beautiful and they save us money by fixing our shoes so that we don't buy new shoes" (Participant 10).

The participants affirmed the creativity and ingenuities of the African immigrants. "African immigrants are able to produce job opportunities like, for instance, in the salon and also use their skills in making crafts such as grass chairs etc and they sell them to make a living" (Participant 294).

Participants also acknowledged immigrants' contribution to business relations between SA and other African countries. Participant 241 said, "Immigrants opened up opportunities for trade between our countries and their countries". Participants 140 also noted, "They attracted investors and came to start businesses, the South Africans get employed and this benefit our economy". Lastly, a number of participants expressed the view that the hard work of immigrants also contributed to the SA economy in some ways. Participant 71 said, "They are hard workers in anything they do. They have improved the beauty world (such as salons) within our country; they

sell affordable clothes and their services are affordable". Participant 308 indicated the need for the locals to learn from immigrants. "They are hard working and motivate us that everything is on our hands we can work for ourselves with scarce resources we have".

4.6.2.3. Positive diversity

A small number of participants viewed different cultures as another form of contribution to the SA economy. "Culture wise, our country will be rich by getting more opportunities for tourism" (Participant 229). Participant 207 added, "Because of the uniqueness of every culture, immigrants come to SA with different talents, we, as South Africans, get a chance to learn from them". Participants 20 saw this as an opportunity to interact with, and learn from, other people's cultures. "As South Africans, we get to know other diverse cultures, the way of life for other people, as well as to interact with people of other countries. This is great and good for us."

4.6.3. Description of African immigrants

4.6.3.1. Positive traits

This theme gives a summary of how participants, who viewed African immigrants positively, described them. A few participants described immigrants with a high sense of acceptance while others attributed business, skills and education to immigrants. Few participants expressed their views and reasons to welcome immigrants in SA. "African immigrants are most welcome. It was the colonial system that divided us, as brothers and sisters, by installing boarders while they feasted on our natural resources since Africa is rich in natural resources" (Participant 228). Participant 181 said,

> African immigrants in SA are allowed as we know our African history, we, as South Africans, during apartheid times, went to the countries for help. For example our struggles and uMkhonto we Sizwe (the spear of the nation) members ran and hide in other countries.

In addition, participant 2 added that, "African immigrants in SA are the tools we can use to explore and learn about other things and cultures and also how people live in other countries (norms and values)". On the other hand, some participants mentioned conditional acceptance. "Immigrants are only allowed if they immigrate to SA legally, immigrating to SA for serving a pleasant purpose. Those who immigrated illegally to SA should be arrested" (Participant 187).

The participants, who expressed positive attributes of the African immigrants, were also of the view that the locals needed to learn from the immigrants. Participant 277 described the African immigrants as "smart, educated or want to get education and are business minded, we can learn a thing or two from them". Participant 101 indicated that "some African immigrants showed the willingness to learn about South African cultures and languages, at the same time making difference in some parts of SA economy by providing employments and increasing our growth development production". These positive attributes were directed towards African immigrants who honestly earned their living through legal services and business. Participant 51 said, "Some immigrants are rich and successful, which is a good thing because they make something out of their lives, but some are pimps and sell drugs here at Umbilo and could ruin our future generations".

4.6.3.2. Negative traits

In this theme, African immigrants were described as criminals; as many participants indicated that they were drug dealers, who turned girls into prostitutes, engaged in human trafficking, and caused conflicts in the communities due to the clash of their cultures with those of local citizens. Participant 191 said, "Immigrants are selfish because some raped children and sell their body part to get money and some sell drugs in order to get money". Another participant added, "They are taking advantage of SA and making it like their own countries, full of corruption and crime. They do lots of bad things and are slowly destroying our country" (Participant 127).

There was also the perception that immigrants were ungrateful, as they wanted to destroy SA that hosted them. Participant 200 said, "They are criminals and selfish human beings. They do not appreciate the fact that South Africans accommodated them through their unfortunate wars in their countries. They come here and do crime, steal from us their helping hands". Participant 180 spoke negatively about the language barrier saying, "Escalating! Enough is enough. Please, could they decrease because we cannot even hear some of our lecturers and tutors *ayi ngempela* (for real) their language is hard to understand". The beliefs that immigrants wanted to take over the country and a number of participants mentioned change South African cultures. "African immigrants are taking over SA. They want to bring their cultures in SA. We are hybridized enough" (Participant118). Participant 75 said, "They practice culture of their own, which usually clashes a lot with ours".

4.6.3.3. Impact of immigration

Many participants expressed negative perceptions towards African immigrants generally, rather than individually, because of what they perceived to be the negative impact of the large number of immigrants arriving in the country, including overpopulation. Participant No: 193 said, "African immigrants are increasing rapidly which results in the overpopulation and the scarcity of the resources leaving the country helpless". Other participants described African immigrants as illegal and attributed many crimes to them. "African immigrants in SA are most of those who came in SA illegally, trade things like drugs and produce fake clothes and go unnoticed by government officials" (Participant 215). Participant 313 said, "They must stay where they belong. Already, the population of SA is incredibly high with a high rate of unemployment. No more immigrants in our country, we do not need more of them now". It was noted that illegal immigrants made it impossible for the country to have the accurate number of immigrants. "The government will never know how many immigrants the country has and the estimation of immigrants in SA will never be accurate due to illegal immigrants" (Participant 6).

Other participants described African immigrants by indicating their countries of origins. The countries mentioned by many participants were Nigeria, Zimbabwe, Mozambique, Malawi, and Democratic Republic of Congo. Participant 224 said,

> African immigrants are mostly foreigners from the following counties: Zimbabwe, Mozambique, Nigeria, and Malawi. Most of them contributed to the economy because they are clothes shop owners. However, some of them are involved in drugs dealing which makes us South Africans to be angry with them and chasing them out of the country.

The participants also highlighted the challenge of controlling the borders to reduce immigrants entering SA. "African immigrants are uncontrollable as they flock to SA in large quantities from Zimbabwe, Kenya, DR Congo and Nigeria" (Participant 224).

CHAPTER FIVE
DISCUSSION AND CONCLUSION

5.1. Discussion of Findings

The findings are discussed under the following headings: Immigrants as threats, Interaction, Integration, Valued Contribution, Gender and Age differences concerning South African university students' perceptions towards African immigrants. The discussion also included the limitations and recommendations for further researches.

5.1.1. Immigrants as threats

The first research question this study sought to answer was what were the perceptions, attitudes, and beliefs of South African students towards African immigrants? The results suggested that the most prevalent perception was that African immigrants were threats (Table 11). According to Abraham and Eller (2017), there were two types of threats: realistic (safety and economic), and symbolic (cultures and values). The findings of this study showed that African immigrants were perceived as realistic threats, because they threatened the locals' safety by the spreading diseases and committing crimes. More than a quarter of the students sampled (n=347, 30.8%) reported that they feared that immigrants would spread diseases and (17.4%) believed that most crime in the country were committed by immigrants from Africa. African immigrants were also perceived as realistic threats in relation to the economy. One third of the students (32.86%) claimed that the increase of African immigration in SA would lead to a deterioration of their ways of life. This included almost a fifth of participants (18.4%), who indicated that immigrants threatened job opportunities, indicating that immigrants took jobs from South African citizens.

In addition, the study found that African immigrants were considered as a symbolic threats, as it is believed that they threatened local cultures and values. In keeping with the findings of Kang'ethe and Wotshela (2015), cultural differences appeared to be the trigger for xenophobia that manifested in social interaction. More than a quarter of the participants (27.7%), believed that if the number of African immigrants increased, locals would lose their cultures. This is supported by the intergroup perception theory that highlighted culture as the main source of social information used in categorizing people as ingroup or outgroup (Kawakami et al, 2017).

The findings showed that the participants categorized immigrants as outgroup, and considered them as threats to locals, categorized as ingroup. The findings supported the views expressed by Kawakami et al (2017) that the ingroup members discriminated against the outgroup members, and that members of the outgroup were considered as threats to the ingroup members.

Perceiving immigrants as threats may be rooted in fear of the outsiders, which could turn into xenophobic violence toward immigrants if checked. Van de Veer et al (2011) found xenophobia to be embedded in the feelings of the citizens that immigrants were threatening them. The findings of the study agreed with the findings of Crush and Ramachandran (2017), in their longitudinal study in relation to locals' fear of immigrants, but in different respects. For instance, in this study, perceiving immigrants as threats was more related to the fear of spreading diseases, change of way of life, loss of cultural values, and crime. In the findings of Crush and Ramachandan (2017), the fear was linked to increased immigration in SA that could lead to increased number of African immigrants becoming entrepreneurs of small businesses and opening shops in townships. Participants in the Crush and Ramachandran study were mainly adults already in a workshop place environment, while the participants in the current study were students.

The findings also strongly agreed with the position of Crush (2001), who found that immigrants were considered as threats to locals' safety as they were accused of being responsible for violence and crime in SA. A number of participants felt that immigrants came to SA with different types of communicable diseases, thereby endangering the health of the citizens. Others frowned against the criminal activities allegedly associated with immigrants. Kidnapping, trafficking, prostitution, drugs, among other social ills, have been rampant in SA. Some of the participants attributed these social ills to the influx of the immigrants to SA, falsely claiming that such were not common in the society prior to their arrival.

The intergroup perception theory noted culture as one of the main sources of social information used in categorizing people as ingroup or outgroup (Kawakami et al., 2017). The findings in this study showed that the participants categorized immigrants as outgroup members, and considered as threats to locals, categorized as ingroup. The findings supported Kawakami et al. (2017)'s views that the ingroup tended to discriminate against the outgroup, and called them names; often considered as threats to ingroup members with emphasis on their differences. Therefore, the

categorisation of target members as outgroup members was found to influence identification, stereotyping, intergroup conflicts and group biased evaluation (Kawakami et al, 2017). Masenya's (2017) findings indicated that attitudes towards African immigrants and attacks against them were rooted in the competition for small businesses.

On the issue of job opportunities in this study, some participants described immigrants as skilled workers who came to threaten the job security of the locals, who had no previous job experiences. Thus, competition for the available jobs was usually in favour of the immigrants. Overall, the findings of this study showed that the negative perceptions and attitudes against immigrants were rooted in a wide range of fears that immigrants could spread diseases, increased crime, and competed with citizens for the few job opportunities that were available, as well as resentment over cultural practices. This showed the complexity of the issues surrounding xenophobia and it appeared that there was not a single cause that could be identified. Available literature showed that xenophobia could be caused by a combination of fear and dislike of immigrants, competition for small business; fear that immigrants took locals' jobs and houses, as well as scarce resources.

It may also be that different sentiments or perceptions arose, depending on who was affected by the presence of immigrants. For example, students who perceived themselves as having better opportunities to work in businesses would see the presence of immigrants with better skills and qualification as threat. Similarly, the people who were unemployed and living in under-resourced areas would see immigrants as competitors. Much of the xenophobic violence on the news showed the looting of foreign owned shops in township areas (Dawood, 2018). In this study, some of the students expressed concerns over differences in language and accent. The students claimed that immigrant lecturers and tutors could not communicate effectively with the local students because of their accents, thereby hampering their learning process.

This could be an indication that context was an important consideration when framing interventions around xenophobia and integration. This also showed the relevance of doing a study such as this, which provides deeper insights into the particular fears, and concerns regarding most expressed threats such as change of way of life and loss of culture due to increased immigration, as well as immigrants spread of diseases. This could lead to correction of the misconceptions the particular group under study held against African immigrants. For this

reason, it is important to research the issues more widely and consider, for instance, the perceptions of different population groups, at various socioeconomic levels, education levels as well consider urban and township locations.

It has been found that the narrative used in media created awareness about xenophobia, but at the same time could justify exclusion through the narrative of citizens as insiders and non-citizens as outsiders, which increased locals' fears and dislike of immigrants (Chiumbu & Moyo, 2018). Atwell and Mastro (2016) also indicated that media projections and reports, especially threatening news stories about immigration, affected the attitudes of the locals toward immigrants. This indicated that the news reports could motivate those who already had xenophobic attitudes to unleash violent attacks on the immigrants. Bandura (2011) explains that the reciprocal influence of a person with his environment produced the behaviour, which tended to be either positive or negative. The reciprocal influence of environment and locals students could play an important role in steering the local students' fears and perceptions of African immigrants as threats, which could be learnt through observation via the media, community members and listening to the parents. One of the participants, for instance, claimed that they were motivated to conclude that immigrants were dangerous people because of the media reports on television about the kidnapping of girls. This indicated the need for responsible media reporting and for factually correct and relevant information to be disseminated about immigration and immigrants (Nelson & Salawu, 2017; Naido & Dewari, 2015).

5.1.2. Interaction

On the level of contact that existed between local students and African immigrants, literature revealed that there were limited contacts between locals and immigrants (Kang'ethe& Wotshela, 215; Osman, 2009). Abraham and Eller (2017) argue that symbolic threats that tended to be associated with language and cultural differences were responsible for this. The findings in Table 12 showed that more than half (n=347, 77%) of the participants indicated they had a general knowledge of some African immigrants. Thus, just less than a half (43.8%), indicated they had actual friendship with immigrants. Similarly, less than a half (43.8%) of the participants specified they had regular interactions with African immigrants.

Pettigrew (1998) highlights, in the Contact theory, the importance of cross racial and cross-cultural friendship, as this increased the desire to learn about outgroup behavior and cultures. Friendship was found to be an excellent tool to correct negative perceptions and misconceptions that ingroup members hold against the outgroup members and to reduce prejudice (Pettigew, 1998). The findings in this study showed that the level of contact that existed between local students and immigrants was more of the nature of general knowledge than of the quality contact. It is recommended that quality contacts, therefore needed to be encouraged, as Abraham and Eller (2017) indicated, that high-quality contact could neutralise the effects of different threats through the increase of knowledge and familiarity with the outgroup. This, in turn, tended to reduce the fears that outgroup members were threats to the ingroup's economy, safety and cultural values. As the study clearly showed, that a large percentage of local students operated under many false misconceptions about immigrants, and that many students did not have close relationships with immigrant students and other immigrants in general. It would be a recommendation of the study to find ways to encourage social interaction between local and foreign students. This could; indeed, help reduced the fears and false perceptions that students had towards immigrants.

5.1.3. Integration

This study also considered the perceptions of students towards the integration of African immigrants into South African communities. The findings in Table 13 showed that most participants desired to integrate immigrants into the workplace. More than half of students sampled (n=347; 65.7%) would like to work with African immigrants. However, less than half of the students (43.8%) indicated that they would be happy to share accommodation with African immigrants. These findings indicated that the locals' desire to integrate immigrants into work environments was higher than their desire to integrate them, in terms of sharing accommodation. This could be caused by the categorization by locals where the focus was on immigrants' differences, as well as the evaluation bias that tended to limit intergroup relations. Kawakami et al (2017) state that when outgroup members were perceived to be deeply different from ingroup members, this created the bias, as the ingroup tended to believe that members of the other group had either physical or personality differences, and cultural practices and values that were different from theirs.

In addition, the study found that more than a half (54.8%) of the students indicated that the population of African immigration in SA was out of control. The findings also showed that more than half (77.2%) indicated the need for a complete ban of illegal immigrants in the country. Some participants claimed that African immigrants were responsible for the overpopulation in SA, with its attendant consequences of scarcity of resources and amenities. Others felt that illegal immigrants were the sources of corruption in the country and that they mostly engaged in illicit drug businesses, and fake products.

Nevertheless, the findings in Table 17 showed that more than a half of students sampled (n=347, 223) supported the integration of immigrants into the South African communities. The students who supported integration of immigrants claimed that segregation in Africa was a consequence of colonization because Africans, irrespective of their status, were brothers, prior to the advent of colonial rule. Thus, the support from African countries during the liberation war in South Africa was enough to integrate other African immigrants into the society. They therefore suggested that there should be constant sharing of information about their diverse cultures between South African and the other African immigrants, in the spirit of Ubuntu. Thus, there was the need for a renaissance by accepting and acknowledging African immigrants as fellow Africans in SA, legally. These expressions supported the views of Hawker (2006), that to integrate someone meant finding ways to ensure the person was accepted within a social group.

On other hand, the findings found that a third of students (n=347, 114) opposed to the idea of integration. Crush and Ramachandran (2017) in their study found that some South Africans believed that ejecting all immigrants from their communities through violent activities could be a solution. The slight difference of the findings of Cruch and Ramachandran (2017), and the findings of this study is that the students who opposed to integration of immigrants did not view violence as a solution. Rather, they suggested deportation, and that security agents should escort immigrants out of the communities while others suggested a special place for immigrants. Some participants also said that the government should allow legal immigrants to enter the country but should not be given residence permits. While these sentiments were not overtly advocating violence, they did advocate separation, and still required further scrutiny. Negative perceptions that involved stereotypes and xenophobia could potentially escalate into violence or lay a foundation for potential violence if the perceived threats increased.

In addition, the findings (Table 19) found that almost a half of students (n=347, 47.6%) preferred to welcome some immigrants. More than a third (34.9%) of the students indicated the desire to welcome all immigrants, while 7.5% of students opposed to the notion of welcoming immigrants and 10.1% of students specified welcoming African immigrants to SA. The fact that a large number of students indicated the preference of welcoming some immigrants confirmed the findings of Gordon (2015) that educated people tended to be selective about which immigrants should be welcomed in SA. This preference could be based on their country of origins as indicated in Tables 1, 2 and Figure A.

Table 21 provided a summary of the preference for welcoming immigrants and support for their integration into South African communities. The effect of size in this study measured by phi-coefficient (phi= .446) indicated a medium relationship (44.6) of students on welcoming immigrants and integration of immigrants in the local community. These findings indicated that the level of welcoming affected the support for, or opposition to, integration of immigrants. The majority of the students who indicated they would welcome all and some immigrants supported integration; whereas, the number of students who opposed welcoming of immigrants, also opposed to their integration.

Berry (1997) explains that integration took place when individuals were interested in both maintaining their original cultures, while interacting with other groups and learning about the cultures of their host country. This included the desire to participate as an important part of the larger social network. However, integration has not often been considered from the perspective of local citizens. In the current study, some of the sampled participants indicated a number of requirements that immigrants should fulfill in order to be integrated. These included having proper legal documents, medical reports, presenting police clearance to the community leaders, and learning South African languages and cultures. The proper documents were also seen as the requirement for welcome, as many participants indicated that African immigrants were welcomed to SA as long as they possessed legal documents. Some participants felt that cultural differences, in term of practices, would remain problematic because the cultural orientation of African immigrants differed from the local cultural practices. It is in this sense that few participants suggested that for integration to take place, immigrants should only practice South African cultures to avoid cultures clash, believed to be one of the causes of conflicts between

locals and immigrants. There is the need to value diverse cultures with one goal: to promote peace for all, as some students highlighted that the presence of immigrants and their different cultures made SA a truly rainbow nation.

5.1.4. Valued contribution

During this study, the perceptions and attitudes of students were found to be both positive and negative. The study found that immigrants were often perceived negatively, but to a certain extent, were also perceived positively, depending on the issue in focus. The findings in Table 14 showed that there were positive attitudes towards African immigrants by more than a half (63.4%) of the students who believed that SA benefitted from skilled African immigrants. These findings agreed with the position of Ratha (2011) and Bhorat et al (2002) that SA benefitted from skilled immigrants such as medical doctors, science educators and investors.

The students confirmed this assertion about academic and medical staff at the UKZN. They claimed that African immigrants were good in surgical practices and most of them were very good medical doctors. They also stated that African immigrants brought skills to the country and shared these with local citizens. In the education sector, the students indicated that African immigrants helped South Africans in teaching mathematics and physics. The students admitted further that most of the smart and efficient lecturers at the UKZN were African immigrants.

Makgahlela and Lesabe's (2015), in their findings, discovered that African immigrants, who were entrepreneurs, contributed to the country's economy and job creation. Similarly, findings of Kalitanyi and Visser (2010) indicated that African entrepreneurs in SA contributed to job creation and transfer of entrepreneurial skills to their South African employees. The students affirmed that African immigrants were ingenious in their entrepreneurial activities and skills. They noted, with approval, that immigrants, unlike their South African counterparts, took pride in artisan works such as shoe repairing, barbering, automobile mechanics, thereby creating job opportunities for local interested in acquiring such skills.

In addition, the study found that almost a third of students sampled (n=347, 30.9 %) believed that immigrants brought cultural richness to SA. A high number (63.4%) of students perceived African immigrants positively in terms of affecting the South African economy positively

through their skills, while 30.9% indicated immigrants' contribution in enriching cultures. Some of the participants admitted that African immigrants exposed them to their unique cultures and talents. These positives and the valued contributions by immigrants could be important areas of focus when facilitating integration and trying to reduce xenophobia.

5.1.5. Gender differences concerning students' perceptions towards African immigrants

The study explored gender difference in the perceptions of students towards African immigrants (Table 15). The findings showed no significant difference between male and female participants in perceiving immigrants as threats (p=.304, t (334) = 1.029), in relation between local students and immigrants (t (343) = 1.908, p=.057); in relation to integration (t (333) = .873, p= .383) as well as the valued contributions that immigrants made to SA (t(344)=.218, p= .827).

In Hadland's (2008) findings, female participants tended to have positive attitudes towards immigrants than their male counterparts. The findings of this study disagreed with the findings of Hadland (2008), as both male and female students perceived immigrants the same way. Similarly, the findings also opposed to the findings of Sanger (2009). Sanger's (2009) findings indicated a difference in level of xenophobia between females and males in which males were seen as more active, often involved in xenophobic violence, looting of immigrants' properties and demonstrated more xenophobic attitudes than females. This means that local men were active participants in xenophobic violence and attitudes while local women were passive.

In Sanger's study, the local women indicated that local men were the ones who perpetrated xenophobic attitudes and violence against immigrants (Sanger, 2009). The findings of this study showed that both male and female participants perceived immigrants as threats in the same way. However, the contradiction of the findings and earlier findings may be due to the timing, the interval between those studies and this present one. During the time interval, many changes might have taken place and accounted for the differences. The difference in level of education of participants in earlier studies and this study also contributed to change in perceptions towards immigrants as the students in this study did not propose actual violence towards immigrants; this could also have an impact.

5.1.6. Age group difference concerning students' perceptions towards African immigrants

This study also found that the participants of 19 years and younger perceived immigrants as threats the same way as the participants of 20 years of age and older (p= .393, t(335)= .855) (Table 16). T-test results also indicated that the younger and older participants perceived immigrants as threats in the same way as there was no significant difference in scores for these groups, for under 19 years (M= 20.59, SD=4.745) and for 20 years and older (M= 20.10, SD= 5.178, t (335) = .855, p= .393 with eta-squared of .003). The results showed no significant difference in interaction with under 19 years (M= 10.35, SD= 2.83) and 20 years and older (M= 10.01, SD=2.490, t (344)=1.095, p= .255.). The magnitude of the differences in means was very small (eta squared=.011); meaning that only 1.1% of variance on interaction was explained by age group. In relation to integration, the results also showed no significant difference in scores of participants age of 19 and under (M= 11.38, SD= 2.95) and participants of 20 years and older (M=11.26,SD= 2.890, t (334)= .368, p=.713 and very small Eta squared of .002).

The findings also indicated that both younger students ranging from 17 to 19 years and students 20 years and older perceived African immigrants the same way in relation to the valued contribution they made to SA (t (345) = -1.689, p=.092). The findings contradicted the findings of Sanger (2009) and Sanger (2010). Sanger (2009) and Sanger (2010) found that men in the 26 to 33 age group in particular, and from 33 upwards, appeared to be the most overtly aggressive toward immigrants, which could show a link between local men's construction of masculinity and xenophobic attitudes, leading to violence (Sanger, 2009, Sanger 2010). The findings of this study indicated the same attitudes of young and older students towards African immigrants in perceiving them as threats, in viewing their contributions as beneficial to SA, their integration into the society as well as the level of interaction with local students and immigrants. However, the sample was a group of first year psychology students in which majority age ranged from 16 to 25, with seven students with age between 28 and 43 years.

5.1.7. Limitations and recommendations for further research

The participants of the study were local students. Therefore, the study did not include the views and experiences of immigrant students and other significant stakeholders involved in the

institution's functioning. The study also concentrated on only one tertiary institution, specifically UKZN, Howard College Campus, and did not include other tertiary institutions from different regions. For these reasons, the findings in this study cannot be generalized, but inferences are applied to the University of KwaZulu-Natal, Howard College, Durban.

Recommendations for further research include:

- Including lecturers in the sample to enable a comparison between the perceptions of students and lecturers.
- Including immigrant students in the sample to enable a comparison between the perceptions of local students and the experiences of immigrant students.
- Explore how the amount of contact local students have with immigrants could influence their attitudes.
- Extend the study to various tertiary institutions in different provinces so that a broader understanding of the phenomenon being studied can be realized.
- Use of mixed methods in which focus groups/ open discussions with local and immigrant students including the UKZN staff would be conducted, in order to gain an in depth understanding of attitudes towards African immigrants. This could promote more interaction and learning about other groups, which could, in turn, lead to the changing of negative views, beliefs and misconceptions that one group may be holding about the other.
- Design interventions in the form of a guide that could be used in tertiary institutions to help in diversity training to decrease xenophobia and negative perceptions towards African immigrants. At the same time, to provide education about SA cultures and languages for immigrants to help them better understand local student. This would be done with the hope that all students could then transfer perceptions that are more positive on immigrants (and locals) to their families and community in order to promote peace for all.
- Design teaching material that could be included in high school curriculum in the subject of Life Orientation that could help decrease xenophobic attitudes by creating more opportunity for students to work together in groups so that they can get to know each other.

5.2. Conclusion of the study

Even though there have been numerous studies on xenophobia and attitudes towards African immigrants in SA at large, surprisingly, there was limited studies in tertiary institutions focusing on local students' perceptions and experiences towards immigrants and xenophobia. This study provided and discussed quantitative and qualitative findings that were collected from a survey conducted with 347 students in UKZN, Howard College Campus. The data was gathered from first year psychology students to detail local students' general perceptions towards African immigrants, the causes of these attitudes, and the level of contacts that existed between local students and immigrants.

The study described, statistically, the perceptions and beliefs of local students towards African immigrants in UKZN, and the level of contact between them. The study set out to be quantitative in nature, however, the qualitative data collected was considered significant to understand students' views on the impact immigrants had on SA, as well their views on integration more deeply. This was considered necessary to be able to understand the reasoning behind student perceptions so that lessons could be learned to lessen xenophobic attitudes towards African immigrants and prevent them turning into violence.

In accomplishing the objectives of the study, it was determined that immigrants were perceived both negatively and positively. The most prevalent negative perceptions were that immigrants were threats. The most reported causes of this perception of threat were found to be a fear of change to the way of life that local citizens enjoy due to increased African immigration; fear that immigrants would spread diseases; and fear of loss of culture. The students reported to have contact and interactions with immigrants, but these contacts seemed limited to general knowledge about immigrants with few existing friendships. Contact between locals and immigrants has been considered as a form of integration that can generate better attitudes and understanding. The local students' who desired to work with immigrants was reported to be higher than those who desired to share accommodation with immigrants, indicating a reservation among students to get too involved with immigrants on a personal level. The study found that most students believed that immigration in SA were out of control and supported a ban of illegal immigrants in SA. On the other hand, in apparent contradiction to this the majority of participants also said they believed that SA does benefit from skilled African immigrants.

Furthermore, in relations to the impact of immigrants on SA, the students also reported that immigrants had both positive and negative impacts. On one hand, the most expressed view by the students was the valuable contribution that immigrants made to economy through business and skills. On the other hand, many participants expressed their views that immigrants constituted burdens to SA, as they strained the economy, contributed to overpopulation and committed many crimes. In addition, some participants described African immigrants collectively as being "too many", and as criminals, while a small number described them as hard-workers. Despite recognising that immigrants often brought valuable skills into the country, and made valuable contributions to the economy; participants' negative views demonstrated their personal fears that immigrants were threats to their ways of life and possibility their own livelihood.

It follows then that one of the most prominent themes that emerged in relation to how to achieve integration of immigrants was through education. Many of the students said that they believed that educating local South Africans, about immigration and promoting acceptance, could lead to integration of immigrants into SA communities. The participants believed that immigrants must also be educated and be willing to learn about South African cultures and languages. In most cases, there were also apparent differences in the perceptions between legal and illegal immigrants. Many participants suggested that only immigrants with legal documents could be integrated into local communities in order to avoid crime. This is based on the negative belief that illegal immigrants committed most crimes.

However, an opposing theme emerged under the label "We don't want them". Under this theme, some students expressed their total opposition to integrating immigrants into SA communities, regardless of whether they were legal or not by suggesting that soldiers should escort immigrants out of the communities, calling for deportation, and the provision of particular places where immigrants would be separated from the local citizens.

The students shared their views as is apparent from their highly negative statements; there were many negative beliefs, perceptions, and xenophobic attitudes; although there were some positive attitudes. These xenophobic attitudes should be attended to as they could lead to xenophobic episode and possibly violence. Even though students did not advocate for violence, there was prejudices, and some students advocated for separation such as different residential places to

prevent contacts of immigrants with citizens. As suggested, education emerged as the key to the promotion of integration of immigrants, to correct the misconceptions, generalizations, and biased beliefs, and to eradicate stereotypes. These tend to increase the fear and hate that leads to perceiving immigrants as threats. As UKZN is a well-known platform of education, this study suggest that the institution should consider developing and running regular programmes that speak about xenophobia, African immigration, and the benefits of cultural diversity. The aim of these programmes should be to educate both the local and immigrant students, including staff members at the institution, to foster interaction among all to build social cohesion. This could be done through lectures, workshops, sport activities as well as cultural shows of local and immigrants' traditional clothing, dance and food.

The results of this study indicated that a proactive stance needs to be taken by the institution to promote a safe and comfortable environment for all. This would set the foundation for students trained at this university to be the catalysts of change in their communities and workplaces in relation to breaking down the xenophobic attitudes towards African immigrants that are so prevalent across South Africa today.

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APPENDIX ONE: Questionnaire

Exploring students' perceptions towards African immigrants in South Africa

By completing this survey I confirm that I have all the required information on the research and voluntarily agree to take part.

a. Age:_____
b. Gender : Male ☐   Female: ☐   Other: ☐

c. Race: White ☐   African: ☐   Indian: ☐   Coloured: ☐   Other: ☐
d. I was born in South Africa   Yes   No
e. Myself or my parents migrated into South Africa from other parts of Africa   Yes   No
1. For each question put a **TICK** in one block to indicate how strongly you agree or disagree with the question

QUESTIONS	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1. I know some African immigrants					
2. I have friends who are from other African countries					
3. I interact with immigrants from Africa on regular basis					
4. I would like to work together with immigrants from other parts of Africa					
5. I would be happy to share accommodation with an immigrant from Africa					
6. Immigration in this country is out of control					
7. African immigrants take jobs from South African citizens					
8. Interacting with immigrants from Africa makes me uncomfortable					
9. The South African government should stop legal African immigrants entering our country					
10. South African government should stop illegal African immigrants entering our country					
11. Most crime is committed by immigrants from Africa					
12. I worry that immigrants from Africa					

may spread diseases					
13. Our country benefits from skilled immigrants from Africa					
14. African immigrants bring richness to our everyday lives through their diverse cultures					
15. I am afraid our culture will be lost with increased immigration from Africa					
16. With increased immigration from Africa I fear that our way of life will change for the worst					

2. Can African immigrants be integrated in South African communities? Yes   No

   Share your thoughts of how it should be

   done_____

   _____

3. I generally welcome to South Africa: (*please tick*)
a) All immigrants ☐
b) No immigrants ☐
c) Some immigrants ☐
d) Immigrants from Africa

4. What do you think the disadvantages and advantages of having African immigrants in South Africa are:

Disadvantages:

_____

_____

Advantages:_____

_____

_____

5. African immigrants in South Africa are

_____

_____

_____

"Thank you"

APPENDIX   TWO

INFORMATION SHEET

I am a master's student at UKZN doing a study exploring students' perceptions of African immigrants (Ethical clearance number HSS/0902/017M). The information collected will be used to contribute to a better understanding of student perceptions, attitudes and beliefs about African immigrants in South Africa. I would appreciate your participation in the study. Here is the information you need to decide whether to take part:

[1]   Your participation is voluntary. If you agree to participate, you may withdraw at any time. If you refuse to participate or withdraw, you will not be affected in any way whatsoever.

[2]   The study is anonymous, your name will not be recorded anywhere on the questionnaire and no one will be able to link you to your given responses.

[3]   As a participant you will be expected to do the following: Sign a consent form, and fill in the questionnaire. The questionnaire will take about 10 to15 minutes.

[4]   You can contact the researchers if you have any questions about the study:

- Researcher: Claudine, claumbabazi@gmail.com, phone 084 2121 364
- Research supervisor: Prof Yvonne Sliep, yvonne.sliep@gmail.com, phone 082 4989 343
- Research office: Mariette Snyman, snymanm@ukzn.ac.za, phone +27 31 260 8350

APPENDIX 3

INFORMED CONSENT FORM

I have been informed about the details of the study: Exploring students' perceptions about African immigrants in South Africa.

I have read and understood the written information about the study. I understand everything that has been explained to me and freely agree to take part in the study.

Signature: _____

Date: _____

APPENDIX 4

Claudine Nyirambabazi Mukeshimana

18A Hyslop Road, Greendale Park

 Howick 3290

 22 May 2017

Dear   Registrar,

<u>**Re: PERMISSION TO CONDUCT RESEARCH AT UKZN**</u>

I am a student at University of KwaZulu-Natal (student number: 211510348). I am doing a research project entitled "Exploring students' perception towards xenophobia among South African tertiary education", for my postgraduate studies in Psychology. This research will be conducted in partial fulfillment of my Master's degree in Health Promotion and Communication. I would like to request permission to conduct the research in your school, as the focus of the research is to better understand tertiary students' perceptions, attitudes and beliefs towards immigrants and their views on xenophobia. The research is aimed at making recommendations for dealing with the issue of xenophobia, how to prevent negative attitudes from manifesting into violence, and to increase positive interactions between locals and immigrants in order to promote peace.

The methodology will include a short survey of no more than 15 minutes, which would be conducted with psychology students during one of their lectures with permission from the lecturer concerned. The survey will be followed by two focus groups of between 8 – 10 students to clarify issues that have arisen in the survey. The survey and the focus groups will be voluntary and informed consents would first be obtained,

My Supervisor is Professor Yvonne Sliep, School of Applied Human Sciences, Psychology and her contact details are: yvonne.sliep@gmail.com and cell: 0824989343. My contact details are: claumbabazi@gmail.com and cell 0842121364. Should you require any further information please contact either my supervisor or myself. Thank you for your assistance, I look forward to confirmation of this request.

Yours faithfully

Claudine Nyirambabazi Mukeshimana

9 June 2017

Mrs Claudine Mukeshimana Nyirambabazi (SN 211510348)
School of Applied Human Sciences
College of Humanities
Howard College Campus
UKZN
Email: claumbabazi@gmail.com

Dear Mrs Nyirambabazi

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 degree, provided Ethical clearance has been obtained. We note the title of your research project is:

"Exploring students' perceptions towards xenophobia in South African tertiary education".

It is noted that you will be constituting your sample by handing out questionnaires, and/or focus groups students and Social workers working with citizens and immigrants 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. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

MR SS MOKOENA
REGISTRAR

Office of the Registrar
Postal Address: Private Bag X54001, Durban, South Africa
Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za
Website: www.ukzn.ac.za

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16 August 2018

Mrs Claudine Mukeshimana Nyirambabazi (SN 211510348)
School of Applied Human Sciences
College of Humanities
Howard College Campus
UKZN
Email: claumbabazi@gmail.com

Dear Mrs Nyirambabazi

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 degree, provided Ethical clearance has been obtained. We note the title of your research project is:

"Exploring students' perceptions towards xenophobia in South African tertiary education".

It is noted that you will be constituting your sample by handing out questionnaires, and/or focus groups students and Social workers working with citizens and immigrants on the Howard College campus. Permission is also granted to obtain statistics (numbers) of international students from 2013 to 2018 from Institutional Intelligence.

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. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely
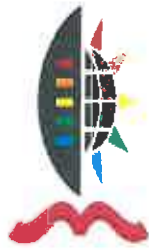
MR SS MOKOENA
REGISTRAR

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19 July 2017

Mrs Claudine Mukeshimana Nyirambabazi (211510348)
School of Applied Human Sciences – Psychology
Howard College Campus

Dear Mrs Nyirambabazi,

Protocol reference number: HSS/0902/017M
Project title: Exploring students' perceptions towards xenophobia in South Af4rican tertiary education

Approval Notification – Expedited Application

In response to your application received on 27 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

Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Professor Yvonne Sliep
Cc Academic Leader Research: Dr Jean Steyn
Cc School Administrator: Ms Ayanda Ntuli

Humanities & Social Sciences Research Ethics Committee
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